



**Huntingdon Area High School  
SCHEDULING PACKET**

**2018-2019**

**COURSE SELECTION SHEETS DUE TO  
HOMEROOM TEACHER:**

**FRIDAY, MARCH 23<sup>rd</sup>**

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- A Course Selection Sheet and a listing of all courses offered are at the end of this packet.

# PRINCIPAL MESSAGE

The scheduling process is an important aspect of the high school planning process in order to ensure that learners receive the courses they need to not only satisfy local graduation requirements, but more importantly, to be in the best position possible to be college and career ready for individual interests and pursuits. This scheduling packet provides the information necessary for learners to make sound decisions about course selections. Learners should carefully review this information and the information provided by the school counseling presentation, discuss options with parents and guardians, and complete the course selection sheet according to the established timeline.

Please note that the scheduling process is formative in nature. Learner requests are compiled and reviewed and the master schedule is developed according to learner and school interests and needs. There are no guarantees that learners will be scheduled for all requested courses. Final scheduling decisions will be made between a school counselor and learner.

Learners that have indicated an interest in AP courses and Dual-Enrollment courses will have expectations and guidelines shared with them prior to the summer break. Meetings scheduled for these courses will provide learners with information about scheduling courses with college institutions, summer work expectations, and course weighting. Learners will be able to make final scheduling decisions at this time with the guidance of a school counselor.

As Huntingdon Area High School continues to work toward personalizing learning, more meaningful and engaging teaching strategies, authentic learning opportunities, and innovative course projects and offerings will be incorporated into courses to varying degrees. Though it is the expectation that leading instructional practices are differentiated in all courses in order to meet learner needs, specific courses will provide these concepts at an enhanced level. In order to best communicate these expectations to learners and to parents/guardians, a description of these class options/practices are listed in a subsequent section as **Learning Options**, and there is often overlap between these options. When these aspects of teaching and learning are integrated as the predominate teaching and learning style, this will be indicated with the course description. Please note that courses that are not specifically designated as one of these styles, and are considered to be the **Traditional** style of education, may still be incorporating these principles into teaching and learning. One learning option that will be described in this packet is the JANUS Program, a new and innovative Project Based Learning offering at HAHS. Please be sure to review the information about this program.

Another new piece of the scheduling packet is the inclusion of information about Career Pathways or Academies. This information is also described in a later section. Though the Pathways/Academies will not be implemented during the 2018-2019 school year, we are providing this information as part of the current scheduling process so that learners can connect possible future career pursuits according to the established and recognized career clusters. This information will not only be helpful to the school in developing these programs, but more importantly, may help the learner in making current course selections to align to these future pursuits.

If you have any questions during the scheduling process, please contact the school counselor for your learner. Meeting learner needs through the scheduling process is an important focus of the staff at HAHS, and this scheduling packet provides the necessary information to make the most informed choices.

Sincerely,

Mr. Travis R. Lee,  
Secondary Principal

# GENERAL INFORMATION

## GUIDANCE OFFICE

“The mission of the counselors is to provide high quality, comprehensive school counseling services to all learners. Our programs are designed to help all learners develop and enhance their academic, social, career, and personal strengths in order to become responsible and productive citizens.”

### Counselor for last names A through L:

Mrs. Melanie Snare Phone 641-2134

E-mail address: [msnare@huntsd.org](mailto:msnare@huntsd.org)

### Counselor for last names M through Z:

Mrs. Amanda Easter Phone 641-2144

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### College Adviser

Sarah Scott (New for 2018-19 Heather Pearson) Phone 641-2146

E-mail address: [sscott@huntsd.org](mailto:sscott@huntsd.org)

## HASD WEBSITE

Valuable information for learners and parents is available on the Huntingdon Area School District website at <http://www.huntsd.org>. Click on Schools, then High School. Some of the items appearing on the high school’s main web page include: graduation project packet, scheduling packet, SAT test date information, FAFSA information, scholarship information, etc. Please feel free to visit the website frequently.

## CREDIT and CORE CURRICULUM REQUIREMENTS

The core curriculum provides learners the opportunity to develop proficiency in a broad range of curriculum content areas. The scope and sequence of courses provides a solid academic foundation upon which to develop individual talents and interests. All learners are expected to complete the required number of credits in each area. **24.0 Credits are required for graduation.**

English (4 Courses)	4.00	credits
*Social Studies (3 courses)	3.00	credits
Mathematics (3 courses)	3.00	credits
*Science (3 courses)	3.00	credits
Physical Education/Health (4 courses)	2.00	credits
Art and/or Music	1.00	credit
Family & Consumer Science (1 Course)	0.50	credit
Technology class (1 Course)	0.50	credit
Electives	7.00	credits

\*Social Studies requirements: US History II, American Government and Economics, and an additional Social Studies credit.

\*Science requirement: Biology and an additional 2.00 science credits.

Though it is not required, we highly recommend taking 4 courses of Social Studies, Science and Mathematics and 2 courses of foreign language if you are considering a 4-year college upon graduation.

Learners will be limited to a maximum of one study hall each day. Exceptions will be made only for learners that are in college courses. Learners are not permitted to replace a credited course with a study hall, even if the learner’s schedule is below the maximum study hall limit.

## **GPA CALCULATIONS**

Classes that are Honors, Advanced Placement, and/or Pennsylvania Highlands Community College (PHCC) courses offered at HAHS will earn what is termed “weighted” grade point average (GPA).

Weighted GPA takes the rigor of each class into consideration. An unweighted GPA does not recognize this difference. This results in a more equitable assessment of cumulative GPA and class rank because learners are earning their GPAs based on the class rigor and grades earned, instead of grades earned only.

GPA is determined based on a mathematical calculation involving credits attempted, credits earned, and quality points, which is all a part of our grading scale. The grading scale will have additional factors to allow for weighting.

The “weighting” key is as follows:

- Classes which are named Advanced Placement and/or PHCC courses will earn a weighting of 1.4
- Classes which are named “Honors” will earn a weighting of 1.2
- All other classes earn a weighting of 1.0
- College courses will receive weight if the same collegiate weighted courses are available at HAHS. For example, a learner can take a Calculus I course at Juniata for a 1.4 weight if HAHS offers AP Calculus.
- The credit learners earn for a weighted class is the same as the credit earned for an unweighted class. The difference is noted in the GPA calculation only. For example, learners in Honors English 11 will earn 1.0 credit toward graduation, the same as learners in Comp/CP English 11.

## **GRADUATION PROJECT**

All learners must complete a graduation project that demonstrates their abilities to read, write, communicate, and problem solve at the high school level. Each learner will complete an independent project, which includes research on a specific career path and a portfolio. Information and a graduation project packet are provided to learners during an in-school assembly. Additional packets are available on the high school's website and in the guidance office.

As part of the portfolio, learners must include five samples of educational work. It is recommended that learners collect class work items that demonstrate achievement of course standards throughout their high school career.

Learners who have not completed all aspects of the graduation project by the deadlines set forth each school year will be considered ineligible for graduation, and will not participate in graduation ceremonies.

## **KEYSTONE EXAMS**

The Keystone Exams are state-mandated, end-of-course assessments designed to measure proficiency in identified subjects. Starting with the Class of 2020, learners must demonstrate proficiency on the Algebra I, Literature, and Biology Keystone Exams to graduate. Learners will be offered multiple opportunities to take the Keystones throughout their high school careers.

Keystones are designed as end-of-course assessments. The following courses are identified as classes that culminate with a Keystone exam:

Algebra I

English 10 (Comp/CP and Honors)

Biology (CP and Honors)

Preliminary Keystone Exams Testing Window 2018-2019 Assessment Dates  
Winter: Wave 1 December 3-14, 2018 or Winter: Wave 2 January 7-18, 2019  
Spring May 13-24, 2019

The winter testing dates (either Wave 1 or Wave 2) are to test learners who were not proficient during spring testing the year before. The spring test period is reserved for those learners enrolled at that time in the classes that are assessed (Algebra I, English 10 and Biology) and learners who still have not demonstrated proficiency on the Algebra, Biology or Literature exam. Learners and parents will be informed when our exact testing dates are determined.

Learners belonging to the graduating Class of 2020 and beyond are required to pass the Keystone exams in Algebra I, Literature, and Biology in order to graduate. If a learner does not pass any of these exams on his/her first attempt, he/she will be provided supplemental remediation prior to re-taking the exams. After two unsuccessful attempts on the Keystone Exam, the learner will be placed in a Project Based Assessment class as an alternate to passing the exam in order to graduate.

Learners who attend HCCTC are required to take the Keystone Exams in Algebra I, Literature and Biology. HCCTC Learners who demonstrate a high likelihood of being successful in an approved industry-based competency assessment will not be required to receive supplemental remediation and re-take the Keystone Exams. HAHS and HCCTC will work collaboratively to ensure these learners remain on track to satisfy state assessment graduation requirements. Project Based Assessments will only be used to satisfy graduation requirements if learners are not on track to successfully complete industry-based competency assessments. This determination will be made at the end of the learner's Junior year.

## COLLEGE COURSES

Learners can take college courses through agreements with Juniata College, Penn Highlands Community College (PHCC), or other approved institutions. The colleges reserve the right to limit the number of classes a high school learner can take during his or her high school career. The high school reserves the right to deny a learner college classes based on high school grade point average and a learner's current progress in meeting high school graduation requirements.

College courses that will receive a percentage grade on the high school transcript (and will affect the high school GPA) include: Any college course taken as a required high school credit and any college course a learner chooses to take for high school GPA credit. In all other cases, learners will still earn high school credit, but will receive a Pass or Fail grade on the high school transcript (which does not affect the high school GPA). High School credits earned for college courses are as follows:

1 college credit = .5 high school credit

3 or more college credits = 1.0 high school credit

College courses will receive weight if the same collegiate weighted courses are available at HAHS. For example, a learner can take a Calculus I course at Juniata for a 1.4 weight if HAHS offers AP Calculus.

## LEARNER OPTIONS

- ★ **Self-Paced (SP):** In collaboration with the course instructor, learners can progress through the course at varying paces as they demonstrate mastery of course concepts and meet course expectations. Instruction may be provided through both traditional and blended means, according to the needs of the learner. Self-Paced options are integrated into courses to provide learners opportunities to explore additional content and/or to explore content in greater depth.
- ↔ **FLEX Scheduling (FLEX):** The flexible scheduling option for a course, or FLEX Scheduling, provides instructors and learners the freedom to adjust the meeting times and modes of instructional delivery. Learners may have scheduled course days, seminar days, or independent work days, as determined in consultation with the teacher. Classes provided in this manner will have specific criteria for learners to meet, and parental permission will be required, for learners to have the ability to leave school grounds during FLEX classes and to move this learning opportunity beyond the walls of the school.
- △ **Hybrid/Blended Learning (HBL):** Hybrid and Blended Learning are concepts that have various meanings. At HAHS, both concepts are often integrated simultaneously in courses that provide learners with enhanced voice and choice in their learning, and therefore are considered as one combined learning option. Hybrid Learning refers to a combination or mixing of modes of instructional and learning strategies that utilize both technology and face-to-face learning opportunities to enhance the classroom environment. Strategies for individual work, learner/teacher conferencing, small group interactions with the teacher, whole group direct instruction and mini-lessons/seminars, are all strategies that can be utilized as part of the instructional modes. Blended learning refers to an increased use of technological resources that can enable learners to adjust pacing styles and continue learning both within and outside of the classroom walls.
- **Project Based Learning (PBL):** Project Based Learning is driven by complex questions, problems, or challenges that provide learning opportunities over an extended period of time through investigation, and provide multiple means to demonstrate learning, with an emphasis on learner voice and choice and authentic experiences. In many PBL courses, connections to community involvement and partnerships with mentors and skill/content-specific experts will be emphasized.

**JANUS (JANUS):** The JANUS program is a new and innovative program that incorporates many aspects of blended learning, Project-Based Learning, FLEX Scheduling, and may include STEM (Science, Technology, Engineering, and Mathematics) principles. Please see the course description for additional information about this program.

# CAREER PATHWAYS

Huntingdon Area High School is reviewing processes to establish Career Pathways or Academies as part of the high school experience. These Pathways or Academies, if developed, will facilitate the school in helping learners tailor their education to future career pursuits by providing more information during the course scheduling and sequencing process, by connecting learners with appropriate career and college visits and guest lectures or presentations, and by facilitating learner classroom projects and activities with community resources. Though these Pathways or Academies will not be developed fully for the 2018-2019 school year, beginning to capture learner interests during the scheduling process will be instrumental in their development. Proposed categories for the Pathways or Academies are connected to current counseling education about the 16 Career Clusters and are in alignment to state Career Standards and planning.

On the Course Selection Sheet, please indicate the Pathway or Academy that, if currently instituted, would most align to your career pursuits and interests. Be sure to include a specific possible career interest. Review the information about career clusters and possible careers for each Pathway/Academy as listed below.

Arts, Communications, and Humanities		Business, Finance, and Information Technology	
Career Clusters	Possible Careers	Career Clusters	Possible Careers
Arts, A/V Technology, and Communications	<ul style="list-style-type: none"> <li>• Audio/Visual Techniques</li> <li>• Journalism and Broadcasting</li> <li>• Performing Arts</li> <li>• Telecommunications</li> <li>• Visual Arts</li> </ul>	Business Management and Administration  Finance  Hospitality and Tourism  Marketing, Sales and Service	<ul style="list-style-type: none"> <li>• Accountant</li> <li>• Advertising</li> <li>• Bank Teller</li> <li>• Computer Science</li> <li>• Events Planner</li> <li>• Stock Broker</li> <li>• Store Manager</li> <li>• Real Estate Agent</li> <li>• Tourism</li> </ul>
Health Sciences and Human Services		Science, Technology, Engineering, Mathematics (STEM) and Agriculture	
Career Clusters	Possible Careers	Career Clusters	Possible Careers
Education and Training  Government and Public Administration  Health Science  Human Services  Law, Public Safety and Security	<ul style="list-style-type: none"> <li>• Agribusiness</li> <li>• Athletic Trainer</li> <li>• Counselor</li> <li>• Lab Tech</li> <li>• Nurse</li> <li>• Occupational Therapist</li> <li>• Physician</li> <li>• Police Officer</li> <li>• Teacher</li> <li>• Vet Tech</li> </ul>	Agriculture, Food, Natural Resources  Architecture and Construction  Manufacturing  Science, Technology, Engineering and Mathematics	<ul style="list-style-type: none"> <li>• Architect</li> <li>• Auto Mechanic</li> <li>• Carpenter</li> <li>• Electrician</li> <li>• Engineer</li> <li>• Equipment Operator</li> <li>• Machinist</li> <li>• Plumber</li> <li>• Welder</li> </ul>

# DESIGNING YOUR SCHEDULE

## CHECKLIST

Use this checklist to assist you in designing your schedule:

- \_\_\_\_\_ Review your course history on Skyward to determine classes you need to schedule.
- \_\_\_\_\_ Am I taking advantage of the opportunities the curriculum offers in terms of my interests and abilities?
- \_\_\_\_\_ If you're entering 12<sup>th</sup> grade, review the credit and core curriculum requirements on page 4 of this packet.
- \_\_\_\_\_ Decide whether you wish to schedule college courses. College course information is listed on page 5.
- \_\_\_\_\_ Complete the Course Selection Sheet. Additional copies are available on the high school's web page or in the Guidance Office.
- \_\_\_\_\_ Be sure you have all necessary signatures on the Course Selection Sheet.
- \_\_\_\_\_ Turn your completed course selection sheet to your Homeroom Teacher **NO LATER** than **Friday, March 23<sup>rd</sup>**.

**See your Guidance Counselor if you have any questions!**

\*\* If a learner fails to submit a course request sheet, the Guidance Counselor will choose classes that are needed for Graduation requirements.

## SCHEDULE CHANGE POLICY

The school's master schedule is designed each year based on the courses our learners request. Every effort is made to match learners' needs and interests. Once the master schedule is in place, it cannot be reconstructed.

Unacceptable reasons for a schedule change:

1. Requests for individual teachers will not be honored.
2. Credited courses will not be dropped to add study halls.
3. Schedule changes that require a detailed rearrangement of a learner's schedule may not be possible to accommodate.

Learners are permitted to drop a course with parent/guardian and principal approval. If the principal grants approval, the learner must add another course with credit (meaning not a study hall).



# COURSE DESCRIPTIONS

## ART CLASSES

There are three levels in which learners can progress through their high school art career. Level I classes have no prerequisite. Level II classes will have a prerequisite of one Level I class (in some cases specific classes are listed). Level III classes will have several prerequisites: one Level I class and two Level II classes. Exceptions will be made only with the administrative and art teacher approval.

### CERAMICS I (Level I)

Course #824

Semester

.50 credit

The ceramic course is designed to introduce learners to various ceramic hand building processes. The course will include the history of ceramics as well as creation of work which includes functional ware such as cups, plates, and bowls. Not only will functional work be explored, but learners will have the opportunity to create works of art making tiles, mono-prints, and sculptural forms. The focus of the instruction will be the properties of clay, techniques, artistic tools, and the glaze materials and creative designs. Each week there will be a mini-critique for learners to share and discuss their work with their peers.

### VISUAL ARTS & GRAPHIC DESIGN (Level I)

Course #657

Year

1.0 credit

NOTE: This Class fulfills the Art and the Technology Credits required for Graduation

This class is a great fit for learners who have an interest in, or want to explore the area of graphic design. It focuses on real-life application infusing design elements and technology methods. Learners will design logos, create websites, and develop a visual product portfolio. There is a balance of independent and group work, as well as use of both traditional and digital materials.

### 2D DESIGN (Level II)

Course #821

Semester

.50 credit

Prerequisite: One Level I Art Class

Focusing on drawing, painting, collage, and printmaking, this class is the answer for learners who prefer to work two-dimensionally. In addition to honing their drawing skills, learners will also focus on creating good compositions. For those learners preparing for college, they will have the opportunity to complete 3-4 finished portfolio pieces in this class.

### 3D DESIGN (Level II)

Course #823

Semester

.50 credit

Prerequisite: One Level I Art Class

This class will have learners focusing on working in the round. All projects will be sculptural and focus on the use of spatial and visual balance. Materials that could be explored are: plaster (additive and subtractive techniques), metal, wood, paper, cardboard, soap blocks, and found objects. Learners may use clay as a means for some sculpture techniques, but finished pieces will be made from other materials. Clay will not be fired.

### ADVANCED CERAMICS (Level II)

Course #825

Semester

.50 credit

Prerequisite: Ceramics I

The advanced ceramic course will focus on creation of complex forms. Learners will create larger works of art and begin to develop a body of work that is representational of the learner's artistic interest and style. The goal for this course is to provide the advanced learner an opportunity to artistically grow in a setting with ambitious peers. Learners will be able to produce ceramic works and create a sophisticated portfolio development which can be used for the college/art school application process and also, submission in juried art competitions and exhibitions. Learner work must reflect well thought-out and ambitious planning. Critiques will be held to help promote the development of artistic skills and designs, with the language necessary to effectively participate in higher education critiques.

### ADVANCED MEDIA AND COMMUNICATIONS (Level II)

Course #833

Semester

.50 credit

Course #832

Year

1.0 credit

Prerequisite: Visual Arts and Graphic Design

This is an advanced version of the Level 1 Visual Arts and Graphic Design class. This class will be an in depth study of design principles with a focus on a combination of digital and traditional art processes. Students will explore audio visual programs for digital media and digital photography basics. Participants will work with teachers, other students, community members, businesses, and organizations to complete projects for marketing and design. Projects include, but are not limited to posters, t-shirt designs, print-making projects, bulletin boards, displays, and other media-based artwork.

**ADVANCED ART (Level III)****Course #822****Semester- Double Period****1.0 credit****Prerequisite: One Level I Art class and two Level II Art classes**

Advanced Art is an upper level course that provides learners with the opportunity to choose the media they wish to study. The class is a double period to allow for more involved project materials and processes. It is suggested that learners have a strong background in both 2D and 3D art production. Learners have the chance to explore their creativity and work in the medium that allows them to best express it. Class size is limited and independent studies are encouraged. This class is a great way to build a visual portfolio.

**WHEEL THROWING: CERAMICS (Level III)****Course #834****Semester-Double Period****1.0 credit****Prerequisite: Intro to Ceramics and Advanced Ceramics**

Learners will develop the skills necessary to create ceramics on the pottery wheel. They will learn the basic skills of throwing and altering forms for sculptural or functional use.

**ART HISTORY (Level III)****PA Highlands****1.0 credit****Course #835****Year****1.4 GPA Weight****Prerequisite: One Level I Art Class and Two Level II Art Classes**

This course is an introduction to the theories of art and to the roles of art plays in our society. Learners will learn about vocabulary of art, techniques used by artist, the way history has influenced the process of art making and how artist create images based on the society in which they have lived. Learners will develop compositional principles used to discuss artwork and identify work based on style, historical connections and media and techniques.

**ARTS MANAGEMENT AND INSTALLATION (Level III)****Course #839****Semester****.50 credit****Course #838****Year****1.0 credit**

Learners will be able to develop an overview of principles of theory and practices of arts and culture. They will fine tune their artistic skills and develop the necessary skills to market their art and the works of others. Through the course and projects, learners will improve their communication and presentation skills. Learners will be able to apply this overview through individual, school and community projects which will their develop skills and abilities as future managers or museum outreach, and as future artist.

**MUSIC CLASSES****MUSIC APPRECIATION (9<sup>th</sup> through 12<sup>th</sup> grades)****Course #813****Semester****.50 credit**

Music Appreciation is for the learner who wants to take a music class to fulfill their graduation requirement, but doesn't have a strong pull to any of the other performance based courses offered. The semester will be split into three parts and will feature an introduction each of the following: ukulele, piano, and bucket drumming. Learners will learn how to read written music as part of the performance of each of these instruments. All instruments and materials are provided.

**Ukulele 1****Course #811****Semester****.50 Credit**

This course is designed for learners who have wanted to play the ukulele and aren't sure where to start, or for anyone who never thought they could play an instrument. We will start with a beginner approach to the instrument, emphasizing proper technique for chords and various strumming patterns, as well as reading chord tabs and notes. Music selections are chosen from popular songs from the last several decades. Ukuleles are provided or you may bring your own!

**Ukulele 2****Course #812****Semester****.50 Credit****Prerequisite: Ukulele 1**

Ukulele 2 is geared towards learners who have completed Ukulele 1 and would like to go beyond the basic chords and strumming patterns learned in that course. Emphasis will be on more difficult chords, fingerpicking, and improvisation. Ukuleles are provided or you may bring you own!

**MUSIC THEORY I (9<sup>th</sup> through 12<sup>th</sup> grades)****Course #814****Semester****.50 credit**

Music Theory I introduces learners to the rudiments of music notation, interval recognition, scale studies/tonality, triads, basic melodic and harmonic composition. The skills acquired as a result of this course will form a foundation for applied music learners who wish to expand their understanding of music structure and composition. Supplemental activities include studies in music history, aural skill training, critical listening and individual/group performing. Any vocal or instrumental learner may elect this course.

**MUSIC THEORY II (10<sup>th</sup> through 12<sup>th</sup> grades)****Course #815****Semester****.50 credit****Prerequisite: At least a “B” average in Music Theory I**

Music Theory II is a logical continuation of Music Theory I, with a great emphasis placed on ear training, composing (4-part voice leading and arranging), harmonic analysis and music history. This is a college-level course designed for the advanced high school musician who has a strong background in vocal and/or instrumental music, as well as a prior experience with the basic rudiments of music theory. A learner should have attained at least a “B” average in Music Theory I in order to be prepared for the rigors of this class. It is highly recommended that learners who wish to pursue a career in music or in a related field take this course. Those who successfully complete Theory II will be well-prepared to take advanced levels of music theory in college.

**VOICE CLASS I (9<sup>th</sup> through 12<sup>th</sup> grades)****Course #816****Semester****.50 credit**

Voice class is designed to offer learners individual coaching in a small group setting. Class size will not exceed 10 pupils. Singers who wish to develop proper vocal technique will be presented with many various vocal exercises, a wide assortment of selected solo and choral repertoire, including some foreign language pieces (Italian & German), and will receive instruction in ear training and solfeggio (Do, re, mi...). Vocal artistry, understanding of varying musical styles and performance etiquette are emphasized. A public recital is sometimes presented at the end of the school year so that learners may demonstrate their vocal development.

**VOICE CLASS II (10<sup>th</sup> through 12<sup>th</sup> grades)****Course #817****Semester****.50 credit****Prerequisite: At least a “B” in Voice I or be an advanced choral singer**

An advanced version of Voice I, Voice II class is designed to provide individual vocal coaching to learners in a small group setting. The class size will not exceed 10. A pre-requisite for this course is having earned at least a “B” in Voice I or to be an advanced choral singer. Learners will develop their aural and sight-reading skills through solfeggio singing (Do, re, mi. . .) and their solo vocal skills through dramatic readings and by studying a wide assortment of challenging solo repertoire. The course traditionally culminates in a public vocal recital that is planned and performed by the learners at the end of the semester.

**GUITAR I (9<sup>th</sup> through 12<sup>th</sup> grades)****Course #818****Semester****.50 credit**

This class is designed to offer beginning guitar players the basic rudiments of first position chords, simple melodic note reading, varied strumming patterns, and beginning classical finger picking patterns. Music literature for the course consists of folk and popular songs (i.e. Peter, Paul & Mary, the Beatles, John Denver). Although 14 guitars are usually available, learners are encouraged to have their own instrument. Having prior playing experience is not necessary for this course.

**GUITAR II (10<sup>th</sup> through 12<sup>th</sup> grades)****Course #819****Semester****.50 credit****Prerequisite: Guitar I**

Guitar II is a logical continuation of Guitar I in developing intermediate guitar skills. Because the literature for this course consists of folk and popular tunes at a more challenging level, players must achieve at least a “B” average in Guitar I in order to successfully attempt the skills in Guitar II. In addition to studying more advanced chording, strumming and finger picking techniques, learners will be introduced to various barre chord forms. Although 14 guitars are usually available, learners are encouraged to supply their own guitars.

**CHAMBER SINGERS (9<sup>th</sup> through 12<sup>th</sup> grades)****Course #850****Year, Every Other Day****.50 credit**

A select, mixed choral ensemble (SATB) whose members are chosen by audition, Chamber Singers provides the serious high school singer in grades 9-12 with the opportunity to sing more challenging choral literature. Strong musicianship and well-developed vocal/choral skills are required. Much of the repertoire for this ensemble is *a cappella*, and various public performances are given throughout the year. Chamber Singers join Choralairs for at least 2-4 public performances yearly. Attendance is mandatory.

## **CHORALAIRES**

### **Course #851**

**Year, Every Other Day**

**.50 credit**

This non-auditioned chorus is comprised of learners in grades 9 through 12. Learners are presented with a variety of music styles and will be encouraged to further develop their individual vocal technique, music-reading skills, and choral singing skills. Choral repertoire for this ensemble is moderate in difficulty with strong emphasis given to musical enjoyment. Choralairs joins Chamber Singers for at least 2-4 public performances given each year. Attendance is mandatory.

## **CONCERT BAND**

### **Course #852**

**Year, Every Other Day**

**.50 credit**

This course is open as an elective to any high school learner. Past experience in the elementary and/or middle school bands is a plus - but not necessarily required. Concert band is a totally separate organization from the marching band (which is an extra-curricular activity held outside of school time). Learners expand their playing ability, and learn greater musicality through participation in both the large group and selected small ensembles. County band, District Band, Regional Band, and All-State Band participants are chosen initially from this group. Since performance is emphasized, learners must be aware that there are four required performances for this course throughout the school year.

## **PIANO I**

### **Course #854**

**Semester**

**.50 credit**

Piano class is geared towards learners with a desire to learn how to play the piano. Through this course, learners will learn basic piano skills and how to read music well. Music literature for the course consists of popular and widely recognized melodies. This course is an elective for learners and will fulfill the music requirement for graduation. Having prior playing experience is not necessary for this course and it is NOT for learners currently taking piano lessons privately.

## **PIANO II**

### **Course #855**

**Semester**

**.50 credit**

Piano Class II is open to any learner in grades 9 - 12 who has earned at least a "B" average in Piano I and who would like to develop intermediate skills on the piano/keyboard (chords, melodic reading/playing). Music literature for the course consists of popular and widely recognizable melodies. Learners who successfully complete this course will be equipped to study with a private instructor for advanced skills & training on piano.

## **HEALTH AND PHYSICAL EDUCATION CLASSES**

### **Wellness and Lifetime Sports Philosophy**

The philosophy of the Wellness and Lifetime Sports curriculum at Huntingdon Area High School is to provide an opportunity for learners to acquire a knowledge base for wellness and fitness that encompasses social, physical, and mental health. Learners will analyze and adapt their personal wellness through an individualized technological assessment plan. Learners will further apply this knowledge through participation, study, and involvement in a wide variety of experiences resulting in a healthy lifestyle. This will be accomplished through fitness, sports and recreation, nutrition, knowledge of the body systems, safety, first aid, and personal health.

### **Required Wellness/Lifetime Sports Curriculum – Grades 9, 10, 11 and 12:**

- Learners in Grades 9, 10, 11 and 12 will take Health and Physical Education for one semester. This class will meet every day, with one marking period of Health Class and one marking period of Physical Education class.
- Learners will be scheduled heterogeneously with combined learners from Grades 9, 10, 11, and 12.
- Learners will not be permitted to sign up for more than one Physical Education class in a given year.
- The Health/Wellness and Physical Education Grade will be based on an individual plan of assessment and implementation, as well as written tests, personal effort, and attitude.
- The Wellness/Lifetime Sports required uniform consists of the following:
  1. Dark shorts or sweat pants
  2. Light colored plain shirt
  3. Sneakers

### **HEALTH AND PHYSICAL EDUCATION (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades) - Fulfills Requirement**

#### **Course #921**

**Semester**

**.50 credit**

**HEALTH AND FITNESS WALKING COURSE** (10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grades) – Fulfills Requirement**Course #923****Semester****.50 credit**

Learners will be introduced to the performance fitness walking as a lifelong activity that maintains and enhances health. Small groups will walk varying lengths conducted over various terrains including one mile to three miles around the school both indoors and outdoors. Learners will be expected to define measurable fitness goals and monitor them throughout the course with graded walking assignments or ranked walks. The data to gather these goals will include pedometers, heart rate monitors, and other tools to help with target heart range and pacing. Learners should wear the required health and PE uniform including a pair of good running sneakers and be prepared to walk in all types of weather. At the culmination of the 45 days of walking, learners will transition to a health class for 45 days.

**STRENGTH AND CONDITIONING** (Elective)**Course #922****Semester****.50 credit**

This class was created to provide an opportunity for development of strength and conditioning for various sports and fitness-related activities. The strength program is followed to promote improvement in strength. Conditioning activities are implemented to promote improvement in endurance, balance, agility and speed. Because of the limited space available, learners will not be permitted to drop this class once the class begins.

**ENGLISH****COMPREHENSIVE/COLLEGE PREP ENGLISH 9****Course #111****Year****1.0 credit**

Thinking, listening, reading, speaking and writing skills are developed both through literature and real-life contexts. In addition, critical thinking skills and a sound foundation in grammar are emphasized. The regular study of vocabulary is incorporated into the program as well. These topics and approaches are adapted to all learning levels and will prepare learners for the Keystone Exam, subsequent high school English courses, entering the work world, and/or furthering their education in college or other similar post-secondary programs.

**HONORS ENGLISH 9****Course #140****Year****1.0 credit****1.2 GPA Weight**

**Note: Honors English is a highly demanding class specifically designed for learners interested in pursuing language or liberal arts careers. Learners should be able and willing to go deeper in literary analysis and critical thinking, complete extra readings and papers as compared to the Comprehensive/College Prep class. As a result, it is recommended that learners be reading at grade level or above. ADDITIONAL SUMMER WORK IS REQUIRED. Class size is limited. Learners are required to have no less than an 83% each marking period in 8<sup>th</sup> Grade Language Arts (English) and as a final grade for the class. Learners are also required to have achieved Proficient or Advanced on the PSSA. Teacher recommendations may be required.**

The Honors program for Grade 9 is geared to enriching the learner's ability through the use of critical thinking skills and literary analysis. These two disciplines form the basis for analytical writing, using short stories and classical literature as a background. The regular study of vocabulary is incorporated into the program as well. These topics and approaches prepare learners for the Keystone Exam, college, university, or other similar post-secondary programs.

**COMPREHENSIVE/COLLEGE PREP ENGLISH 10****Course #112****Year****1.0 credit**

The Comprehensive/College Prep English 10 course builds on the foundations established in Comprehensive English/College Prep 9 and provides learners with a review of the fundamentals of grammar. Emphasis will be on the application of written communication, verbal/nonverbal communication, and listening skills. Vocabulary development will be based on SAT preparation word lists. Topics and approaches are adapted to all learning levels and will prepare learners for the Keystone Exam, subsequent high school English courses, entering the work world, and/or furthering their education in college or other similar post-secondary programs.

**HONORS ENGLISH 10****Course #143****Year****1.0 credit****1.2 GPA Weight**

**Note: Honors English is a highly demanding class specifically designed for learners who want to pursue a rigorous course. Learners should be willing to complete 10 to 15 extra readings and papers as compared to the Comprehensive/College Prep class. As a result, it is recommended that learners be reading at grade level or above. ADDITIONAL SUMMER WORK IS REQUIRED. Class size is limited.**

Honors English 10 is a class specifically designed for learners as a pre-requisite to AP English 12. This class incorporates at a faster pace all aspects of Comprehensive/College Prep English 10 with additional reading, writing, and vocabulary study. Using higher level reading strategies and inferential thinking skills, the Honors learner will interpret and analyze thematic elements within the assigned reading. Honors English 10 also addresses grammatical elements to improve the learner's command of style and conventions in writing. Requiring a demanding reading schedule, the literature component will be a comprehensive study of the short story, novel and the play. These topics and approaches prepare learners for the Keystone Exam, college, university, or other similar post-secondary programs.

## COMPREHENSIVE/COLLEGE PREP ENGLISH 11

Course #113

Year

1.0 credit

This course emphasizes improvement of communication skills, both written and oral, as learners make a chronological journey through American literature. Types of literature which will be studied include nonfiction, poetry, drama, short stories, and novels. Direct instruction of grammar is correlated to writing assignments. Vocabulary development is continued through SAT preparation word lists. A research paper will also be completed. These topics and approaches prepare learners for college, university, or other similar post-secondary programs as well as offer remediation opportunities for Keystone Exam proficiency.

## HONORS ENGLISH 11

Course #145

Year

1.0 credit

1.2 GPA Weight

**Note: Honors English is a highly demanding class specifically designed for learners interested in pursuing language or liberal arts careers. Learners should be willing to complete 10 to 15 extra readings and papers as compared to the Comprehensive/College Prep class. As a result, it is recommended that learners be reading at grade level or above. ADDITIONAL SUMMER WORK IS REQUIRED. Class size is limited.**

A preparatory course for AP English 12, Honors English 11 incorporates historical, philosophical, cultural, and religious influences into the chronological study of American literature. Emphasis is placed on literary analysis. Critical reading, writing, thinking, research, and oral communication skills will be applied to analysis of selections which constitute the American experience. Interpretation and evaluation of literature is required by learners in both oral and written format. SAT resources are utilized to continue vocabulary development. Genres of study include nonfiction, poetry, short stories, drama, and novels. Grammatical and stylistic techniques are addressed and implemented through the writing process. These topics and approaches prepare learners for college, university, or other similar post-secondary programs as well as offer remediation opportunities for Keystone Exam proficiency.

## HONORS ENGLISH 12 ⇔

Course #149

Year

1.0 credit

1.2 GPA Weight

**Note: Honors English is a highly demanding class specifically designed for learners interested in pursuing language or liberal arts careers. Learners should be willing to complete extra readings and papers as compared to the Comprehensive/College Prep class. As a result, it is recommended that learners be reading at grade level or above. ADDITIONAL SUMMER WORK IS REQUIRED. Class size is limited.**

Honors English 12 incorporates historical, philosophical, cultural, and religious influences into the chronological study of British literature from Anglo-Saxon to Modernity. Emphasis is placed on literary analysis. Critical reading, writing, thinking, research, and oral communication skills will be applied to the analysis of selections which constitute the basis of British classics and other world literature.

## ADVANCED PLACEMENT ENGLISH 12

Course #147

Year

1.0 credit

1.4 GPA Weight

**Note: AP English is college-level course specifically designed for learners interested in pursuing language or liberal arts careers. Learners should be willing to complete 10 to 15 extra readings and papers as compared to the Comprehensive/College Prep class. As a result, it is recommended that learners be reading at grade level or above. Class size is limited. Learners must complete a summer reading program in order to participate in the class and must participate in the AP exam.**

This year-long course in Literature and Composition is designed to engage the learner actively in careful reading and critical analysis of literature and extensive writing opportunities on that material in preparation for the AP English Literature and Composition Exam. Through a close reading of selected materials which includes classic and contemporary American and world literature, learners will deepen their understanding of the ways writers use language to provide both meaning and enjoyment for their readers. Learners will consider various works' structure, style and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. To be successful in this class, learners should have completed the Honors English 11 course with a minimum of a B average.

NOTE: Learners will be expected to take the AP Exam in May.

## SENIOR BRITISH LITERATURE TO 1600

Course #116

Semester

.50 credit

From before the true start of the British Tradition in 1066 to the end of the Elizabethan Era, this course explores the earliest forms of poetry and writing. Beginning with "Beowulf", then The Canterbury Tales, to the Legend's of King Arthur and the plays of William Shakespeare, learners will study medieval history and warfare, mythology, legends, and various types of storytelling. It is recommended for learners attending a 4 year college or university studying subjects related to English, Social Sciences, Philosophy, History, The Fine Arts, or Writing.

## SENIOR BRITISH LITERATURE FROM 1600

### Course #117

Semester

.50 credit

From the start of the Jacobean Era to the Modern 21<sup>st</sup> Century, this course focuses on the ideas that were explored by The Romantics, the literary invention of The Victorians, and the speculation and fear of the modern era. Learners will study works from authors such as Dunn, Milton, Coleridge, Shelley, Hardy, Tennyson, Yeats, Keats, and Orwell. This course is recommended for anyone interested in humanism, political and philosophical ideologies, and the modern consequences of past behaviors.

## SENIOR LITERATURE FOR LIFE AND WORK



### Course #118

Semester

.50 credit

Using a practical approach, this course utilizes classic works of British and World literature to explore common human themes and focus on workplace skills such as action plans, analytical reports, and business writing. This course is recommended for learners pursuing any post-secondary career in the areas of accounting, business management, marketing, technologies, industrial trades, or agricultural sciences.

## SENIOR GOTHIC NOVEL

### Course#119

Semester

.50 credit

This course will delve into the elements of gothic and science fiction while presenting the themes in Frankenstein and The Picture of Dorian Gray. Learners will explore the dark side of the humanity when absolute power and human frailties become corrupt. It is recommended for learners attending a 4 year college or university studying subjects related to English, Social Sciences, Political Science, Physical Sciences, Philosophy, History, or Religion.

## MODERN THEMES IN CLASSIC FILMS-ELECTIVE

### Course #160

Semester

.50 credit

Preference is given to juniors and seniors who are taking or have completed U.S. History or at least one English course. The American Film Institute has ranked the top 100 classic films of all time. How many of them have you actually seen? Learners will view films from historical, multicultural, theatrical, and literary perspectives in order to evaluate their impact on today's world. Utilizing the interdisciplinary approach, this collaborative Social Studies and Language Arts course is intended to explore classic cinema for applications in modern society.

## DRAMATIC LITERATURE -ELECTIVE

### Course #156

Semester

.50 credit

This course is designed to introduce learners to well-known dramatists from Ancient Greece to Modern America. Learners will discover the origin and follow the historical evolution of theatre by reading plays from each major era: Greek, Roman, Medieval, Renaissance, Restoration, Elizabethan, Victorian, and 20th and 21<sup>st</sup> centuries.

## GREEK AND ROMAN MYTHOLOGY-ELECTIVE

### Course #165

Semester

.50 credit

Classic Literature contains many allusions to the mythology of the Ancient Greek and Roman culture. This course will review the major gods and goddesses of these ancient religions and examine the most popular mythological stories of their time.

## FOREIGN LANGUAGE

### SPANISH I (9<sup>th</sup> through 12<sup>th</sup>)

#### Course #312

Year

1.0 credit

This course is an introduction to the Spanish language and culture. It deals primarily with the sounds of the language through conversation. The course will also introduce basic elements of Spanish grammar through pattern drills and written exercise. The learners will continue to learn and appreciate the Spanish culture through cultural lectures, internet resources, videos, and native guest speakers. They will also prepare and eat authentic Mexican and Spanish cuisine in relation to holiday celebrations and research of the topic.

### SPANISH II (9<sup>th</sup> through 12<sup>th</sup>)

#### Course #322

Year

1.0 credit

#### Prerequisite: Spanish I

This course is designed to further the learners' knowledge of grammar and to advance their conversational ability. It will deal with reading, writing and speaking, as well as more detailed cultural aspects. The learners will continue to learn and appreciate the Spanish culture through cultural lectures, internet resources, videos, and native guest speakers. They will also prepare and eat authentic Mexican and Spanish cuisine in relation to holiday celebrations and research of the topic.

**SPANISH III (9<sup>th</sup> through 12<sup>th</sup>)****Course #332****Year****1.0 credit****Prerequisites: Spanish I and II**

This course is a continuation of Spanish I and Spanish II. There is a strong emphasis on grammar, oral and written expression, and Spanish culture. The learners will also be introduced to famous Spanish literary icons. Learners will have the opportunity to prepare Latina cuisine and further advance their knowledge of culture and literature. The learners will continue to learn and appreciate the Spanish culture through cultural lectures, internet resources, videos, and native guest speakers. They will also prepare and eat authentic Mexican and Spanish cuisine in relation to holiday celebrations and research of the topic.

**SPANISH IV (9<sup>th</sup> through 12<sup>th</sup>)****Course #342****Year****1.0 credit****Prerequisites: Spanish I, II, and III**

This course is a culmination of the previous three years. An emphasis is placed on oral communication, the mastery of grammatical concepts, and Spanish literature. The learners will continue to learn and appreciate the Spanish culture through cultural lectures, internet use, plays, videos, and native guest speakers. They will also prepare and eat authentic Mexican and Spanish cuisine. The learners will continue to learn and appreciate the Spanish culture through cultural lectures, internet resources, videos, and native guest speakers. They will also prepare and eat authentic Mexican and Spanish cuisine in relation to holiday celebrations and research of the topic.

**The Huntingdon Area High School is also offering French ONLINE through Montgomery Virtual Program as a high school level course.**

**FRENCH I, II OR III****Course # = Not needed****ONLINE****1.0 credit**

Learners begin their introduction by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit.

In higher level courses offered (French II and III), learners continue their study by further expanding their knowledge of key vocabulary topics and grammar concepts. Learners not only begin to comprehend listening and reading passages more fully, but they also are able to express themselves more meaningfully in both speaking and writing.

**MATHEMATICS****ALGEBRA 1A:****Course #410****Year****1.0 credit**

This course explores fundamental concepts in Algebra. Topics include estimation, real numbers, polynomials, GCF and LCM, square roots, exponents and scientific notation, factoring, simplifying rational expressions, solving linear equations, linear inequalities, systems of equations, and systems of inequalities. *This course is designed for ninth grade learners based on teacher recommendation.* Once completed, learners should enroll in Algebra 1B.

**ALGEBRA 1B:****Course #411****Year****1.0 credit****Prerequisite: Algebra 1A**

This course further explores fundamental concepts in Algebra. Topics include relations and functions, slope and intercepts, equations and graphs of lines, functions, patterns, rates of change, data graphs and plots, probability, scatterplots, and higher level data questioning. This course is designed for tenth grade learners based on teacher recommendation.

**CP ALGEBRA 1****Course #412****Year****1.0 credit**

This course explores advanced concepts in Algebra that will prepare the learner for college. Special emphasis is placed on linear functions, which will include representations of many forms: verbal descriptions, equations, tables, and graphs. Other topics include probability and data analysis, as well as some geometry concepts. This course will help prepare learners for college level courses by giving an in-depth look at Algebra concepts.

**CP ALGEBRA 2****Course #420****Year****1.0 credit****Recommendation: Pass CP Algebra I or Algebra 1B with a 70% or higher.**

This course further explores advanced concepts of Algebra that will prepare the learner for college. Topics are organized around families of functions; including linear, quadratic, exponential, logarithmic, radical, and rational functions. Learners will learn to model real-world situations using functions in order to solve problems arising from these situations. Additional topics may include probability and data analysis, geometry and trigonometry. This course will help prepare learners for college level courses by giving an in-depth look at Algebra concepts.



**ALGEBRA 2****Course #419****Year****1.0 credit****Recommendation: Pass CP Algebra I or Algebra 1B.**

This course further explores fundamental concepts of Algebra. The learner will be provided with abundant practice. Key topics include linear equations and inequalities, and quadratic, polynomial, exponential, logarithmic, radical, and rational functions. Learners will learn to model real-world situations. The intention is to introduce learners to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigor.

**CP GEOMETRY****Course #421****Year****1.0 credit****Recommendation: Pass CP Algebra 2 with a 70% or higher.**

This course explores advanced concepts of Geometry that will prepare the learner for college. Learners will develop reasoning and problem solving skills as they study topics such as congruence and similarity; and apply properties of lines, triangles, quadrilaterals, and circles. Learners will also apply length, perimeter, area, circumference, surface area, and volume to real-world situations. Other topics include probability and data analysis, as well as some algebra concepts. This course will help prepare learners for college level courses by giving an in-depth look at Geometry concepts.

**GEOMETRY****Course #413****Year****1.0 credit****Recommendation: Pass CP Algebra 2.**

This course explores fundamental concepts of Geometry. The learner will be provided with abundant practice. This course will focus on properties of lines, angles, polygons, and circles. Learners will also examine perimeter, area, surface area, and volume of various figures. Concepts explored will have real-world applications. Other topics included probability and data analysis, as well as some basic algebra concepts. The intention is to introduce learners to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigor.

**CP FUNCTIONS AND TRIGONOMETRY****Course #451****Year****1.0 credit****Recommendation: Pass CP Geometry with a 70% or higher.**

This course will build on the algebra and geometry learners have previously studied. Functions and trigonometry will be examined in a unified way that will help learners prepare for everyday life and future courses in mathematics. Spreadsheets, graphing, and various forms of technology are employed to enable learners to explore and investigate advanced functions and data. This course will help prepare learners for college level courses by giving an in-depth look at Trigonometry concepts.

**PRE-CALCULUS & DISCRETE MATHEMATICS****Course #452****Year****1.0 credit****Recommendation: Pass CP Functions and Trigonometry with a 70% or higher.**

This course explores core concepts prerequisite to a course in Calculus. Pre-calculus topics include a review of the elementary functions; advanced properties of functions; introductions to calculus including summations, limits, derivative, and integrals; and the algebra of solving equations, inequalities, and polynomial and rational expressions. Discrete mathematics topics include recursion, induction, combinatorics, vectors, graphs and circuits. Mathematical thinking, including specific attention to formal logic and proof and comparing structure, is a unifying theme throughout.

**ADVANCED PLACEMENT CALCULUS****Course #453****Year****1.0 credit****1.4 GPA Weight****Recommendation: Pass CP Functions and Trigonometry or Pre-Calculus and Discrete Mathematics with a 70% or higher.**

This course is designed for mathematically talented learners who have completed their required secondary mathematics courses. It consists of a study of function, analytic geometry, and differential and integral calculus; including theory and application. The course is recommended for learners planning to major in engineering, science, or mathematics in college. NOTE: Learners will be expected to take the AP Exam in May.

**STATISTICS****Course #455****Semester****.50 credit****Recommendation: Pass two high school math classes with a 70% or higher.****Note: This course does not fulfill a math graduation requirement.**

This course provides the learner with the opportunity to enhance statistical thinking. The focus of the text is on statistical ideas and reasoning; and on their relevance to such fields as medicine, education, environmental science, business, psychology, sports, politics, and entertainment. This course may be taken concurrently with another mathematics course.

# SCIENCE

## CP ENVIRONMENTAL SCIENCE & ECOLOGY (9<sup>th</sup> grade)

Course #522

Year

1.0 credit

This course is meant to be taken before 10<sup>th</sup> grade Biology. Areas of study include renewable and non-renewable resources, alternative energies, waste and waste management, watersheds and wetlands, environmental health, humans and the environment and ecosystems and their interactions. Objectives of the course are covered using a variety of methods which include lab activities, group work, learner research, audio-visual aids, individual work and lecture.

## HONORS BIOLOGY (9<sup>th</sup> grade)

Course #511

Year

1.0 credit

1.2 GPA Weight

**Prerequisite:** At least a 92% final grade in 8<sup>th</sup> grade math and 7<sup>th</sup> and 8<sup>th</sup> grade science courses.

This course is designed to be intellectually challenging. Honors Biology explores the broad spectrum of life from microbes to animal and plant kingdoms. Areas of study include cellular structure and function, photosynthesis and respiration, genetics and the principles of heredity, adaptability and diversity, modern classification, and ecological relationships. Teaching strategies include utilization of Juniata College's Science In Motion project, illustrated lectures, cooperative learning, viewing and discussion of DVDs, and as much hands-on laboratory activities as possible within the constraints of time and budget. Written exams, projects (both mandatory and optional), and participation in small group and class discussions are used for learner assessment.

## CP BIOLOGY (10<sup>th</sup> grade)

Course #510

Year

1.0 credit

This course is devoted to the study of living organisms. It seeks to examine the relationships between the structures of living things and their functions in the survival of these organisms. It also describes the processes of life at the cellular and molecular levels, as well as the behavior of an organism as a whole. Areas of study are aligned with the PA Keystone Exam content and include cellular structure and function, photosynthesis and respiration, genetics and the principles of heredity, adaptability and diversity, modern classification, evolution by natural selection, and ecological relationships. A variety of laboratory investigations are used and learners are introduced to modern tools and methods of biology.

## ADVANCED PLACEMENT BIOLOGY (11<sup>th</sup> or 12<sup>th</sup> grade)

Course #552

Year

1.5 credit

Daily with every other day double period

1.4 GPA Weight

**Prerequisite:** Learners must have earned a B or better in Honors Biology or an A in College Prep Biology AND must have earned a B- or better in either CP Chemistry or Honors Chemistry. In addition, learners must be proficient or better on the Biology Keystone exam.

The AP Biology course is designed to be the equivalent of a college-level introductory biology course but taught within the parameters of a high school setting. The intent of the course is to offer learners a solid curriculum in general biology concepts and to assist learners in developing an appreciation for the study of life. The course content and inquiry-based labs are organized around biological principles called **big ideas** that permeate the entire course and focus on the following topics:

- **Big Idea 1:** The process of evolution drives the diversity and the unity of life;
- **Big Idea 2:** Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis;
- **Big Idea 3:** Living systems store, retrieve, transmit, and respond to information essential to life processes;
- **Big Idea 4:** Biological systems interact, and these systems and their interactions possess complex properties.

NOTE: Learners will be expected to take the AP Exam in May.

## BIOLOGY II

Course #513

Year

1.0 credit

**Prerequisite:** Must have earned a B- or better in CP Biology or Honors Biology and a B- or better in Chemistry.

**Also, must be proficient or better on the Biology Keystone Exam.**

This class is designed for learners desiring a second year of biology without the constraints of the AP curriculum. The class will expand on basic biological concepts learned in first year biology classes. There will be a certain amount of flexibility built into the class so that areas interest of the majority of learners can be emphasized. Material will be covered at a faster pace and higher rigor than CP and Honors biology.

## PHYSICAL SCIENCE ☆ △

Course #524

Year

1.0 credit

Traditional: An introductory course delivered with classroom lecture and discussion, comprised of learning experiences related to physical and chemical properties in the student's daily life. This class will use a variety of tools (tests, quizzes, projects, shared learning experiences, etc.) to gauge learning. This class will not go into the depth of CP Chemistry or CP Physics and will not be math intensive.

**HONORS CHEMISTRY (10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade)** ☆ △  
**Course #535** Year

**1.0 credit**  
**1.2 GPA Weight**

**Prerequisite: B- or better in CP or Honors Biology; B- or currently taking Algebra 2**

Honors Chemistry is a first year chemistry course with focus placed on independent or small group work in the classroom and in the laboratory. The material covered includes: Periodic Table history and structure, atomic structure, writing and balancing chemical equations, the mole concept and stoichiometry, the gas laws, solutions, and descriptive chemistry. Class time is split between the laboratory and classroom where learners will work both independently and collaboratively with others. There will be a blend of both direct and video instruction. This is an excellent course for those with an interest in science and for those who are considering further study in the area of physical science. This course provides a self-paced option for learners with consultation with the instructor.

**CP CHEMISTRY (11<sup>th</sup> or 12<sup>th</sup> grade)** ☆ △  
**Course #532** Year

**1.0 credit**

**Prerequisite: C- in CP Biology/Honors Biology and B- in Algebra I, and be currently enrolled in Algebra 2.**

Areas of investigation in Chemistry include: the chemist's techniques and concepts of matter, atomic theory and periodicity, the language and quantitative concepts of chemistry, and the prediction and control of chemical reactions. The course covers those areas necessary for successful work in a first-year college chemistry course. Class time is split between the laboratory and classroom where learners will work both independently and collaboratively with others. There will be a blend of both direct and video instruction. This course provides a self-paced option for learners with consultation with the instructor.

**ADVANCED PLACEMENT CHEMISTRY (11<sup>TH</sup> or 12<sup>th</sup> grade)**  
**Course #554** Daily with every other day double period

**1.5 credit**  
**1.4 GPA Weight**

**Prerequisite: B- or better in both Chemistry and Algebra 2**

The AP Chemistry program is a second-year chemistry course that provides an opportunity for learners to receive credit for college-level course work. The material covered includes: atomic theory, periodicity within the Periodic Table, chemical bonding, the gas laws, liquids & solids, solutions, stoichiometry, reaction types, equilibrium, kinetics, and thermodynamics; as well as introductions to organic and nuclear chemistry. The material will be presented through lectures, problem-solving sessions, and extensive reading assignments in the text. Emphasis will also be placed on laboratory techniques and calculations. **Note: Learners will be required to complete a summer assignment to review basic chemistry topics and will be expected to take the AP exam in May.**

## CHEMISTRY II

**Course #530** Year

**1.0 credit**

**Prerequisite: B- or better in both Chemistry and Algebra 2**

Chemistry II is a yearlong course that is intended to serve as a direct extension of the CP and Honors Chemistry course. This is a second year chemistry course for learners who are interested in taking another year of chemistry without being bound to the constraints of an AP class. Topics for this class will review the basics from your first year of chemistry in greater depth, then go into reaction stoichiometry, gases, acids and bases, solutions, organic chemistry, and more. It will be at a slightly faster pace and higher rigor than CP Chemistry, but not at the AP Chemistry level.

**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE & ECOLOGY (11<sup>th</sup> OR 12<sup>th</sup> grade)** 1.0 credit  
**Course #523** Year 1.4 GPA Weight

**Pre-requisites: 85% or better in 9<sup>th</sup> grade Env. Science and/or 10<sup>th</sup> grade Biology or teacher's permission.**

There will be four to six *required* field trips. This course is offered to college-prep learners with a major emphasis on the environment. It is a continuation of the Environmental Science & Ecology class; however, Environmental Science & Ecology is not a definite prerequisite. The goal of AP Environmental Science is to provide learners with the scientific principles, concepts, and methodologies required to understand and examine the risks associated with growth in a developing world by studying watersheds and wetlands; study of lakes; ecosystems and their interactions; environmental impact of population growth on natural resources; environmental health; humans and the environment; environmental laws and regulations; and threatened, endangered and extinct species.

**Note: Learners must complete a summer research project in order to participate in the class and are expected to take the AP exam in May. There will be six required field trips.**

## CP PHYSICS (11<sup>th</sup> or 12<sup>th</sup>)

**Course #540** Year

**1.0 credit**

**Prerequisite: Must currently be taking or have completed and passed Trigonometry.**

Physics is a first-year program that is required for all academic learners and is elective for all others. The course consists of the following units: the science of measurement, kinematics, forces, energy, thermodynamics, wave motion, electricity and magnetism, and nuclear physics. Each topic focuses on the theory, mathematical principles, and problem solving techniques needed to model physical principles in our everyday world.

**ADVANCED PLACEMENT PHYSICS & AP PHYSICS LAB (12<sup>th</sup> grade)** **1.5 credit**  
**Course #541** **Daily with every other day double period** **1.4 GPA Weight**  
**Prerequisite: Learners must have taken CP Physics and earned a B+ or better unless permission is given by the instructor. Learners must have taken or currently be enrolled in Precalculus and have passed with a B+ or better. There are no summer assignments.**

The AP Physics program is a second-year physics program that provides an opportunity for high school learners to pursue and receive credit for college-level course work undertaken while in high school. The course is an elective for senior learners or other learners who have the approval of the instructor. It is suggested that learners who decide to take this course be taking calculus or pre-calculus concurrently. The course consists of the same basic topics as Physics; however, each topic is taken to a more extensive problem-solving level. The course is designed in such a way as to model a “college” level experience and offer learners a self-paced and challenging experience. Given the rigor of the course, learners should expect to adhere to deadlines and complete lab work and problem sets that are extensive.

NOTE: Learners will be expected to take the AP Exam in May.

**PHYSICS II**

**Course #542** **Year** **1.0 Credit**  
**Prerequisite: Learners must have taken CP Physics and earned a B+ or better unless permission is given by the instructor. Learners must have taken or currently be enrolled in Precalculus and have passed with a B+ or better.**  
 Physics II is a yearlong course that is intended to serve as a direct extension of the CP Physics course. This is a second year physics course for learners who are interested in taking another year of physics without being bound to the constraints of an AP class. All topics for this class will cover similar information from CP Physics but with greater speed, depth, and rigor. Learners should be expected to be able to produce work that is at or near a college level course. The AP exam will not be a requirement for this class. However, the curriculum will be similar and go beyond what is normally offered in an AP Class in terms of what is required material in the AP curriculum.

**SOCIAL STUDIES**

**CP MODERN WORLD HISTORY (9<sup>th</sup> Grade)** ☆ △ ○  
**Course #211** **Year** **1.0 credit**  
 Beginning with the reawakening of humanistic intellectual curiosity that emerged in 15<sup>th</sup> century Europe during the Renaissance, the purpose of this course is to examine the influence of this movement over centuries and continents to inspire the cultural, economic, political, religious and scientific revolutions that have brought about the modern, interdependent global society which we inhabit today. With an emphasis on the socio-cultural and historical developments of Europe, Asia, Africa and Latin America, Modern World History envisions an informed, discriminating learner who acts with appreciation, judgment and respect for the shared humanity of all.

**HONORS MODERN WORLD HISTORY (9<sup>th</sup> Grade)** ☆ △ ○  
**Course #141** **Year** **1.0 credit**  
**1.2 GPA Weight**  
 Honors Modern World History is an option that meets the requirements for freshman level social studies; as it is a much more rigorous pace and workload; learners are expected to be capable of autonomous learning. Focusing on major themes and key concepts throughout the modern world’s development, the intent of this course is to examine our historical evolution while creating a more discerning learner. Honing learners’ analytical skills through chronological reasoning, comparison and contextualization, developing historical arguments based on evidence and historical interpretation and synthesis is integral in creating invested learners. Due to the content, pace and supplemental resources utilized in this course, it is HIGHLY RECOMMENDED that learners have strong reading and writing capabilities. Please be aware that summer work will be required as well!

**CP U.S. HISTORY I (10<sup>th</sup> grade)**  
**Course #213** **Year** **1.0 credit**  
 U.S. History is a year-long course analyzing the origins of the American nation in the Revolutionary War Era, Creation of the National Government, Growth of the New Country, and the Civil War Era. The course prepares learners to grasp fundamental questions concerning the history of the United States from the proper role of government in a representative democracy to the role of social movements in shaping the character of the American experience. At the conclusion of the course learners will have a ready command of the details of American history, allowing them both the historical perspective to comment on particulars as well as inform their thinking regarding current issues. Throughout the course learners will examine the intersection of economic, political, and ideological concerns at different points in the United State’s early history.

**HONORS U.S. HISTORY I (10<sup>th</sup> grade)****1.0 credit****Course #151****Year****1.2 GPA Weight****This course will go more in depth and is more detailed than the regular U.S. History I course.**

Learners will be expected to enter their class having exceptional reading, writing, thinking, speaking, and researching skills. U.S. History is a year-long course analyzing the origins of the American nation in the Colonial Period, Revolutionary War Era, Creation of the National Government, Growth of the New Country, and the Civil War Era. The course prepares learners to grasp fundamental questions concerning the history of the United States from the proper role of government in a representative democracy to the role of social movements in shaping the character of the American experience. Learners engage in weekly higher-level outside readings and books in addition to traditional textbook study. Assessments are largely essay and include research-based projects. Content and assignments in this class extend into the AP US History class the following year. At the conclusion of the course learners will have a mastery of the details of American history, allowing them both the historical perspective to comment on particulars as well as inform their thinking regarding current issues. Throughout the course learners will examine the intersection of literary, social, religions, cultural, economic, political, and ideological concerns at different points in the United States' early history.

**ADVANCED PLACEMENT U.S. HISTORY I & II (10<sup>th</sup> or 11<sup>th</sup> grade)****1.0 credit****Course #144****Year****1.4 GPA Weight**

This rigorous, fast-paced college-level course is a year-long class that will cover the American experience from the Colonial Period through the Contemporary Age. To be successful in the class, learners should have completed the Honors World History course with a minimum of a B+ average or with strong teacher recommendation. Learners will be expected to enter the class having exceptional reading, writing, thinking, speaking, and researching skills. Learners engage in daily higher-level outside supplemental materials and books in addition to traditional challenging textbook study. Assessments are largely essay and include research-based projects. At the conclusion of the course, learners will have a mastery of the details of American history, allowing them the historical perspective to complete the A.P. U.S. History exam. Throughout the course, learners will examine the intersection of literary, social, religious, cultural, economic, political, and ideological concerns at different points in the United States' history.

NOTE: Learners will be expected to take the AP Exam in May.

**CP U.S. HISTORY II (11<sup>th</sup> grade)****Course #215****Year****1.0 credit**

This required class is a survey of American History from the Progressive Era to the present, with emphasis being placed on the historical development of the United States. Learners should gain an understanding of American ideals, with special attention given to the contributions by society as a whole. There is also attention given to contemporary history, especially the 20th century.

**HONORS US HISTORY II (11<sup>th</sup> grade)****1.0 credit****Course #152****Year****1.2 GPA Weight**

Honors US History is a high school course taught with college-level expectations. Learners will be expected to enter this class having better than average reading, writing, thinking, speaking and researching skills. The course will consist of a thematic study of the period 1877 to the present. Topics will include the American Politics during the Populist and Progressive Era; America becoming a World Power; World War I; the Roaring Twenties; The Great Depression/New Deal Era; World War II; the Cold War Era, with a special focus on the Vietnam Conflict; The Civil Rights and Equal Rights Movements; and finally, an update on current issues in modern America during the 70's, 80's and 90's. All learners will be expected to participate (at least) at the local level, in the annual National History Day program. All learners will be expected to conduct extensive research in preparation of individual as well as group (oral) presentations and class projects. All learners will be expected to keep and maintain a current event journal. All learners will be expected to demonstrate better than average competency in writing. Learners will be expected to demonstrate proficiency and skill in using technology, in building project presentations with such tools as Power Point and digital photography, etc. Finally, this course will incorporate American literature.

**ADVANCED PLACEMENT AMERICAN GOVERNMENT (12<sup>th</sup> grade) ****1.0 credit****Course #153****Year****1.4 GPA Weight****Prerequisite: Minimum grade of A in US History I and US History II**

AP Government is a college-level course that meets the high school government requirement. American government explores the history, function and structure of both federal and Pennsylvania governments. All learners choosing this option are expected to demonstrate exceptional reading, written, research and analytical skills as the pace of the course will be rigorous. Individual and small group projects, document analysis and research opportunities are among the activities in which learners will engage in order to develop a deeper understanding of the American political process.

**REQUIRED SUMMER WORK:** In order to be prepared for the fall, learners will have two assignments to complete for summer work - reading, annotating and summarizing the U.S. Constitution and one focusing on current events. Work **MUST** be completed prior to the start of school to remain eligible for the course.

**NOTE:** Learners will be expected to take the AP exam in May.

**HONORS AMERICAN GOVERNMENT AND ECONOMICS (12<sup>th</sup> grade)** ⇔ △ **1.0 credit**  
**Course #148** **Year** **1.2 GPA Weight**

Designed to incorporate the blended learning approach, learners will receive both in-class and online instruction in this course which will emulate an introductory college-level environment. As the pace and content will be rigorous, learners are expected to possess strong written and oral communication skills, along with adept reading, analytical and research capabilities. While the historical foundations, functions and structure of federal and Pennsylvania government and the economic principles of the United States will be explored, there will also be a strong emphasis on the civic nature of the political and economic systems: what it means to be a participatory and engaged citizen. Learners will also experience a more personalized approach with regard to optional assignments, assessment mastery and project choice to name a few. **REQUIRED SUMMER WORK:** In order to be prepared for the start of the year, learners will have two assignments to complete for summer work - reading, annotating and summarizing the U.S. Constitution and an assignment focusing on current events. Work **MUST** be completed prior to the start of school to remain eligible for the course. **NOTE:** Learners in good standing may qualify for flex release time from class to collaborate on projects, attend supplemental seminars or work on upcoming assignments.

**CP AMERICAN GOVERNMENT AND ECONOMICS (12<sup>th</sup> grade)** △ **1.0 credit**  
**Course #217** **Year** **1.2 GPA Weight**

Designed to incorporate the blended learning approach, learners will receive both in-class and online instruction in this course. While the historical foundations, functions and structure of federal and Pennsylvania government and the economic principles of the United States will be explored, there will also be a strong emphasis on the civic nature of the political and economic systems: what it means to be a participatory and engaged citizen. Learners will also experience a more personalized approach with regard to optional assignments, assessment mastery and project choice to name a few.

**INTRO TO CRIMINAL JUSTICE (PA Highlands)** **1.0 credit**  
**Course #239** **Semester** **1.4 GPA Weight**

**Prerequisites:** Sophomore standing, solid writing skills. This class will meet every other day during the first semester. The focus of this competency is to introduce students to the field of criminal justice through the examination of historical data, statistical information, theories of crime causation, social control of behavior, development of laws, and evaluation of criminal justice system policies, procedures, and trends. Students learn the terminology of the field, gain an awareness of the methods of inquiry utilized in the field, and have opportunities to engage in interactions with professionals and apply their knowledge through mock scenarios. Successful students will earn 3 college credits through Penn Highlands Community College.

**CRIMINAL LAW AND PROCEDURE (PA Highlands)** **1.0 credit**  
**Course #240** **Semester** **1.4 GPA Weight**

**Prerequisites:** Sophomore standing, Intro to Criminal Justice course, solid writing skills. This class will meet every other day during the second semester. The focus of this competency is to examine the historical background, the traditions, and the legal principles that underlie the courts as an integral component of the American system of criminal justice. Both differences and similarities inherent within the state and federal court processes will be analyzed, and the procedures through which the criminal courts uphold the basic rights and liberties of all U.S. citizens, both victims and the accused, will be explored. A primary focus will be placed upon understanding the respective roles played by judges, prosecuting attorneys, defense counsel, police, probation officers, and other court-related personnel in the criminal court process. Students will have opportunities to engage in interactions with these professionals and apply their knowledge through mock scenarios. Successful students will earn 3 college credits through Penn Highlands Community College.

**PSYCHOLOGY (Elective - 11<sup>th</sup> or 12<sup>th</sup>)** **.50 credit**  
**Course #235** **Semester** **.50 credit**

Designed as an introduction to the diverse fields and interests of psychology, this course is intended to, through the study of these various areas, explore components of and influences on human behavior to help promote awareness of how who we are impacts not only the individual but others as well. Topics include personality development, the history of psychology, research methods, physiological processes and the brain, learning and memory, development over the life span, psychological disorders, and social psychology.

**PRINCIPLES OF SOCIOLOGY (Elective – 11<sup>th</sup> or 12<sup>th</sup> Grade)** **.50 credit**  
**Course #232** **Semester** **.50 credit**

This survey course encourages learners to explore topics studied by sociologists. Topics include the structures and processes of human interaction, social institutions, and functions of culture, change, and research methods.

**CONTEMPORARY/CURRENT ISSUES (Elective – 11<sup>th</sup> or 12<sup>th</sup> Grade)****Course #219****Semester****.50 credit**

This semester elective course is designed to provide learners with the opportunity to research, discuss and understand national and global issues in a respectful, meaningful, and active way. Learners are expected to familiarize themselves with these issues through a variety of print, radio, television and online news sources and media. While the course will be flexible in nature to accommodate significant current events, there will be focus given to major political and social trends which require learners to develop and defend their opinions on these different issues. Learners selecting this elective should be intellectually curious about the world around them and have a strong desire to further their understanding of their role in it.

**THE IMPACT OF POP CULTURE (Elective – 11<sup>th</sup> or 12<sup>th</sup> Grade)****Course #220****Semester****.50 credit**

Intended to broaden learners' perspectives of their world, the various elements of popular culture that have emerged over the past 70 years will be examined through literacy-based strategies in this semester elective. The significance of popular culture in many youths' understanding of social and political issues, especially in the ever-evolving era of social media, provides a platform for researching and discussing its role developing a deeper appreciation for and knowledge of key historical events and issues.

**PENNSYLVANIA AND LOCAL HISTORY (Elective- 11<sup>th</sup> or 12<sup>th</sup> Grade)****Course #233****Semester****.50 credit**

We will explore current economic opportunities, Native Americans, the early years of colonialism, frontier conflicts, the American Revolution and after, the role of the state during the Civil War, evolution of transportation systems, immigration, agriculture, and industrialization. Geographic skills will be utilized as well as Internet activities.

**AGRICULTURE EDUCATION**

Agriculture vocational education at Huntingdon Area High School provides a wide array of subject matter. In addition to the standard book work associated with most classes, the agri-science education gives the learner the practical, hands-on experience vital to all in-depth understanding and knowledge of subject matter. Learners are encouraged to get their hands dirty in the greenhouse, explore what makes an animal function and develop lifelong skills in the agriculture mechanics lab. Enrollment is open to all learners and class rosters are determined by class size limitations.

**PLANT / SOIL SCIENCE (10<sup>th</sup>-12<sup>th</sup> grade)****Course #720****Year****1.0 credit****Prerequisites – Must have passed or concurrently be enrolled in Biology**

Learners will study the common agricultural crops grown in Huntingdon County, a biological approach to Integrated Pest Management (IPM), sustainable agriculture, plant physiology, plant pathology and basic soil science will be included in this course. Lab and research techniques will be incorporated as learners investigate biotechnology through grain, fruit, and vegetable production systems, including hands-on experiences in the school garden and greenhouse. Learners will also engage in the aquaponics greenhouse project. Learners 16 and older will also have the opportunity to become certified with a PA Pesticide Application License. Hands-on labs and field trips will be incorporated into this course.

**This course will only be offered odd numbered-beginning school years (2019-20), (2021-22) etc.**

**AGRICULTURAL ENGINEERING - ELECTRICAL, PLUMBING, & MASONRY (9<sup>th</sup> – 12<sup>th</sup> Grade)****Course #717****Semester****.50 credit**

This course is designed to give learners a wide range of vocational experiences essential for operating a wide variety of agricultural businesses. Time is split between learning the basic skill in the three topics of the course's title. Learning will be centered on the safe use of shop and laboratory safety equipment through hands-on shop / lab experiences.

**This course will only be offered odd numbered-beginning school years (2019-20), (2021-22) etc.**

**AGRICULTURAL/TECHNOLOGY ENGINEERING – CARPENTRY/WOODWORKING (9<sup>th</sup> – 12<sup>th</sup>)****Course #765****Year****1.0 credit**

This course touches on carpentry fundamentals in construction as well as finish carpentry through hands-on, project-based instruction centered on the safe and proper use of hand and power tools. In working with a variety of soft and native hardwoods, learners in this course will construct several small projects, some of which from their own design. Learners also learn basic technical drawing skills. Learners will utilize technical drawing skills to perform basic carpentry and woodworking projects. Basic mathematics will be used for layouts and design.

**This course will only be offered odd numbered-beginning school years (2019-20), (2021-22) etc.**

**AGRICULTURAL/TECHNOLOGY ENGINEERING - METALWORKING & ENGINE SYSTEMS (9<sup>th</sup> – 12<sup>th</sup> grade)****Course #718****Year****1.0 credit**

Learners in this course will learn the basics of metallurgy and working with metal, including arc, MIG, TIG and torch welding as well as brazing and the safe and proper use of an oxy-acetylene torch. The other major component of the course involves learning the fundamentals of 4 stroke engine repair through the complete disassembly and rebuilding of a 3.5 hp 4-stroke gasoline engine. Learners will also learn the basics of interpreting mechanical drawings that deal with metal working and welding.

**This course will only be offered even numbered-beginning school years (2018-19), (2020-21) etc.**

**LARGE ANIMAL SCIENCE (9<sup>th</sup> – 12<sup>th</sup> Grade)****Course #723****Semester****.50 credit**

Large Animal Science takes a biological as well as practical approach in studying the care and body systems of the traditional large farm animals such as Swine, Equine, and Bovine species, among others. Hands-on labs and field trips will be incorporated into this course.

**This course will only be offered even numbered-beginning school years (2018-19), (2020-21) etc**

**SMALL ANIMAL CARE (9 – 12<sup>th</sup> Grade)****Course #715****Semester****.50 credit**

In the Small Animal Care Course, learners learn about animal care and handling, nutrition, first aid, disease prevention and pharmacology, as well as a unit by unit study of several small animal species. Live animal hands-on learning and field trips are incorporated into this course.

**This course will only be offered even numbered-beginning school years (2018-19), (2020-21) etc.**

**WILDLIFE & NATURAL RESOURCES (9<sup>th</sup> – 12<sup>th</sup> Grade)****Course #716****Semester****.50 credit**

Learners will explore and study their natural environment and its relationship with humans. Topics that will be emphasized will include fossil fuel and renewable energy topics, forestry management, tree identification, the study of aquatic, wildlife, and game species and their habitats. Hands-on lab activities and field trips will be incorporated into this course.

**This course will only be offered odd numbered-beginning school years (2019-20), (2021-22) etc.**

**FFA LEADERSHIP DEVELOPMENT (10<sup>th</sup> – 12<sup>th</sup> Grade)****Course #753****Year****1.0 credit**

The purpose of this course is to provide learners with opportunities to develop the knowledge, skills, and abilities to realize their fullest potential to be premier leaders, grow personally, and ultimately be successful in their chosen career. Learners in the course will be responsible for successfully organizing and conducting FFA, school, and community-based activities. Public speaking, teamwork, and communication are required skills. Learners with an interest in agriculture desiring to develop their leadership skills are encouraged to take this course. Beginning and maintaining an SAE (Supervised Agricultural Experience) within the online Agricultural Experience Tracker (AET) is also a major component of this course. More information on this can be found at [www.exploresae.com](http://www.exploresae.com).

**This course will only be offered even numbered-beginning school years (2018-19), (2020-21), etc**

**AGRICULTURAL – INDIVIDUAL PROJECT (10<sup>th</sup> – 12<sup>th</sup> Grade) ○****Course #719****Year****1.0 credit or 2.0 credit****Prerequisite: Carpentry and/or Metalworking with instructor approval**

As an extension of the previous Agriculture courses, learners wishing to expand their knowledge or further refine their skills in these areas should consider this course. Almost entirely project based as the learner will plan, design, and build or implement a STEM-based project (or collection of smaller projects) of his or her choosing (in class) while consulting closely with the instructor. Projects may be based in research; engineering or fabrication, community development, product improvement, or some combination of these qualities. A learner in this course must have demonstrated safe work habits, self-discipline, and an ability to, at times, work independently in previous Agriculture course. This course allows the learner to plan, design and construct or implement a larger scale project than experienced in the introductory courses. The Agricultural Experience Tracker (AET) system will be used for record keeping. Formal reports and presentations will also be a component of this course. Some material costs for projects will be the responsibility of the learner.

**This course will be offered every year.**

**SAE / INDEPENDENT STUDY (9<sup>th</sup> – 12<sup>th</sup> Grade)****Course #754****Year****1.0 credit**

This course does not meet during the regular school day, but credits outside-of-class experiences incorporated into the agricultural science or engineering course the learner is currently taking. The learner who elects to take this class is responsible for scheduling several meetings with the instructor throughout the year in order communicate and track progress. An SAE or a Supervised Agricultural Experience is a learner-managed project where FFA members own and operate an agricultural business, get a job or internship, plan and conduct scientific experiments or explore careers within the agricultural industry. The agricultural science and engineering instructors supervise these outside of class projects as learners maintain accurate records within the online Agricultural Experience Tracker (AET) record keeping system. More information on this can be found at [www.exploresae.com](http://www.exploresae.com). Experiences are based off of the knowledge and skills taught in the agricultural science and mechanics courses and customized to the learner's selected career objective.

**This course will be offered every year.**



# **BUSINESS EDUCATION**

## **PERSONAL FINANCE (11<sup>th</sup> or 12<sup>th</sup>)**

**Course #632**

**Semester**

**.50 credit**

Personal finance introduces learners to financial information needed to operate with financial success in life. It will help learners design a financial plan for the future and understand the process behind mortgages, savings, checking, insurance, credit cards, personal taxes, investing, etc. This course is project-based. All assessments will be done based on submission of projects related to the section being studied. This class is recommended for all learners as a good life-learning course

## **MEDICAL 1 (10<sup>th</sup> through 12<sup>th</sup>)**

**Course #627**

**Year**

**1.0 credit**

Medical 1 is designed to provide those learners who are interested in a health-care related field the opportunity to experience many aspects of working in a medical field. Medical 1 teaches basic medical terminology, as well as basic body systems, medical ethics, and current topics in health care. In addition, at least one unit of study will be developed that reflects the interests of the class based upon the consensus of the group.

## **MEDICAL 2 (11<sup>th</sup> or 12<sup>th</sup>)**

**Course #628**

**Semester**

**.50 credit**

**Prerequisite: Medical I**

Intended as an extension of the Medical 1 course, Medical 2 would give learners who have already taken the pre-requisite course additional information needed for their medical areas of interest. Further knowledge of medical terms and more detailed body system study will be emphasized including intensive study of the following systems: skeletal, cardiovascular, muscular, eyes and vision.

## **LEADERSHIP (11<sup>th</sup> or 12<sup>th</sup>)**

**Course #629**

**Semester**

**.50 credit**

In order to foster the development of leadership skills in young people, the Leadership 1 course is designed to provide learners who are interested in pursuing various leadership roles the tools and skills needed to successfully lead others. To begin the class, personality types and elements of team dynamics will be discussed in order to better understand those around you. Learners take center stage as they involve themselves in presentations and practical projects that demonstrate the skills discussed in class. The class will decide upon a community service project to benefit a group or community member. Demonstration of personal integrity and personal character development will be nurtured and encouraged. Qualities and behaviors that are most definitely expected of leadership class members include the following: good role model in and out of school setting, positive attitude, hardworking, tenderhearted to others, dependable, and have a strong desire to make a difference in their school and community. *Good leaders inspire others to have faith in them, while great leaders inspire others to have confidence in themselves.*

## **BUSINESS LAW**

**Course #658**

**Semester**

**.50 credit**

Business Law is a one-semester course which will provide learners with an understanding of the basics of our legal system as well as legal issues that relate to young adults and business. Topics to be covered include the following: ethics and law, the court system, criminal law, civil/tort law, contract law, and employment law.

## **ACCOUNTING I**

**Course #631**

**Year**

**1.0 credit**

In our complex economics society, we are constantly confronted with economic decisions. Each of these decisions can be arrived at soundly only when accounting makes financial facts available to the decision maker. As an accounting learner, you will be involved with the procedures of compiling financial data and preparing financial reports for sole proprietorships and partnerships. The study of accounting will help prepare the learner for employment in business.

## **INTRODUCTION TO BUSINESS**

**Course #614**

**Semester**

**.50 credit**

The business world surrounds us every day! From shopping at the grocery store to viewing ads on television or seeing pop-ups on our smartphones, we encounter the effects of business decisions as they impact our lives! Even if you never run a Fortune 500 company, chances are that you will one day work in some form of business. In this course, learners will gain some understanding and experience in the behind-the-scenes arena of business by doing practical projects similar to what real employees in the business industry would do.

Units of study in this course include: Overview of Areas of Business, Management Structure and Function, Business Professionalism, Business Communications, Types of Business Ownership, Basics of Finance, and Marketing.

## **INTRODUCTION TO BUSINESS II**

**Course #615**

**Semester**

**.50 credit**

Introduction to Business II is a second level business course which builds upon the skills learned in Introduction to Business. The focus of the class is the completion of a Business Plan which will become the culminating document that draws the skills of both courses together. Student business plans and presentations will be evaluated by the instructor according to a specific grading structure at the end of the semester but will be judged and given constructive criticism by business professionals in industry. It is recommended that students who are serious about a career in a business field have completed Introduction to Business with an 85% or above in order to be successful in Introduction to Business 2. Topics of study in addition to the Business Plan Project will include: Human Resource Management, Assertiveness Techniques and Dealing with Difficult Employees, Basics of Accounting, and Basics of Operations.

## VISUAL ARTS & GRAPHIC DESIGN

Course #657

Year

1.0 credit

Note: This class fulfills both the Art and the Technology credits required for Graduation.

This class is a great fit for learners who have an interest in, or want to explore the area of graphic design. It focuses on real-life application infusing design elements and technology methods. Learners will design logos, create websites, and develop a visual product portfolio. There is a balance of independent and group work, as well as use of both traditional and digital materials.

## ADVANCED MEDIA AND COMMUNICATIONS (see Arts section)

### PASSASSURED'S PHARMACY TECHNICIAN PROGRAM (12th)

Course #621

Semester

.50 credit

**Prerequisite: Medical I** (It is recommended that students have earned a 90% or above in Medical 1 in order to take the Pharmacy Tech course.)

This course is self-paced and contract-graded as it is taught through an online company called *PassAssured*. This course prepares individuals to sit for the National Pharmacy Technician exam that is to be taken two weeks prior to graduation for a senior level student. If the student meets the requirements of successfully completing this course and passing the national exam, that student can graduate high school with a valid certification as a Pharmacy Technician that is recognized in all fifty U.S. states. Having the experience and knowledge base of Medical 1 is a must. This course is very self-directed and has clear objectives that must be met according to a set proficiency level in order to successfully complete the course (regardless of score on the national exam). Modules include: Federal Law, Medical Review (system categories with related medications), Aseptic Techniques, Calculations, and Pharmacy Operations. In conjunction with the course modules, students in the Pharmacy Tech course will be expected to know the top 300 pharmaceutical drugs (with both generic and brand names as well as usage, side effects, and therapeutic classifications) as well as medical abbreviations. This course is a valuable experience for anyone who would like to be able to work in a pharmacy whether it becomes a career choice or a stepping stone into other medical careers. *Note: This course has a cost to students. Please check with the instructor or the Guidance Office for an estimation of current fees.*

## WEB 2.0

Course #661

Semester

.50 credit

Note: This Class Fulfills the Technology credit required for Graduation.

There are hundreds of Web 2.0 tools and application available to enhance learner learning & presentation skills. In this class, we will explore ten or more different tools. Learners will learn to use the tools then give presentations to the class using these skills.

## WEB DESIGN

Course #662

Semester

.50 credit

Note: This Class Fulfills the Technology credit required for Graduation.

Learners will use available software to create web sites which are creative and interactive. We will use a variety of web-based programs with appropriate subject matter of interest to learners.

## GOOGLE/MICROSOFT APPLICATIONS

Course #663

Semester

.50 credit

Note: This Class Fulfills the Technology credit required for Graduation.

In the world beyond high school, documents are necessary for various forms of communication. Google offers collaboration as well as open-source documents for word documents, spreadsheets, presentations, and creative documents. This course will teach learners skills in Google applications as well as their coordinating application in Microsoft.

## YEARBOOK

Course#664

Year

1.0 Credits

Course Description: In this course learners will gain skills in one or more of the following areas: page design, advanced publishing techniques, copy writing, editing and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills in this class! Participants gain useful, real world skills in time management, marketing, teamwork, and design principles. Learners who have taken Visual Arts and Graphic Design will find themselves with an advantage over other learners without experience; however it is not a prerequisite.

## FAMILY AND CONSUMER SCIENCES

### INDEPENDENT LIVING (9<sup>th</sup> - 12<sup>th</sup> grade)

Course #110

Semester

.50 credit

An exploratory course includes studies in life management, career exploration, foods and nutrition, consumer economics, life and family management and cooking lab experiences.

### CHILD DEVELOPMENT (11<sup>th</sup> and 12<sup>th</sup> grade) PA Highlands

1.0 credit

**Course #726****Year****1.4 GPA Weight**

Child Development through the life cycle from birth to adolescence as well as family resource management, and parenting. Areas of interest include developing teaching strategies, theme lessons and curriculum with local child care programs, observation of children and career exploration. Learners will engage in hands on experiences that will prepare for post-secondary education or the work force. A supervised experience observing children may supplement class work. The course is designed for learners interested in furthering their career in the field of Early Childhood Education, Elementary Education, Child Psychology as well as for those interested in employment in this field after graduation.

**FOOD AND NUTRITION I (9<sup>th</sup> – 12<sup>th</sup> grade)****Course #727****Semester****.50 credit**

This course focuses on basic concepts of food preparation, use and care of equipment and appliances, food buying, and nutrition. Learners will learn to understand and apply the principles of food and nutrition and their relationship to health and well-being. Learners participate in classroom food labs in which they will gain practical experience in planning and preparing convenient and nutritious meals for various lifestyles. Learners prepare and evaluate food choices in relation to culture, health, weight and physical fitness of personal needs and/or future occupational objectives.

**FOOD AND NUTRITION II****Course #728****Semester****.50 credit****Prerequisite: Food and Nutrition I**

Learners will go more in-depth on several of the topics discussed in Food and Nutrition I. Learners will increase their ability to apply principles of nutrition, meal planning and diet planning to meet specific health and lifestyle needs. Learners will increase their culinary skills through advanced recipes and preparation techniques as we study different recipes from multiple cultures around the world. Learners will also develop laboratory writing and reasoning skills, which incorporates scientific concepts and methods applicable to foods and nutrition.

**JANUS**

The JANUS program at HAHS is a new and innovative program that is focused on providing learners Project Based Learning opportunities that are tailored to learner interests. A hallmark of the program will be the development of thinking skills and soft skills, with a focus on the 4Cs (Communication, Collaboration, Critical Thinking, Creativity), and the degree that learner voice and choice are integrated into projects. The JANUS program is named after the mythical Roman god JANUS, the god of beginnings, transitions, gates, doorways, and duality. The program will be offered for an extended block of the school day (two to three periods), and learners will have the ability to earn multiple credits as part of the program (in the areas of science, mathematics, English Language Arts, and social studies). Exact credits to be earned will be determined upon the projects to be implemented and the specific credit needs of the learners. The credit determination process will be made in collaboration with the course instructors and administrators. Please note that this is a dynamic program that is in the first year of implementation. However, the possibilities that learners can explore throughout the course provide a very engaging and meaningful learning experience. Learners interested in the JANUS program are to complete the course selection process as normal, but will also indicate their interest in JANUS on their scheduling form. Additional program details will be shared with these learners. Please see below for the mission and vision statements, and key values of the JANUS program.

**Mission Statement**  
**Empowering Learners**

**Vision**  
**Being critical thinkers and lifelong problem solvers.**

**Values**

**RISK TAKING**-Taking risks without the fear of failure; asking questions; outside the box; ongoing pursuit of knowledge, Taking initiative, innovating, breaking the mold, and speaking out in sincere attempts to support core values

**21st CENTURY SKILLS:** Communication, Collaboration, Creativity, Critical Thinking

**CIVIC MINDED** - Awareness and understanding of how our community functions and each person's role and responsibility as a member of the community.

**OPENNESS** - A willingness & desire to receive, consider, & act ethically on information and possibilities of all kinds.

**DIGITAL CITIZENSHIP**- Question sources; knowing when and how to use technology/sources appropriately, effectively/beneficially.

**INTEGRITY** – The embodiment of honesty, fairness, trustworthiness, honor, and consistent adherence to high-level moral principles.

**ACCOUNTABILITY**- Taking responsibility for the content and process of decisions made, actions taken, having a strong work ethic, and the resulting outcomes.

**EXCELLENCE**- A desire for, and pursuit of, the highest quality in any undertaking, process, product, or result.

# HUNTINGDON COUNTY CAREER AND TECHNOLOGY CENTER (HCCTC)



## Training Tomorrow's Workforce Today

### Mission Statement

Huntingdon County Career and Technology Center is committed to providing quality career and technical education opportunities for learners through integrated academic and technical experiences in order for learners to gain and maintain employment, pursue post-secondary education, and develop an appreciation for lifelong learning in a globally competitive workplace.

### AUTOMOTIVE MECHANICS \*\*

**Course #771** **Year** **3.00 credits**

In the Automotive Mechanics program learners diagnose vehicle problems then perform the necessary repairs. This may involve repairing or replacing parts of the automobile. During these procedures the automotive mechanic may use hand tools, power tools, ignition machines, meters and hand held computer scanners. In addition, learners learn four wheel alignment, steering and suspension service, brake service, engine performance, electronic fuel injection and computer operational controls. Learners will also receive instruction to help them acquire their Pennsylvania Safety Inspection and ASE Refrigerant Recovery and Recycling Certifications.

### COLLISION REPAIR AND REFINISHING \*\*

**Course #773** **Year** **3.00 credits**

Auto Body Repair offers the learner the opportunity to apply techniques necessary to restore a damaged vehicle to its original condition. The Auto Body Repair Technician must be able to repair and properly match paint on vehicle bodies, repair vehicle frames, and understand mechanical, electrical and electronic systems. The repair person works with metals, plastics and fiberglass in repairing the vehicle.

### COSMETOLOGY

**Course #775** **Year** **3.00 credits**

Cosmetology is the science of beautifying the skin, nails and hair with proper techniques and products. From a career view, cosmetology is an exciting, creative profession that is a multi-billion dollar industry that grows bigger daily. The goal of this course is to provide the skills and 1250 hours of instruction necessary to pass the State Board of Cosmetology licensing examination as well as preparing the learner with skills necessary for employment in a salon.

### CULINARY ARTS \*\*

**Course #777** **Year** **3.00 credits**

The Culinary Arts program provides training and certifications in the food service industry through extensive hands-on experience utilizing the latest trends, and equipment meeting industry standards. Learners receive instruction in safety and sanitation, hot and cold food preparation, pastry arts, nutrition, menu planning, displays banquet and dining room services and all aspects of food preparation for a successful career in culinary arts. Leadership and team skills are developed through FCCLA (Family Career Community Leader of America) youth organization. ServSafe certification nationally recognized is also available. Join now and experience an exciting adventure in Culinary Arts.

### HVAC/R \*\*

**Course #779** **Year** **3.00 credits**

HVAC is the installation and maintenance of commercial and domestic refrigerators and freezers; automobile air conditioners and residential air conditioners; commercial ice makers; and air to air heat pumps. These are the main areas of instruction that an Air Conditioning/Refrigeration learner will encounter.

### CARPENTRY \*\*

**Course #781** **Year** **3.00 credits**

This course introduces learners to basic building techniques used in residential construction. The areas covered within this program are rough framing, site work, interior and exterior finishing, concrete setup and energy conservation. Working from a set of blueprints, individuals learn to layout, cut and assemble projects and wood frame structures safely using the proper hand and power tools. In the masonry portion of the course learners learn the basic skills of masonry construction, including bricklaying and blocklaying.

### ELECTRICAL OCCUPATIONS \*\*

**Course #783** **Year** **3.00 credits**

Electrical Occupations is the study of basic theories of electricity and magnetism that explain the operation of various electrical systems. Learners learn to apply these electrical theories and concepts in the practical shop activities. Learners will learn to layout, assemble and install various circuits and electrical equipment used in residential, commercial, and industrial settings. The program also covers light installation, switches, transformers and motor controls.

**PRECISION MACHINING \*\*****Course #787****Year****3.00 credits**

Metal Working Occupations covers two general trade areas; machining and welding. In machine trades learners learn to shape metal to precise dimensions using blueprints and machine tools. All types of bench and machine tools are used to cut, drill, grind and form various types of metals. Operation and programming of a numerical control (NC) milling machine and a computerized numerical control (CNC) lathe, which can perform faster and more precisely than traditional machines, are included. The welding portion of the program teaches the basic techniques of arc, gas tig and mig welding, testing and inspection of welds, metallurgy, blueprinting reading, plasma cutting and fabrication techniques. Learners learn the properties and characteristics of metals and proper methods of joining these metals.

**HEALTH OCCUPATIONS \*\*****Course #791****Year****3.00 credits**

The Health Occupations class is a 3-year program of study and training in diverse health care fields. Learners enrolled in this curriculum will be exposed to many types of health care occupations and skills including: nursing, medical assisting, respiratory therapy, radiology technician, dental assisting, and physical therapy. Learners will have the opportunity to obtain CPR/AED certification. Learners will participate in a clinical experience at local health care facilities. Learners also participate in job shadowing in various departments at a local hospital. Emphasis is placed on professionalism, job seeking, and job seeking skills. Professional development workshops will provide the tools for learners to be successful in employment and life. Learners who are eligible will participate in a Certified Nurse Assistant class to enable the learner to obtain certification in this area. Learners will also explore various clerical duties that are relevant to medical offices and health care facilities.

**COMPUTER NETWORKING \*\*****Course #797****Year****3.00 credits**

This is an instructional program that focuses on the design, implementation and management of linked systems of computers, peripherals and associated software and prepares individuals with the technical skills required to support networks and network users. This program includes instruction in networks technologies and standards: system design, architecture, operating systems, security, communications protocols, client support, messaging services, network management, trouble shooting and server optimization. Those completing the program may be employed as a network administrator, network specialist, network technician, webmaster, client services analyst (end user) or network operator.

**WELDING \*\*****Year****3.00 credits****Course #801**

This is a program that prepares individuals to apply technical knowledge and skills in gas, arc, shielded and nonshielded metal arc, brazing, flame cutting and plastic welding. Hand, semiautomatic and automatic welding processes are also included in the instruction. Learners learn safety practices and types and uses of electrodes and welding rods; properties of metals; blueprint reading; electrical principles; welding symbols and mechanical drawing; use of equipment for testing welds by ultrasonic methods and destruction and hardness testing; use of manuals and specification charts; use of portable grinders and chemical baths for surface cleaning; positioning and clamping; and welding standards established by the American Welding Society, American Society of Mechanical Engineers and American Bureau of Ships.

**PUBLIC HEALTH AND SAFETY \*\*****Year****3.00 credits****Course #805**

This is an instructional program that prepares individuals to apply technical knowledge and skills required to perform entry level duties as a police officer, fire fighter, paramedic and other safety services. This program stresses the techniques, methods and procedures peculiar to the areas of criminal justice and fire protection especially in emergency and disaster situations. Physical development and self-confidence skills are emphasized due to the nature of the specific occupations. In addition to the application of mathematics, communication, science and physics, learners receive training in social and psychological skills, map reading, vehicle and equipment operations, the judicial system, pre-hospital emergency medical care and appropriate emergency assessment, treatment and communication.

**ENGINEERING TECHNOLOGIES/TECHS****Year****3.00 credits****Course #751**

**Prerequisites: Currently in or completed Algebra 2 AND a cumulative high school GPA of at least 3.0.**

**NOTE: This is a unique class combining the instruction of a traditional career and technology class, as are taught at the HCCTC, AND a specialized high school class. Learners who plan to attend a post-secondary institution studying engineering or similar majors are encouraged to take this course. Please note the prerequisites listed above.**

Engineering Technologies use the principles and theories of science, engineering, technology, and mathematics to solve technical problems in manufacturing, sales, construction, inspection, maintenance, and research and development. This course prepares learners to apply knowledge and skills in the engineering field. Subjects included are, but not limited to, safety, ethics, power, problem solving, teamwork, engineering graphics, automated systems, fundamental electronics, and manufacturing systems. Some of the equipment used in this course will be structural stress tester for materials testing, 3-D printer, robotic arm, CNC mill, and robotic kits. Learners will learn to use the latest version of the following software: RobotC, CNC Motion, Autodesk Inventor, Multisim, and others.

\*\* College credits may be earned by taking this course.

# COURSE SELECTION SHEET

**REMEMBER TO SCHEDULE AT LEAST 6.0 CREDITS but not MORE THAN 7.0 CREDITS**

**REFER TO THE DETAILED COURSE DESCRIPTION SECTION OF THE PACKET FOR COURSE NUMBERS AND NUMBER OF CREDITS EARNED IN EACH CLASS.**

<b>Core Courses/Course Name:</b>	<b>Course #</b>	<b># of Credits</b>
<i>English</i>		
<i>Social Studies</i>		
<i>Math</i>		
<i>Science</i>		
<i>PE/Health</i>		
<b>Other Required Courses or Electives/Course Name</b>		

\*\*List two additional electives (course name only) in case your first choice(s) are not available:

**Circle one of the 4 Career Pathways and write your current career choice:**

Arts, Communications, and Humanities

Business, Finance, and Information Technology

Health Sciences and Human Services

Science, Technology, Engineering, Mathematics (STEM) and Agriculture

Possible Career choice: \_\_\_\_\_

**Are you interested in participating in the JANUS program:    YES            NO**

**Math Course Recommended by CURRENT math teacher:** \_\_\_\_\_

**CURRENT MATH TEACHER'S SIGNATURE:** \_\_\_\_\_

**Total Number of Credits Scheduled:** \_\_\_\_\_

(See page 4 of the packet for credit key and look at specific course descriptions of the classes you are scheduling).

**Please complete this form and submit it to your Homeroom teacher by Friday, March 23rd.**

**Learner Name:** \_\_\_\_\_

**Homeroom:** \_\_\_\_\_

**Current Grade:** \_\_\_\_\_

**Learner Signature** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_

**Date:** \_\_\_\_\_

\*Additional copies of this sheet if needed are available in the Guidance Office and on the website.  
The entire packet is available on the district's website at [www.huntsd.org](http://www.huntsd.org).

## COURSE OFFERINGS BY DEPARTMENT/SUBJECT

(The complete packet with detailed courses descriptions can be found on school website.)

### ART

Ceramics I  
Visual Arts & Graphic Design  
Advanced Media and Communications  
2D Design  
3D Design  
Advanced Ceramics  
Advanced Art  
Wheel Throwing: Ceramics  
Art History – PA Highlands  
Arts Management and Installation

### MUSIC DEPARTMENT

Music Appreciation  
Music Theory I and Music Theory II  
Voice Class I and Voice Class II  
Guitar I and Guitar II  
Chamber Singers  
Choralairs  
Concert Band  
Ukulele I and Ukulele II  
Piano I and Piano II

### HEALTH and PHYSICAL EDUCATION

Health and Physical Education Class  
Health and Fitness Walking Class  
Strength and Conditioning (Elective)

### ENGLISH

Comprehensive/College Prep English 9, 10 & 11  
Honors English 9, 10, 11 & 12  
Advanced Placement English 12  
Senior British Literature To 1600  
Senior British Literature From 1600  
Senior Literature for Life and Work  
Senior Gothic Novel  
Dramatic Literature (Elective)  
Greek and Roman Mythology (Elective)  
Modern Themes in Classic Films (Elective)

### FOREIGN LANGUAGE

Spanish I, II, III & IV  
French I, II & III (Online)

### MATHEMATICS

Algebra 1A and Algebra 1B  
CP Algebra 1  
CP Algebra 2  
Algebra 2  
CP Geometry  
Geometry  
CP Functions and Trigonometry  
Pre-Calculus & Discrete Mathematics  
Advanced Placement Calculus  
Statistics

### FAMILY AND CONSUMER SCIENCES

Independent Living  
Child Development – PA Highlands  
Food and Nutrition I and Food and Nutrition II

JANUS - see detail on page 27 of packet

### SCIENCE

CP Environmental Science & Ecology  
Physical Science  
Honors Biology  
CP Biology  
Advanced Placement Biology & Lab  
Biology II  
Honors Chemistry  
CP Chemistry  
Advanced Placement Chemistry & Lab  
Chemistry II  
Advanced Placement Environmental Science & Ecology  
CP Physics  
Advanced Placement Physics & Lab  
Physics II

### SOCIAL STUDIES

CP Modern World History  
Honors Modern World History  
CP US History I  
Honors US History I  
Advanced Placement US History I & II  
CP US History II  
Honors US History II  
CP American Government and Economics  
Honors American Government and Economics  
Advanced Placement American Government  
Intro to Criminal Justice – PA Highlands  
Criminal Law and Procedure – PA Highlands  
Psychology (Elective)  
Principles of Sociology (Elective)  
Contemporary/Current Issues (Elective)  
The Impact of Pop Culture (Elective)  
Pennsylvania and Local History (Elective)

### AGRICULTURE EDUCATION

Plant/Soil Science  
Ag/Tech Engineering – Metalworking and Engine Systems  
Ag/Tech Engineering – Carpentry/Woodworking  
Ag/Tech Engineering – Individual Project  
Ag/Tech Engineering – Electrical, Plumbing, and Masonry  
Large Animal Science  
Small Animal Care  
Wildlife & Natural Resources  
FFA Leadership Development  
Agricultural/Technology Engineering – Individual Project  
SAE/Independent Study

### BUSINESS

Personal Finance  
Medical and Medical 2  
Leadership  
Business Law  
Accounting I  
Introduction to Business and Introduction to Business II  
Visual Arts and Graphic Design  
Advanced Media and Communications  
PASSASURED's Pharmacy Technician Program  
Web 2.0  
Web Design  
Google/Microsoft Applications  
Yearbook

HCCTC - see website [www.hcctc.org](http://www.hcctc.org)