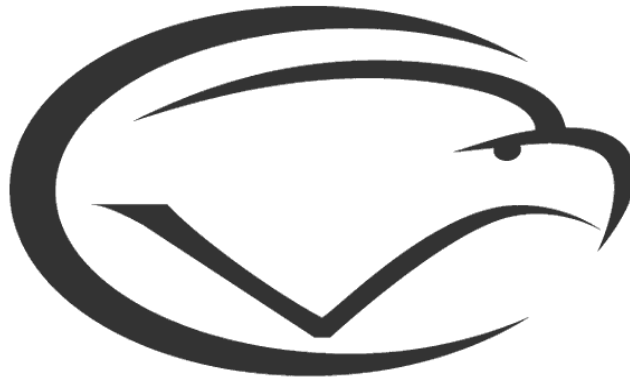


Cumberland Valley High School

**6746 Carlisle Pike
Mechanicsburg, PA 17050**



CUMBERLAND VALLEY SCHOOL DISTRICT

Soaring to Greatness, Committed to Excellence

**High School
Program of Studies
2014-15**

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MESSAGE TO PARENTS & STUDENTS


FROM THE PRINCIPAL

The purpose of this booklet is to inform parents and students of the educational offerings available at Cumberland Valley High School. Parents and students should then be able to make intelligent, sound, and rational educational decisions.

A great deal of thought, planning, and time has gone into the curricular offerings listed in this booklet. We believe the educational program offerings are quite diverse and comprehensive. It is our hope that these offerings will meet the varied interests and needs of our student body in their college and career planning. Through our curricular offerings, our main goal is to provide a broad educational program where students are challenged and encouraged to develop and to explore their potential. We would ask that both students and parents spend time carefully reviewing this curriculum booklet. Planning your educational future is time consuming, yet extremely important.

In closing, our counselors will provide one-on-one opportunities for you to meet to discuss course offerings and selections. Please feel free to call upon our counselors, staff members, and administrators for further clarification on matters pertaining to course offerings and selections.

Sincerely,



Judy Baumgardner
Principal

MASTER SCHEDULE CONSTRUCTION

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

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

FROM THE COUNSELORS & SUPERVISORS

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

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

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

If after reading this booklet you still have questions about the courses of study, please arrange to visit or call your child's counselor.

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

HIGH SCHOOL COUNSELORS

Counselors for Class of 2018

Mr. Payne.....	A through K.....	506-3630
Mrs. Baldwin	L through Z.....	506-3628

Counselors for Class of 2017

Mr. Landis.....	A through L	506-3637
Mrs. Clements.....	M through Z.....	506-3638

Counselors for Class of 2016

Mrs. Fry	A through K.....	506-3629
Ms. Lowe	L through Z.....	506-3636

Counselors for Class of 2015

Mr. Mullen.....	A through K.....	506-3635
Ms. Bashore	L through Z.....	506-3631

HIGH SCHOOL SUPERVISORS, CHAIRS, & COORDINATORS

Departments

Department Leaders

Art	Mr. Paul Nagle.....	506-3579
Business, Computer, & Information Technology	Mr. Gregg Lucas.....	506-3514
English/Reading.....	Dr. Matthew Treese.....	506-3456
Family & Consumer Sciences.....	Mrs. Lisa Golding.....	506-3649
Guidance.....	Mr. Jeff Hosenfeld.....	506-3776
Health/Physical Ed.....	Mr. Todd Bedard	506-3650
International Baccalaureate.....	Mrs. Kathy Heisler	506-3645
JROTC.....	COL John Kardos.....	506-3757
Mathematics.....	Ms. Stacey Knerr.....	506-3412
Music.....	Mrs. Deana Raymer.....	506-3589
Science/Agriculture.....	Mrs. Michele Dubaich.....	506-3413
Special Education.....	Mrs. Lori Rauenzahn.....	506-3780
Social Studies.....	Mrs. Sabrina Lindsay.....	506-3452
Technology Education.....	Mr. Scott Reynolds.....	506-3469
World Language/ESL.....	Mrs. Christina Stoshack.....	506-3455

POLICY, PROCEDURE, & GUIDELINES

GRADUATION REQUIREMENTS

All students will be required to complete ALL graduation requirements in order to participate in the graduation ceremony.

1. CREDIT REQUIREMENTS – In order to graduate from Cumberland Valley High School, a student must accumulate a total of twenty-three (23) credits in grades 9, 10, 11, & 12. **Students in grade 9-11 must take a minimum of 6.5 credits each year. Students in grade 12 must take a minimum of 5.5 credits and of that, a minimum 4.5 credits must be passed.** Grade 12 students should consult with their counselors to make sure they meet graduation and athletic eligibility requirements.

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

ARTS AND HUMANITIES 2.0 credits: Visual Arts, Music, Theatre, Family & Consumer Sciences, Technology Education, Literature, Languages, History, Psychology and Sociology

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

SOCIAL STUDIES 4.0 credits: A student is required to pass at least four (4) credits in this area. Only Vo-tech students and students participating in Learning Support Employment Transition Development programs are required to earn only three (3.0) credits in Social Studies. Vo-tech students will take Social Studies credits at Vo-tech.

Students are required to sequentially take the following:

Classes of 2015:

9th Grade	World History	1.0 credit
10th Grade	World Cultures or AP Human Geography	1.0 credit
11th Grade	US History and Economics.....	0.5 credit each
12th Grade	Government and Current Global Issues.....	0.5 credit each

Classes of 2016 & Beyond:

9th Grade	World History	1.0 credit
10th - 12th Grades	Government and Economics	0.5 credit each
	US History	1.0 credit
	AP Human Geography or Current Global Issues.....	1.0 credit

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

SCIENCE 3.0 to 4.0 credits: All classes required to pass three or four planned courses**

Class of 2015-2016

9 th Grade	Earth & Space Science.....	1.0 credit
10 th Grade	Biology	1.0 credit
11 th & 12 th Grade	Physical Science (Chemistry, Physics, TAGS, General Science).....	1.0 credit

Class of 2016-2018:

9 th Grade	Biology	1.0 credit
10 th Grade	Physical Science (Chemistry, Physics, TAGS)	1.0 credit
10th-12th Grade	Earth, Physical or Life Science Elective.....	1.0 credit

HEALTH/PHYSICAL EDUCATION 2.0 credits. Required to pass four sequential planned courses.

ELECTIVE COURSES 3.0/4.0 credits. The remainder of the twenty-three (23.0) credits must be chosen from any of the planned courses available to the student. **PLEASE NOTE:** World Language - It is strongly recommended that the third year course in any one world language be completed by the college prep students.

**All students must either take 3 math and 4 science courses or 4 math and 3 science courses.

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

Beginning with the **class of 2017**, all students are required to score Proficient or Advanced in each of the Keystone Exams in order to meet the Commonwealth of PA Graduation requirements.

4. JOB SHADOW REQUIREMENT – Students must successfully complete a **Job Shadowing experience during the eleventh grade year**. Students enrolled in the full International Baccalaureate Diploma Programme will have the Job Shadowing requirement met through their CAS requirements.

COURSE RECOMMENDATIONS BY GRADE

**Students in grade 9-11 must take a minimum of 6.5 credits each year.
Students in grade 12 must take a minimum of 5.5 credits; and, of that, a
minimum of 4.5 credits must be passed.**

Grade 9	Credits
English 9	1.0
Math Course	1.0
World History	1.0
Science Course	1.0
Health & Phys. Ed.	0.5
Guidance Class	0.25
Electives	2.0
	Total 6.75

Grade 11	Credits
English 11	1.0
Math Course	1.0
Social Studies Course	1.0
Science Course	1.0
Health & Phys. Ed.	0.5
Job Shadowing	0.5
Electives	1.5
	Total 6.5

Grade 10	Credits
English 10	1.0
Math Course	1.0
Social Studies Course	1.0
Science Course	1.0
Health & Phys. Ed.	0.5
Electives	2.0
	Total 6.5

Grade 12	Credits
English 12	1.0
4 th year math or science course	1.0
Social Studies Course	1.0
Health & Phys. Ed.	0.5
Electives	3.0
	Total 6.5

SCHEDULE COMMITMENTS & ADJUSTMENTS

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

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

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

CHANGING A COURSE OR INSTRUCTIONAL COURSE LEVELS

Course change requests will be considered only if they meet one of the following criteria:

- Academic misplacement as determined by previous subject grades, related standardized test scores, teacher information, evidence of sufficient student effort, and administrative approval
- Missing a graduation requirement or college admissions recommendation
- Missing a course prerequisite
- Dropping a less difficult course for a more difficult course as approved by the **building principal**

ADDING AN ADDITIONAL COURSE

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

DROPPING A COURSE

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

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

ACADEMIC DEADLINES FOR 2014-2015

January 31	Deadline to submit course selection sheet
April 1	Deadline to request course/level changes
May 30	Tentative date for students to receive 2014-15 course rosters (no teacher names, periods, etc.)
End of 2 nd cycle.....	Deadline to add a course
September 30	Courses dropped after this date will be reflected on transcript as "WF"(withdrew failing)
End of 2 nd cycle.....	Deadline to add a Semester 2 course
February 27	Semester 2 courses dropped after this date will be reflected on transcript as "WF" (withdrew failing)

EARLY GRADUATION

9001: Early Graduation is an opportunity for qualifying seniors to finish their senior year of high school by the end of the first semester. This opportunity allows interested students to get a jump start on post-secondary studies or a career.

TO BE ELIGIBLE, A STUDENT MUST:

- Have a minimum of 18.5 credits at the end of their junior year
- Have an overall GPA of 86% or better
- Be able to meet all graduation requirements by the end of their first semester senior year

REQUIREMENTS:

- Early grad students will have completed two English courses by the end of the junior year. If the student has not met this requirement, the student could take an approved on-line course or college English (HACC) either in the summer prior to the senior year or during the 1st semester senior year (paid by the student). These options may not fulfill NCAA eligibility requirements.
- Early grad students will have to take specific courses to meet graduation requirements. In most cases, the daily schedule will include the following:
 - Two health/physical education courses (quarter credit each)
 - Two social studies courses: Current Global Issues and American Government (half credit each)
 - *Additional electives may be necessary to get student to 23 credit minimum
- The ending date for the early graduation student is determined on a case by case basis. A student attending college in the spring semester will finish CV no earlier than 3 school days prior to the start of the college semester. A student with no college commitment in the spring will finish at the end of CV's first semester.
- A student meeting our district's graduation requirements will receive a CVSD diploma in June along with the rest of the graduation class.
- Students interested in graduating by the end of the first semester of their senior year should see their counselor by **March 1 of their sophomore year.**
- Prior to pursuing higher education options, a letter of approval is needed by the Superintendent and School Board.

NOTE: It is the student's responsibility to check with his or her college of interest about its policies related to enrollment and financial aid for early graduating students.

ON-LINE COURSES

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

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

All online course requests will be submitted to the building principal for approval. See your counselor for details. Parameters and timelines will be established by the school. Failure to comply with deadlines may result in lost credit.

SPECIAL RECOGNITION DIPLOMAS

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

ADVANCED PLACEMENT SCHOLAR AWARDS:

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

ADVANCED PLACEMENT INTERNATIONAL DIPLOMA (APID):

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

- Two (2) AP exams from two different languages selected from English and/or world languages
- One (1) AP exam designated as offering a global perspective: World History; Human Geography; and Government and Politics: Comparative
- One (1) AP exam from the sciences or mathematics content areas
- One (1) AP exam from among any content except English and world languages.

INTERNATIONAL BACCALAUREATE DIPLOMA

Students who pursue the IB Diploma must take six subjects, one from each of the subject groups (1-5), and either one from group 6 or a permitted substitute from one of the other groups. Three or four subjects must be taken at Higher Level (HL) and the rest at Standard Level (SL). The IB recommends a minimum of 150 hours of instructional time for SL subjects and 240 hours for HL subjects. While the IB program encourages students to pursue the full IB Diploma, students may choose to take one or more individual IB courses, referred to as the Certificate Program. Students participating in the full IB Diploma Programme may be required to submit an application.

COURSE WEIGHTING RUBRIC

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

Course Level	Student Responsibility	PDE Standards Coverage	Homework	Projects	Test Prep Time Expected
Weight = 1.130, for <u>IB diploma student</u> 1.130, if AP/IB exam is taken 1.125, if AP/IB exam is not taken	Students will hold primary responsibility for their success in this course. Students must possess independent academic skills. The teacher will present material and facilitate the student's success.	Course content is geared towards AP / IB level.	Will be assigned in class and used to introduce, review or extend concepts discussed in class.	An independent project will be assigned that requires students to work at the upper levels of Webb's Depth of Knowledge.	Students will be expected to do at least 3-4 hours of preparation time for each major unit test.
Weight = 1.1	Students will hold significant responsibility for their success in this course. Teachers will expect students to see them for extra help when needed.	Course content exceeds the PDE academic standards.	Will be assigned in class and used to introduce review or extend concepts discussed in class.	An independent project will be assigned that requires students to work at the upper levels of Bloom's taxonomy.	Students will be expected to do at least 2-3 hours of prep time for each major unit test.
Weight = 1.0	Students must use class time conscientiously to complete assignments and review under the guidance of their teacher.	Course content is structured around the framework provided by the PDE academic standards.	Will be assigned and modeled in class and used to review concepts introduced in class.	Projects that follow a teacher prepared timeline may be assigned and completed as part of homework requirements.	Students will be expected to do at least 1-2 hours of prep time for each major unit test.



NCAA APPROVED COURSES

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

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

English

English 9/H
English 10/H
American Lit 11
World Lit 12
English Language 11/AP
English Literature 12 /AP
IB English HL I/HL II

Mathematics

Alg I/Basic/H
Alg 2/Basic/H
Pre-Calculus with Trig/H
Calculus/CP
Calculus AB/AP
Calculus BC/AP
Geometry/Basic/H
Statistics/CP (0.5 cr)
Statistics/AP
Topics in Prac Math (0.5 cr)
Trig (0.5 cr)
IB Math SL I/SL II
IB Math HL I/HL II
IB Math Studies SL

Natural/Physical Science

Anatomy/Human Physiology/H (lab)
Astronomy (lab) (0.5cr)
Biochemistry/H (lab)
Biology 1/H/(lab)
Biology/AP (lab)
Wildlife Biology & Ecology
Zoology & Botany/H (lab)
Conceptual Chemistry
Chemistry CP (lab)
Chemistry I/H (lab)
Chemistry AP (lab)
IB Chemistry HL/SL (lab)
Earth & Environmental Science (lab)
Environmental Science/AP (lab)
Conceptual Physics (lab)
Physics/CP (lab)
Physics 1-AP (Alg Based) (lab)
Physics C/AP (lab)
IB Physics SL (lab)
IB Sports Exercise Science SL (lab)
Topics in Applied General Science (TAGS) (lab)

Social Science

Anthropology (0.5 cr)
Comparative Gov't AP
Current Global Issues
European History/AP
Gov't/Econ/AP (0.5 cr)
Human Geography/AP
Psychology/AP
IB Psychology SL
Sociology
U.S. History/AP
World History/H/AP
IB Hist of the Amer's HL I/HL II

Additional Core Courses

French 1, 2, 3H, 4AP
IB French SL I/SL II
German 1, 2, 3H, 4AP
IB German SL I/SL II
Latin 1, 2, 3H, 4AP
Spanish 1, 2, 3H, 4AP, 5AP
IB Spanish SL I/SL II
IB Spanish Ab Initio I/II
Spanish Literature AP
Chinese 1, 2H, 3H, 4H, 5AP
IB Chinese SL I/SLII

DIVISION I AND II INITIAL- ELIGIBILITY ATHLETIC REQUIREMENTS

CORE COURSES:

NCAA Division I and II require 16 core courses. See charts below.

Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (7 of the 10 must be a combination of English, math, or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement. *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to receive athletic aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

TEST SCORES:

Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is available in the guidance office.

Division II requires a minimum SAT score of 820 or an ACT sum score of 68.

The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section is not used.

The ACT score used for NCAA purposes is a sum of the English, math, reading and science sections.

When you register for the SAT or ACT, use the NCAA Eligibility code of 9999 to ensure all scores are reported directly to the NCAA eligibility center from the testing agency. Test scores from transcripts will **not** be used.

GRADE-POINT AVERAGE (GPA):

Be sure to look at Cumberland Valley’s school list of approved NCAA courses which are available at the NCAA Eligibility Center’s website (www.eligibilitycenter.org). NCAA GPA is calculated using NCAA core courses only.

Division I students enrolling full time before August 1, 2016 should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.

Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299 corresponding test-score requirements are listed on Sliding Scale B (available in the guidance office).

Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.300 corresponding test-score requirements are listed on Sliding Scale B (available in the guidance office).

The Division II core GPA requirement is a minimum of 2.000.

Visit www.eligibilitycenter.org for more information

SIXTEEN (16) CORE COURSES FOR DIVISIONS I & II

Division I

4 years English
3 years math (Algebra I or higher)
2 years natural/physical science (includes 1 lab class)
1 year additional English, math or natural/
physical science
2 years of social science
4 years of additional courses (from any
area above, foreign language or
comparative religion/philosophy)

Division II

3 years English
2 years math (Algebra I or higher)
2 years natural/physical Science (includes 1 lab class)
3 years of additional English, math or natural/
physical science
2 years social science
4 years of additional courses (from any
area above, foreign language or
comparative religion/philosophy)

PROGRAMS OF STUDY

CUMBERLAND PERRY AREA VOCATIONAL TECHNICAL SCHOOL

Cumberland Perry Area Vocational Technical School (CPAVTS) serves students from fourteen high schools in Cumberland, Perry, York, and Adams County. CPAVTS is an extension of your high school, offering intensive instruction in 22 career and technical programs. Students attend CPAVTS for half of their school day, taking courses in their technical program plus social studies. Students attend their sending high school for English, science, mathematics, physical education, and other graduation requirements.

Typically, students attend CPAVTS beginning in tenth grade. However, we will accept students in ninth, eleventh, and twelfth grade if space permits. Students coming in eleventh and twelfth grade may not be able to complete all Program of Study requirements, but they will gain an advantage in the college and career world compared to student who has not experienced any career and technical education program.

CAREER PATHWAYS AND PROGRAMS AT CPAVTS

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

Additional information on all programs is available online at www.cpavts.org.

The Cumberland Perry AVTS does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. For information regarding civil rights, grievance procedures, or access, contact the Administrative Director at 110 Old Willow Mill Road, Mechanicsburg, PA 17050, 717.697.0354, jbruhn@cpavts.org

VO-TECH COURSE LISTINGS

Course #	Course Title	Recom Grade
AM Students w/ Social Studies (2.0 credits plus 1.0 credit for SS):		
9006	World History	9-10
9007	American Studies	10-11
9019	HVAC/R	9-11
9020	Auto Collision Technology	9-11
9021	Automotive Technology	9-11
9014	Carpentry	9-11
9022	Child Care and Guidance	9-11
9015	Advertising Art & Design	9-11
9023	Cosmetology	9-11
9018	Diesel Technology	9-11
9024	Culinary Arts	9-11
9017	Graphic Communications	9-11
9025	Health Careers Technicians	9-11
9026	Horticulture & Landscaping	9-11
9027	Criminal Justice	9-11
9028	Precision Machine Technology	9-11
9029	Masonry	9-11
9030	Logistics/Warehouse Mgmt	9-11
9031	Welding Technology	9-11
9016	Computer Information Systems	9-11
9032	Nurse/Nurse Assistant	9-11
9033	Dental Assistant	9-11
9034	Electronics Technology	9-11
9035	Electrical Construction & Maint.	9-11

Course #	Course Title	Recom Grade
PM Students w/ Social Studies (2.0 credits plus 1.0 credit for SS):		
9800	American Studies	10-11
9801	World History	9-10
9012	HVAC/R	9-11
9052	Auto Collision Technology	9-11
9072	Automotive Technology	9-11
9152	Carpentry	9-11
9212	Child Care and Guidance	9-11
9232	Advertising Art & Design	9-11
9252	Cosmetology	9-11
9312	Diesel Technology	9-11
9342	Culinary Arts	9-11
9372	Graphic Communications	9-11
9422	Health Careers Technicians	9-11
9432	Horticulture & Landscaping	9-11
9462	Criminal Justice	9-11
9492	Precision Machine Technology	9-11
9522	Masonry	9-11
9552	Logistics/Warehouse Mgmt	9-11
9672	Welding Technology	9-11
9702	Computer Information Systems	9-11
9712	Nurse/Nurse Assistant	9-11
9722	Dental Assistant	9-11
9762	Electronics Technology	9-11
9792	Electrical Construction & Maint.	9-11

VO-TECH COURSE LISTINGS

Course #	Course Title	Recom Grade		Course #	Course Title	Recom Grade
AM Students - NO Social Studies (3.0 credits):				PM Students - NO Social Studies (3.0 credits):		
9036	HVAC/R	12		9011	HVAC/R	12
9037	Auto Collision Technology	12		9051	Auto Collision Technology	12
9038	Automotive Technology	12		9071	Automotive Technology	12
9039	Carpentry	12		9151	Carpentry	12
9040	Child Care and Guidance	12		9211	Child Care and Guidance	12
9041	Advertising Art & Design	12		9231	Advertising Art & Design	12
9042	Cosmetology	11-12		9251	Cosmetology	11-12
9043	Diesel Technology	12		9311	Diesel Technology	12
9044	Culinary Arts	12		9341	Culinary Arts	12
9045	Graphic Communications	12		9371	Graphic Communications	12
9046	Health Careers Technicians	12		9421	Health Careers Technicians	12
9047	Horticulture & Landscaping	12		9431	Horticulture & Landscaping	12
9048	Criminal Justice	12		9461	Criminal Justice	12
9049	Precision Machine Technology	12		9491	Precision Machine Technology	12
9050	Masonry	12		9521	Masonry	12
9053	Logistics/Warehouse Mgmt	12		9551	Logistics/Warehouse Mgmt	12
9054	Welding Technology	12		9671	Welding Technology	12
9055	Computer Information Systems	12		9701	Computer Information Systems	12
9056	Nurse/Nurse Assistant	12		9711	Nurse/Nurse Assistant	12
9057	Dental Assistant	12		9721	Dental Assistant	12
9058	Electronics Technology	12		9761	Electronics Technology	12
9059	Electrical Construction & Maint.	12		9791	Electrical Construction & Maint.	12
Senior Electives (AM session = periods 1&2) 0.75 cr.				Senior Electives (PM session = periods 8&9) 0.75 cr.		
9100	Forklift Training/Cert. (AM)	12		9101	Forklift Training/Cert. (PM)	12
9071	Floral Design and Arranging (AM)	12		9151	Floral Design and Arranging (PM)	12
9211	Electronics Technology (AM)	12		9231	Electronics Technology (PM)	12
9251	Masonry (AM)	12		9311	Masonry (PM)	12

WHAT ARE THE ADVANTAGES FOR STUDENTS ATTENDING CPAVTS?

Earn College Credit

College in the High School Program

The College in High School (CHS) program, also called dual enrollment, allows high school students to take college classes while enrolled at CPAVTS during the regular school day. CHS is considered *dual enrollment* because students earn credits toward high school graduation and the college degree at the same time. Classes are taught by CPAVTS teachers who are qualified by Harrisburg Area Community College to teach these classes. The college credits are awarded by HACC, but the credits transfer to colleges and universities in the Commonwealth and do not require the student to enroll in a HACC program.

Program of Study (POS) College Articulation Agreements

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

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

Suggested Course Sequence by the Pennsylvania Department of Education for [Programs of Study](#)

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

For Students Enrolled in Career and Technical Programs:

For additional information on Program of Study and which colleges are participating, go to www.techlinkpa.com and click the link for SOAR – Students **O**ccupationally and **A**cademically **R**eady

Earn a Pennsylvania Skills Certificate

The Pennsylvania Skills Certificate was created by the PA Department of Education to recognize career and technical education students who have shown advanced skill achievement in their career and technical program.

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

Earn Industry-Recognized Certifications

CPAVTS have the opportunity to earn industry certifications which are specific to their career program. Examples include PA State Inspection certification for Auto Tech students and Certified Nursing Assistant certification for nursing students. A complete list of certifications is listed under each program description. During the 2012-2013 school year, 300 CPAVTS students earned at least one industry certification.

CARPENTRY

Carpenters construct, erect, install, or repair structures and fixtures made of wood, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; wood stairways, window and door frames, and hardwood floors. They may also install cabinets, siding, drywall, roll insulation. Students learn two types of carpentry work: rough and finish. Rough carpentry includes framing, boarding, sheathing, bracing, roofing, and studding. Finish carpentry includes the installation of finished flooring, stair work, siding, trim, wallboards, windows, and hardware. Students learn blueprint reading, estimation, material identification, the use of power and hand tools, framing, and the installation of trim and hardware.

<u>Carpenter</u>	<u>Industry Certifications</u>	<u>Related Occupations</u>
2012 Median Wage in PA \$19.20 per hour Program of Study Approved	OSHA – 10, NCCER, PA Builders Association 2013 High Priority Occupation	Estimator Dry wall installer Construction & building inspector

ELECTRICAL CONSTRUCTION AND MAINTENANCE

Electricians install, maintain, and repair electrical wiring, equipment, and fixtures. They work in accordance with the National Electric Code. They install & service street lights, intercoms, & electrical control systems. They install circuits, switches, conduits, circuit breakers, and other electrical devices. Students use tools and equipment safely to install electrical systems on a construction site, connect and disconnect electrical equipment, determine proper installation and operation of electrical work, apply procedures used in interior circuits and outlets, and troubleshoot electrical malfunctions. Special emphasis is placed on the National Electric Code Specifications used in residential, commercial, and in industrial electrical construction projects.

<u>Electrician</u>	<u>Industry Certification</u>	<u>Related Occupations</u>
2012 Median Wage in PA \$23.70 per hour Program of Study Approved	OSHA – 10, NCCER, PA Builders Association 2013 High Priority Occupation	Electrical engineer Avionics technicians Construction & building inspector

HEATING, VENTILATION, AIR CONDITIONING, AND REFRIGERATION

Heating, Ventilation, Air Conditioning, and Refrigeration includes the fundamentals of installation, repair, servicing, and maintenance of equipment and parts in the HVAC/R field. Students read blueprints and wiring diagrams, identify and use hand, power, and specialty tools. All aspects of copper tubing, copper fittings, pipe, pipe fittings, PVC, PEX, and Gastite are learned, and flaring, bending soldering, brazing, identifying, pipe cutting, and assembly are performed. Students learn about plumbing, sheet metal, and duct board techniques. Electricity is a large part of the field. Installation, troubleshooting, repair and design of AC, indoor air quality, air filtration, humidification, dehumidification, and make up air are part of this program. Heat pumps, geo-thermal applications, heating, electric, oil, gas, steam, and hot water are covered. Students use trainers and equipment to diagnose, disassemble, and reassemble systems, and ensure efficient operations.

<u>HVAC-R Technician</u>	<u>Industry Certification</u>	<u>Related Occupations</u>
2012 Median Wage in PA \$21.34 per hour Program of Study Approved	EPA 608, PA Builders Association, OSHA - 10 2013 High Priority Occupation	Service technician Plumber Sheet metal or pipe fitter

HORTICULTURE AND LANDSCAPING

Horticulture & Landscaping students learn skills in floral design, landscaping, greenhouse management, plant identification, bedding production, and pesticide safety. Students learn skills for a retail florist, wedding consultant, floral designer, and manager. Students learn residential and commercial landscaping, and maintenance. Students learn to care for flowers, shrubs, and trees in greenhouses and outdoors, to display products, and to market them. Students grow ornamentals, bulbs, and bedding plants. Topics include plants, transplanting, identifying and controlling nutrient deficiencies, disease, propagating, fertilizing,

<u>Landscaping & Groundskeeper</u>	<u>Industry Certification</u>	<u>Related Occupations</u>
2012 Median Wage in PA \$12.08 per hour Program of Study Approved	OSHA- 10	Floral designer Groundskeeper Landscaper

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MASONRY

Masonry teaches the fundamentals of working with brick and block. Students learn brick and block laying, mortar mixing, scaffold construction, building construction, and the proper use of masonry tools. They read blueprints and follow builders' specifications; check alignment and positioning by using a dry course; check for horizontal or vertical straightness by using a mason's level; gauge and plumb lines; and use story gauge rods to check work. Mortar mixing and spreading ensure accurate spacing of the joints. Students learn to safely use trowels, jointers, rulers, squares, masonry saws, brick hammers, mason levels, and gauge lines.

Brick and block mason
2012 Median Wage in PA
\$22.50
Program of Study Approved

Industry Certification
OSHA – 10
Rough Terrain Forklift
2013 High Priority Occupation

Related Occupations
Tile setter
Cement finisher
Construction supervisor

ARTS & COMMUNICATIONS

ADVERTISING ART & DESIGN

Advertising Art & Design is the modern promotion and merchandising of goods and services. This program prepares students for careers and is a prelude for college and art school. Students create portfolios to promote their work. The major emphasis is on principles of design, color, media exploration, and industry practices. Emphasis is on manual illustration and layout skills, art production, technical features of design, layout, composition, and color theory. Students prepare graphic and advertising projects from idea through pre-press, and work with the Graphic Communications program in producing the printed product.

Prerequisite: Successful completion of the Art test for the Advertising Art and Design program.

Multi-Media Artist
2012 Median Wage in PA
\$25.65 per hour
Program of Study Approved

Industry Certification
Print Ed®

Related Occupations
Web page designer
Graphic illustrator

GRAPHIC COMMUNICATIONS

Graphic Communications provides students with instruction in producing printed materials. Students learn the offset printing process by preparing projects from design to finished product. Students learn techniques of layout, design, digital photography and plate setting. Students use pc's and Mac's. Proofreading, paper selection, cutting and binding, collating and finishing are included. Competencies in printing operations on a wide range of equipment are part of the program. Students use live work to achieve competency.

Graphic Designer
2012 Median Wage in PA
\$19.71 per hour
Program of Study Approved

Industry Certification
Print Ed®

Related Occupations
Printer
Graphic designer

BUSINESS MANAGEMENT & INFORMATION TECHNOLOGY

COMPUTER INFORMATION SYSTEMS

The **Computer Information Systems** program prepares students to write and code instructions that control the operation of a computer. Students learn to operate microcomputer equipment including a scanner, install software, create web pages for the Internet using HTML, become efficient with the Microsoft Office application software and Windows 7/XP/2003 operating systems, and learn networking commands for both Windows 7 Server systems. The projects provide practical experience in organizing and compiling information that is used to solve problems, keep records, and provide other computerized services. Instruction includes organizing flowcharts to plan programming steps in sequence, writing and coding all instructions in the programming languages QBASIC, Visual Basic, and Java; testing the programs for accuracy, and adjusting for any errors.

Computer Network Administrator
2012 Median Wage in PA
\$35.77
Program of Study Approved

Industry Certification
CompTIA Network+
MS Certified Professional
2013 High Priority Occupation

Related Occupations
Network Administrator
Systems Analyst
Security Specialist

DENTAL ASSISTANT

Dental Assistant students learn laboratory skills, dental x-rays, dental impressions, pour study models, assisting the dentist chair side, patient care in office, hospital and long term care settings. Students will job shadow in a dental office.

Dental Assistant
2012 Median Wage in PA
\$15.37 per hour
Program of Study Approved

Industry Certification
PA Dental Radiographic
First Aid/CPR/AED
2013 High Priority Occupation

Related Occupations
Dental hygienist

NURSE/NURSE ASSISTANT

Nurse/Nurse Assistants students learn personal hygiene, instrument and equipment identification, telephone training, correspondence and record keeping, nursing procedures, anatomy, pharmacology, as well as infection control, standard precautions, sterilization and OSHA standards. Students may participate in a clinical experience with patients through affiliation with Holy Spirit Hospital, Bethany Village Retirement Center as well as opportunities to shadow or intern in medical offices.

Registered Nurse
2012 Median Wage in PA
\$30.57 per hour
Program of Study Approved

Industry Certification
C.N.A. Exam
First Aid/CPR/AED
2013 High Priority Occupation

Related Occupations
Nurse practitioner

HEALTH CAREERS TECHNICIANS

Health Careers Technician students will experience school-based simulations within a variety of healthcare settings that include physical therapy, radiology, surgical technology, and pharmacy technology. The core curriculum includes an introduction to healthcare, infection control, safety and emergency procedures, legal and ethical responsibilities, nutrition, and other health care topics.

Physical Therapy Assistant
2012 Median Wage in PA
\$20.76 per hour
Program of Study Approved

Industry Certification
First Aid/CPR/AED
2013 High Priority Occupation

Related Occupations
Physical therapist
Radiology technician
Surgical nurse
Respiratory therapist
Pharmacist

HUMAN SERVICES, HOSPITALITY & TOURISM

CHILD CARE AND GUIDANCE

Child Care & Guidance teaches lesson planning, preparing nutritional snacks, instructional materials, schedules, and curriculum plans. Parent involvement, enrollment, safety/health factors, and discipline are explored. Part of the program covers child development and growth patterns of the preschool child. Students apply their skills in the preschool program as students supervise the nursery, schedule child activities, take attendance, greet children, and plan art, music, science, and indoor/outdoor play lessons and activities.

Pre-School Teacher
2012 Median Wage in PA
\$11.74 per hour
Program of Study approved

Industry Certification
CDA Ready Certification
First Aid/CPR

Related Occupations
Group supervisor
Head start specialist
Child care director

CULINARY ARTS

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

Chef

2012 Median Wage in PA
\$18.76 per hour
Program of Study Approved

Industry Certifications

ServSafe®

Related Occupations

Cook, Pastry chef
Butcher, Meat cutter

COSMETOLOGY

Cosmetology students learn hair care skills, cutting, styling, relaxing, braiding, coloring, waving, and styling wigs, care of hands and nails, skin, and makeup artistry. Students practice these techniques on mannequins and are given clinical experience by applying these skills in the cosmetology clinic. Emphasis is placed on sterilization, anatomy, and chemical reactions to cosmetics, and customer relations.

Cosmetologist

2012 Median Wage in PA
\$11.03 per hour

Industry Certification

State Board of Cosmetology

Related Occupations

Barber
Make up artist

CRIMINAL JUSTICE

Criminal Justice students learn administrative procedures, vehicle code and accident investigation, crimes code and criminal investigation, prevention of crime, and laboratory procedure. Simulated activities develop skills in procedures used in police patrol, criminal investigations, accident investigation, report writing, use of Crime Code and Pennsylvania Vehicle Code, first aid and firearms training.

Police Officer

2012 Median Wage in PA
\$28.13 per hour
Program of Study Approved

Industry Certification

First Aid/CPR
National Incident Management

Related Occupations

Police officer
Fire Marshall

TRANSPORTATION AND LOGISTICS

AUTOMOTIVE COLLISION TECHNOLOGY

Automotive Collision Technology provides students with training to repair cars and trucks. Instruction includes repair and replacement to restore a car or truck to good condition. Students operate hydraulic jacks, and use pry bars, dolly blocks, and mallets for dent removal, learn metal finishing by filling the area with plastics, and grinding and sanding until smooth. Students replace and install new sections, weld panels, braise, and solder. Surfaces are prepared and painted. Students install trim and glass, use gauges for frame straightening, and estimate repair service.

Autobody Repair Technician

2012 Median Wage in PA
\$18.20 per hour
Program of Study Approved

Industry Certification

PA Inspection and Emissions
S/P2

Related Occupations

Painters & customizers
Insurance adjuster

AUTOMOTIVE TECHNOLOGY

Automotive Technology prepares students to diagnose and repair suspension, steering, brakes, electrical and electronics systems, heating and air conditioning, and engine performance, manual and automatic drive train/transaxles. This program is ASE certified by NATEF.

Automotive Technician

2012 Median Wage in PA
\$16.65 per hour
Program of Study Approved

Industry Certification

PA Inspection and Emissions
S/P2
2013 High Priority Occupation

Related Occupations

Repair estimator
Safety or emissions inspector

DIESEL TECHNOLOGY

Diesel Technology involves the maintenance, servicing and repair of light and heavy industrial construction and transportation equipment. Instruction centers on diesel trucks, graders, high lifts, and farm machinery. Students are trained in electrical systems, turbo chargers, engine speed governors, and other components. Students learn hydraulics, power trains, adaptation of diesel power to industrial equipment, oxyacetylene and AC/DC welding operations.

Diesel Technician

2012 Median Wage in PA
\$19.79 per hour
Program of Study Approved

Industry Certification

PA Inspection and Emissions
Air conditioning 609, OSHA 10
2013 High Priority Occupation

Related Occupations

Mobile heavy equipment repair
Farm equipment repair

LOGISTICS AND WAREHOUSE MANAGEMENT

Logistics & Warehouse Management includes hands-on aspect of operating a distribution center. Students learn ordering, control of goods received, efficient accessible storage, and proper distribution of materials. Record keeping and computer entry play a large part in the program. It also includes organization, inspection, accounting, receiving, and shipping. Students learn to use forklifts, elevators, rollers, or conveyor belts for loading, unloading, or placement of supplies in storage areas. Students work in a distribution center which stores in excess of \$100,000 in merchandise a year.

Shipping and Receiving Clerk

2012 Median Wage in PA
\$15.19 per hour
Program of Study Approved

Industry Certification

OSHA – 10
2013 High Priority Occupation

Related Occupations

Stock supervisor
Distribution clerk
Forklift operator

MANUFACTURING

ELECTRONICS TECHNOLOGY

Electronics Engineering Technology provides a foundation in the principles of electronics. The program introduces operating systems, units of measurement, and formulas required to understand basic electronics. Students do experiments to help them understand theory as it relates to testing components and diagnosing circuit problems. Students are introduced to digital electronics where they build and analyze logic circuits. They see how microprocessors work, and how they are used to control electronic systems. Students work with computers, rebuild a PC, identify major components, and determine their function. Windows operating systems are installed and studied. Students learn to diagnose and fix many common computer problems.

Electronics Engineering Technician

2012 Median Wage in PA
\$26.23 per hour
Program of Study Approved

Industry Certification

Student Electronics Technician
OSHA 10
2013 High Priority Occupation

Related Occupations

Broadcast technician
Avionics technician
Data system technician

PRECISION MACHINE TECHNOLOGY

Precision Machine Technology prepares students to work blueprints, and to setup and operate hand-operated machinery, computers, and computer controlled machinery. The course requires no heavy lifting. Students work with metals, plastics, carbides, composites and acrylics, hand tools, machinery and computers. They participate in field trips to work sites.

Machinist

2012 Median Wage in PA
\$18.97
Program of Study Approved

Industry Certification

NIMS - multiple
2013 High Priority Occupation

Related Occupations

CNC operator
Tool and die maker
Maintenance Technician

WELDING TECHNOLOGY

Welding includes oxyacetylene, AC/DC Arc welding, and semiautomatic MIG, plasma cutting, and TIG welding systems, and use hand tools, shears, forming and shaping machines, drill presses and metal cutting saws. Students plan, layout, set up and operate welding, brazing, and cutting equipment. They use oxyacetylene welding light and heavy gauge metals in all positions shielded metal arc welding in all positions. Students read blueprints, identify metal properties, types and uses of electrodes and welding rods, electrical principles, and welding symbols. They use manuals and specification charts, apply the welding standards established by the American Welding Society.

Welding Technician

2012 Median Wage in PA
\$17.49 per hour
Program of Study Approved

Industry Certification

AWS®
2013 High Priority Occupation

Related Occupations

Sheet metal worker
Boilermaker

CPAVTS SENIOR-ONLY ELECTIVE PROGRAM

The goal of the CPAVTS Senior-Only Program is to offer basic instruction in areas of personal interest and to provide entry level skills for employment. Each course is offered for one semester, one hour each day.

Due to the logistics of travel and schedules each course will be offered to meet the needs of the students within reasonable limits. Students will be permitted to drive to CPAVTS with their high school administrator's permission.

COURSES:

FORKLIFT TRAINING AND CERTIFICATION

Description: Training will be provided on five types of forklifts to learn how to load and unload trailers and to move and stack inventory within a warehouse.

Length: One semester for an hour per day. The time of the class is tentatively set from 8:00 – 9:00 **or** 2:00 – 3:00 based on participation.

Employment Compensation and Opportunities: Entry level pay ranges from \$10 to \$14 per hour.

FLORAL DESIGN AND ARRANGING

Description: Training will be provided in floral design and in the creation of arrangements. Students will learn the basics and apply the knowledge to the construction of corsages, boutonnieres, and centerpieces.

Length: One semester for an hour per day. The time of the class is tentatively set from 8:00 – 9:00 **or** 2:00 – 3:00 based on participation.

Employment Compensation and Opportunities: Entry level pay usually begins at minimum wage.

ELECTRONICS TECHNOLOGY

Description: Training will be provided in basic electronics, use of electronic equipment, and in the basics of building a programmable robot.

Length: One semester for an hour per day. The time of the class is tentatively set from 8:00 – 9:00 **or** 2:00 – 3:00 based on participation.

Employment Compensation and Opportunities: Entry level pay usually begins at approximately \$10/hour.

MASONRY

Description: Training will be provided in laying brick and block.

Length: One semester for an hour per day. The time of the class is tentatively set from 8:00 – 9:00 **or** 2:00 – 3:00 based on participation.

Employment Compensation and Opportunities: Entry level pay usually begins at approximately \$10/hour.

STUDENT ACCESS TO CAREER AND TECHNICAL EDUCATION

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

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

NONPARTICIPATING DISTRICT OF A CTC

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

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

PARTICIPATING DISTRICT OF A CTC

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

CHARTER SCHOOL STUDENTS¹

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

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

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

PRIVATE SCHOOL

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

¹ For additional information, see the applicable BEC, *Charter Schools*, which can be found at: http://www.portal.state.pa.us/portal/server.pt/community/purdon's_statutes/7503/charter_schools/507318.

HOME SCHOOL

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

FOREIGN STUDENTS²

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

INTERNSHIPS

As part of an effort to help students make more informed decisions regarding career choices, eligible sophomores, juniors and seniors can elect to participate in an internship. These students will be able to work with area businesses and professions during the school day or in the summer. The purpose of the internship is to help gain a better comprehension and appreciation of the career field in which students are interested. Credit is determined by the hours spent at the internship site. Students earn .25 credits for every 30 hours worked up to a maximum of 2 credits for 240 hours worked. Please contact Mrs. Consevage, Internship Coordinator for more information regarding the Internship Program.

8891 Career/Job Internship

Max of 2.0 cr

Course Prerequisite: See Internship Coordinator for an application

Grade 12

Release Time: 1 to 3 periods

Students must apply in the spring to be considered an internship candidate. If criteria are met, then placement positions for specific intern requests will be attempted for the next school year. Students must interview for most internship sites. It is important to note that availability of intern programs may be limited depending upon the specific career area. Internships can be of varying lengths.

Grade 11

Course Prerequisite: See Internship Coordinator for an application

After School/Weekend

Students in 11th grade can participate in a paid or unpaid internship after school or on the weekends. Students must complete an application for the internship program to be considered a candidate. Students must also apply and interview at the internship sites. Credit varies, depending upon the time spent at the internship site. Weekly journals and a reflection report are required to fulfill program requirements. Pre-approval is required in order to earn credit.

Grades 10-12

Course Prerequisite: See Internship Coordinator for an application

Summer Only

Students entering grades 10 through 12 must complete an application for the summer internship program in the spring to be considered an internship candidate. If criteria are met, then placement positions for specific intern requests will be attempted. Students must interview for most internship sites. It is important to note that availability of intern programs may be limited depending upon the specific career area. Internships can be of varying lengths and either paid or non-paid. Credit varies, depending upon the time spent at the internship site. Journals and reflections are required to fulfill program requirements. Pre-approval is required to earn credit.

8892 ACE Internship

2.0 cr

Course Prerequisite: See Internship Coordinator for an application

Grades 10-12

After School from October – April

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

² For additional information, see the applicable BEC, Foreign Students' Eligibility for Enrollment, which can be found at: http://www.portal.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/foreign_students%27_eligibility_for_enrollment/507311.

8893 Pinnacle Health Internship**2.0 cr****Course Prerequisite: See Internship Coordinator for an application****Grade 12**

Release Time: Periods 6-9

Students in 11th grade must complete an application in the spring to be considered for the program. Students are interviewed at Pinnacle prior to acceptance into the program. Only two students from Cumberland Valley are chosen for this program. Students volunteer every afternoon at Pinnacle Hospital from 1:00-3:00. Students MUST also participate in the two day training in June as well as the summer internship program at Pinnacle. Weekly journals and a reflection report are required to fulfill program requirements.

8895 Health Care Careers Exploration Program at Holy Spirit Hospital**1.0 cr****Course Prerequisite: See Internship Coordinator for an application****Grade 12****Semester 1, Periods 1 and 2**

Through a partnership with Holy Spirit Hospital, students spend the first marking period of their senior year exploring career opportunities of a large health care system. This program is on-site at Holy Spirit. Participation in this program is competitive and part of a partnership with ten other school districts. Class size is limited to 20 students with a maximum of two students from CV. Students must participate in the two-day training in June as well as the summer volunteer program at Holy Spirit in order to qualify for the internship. Upon completion of this program at the end of the first marking period, students will then volunteer at Holy Spirit for the second marking period during the same time frame.

ADVANCED COLLEGE PLACEMENT

A student may, upon written request from a parent or guardian to the Superintendent of Schools, and in accordance with the provisions of this policy, be considered for advanced college placement. Application is made in the latter part of the sophomore year or no later than March 1 of the junior year. The following standards should be met to be a candidate for this program:

- The student must demonstrate superior performance in the prescribed academic courses and has a cumulative grade point average of 90 in all subjects taken in his/her high school career at the time of application.
- The student is enrolled in the academic (college preparatory) program.
- The student must be self-motivated and an outstanding school citizen.
- The student shall have completed a minimum of eighteen (18) credits by the close of the third year in high school. Such credits shall include those mandated by the Commonwealth of Pennsylvania and/or the State Department of Education and those prescribed by the Cumberland Valley School District.
- The student shall have taken the College Board Exam before a final determination is made and have a combined PSAT score of 110 or an SAT score of 1100 (These scores are based on the Math and Critical Reading sections).
- The student must have received written approval of acceptance from a recognized and accredited college or institution of higher learning in order to be eligible for this program. Tentative approval may be given until acceptance to a college or institution of higher learning is gained. Acceptance must be received by June 1 of the third year of high school.

If this applicant is approved by the District Superintendent and the School Board, the student shall be granted a diploma after the successful completion of the first year of college. Among the credits carried must be a minimum of one credit in English, one credit in social studies, and one-half credit in physical education.

8789 Partial Advanced College Placement: Students must exhaust all courses available in the department of interest at CVHS before considering partial advanced college placement. For a student to receive his or her diploma, the student must assume responsibility for having a college transcript sent to the principal of the high school at the completion of the first year of college, but no later than June 1 of the year of graduation.

PLEASE NOTE: ALL college and tuition costs are the responsibility of the student and his/her parents. **Cumberland Valley School District WILL NOT pay any of the college expenses.**

COLLEGE IN THE HIGH SCHOOL

The College in the High School (CHS) program enables interested and qualified high school, sophomores, juniors and seniors to take college level courses at their high school during the regular school day. Participants are enrolled as provisional students of Harrisburg Area Community College (HACC) for the specific purpose of completing CHS courses and are entitled to take CHS courses at a significantly reduced tuition rate. Upon successful completion of a course, students receive HACC college credits, which have a high rate of successful transfer to other colleges and universities along with high school credit.

Cost: Students pay a \$35 application fee and pay \$30 per credit.

Some classes require students to purchase text and other materials.

The following College in the High School courses are offered at CVHS:

Department	CV CHS Course	Placement Tests Required?	HACC Credits Rec'd	Addit'nal Costs
Agriculture	Horticulture & Landscape Design	No	3	
Business	College Computer Applications	Yes	3	Materials: Approx. \$160
Business	College Marketing	Yes	3	Materials: Approx. \$180
Business	College Accounting	No	4	Materials: Approx. \$200

INTERNATIONAL BACCALAUREATE

The International Baccalaureate Programme (www.ibo.org) is a comprehensive and rigorous college-preparatory program designed to meet the needs of academically talented and highly motivated 11th and 12th grade students. Only schools authorized by the International Baccalaureate Organization in Geneva, Switzerland may offer the IB curriculum and allow their students to sit for IB examinations in hopes of earning an IB diploma. Students enrolled in IB schools throughout the world take the same curriculum and sit for the same examinations.

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

IB Diploma Requirements

Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences, and mathematics. The sixth subject may be an IB elective (art, theatre, psychology) or a second experimental science from group four.

Group 1: Studies in language and literature	English HL*
Group 2: Language acquisition	Chinese SL, French SL, German SL, Spanish SL, Spanish ab initio SL
Group 3: Individuals and societies	History of the Americas HL*, Psychology SL
Group 4: Experimental sciences***	Chemistry SL, Chemistry HL, Physics SL, Sports Exercise & Health Science SL
Group 5: Mathematics	Math SL, Math HL, Math Studies SL
Group 6: The arts	Art SL, Art HL, Theatre SL, Theatre HL

*required course

***Students are required to complete a Group 4 Project. Students from different Group 4 subjects will work collaboratively to analyze a common topic or problem. The emphasis is on the **processes** involved in scientific investigation rather than the **products** of such investigation.

At least three but not more than four of the six subjects are taken at the higher level of study. A higher level (HL) subject requires 240 hours of study, takes two years to complete and consists of two one-credit courses taken in sequence during the 11th and 12th grade year. Standard level (SL) subjects require 150 hours of study and may take place over one or two years. One-year SL courses are one-credit courses and may be taken during 11th and/or 12th grade. SL one-year courses may require additional lab periods per six day cycle to ensure that the time requirement is met. Two-year SL courses consist of two one-credit courses taken in sequence during the 11th and 12th grade year. One-year SL Courses will be tested at the end of year one and weighted 1.130. SL two-year courses and HL courses will receive a weight of 1.130 in both years one and two for IB diploma students. If the exam is not taken, the weight will be readjusted to 1.125. In addition to the academic requirements, diploma students must also complete CAS, EE and TOK over the course of their junior and senior year. Students will: receive a P/F grade for .25 credit in their senior year for completing Creativity, Action, Service (CAS), receive a P/F grade for .25 credit in their senior year for completing the Extended Essay (EE); receive a percentage grade for .5 credit in their junior year and .5 credit in their senior year for Theory of Knowledge (TOK) which will be weighted 1.125. In addition, requirements for Job Shadowing will be met through CAS.

IB Exams

Students are assessed through internal and external examinations which **heavily emphasize a writing component**. Each subject is graded on a scale of 1 to 7. A minimum total of 24 points in the six academic subjects plus the satisfactory completion of the central elements are required to earn the diploma. Extra points can be earned through TOK and the Extended Essay. Parents are responsible for the cost of all IB Exams and Registration Fees.

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

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

Suggested Course Sequencing Chart **

Groups	Subject	9th Grade	10th Grade	11 th Grade	12 th Grade
Group I Studies in Language & Literature	English HL	Honors English	Honors English	English HL I	English HL II
Group II Language Acquisition IB students who do not follow the suggested course sequencing chart must meet with the World Language Supervisor and the IB Coordinator to determine proper placement.	Chinese SL	Honors Chinese III	Honors Chinese IV	Chinese SL I/ AP Chinese	Chinese SL II
	French SL	French II or Honors French III	Honors French III or French SL I/ AP French	French SL I/ AP French or French SL II	French SL II
	German SL	German II or Honors German III	Honors German III or German SL I / AP German	German SL I/ AP German or German SL II	German SL II
	Spanish SL	Spanish II or Honors Spanish III	Honors Spanish III, AP Spanish Language or Spanish SL I	Spanish SL I or Spanish SL II	Spanish SL II
	Spanish ab initio SL	Chinese, Latin, German or French	Chinese, Latin, German or French	Spanish ab initio SL I	Spanish ab initio SL II
Group III Individuals and Societies	History of Americas HL	AP World History	AP Gov & AP Econ	History of Americas HL I	History of Americas HL II
	Psychology SL	n/a	n/a	Psychology SL (11 or 12)	Psychology SL (11 or 12)
Group IV Experimental Sciences	Chemistry SL	Honors Biology	College Prep or Honors Chemistry	Chemistry SL (11 or 12)	Chemistry SL (11 or 12)
	Chemistry HL	Honors Biology	College Prep or Honors Chemistry	Chemistry SL	Chemistry HL
	Physics SL	Honors Biology	Honors Chemistry	Physics SL (11 or 12)	Physics SL (11 or 12)
	Sports, Exercise & Health Science SL	Biology	Chemistry	Sports, Exercise & Health Science SL (11 or 12)	Sports, Exercise & Health Science SL (11 or 12)

Group V Mathematics	Math SL	College Prep or Honors Geometry	College Prep or Honors Algebra II	Math SL I	Math SL II
	Math HL	Honors Algebra II Or Honors Pre- Calc	Honors Pre- Calculus & Trigonometry Or AP Stats	Math HL I	Math HL II
	Math Studies SL	Algebra I, Geometry and Algebra II are prerequisites		Math Studies SL (11 or 12)	Math Studies SL (11 or 12)
Group VI The Arts	Art SL	Introductory Art Class; AP Art History advised	Introductory Art Class; AP Art History advised	Art SL I	Art SL II
	Art HL	Introductory Art Class; AP Art History advised	Introductory Art Class; AP Art History advised	Art HL I	Art HL II
	Theatre SL	n/a	n/a	Theatre SL I	Theatre SL II
	Theatre HL	n/a	n/a	Theatre HL I	Theatre HL II
Theory of Knowledge TOK	Theory of Knowledge	n/a	n/a	Theory of Knowledge	Theory of Knowledge

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

Disclaimer- Students who opt not to participate in the full IB Diploma Programme can schedule any IB Course from the six groups of courses. Full IB Diploma Students will be given preferential consideration when determining class size for a particular IB course.

See the complete International Baccalaureate list of courses in the Course Offering Section of the Program of Studies; individual IB Courses are listed and described within each department.

COURSE OFFERINGS BY DEPARTMENT

AGRICULTURAL SCIENCE EDUCATION

www.cvschools.org/ag

CURRICULUM FOR AGRICULTURAL SCIENCE EDUCATION (CASE)

The CASE program is a national program developed to prepare students for careers in science, technology and engineering through exciting “hands-on” experiences through activities, projects and problems in agricultural sciences, food and natural resources (AFNR) subject matter.

After completion of the Intro to AFNR academy courses, students can enter a “pathway” at the foundational level, then specialize and finally complete a capstone course before graduation, at which point students can earn college credit and certification.

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

Pathway	Plant Science Systems	Animal Science Systems	Youth Leadership Development
Academy 9th Grade	CASE Introduction to Agricultural Sciences, Food, and Natural Resources * **Applicable to Delaware Valley College credit		
Foundational 10-12 Grade	CASE: Plant Science*	CASE Animal Science * **Applicable to Delaware Valley College credit	Grow Our Agricultural Leaders (GOAL)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialization 11-12 Grade	Landscape and Floral Design **Applicable to HACC credit	Food Science and Safety *	Dynamics of Youth Leadership Development I
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capstone 11-12 Grade	CASE Agricultural Business, Research, and Development (12 Grade Only) *Internship*		
	CASE Applied Plant and Animal Biotechnology	Dynamics of Youth Leadership Development II	

*Course available as Science Elective Credit

**Dual credit available through Harrisburg Area Community College and/or Delaware Valley College

INTRODUCTION TO AGRICULTURAL SCIENCES, FOOD, AND NATURAL RESOURCES

8500 CASE Intro To AFNR

1.0 cr

Prerequisite: None

Grade 9 or Teacher Recommendation

Introduction to Agriculture, Food, and Natural Resources (AFNR) is the introductory course in the CASE sequence of courses. It is designed to introduce students to the four pathways that are offered through CASE. In addition to a brief overview of animal science, plant science, natural resources, and agricultural technology and systems, students will explore FFA, leadership, and science in agriculture.

* Applicable to Delaware Valley College credit

PLANT SCIENCE SYSTEMS

8510 CASE Plant Science

0.5 cr

Prerequisite: Intro to AFNR

Grades 10-12

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

8520 Landscape & Floral Design

0.5 cr

Prerequisite: Plant Science

Grades 11-12

Content: Students will learn the principles of floral design and materials used in floral arrangements. Skills will be acquired in constructing floral designs, centerpieces, bows and corsages. Students will learn how to identify common flower species. Basic floriculture practices will be learned relating to the care and handling of cut flowers. Fresh and silk flowers will be used to develop decorative designs for the home and office.

***Applicable to Harrisburg Area Community College credit.**

8525 Plant Science Systems Lab Manager

0.5 cr

Prerequisite: Instructor Approval; Completed CASE Plant Science and Landscape & Floral Design.

Grades 11-12

Content: The purpose of this course is to expand upon the concepts and experience from previous Plant Systems courses. Students enrolled in this course will design their own program of study, including their own learner objectives and course outline. Lab Managers supervise facility operations, courses and program events. Students will maintain a Supervised Agricultural Experience (SAE).

ANIMAL SCIENCE SYSTEMS

8550 CASE Animal Science

1.0 cr

Prerequisite: Intro to AFNR

Grades 10-12

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

***Applicable to Delaware Valley College credit (upon completion of the ASA sequence.)**

8560 CASE Food Science & Safety

0.5 cr

Prerequisite: CASE Animal Science

Grades 10-12

Content: CASE Food Science and Safety provides learning experiences in food science and safety, which allows students to apply scientific knowledge and processes to the development and preservation of food products. Issues of food science and safety are examined from a scientific and technological perspective. Students critically analyze information to evaluate and draw conclusions on the appropriate use of technology in food science and safety practices. Units of instruction include: principals of food preservation, food processing, biochemistry, food selection, and consumer health. Students develop personal viewpoints on societal issues concerning the development and preservation of food products, and make career plans in the food industry.

8565 Animal Science Systems Lab Manager **0.5 cr**

Prerequisite: Instructor Approval; Must have completed Animal Science.

Grades 11-12

Content: The purpose of this course is to expand upon the concepts and experience from previous Animal Systems courses. Students enrolled in this course will design their own program of study, including their own learner objectives and course outline. Lab Managers supervise facility operations, courses, and program events. Students will maintain a Supervised Agricultural Experience (SAE).

YOUTH LEADERSHIP DEVELOPMENT

8580 Grow Our Agricultural Leaders (GOAL) **1.0 cr**

Prerequisite: Intro to AFNR

Grades 10-12

Content: The purpose of GOAL is to assist students in developing their knowledge, attitudes, skills and aspirations regarding leadership development in an agricultural setting or provide them with the beginning foundations of leadership skills for any setting. The goal of this course is to encourage students to be knowledgeable, caring, and responsible decision makers. Students in our program desiring to develop and expand their leadership skills are encouraged to take this course. Students will find opportunities to further develop their organizational skills by interacting not only with other class members, but with other organizations, groups, and activities. Students in this course are in charge of departmental, FFA, and school-related activities, and are responsible for successfully organizing, conducting, and evaluating the activities.

8590 Dynamics of Youth Leadership Development I & II **1.0 cr**

Prerequisite: Grow Our Agricultural Leaders (GOAL)

Grades 10-12

Content: Dynamics of Youth Leadership Development I and II is designed to provide students the opportunity to develop leadership skills in the areas of teamwork, community service, responsibility, initiative, creativity, committee work, and public speaking. Students will set goals and manage the activities of the Cumberland Valley FFA chapter. Essentially, this course is GOAL 2.0 and students will be expected to find deeper understanding of their individual unique leadership characteristics, abilities, and professional skills. Leaders in this course will execute the daily operations of Cumberland Valley Agricultural Sciences programming from a student managerial standpoint.

8595 Youth Leadership Development Teaching Assistant **0.5 cr**

Prerequisite: Instructor Approval

Grades 11-12

Content: The purpose of this course is to expand upon the concepts and experience from previous Youth Leadership Development courses. Students enrolled in this course will design their own program of study, including their own learner objectives and course outline. Assistants supervise facility operations, courses and program events.

CASE AGRICULTURAL BUSINESS, RESEARCH, AND DEVELOPMENT

8600 Agricultural Sciences Capstone **0.5 – 1.0 cr**

Prerequisite: Two previous Agricultural Science courses completed

Grades 11-12

Content: CASE Agricultural Business, Research, and Development is the culminating “capstone” course that offers students an opportunity to increase their knowledge of agriculture and leadership and provides the chance to practice community development related to food, fiber and natural resources. Students will be expected to reflect upon their personal leadership and communication growth while coordinating leadership projects such as A-Day, Farm to School Programming, Ag Science Open House, and more. Additional topics of study include parliamentary procedure, small group communication and teamwork, public speaking, research, and leadership theory.

8610 CASE Animal & Plant Biotechnology **1.0 cr**

Prerequisite: CASE Plant Science

Grades 11-12

Content: Animal and Plant Biotechnology, a specialization course in the CASE Program of Study, provides resources to the teacher to facilitate rigorous instruction and increase the level of student understanding related to biotechnology concepts. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of biotechnology. Students are expected to become proficient at projects involving micropipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.

8615 Supervised Agricultural Experience**.25-1.0 cr****Prerequisite: None****Grades 9-12**

Content: Is your schedule too busy to fit an agriculture course, yet you still want to qualify for FFA membership? If this is the case, you can elect to create an independent study course. This course will use the FFA Supervised Agriculture Experience as its model and can be scheduled for as a quarter, semester or year long course. Projects can include, but are not limited to: livestock, greenhouse management, nursery management agriculture research, and conservation. Students who elect to take this course must meet independently with the instructor and meet individualized project deadlines. Several visits to the project site are part of this course. Students may also opt to complete an Agriscience Fair project to exhibit at the Pennsylvania Farm Show or participate in four (4) FFA Career Development Events (CDE) to complete course requirements. Contact Mr. Woods for more details at mwoods@cvschools.org or visit the Ag Room (138) for more information.

ART

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

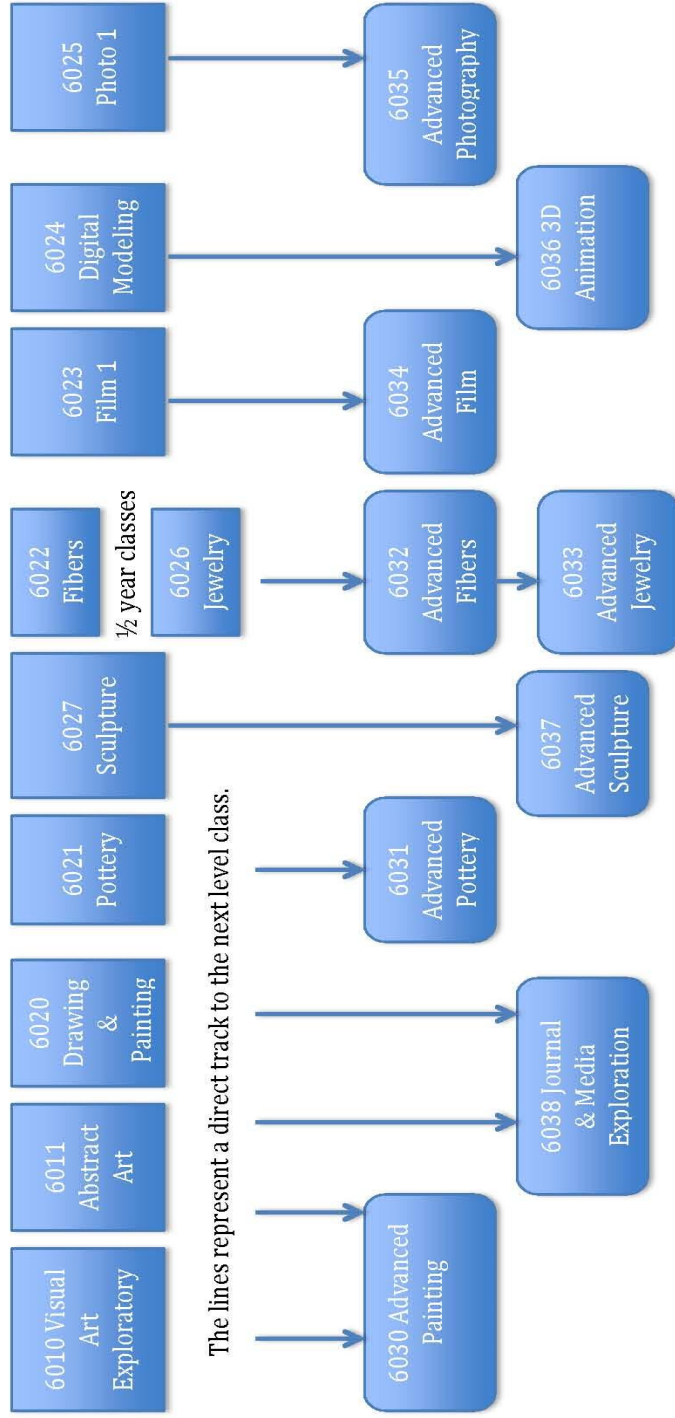
It is recommended that students earn at least a 77% average to advance to the next level and have teacher recommendation.

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
6010	Visual Art Exploratory	9-12	2	6	1.0	1.0
6011	Abstract Art	9-12	2	6	1.0	1.0
6012	Visual Art for Seniors	12	2	6	1.0	1.0
6020	Drawing and Painting	9-12	2	6	1.0	1.0
6021	Pottery	9-12	2	6	1.0	1.0
6022	Fiber Arts	9-12	1(Sem. 2)	6	0.5	1.0
6023	Film 1	9-12	2	6	1.0	1.0
6024	Digital Modeling	9-12	2	6	1.0	1.0
6025	Photography	9-12	2	6	1.0	1.0
6026	Jewelry	9-12	1 (Sem. 1)	6	0.5	1.0
6027	Sculpture	9-12	2	6	1.0	1.0
6030	<i>Advanced Painting</i>	10 -12	2	6	1.0	1.0
6031	<i>Advanced Pottery</i>	10-12	2	6	1.0	1.0
6032	<i>Advanced Fibers</i>	10-12	2	6	1.0	1.0
6033	<i>Advanced Jewelry</i>	10-12	2	6	1.0	1.0
6034	<i>Advanced Film</i>	10-12	2	6	1.0	1.0
6035	<i>Advanced Photography</i>	10-12	2	6	1.0	1.0
6036	<i>3D Animation</i>	10-12	2	6	1.0	1.0
6037	<i>Advanced Sculpture</i>	10-12	2	6	1.0	1.0
6038	<i>Journaling & Media Exploration</i>	10-12	2	6	1.0	1.0
6048	<i>*AP Art History</i>	9-12	2	6	1.0	1.0 (AP or IB1.130 or 1.125)
6050	<i>Portfolio Art (*AP Studio: Drawing) (*I.B. Art SL 1/HL 1)</i>	11-12	2	9	1.0	1.0 (AP or IB1.130 or 1.125)
6051	<i>Portfolio 2D (*AP Studio: 2D) (*I.B. Art SL 1/HL 1)</i>	11-12	2	9	1.0	1.0 (AP or IB1.130 or 1.125)
6052	<i>Portfolio 3D (*AP Studio: 3D) (*I.B. Art SL 1/HL 1)</i>	11-12	2	9	1.0	1.0 (AP or IB1.130 or 1.125)
6053	<i>Portfolio Digital (*I.B. Art SL 1/HL 1)</i>	11-12	2	9	1.0	1.0 (AP or IB1.130 or 1.125)
6054	<i>Senior Portfolio (*AP Studio) (*I.B. Art SL 2/HL 2)</i>	12	2	9	1.0	1.0 (AP or IB1.130 or 1.125)

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

*weighted 1.130 after exam or 1.125 w/o exam; full IB Diploma students receive 1.130 at onset of course due to ongoing assessments

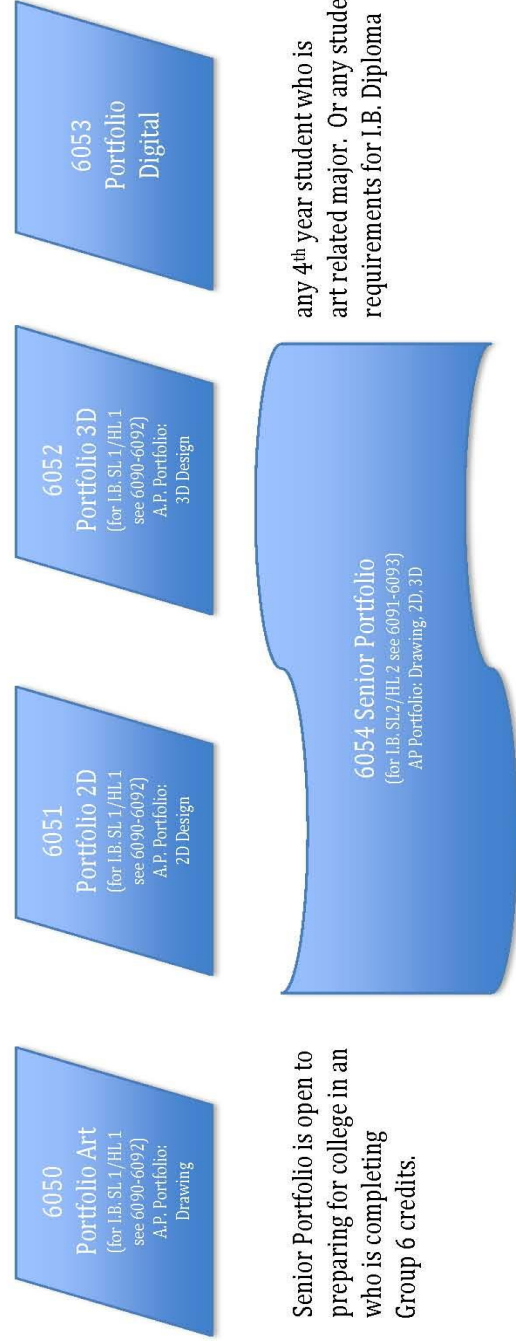
These courses are open to incoming freshman (9th grade) and any student in 10th-12th grade.



The lines represent a direct track to the next level class.

Portfolio Art is open to any third year art student. Each class has

an A.P. Portfolio Option and an I.B. Art option.



Senior Portfolio is open to preparing for college in an who is completing Group 6 credits.

any 4th year student who is art related major. Or any student requirements for I.B. Diploma

- 6010 Visual Art Exploratory** **1.0 cr**
Grades 9 -12
 This is an art course for students who like to express ideas through talking, writing and production. Homework is required on a semi-regular basis as students will be learn how to keep a sketchbook and journal for designs and ideas. This project based course will take a tour of materials and methods of art making influenced by different cultures and approaches. Topics include folk art, tribal art, cartooning, and more.... Drawing is not a requirement, design skills and creative problem solving is the focus of this class.
- 6011 Abstract Art** **1.0 cr**
Grades 9 -12
 This course is designed for those students interested in gaining an understanding of the history and processes involved in creating abstract art. Some key components of the course will be: instruction and research based on historical and contemporary abstract art, development of drawing skills related to the production of abstract works, an understanding of the Principles of Design and how to apply them, and production of abstract art.
- 6012 Visual Art for Seniors** **1.0 cr.**
Grades 12
 This senior section of Visual Art is for students who have not had the opportunity to take an art course as an underclassman and would like an art course before they graduate. Visual Art for seniors is a combination of drawing, painting, and three dimensional design work. Written and verbal reflection on the creative process is also part of the course.
- 6020 Drawing and Painting** **1.0 cr**
Grades 9 - 12
 This course is for any student interested in developing drawing, painting, and two-dimensional media skills. Students can begin to develop a portfolio of works demonstrating proficiency with media, observation skills, creating a range of value, expressive use of color, composition, and sketchbook planning to use for college preparation. Research in art history, critical analysis, aesthetics, is explored through art materials and processes. Homework is assigned periodically, but is an integral part of the course.
- 6021 Pottery** **1.0 cr**
Grades 9 - 12
 This course has an equal emphasis on throwing and hand building techniques. Functional forms such as bowls and mugs will be created on the potter's wheel. Hand built sculptural forms will be created using the coil and slab techniques. Various surface techniques will be practiced. Lectures and class discussions will revolve around both the skill and aesthetic aspects of the visual art form.
- 6022 Fiber Arts/6026 Jewelry**
Grades 9 – 12
 *These two half year courses will be offered back to back so students can take both for a full credit or just one for .5 credit.
- 6022 Fiber Arts (Semester 2)** **0.5 cr**
Grades 9 – 12
 This 2nd semester course is designed for all students who enjoy using a variety of materials to produce unique fiber artworks. Weaving, paper making, felted sculptures and batik wax painting will be explored to create fiber arts. The Elements of Art and Principles of Design will also be employed to successfully design beautifully crafted products within the course. Most of the artwork will be made during class, but sometimes homework will be necessary to meet due dates. Materials will be provided.
- 6026 Jewelry (Semester 1)** **0.5 cr**
Grades 9 – 12
 This 1st semester course is designed for all students who enjoy using a variety of materials to produce jewelry. You will create enameled necklaces, set stone rings, and wire jewelry. The Elements of Art and Principles of Design will also be employed to successfully design beautifully crafted products within the course. Most of the artwork will be made during class, but sometimes homework will be necessary to meet due dates. Materials will be provided.
- 6023 Film** **1.0 cr**
Grades 9-12
 Students will use video cameras to create short films. The basics of film are covered from concept to product. Students learn camera angles, how to storyboard an idea, and how to edit using Adobe Premiere and After Effects. Students work in narrative cinema to develop storytelling skills.
- 6024 Digital Modeling** **1.0 cr**
Grades 9 - 12
 Students use the 3D modeling and animation software Blender to construct 3D models and create short 3D animation projects. The basics of animation are covered from concept to product. Students learn camera angles, how to storyboard an idea, and how to develop timing and spacing of animations.

- 6025 Photography** **1.0 cr**
Grades 9 - 12
 Photography is for the art student who is interested in producing work to fulfill the creative vision of the artist. Students will be given an experience in black and white photography/darkroom concepts and skills using a Holga and/or manual 35mm SLR camera. Students will also study the basics of digital photography and use computer software to edit and manipulate their work. Production of a 10-12 piece portfolio of photographs is required. Refinement of skills through weekly homework assignments and creative shooting projects is an integral part of the course. Students will be required to provide some of their own materials for class.
- 6027 Sculpture** **1.0 cr**
Grades 9- 12
 Sculpture is for the art student who is interested in exploring a variety of media and 3-D concepts. The materials used include but are not limited to clay, fabric, balsa foam, and balsa wood. Concepts explored include self-portrait, soft sculpture, chance operations, and abstraction. A small studio fee may be charged.
- 6030 Advanced Painting** **1.0 cr**
Prerequisite: Drawing and Painting
Grades 10 - 12
 This course continues the development drawing, painting, and two-dimensional media skills. Students can begin to develop a portfolio of works demonstrating proficiency with media, observation skills, creating a range of value, expressive use of color, composition, and sketchbook planning to use for college preparation. Research in art history, critical analysis, aesthetics, is explored through art materials and processes. Homework is assigned periodically, but is an integral part of the course.
- 6031 Advanced Pottery** **1.0 cr**
Prerequisite: Pottery
Grades 10 - 12
 This full year course is built upon previous skills and aesthetic understanding developed in Pottery. Advanced production is based upon a concept/ idea such as the functional versus the decorative and the creation of a series. The advanced students choose to hand-build or throw to meet the objective for the majority of assignments. Additional surface techniques, such as slips and stains, and firing processes, such as Raku are used.
- 6032 Advanced Fibers**
Grades 10 – 12
Prerequisite: Fiber Arts
 This course is for the student who would like to continue to explore more sophisticated designs and refine technical proficiency within fiber arts.
- 6033 Advanced Jewelry** **1.0 cr**
Prerequisite: Jewelry
Grades 10 - 12
 Emphasis will be on the student defining an individual style with the use of metal materials. The student will take their skills from Intro to Metals and refine these skills to a higher level. Areas of study we include reversible prong settings, enameling, PMC small metal sculptures, **ornaments**, rings, and soldering on an advanced level. Strong craftsmanship will be stressed.
- 6034 Advanced Film** **1.0 cr**
Prerequisite: Digital Media
Grades 10 - 12
 Second year students build on creative solutions from Introduction to Film. Students work in a variety of production types including narrative, documentary, and experimental cinema. This level of study will expand software knowledge for more in depth use of special effects and sound editing software.
- 6035 Advanced Photography** **1.0 cr**
Prerequisite: Photography
Grades 10 - 12
 This course, targeted to advanced photography students, directs students toward creating a body of work representative of the commercial marketplace. Students are exposed to diverse, image-driven assignments that cover such topics as photojournalism, fashion, portraiture, advertising, and studio lighting techniques. This course also emphasizes the philosophical and technical relationship between the camera and the computer. Students are expected to mesh their personal vision with the possibilities available through photographic image modification. Print manipulation processes include collage techniques, mixed media photography, photographic illustration, fabricated imagery, and digital darkroom processes. A digital camera (DSLR or Point & Shoot), sketchbook, and flash drive are required.

6036 3D Animation**Prerequisite: Digital Media****Grades: 10-12**

This course broadens students' awareness of animation storytelling build on creative solutions using computer software as an art medium. This level of study will expand software knowledge for more in depth art products. Students develop skills in 3D character animation and stop motion animation, rigging, lighting, and look development. (Prerequisite: Introduction to Digital Modeling and Animation)

6037 Advanced Sculpture**1.0 cr****Prerequisite: Sculpture (Teacher recommendation required)****Grades 10 – 12**

This course full year is built upon previous skills and aesthetic understanding developed in Sculpture. Advanced projects are concept based which allow for individual interpretation. New concepts such as morphing are explored and concepts such as abstraction and found object sculpture are practiced in greater depth. For several concepts students will choose the media. A small studio fee may be charged.

6038 Journaling & Media Exploration**1.0 cr****Prerequisite: any 1st year course****Grades 10-12**

An art journal, art diary, or visual journal is a daily record kept by artists, often containing both words and sketches, along with other art making processes to develop ideas. This course will allow students to develop an art journal using writing and drawing prompts to develop ideas within a contained source. The course will allow students to experiment in different types of writing and verbal **expression**, while also developing different methods of visual expression. Exploration of different types of art media will also be a key **component** to the course.

6048 *Advanced Placement Art History**1.0cr****Grades: 9-12**

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

***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**

6050 Portfolio Art**1.0 cr****Prerequisite: Advanced level studio course and teacher recommendation****Grades: 11-12**

Portfolio Art course is an exploration of various media and key strategies to developing an artistic aesthetic voice. Preparation of the artist's portfolio and other individual projects will be emphasized for students who are taking these courses with the intent of pursuing a career in the field of art. Investigating contextual perspectives of visual art and culture through outside assignments are required. In a studio setting, students will develop their skills both two and three-dimensionally, using multi-media and digital forms of **expression**.

****The requirements for *AP Studio Art can be met by this course. I.B. Art HL/SL 1 can also be met by this course.**

***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam) For I.B. requirements see course # 6090 and 6092.**

6051 Portfolio 2-D**1.0 cr****Prerequisite: Advanced level studio course and teacher recommendation****Grades: 11-12**

This course involves purposeful decision-making about using the elements and principles of art in an integrative way. Any 2-D media including, but not limited to, graphic design, typography, digital imaging, photography, collage, textile design, weaving, illustration, painting, printmaking, etc. may be submitted.

****The requirements for *AP Studio Art can be met by this course. I.B. Art HL/SL 1 can also be met by this course.**

***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam) For I.B. requirements see course # 6090 and 6092.**

6052 Portfolio 3-D**1.0 cr****Prerequisite: Advanced level studio course and teacher recommendation****Grades: 11-12**

This course is intended to address a broad interpretation of sculptural issues in depth and space. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. Examples of approaches include traditional sculpture, architectural models, ceramics, and three-dimensional fiber arts or metal work, among others.

****The requirements for *AP Studio Art can be met by this course. I.B. Art HL/SL 1 can also be met by this course. *This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam) For I.B. requirements see course # 6090 and 6092.**

6053 Portfolio Digital**1.0 cr****Prerequisite: Advanced level studio course and teacher recommendation****Grades: 11-12**

Digital Portfolio focuses student's aim to develop an artistic aesthetic voice in digital media. Preparation of the artist's portfolio (reel) and other individual projects will be emphasized for students who are taking these courses with the intent of pursuing a career in the field of digital animation and film. Investigation of contextual perspectives of film and animation and culture through outside assignments are required. In a studio setting, students will develop their skills for planning and creating conceptual film and animation.

****The requirements for *AP Studio Art can be met by this course. I.B. Art HL/SL 1 can also be met by this course.**

***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam.) For I.B. requirements see course # 6090 and 6092**

6054 Senior Portfolio**Prerequisite: Any Portfolio Class****Grade: 12**

Preparation of the artist's portfolio and other individual projects will be emphasized for students who are taking these courses with the intent of pursuing a career in the field of art. Outside assignments are required. In a studio setting, students will develop their skills both two and three-dimensionally, using multi-media and digital forms of expression. In addition to studio-based investigations students are expected to: (a) build and maintain a website or blog that will serve as an on-line portfolio of all class activities, (b) produce four Community Connection assignments (one for each marking period), (c) produce twenty sketchbook assignments (five for each marking period), (d) respond to ongoing writing assignments and (e) participate in the annual CV Art Show.

****The requirements for *AP Studio Art can be met by this course. I.B. Art HL/SL 1 can also be met by this course. *This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam) For I.B. requirements see course # 6091 and 6093.**

BUSINESS, COMPUTER & INFORMATION TECHNOLOGY DEPARTMENT

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
4053	Academic Microsoft Office	9-12	2	6	1.0	1.0
4057	Webpage Design	10-12	1	6	0.5	1.0
4060	<i>*College Computer Applications</i>	10-12	1	6	0.5	1.1
4073	Accounting I	10-12	2	6	1.0	1.0
4074	<i>Accounting II</i>	11-12	2	6	1.0	1.0
4075	*College Accounting	11-12	2	6	1.0	1.1
4070	<i>Business Mathematics</i>	11-12	2	6	1.0	1.0
4091	Entrepreneurship I	10-12	2	6	1.0	1.0
4092	<i>Entrepreneurship II</i>	11-12	2	6	1.0	1.0
4093	Sports & Entertainment Marketing	10-12	2	6	1.0	1.0
4094	<i>Cooperative Education Theory I</i>	11-12	2	1	3.0	
4095	<i>Cooperative Education Theory II</i>	12	2	1	3.0	
4097	<i>Co-op Work Experience</i>	11-12	2	18		1.0
4083	Business Law I	10-12	2	6	1.0	1.0
4084	<i>Business Law II</i>	11-12	2	6	1.0	1.0
4081	Introduction to Business	9-10	2	6	1.0	1.0
4086	<i>*College Marketing</i>	10-12	2	6	1.0	1.1
4082	Personal Money Management	11-12	1	6	0.5	1.0
5051	Argus - Yearbook	9-12	2	6	1.0	1.0
5560L	Job Shadowing (A-K)	11			0.5	1.0
5561L	Job Shadowing (L-Z)	11			0.5	1.0
INTERNSHIPS						
8891	Career/Job Internship	10-12	2	6	Varies Max 2.0	1.0
8892	ACE Internship	10-12	2	6	2.0	1.0
8893	Pinnacle Health Internship	12	2	6	2.0	1.0
8895	Health Care Careers Exploration Program at Holy Spirit Hospital	12	1	6	1.0	1.0

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

4053 Academic Microsoft Office

1.0 cr

Grades 9-12

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

4057 Webpage Design

0.5 cr

Grades 10-12

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

4060 *College Computer Applications: **0.5 cr**

Prerequisite: Students must pass the HACC Placement Test

Grades 10-12

This hands-on, project-oriented course provides a fundamental understanding of computers and familiarizes students with the interaction of computer hardware and software. Emphasis is placed on the use of microcomputers and software applications including Word, Excel and Access. This is a college computing course; CIS105: Introduction to Software for Business as listed in the HACC course catalog. Students must meet the same requirements as those college students taking the course on the HACC campus. There is a \$35 HACC application fee and a \$90 course fee. Students are required to purchase the textbook package for the course that currently costs \$160. Upon the successful completion of the course, students will receive 3 transferable HACC credits.

*** This is a high school weighted course (1.1).**

4073 Accounting I **1.0 cr**

Grades 10-12

Accounting is an excellent foundation course for students who plan to enroll in accounting or related business programs in college as well as for those students who plan to enter the business world upon high school graduation. Students learn the theory of accounting and receive practice in recording business transactions. Students will prepare financial statements and determine how much profit a business is making. A real-life simulation involving the preparation of records for a small business is included. Students enrolled in this class will have the opportunity to use online workpapers.

4074 Accounting II **1.0 cr**

Prerequisite: Accounting I (Teacher Recommendation Required)

Grades 11-12

This advanced accounting course presents the complete accounting cycle for a merchandising business organized as a corporation. The course includes journalizing purchases, cash payments, sales and cash receipts using special journals. Other new accounting concepts include accounting for uncollectible accounts receivable, plant assets and depreciation, notes and interest, accrued items and inventory. With computers being used extensively in businesses today, students will learn an accounting software package (Peachtree) used by individuals, businesses, and accountants.

4075 *College Accounting **1.0 cr**

Grades 11-12

This course presents an introduction to the generally accepted accounting principles as they pertain to external financial reports. The accounting systems, theories, and policies relative to asset valuation, liability measurement, and income determination are presented. Emphasis is placed on accounting for sole proprietorships and partnerships. This is a very rigorous college accounting course; Principals of Accounting 101 as listed in the HACC course catalog. Students must meet the same requirements as those college students taking the course on the HACC campus. Students are expected to spend at least ½ hour working outside of class for every period in the classroom. There is a \$35 HACC application fee and a \$120 course fee. Students are required to purchase working papers and HACC textbook that currently costs \$160. Upon the successful completion of the course, students will receive 4 transferable HACC credits.

*** This is a high school weighted course (1.1).**

4070 Business Mathematics **1.0 cr**

Prerequisite: Must be proficient on the Algebra I Keystone Exam or District Assessment, Geometry and Algebra II

Grades 11-12

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

4091 Entrepreneurship I **1.0 cr**

Grades 10-12

This course is designed for those students who wish to learn how to run and manage a business. The course begins with a discussion of the private enterprise system and the role of the consumer and producer. Topics include selecting a location, raising capital, organizing operations, establishing service and credit policies, buying merchandise, preparing goods for sale, pricing, advertising, display, selling techniques, keeping accurate records, economics and government regulations. Students will do individualized assignments from the textbook as well as group and individual projects. This is an excellent course for students who think they would like to start or manage a business.

4092 Entrepreneurship II (Eagle Emporium) 1.0 cr

Prerequisite: Entrepreneurship I or Sports & Entertainment Marketing or College Marketing

(Teacher and Grade Level Principal Recommendation Required)

Grades 11-12

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

4093 Sports & Entertainment Marketing 1.0 cr

Grades 10-12

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

CO-OP EDUCATION WORK PROGRAM

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

4094 Cooperative Education Theory I 3.0 cr

Prerequisite: Teacher Recommendation Required. Must be scheduled with Co-Op Work Experience

Grades 11-12

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

4095 Cooperative Education Theory II 3.0 cr

Prerequisite: Teacher Recommendation Required. Must be scheduled with Co-Op Work Experience

Grade 12

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

4097 Co-op Work Experience (3 periods)

Prerequisite: Must be scheduled with Cooperative Education Theory

Grades 11-12

The goal of cooperative education is to provide on-the-job work experience to familiarize students with their chosen careers. It is the student’s responsibility to find a career-oriented job prior to the start of school. Students are not permitted to work in a business owned by their parents or a family member. Students must work a minimum of 15 hours, Monday through Friday, immediately after release from school as stated in the PDE regulations. All positions must have the approval of the coordinator and it is the students’ responsibility to find a career-oriented job prior to the start of school. The coordinator will assist students who are experiencing problems locating acceptable work. Students in the program will have their required subjects scheduled in the morning so that they will be able to work in the afternoon. In addition, students will be scheduled for a class entitled “Cooperative Education” which will meet one day out of every six-day cycle. In this class students will discuss job problems and strategies for improving job skills and performance. This program is open to all students. To apply for this program, pick up an application form in the Cooperative Education Office/Room 235 or in the Guidance Office. Applications must be received by July 31, of the year entering the program. Training Agreements and Plans must be in place by the first day of school.

4083 Business Law I 1.0 cr

Grades 10-12

This course is open to students who wish to learn about our legal system. An awareness of legal problems that may confront young adults is one of the objectives of the course. Some of the areas studied include rights and responsibilities of the minor, consumer’s role in society, criminal and civil law and the court system, contracts, credit, insurance and legal implications in owning property. Guest speakers are an integral part of the course, and the class will take a field trip to observe an actual trial to either the Dauphin County or Cumberland County Court House. In addition the students will compete in an actual trial against their peers. This course is an excellent introduction to college level Business Law and is helpful to students pursuing careers as an attorney, paralegal, police officer, probation & parole, or any position in the law enforcement field.

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

This course is open to juniors and seniors who want to advance their understanding of our legal system. This course picks up where Business Law I ended. Some of the topics covered in this class are consumer laws, sales contracts, ownership and risk of loss, property and bailments, laws in employment and laws in business ownership. Guest speakers will be an integral part of the course and the class will take a field trip to observe an actual trial at either the Dauphin County or Cumberland County Court House. In addition students will have the opportunity to enhance their knowledge of the Trail system, and will compete in a Mock Trial against their peers.

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

This is an introductory course for freshman and sophomore students who are interested in the exciting and challenging world of business. Students will increase their preparation to be a knowledgeable consumer, well-prepared employee, and effective citizen in our economy. Units covered include business in the global economic environment; business organization and management; business operations and technology; and personal financial management. These topics will prepare individuals for future employment or business ownership and make them a better, informed citizen for an expanding international economy. Class work is done on computers using Word and Excel. Internet websites are used to supplement book and current topics.

4086 College Marketing**1.0 cr****Prerequisite: Students must pass HACC English Placement Test****Grades 10-12**

This course presents the functions involved in the marketing of consumer and industrial goods to their users. Emphasis is placed upon a management's development of marketing strategies concerning product, place, promotion and price. This course is Marketing MKTG 201 as listed in the HACC course catalog. Students must meet the same requirements as those students taking the course on the HACC campus. Students will be expected to spend at least ½ hour outside the class for every period in the classroom. There is a \$35 HACC application fee and a \$90 course fee. Students are required to purchase the HACC textbook for the course that current costs \$120.

* **This is a high school weighted course (1.1).**

4082 Personal Money Management**0.5 cr****Grades 11-12**

This course is designed for students who wish to learn more about money management and finance. Students will cover topics including: budgets, consumer credit, loans, saving, investing, stocks, bonds and mutual funds. Other topics will include: taxes, insurance and retirement. Students will be working individually and in groups to complete projects. Internet websites and simulations are used to supplement the textbook and current topics.

ENGLISH

Course Number	Course Title	Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
0011	*H English 9 L1	9	2	6	1.0	1.1
0012	English 9 L2	9	2	6	1.0	1.0
0013/0013C	English 9 L3/ Co-taught	9	2	6	1.0	1.0
0021	*H English 10 L1	10	2	6	1.0	1.1
0022	English 10 L2	10	2	6	1.0	1.0
0023/0023C	English 10 L3/Co- taught	10	2	6	1.0	1.0
0031	*AP English Language and Composition	11	2	6	1.0	1.130 or 1.125
0032	American Lit 11 L2	11	2	6	1.0	1.0
0033/0033C	American Lit 11 L3/ Co-taught	11	2	6	1.0	1.0
0041	*AP English Literature and Composition	12	2	6	1.0	1.130 or 1.125
0042	World Lit 12 L2	12	2	6	1.0	1.0
0043/0043C	World Lit 12 L3/ Co-taught	12	2	6	1.0	1.0
0027	Literacy	9-12	2	3	0.5	1.0
0051	IB English HL I	11 or 12	2	6	1	1.130 or 1.125
0052	<i>IB English HL II</i>	12	2	6	1	1.130 or 1.125
0053	IB Theatrical Productions SL I	11 - 12	2	6	1	1.130 or 1.125
0054	<i>IB Theatrical Productions SL II</i>	12	2	6	1	1.130 or 1.125
0055	IB Theatrical Productions HL I	11-12	2	6	1	1.130 or 1.125
0056	<i>IB Theatrical Productions HL II</i>	12	2	6	11	1.130 or 1.125

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

*weighted 1.130 after exam or 1.125 w/o exam; full IB Diploma students receive 1.130 at onset of course due to ongoing assessments

FRESHMAN ENGLISH

All freshman English courses emphasize the development of composition and reading skills; the development of listening and speaking skills is also an integral part of the program. Consequently, all ninth-grade students study vocabulary, sentence and paragraph structure, usage and mechanics, as well as different forms of literature. All ninth-grade students are also involved in speech and listening activities. However, the three ninth-grade course levels are designed to meet different student needs and goals.

0011 *H English 9 L1 (Pre-AP, Pre-IB)

1.0 cr

This weighted college preparatory class is an honors level course. The curriculum for 0011 students reflects the same language arts skills presented in the 0012 curriculum; however, students in 0011 class spend less time on basics and more time on concentrated study of higher level skills and on enrichment units. In literature units, pupils study individual pieces intensively; substantial independent reading, study, and research are required. In the Process Writing program, 0011 students move beyond the development of a well-organized paragraph to the longer themes more quickly than do the college preparatory students; again, independent work is integral to the weighted English composition program.

An essential aspect to the 0011 class is a required summer reading assignment. Numerous writing and analytical assignments in the weighted English class are based upon the summer reading; summer reading provides a writing model for students as they develop a variety of writing genres. The concepts and themes of the summer reading serve as a point of departure for the discussion of the regular curricular reading assignments. It is important for prospective weighted English students to realize that summer reading is not an ancillary activity; it is integral to the program. The reading assignment is designed to encourage and promote the thinking, reading, and independent study skills necessary to succeed in the weighted English curriculum.

* **This is a high school weighted course (1.1).**

0012 English 9 L2

1.0 cr

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

0013/0013C English 9 L3

Prerequisite: Teacher recommendation

1.0 cr

This course emphasizes reading, thinking, and writing skills. Integral parts of this course include verbalization of ideas, literary analysis, development of vocabulary, basic grammar skills, sentence and paragraph structure, and a focus on effective communication and critical thinking skills. Students will be required to participate in discussion and complete frequent homework assignments

SOPHOMORE ENGLISH

All sophomore English courses emphasize the improvement of composition and reading skills; the development of listening and speaking skills is also an integral part of the program. Consequently, all tenth-grade students study vocabulary, sentence and paragraph structure, usage, and mechanics, as well as different forms of literature. Also, tenth-grade students are involved in speech and listening activities. The three tenth-grade levels are designed to meet different student needs and goals. At the end of sophomore English, all students will take the Keystone Literature Exam, in which students will be required to score *Proficient or Advanced* as a graduation requirement. Students who do not score *Proficient or Advanced* on the Keystone Literature Exam will be required to remediate during their junior year and retake the Keystone Literature Exam.

0021 *H English 10 L1 (Pre-AP, Pre-IB)

1.0 cr

This honors course is a weighted, college-preparatory course. Students in 0021 are expected to develop the skills that 0022 students develop; however, 0021 students spend less time on basics and more time on intensive study of individual pieces of literature. Substantial independent reading and research are required. Students in 0021 will move beyond expository writing to more varied and lengthy forms. Critical analysis and biographical criticism are included in the course of study, as well as an expectation of student motivation. Summer reading and writing are required for admission to this course in September. It is important for prospective Honors English students to realize that summer reading is NOT an ancillary activity; it is integral to the program. The summer readings are essential because they constitute the first few weeks of study in the fall and are integrated into the program throughout the entire year.

* **This is a high school weighted course (1.1).**

0022 English 10 L2

1.0 cr

Designed for college preparatory students, this course emphasizes reading, writing, grammar/ mechanics, and active class participation. Integral parts of this course include the following: expository writing, literary and film analysis, poetry study, vocabulary development, critical thinking, and research. Formal class presentations and writing are also important parts of this course. Students who choose this course complete daily homework assignments, read 10-15 pages in an evening, and work independently on major essays, presentations, and other projects.

0023/0023C English 10 L3**1.0 cr****Prerequisite: Teacher recommendation**

This literature-based course emphasizes reading, thinking, and writing skills. Integral parts of this course include class and literary discussion, development of vocabulary, and a focus on effective communication skills. Formal class presentations and writing are also important parts of this course. Students who choose this course must complete regular homework assignments.

JUNIOR ENGLISH

During the junior year (11th grade), all students are required to take a junior English class. Students can choose from AP English Language and Composition, IB English HL I, or American Literature.

0051 IB English HL I**1.0 cr****Grade 11-12**

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

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

0031 *AP English Language and Composition**1.0 cr**

There are two primary goals endorsed, emphasized, and encouraged in the AP Language and Composition course. The first is to enable students to write effectively and confidently, predominantly related to analysis, argument, and synthesis. Students will have varied opportunities to respond in writing to assignments which are the basis for both extended writing projects and briefer, timed activities. The second goal is to enable students to read and understand complex texts using higher level critical thinking skills. With these skills, students will gain authority and learn to take risks to better their learning experience.

Units are organized by the three chief skills of the AP Language course and will come to fruition with the study of American texts. The curriculum may include, among other writings, *A Farewell to Arms*, *The Things They Carried*, *Ethan Frome*, *The House on Mango Street*, *The Crucible*, *The Scarlet Letter*, *The Great Gatsby*, and *The Tempest*. The culminating project of the course is a capstone research project, in which each student will independently explore an American text and its literary or historic period.

Summer reading and writing are required for this course. It is important for prospective AP English students to realize that summer reading is NOT an ancillary activity; it is integral to the program. The summer readings are essential because they constitute the first few weeks of study in the fall and are integrated into the program throughout the entire year. The summer reading assignments are derived from AP-recommended book lists.

***This is a high school weighted course (1.130 w/AP exam; 1.125 w/o AP exam)**

0032 American Literature 11 L2**1.0 cr**

Different movements in American Literature value and present various qualities and characteristics in their construction. Sampling literature from various periods, including literature from the oral traditions of the Native Americans and the early chronicles of colonists to the modern American short story and post-modern impressions of Contemporary America, this course introduces students to major periods and movements of American Literature and encourages the students to observe how the literature reflects the times in which they were written. Designed for college-preparatory students, integral parts of this course include the following: close reading with annotation, literary analysis (with an emphasis on American fiction, non-fiction, and poetry), analytical writing with the integration of textual evidence, and class discussion/participation. Various forms of media will be utilized throughout this course to enhance the study of the literature.

0033/0033C American Literature 11 L3**1.0 cr****Prerequisite: Teacher recommendation**

Different movements in American Literature value and present various qualities and characteristics in their construction. Sampling literature from various periods, including literature from the oral traditions of the Native Americans and the early chronicles of colonists to the modern American short story and post-modern impressions of the Contemporary America, this course introduces students to major periods and movements of American Literature and encourages the students to observe how the literature reflects the times in which they were written. Integral parts of this course include the following: close reading with annotation, literary analysis (with an emphasis on American fiction, non-fiction, and poetry), analytical writing with the integration of textual evidence, and class discussion/participation. Various forms of media will be utilized throughout this course to enhance the study of the literature.

Designed for juniors pursuing improvement to the *Proficient* level performance, this course offers instruction in strategic reading, in reading and understanding American fiction and non-fiction literature, and in writing that leads to effective communication through focus, organization, content, usage, and style. In addition, this course will provide opportunities to enhance spelling, listening, thinking, and discussion skills.

SENIOR ENGLISH

During the senior year (12th grade), all students are required to take a senior English class. Students can choose from AP English Literature and Composition, IB English HL II, or World Literature.

0052 IB English HL II 1.0 cr **Grade 12**

Prerequisite: IB English HL I

This course is an extension of IB English I. The first semester expands the previous course's study of novels to include poetry and drama, focusing on close reading and literary analysis of texts as well developing an understanding the differences between each of these literary forms. With that broader understanding of literary forms in mind, the second semester returns to the novel, using works such as *The Handmaid's Tale* and *Do Androids Dream of Electric Sleep?* to point out variations within that one form. After reading, discussing, analyzing, and evaluating the course's texts, students will need to demonstrate their own understandings of those texts through discussion, an individual commentary, written essays, a course midterm exam, and the culminating IB English Exam in May. Summer reading is required.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

0041 *AP English Literature and Composition 1.0 cr

Advanced Placement English: Literature and Composition is a college-level course that focuses on intensive reading, demanding composition assignments, higher level thinking skills, as well as instruction in vocabulary and grammar. This is a challenging course, emphasizing expository writing and critical reading, with the majority of the curriculum drawn from world literature. Through the close reading of selected texts, students will increase their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as figurative language, imagery, symbolism, tone, motif, etc. Students enrolled in this course are expected to make a serious commitment to a rigorous curriculum of literary analysis and composition. This course will effectively prepare students for the *AP Literature and Composition Exam* in May.

The curriculum includes, among other writings, *King Lear*, *Heart of Darkness*, *Portrait of the Artist as a Young Man*, and *The Metamorphosis*, as well as classic short stories, text-to-film comparison, a world literature anthology unit, and Greek drama. Summer readings and a Reading Response journal are required. The readings may include *The Awakening*, *Buried Child*, and *The Shipping News*.

***This is a high school weighted course (1.130 w/ AP Exam; 1.125 w/o AP Exam)**

0042 World Literature 12 L2 1.0 cr

Designed for college preparatory students, this world literature course requires individuals to read, write, and speak on the higher critical levels needed for successful college work. Students must actively participate in discussion on a frequent basis, must complete independent reading and research assignments, and must give class presentations. A senior speech is an important component of the final course assessment. Students who choose this course must complete daily homework assignments. Students will complete a Philosophy of Life project. This will include an oral presentation to the class, a written paper, and the creation of an audio/visual product. The curriculum includes among other writings *Oedipus the King*, *Atonement*, *Hamlet*, and the *Inferno* as well as short stories, poetry, film, and philosophy.

0043/0043C World Literature 12 L3 1.0 cr

Prerequisite: Teacher recommendation

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

READING

0027 Literacy 0.5 cr

Prerequisite: Only students who do not meet the criteria of the "Screening for Reading and Writing Across the Curriculum" will be enrolled in this course.

Grade 9-12

This course is designed to accelerate the rate of growth in reading for students who demonstrate a need to achieve higher levels of performance in meeting the Pennsylvania Core Standards in English/Language Arts. A certified reading specialist provides focused strategy instruction for students who are scheduled for this class, based on their reading performance data from the previous year. Instruction includes the four components that evidence-based research has determined to be key to proficient reading: word knowledge, comprehension, fluency, and writing. The teacher-guided, interactive learning activities are meant to be a springboard for independent learning beyond the students' high school years.

ENGLISH ELECTIVES:

The English electives give students in grades 9-12 the option of choosing an English course to satisfy a Humanities elective. These electives do not replace the required English courses as previous outlined; rather, they complement the English courses for students who have an interest in the elective areas provided.

0053 *IB Theatrical Productions SL I

1.0 cr

Grade 11-12

This course focuses on all forms of dramatic literature and the cultures that produce them. Students will explore formal performance and technical skills, as well as theatre arts research and production techniques through investigative study and studio work. As the students read, discuss, analyze, and evaluate the plays and the cultures from which they stem, students will be required to demonstrate their understandings of the assigned texts through written essays, spoken/non-spoken presentations, and collaborative discussions. This course aims to engage students in the complex contexts conveyed in the art of dramatic literature and to achieve an understanding of not only what those texts convey, but also how they convey meaning. Students will engage in university level work while in high school. Students will be expected to: investigate past, present, and emerging forms of the theatre arts and engage in the research of, production of, appreciation for, and evaluation of these art forms; develop an understanding of theatre arts from a local, national and international perspective; build confidence in responding visually and creatively to personal and cultural theatrical experiences; develop skills in and sensitivity towards the creation of works that reflect active and individual involvement; take responsibility for the direction of their learning through the acquisition of effective working practices. Students will have several research options, ranging from but not limited to: a) focus on theatrical practice and analysis that leads to artistic production; b) focus on an artistic production that is backed up by critical theatre art research and analysis. Students are required to purchase and maintain a journal throughout the course. Summer reading is required. This class is also open to all students as a Humanities elective to non-IB students. NOTE: This is a two-year course commitment.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

0054 *IB Theatrical Productions SL II

1.0 cr

Prerequisite- Successful completion of IB Theatrical Productions SL I

Grade 12

Students will continue to focus on the option that they selected in IB Theatrical Productions SL I. A continuation and extension of the synthesis of artistic skills and concepts in works that are personally, socio-culturally and aesthetically meaningful will be a goal of IB Theatrical Productions SL II. Students who sign up for this course will be expected to complete their research option chosen in SL I. Students will demonstrate clearly in visual, written, and performance terms how personal research leads to an understanding of the topics or concepts being investigated. There will be an exploration of an interrelationship between their research and their theatrical productions, and students will demonstrate growth and commitment through the study of the art of theatre. Emphasis will be on the “art” of drama and the skill of production and will include experiences in reflective writing and composition. Students are required to purchase and maintain a journal throughout the course. Summer reading is required. This class is also open to all students as a Humanities elective.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

0055 *IB Theatrical Productions HL I

1.0 cr

Grade 11-12

This course focuses on plays and other forms of dramatic literature and the cultures that produced them. Students will explore formal and technical skills related to theatre arts research and production through investigative study and studio work. As the students read, discuss, analyze, and evaluate the plays and the cultures from which they stem, students will be required to demonstrate their understandings of the assigned texts through written essays, spoken/non-spoken presentations, and collaborative discussions. This course aims to engage the complex ideas conveyed in the art of dramatic literature and to achieve an understanding of not only what those texts convey, but also how they convey that meaning. Students will do university level work while in high school. Students will be expected to: investigate past, present, and emerging forms of the theatre arts and engage in the production, appreciation, and evaluation of these art forms; develop an understanding of theatre arts from a local, national, and international perspective; build confidence in responding visually and creatively to personal and cultural theatrical experiences; develop skills in and sensitivity towards the creation of works that reflect active and individual involvement; take responsibility for the direction of their learning through the acquisition of effective working practices. Students will have two research options: a) focus on critical theatre art research and analysis that leads to artistic production or b) focus on artistic production that is backed up by critical theatre art research and analysis. Students are required to purchase and maintain a journal throughout the course. Summer reading is required. This class is also open to all students as a Humanities elective.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

0056 * IB Theatrical Productions HL II**1.0 cr****Prerequisite- Successful completion of IB Theatrical Productions HL I****Grade 12**

Students will continue to focus on the option that they selected in IB Theatrical Productions HL I. A continuation and extension of the synthesis of artistic skills and concepts in works that are personally, socio-culturally, and aesthetically meaningful will be a goal of IB Theatrical Productions HL II. Students who sign up for this course will be expected to complete their research option chosen in HL I. Students will demonstrate clearly in visual, written, and performance terms how personal research leads to an understanding of the topics or concepts being investigated. There will be an exploration of an interrelationship between their research and their theatrical productions, and students will demonstrate growth and commitment through the study of the art of theatre. Emphasis will be on the “art” of drama and the skill of production and will include experiences in reflective writing and composition. Students are required to purchase and maintain a journal throughout the course. Summer reading is required. This class is also open to all students as a Humanities elective.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

ENGLISH AS A SECOND LANGUAGE (ESL)

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

*Students receiving ESL services must take their grade level ESL course. ESL support may be required based on a student's level of English proficiency.

4000 ESL Literacy**1.0 cr**

Prerequisite: ESL teacher recommendation required

Grades 9-12

This course is for students with limited or interrupted formal schooling, who are lacking literacy in their first language. The focus will be on listening, speaking, reading, and writing in English, with special explicit instruction in the key components of reading (phonemic awareness, phonics, fluency, vocabulary, and text comprehension).

4001 ESL 9**1.0 cr****Grade 9**

Students enrolled in ESL 9 are English language learners who have not yet acquired English language proficiency. ESL 9 will engage students in challenging, theme-based curriculum designed to develop their Cognitive Academic Language Proficiency (CALP). Themes will be based on the content of 9th grade classes.

4002 ESL 10**1.0 cr****Grade 10**

Students enrolled in ESL 10 are English language learners who have not yet acquired English language proficiency. ESL 10 will engage students in challenging, theme-based curriculum designed to develop their Cognitive Academic Language Proficiency (CALP). Themes will be based on the content of 10th grade classes.

4003 ESL 11**1.0 cr****Grade 11**

Students enrolled in ESL 11 are English language learners who have not yet acquired English language proficiency. ESL 11 will engage students in challenging, theme-based curriculum designed to develop their Cognitive Academic Language Proficiency (CALP) in listening, speaking, reading, and writing. Themes will be based on the content of 11th grade classes.

4004 ESL 12**1.0 cr****Grade 12**

Students enrolled in ESL 12 are English language learners who have not yet acquired English language proficiency. ESL 12 will engage students in challenging, theme-based curriculum designed to develop their Cognitive Academic Language Proficiency (CALP) in listening, speaking, reading and writing. Themes will be based on the content of 12th grade classes.

4008 ESL Support**Grades 9-12**

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

FAMILY & CONSUMER SCIENCES

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
7071	Clothing I	9-12	2	6	1.0	1.0
7081	<i>Advanced Clothing</i>	10-12	2	6	1.0	1.0
7091	FACS 101: Choices	9-12	1 (Sem. 1)	6	0.5	1.0
7093	FACS 101: Managing Your Life	9-12	1 (Sem. 2)	6	0.5	1.0
7561	Culinary Essentials I	9-12	1	6	0.5	1.0
7662	<i>Culinary Essentials II</i>	10-12	1 (Sem. 2)	6	0.5	1.0
7565	<i>Food Works</i>	10-12	1 (Sem. 1)	6	0.5	1.0
7663	<i>Global Cuisine</i>	10-12	1 (Sem. 2)	6	0.5	1.0
7581	Child Development	9-12	1 (Sem. 1)	6	0.5	1.0
7582	Family Dynamics	10-12	1 (Sem. 1)	6	0.5	1.0
7683	<i>Preschool Lab Experience</i>	9-12	1 (Sem. 2)	6	0.5	1.0

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

7071 Clothing I

1.0 cr

Grades 9-12

Welcome to the exciting world of clothing. Much of this course is designed to learn the basics of sewing construction, including basic hand and machine techniques and how to use a pattern. Skills learned will enable students to sew outfits and accessories to wear or use. In addition, basic fashion design and merchandising concepts are covered. This course is for anyone who enjoys clothing construction or for students interested in the following careers: fashion or textile design, fashion merchandising, or family and consumer sciences education. Note: Textbook purchase required. Students are required to furnish their own materials and supplies for approved projects.

7081 Advanced Clothing

1.0 cr

Prerequisite: Clothing I and Instructor Recommendation

Grades 10-12

This class is for students who desire to learn more skills and complete more advanced work in the field of clothing and textiles. Information will be reviewed from previous clothing classes and new concepts will be taught. This class allows more flexibility when choosing projects than the first clothing class. This class can be taken up to three times for additional credit. Students must furnish their own materials for projects.

7091 FACS 101: Choices (Semester 1)

0.5 cr

Grades 9-12

Are you ready for the "real world"? It's time to get the facts! FACS or Family and Consumer Sciences courses help develop the knowledge, skills, and attitudes needed for success today and in the future. Topics included in this course are: goal setting, time management, coping with crisis, the world of work, family relationships, dating relationships, and child development. If you want a little of everything Family and Consumer Sciences has to offer, you should elect to take this course.

7093 FACS 101: Managing Your Life (Semester 2)

0.5 cr

Grades 9-12

Did you ever wish there was a course that taught you all about the practical side of life? This Family and Consumer Sciences (FACS) course was designed for that purpose. The topics covered help you look like you know what you're doing in the "real life" world! Topics include: personal health and wellness, kitchen survival skills, clothing care, apartment rental, consumer decision making, and basic finances (designing a budget, using credit wisely, understanding identity theft and fraud, etc.).

7561 Culinary Essentials I

0.5 cr

Grades 9 -12

Culinary Essentials I is a foods and nutrition course that provides opportunities to practice food preparation and food safety methods. Students taste and evaluate all foods prepared in this class. Nutrition, food science, and consumer concepts are interwoven with the selection and preparation of food. Student activities explore choices and techniques of food preparation that are compatible with today's lifestyle. This course is recommended for those who want to learn an independent living skill or for those who are considering a career in the food industry.

7662 Culinary Essentials II (Semester 2)**0.5 cr****Prerequisite: Culinary Essentials I with passing grade****Grades 10-12**

All students successfully passing Culinary Essentials I can elect Culinary Essentials II. This course continues the study of food preparation with emphasis on new specialized units. Students participate in lab activities and acquire background knowledge involving nutrition, food science, and consumer information. This course is recommended for those who want to learn an independent living skill or for those who are considering a career in the food industry.

7565 Food Works (Semester 1)**0.5 cr****Prerequisite Culinary Essentials I with passing grade****Grades 10-12**

All students who successfully passed Culinary Essentials I can elect to take FoodWorks I. This is a food science and nutrition course for specific culinary skills, with emphasis on baking and pastry techniques. Students participate in lab activities and acquire background knowledge involving nutrition, food science, and consumer information. This course is recommended for those who want to learn an independent living skill or for those who are considering a career in the food service industry.

7663 Global Cuisine (Semester 2)**0.5 cr****Prerequisite: Culinary Essentials I with passing grade****Grades 10-12**

Do you enjoy learning about the customs and cuisine of other countries? Do you like tasting new and different foods? This course is like a trip around the world. It allows you to look at how food customs have developed through the climate, geography, and cultures of countries worldwide. American regional cuisine is also investigated. Preparation and tasting of food is an important aspect of the course. A desire to taste different foods is expected! This is a great course for those who want to become more sophisticated and knowledgeable about food or for those interested in careers in international studies, world cultures, and foreign languages.

7581 Child Development (Semester 1)**0.5 cr****Grades 9-12**

A study of the physical, social, emotional, and intellectual development for infants and toddlers is addressed in this course. The relationship of play, safety, health care, and discipline to a child's growth and development are also studied. Students interested in careers of nursing, pediatrics, education, early childhood education, care of the handicapped, or anyone interested in learning about children should consider this course.

7582 Family Dynamics (Semester 1)**0.5 cr****Grades 10-12**

Family Dynamics is a semester course designed to assist students in recognizing the roles, responsibilities, and dynamics of interpersonal relationships as they relate to the family. An emphasis will be placed on parenting skills, marital relationships, and family management in today's society. This course will be of benefit to all students and is definitely recommended for those students who are planning a career in family counseling, nursing, pediatrics, psychology or social work.

7683 Preschool Lab Experience I (Semester 2)**0.5 cr****Prerequisite: Child Development and Instructor Recommendation Required****Grades 9-12**

This is an advanced child development course that provides the students with opportunities to develop skills interacting with three, four, and five year olds. Students will be under the supervision of a Family and Consumer Sciences teacher. Students will learn to develop and implement activities for young children. This is a rigorous course that demands self-motivation and independent work both in and out of the classroom. Attendance is critical for student success in the class. This course is an exceptional start for students interested in teaching, early childhood education, day care, nursing, or any career working with young children.

Advanced levels of preschool can be taken Grades 10-12. Prerequisite: Preschool Lab Experience instructor recommendation. During the advanced levels of preschool, you will expand upon the knowledge of the previous level. Projects are tailored for each individual level.

GIFTED

The Gifted Support Program is designed for those students who are found to be exceptional (mentally gifted) and requires specially designed programs or support services beyond what is generally provided in the regular educational program.

8150 Gifted Support: Special Interest – Medley

0.25 cr

Prerequisite: GIEP

Grade: 9-12

Special Interest classes are intended to provide enrichment/acceleration opportunities for gifted students as outlined in their Gifted Individualized Education Program. The major emphasis in this class will be on the humanities with a minor emphasis on science, math, and technology. Each student will choose an area of interest and then develop and produce an independent project. Creative problem solving as well as logical and critical thinking opportunities are some of the ways students enhance their thinking skills. Other enrichment opportunities provided include field trips, workshops, and speakers, and various local, regional, and statewide competitions.

8151 Gifted Support: Special Interest - Science/Technology

0.25 cr

Prerequisite: GIEP

Grade: 9-12

Special Interest classes are intended to provide enrichment/acceleration opportunities for gifted students as outlined in their Gifted Individualized Education Program. The major emphasis in this class will be on science, math, and technology with a minor emphasis on the humanities. Each student will choose an area of interest and then develop and produce an independent project. Creative problem solving as well as logical and critical thinking opportunities are some of the ways students enhance their thinking skills. Other enrichment opportunities provided include field trips, workshops, and speakers, and various local, regional, and statewide competitions.

JOB SHADOWING

Chapter IV curriculum regulations dictate that all students will complete a culminating project designed by the local school district as a requirement for graduation. **Students must successfully complete a job shadowing experience to graduate from Cumberland Valley High School.** Students enrolled in the International Baccalaureate Diploma Programme will have the Job Shadowing requirement met through CAS.

Job Shadowing

5560L Last Name - A-K

0.0 cr

5561L Last Name - L-Z

0.0 cr

With the exception of students enrolled in the full IB Diploma Programme, all juniors **must** complete a six-hour job shadow and the related assignments. All job shadow forms and assignments must be completed and submitted by the required due date. Successful completion of this job shadowing experience is a **graduation requirement**.

GUIDANCE

5023 Group Guidance Last Name - A-K

0.25 cr

5033 Group Guidance Last Name - L-Z

0.25 cr

Grade 9

All freshmen must enroll in a seminar guidance class. This course will meet one day per cycle all year. Information is disseminated pertinent to orientation, careers, course selection, aptitude testing, vocational interest testing, vocational—technical school information and application, grading and credits, and IMC information, as is applicable to students in their specific curriculum. Presentations are made by counselors, administrators, and department supervisors.

HEALTH/PHYSICAL EDUCATION

Health/Physical Education is a required program of activities and learning experiences focusing on sound, healthful practices that can lead to a more meaningful and productive life. Expectations include participation, preparation, and improvement in a variety of activities meant to meet the State Standards.

Health is integrated into each year of our program in a cyclic approach covering a wide range of practical and informational learning experiences. Practical skill-based activities will be provided

Aquatics instruction is scheduled in grade nine as part of the required physical education program. Ninth grade students are screened during the fall quarter and assigned to swimming instruction with students of similar ability. All swimming instruction is divided into three levels: non-swimmers (I), beginning swimmers (II) and skilled swimmers (III). All aquatic instruction in grade nine is scheduled during the second and third marking periods. Students who are still novice swimmers after the 9th grade are required to take adapted aquatic instruction during the 10th grade to give the students additional time to improve their water safety skills.

Modified physical education program is offered to students needing special help in remedial and skill improvement activities. These activities are designed to meet individual needs or limitations that are prescribed or recommended by a physician, psychologist, psychiatrist, or physical education staff. Programs can be either permanent or short term. The adapted activities shall be limited to meeting instructional and educational goals and shall NOT include immobility training and other forms of physical therapy conducted for health/medical objectives.

PROGRAM

5009 Grade 9 Health & Physical Education **0.5 cr**

Health Units Include:

- Healthy Human Relationships
- Substance Abuse
- Human Sexuality

5010 Grade 10 Health & Physical Education **0.5 cr**

Health Units Include:

- Nutrition & Wellness
- Weight Management/Control
- Eating Disorders
- Individualized Fitness

5011 Grade 11 Health & Physical Education **0.5 cr**

Health Units Include:

- HIV/AIDS Education
- Sexually Transmitted Infections
- Addiction
- Current Trends in Diseases

5012 *Grade 12 Health & Physical Education **0.5 cr**

Health Units include:

- ARC CPR Adult/AED
- ARC CPR Infant & Child
- Rape Crisis Sexual Harassment & Domestic Violence
- ARC First Aid

*There will be an additional fee of up to \$5.00 for Red Cross certifications and non-certifications.

5013 Adapted Physical Education **0.5 cr**

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

INTERNATIONAL BACCALAUREATE

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits
0051	IB English HL I	11-12	2	6	1.0
0052	IB English HL II	12	2	6	1.0
0053	IB Theatrical Production SL I	11-12	2	6	1.0
0054	IB Theatrical Production SL II	12	2	6	1.0
0055	IB Theatrical Production HL I	11-12	2	6	1.0
0056	IB Theatrical Production HL II	12	2	6	1.0
1060	<i>IB History of Americas HL I</i>	11-12	2	6	1.0
1061	<i>IB History of Americas HL II</i>	12	2	6	1.0
1062	<i>IB Psychology SL</i>	11-12	2	8	1.0
2038	IB Chemistry SL	11-12	2	9	1.0
2042	IB Chemistry HL	12	2	8	1.0
2043	IB Physics SL	11-12	2	8	1.0
2045	<i>IB Sports Exercise & Health Science SL</i>	11-12	2	7	1.0
3080	<i>IB Mathematics SL I</i>	11-12	2	6	1.0
3081	<i>IB Mathematics SL II</i>	12	2	6	1.0
3082	<i>IB Mathematics HL I</i>	11-12	2	6	1.0
3083	<i>IB Mathematics HL II</i>	12	2	6	1.0
3084	<i>IB Mathematical Studies SL</i>	11-12	2	6	1.0
4100	<i>IB French SL I</i>	11-12	2	6	1.0
4101	<i>IB French SL II</i>	12	2	6	1.0
4102	<i>IB German SL I</i>	11-12	2	6	1.0
4103	<i>IB German SL II</i>	12	2	6	1.0
4104	IB Spanish ab initio SL I	11	2	6	1.0
4105	IB Spanish ab initio SL II	12	2	6	1.0
4106	<i>IB Spanish SL I</i>	11-12	2	6	1.0
4107	<i>IB Spanish SL II</i>	12	2	6	1.0
4108	<i>IB Chinese SL I</i>	11-12	2	6	1.0
4109	<i>IB Chinese SL II</i>	12	2	6	1.0
4200*	<i>Theory of Knowledge I</i>	11	2	3	.5
4201*	<i>Theory of Knowledge II</i>	12	2	3	.5
4202*	<i>Creativity, Action, Service</i>	12			.25
4203*	<i>Extended Essay</i>	12			.25
6040;6041;6045; or 6046	<i>IB Art SL I</i>	11-12	2	6	1.0
6047	<i>IB Art SL II</i>	12	2	6	1.0
6040;6041;6045; or 6046	<i>IB Art HL I</i>	11-12	2	6	1.0
6047	<i>IB Art HL II</i>	12	2	6	1.0

***This section only includes descriptions of classes unique to the IB program. Descriptions for the remaining IB courses are listed in the subject areas to which they correspond. IB Diploma courses will be weighted 1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam. *The following IB courses are available ONLY to IB Diploma Students and are weighted as described.**

4202 CAS (Creativity, Action, Service) Requirements

0.25 cr

Prerequisite: IB Diploma Candidates only

Grade 12

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

- Be a reflective thinker – you develop an understanding of your own strengths and limitations, you identify goals and devise strategies for personal growth
- Be willing to accept new challenges and new roles
- Be aware of yourself as a member of communities with responsibilities towards others and the environment
- Be an active participant in sustained, collaborative projects
- Be balanced – you will enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

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

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

CAS should involve:

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

ALL PROPOSED CAS activities must meet these four criteria. CAS activities MUST continue on a CONTINUOUS basis over a MINIMUM of 18 MONTHS. CAS MUST continue until at least February of the senior year. CAS is required to be eligible for the IB diploma. CAS receives a P/F grade and satisfies the Job Shadowing requirement.

4203 Extended Essay

0.25 cr

Prerequisite: IB Diploma Candidates only

Grade 12

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

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

0.5 cr

Prerequisite: IB Diploma Candidates only

Theory of Knowledge is an interdisciplinary, coherent approach to learning and knowledge that is intended to synthesize what the students have learned up to this point in their education and aid them in evaluating knowledge claims henceforth. The course will span the junior and senior years with its intent to help students analyze, question, and interpret the ways of knowing (emotion, reason, language, and sense perception) and the areas of knowledge (natural and human sciences, the arts, mathematics, ethics, and history). It is a student-centered course, based primarily on class discussions focusing on the students as knowers as they reflect on their own

experiences as learners in both the academic setting as well as their everyday lives. The goal is to produce individuals who are philosophers in the truest sense of the word—lovers of wisdom—as they search for truth with a critical eye and an open mind so that they will become life-long learners. As Socrates stated, “The unexamined life is not worth living.” As we enter a world that is more and more shaped by the internet and one in which everyone has access to all sorts of information at the touch of a button, it is essential for students to be able to examine and evaluate the information that is out there for their consumption.

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

* **This is a high school weighted course (1.125)**

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

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

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

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

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

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

2002 Leadership Education and Training (LET) 2 1.0 cr
Course Prerequisite: LET 1⁺
Grade 10-12

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

2003 *Leadership Education and Training (LET) 3 1.0 cr
Course Prerequisite: LET 2⁺
Grade 11-12

LET-3 builds on the previous two courses and covers various leadership strategies, including decision-making and problem-solving processes, and additional foundations for success. These include: public speaking, managing conflict, career/college exploration and planning, time-management, goals and goal setting, and financial planning. In LET-3, students assume higher level leadership roles within the student chain of command. ***This is a high school weighted course (1.1)**

2004 *Leadership Education and Training (LET) 4 1.0 cr
Course Prerequisite: LET 3⁺
Grade 12

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

***This is a high school weighted course (1.1)**

+Prerequisites: In addition to the course prerequisites listed above, all students must meet the following standards to be enrolled in JROTC and to continue in the program. Cadets must maintain an acceptable standard of academic achievement and standing, and not have excessive absences. Students who are failing the course at the end of first semester may be moved to a different elective for second semester. Cadets must also maintain an acceptable standard of conduct, including demonstrating honesty, self-reliance, self-discipline, and respect for constituted authority through observance of laws, rules, and regulations. Students must wear the cadet uniform and participate in the physical fitness program one day each week. At the discretion of the Senior Army Instructor, and with the approval of the high school principal, cadets not meeting these standards may be disenrolled from the program.

DESIRED LEARNING OUTCOMES:

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

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

METHODOLOGY

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

JROTC COURSE REQUIREMENTS

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

JROTC EXTRACURRICULAR ACTIVITIES

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

MATHEMATICS

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
3006	Math Foundations	9-12	2	6	1.0	1.0
3013	<i>College Algebra I L2</i>	9	2	6	1.0	1.0
3015	<i>Basic Algebra I L3</i>	9	2	6	1.0	1.0
3016	<i>Basic Algebra IB</i>	9	2	6	1.0	1.0
3017	<i>Algebra I – L3S</i>	9	2	6	1.0	1.0
3018	<i>Algebra Support</i>	9	2	3	0.5	1.0
3019	<i>Algebra I L3C</i>	9	2	6	1.0	1.0
3021	<i>*H College Geometry</i>	9-10	2	6	1.0	1.1
3023	<i>College Geometry L2</i>	9-10	2	6	1.0	1.0
3025	<i>Basic Geometry L3</i>	9-10	2	6	1.0	1.0
3027	<i>Geometry L3S</i>	9-10	2	6	1.0	1.0
3028	<i>Geometry Support</i>	9-10	2	3	0.5	1.0
3029	<i>Geometry L3C</i>	9-10	2	6	1.0	1.0
3031	<i>*H College Algebra II</i>	9-10	2	6	1.0	1.1
3033	<i>College Algebra II L2</i>	9-11	2	6	1.0	1.0
3035	<i>Basic Algebra II L3</i>	9-11	2	6	1.0	1.1
3038	<i>Algebra II Support</i>	9-11	2	3	0.5	1.0
3039	<i>Algebra II L3C</i>	9-11	2	6	1.0	1.0
3041	<i>*H Pre-calculus with Trig</i>	9-12	2	6	1.0	1.1
3043	<i>Pre-calculus with Trig</i>	9-12	2	6	1.0	1.0
3051	<i>*AP Calculus AB</i>	11-12	2	6	1.0	1.130 or 1.125
3053	<i>College Calculus L2</i>	11-12	2	6	1.0	1.0
3061	<i>*AP Calculus BC</i>	11-12	2	6	1.0	1.130 or 1.125
3063	<i>*AP Statistics</i>	11-12	2	6	1.0	1.130 or 1.125
3065	<i>College Prep Statistics</i>	11-12	1	6	0.5	1.0
3067	<i>Applying Math to Real Life</i>	11-12	1	6	0.5	1.0
3068	<i>Trigonometry</i>	11-12	1	6	0.5	1.0
3080	<i>*IB Mathematics SL I</i>	11-12	2	6	1	1.130 or 1.125
3081	<i>*IB Mathematics SL II</i>	12	2	6	1	1.130 or 1.125
3082	<i>*IB Mathematics HL I</i>	11-12	2	6	1	1.130 or 1.125
3083	<i>*IB Mathematics HL II</i>	12	2	6	1	1.130 or 1.125
3084	<i>*IB Mathematical Studies SL</i>	11-12	2	6	1	1.130 or 1.125
3091	<i>Intro to Computer Sci/Programming</i>	9-12	1 (Sem. 1)	6	0.5	1.0
3092	<i>Visual Basic Programming</i>	9-12	1 (Sem. 2)	6	0.5	1.0
3093	<i>Comp Sci/Programming</i>	10-12	2	6	1.0	1.0
3095	<i>* AP Comp Sci/ Program</i>	11-12	2	6	1.0	1.130 or 1.125
4070	<i>Business Math</i>	11-12	2	6	1.00	1.0

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

*weighted 1.130 after exam or 1.125 w/o exam; full IB Diploma students receive 1.130 at onset of course due to ongoing assessments

Intro to Computer Science/Programming (3091), Visual Basic Programming (3092), Computer Science/Programming (3093), AP Computer Science/Programming (3095), are math elective credits only and may not be used to fulfill the math credit requirement for graduation.

3006 Math Foundations

1.0 cr

Department Supervisor recommendation needed.

Math Foundations is a year-long course. This course is intended for those students who have not yet mastered the pre-requisite skills necessary for Algebra I. It focuses on concepts that are the foundation for Algebra. Students **will** learn a range of topics, many involving real world applications. These topics include percent-proportion problems, surface area, volume, and linear equations. Students are required to have a 1.5” 3-ring binder with dividers and a scientific calculator to help with calculations. A TI-30XIIS is recommended.

Algebra I Keystone Exam

At the end of Algebra I, all students will take the Keystone Algebra I Exam, in which students will be required to score Proficient or Advanced as a graduation requirement. Students who do not score Proficient or Advanced on the Keystone Algebra Exam will be required to remediate during the following year and retake the Keystone Algebra Exam.

3013 College Algebra I L2

1.0 cr

Prerequisite: At least 90% in 8th Grade Intro to Algebra

These Algebra I courses are designed to move students' mathematical development from concrete to abstract reasoning. The primary themes are problem solving, graphing data and functions, writing and solving equations, using ratios, and manipulation of algebraic symbols. The algebraic procedures are related to geometric concepts when relevant. Students will work in small groups, participate in class discussions and use manipulatives to build an understanding of underlying concepts before developing procedural algorithms. College Prep students are required to have a 1.5" 3-ring binder with dividers, quarter inch graph paper, and a scientific calculator to help with calculations. A TI-30XIIS is recommended.

3015 Basic Algebra I L3

1.0 cr

Prerequisite: 8th Grade Intro to Algebra

This course is designed to accomplish the same goals as the College Algebra I course but does not go as in depth on some topics and proceeds at a slower pace. Students will rely more heavily on the use of manipulatives to build an understanding of underlying concepts and procedures. Students are required to have a 1.5" 3-ring binder with dividers, quarter inch graph paper, and a scientific calculator to help with calculations. A TI-30XIIS is recommended.

3016 Basic Algebra IB

1.0 cr

Prerequisite: 8th Grade Algebra IA

Students will complete the Algebra I program, which they began in middle school. The course is designed to move the students' mathematical development from concrete to abstract reasoning. The primary themes are problem solving, graphing data and functions, writing and solving equations, using ratios, and manipulation of algebraic symbols. The algebraic procedures are related to geometric concepts when relevant. Students will work in small groups and participate in class discussions. Students will use manipulatives regularly in order to help build an understanding of underlying concepts and procedures. Students are required to have a 1.5" 3-ring binder with dividers, quarter inch graph paper, and a scientific calculator to help with calculations. A TI-30XIIS is recommended.

3017 Algebra I - L3S

1.0 cr

3018 Algebra Support

0.5 cr

Prerequisite: 8th Grade Intro to Algebra and non-proficiency on the 8th Grade PSSA's

These courses are only available to students who do not test at the proficient or higher on the 8th grade PSSA in mathematics, have poor grades in mathematics and need extra support to improve their math skills. Students **must sign up for both** courses if they choose this option. Although students may sign up for this level during course selection, final assignment to this class will be made after the PSSA and/or Keystone scores are received and student's records are reviewed. Students who sign up for other level Algebra I courses may be changed to this course if they score at the basic or below basic level on the PSSA and/or Keystone exam. Students will have algebra class every day of the cycle **and** the algebra support class every other day of the cycle for a total of nine periods of math per cycle. The Algebra Support class will provide extra help with the algebra program and review fundamental skills. The program is designed to help students perform at grade level so they are prepared for later high school courses and are ready for the Algebra Keystone exam at the end of this course. The course covers the same concepts covered in the Basic level course but places more emphasis on the use of manipulatives and concrete models to help students understand algebraic structures and procedures. Students are required to have a 1.5" 3-ring binder with dividers, quarter inch graph paper, and a scientific calculator to help with calculations. A TI-30XIIS is recommended.

3019 Algebra I - L3C

1.0 cr

3018 Algebra Support

0.5 cr

Prerequisite: 8th Grade Intro to Algebra and non-proficiency on the 8th Grade PSSA's

These courses are only available to students who do not test at the proficient or higher on the 8th grade PSSA in mathematics, have poor grades in mathematics, and need extra support to improve their math skills. The Algebra class will be co-taught, and students will need to be in an additional support class. Although students may sign up for this level during course selection, final assignment to this class will be made after the PSSA and/or Keystone scores are received and students' records are reviewed. Students who sign up for other level Algebra I courses may be changed to this course if they score at the Basic or Below Basic level on the PSSA and/or Keystone exam. Students will have algebra class every day of the cycle and the algebra support class as well. The support class will provide extra help and review fundamental skills. The program is designed to help students perform at grade level so they are prepared for later high school courses and are ready for the Algebra Keystone exam at the end of this course. The course covers the same concepts covered in the Basic level course but places more emphasis on the use of manipulatives and concrete procedures. Students are required to have a 1.5" 3-ring binder with dividers and a scientific calculator to help with calculations. A TI-30XIIS is recommended.

3021 *H College Geometry (Pre-AP, Pre-IB)**1.0 cr****Prerequisite: At least 90% in College Algebra I**

* This is a high school weighted course (1.1).

This course introduces geometric concepts such as properties of two and three dimensional figures while maintaining student's algebra skills. The main themes are properties of geometric figures, spatial visualization, conjecture and proof, graphing, ratios and similarity. Students will work in small groups, participate in class discussions and use manipulatives to build an understanding of underlying concepts before developing formal theorems. The honors course places a heavy emphasis on independent work, class discussions and proofs. There are extra projects requiring time outside of class in addition to daily assignments. This class requires students to understand math concepts at the abstract level. Honors students should expect assessments that test their ability to apply knowledge in new situations. Students thinking about careers in math and science and willing to spend extra time outside of class should take the honors level course. Students are expected to have a 1.5" 3-ring binder, quarter inch graph paper, and a scientific calculator to help with calculations. A TI-30XIIS is recommended.

3023 College Geometry L2**1.0 cr****Prerequisite: At least 77% in College Algebra I**

This course introduces important geometric concepts such as properties of two and three dimensional figures while maintaining student's algebra skills. The main themes are properties of geometric figures, spatial visualization, conjecture and proof, graphing, ratios and similarity, and using algebra skills to help solve geometric problems. Students will work in small groups, participate in class discussions and use manipulatives to build an understanding of underlying concepts before developing formal theorems. Students are required to have a 1.5" 3-ring binder with dividers, quarter inch graph paper, and a scientific calculator to help with calculations. A TI-30XIIS is recommended.

3025 Basic Geometry L3**1.0 cr****Prerequisite: At least 70% in Basic Algebra I**

This course is specifically designed for those students who have come through Basic Algebra I. It is intended to accomplish the same goals as the College Prep level course and will develop the same geometric concepts. However, it will proceed at a slower pace and will not go as in depth into some topics. It will cover the concepts of point, line, plane, basic trigonometric functions, proof, special angle relationships, similarity, probability and geometric figures and includes Algebra integration throughout these topics. Applications of geometric principles will be stressed and concepts are revisited throughout the entire course. Students are required to have a 1.5" 3-ring binder with dividers, quarter inch graph paper, and a scientific calculator to help with calculations. A TI-30XIIS is recommended.

3027 Geometry L3S**1.0 cr****3028 Geometry Support****0.5 cr****Prerequisite: At least 70% in Algebra I (3017)**

This course is designed for those students who were in the Algebra I L3S and Algebra Support program. They are only available to students who were not proficient on the 8th grade PSSA in mathematics or the Algebra Keystone Exam, had poor grades in Algebra I and need extra support. Students **must sign up for both** courses if they choose this option. Students will have geometry class every day of the cycle **and** the geometry support class every other day of the cycle. The Geometry Support classes will supplement the geometry program and review fundamental skills. The Geometry L3S course uses the same book as the Basic Geometry class and will develop the same important geometric concepts including properties of geometric figures, reasoning, coordinate geometry, area, and volume. Applications of geometric principles will be stressed and more emphasis will be given to the use of concrete models and manipulatives. Algebraic concepts are revisited throughout the entire course. Students are required to have a 1.5" 3-ring binder with dividers, quarter inch graph paper, and a scientific calculator to help with calculations. A TI-30XIIS is recommended. This course is not available to students who have passed a College or Basic Algebra I, unless they were not proficient on the Keystone exam, or have had any level Geometry course.

3029 Geometry - L3C**1.0 cr****With 3028 Geometry Support****0.5 cr****Prerequisite: At least 70% in Algebra I (3017 or 3019)**

This course is designed for those students who were either in the Algebra I L3S or Math 9. The course is only available to students who were not proficient on the 8th grade PSSA in mathematics or the Algebra Keystone Exam, had poor grades in Algebra I and need extra support. The Geometry class will be co-taught, and students will need to be in an additional support class. Students will have a geometry class every day of the cycle and the appropriate support class as well. The support class will provide extra help and review fundamental skills. The Geometry L3C course uses the same book as the Basic Geometry class and will develop the same important geometric concepts including properties of geometric figures, reasoning, coordinate geometry, area, and volume. Applications of geometric principles will be stressed and more emphasis will be given to the use of concrete models and manipulatives. Algebraic concepts are revisited throughout the entire course. Students are required to have a 1.5" 3-ring binder with dividers and a scientific calculator to help with calculations. A TI-30XIIS is recommended. This course is not available to students who have not passed a College or Basic Algebra I, unless they were not proficient on the Keystone exam, or have had any level Geometry course.

3031 * H College Algebra II (Pre-AP, Pre-IB) 1.0 cr

Prerequisite: At least 85% in *H College Algebra I & *H College Geometry.

*** This is a high school weighted course (1.1).**

These courses build on and extend the concepts learned in Algebra I and Geometry. Emphasis is placed on problem solving, representing real situation with mathematical models, analyzing and graphing functions, working with systems of equations, developing algebraic algorithms and developing mathematical reasoning and communication skills. Students will work in small groups, participate in class discussions and use manipulatives to build an understanding of underlying concepts before developing procedural algorithms. The honors course moves at a faster pace and places heavier emphasis on independent work, class discussions, special projects and how algebraic rules are developed. Students tending toward careers in math and science and willing to spend extra time outside of class should take the honors level course. All Algebra II students are required to have and use a graphing calculator to investigate algebraic concepts. A TI-83+ or TI-84+ is strongly recommended since one will be used in classroom instruction.

3033 College Algebra II L2 1.0 cr

Prerequisite: At least 77% in Col. Alg I and Col. Geom.

These courses build on and extend the concepts learned in Algebra I and Geometry. Emphasis is placed on problem solving, representing real situation with mathematical models, analyzing and graphing functions, working with systems of equations, developing algebraic algorithms and developing mathematical reasoning and communication skills. Students will work in small groups, participate in class discussions and use manipulatives to build an understanding of underlying concepts before developing procedural algorithms. All Algebra II students are required to have and use a graphing calculator to investigate algebraic concepts. A TI-83+ or TI-84+ is strongly recommended since one will be used in classroom instruction.

3035 Basic Algebra II L3 1.0 cr

Prerequisite: At least 70% in Basic Algebra I and in Basic Geometry

This course is specifically designed for those students who have come through the Basic Algebra I/Basic Geometry program. It is designed to accomplish the same goals as the College Prep level course and will develop the same algebraic concepts.

However, it will proceed at a slower pace and will not go as in depth into some topics. Students are required to have a graphing calculator. A TI-83+ or TI-84+ is strongly recommended since one will be used in classroom instruction.

3039 Algebra II L3C 1.0 cr

3038 Algebra II Support 0.5 cr

Prerequisite: At least 70% in Geometry (3027 or 3029)

This course is specifically designed for those students who have come through the Algebra I L3S/L3C and Geometry L3S/L3C. This Algebra II class will be co-taught. It is designed to accomplish the same goals as the Basic level course and will develop most of the same algebraic concepts. Students are required to have a graphing calculator. A TI-83+ or TI-84+ is strongly recommended since one will be used in classroom instruction. Students will have an Algebra II class every day of the cycle and the Algebra II Support class every other day of the cycle. The Algebra II Support classes will supplement the Algebra II program and review fundamental skills such as PSSA questions.

3041 *H Pre-Calculus with Trigonometry (Pre-AP, Pre-IB)

*** This is a high school weighted course (1.1).**

Students will study function analysis, number systems, coordinate geometry, coordinate planes, conic sections, mathematical induction, sequences and series, the binomial theorem and probability. Students will also study trigonometric functions, including graphs, inverse functions and trigonometric identities, based on right-triangle trigonometry and the unit circle. This course is rigorous and requires independent work, class discussion and special projects. Students will be expected to prepare daily to keep up with the pace of the class. Students tending toward careers in math and science and willing to spend extra time outside of class should take the honors level course. All students are required to have and use a graphing calculator. A TI-83+ or TI-84+ is strongly recommended since one will be used in classroom instruction.

3043 Pre-Calculus with Trigonometry L2 1.0 cr

Prerequisite: At least 77% in Col. Alg. II

Students will use the unit circle to study the six trigonometric functions and their graphs, apply trigonometry to right and non-right triangles, and solve trigonometric equations. Students will also study functional analysis, number systems, coordinate geometry, complex numbers, conic sections, mathematical induction, sequences and series, the binomial theorem and probability. A TI-83+ or TI-84+ is strongly recommended since one will be used in classroom instruction.

3051 *AP Calculus AB**1.0 cr****Prerequisite: At least 85% in *H Pre-Calculus with Trigonometry**

This course consists of all of the work in Calculus I and part of the work in Calculus II at the college level. The three major concepts of calculus (limit, derivative and integral) will be explored in depth for functions of a single variable. Applications of these concepts will also form a significant part of the course. Students will be expected to work with functions graphically, numerically, analytically and verbally. Students in this course will be prepared for and expected to take the AB Calculus Advanced Placement Test to seek credit/advanced placement from the college they plan to attend. Students are required to have a graphing calculator. A TI-83+, or TI-84+ is recommended since they will be used in classroom instruction. Since good algebra skills are important for success in this course, **it is suggested that students complete an algebra review assignment over the summer. They will have a major test on those algebra skills during the second week of school.**

This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)*3053 College Prep Calculus L2****1.0 cr****Prerequisite: At least 77% in Pre-calculus with Trigonometry**

Most colleges and universities now require a calculus course for those students entering many business and social science fields. This course is designed to introduce students to the primary concepts of derivatives, integrals, and limits from an inductive rather than a theoretical approach. The emphasis of the course will be to apply those concepts to problems in the business, physical, and social science fields. Students are required to have a graphing calculator. A TI-83+ or TI-84+ is strongly recommended since one will be used in classroom instruction. Since good algebra skills are important for success in this course, **it is recommended that students complete an algebra review assignment over the summer.**

3061 *AP Calculus BC**1.0 cr****Prerequisite: Taken and Passed *AP Calculus AB**

This course extends the work started in *H AP Calculus AB and is primarily intended for those students who plan to enter career fields involving extensive mathematics. Topics include Improper Integrals, Infinite Series and Taylor Polynomials, polar and parametric equations, conic sections, vectors and vector functions, and an introduction to multivariable differentiation and integration. Students enrolled in this course are expected to take the BC Calculus Advanced Placement test. Students are required to have a graphing calculator. A TI-83+, or TI-84+ is recommended since they will be used in classroom instruction.

3063 *AP Statistics**1.0 cr****Prerequisite: At least 80% in *H Pre-Calculus or 90% in College Prep Pre-Calculus.**

This course is designed for those students who have an interest in learning the concepts of statistics and data analysis. Some of the topics covered are measures of central tendency, variance, hypothesis testing, several types of data graphs, and various kinds of distribution. Students enrolled in this course are expected to take the Statistics Advanced Placement test. Students are required to have a graphing calculator. A TI-83+ or TI-84+ is recommended since one will be used in classroom instruction.

This course may be taken concurrently with Calculus.***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)****3065 College Prep Statistics****0.5 cr****Prerequisite Recommendation: at least an 80% in College Algebra II or a 93% in Basic Algebra II**

This course is a one semester course designed to be an introduction to statistical concepts. Topics explored will include describing sets of data both numerically and graphically, data collection issues related to sampling distributions, hypotheses testing, regression analysis, and confidence intervals for normal distributions. Students selecting this course who want a full year of mathematics should also select 3067 Applying Math to Real Life, 3068 Trigonometry, or 3069 Topics in Practical Mathematics listed below. Students are required to have a graphing calculator. A TI-83+ or TI-84+ is recommended since one will be used in classroom instruction. **This course may be taken concurrently with Pre-Calculus or Calculus.**

3067 Applying Mathematics to Real Life**0.5 cr****Prerequisite: Geometry and Algebra II**

This course is a junior/senior, one semester, project based course designed to apply mathematical concepts to real life situations. Students will use previously acquired math knowledge and skills to solve real life problems in order to complete tasks and work through various scenarios. A variety of both group and individual projects will be created and presented throughout the semester. Most projects also require students to write an individual essay summarizing what they have learned. Topics explored may include researching famous mathematicians, credit cards, car purchasing and savings investigations, the golden ratio, math in nature and architecture, and matrix applications. Attendance and the willingness to work in a team are essential for success in this course. Students are required to have and use a graphing calculator. A TI-83+ or TI-84+ is strongly recommended since one will be used in classroom instruction. **This course may be taken concurrently with Pre-Calculus or Calculus.**

3068 Trigonometry**0.5 cr****Prerequisite: Geometry and Algebra II**

This course does not meet the prerequisite for Physics. This course is designed for seniors who intend to go to college but will not major in an area that requires higher mathematics. The course will cover Trigonometry Functions, Graphs of Trigonometry Functions, Basic Identities, Reference Triangles, Right Triangle Trigonometry, Law of Sines, Law of Cosines, and Area. All students are required to have and use a graphing calculator. A TI-83+ or TI-84+ is strongly recommended since one will be used in classroom instruction.

4070 Business Mathematics **1.0 cr**

Prerequisite: Must be proficient on the 11th grade PSSA Test or District Assessment, Geometry and Algebra II Grade 11-12

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

3091 Intro to Computer Science / Programming (Semester 1) **0.5 cr**

Prerequisite: At least 77% in Algebra I or similar middle school course

Intro to Computer Science / Programming is a hands-on computer course for students who wish to learn about the history of computers and programming languages, how a computer operates, how it can be used in real life situations, and basic computer programming. Students will use the Visual BASIC language to learn about basic computer science concepts such as variables, logic statements, loops, and arrays. Students taking this class are encouraged to continue into course 3092 (Visual Basic programming), although course 3092 is not a requirement for course 3093. **This course may not be used as one of the mathematics credits for graduation.**

3092 Visual Basic Programming (Semester 2) **0.5 cr**

Prerequisite: At least 77% and teacher recommendation from course 3091

Visual Basic Programming is for students who wish to learn about advanced concepts in the Visual Basic programming language, introduced in course 3091. Students will write programs for the Windows operating system environment using the Visual BASIC language. Students will learn how to create advanced forms using various tools such as sliders and list boxes, and will learn advanced Visual BASIC concepts such as capturing keyboard or mouse input. A heavy emphasis will be placed on hands-on programming activities, with a culminating final project where students create their own game in Visual BASIC. **This course may not be used as one of the mathematics credits for graduation.**

3093 Computer Science / Programming (Pre-AP) **1.0 cr**

Prerequisite: At least 77% in course 3091 with a 77% in course 3092 recommended and teacher recommendation. While the experience of courses 3091 and 3092 is recommended, proficient upperclassmen may begin in course 3093 upon completion of an exemption exam/teacher recommendation.

A class meant primarily for students wishing to pursue computer science at the college level, this is a hands-on computer science / programming course for students who understood and enjoyed the basics of computer programming taught in courses 3091/3092 and want to take their understanding to the next level. It will demonstrate programming concepts in the C++ and Java languages. Topics will include the introduction of object-oriented programming concepts such as functions and classes. Topics will also include multi-dimensional arrays, a variety of sort and search routines, pointers, and passing-by-reference. **This course may not be used as one of the mathematics credits for graduation.**

3095 * AP Computer Science / Programming **1.0 cr**

Prerequisite: At least 77% and teacher recommendation from course 3093

Designed for students wishing to pursue computer science at the college level, students enrolled in this course are expected to take the AP Computer Science A exam. This course is for students who enjoy programming and want to pursue it to an even deeper level. Programming skills will be enhanced through the study of the Java and HTML. The Java language is used on the AP Computer Science Exam and gives students experience working with modern object-oriented programming. Students participating in this course will be required to complete the AP Computer Science Case Study during the school year. **This course may not be used as one of the mathematics credits for graduation. *This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**

3080 *IB Mathematics SL I **1.0 cr**

Prerequisite: Prerequisite: At least 86% in CP Alg. II or at least 77% Honors Algebra I Gr. 11-12

This course is taught over two years and caters to students who anticipate a need for a sound mathematical background in preparation for future studies of topics such as mathematics, science, psychology, economics and business. The first year of the course focuses on introducing important math concepts through the development of mathematical techniques. Topics include Number and Algebra, Functions and Equations, Trigonometry, Vector Geometry, Statistics and Probability. A TI – 83 Plus calculator is mandatory.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

3081 *IB Mathematics SL II **1.0 cr**

Prerequisite: Mathematics SL (Year 1)

Grade 12

This course is the second half of the IB Mathematics Standard Level course which focuses primarily on vectors, lines and planes in space, and Calculus including limits, derivatives, integrals and their applications.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

3082 *IB Mathematics HL I**1.0 cr****Prerequisite – Honors Pre-Calculus****Grade 11-12**

The purpose of this demanding course is to require the student to study a broad range of mathematical topics in a meaningful and rigorous manner over the course of two years. It is designed for those who are competent in the analytical and technical mathematical skills leading up to the study of calculus. Students taking this course should either have a deep interest in the study of mathematics or have the intention of being enrolled in a mathematics intensive major for their university studies. These majors include but are not limited to mathematics, physics, and engineering. Students will be assessed through unit quizzes and tests in the context of the IB Curriculum. In addition, students will complete the first portion of their portfolio. Portfolio entries are original, technical mathematical papers that comprise the student's Internal Examination which is a requirement (along with the External Examination taken at the end of the second year) as part of the student's overall IB Assessment Mark. A Graphics Display Calculator is required for this course.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

3083 *IB Mathematics HL II**1.0 cr****Prerequisite – IB Mathematics HL Year One****Grade 12**

This is the second year of the rigorous two-year course designed to prepare students for the IB External and Internal Examinations. Students will be required to complete a summer assignment. They will also complete the second portion of their portfolio. Students will be assessed through unit quizzes and tests in the context of the IB Curriculum and will be prepared to take the IB Mathematics External Examination at the end of the year. The IB External Examination is a three part test composed of both short-response and extended-response questions. A Graphics Display Calculator is required for this course.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

3084 * IB Mathematical Studies SL**1.0 cr****Prerequisite – Algebra II****Grade 11-12**

IB Math Studies SL introduces students to a variety of numerical and algebraic concepts and applications, explores functions and applies them to mathematical situations, continues the study of trigonometric and circular functions, logic, calculator applications, extends the study of probability and statistics and introduces the basic concepts and techniques of calculus. This course prepares students for the IB Math Studies SL exam and the further study of AP Statistics.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

MUSIC

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
6571	Music Theory	9-12	2	6	1.0	1.0
6573	Guitar I	10-12	1 (Sem. 1)	6	0.5	1.0
6674	Guitar II	10-12	1 (Sem. 2)	6	0.5	1.0
6574	Guitar Ensemble	10-12	2	6	1.0	1.0
6575	Music Appreciation	9-12	1 (Sem. 1)	6	0.5	1.0
6676	Music Theater	9-12	1 (Sem. 2)	6	0.5	1.0
6060	Choir 9-10	9-10	2	6	1.0	1.0
6061	Choir 11-12	11-12	2	6	1.0	1.0
6062	Orchestra 11-12	11-12	2	6	1.0	1.0
6067	9th Grade Band	9	2	6	1.0	1.0
6063	Concert Band	10-12	2	6	1.0	1.0
6064	Symphonic Winds	9-12	2	6	1.0	1.0
6065	Orchestra 9-10	9-10	2	6	1.0	1.0
6078/6076	Choir/9th Grade Band	9	2	3/3	0.5/0.5	1.0
6070/6073	Choir/Concert Band	10-12	2	3/3	0.5/0.5	1.0
6071/6074	Choir/Symphonic Winds	10-12	2	3/3	0.5/0.5	1.0
6070/6077	Choir/Orchestra	9-10	2	3/3	0.5/0.5	1.0
6071/6072	Choir/Orchestra	11-12	2	3/3	0.5/0.5	1.0
6572	*Advanced Placement Music Theory	10-12	2	6	1.0	1.130 or 1.125
6068	Marching Band	9-12	1st marking period	Rehearsal schedule	0.25	0.25

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

6571 Music Theory

1.0 cr

Grades 9-12

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

6572 *Advanced Placement Music Theory

1.0 cr

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

Grades 10-12

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

***This is a high school weighted course (1.130 w/AP Exam, 1.125 w/o AP Exam)**

6573 Guitar I (Semester 1)

0.5 cr

Grades 10-12

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

6674 Guitar II (Semester 2)

0.5 cr

Prerequisite: Guitar I

Grades 10-12

Guitar II is a continuation of Guitar I and is designed for those students who would like to develop their playing skills more extensively and master more difficult music and playing techniques at the intermediate level

6574 Guitar Ensemble**1.0 cr****Prerequisite: Conference with Instructor****Grades 10-12**

Guitar Ensemble will provide guitarists, intermediate through advanced levels, with a structured environment in which to further their craft. Students will perform solos, duets, trios, quartets, quintets as well as large ensemble works for guitar ensemble from a wide variety of genres and styles. Students will become proficient in playing scales, chords, reading standard notation with an acceptable level of fluency and playing in a musically sensitive manner. This course is for students interested in an extensive study of the guitar as well as serving as a training program for those interested in becoming guitar music majors in college.

6575 Music Appreciation (Semester 1)**0.5 cr****Grades 9-12**

Music Appreciation is a chronological study of the history of music. This course provides an approach to perceptive listening and an introduction to musical elements, forms and stylistic periods. The discussions of composers' lives, individual styles and representative listening examples aim to impart facts and stimulate curiosity and enthusiasm for music and its history. This course is intended to help heighten the student's love of music as well as to develop and expand their listening skills.

6676 Music Theater (Sem 2)**0.5 cr****Grades 9-12**

Music Theater will trace the use and development of music in theater productions from earlier centuries to present. Included in the course will be the evolution and development of the American musical theater — commonly referred to as the “Broadway Show.” Extensive listening and video experiences will be provided. Students will also have opportunities to learn about the back stage activities of our own High School Musical Production.

6068 Marching Band**0.25 cr****Prerequisite- Conference with Marching Band Director****Grade 9-12**

Marching band is a unique course in that it requires participation prior to the beginning of the school year for which the student would receive academic credit. The marching band spends its rehearsal time- all outside of the standard school day-rehearsing and perfecting the field show which will be performed at football games, exhibition performances and competitive performances. The band also performs in local parades and other community-centered events as availability allows.

Students may participate as a member of the winds section, the battery percussion section, the front ensemble or the color guard. Students will be assessed at various points throughout the season to test their knowledge of their part in the field show. Assessments will be in the form of playing tests (for wind and percussion students), spinning/dancing tests (for the color guard students), drill/movement tests (for all students except front ensemble) and audio/video analysis of previous performances.

Rehearsal attendance is mandatory for participation. Students could have points docked for unexcused absences from rehearsals. The band rehearses twice a week through June and July. Band Camp, in the beginning of August, is also a required portion of the course. Specific dates and times for all rehearsals can be obtained from the band director.

Students will receive a grade for marching band on the 1st marking period report card only.

6060 Choir 9-10**1.0 cr****Grades 9-10**

Students electing choir are divided into two choirs primarily by grade level for rehearsal purposes and space considerations. Both choirs will be combined for performances. Choir students in grade 9 and 10 will rehearse during period 2. Students in choir strive to develop an expressive and beautiful tone quality, sing with good pitch and clear diction, develop correct breathing habits and phrasing, and receive exposure to and performance of high quality vocal literature. Students are required to participate in several sectional rehearsals throughout each marking period. Participation in various concerts throughout the school year is required. Students in period 2 Concert Band and period 2 Orchestra 9-10 may sing in the period 2 choir regardless of grade level.

6061 Choir 11-12**1.0 cr****Grades 11-12**

Students electing choir are divided into two choirs primarily by grade level for rehearsal purposes and space considerations. Both choirs will be combined for performances. Choir students in grade 11 and 12 will rehearse during period 1. Students in choir strive to develop an expressive and beautiful tone quality, sing with good pitch and clear diction, develop correct breathing habits and phrasing, and receive exposure to and performance of high quality vocal literature. Students are required to participate in several sectional rehearsals throughout each marking period. Participation in various concerts throughout the school year is required. Students in period 1 Symphonic Winds and Period 1 Orchestra 11-12 may sing in the period 1 choir regardless of grade level.

6062 Orchestra 11-12**1.0 cr****Prerequisite: Conference with Orchestra Director****Grades 11-12**

Orchestra 11 -12 is open to all 11th and 12th grade students upon recommendation from their present orchestra director. The string orchestra meets six times per cycle during period 1 and students play various types of music ranging from early classical works to recent pop tunes. The full orchestra meets once each week with students chosen from the Symphonic Winds according to chair ranking. Students are required to attend all rehearsals, performances, and must report for a weekly lesson at the designated time. The orchestra performs for several concerts throughout the school year. Students in Orchestra 11-12 may also sing in the period 1 Choir.

6067 9th Grade Band**1.0 cr****Grade 9**

Concert Band 9 is open to all 9th grade wind and percussion instrumentalists. This organization performs music of Level 2 and Level 3 difficulty and meets during period 4. Students in this organization will have an opportunity to sing with the high school choir. Students are required to attend all rehearsals, performances and lessons.

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

Concert Band is open to all 10th, 11th, and 12th grade wind and percussion instrumentalists. This organization performs music of Level 3 and Level 4 difficulty and meets during period 2. Students are required to attend all rehearsals, performances, and lessons. Students in Concert Band may sing in the period 2 Choir.

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

Symphonic Winds is a select group of wind and percussion instrumentalists who successfully audition into its membership and have received approval from the band director. This organization performs music generally of Level 5 and Level 6 difficulty and meets during period 1. Students are required to attend all rehearsals, performances and lessons. Students will be selected from the Symphonic Winds based on chair ranking to play in the full period 1 Orchestra. Students in Symphonic Winds may also sing in the period 1 Choir.

6065 Orchestra 9-10**1.0 cr****Grades 9-10**

Orchestra 9-10 is open to all 9th and 10th grade students upon recommendation from their present orchestra director. The string orchestra meets six times per cycle during period 2 and students play various types of music ranging from early classical works to recent pop tunes. Students are required to attend all rehearsals and performances, and must report for a weekly lesson at the designated time. The orchestra performs for several concerts throughout the school year. Students in Orchestra 9-10 may also sing in the period 2 Choir.

MULTIPLE PERFORMANCE COURSES

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

6078/6076 Choir and Concert Band**Grade 9****6070/6073 Choir and Concert Band****Grades 10-12****6071/6074 Choir and Symphonic Winds****Grades 10-12****6070/ 6077 Choir and Orchestra****Grades 9-10****6071/ 6072 Choir and Orchestra****Grades 11-12**

SCIENCE

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
2021	*H Biology Level 1 (L1)	9	2	7	1.0	1.1
2023	Biology Level 2 (L2)	9	2	7	1.0	1.0
2025	Biology Level 3 (L3)	9	2	6	1.0	1.0
2031	*H Zoology and Botany	11-12	2	7	1.0	1.1
2033	*Advanced Placement Biology	10-12	2	7	1.0	1.130 or 1.125
2035	Wildlife Biology and Ecology (L2)	11-12	2	6	1.0	1.0
2036	Wildlife Biology and Ecology (L3)	11-12	2	6	1.0	1.0
2051	*H Chemistry I	10	2	7	1.0	1.1
2053	Chemistry I	10	2	7	1.0	1.0
2054	Conceptual Chemistry	10-12	2	6	1.0	1.0
2055/2055C	Topics in Applied General Science (TAGS)	10	2	6	1.0	1.0
2061	*Advanced Placement Chemistry	11-12	2	8	1.0	1.130 or 1.125
2070	*H Biochemistry	11-12	2	7	1.0	1.1
2081	*Advanced Placement Physics I: Algebra Based	10-12	2	7	1.0	1.130 or 1.125
2085	*Advanced Placement Physics C	11-12	2	7	1.0	1.130 or 1.125
2083	Physics I	10-12	2	7	1.0	1.0
2084	Conceptual Physics	10-12	2	6	1.0	1.0
2094	Independent Research In Science	11-12	2		0.25	1.0
2095	*H Anatomy and Human Physiology	11-12	2	7	1.0	1.1
2096	*Advanced Placement Environmental Science	11-12	2	7	1.0	1.130 or 1.125
2090	Earth & Environmental Science	10-12	2	6	1.0	1.0
2092	Earth Systems 2: Oceans of Air and Water	11-12	1	6	0.5	1.0
2097	Earth Systems 2: Astronomy	11-12	1	6	0.5	1.0
2038	*IB Chemistry SL	11-12	2	9	1.0	1.130 or 1.125
2042	*IB Chemistry HL	12	2	8	1.0	1.130 or 1.125
2043	*IB Physics SL	11-12	2	8	1.0	1.130 or 1.125
2045	*IB Sports Exercise & Health Science SL	11-12	2	7	1.0	1.130 or 1.125
8500	Introduction to AFNR	9	2	6	1.0	1.0
8510	CASE Plant Science	10-12	1	6	0.5	1.0
8550	CASE Animal Science	10-12	2	6	1.0	1.0
8560	Food Science & Safety	10-12	1	6	0.5	1.0

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

*weighted 1.130 after exam or 1.125 w/o exam; full IB Diploma students receive 1.130 at onset of course due to ongoing assessments.

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

Advice To Students Planning A Career In The Sciences And/Or Majoring In A Science Field In College:

Feedback from CV alumni majoring in the sciences in college, attribute their successes directly with the courses they took in high school. In response to that input, the following advice is offered to college-bound students planning to major in a science field:

- Students should take College Prep or Weighted courses in Biology, Chemistry, AND Physics before or concurrent with other AP Science Classes, Biochemistry, Anatomy & Physiology, Zoology and Botany or any other science enrichment courses.
- Additionally, students are recommended to complete Calculus I at Cumberland Valley, which will further enhance your successes in your college science coursework.

Biology Keystone Exam

At the end of Biology (2021, 2023, OR 2025), all students will take the Keystone Biology Exam, in which students will be required to score Proficient or Advanced as a graduation requirement. Students who do not score Proficient or Advanced on the Keystone Biology Exam will be required to remediate during the following year and retake the Keystone Biology Exam.

2021 *H Biology L1 (Pre-AP, Pre-IB) 1.0 cr **Grade 9**

Level 1 (Honors) Biology is designed for students especially interested in the sciences and planning for a college education in the field of science. Students will complete a number of projects and/or papers and will be expected to demonstrate critical/analytical thinking skills throughout the course.

*** This is a high school weighted course (1.1).**

2023 Biology L2 1.0 cr **Grade 9**

Level 2 (College Preparatory) Biology is designed for students planning for a college education in any major field. Students will be introduced to the characteristics of life and major fields of biological study through demonstration, discussion, and practical laboratory experience.

2025 Biology L3 1.0 cr **Grade 9**

Level 3 Biology is designed for students not planning to pursue a 4 year college degree. Students will investigate the unifying principles and concepts applicable to life at all levels of organization. To help understand life and its processes while simultaneously developing problem solving techniques, the course will use laboratory investigations, group activities, simulations, and research. Students will be required to show competency in these areas through projects, reports and presentations along with more traditional assessment options.

2026 Biology Keystone Remediation .25/.5 cr

This course is designed to help students who did not earn a proficient score on the Biology Keystone Exam develop content and process skills needed to successfully complete this graduation requirement.

2031 *Honors Zoology and Botany 1.0 cr **Prerequisite: Chemistry I and Biology I** **Grades 11-12**

This course is designed for students who are interested in a rigorous second year of biology. This course will survey topics such as ecology, entomology, parasitology, photosynthesis, respiration, genetics, evolution, conservation, vertebrates, botany, and biological research. An ecological approach will be taken in all topics studied. Students should expect to be in the field and laboratory for many lessons. Field trips are offered in this course to acquire hands-on field experience relative to important components of this course of study. This class is designed to prepare students for a collegiate entry level biology class. This class should appeal to students interested in pursuing biology at the collegiate level as well as students who simply want to learn more biology.

***This is a high school weighted course (1.1)**

2033 *Advanced Placement Biology 1.0 cr **Prerequisite: Biology I and Chemistry I (Chemistry I can be taken concurrently.)** **Grades 10-12**

The advanced placement biology course is designed for students who want to take the advanced placement exam. It is an expectation that all students enrolled in this class take the AP Biology Exam. The College Board revised the AP curriculum in 2012-2013. Therefore, more emphasis will be placed on student's understanding large processes and applications in laboratory work. The following major areas of study, as dictated by the AP curriculum, will be covered in this course: Molecules and Cells (chemistry, cells, photosynthesis, respiration, cell division); Genetics and Evolution (heredity, molecular genetics, evolution); Organisms and Populations (comparing digestive systems, nervous systems, endocrine systems of major classes of animals, animal behavior, ecology).

***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**

- 2035 Wildlife Biology and Ecology L2** **1.0 cr**
Prerequisite: Biology I and Chemistry I
Grades 11-12
 This course focuses on the following units: forest ecology, birds, mammals, fishes, amphibians, reptiles. In all units an emphasis will be placed on ecology and practices in wildlife management. This course is designed to prepare students for college programs in wildlife professions. Mastering the identification of the most common representatives of each of the groups is required. Lab activities are a major part of the daily work for this class. Dissections of some vertebrates are conducted in this course to better understand adaptations like digestion. Outdoor field work is an important part of this course. This course will appeal to anyone interested in learning more about the wildlife of Pennsylvania.
- 2036 Wildlife Biology and Ecology L3** **1.0 cr**
Prerequisite: Biology I and Topics in Applied General Science (TAGS) or Conceptual Chemistry
Grades 11-12
 This course focuses on the following units: forest ecology, birds, mammals, fishes, amphibians, reptiles. In all units an emphasis will be placed on ecology and practices in wildlife management. Lab activities are a major part of the daily work for this class. Dissections of some vertebrates are conducted in this course to better understand adaptations like digestion. Outdoor field work is an important part of this course. This course will appeal to anyone interested in learning more about the wildlife of Pennsylvania.
- 2051 *H Chemistry I (Pre-AP, Pre-IB)** **1.0 cr**
Prerequisite: College Prep. Or Honors Algebra II, College Prep. Biology I (Algebra II and College Prep Biology may be taken concurrently)
Grades 10-12
 This introductory chemistry course is designed for those students who think they are interested in a scientific career. This rigorous study of chemistry includes the structure of the atom, chemical formulas and equations, the periodic table, chemical bonding, chemical kinetics and thermodynamics, equilibrium, acids and bases, oxidation/reduction, and electrochemistry. Throughout these topics, a strong link between science and mathematics is maintained. Students should have obtained a 90% or better in all prerequisites.
 * This is a high school weighted course (1.1).
- 2053 Chemistry I** **1.0 cr**
Prerequisite: Basic Algebra II or higher (may be taken concurrently)
Grades 10-12
 This course is an elective for the academic student. Chemistry I is designed as an intimate and practical picture of the science of chemistry and its numerous applications in our daily lives. In addition to these applications, this course also presents a sound mathematical background dealing with the fundamental principles, theories, and concepts of chemistry. Atomic structure, the periodic classification of the elements, energy relationships in chemical change and the nature of the chemical bonds are treated.
- 2054 Conceptual Chemistry** **1.0 cr**
Prerequisite is the successful completion of an Algebra I course
Grade 10-12
 This 1st year course is primarily intended for 11th or 12th grade students that are planning a non-science career and who are unlikely to encounter a chemistry course in college. It conceptually covers the material that would be encountered in a college preparatory course. It is intended to give students a basic knowledge of chemistry.
- 2055/2055C Topics in Applied General Science (TAGS)** **1.0 cr**
Prerequisites: Biology I and Algebra 1 (may be taken concurrently)
Grades 10-12
 This course is designed for 10th, 11th and 12th grade students who wish to broaden their knowledge of science, but do not plan on a career in the sciences. The course encompasses topics from chemistry and physics and looks at the effect that man's technological development has had on the planet. Laboratory experiences stress basic techniques and focus on the knowledge of the sciences as they apply to everyday life.
- 2061 *Advanced Placement Chemistry** **1.0 cr**
Prerequisites: Chemistry I (*H Chemistry I is highly recommended),
Pre-Calculus with Trigonometry (may be taken concurrently)
Grades 11-12
 This rigorous course is designed to prepare students to take the AP Test in chemistry. By the end of the course, all of the topics in a first-year college chemistry course are studied including bonding, kinetics, thermodynamics, equilibrium, acids and bases, and electrochemistry. This curriculum is beneficial to students interested in science, engineering, or medicine. The first three chapters in the textbook are done as a summer assignment. Students will be given a textbook and a summer assignment packet before leaving school in June.
 *This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)

- 2070 *H Biochemistry** **1.0 cr**
Prerequisite: Chemistry I, Algebra II
Grades 11-12
 Biochemistry is a course in which students learn to use chemical methods to solve biological problems. In addition, advanced topics in related areas of biology and chemistry are discussed and investigated during extensive laboratory activities. Students who plan to pursue post graduate work in the areas of medicine and/or its related fields should consider electing biochemistry.
 * **This is a high school weighted course (1.1).**
- 2081 Advanced Placement Physics 1-Algebra Based** **1.0 cr**
Prerequisite: Current enrollment in or past completion of Pre-Calculus with Trig.
Grade 10-12
 This rigorous course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electrostatics and electric circuits. This course emphasizes science practices and scientific inquiry. Students will be encouraged to take the AP Physics 1 exam in May.
 ***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**
- 2083 Physics I** **1.0 cr**
Prerequisite: Current or previous enrollment in Pre-Calculus with Trig.
Grades 10-12
 Students entering this course are those College Preparatory students who wish to gain the basic concepts of the field but do not plan a career in the sciences. Although mathematics of the highest practical level is not used in the course, the student must have a basic knowledge of algebra and geometry.
- 2084 Conceptual Physics** **1.0 cr**
Prerequisite is the successful completion of an Algebra II course.
Grades 10-12
 This 1st year course is primarily intended for 12th grade students that are planning a non-science career and who are unlikely to encounter a physics course in college. It conceptually covers the material that would be encountered in a college preparatory course and beyond. However, this course focuses more on hands-on-learning through labs, activities and projects than a traditional physics course. It is intended to give students a basic knowledge of both classical and modern physics.
- 2085 *Advanced Placement Physics C** **1.0 cr**
Prerequisite: AP Physics B or College Prep. Physics I. Current or previous enrollment in Calculus
Grade 11-12
 This intensive second year course is designed for those students planning a career in mathematics or the physical sciences particularly engineering. The course reflects the basic outline of two calculus-based physics courses taught at the collegiate level. Students will be encouraged to take one or both of the Advanced Placement C exams in Mechanics or Electricity and Magnetism in May.
 ***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**
- 2094 Independent Studies in Science Research and Applications of Science** **0.25 cr**
Teacher Recommendation is required (Sign up begin in the early Fall)
Grade 9-12
 This offering is for any 9th - 12th grade student enrolled in a science course currently being offered. The course is elective in nature and is worth one quarter (1/4) credit each year. The goal of the class is to prepare students and/or teams of students to compete in Regional, State and National Science Competitions such as Science Fairs, PJAS, Envirothon, Science Olympiad, etc. Independent research on projects will be conducted during resource time and homerooms. Additional time will be required by students to conduct the research or work on projects as their schedule permits.
- If a student elects this class, a proposal must be submitted to the science staff which outlines the nature of the research or project that is to be pursued. The science staff will examine the proposal and notify the student before the end of the first quarter of school whether the proposal has been accepted or not. The number of participants will be dependent upon advisor availability and complexity of research problems. Grading will be on a P-F basis (at the conclusion of the course). Sign-ups for this course require a teacher recommendation and can occur during course selection time or during the first marking period.
- 2095 *H Anatomy and Human Physiology** **1.0 cr**
Prerequisite: Biology I & Chemistry I
Grades 11-12
 This full year weighted course is a one credit science elective. This course is designed for students who have a strong desire to pursue a career in medicine, health care, sports medicine, physical therapy, nursing and other sciences. This course deals heavily with anatomical studies of various systems as well as the physiology of each system. Students are required to perform an extensive dissection of a small mammal and other mammalian organs (brain, heart and eyes).
 * **This is a high school weighted course (1.1).**

- 2096 *Advanced Placement Environmental Science** **1.0 cr**
Prerequisite: Biology I, Chemistry I and Algebra I.
Grades 11-12
 Environmental science embraces a wide variety of topics from different areas of study. This course will provide students with the scientific principles required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving them. There will be experiences both in the lab and in the field. Summer work is a requirement for this course.
 *This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)
- 2090 Earth & Environmental Science** **1.0 cr**
Prerequisite: Basic Algebra 1
Grades 10-12
 Earth & Environmental Science will explore the interactions between the Earth's systems, as well as, investigate the Earth's changes over time. The relationship between humans and Earth's many environments will be studied. Topics to be investigated are energy, pollution, and the planet's future. The role that humans have in the changes in the environment will also be studied. This course is designed for all levels of students.
- 2097 Earth Systems 2: Astronomy** **0.5 cr**
Prerequisites: Geometry
Grades 11-12
 This half-credit course will explore major principles of astronomy presented in the Earth Science course. An emphasis will be placed on the question "How do we know what is happening in the sky?" Students will learn about various topics including Astronomical History, Stellar Evolution, Naked Eye Astronomy, and Structure of the Universe. Some independent night time observation projects and labs requiring elementary geometry will be required. This course is designed for all levels of students.
- 2092 Earth Systems 2: Oceans of Air and Water** **0.5 cr**
Prerequisite: Basic Algebra 1
Grade 11-12
 This course investigates the driving factors of the weather and how it is affected by the oceans. The focus of the class will be weather and the properties and structure of the ocean and its inhabitants. Students will learn about predicting weather, use of weather instruments, how weather works, and climate. Hurricanes, tornadoes, and thunderstorms and their formation will also be investigated. This course is designed for all levels of students.
- 2038 * IB Chemistry SL** **1.0 cr**
Can be taken as a one-year SL subject or as the pre-requisite for Chemistry HL to be taken in the senior year
Prerequisite: Honors Bio & College Prep /Honors Chem or Chem Summer-School Enrichment
Grades 11 or 12
 IB Chemistry SL is a rigorous, one- year course in chemistry that will prepare a student for the IB Chemistry SL exam at the end of the year OR for the IB Chemistry HL course to be taken during senior year. Class will meet nine times per six-day cycle with three of those days being consecutive periods. Students will be introduced to a subject-specific core of topics and options in addition to a Group 4 project. The Group 4 project will require students to work together with students in Physics SL. Along with core topics, students will be expected to complete laboratory experiments to fulfill completion of the internal assessment piece of the IB Chemistry program. This course will build a global understanding of chemistry while giving students a strong foundation of chemistry to help them with their approach to advanced levels of science in college. Technology use will be an integral part of the chemistry program; students will leave with a strong knowledge of how technology is applied in all chemistry fields in a global context. Collaboration and communication skills will be developed throughout the course and accompanying lab periods to help students prepare for the business and scientific fields in our 21st Century global workforce.
 *This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)
- 2042 * IB Chemistry HL** **1.0 cr**
Prerequisite: Completion of IB Chemistry SL in grade 11
Grade 12
 This class will meet eight times per six-day cycle with two of those days being consecutive periods. IB Chemistry HL builds upon the topics presented in Chemistry SL. Student's knowledge and abilities will continue to be developed for preparation for the IB Chemistry HL exam at the end of the year. This course will include two specific topics of chemistry that will be developed over 25 hours each. The student's ability to analyze, evaluate and synthesize chemical data and information will be tested on a regular basis through laboratory experiments. Students will leave this course with an understanding of how chemistry applies in a global economy through an understanding of how scientists communicate knowledge and lab discoveries. They will see how history has brought us to our current technology. This course will include a focus on biochemistry topics to show students the organic side of chemistry and how chemistry connects to living things.
 *This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)

2043 * IB Physics SL**1.0 cr****Prerequisite: Current or previous enrollment in Pre-Calculus with Trig****Grade 11-12**

This IB Standard Level course takes place nine times a cycle, with three laboratory periods per cycle. This course is for college-bound student in the sciences. The course will study physics from an international perspective, with an emphasis on structured labs, open-ended labs, and research papers. All students in the IB Physics SL class will be required to take part in the Group 4 project, an interdisciplinary project that emphasizes cooperation and collaboration with other students in other science classes. Students will sit for the International Baccalaureate Standard Level Physics Exam in the Spring.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

2045 * IB Sports Exercise & Health Science SL**1.0 cr****Prerequisite: Biology I & Chemistry I****Grade 11-12**

IB Sports Exercise and Health Science is a full-year weighted one-credit science elective. The course will incorporate the traditional disciplines of anatomy & physiology, biomechanics, kinesiology, psychology and nutrition, which will be studied in the context of sports, personal training, exercise, physical training and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. Students enrolled in this course will work collaboratively with the IB Chemistry & IB Physics students on a Group IV Project to analyze a common topic or problem. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Students will be prepared to take the IB exam at the conclusion of the course. Dissection of a mammal will be required.

Enrollment in this course will be limited; IB-Diploma students will be given first priority to complete diploma requirements. Non-IB students must complete a course- application which can be obtained from Mr. Matt Billman, IB Instructor, in room 156.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

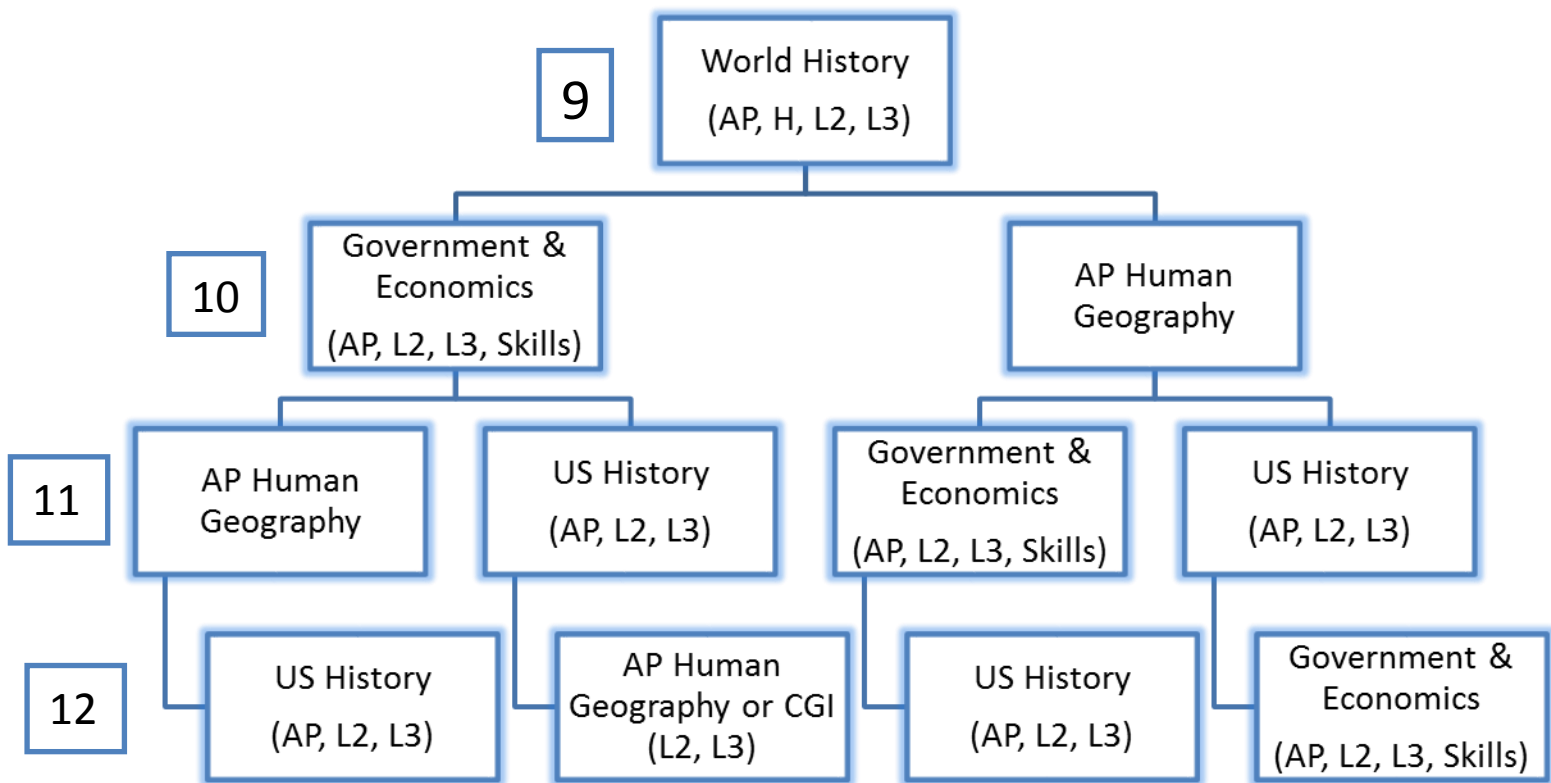
SOCIAL STUDIES

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
*1011	<i>*AP World History</i>	9	2	6	1.0	1.130 or 1.125
1012	<i>*H World History</i>	9	2	6	1.0	1.1
1013	World History L2	9	2	6	1.0	1.0
1014	World History L3	9	2	6	1.0	1.0
*1021	<i>*AP US Government & Politics</i>	10-12	1 (Sem. 1)	6	0.5	1.130 or 1.125
1022	American Government L2	10 - 12	1	6	0.5	1.0
1023	American Government L3	10 - 12	1	6	.0.5	1.0
*1031	<i>*AP Microeconomics</i>	10-12	2 (Sem. 2)	6	0.5	1.130 or 1.125
1032	Economics L2	10 - 12	1	6	0.5	1.0
1033	Economics L3	10 - 12	1	6	0.5	1.0
1034	Government and Economics Skills	10-12	2	6	1.0	1.0
*1041	<i>*AP American History</i>	11-12	2	6	1.0	1.130 or 1.125
1042	US History L2	11-12	2	6	1.0	1.0
1043	US History L3	11-12	2	6	1.0	1.0
*1051	<i>*AP Human Geography</i>	10-12	2	6	1.0	1.130 or 1.125
1052	Current Global Issues L2	12	1	6	0.5	1.0
1053	Current Global Issues L3	12	1	6	0.5	1.0
*1060	<i>*IB History of the Americas HL I</i>	11-12	2	6	1.0	1.130 or 1.125
*1061	<i>*IB History of the Americas HL II</i>	12	2	6	1.0	1.130 or 1.125
*1062	<i>*IB Psychology SL</i>	11-12	2	8	1.0	1.130 or 1.125
*1071	<i>*AP Psychology</i>	10-12	2	6	1.0	1.130 or 1.125
1072	Introduction to Psychology L2	11-12	2	6	1.0	1.0
1073	Introduction to Psychology L3	11-12	2	6	1.0	1.0
*1080	<i>*AP European History</i>	9-12	2	6	1.0	1.130 or 1.125
*1081	<i>*AP Comparative Government</i>	10-12	2	6	1.0	1.130 or 1.125
1083	Sociology L2	11-12	2	6	1.0	1.0
1084	Anthropology L2	10-12	1 (Sem. 2)	6	0.5	1.0

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

*weighted 1.130 after exam or 1.125 w/o exam; full IB Diploma students receive 1.130 at onset of course due to ongoing assessments

Social Studies – Course Options



1011 *AP World History

1.0 cr

Prerequisite: Teacher Recommendation is required.

Grade 9

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contact in different types of human societies. This course focuses on the expanse of global history from 8000 BC to the present. Course material focuses on events that have had a global impact and on the significant interactions between cultures, regions and institutions in Asia, Africa, Europe and the Americas. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. The content of AP World History reflects the content of a college level World History course. Near the conclusion of the course the students may take the Advanced Placement exam. All students must be recommended by a Social Studies teacher. Students enrolled in AP courses should be exceptionally motivated and interested in social science. Appropriately placed students should expect approximately 5 hours of homework per week. A summer assignment is required.

***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**

1012 *H World History **1.0 cr**

Prerequisite: Teacher Recommendation

Grade 9

Honors level courses require a deeper examination of social science concepts with an emphasis on analysis, synthesis, and evaluation. Students choosing these courses should be highly motivated and demonstrate a strong curiosity in the social sciences. These courses will prepare students for future participation in AP courses. Appropriately placed students should expect approximately 4 hours of homework per week.

*** This is a high school weighted course (1.1).**

1013 World History L2 **1.0 cr**

Grade 9

Level 2 courses are designed to provide college-bound students the opportunity to investigate social science concepts at a high level. Students will engage in a variety of activities designed to improve critical thinking skills. Writing is also a key component of this class. Appropriately placed students should expect 2-3 hours of homework per week.

1014 World History L3 **1.0 cr**

Grade 9

Level 3 World History will help prepare students for college and/or the workplace. Students will participate in activities designed to increase social studies literacy and critical thinking skills. Emphasis is placed on vocabulary and reading skills and the development of writing and speaking skills necessary for success in the future. The pace of instruction is designed to meet student needs. Appropriately placed students should expect approximately 1-2 hours of homework per week.

1021 *Advanced Placement US Government and Politics **0.5 cr**

Prerequisite: Teacher Recommendation

Grades 10-12

The Advanced Government course is designed to build analytical skills and knowledge of government. Students will not only look at the theory behind the workings of our government, but will also be applying these theories to current events. The course will require critical thinking and extensive outside requirements in reading, research, and writing. Emphasis will be placed upon primary research and will focus upon higher cognitive levels of learning. Students will explore government from theoretical and practical aspects. Throughout the course junior and senior students will conduct in-depth analysis and evaluation of the political system of the U.S. The student's awareness of contemporary issues is also essential to this study and is promoted through a required summer project. All students must be recommended by a social studies teacher. Students will be expected to take the AP exam in U.S. Government and Politics.

***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**

1022 American Government L2 **0.5 cr**

Grades 10 - 12

The American Government Level 2 course will concentrate on that government based in Washington, D.C. Level 2 courses are designed to provide college-bound students the opportunity to investigate social science concepts at a high level. The course will explore, through the use of the text and current events, in-depth the functions of the three branches of government: the executive, legislative, and judicial; their relationship upon one another; and their impact upon American society. In addition, this course will conclude with a study of state and local governments with emphasis on the role of the individual within the system and his/her responsibility to the community.

1023 American Government L3 **0.5 cr**

Grades 10 - 12

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

1031 *Advanced Placement Microeconomics **0.5 cr**

Prerequisite: Teacher Recommendation

Grades 10-12

The Advanced Economics course is designed to build analytical skills and knowledge of economics. The course will require critical thinking and extensive outside requirements in reading, research, and writing. Emphasis will be placed upon primary research and will focus upon higher cognitive levels of learning. Advanced Economics focuses on the theoretical aspects of microeconomics including comparative advantage, supply and demand, cost-analysis, and factor markets. Students will explore economics from theoretical and practical aspects and will be expected to apply concepts to current events. Throughout the course junior and senior students will conduct in-depth analysis and evaluation of the economic system of the U.S. All students must be recommended by a social studies teacher. Students will be expected to take the AP exam in Microeconomics.

***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**

1032 Economics L2**0.5 cr****Grades 10 - 12**

We live under a capitalistic economic system. Discovering the basic economic principles of that economic system is the major objective of the course. The students will be exposed to elementary economic theory so that they might better understand how a free economy works. The students will investigate the role government plays in our economy and the influence that the economy has on their everyday lives. Current events will be an important part of this course. This Level 2 course is designed to provide college-bound students the opportunity to investigate social science concepts at a high level.

1033 Economics L3**0.5 cr****Grades 10 - 12**

The Economics Level 3 course will mirror the curriculum of the Level 2 course. This course help prepare students for college and/or the workplace. Students will participate in activities designed to increase social studies literacy and critical thinking skills. Emphasis is placed on vocabulary skills and the development of writing and speaking skills necessary for success in the future. The students will investigate the role government plays in our economy and the influence that the economy has on their everyday lives. Current events will be an important part of this course.

1034 Government and Economics Skills**1.0 cr****Grades 10-12**

This course is designed to make students aware of the privileges and responsibilities of being a citizen of the United States. The first semester of the course aims to prepare students with the knowledge that they will need as future voters. We will study the structure, powers, and responsibilities of our government as well as the processes that are used to create public policy. Emphasis will be placed on the core ideals and values that make the American political system unique and the way that our government operates at the national level.

The second semester of the course will focus on economics. Considering the economy on a larger scale as well as personal finances, our goal is to develop skills that are useful in and outside of the classroom.

1041 *Advanced Placement-U.S. History**1.0 cr****Prerequisite: Teacher Recommendation****Grade 11-12**

The Advanced Placement course in U.S. History is designed to provide students with analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The year-long program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of a full-year introductory college course. Students will learn to evaluate historical sources and their relevance to a given problem. The Advanced Placement course will require critical thinking and extensive outside requirements in reading, research, and writing. Near the conclusion of the course the students may take the Advanced Placement test. The score on this test will determine whether he/she can exempt freshman U.S. History in college.

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

***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**

1042 U.S. History L2**1.0 cr****Grade 11-12**

This Level 2 course is designed to provide college-bound students the opportunity to investigate social science concepts at a high level. It is designed to present a contemporary view of the American experience. From the beginning of the Depression through the present day, Americans have witnessed revolutionary changes in our role at home and abroad. Since the course is primarily contemporary, it will also allow the students the opportunity to draw on recent resources as well as people who experienced or were exposed to many of the events as they occurred. By taking this course, students will have a greater understanding and appreciation of the United States today and the active role they should play as citizens.

1043 U.S. History Level 3**1.0 cr****Grade 11-12**

This Level 3 course will help prepare students for college and/or the workplace. The curriculum will mirror that of the Level 2 course. Students will participate in activities designed to increase social studies literacy and critical thinking skills. Emphasis is placed on vocabulary and reading skills and the development of writing and speaking skills necessary for success in the future. The pace of instruction is designed to meet student needs. By taking this course, students will have a greater understanding and appreciation of the United States today and the active role they should play as citizens.

1051 *Advanced Placement Human Geography **1.0 cr**

Prerequisite: Teacher Recommendation

Grade 10-12

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Near the conclusion of the course the students may take the Advanced Placement test. Admission to the program is open to sophomores who have shown excellence in their freshman year. All students must be recommended by a social studies teacher. A summer assignment is required.

***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**

1052 Current Global Issues L2 **0.5 cr**

Grade 12

Current Global Issues is a thematic overview of issues faced globally in the twenty-first century. Students will be asked to critically assess current global issues from a variety of cultural and disciplinary perspectives. Most importantly, through the study of these themes/issues, students will gain a sense of the interconnectedness of our world. This course is offered for college bound students, who will be exposed to an approach which requires them to get involved actively in the classroom. They will be stimulated with demanding written materials, discussion processes, and problem-solving techniques. Evaluations will stress a blend of objective and subjective materials. Outside projects and work are an integral part of the requirements.

1053 Current Global Issues L3 **0.5 cr**

Grade 12

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

1060 *IB History of the Americas HL I **1.0 cr**

Prerequisite: Teacher Recommendation

Grade 11-12

IB 20th Century Topics spans the first year of a two year higher level (HL) course. It is a thematic based study of the modern world. Among other things, students will evaluate the causes, practices, and effects of the two world wars, assess the origin and development of authoritarian states, and analyze the origin and nature of the Cold War. All of the topics covered in this course will be studied from an international perspective. The course will emphasize higher level thinking and will include extensive outside reading, writing, and research requirements. Emphasis will be placed on the research and critical analysis of primary sources to arrive at original historical conclusions.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

1061 *IB History of the Americas HL II **1.0 cr**

Prerequisite: IB History of the Americas HL I

Grade 12

IB History of the Americas is the second year of a two year higher level (HL) course. It is a thematic based study of political, economic, social, and cultural developments in North, Central, and South America from the early 18th century through the mid-1990s. The thematic studies will include political developments after World War II, the Americas and the Cold War, and trends in American foreign and domestic politics since 1980. The course will emphasize higher level thinking and will include extensive outside reading, writing, and research requirements. Students will participate in the process of historical inquiry and thinking in order to assess the accuracy and reliability of historical sources in order to synthesize conflicting interpretations of past events. An integral part of this course is the creation of a research project on a historical topic during the fall. Students will be expected to take three examinations spanning two days in early to mid-May.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

1062 *IB Psychology **1.0 cr**

Prerequisite: Teacher Recommendation

Grades 11-12

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

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

SOCIAL STUDIES ELECTIVES:

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

1071 *Advanced Placement Psychology **1.0 cr**

Prerequisite: Teacher Recommendation

Grades 10-12

The Advanced Placement Psychology course is equivalent to an introductory psychology course at the collegiate level. The AP Psychology course is designed to introduce students to the scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. Students will develop a better understanding of the human mind. They will take the information in class beyond the theories and illustrate how scientific research can be used to make positive changes in our everyday lives. Students will be prepared for and encouraged to take the AP exam in the spring. Admission to the program is **open to sophomores, juniors and seniors who show excellence in their preceding years**. All students must be recommended by a social studies teacher. **The purchase of a AP test preparation workbook is required.**

***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**

1072 Psychology L2 **1.0 cr**

Grades 11-12

This course is to prepare students to take Psychology at the college level. Students will be expected to participate in class discussions, experiments, and demonstrations; actively contribute to group and individual projects; read and demonstrate understanding of textbook modules, articles, and other assigned readings.

1073 Psychology L3 **1.0 cr**

Grades 11-12

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

1080 *Advanced Placement European History **1.0 cr**

Prerequisite: Teacher Recommendation

Grades 9-12

Students will study European History from roughly Charlemagne to the present. Their studies will be in the context of important political, economic, religious, social, intellectual and art history developments. All of which, are important in understanding the development of contemporary institutions, the role of continuity and change in present-day society and essentially how European history has helped shape the world in which we all live. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation of that evidence, and (c) an ability to express historical understanding in various forms of writing like document based questions. Near the conclusion of the course, students are strongly encouraged to take the Advanced Placement test. Admission to the program is open to freshmen, sophomore, junior and seniors who have shown excellence in their prior Social Studies courses. All students must be recommended by a social studies teacher. A summer assignment is required.

***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**

1081 *Advanced Placement Comparative Government and Politics **1.0 cr**

Prerequisite: Teacher Recommendation

Grades 10-12

Advanced Placement Comparative Government and Politics class covers a body of knowledge equivalent to that which a student would be expected to master in an introductory college course in Political Science. The course gives the student a basic understanding of the world's diverse political structures and practices and will encompass the study of both specific countries and general concepts used to interpret the key political relationships found in virtually all nation polities. The basic core of the discipline of Comparative Politics is an analysis of the common elements of political activity, dispute resolution, and the manner in which power is obtained, exercised and controlled. The study of Comparative Politics concerns the behavior, institutions, processes, ideas, and values which are present in more than one country and searches for those distance patterns, similarities, and differences that help clarify the basic nature, structure, and beliefs of individual political regimes.

***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**

1083 Sociology L2**1.0 cr****Grades 11-12**

This course is designed to offer you a lively, interesting, and challenging introduction to the ways sociologists investigate, describe, and analyze social life. This year you will study social interaction, roles and relationships, and the ways societies are divided and stratified. Some other areas of study include adolescence, the family, courtship, marriage, divorce, and parenthood. Throughout the year you will do an in-depth study of social problems such as deviance, prejudice and racism, the elderly, the homeless, and death and dying. If you enjoy discussions, reading and writing, projects and working in groups, then sociology is for you! As you review the topics just mentioned, it should also be realized that each of these can be an introduction to issues that are related to a vast array of occupations that are a part of your future. This is a college prep level course so students should be prepared to be challenged accordingly.

1084 Anthropology L2**0.5 cr****Grades 10-12**

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

SPECIAL EDUCATION

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

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

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

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

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

Course #	Course Title	Recom Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
Itinerant Learning Support:						
0013C	Co-Taught English 9	9	2	6	1.0	1.0
0023C	Co-Taught English 10	10	2	6	1.0	1.0
0033C	Co-Taught English 11	11	2	6	1.0	1.0
0043C	Co-Taught English 12	12	2	6	1.0	1.0
2055C	Co-Taught TAGS (Topics in App Gen Sci)	11-12	2	6	1.0	1.0
3006	Math Foundations	9	2	6	1.0	1.0
3019 + 3018	Algebra I L3C - Co-Taught	9	2	6	1.0	1.0
3029 + 3018	Geometry L3C - Co-Taught	9-10	2	6	1.0	1.0
3039 + 3018	Algebra II L3C - Co-Taught	9-11	2	6	1.0	1.0
8059/60/61	Strategy Instruction	9-10	2	3/2/1	0.5 - 0.25	1.0
8143/44/45	Strategy Instruction	9-10	2	3/2/1	0.5 - 0.25	1.0
8062/63/64	Strategy Instruction	11-12	2	3/2/1	0.5 - 0.25	1.0
8065/66/67	Strategy Instruction	11-12	2	3/2/1	0.5 - 0.25	1.0
Supplemental Learning Support:						
0013C	Co-Taught English 9	9	2	6	1.0	1.0
0023C	Co-Taught English 10	10	2	6	1.0	1.0
0033C	Co-Taught English 11	11	2	6	1.0	1.0
0043C	Co-Taught English 12	12	2	6	1.0	1.0
2055C	Co-Taught TAGS (Topics in App Gen Sci)	11-12	2	6	1.0	1.0
3006	Math Foundations	9	2	6	1.0	1.0
3019 + 3018	Algebra I L3C - Co-Taught	9	2	6	1.0	1.0
3029 + 3018	Geometry L3C - Co-Taught	9-10	2	6	1.0	1.0

Course #	Course Title	Recom Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
Supplemental Learning Support (Continued):						
3039 + 3018	Algebra II L3C - Co-Taught	9-11	2	6	1.0	1.0
8008	Reading	9-10	2	6	1.0	1.0
8009	Reading	9-10	2	3	0.5	1.0
8010	Reading	11-12	2	6	1.0	1.0
8011	Reading	11-12	2	3	0.5	1.0
8012/13/14	Strategy Instruction	9-10	2	3/2/1	0.5 - 0.25	1.0
8015/16/17	Strategy Instruction	9-12	2	3/2/1	0.5 - 0.25	1.0
8018/19/20	Strategy Instruction	9-10	2	3/2/1	0.5 - 0.25	1.0
8021/22/23	Strategy Instruction	11-12	2	3/2/1	0.5 - 0.25	1.0
8024/25/26	Strategy Instruction	9-12	2	3/2/1	0.5 - 0.25	1.0
8027/28/29	Strategy Instruction	11-12	2	3/2/1	0.5 - 0.25	1.0
Intensive Learning Support:						
8030	English 9	9	2	6	1.0	1.0
8031	English 10	10	2	6	1.0	1.0
8032	English 11	11	2	6	1.0	1.0
8033	English 12	12	2	6	1.0	1.0
8034	Math 9	9	2	6	1.0	1.0
8035	Math 10	10	2	6	1.0	1.0
8036	Math 11	11	2	6	1.0	1.0
8037	Math 12	12	2	6	1.0	1.0
8038	Social Studies 9	9	2	6	1.0	1.0
8039	Social Studies 10	10	2	6	1.0	1.0
8040	Social Studies 11	11	2	6	1.0	1.0
8041	Social Studies 12	12	2	6	1.0	1.0
8042	Science 9	9	2	6	1.0	1.0
8043	Science 10	10	2	6	1.0	1.0
8044	Science 11	11	2	6	1.0	1.0
8046	Reading	9-10	2	6	1.0	1.0
8047	Reading	9-10	2	3	0.5	1.0
8048	Reading	11-12	2	6	1.0	1.0
8049	Reading	11-12	2	3	0.5	1.0
8050/51/52	Strategy Instruction	9-12	2	3/2/1	0.5 - 0.25	1.0
8053/54/55	Strategy Instruction	9-12	2	3/2/1	0.5 - 0.25	1.0
8056/57/58	Strategy Instruction	9-12	2	3/2/1	0.5 - 0.25	1.0
Itinerant Emotional Support:						
8091/92/93	Strategy Instruction	9-10	2	3/2/1	0.5 - 0.25	1.0
8094/95/96	Strategy Instruction	11-12	2	3/2/1	0.5 - 0.25	1.0
Supplemental Emotional Support:						
8074	Social Studies 9	9	2	6	1.0	1.0
8075	Social Studies 10	10	2	6	1.0	1.0
8076	Social Studies 11	11	2	6	1.0	1.0
8077	Social Studies 12	12	2	6	1.0	1.0
8078	Earth & Space Science	9-10	2	6	1.0	1.0
8079	Biology	9-10	2	6	1.0	1.0
8080	TAGS (Topics in Applied Gen Sci)	11-12	2	6	1.0	1.0
2055C	Co-Taught TAGS (Topics in App Gen Sci)	11-12	2	6	1.0	1.0
8082	English 9	9	2	6	1.0	1.0
8083	English 10	10	2	6	1.0	1.0

Course #	Course Title	Recom Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
Supplemental Emotional Support (continued):						
0033C	Co-Taught English 11	11	2	6	1.0	1.0
0043C	Co-Taught English 12	12	2	6	1.0	1.0
8086	Experiential Learning	9-12	2	6	1.0	1.0
8097/98/99	Strategy Instruction	9-10	2	3/2/1	0.5 - 0.25	1.0
8100/01/02	Strategy Instruction	11-12	2	3/2/1	0.5 - 0.25	1.0
Supplemental Autistic Support:						
8104/05/06	Strategy Instruction	11-12	2	3/2/1	0.5 - 0.25	1.0
8107/08/09	Strategy Instruction	9-10	2	3/2/1	0.5 - 0.25	1.0
8110	English	9-10	2	6	1.0	1.0
8111	Social Studies	9-10	2	6	1.0	1.0
8112	Math	9-10	2	6	1.0	1.0
8113	Science	9-10	2	6	1.0	1.0
8114	Reading	9-10	2	6	1.0	1.0
8115	Social Skills	9-10	2	6	1.0	1.0
8116	English	11-12	2	6	1.0	1.0
8117	Social Studies	11-12	2	6	1.0	1.0
8118	Math	11-12	2	6	1.0	1.0
8119	Science	11-12	2	6	1.0	1.0
8120	Reading	11-12	2	6	1.0	1.0
8121	Social Skills	11-12	2	6	1.0	1.0
Life Skills Support:						
8122	Independent Living Skills	9-12	2	3	0.5	1.0
8126	Math Objectives	9-12	2	6	1.0	1.0
8127	Language Arts Objectives	9-12	2	12	2.0	1.0
8128	Social Science	9-12	2	6	1.0	1.0
8129	Transition Skills	11-12	2	6	1.0	1.0
8130	Vocational Lab	9-12	2	6	1.0	1.0
8131	Strategy Instruction	9-12	2	6	1.0	1.0
8132	Strategy Instruction	9-12	2	6	1.0	1.0
8133	Strategy Instruction	9-12	2	6	1.0	1.0
8135	Strategy Instruction	9-12	2	6	1.0	1.0
8136	Skills Development	9-12	2	3	---	---
8888	MDS Programming	9-12	2	56	6.0	1.0
5013	Adapted Physical Education	9-12	2	3	0.5	1.0
5014	Adapted Physical Education (MDS)	9-12	2	6	1.0	1.0
Additional Special Education Courses:						
8007	Wilson Reading	9-12	2	6	1.0	1.0
8140	Job Coaching	9-12	2	18-24	3.0	1.0

SPECIAL ELECTIVES

5051 Argus (Yearbook)

1.0 cr

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

Grades 9-12

The purpose of this course is to prepare the high school yearbook, *Argus*. The entire yearbook is produced using web-based software. Through this course, students will develop desktop publishing and journalism skills. In addition, students will apply photography skills to produce a quality publication. The skills that students learn in this course can be easily transferred to other endeavors throughout their lifetime. This course is open to all high school students meeting two periods every day and after school when extra time is needed. This course demands responsibility, dependability and reliability on the part of the student. Students must fill out an application and obtain an *Argus* advisor's signature. See Appendix A for application.

5061 CV Eye (School Newspaper)

1.0 cr

Prerequisites: Advisor's Recommendation and Approved Application Required.

Grades 9-12

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

7060 TV Production

1.0 cr

Prerequisite: Teacher recommendation and approved application required.

Grades 10-12

Students are responsible for producing the CVTV Channel 61 Morning Show. Over the course of the year, students will develop the skills involved with television production. Skills will include shooting video, editing video & audio, lighting, computer graphics, storyboarding, and technical production. Students are expected to be at the TV Studio at 7:30 each morning with some after school time needed. This course demands responsibility, dependability, and reliability on the part of this student. Students must fill out an application and obtain an advisor's signature. See Appendix C for application.

7061 Advanced TV Production

1.0 cr

Prerequisite: TV Production, Teacher recommendation and approved application required.

Grades 11-12

Students are responsible for leading the production of the CVTV Channel 61 Morning Show. Students will be appointed to various production director roles. Over the course of the school year, student utilize the skills that they have developed in TV Production and expand upon them through producing projects that involve character generation (credits and weather template), Adobe Affect Effects (program openers), and extensive field reporting. Students are expected to be at the TV Studio at 7:30 each morning with some after school time needed. This course demands responsibility, dependability, and reliability on the part of this student. Students must fill out an application and obtain an advisor's signature. See Appendix C for application.

TECHNOLOGY AND ENGINEERING EDUCATION

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
7006	Introduction to Engineering Design (PLTW)	9-12	2	6	1.0	1.1
7005	<i>Principles of Engineering (PLTW)</i>	10-12	2	6	1.0	1.1
	<i>Civil Engineering and Architecture (PLTW)</i>	11-12	2	6	1.0	1.1
	<i>Computer Integrated Manufacturing (PLTW)</i>	11-12	2	6	1.0	1.1
	<i>Digital Electronics (PLTW)</i>	11-12	2	6	1.0	1.1
	<i>Engineering Design and Development (PLTW)</i>	11-12	2	6	1.0	1.1
7016	Foundations of Technology	9-12	1	6	0.5	1.0
7011	<i>Technical Computer Aided Drafting and Design (CAD)</i>	9-12	1	6	0.5	1.0
7013	<i>Architectural Drafting and Design</i>	10-12	2	6	1.0	1.0
7031	<i>Circuit Analysis</i>	9-12	1	6	0.5	1.0
7032	<i>Electricity and Control</i>	10-12	2	6	1.0	1.0
7041	<i>Materials and Production</i>	9-12	1	6	0.5	1.0
7043	<i>Manufacturing Enterprise</i>	10-12	2	6	1.0	1.0
7051	<i>Energy, Power and Transportation</i>	9-12	1	6	0.5	1.0
7044	<i>Transportation Research and Development (R&D)</i>	10-12	2	6	1.0	1.0
7021	Foundations of Graphic Communication	9-12	2	6	1.0	1.0
7060	<i>Television Production</i>	10-12	2	6	1.0	1.0
7061	<i>Advanced TV Production</i>	11-12	2	6	1.0	1.0
7065	Stage & Technical Production	9-12	2	6	1.0	1.0

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

7006 Introduction to Engineering Design (PLTW)

1.0 cr

Grades 9-12

Designed for 9th or 10th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. This class carries a 1.1 weighted value.

7005 Principles of Engineering (PLTW)

1.0 cr

Prerequisite: Introduction to Engineering & Design

Grades 10-12

Designed for 10th or 11th grade students, this survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. This class carries a 1.1 weighted value.

7016 Foundations of Technology

0.5 cr

Grades 9-12

This course will be a laboratory/classroom situation with the time being divided equally between the two. It will cover the history of Technology Education, the technological systems model, career exploration, and sketching. Basic tool and machine operation and safety will be covered as well. The students will construct various projects within the four subsystems of Technology Education. Students will be responsible for any consumable supplies used for their projects.

- 7011 Technical Computer Aided Drafting & Design (CAD)** **0.5 cr**
Prerequisite: Foundations of Technology or Introduction to Engineering & Design
Grades 9-12
 This course is for any student interested in a career in engineering, architecture or design. The course introduces orthographic projection, dimensioning, lettering, scale, as well as, drafting fundamentals and the use of the drawing instruments and practical geometric constructions. Pictorial drawing in isometric, oblique, and perspective representations are correlated to the already completed orthographic projections using the CAD software.
- 7013 Architectural Drafting & Design** **1.0 cr**
Prerequisite: Technical Computer Aided Drafting & Design (CAD)
Grades 10-12
 This class is recommended for students in grades 10-12 who are planning to become engineers, architectural designers, interior designers, or work in the field of construction. Computer aided drafting (CAD) is introduced and used throughout the course. Light construction work, such as designing, orienting, constructing, and determining types of materials to be used on completing a house, is studied. Each student will design and create a full set of house plans.
- 7031 Circuit Analysis** **0.5 cr**
Prerequisite: Foundations of Technology or Introduction to Engineering & Design
Grades 9-12
 This course is offered to students in grades 9-12 and covers materials basic to electricity and electronics. Students will be exposed to electron theory, production of electricity, applications of electricity, soldering, basic robotics, and use of electrical tools. The course also explores, Ohm's law, series circuits, parallel circuits, and electronics test equipment. The course material is presented by lecture, lab, and student projects. Students will be responsible for any consumable supplies used for their project.
- 7032 Electricity & Control** **1.0 cr**
Prerequisite: Circuit Analysis
Grades 10-12
 This course, offered to students in grades 10-12, covers a more in-depth look at electronic test equipment. Diodes, power supplies, amplifiers, integrated circuits, and logic circuits make up most of the technical material for this course. Students are also required to create and layout circuit boards for their projects. Students will be responsible for the cost of any consumable supplies for their project.
- 7041 Materials & Production** **0.5 cr**
Prerequisite: Foundations of Technology or Introduction to Engineering & Design
Grades 9-12
 This laboratory-based course is an introduction to materials properties and product design. Students develop a knowledge of selection, properties, use and impacts of materials choices, and processing methods. The process of research, design, creation, use and assessment of products will be used. This class will be done in a materials production laboratory using current equipment and processes. Students are financially responsible for cost of materials.
- 7043 Manufacturing Enterprise** **1.0 cr**
Prerequisite: Foundations of Technology or Introduction to Engineering & Design
Grades 10-12
 This class begins with an introduction to manufacturing, technical systems, and the historical evolution of manufacturing. Student will examine the organization and management of manufacturing endeavors. The class culminates in the design and production of consumer products in a manufacturing enterprise situation, which reflects the functions of a manufacturing corporation. This will be done in a materials production laboratory using current equipment and processes. Students are financially responsible for materials costs.
- 7051 Energy, Power & Transportation** **0.5 cr**
Prerequisite: Foundations of Technology or Introduction to Engineering & Design
Grades 9-12
 This course focuses on developing a basic understanding of the behavior of land, water, air and space transportation systems. Students engage in problem-solving activities to design, produce, test and analyze transportation systems while studying the technical subsystems of propulsion, structure, suspension, guidance, control and support. The students will be constructing a project for each of the transportation modes.

7044 Transportation Research & Development (R&D)**1.0 cr****Prerequisite: Energy, Power & Transportation****Grades 10-12**

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

7021 Foundations of Graphic Communication**1.0 cr****Grades 9-12**

Foundations of Graphic Communication is offered to students in grades 9-12 and is directed toward giving students a basic understanding in the field of printing and graphic communications. All aspects of the printing and publishing field will be covered with an emphasis on modern layout and design principles. The Adobe Creative Suite package will be introduced, as well as, the historical evolution of photo offset printing, screen-printing, and basic packaging processes. Students will be responsible for any consumable supplies used for their projects.

7060 TV Production**1.0 cr****Prerequisite: Teacher recommendation and approved application required.****Grades 10-12**

Students are responsible for producing the CVTV Channel 61 Morning Show. Over the course of the year, students will develop the skills involved with television production. Skills will include shooting video, editing video & audio, lighting, computer graphics, storyboarding, and technical production. Students are expected to be at the TV Studio at 7:30 each morning with some after school time needed. This course demands responsibility, dependability, and reliability on the part of this student. Students must fill out an application and obtain an advisor's signature. See Appendix C for application.

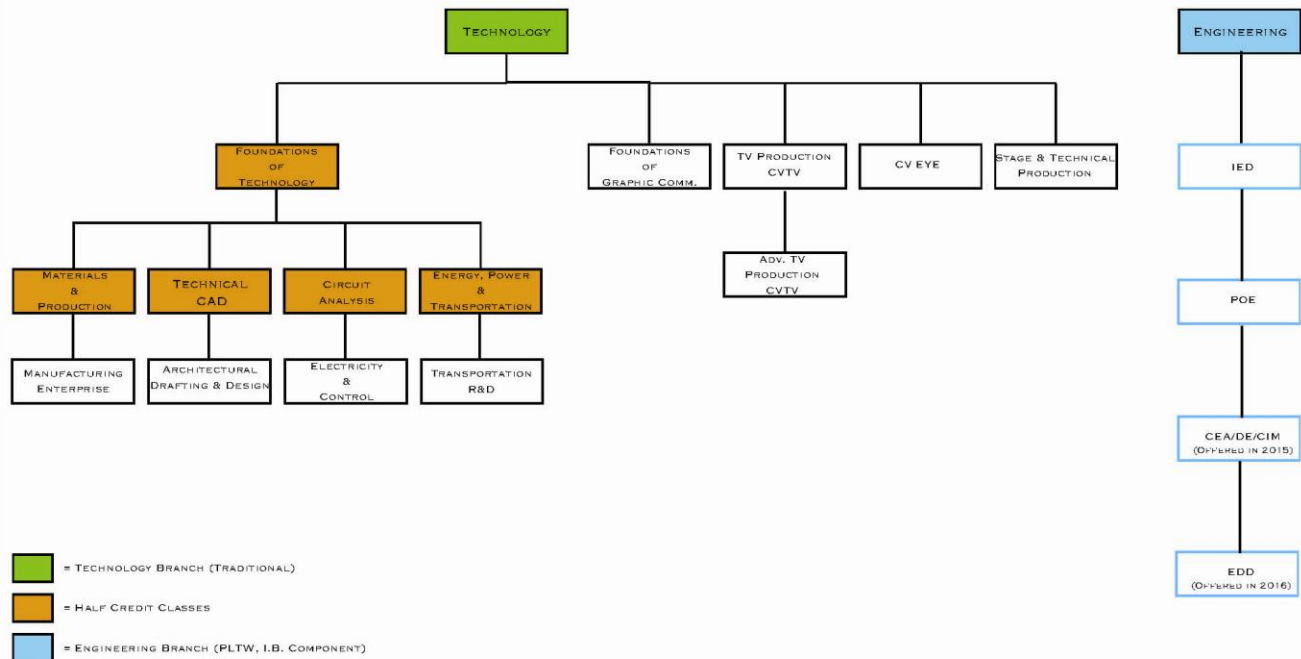
7061 Advanced TV Production**1.0 cr****Prerequisite: TV Production, Teacher recommendation and approved application required.****Grades 11-12**

Students are responsible for leading the production of the CVTV Channel 61 Morning Show. Students will be appointed to various production director roles. Over the course of the school year, student utilize the skills that they have developed in TV Production and expand upon them through producing projects that involve character generation (credits & weather template), Adobe Affect Effects (program openers), and extensive field reporting. Students are expected to be at the TV Studio at 7:30 each morning with some after school time needed. This course demands responsibility, dependability, and reliability on the part of this student. Students must fill out an application and obtain an advisor's signature. See Appendix C for application.

7065 Stage and Technical Production**1.0 cr****Grades 9-12**

This class will introduce students in grades 9-12, to a variety of "behind the scene" activities as they prepare sets for Cumberland Valley's stage productions. Included areas of study will be as follows: set design, scene construction, painting, lighting design, plots, model construction, sound equipment and effects, basic electricity laws, operation of theater equipment, and production planning. This course demands responsibility, dependability and reliability on the part of the student.

CUMBERLAND VALLEY TECHNOLOGY & ENGINEERING DEPARTMENT



WORLD LANGUAGE

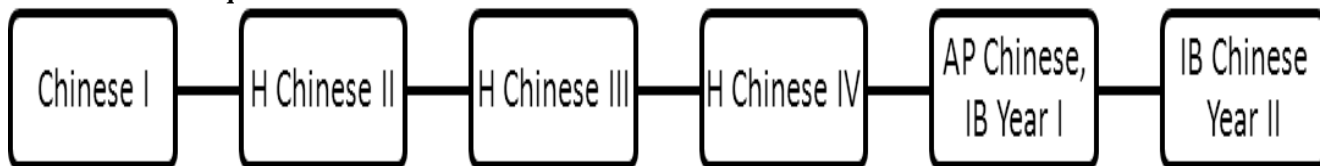
World language study is valuable to the full development of an individual's potential. The aim is to lead the student to practical control of language skills which reinforce skills in English and facilitate the learning of other languages and familiarity with varied cultures of the world. The mental discipline involved in language study will aid the student in developing a flexibility of mind that will enable him/her to meet, more effectively the demands of life's situations. We strongly recommend that years of language study be consecutive. An 85% overall average is used as a guideline for determining a teacher's recommendation for advancement to the next level.

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
4013	French I	9-12	2	6	1.0	1.0
4014	French II	9-12	2	6	1.0	1.0
4015	*H French III	9-12	2	6	1.0	1.1
4016	*AP French IV	9-12	2	6	1.0	1.130 or 1.125
4100	*IB French SL I	10-12	2	6	1.0	1.130 or 1.125
4101	*IB French SL II	11-12	2	6	1.0	1.130 or 1.125
4021	German I	9-12	2	6	1.0	1.0
4022	German II	9-12	2	6	1.0	1.0
4023	*H German III	9-12	2	6	1.0	1.1
4024	*AP German IV	9-12	2	6	1.0	1.130 or 1.125
4102	*IB German SL I	10-12	2	6	1.0	1.130 or 1.125
4103	*IB German SL II	11-12	2	6	1.0	1.130 or 1.125
4031	Latin I	9-12	2	6	1.0	1.0
4032	Latin II	9-12	2	6	1.0	1.0
4033	*H Latin III	9-12	2	6	1.0	1.1
4034	*AP Latin IV	9-12	2	6	1.0	1.130 or 1.125
4104	*IB Spanish ab initio I	11-12	2	6	1.0	1.130 or 1.125
4105	*IB Spanish ab initio II	12	2	6	1.0	1.130 or 1.125
4043	Spanish I	9-12	2	6	1.0	1.0
4044	Spanish II	9-12	2	6	1.0	1.0
4045	*H Spanish III	9-12	2	6	1.0	1.1
4046	*AP Spanish Language	9-12	2	6	1.0	1.130 or 1.125
4047	*AP Spanish Literature	9-12	2	6	1.0	1.130 or 1.125
4106	*IB Spanish SL I	10-12	2	6	1.0	1.130 or 1.125
4107	*IB Spanish SL II	11-12	2	6	1.0	1.130 or 1.125
4036	Chinese I	9-12	2	6	1.0	1.02
4037	*H Chinese II	9-12	2	6	1.0	1.02
4038	*H Chinese III	9-12	2	6	1.0	1.12
4039	*H Chinese IV	9-12	2	6	1.0	1.125
4040	*AP Chinese V	9-12	2	6	1.0	1.130 or 1.125
4108	*IB Chinese SL I	10-12	2	6	1.0	1.130 or 1.125
4109	*IB Chinese SL II	11-12	2	6	1.0	1.130 or 1.125

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

*weighted 1.130 after exam or 1.125 w/o exam; full IB Diploma students receive 1.130 at onset of course due to ongoing assessments

Chinese Course Sequence



French Course Sequence



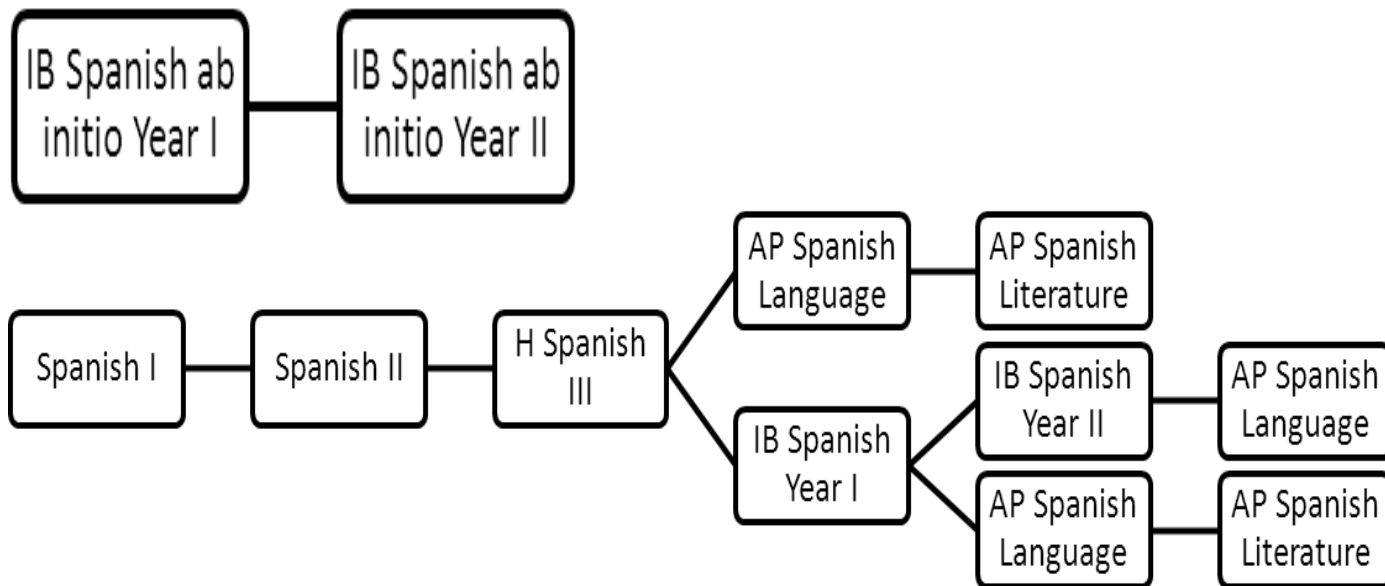
German Course Sequence



Latin Course Sequence



Spanish Course Sequence



- 4013 French I** **1.0 cr**
Grades 9-12
 Level I stresses proper pronunciation, comprehension of oral and written French, oral expression, written response employing proper grammatical constructions, and familiarity with French culture. These are accomplished within the context of daily situations encountered in a French environment.
- 4014 French II** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 9-12
 This level reviews material from level I and develops further the language skills of listening, speaking, reading, and writing. There is practice in oral and written exercises as well as exposure to the various customs within the French culture.
- 4015 *H French III (Pre-AP, Pre-IB)** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 9-12
 This level increases the emphasis on reading and writing French. Some French literature is included. Further review and development of grammatical forms and syntax are employed in the student's speaking and writing. In addition, the use of French in the classroom at all times is required after the first marking period. Active student participation is an integral part of this course.
 *This is a high school weighted course (1.1)
- 4016 *AP French IV** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 9-12
 The skills of listening, speaking, reading, and writing are highly integrated. Selections from French literature with accompanying historical background are covered. Current events are discussed and viewed when appropriate. Previously learned grammar is reviewed and advanced grammatical concepts are practiced and developed. The use of French is required in the classroom at all times. Active student participation is an integral component of this course. At the end of this year of study, students will be prepared to take the AP Exam.
 *This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)
- 4100 *IB French SL I** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 10-12
 The skills of listening, speaking, reading, and writing are highly integrated. Selections from French literature with accompanying historical background are covered. Current events are discussed and viewed when appropriate. Previously learned grammar is reviewed and advanced grammatical concepts are practiced and developed. The use of French is required in the classroom at all times. Active student participation is an integral component of this course.
 *This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)
- 4101 *IB French SL II** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 11-12
 This is the second year IB course. The overall objective of the course is to continually develop French language acquisition with regards to the four domains: reading, writing, listening and speaking. By studying and manipulating the French language through culturally embedded activities, students will be able to meet the aims and objectives of expressing themselves in a globally and culturally aware manner. Advanced grammatical concepts will be integrated through authentic materials focusing on all four areas of proficiency. At the end of this year of study, students will be prepared to take the IB Exams.
 *This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)
- 4021 German I** **1.0 cr**
Grades 9-12
 Level I stresses proper pronunciation, comprehension of oral and written German, oral expression, written response employing proper grammatical construction, and familiarity with German culture. These are accomplished within the context of daily situations encountered in a German environment.
- 4022 German II** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 9-12
 This level reviews material from level I and develops further the language skills of listening, speaking, reading, and writing. There is practice in oral and written exercises as well as exposure to the various customs within the German culture.

- 4023 *H German III (Pre-AP, Pre-IB)** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 9-12
 This level increases emphasis on reading, writing, and speaking German. Reviews of previously learned grammatical constructions are coupled with introduction and developed learning of more advanced grammatical concepts. A survey of German history and geography of Germany are also covered. In addition, the use of German is required in the classroom at all times after November 1st. Active student participation is an integral part of this course.
***This is a high school weighted course (1.1)**
- 4024 *AP German IV** **1.0 cr**
Grades 9-12
Prerequisite: Conference with instructor required.
 The skills of listening speaking, reading, and writing are highly integrated. Selections from German literature with accompanying historical background are covered. Current events are discussed and viewed when appropriate. Previously learned grammar is reviewed and advanced grammatical concepts are practiced and developed. The use of German is required in the classroom at all times. Active student participation is an integral component of this course. At the end of this year of study, students will be prepared to take the AP Exam.
***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**
- 4102 *IB German SL I** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 10-12
 The skills of listening, speaking, reading, and writing are highly integrated. Selections from German literature with accompanying historical background are covered. Current events are discussed and viewed when appropriate. Previously learned grammar is reviewed and advanced grammatical concepts are practiced and developed. The use of German is required in the classroom at all times. Active student participation is an integral component of this course.
***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**
- 4103 *IB German SL II** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 11-12
 This is the second year IB course. The overall objective of the course is to perfect the four skills in German language acquisition with regards to the four domains: reading, writing, listening and speaking. By studying and manipulating the German language through culturally embedded reading, writing, speaking and listening activities, students will be able to meet the aims and objectives of expressing themselves in a globally and culturally aware manner. Advanced grammatical concepts will be integrated through authentic materials focusing on all four areas of proficiency. At the end of this year of study, students will be prepared to take the IB Exams.
***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**
- 4031 Latin I** **1.0 cr**
Grades 9-12
 This level is based on the principle that a firm knowledge of forms and syntax is essential for understanding and enjoying Latin literature. There is a systematic correlation with English grammar and practice in derivation and oral and written exercises. Stress is placed upon learning a basic Latin vocabulary to give a foundation in English vocabulary. Cultural aspects of Roman life are also included in the course.
- 4032 Latin II** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 9-12
 This level reviews material from level one and expands the student's knowledge of Latin vocabulary, grammar, and syntax. There is practice in oral and written exercises as well as in translation to aid the student in acquiring new material. A variety of reading material covering cultural and historical aspects of Roman life also is included. Much attention is paid to English vocabulary building through Latin word study.
- 4033 *H Latin III (Pre-AP, Pre-IB)** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 9-12
 This level continues the student's acquisition of Latin vocabulary, grammar, and syntax through reading materials covering a variety of cultural and historical aspects of Roman life. Practice in oral and written Latin exercises as well as in translation is provided to aid the student in acquiring new material. Some attention is paid to English vocabulary building through Latin word study.
*** This is a high school weighted course (1.1)**

- 4034 *AP Latin IV** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 9-12
 The language skills of reading, writing and translation are highly integrated. Selections from Vergil's Aeneid and Caesar's Gallic Wars are included with further development of grammatical forms and syntax. Practice in scanning and reading of dactylic hexameter is also included. At the end of this year of study, students will be prepared to take the AP Exam.
***This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**
- 4104 *IB Spanish ab initio I** **1.0 cr**
Prerequisite: Conference with instructor required. No previous Spanish experience.
Grades 11-12
 Spanish ab initio ("from the beginning" in Latin) is a fast-paced class taught over 2 years. Year 1 of Spanish ab initio is designed for students who have no previous experience in Spanish and stresses communication through proper pronunciation, comprehension of oral and written Spanish, oral expression, written response employing grammatical constructions, and familiarity with Hispanic culture. These goals are accomplished through the use of authentic Spanish texts and the study of Spanish-speaking people around the world. Students must be registered with the International Baccalaureate diploma program or have very high language acquisition abilities to enroll.
***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**
- 4105*IB Spanish ab initio II** **1.0 cr**
Prerequisite: Conference with instructor required. IB Spanish ab initio I
Grade 12
 Year 2 of Spanish ab initio is an extremely rigorous course that requires students to use material from year 1 and to further develop their listening, speaking, reading, and writing skills. These skills will be refined through the use of authentic Spanish texts and the study of Spanish-speaking people around the world. Course instruction will often be delivered in Spanish and students will be expected to communicate in the target language as well. Students must be registered with the International Baccalaureate diploma program or have very high language acquisition abilities to enroll. At the end of this year of study, students will be prepared to take the IB Exams.
***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**
- 4043 Spanish I** **1.0 cr**
Grades 9-12
 Level I stresses proper pronunciation, comprehension of oral and written Spanish, oral expression, written response employing grammatical constructions, and familiarity with Hispanic culture. These are accomplished within the context of daily situations encountered in a Hispanic environment.
- 4044 Spanish II** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 9-12
 This level reviews material from level I and develops further the language skills of listening, speaking, reading, and writing. There is practice in oral and written exercises as well as exposure to the various customs within the Hispanic culture.
- 4045 *H Spanish III (Pre-AP, Pre-IB)** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 9-12
 This level increases the emphasis on speaking and writing in Spanish. The reading selections review and further develop grammatical forms and syntax which are then employed by the student. Stress is placed on the use of Spanish in the classroom at all times. Active student participation is an integral part of this course.
***This is a high school weighted course (1.1)**
- 4046 *AP Spanish Language** **1.0 cr**
Prerequisite: Conference with instructor required.
Grades 9-12
 This is a rigorous course recommended for students who possess advanced and sophisticated control of grammatical structures. Grammatical concepts are reviewed on a weekly basis in class, and students are expected to complete review exercises independently at a high level of achievement. Students will be taught skills essential for success on listening, reading, writing, and speaking portions of the Advanced Placement Spanish Language and Culture test. Topics are explored thematically with an emphasis on historical, literary, and cultural studies using a variety of media. The use of Spanish is required in the classroom at all times. Active student participation is an integral component to this course.
*** This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)**

4047 *AP Spanish Literature**1.0 cr****Prerequisite: Conference with instructor required.****Grades 9-12**

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

This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)*4106 *IB Spanish SL I****1.0 cr****Prerequisite: Conference with instructor required.****Grades 10-12**

This is the first course of a two year sequence of advanced Spanish study. Students will acclimate themselves to the skills of studying language at an advanced and accelerated level. Major grammatical topics from prior years of study will be reviewed. Introduction to analytical and interpretive reading, writing, speaking, and listening will be presented and practiced thoroughly in preparation for International Baccalaureate assessments. The course will be centered on the International Baccalaureate themes. The use of Spanish is required in the classroom at all times. Active student participation is an integral component to this course.

This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)*4107 *IB Spanish SL II****1.0 cr****Prerequisite: Conference with instructor required.****Grades 11-12**

This is the second year IB course. The overall objective of the course is to perfect the four skills in Spanish language acquisition with regards to the four domains: reading, writing, listening and speaking. By studying and manipulating the Spanish language through culturally embedded reading, writing, speaking and listening activities, students will be able to meet the aims and objectives of expressing themselves in a globally and culturally aware manner. Advanced grammatical concepts will be integrated through authentic materials focusing on all four areas of proficiency. At the end of this year of study, students will be prepared to take the IB Exams.

This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)*4036 Chinese I****1.0 cr****Grades 9-12**

This course is an introduction to the fundamentals of standard modern Chinese. It will focus on the Chinese Pinyin Romanization system: tones, rules of phonetic spelling, and pronunciation drill; and Chinese characters: creation and evolution, stroke order, and structure. Basic communication patterns and expression, and the development of language skills in listening, speaking, reading, and writing, as well as Chinese culture and customs will be introduced.

This is a high school weighted course (1.02)*4037 *H Chinese II****1.0 cr****Prerequisite: Conference with instructor required.****Grades 9-12**

This course is a continuation of the fundamentals of standard modern Chinese. A review of the material of Chinese I will be followed by further study of Chinese characters, basic communication patterns and expression, and the development of language skills in listening, speaking, reading, writing as well as exposure to various customs within the Chinese culture.

This is a high school weighted course (1.02)*4038 *H Chinese III****1.0 cr****Prerequisite: Conference with instructor required.****Grades 9-12**

This level increases the emphasis on speaking and writing in Chinese. Chinese characters and advanced communication patterns and expressions as well as in depth study of Chinese culture and traditions will be covered. Stress is placed on the use of Chinese in the classroom. Active student participation, independent learning and a dedication to class preparation are strongly suggested for advancement in this level.

***This is a high school weighted course (1.12)**

4039 *H Chinese IV**1.0 cr****Prerequisite: Conference with instructor required.****Grades 9-12**

This level increases the emphasis on reading, writing, listening, and speaking Chinese. Selections from Chinese literature, art, history and philosophy are included with further development of characters, grammatical forms and syntax. The use of Chinese in the classroom is required. Active student participation is an integral part of this course.

This is a high school weighted course (1.125)*4040 *AP Chinese V****1.0 cr****Prerequisite: Conference with instructor required.****Grades 9-12**

The AP Chinese course is designed to help students gain a deeper understanding of the Chinese language and culture; and to provide students with varied opportunities to further develop their proficiency. The AP Chinese course is a theme-based course that focuses on structured, yet student-centered instruction and activities. Concepts are consistently reviewed, spiraled through various themes, and evaluated with cumulative authentic assessments. The course engages students in an exploration of both contemporary and historical Chinese culture. At the end of this year of study, students will be prepared to take the AP Exam.

This is a high school weighted course (1.130 w/ AP Exam, 1.125 w/o AP Exam)*4108 *IB Chinese SL I****1.0 cr****Prerequisite: Conference with instructor required.****Grades 10-12**

This full year course is designed for students who have four years (or equivalent) of previous experience in learning Mandarin Chinese. The emphasis of the course will be on the development of the four primary language skills of listening, speaking, reading and writing through a variety of texts, topics and materials. It is a theme-based course that focuses on structured, yet student-centered instructions and activities. Its pedagogical emphasis lies on the accountability of teaching and learning through constant reviewing and spiraling of theme-based materials and cumulative authentic assessments. History and culture are also explored within the language context of the course. Students will be exposed to a variety of literary genres and writing styles such as: narrative, journals, short stories, biographies, novels, fictions, poetry, etc. Written and spoken communication will be assessed through internal and external assessments.

This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)*4109 *IB Chinese SL II****1.0 cr****Prerequisite: Conference with instructor required.****Grades 11-12**

This full year course is designed for students who have five years (or equivalent) of previous experience in learning Mandarin Chinese. The emphasis of the course will be on the development of the four primary language skills of listening, speaking, reading, and writing through a variety of texts, topics and materials. The aim is effective and accurate communication of language and ideas in all four areas. Students will be exposed to a variety of literary genres and writing styles such as: narratives, journals, short stories, biographies, novels, fictions, poetry, etc. Students will examine the study of culture, literacy and media to gain a critical appreciation of the language used in spoken and written texts. Written and spoken communication will be assessed through internal and external assessments.

***This is a high school weighted course (1.130 for IB Diploma students; 1.130 w/IB Exam; 1.125 w/o IB Exam.)**

APPENDIX

- **Application for Argus Staff – 2015**
- **Ce Ve Eye Staff Application Form**
- **CVTV Television Production Class 7060 – Application Form**

APPENDIX A

Application for Argus Staff--2015

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

Name _____

Grade you will be in 2014-2015 _____

Present Homeroom _____

Student Number _____

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

EDITOR (You must have prior yearbook experience)

SENIOR SECTION EDITOR (You must be a Senior)

SENIOR SECTION STAFF MEMBER (Seniors only—4 positions)

UNDERCLASS SECTION EDITOR (You must be a Junior)

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

FACULTY EDITOR (You must have prior experience)

FACULTY STAFF MEMBER (1 position—any grade)

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

SPORTS STAFF MEMBER (4 positions—any grade)

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

ACTIVITIES STAFF MEMBER (2 positions—any grade)

REFERENCES: List two teachers (one must be an English teacher) who may be contacted concerning your qualifications for the Argus Staff.

When have you taken Photography and who was your instructor?

What is your present grade point average? _____

I will be able to stay after school until 4:00 p.m. as needed!

Signature: _____

Please list the extracurricular activities in which you now participate. Circle those which you intend to participate in again next year.

On back of this page, please indicate specifically what you feel you have to offer the yearbook staff. This is a very important part of the application. Answer this question fully.

Thank you for your interest in the yearbook and your cooperation in completing this application.

Freshmen, Sophomores and Juniors--return this application to Room 231 by **January 18th**. Names of those selected for the staff will be posted at Room 231 on January 23rd. Have your Course Selection Sheet signed before turning it into your Guidance Counselor.

APPENDIX B

Ce Ve Eye Staff Application Form

Ce- Ve-Eye is the school newspaper course at Cumberland Valley. The staff produces two publications. The *UPDATE* is the bi-weekly paper published about 16 times each year, and the *TALON* is the newsmagazine which comes out once each year. *Ce- Ve-Eye* is a graded course for credit toward graduation and meets six times each cycle. Selection of staff is on a **competitive basis** for a limited number of positions. **Advanced writers are desired no matter the position. Teacher recommendation on the course selection sheets must be signed by either Mr. Mumma or Mr. Reynolds, the newspaper advisers.**

Name _____ Homeroom _____
Home Phone Number _____ Parents' Cell Phone Number _____
Home Address _____
E-Mail Address _____

Current class (circle one): 8th 9th 10th 11th Current grade point average _____

Position desired (check those desired):

WRITING STAFF ____ NEWS ____ SPORTS ____ FEATURE ____ EDITORIAL
PRODUCTION STAFF ____ LAYOUT PHOTOGRAPHER ____ BUSINESS/ADVERTISING ____ PRINTING

Journalism (writing and/or production) experience

Other classes in which you are enrolling next year:

Typical number of study halls per cycle _____

SKILLS: ____ Typing ____ Computer ____ Other: _____

After school activities you will be involved in next year (school, work, sports, band, church, etc.)

If you are employed, list place(s) of employment and average number of hours per week

WRITING SAMPLE

Report on *any* event in your school and attach a 250-word article with your application. The article must be written in journalistic style. Style your article as a news, sports, or feature (human interest) story. Fill out the story outline below, and then write the article.

Story Idea:

Angle/Approach:

Sources/Interviews:

Photo Idea:

TEACHER RECOMMENDATION: Please give this application to one of your teachers who knows you best. The teacher should turn in the form for you. If you are applying for the writing staff, please give this application to an English teacher. If you are applying for the production staff, you may give this form to your photography, art, business, or graphic arts teacher instead of an English teacher.

****On your course selection sheet, you must get either MR. MUMMA'S or MR. REYNOLDS' initials to OK the course.**

(APPENDIX B CONTINUED)

TEACHER RECOMMENDATION INSTRUCTIONS: Please give us your recommendation for the student on the reverse side of this form. Comments should be based on your experience with him/her. Please return the form to either **Levi Mumma** or **Scott Reynolds** or **to the student's guidance counselor to have them submit it to us**. It is important that we get these back as soon as possible to have time to assess and inform the student.

	Excellent	Good	Poor
Meets Deadlines!!!	_____		
People Skills	_____		
Attention to Detail	_____		
Writing	_____		
Responsibility	_____		
Self-motivation	_____		
Creativity	_____		

Signature of Teacher Recommending

APPENDIX C

CVTV Television Production Class 7060 - Application Form

The TV Production class is responsible for the CVTV Morning Show every school day at Cumberland Valley High School. The show broadcasts during homeroom period from 7:56 am to 8:05 am, but students are expected to arrive at 7:30 AM daily. TV Production is a graded course for one credit towards graduation. Admission to this class is on a competitive basis for a limited number of positions.

Students are responsible for the care and handling of very expensive equipment. Equipment is used while working in the TV studio and outside of class. Students in the class are required to do videotaping both at CVHS and outside of the school property. Equipment in a student's possession is their financial responsibility at all times.

Mr. Bomboy & Mr. Kofmehl, the CVTV Television Production teachers, must sign the teacher recommendation on the course selection sheet.

I have read, understand, and accept the responsibilities as a CVTV Production student and parent.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

(Please letter)

Name: _____ Grade: _____ Student # _____

Address: _____

Home Phone: _____ Work Phone: _____

On the back of this sheet please explain why you are taking this class, what you expect to learn from this class, and what you have to offer as part of the CVTV staff. This is a very important part of the application. Answer this question fully.

Recommendations:

You must have your current CVHS principal sign this form as recommendation that you are a responsible student and are able to fulfill all of the responsibilities of the class.

Principal Signature: _____ Date: _____

Please give this completed application to one of your teachers who knows you best. They will then return it to Mr. Bomboy & Mr. Kofmehl.

TEACHERS: Please give us your recommendation on the above student from your experience with him/her. Check the appropriate boxes. Please hand this completed application form into Mr. Bomboy & Mr. Kofmehl.

	Excellent	Good	Poor
Responsible			
Trustworthy			
Respectful			
Creative			
Works well with others			
Attention to Detail			
Self-motivated			
Meets Deadlines			
<i>Recommending Teacher signature:</i>			