



Huntingdon Area High School

COURSE SELECTION GUIDE 2022-2023

COURSE SELECTION SHEETS DUE TO:
Homeroom Teacher (GRADES 9-11)
Homeroom Teacher (GRADE 8)

DEADLINE:
Monday, March 21, 2022 (GRADES 9-11)
Monday, March 28, 2022 (GRADE 8)

HASD Mission Statement

The Huntingdon Area School District community engages all stakeholders to create a nurturing learning environment, focused on achievement and growth, social and emotional wellness, and preparation for varied career pathways.

HASD Vision Statement

The Huntingdon Area School District will create diverse opportunities for each student to meet their maximum potential in an engaging environment.

HASD Shared Values

Safety – Responsibility – Respect
Accountability – Integrity

“All Learners, All Futures”

Meeting Every Learner’s Needs, Every Hour of Every Day

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

PRINCIPAL MESSAGE

Course scheduling is an important aspect of the high school planning process in order to ensure that learners receive the courses they need, not only to 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.

As we schedule this year, we want to be mindful about the Covid-19 pandemic and the effect that this may have on making your course selection decisions. We understand that the situation is fluid. During the 2022-2023 course selection process, we hope to gather your current, best intention for the learning model of your choice for next school year.

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. HAHS hopes that all learners challenge themselves with a rigorous curriculum and courses of study. More importantly, we hope that learners schedule courses that help them grow as individuals and will best prepare them for future career choices, in alignment to career pathways, as well as schedule a breadth of courses to help learners develop in all areas of life. Remember, ***All Learners, All Futures!*** A personalized learning approach to a learner's schedule, that meets graduation requirements and promotes learner interests and learning styles, which may include online courses and hybrid schedules, is encouraged. However, learners must be cognizant of the challenges of rigorous coursework, especially when taking multiple Honors, dual-enrollment, or college-level courses, and when taking courses in multiple modalities (traditional classroom, online learning, etc.). ***The ultimate goal is student learning. Therefore, course schedules will not be changed based upon grades, performance, and GPA.***

This year, additional course selection options, or "levels," will be available in English Language Arts, Mathematics, Science, Social Studies, and Art classes. Many of these have already been in existence, labeled as College Prep, Honors, and/or AP classes. However, this additional naming convention will lead to a better, more consistent understanding of the rigor of courses across content areas. Course levels will be indicated with the course title. Please see page 9 for additional information regarding course levels. Additional course levels may be provided, and applied to additional content areas, during future curriculum development.

The course leveling philosophy also connects to the district's Multi-Tiered Systems of Support (MTSS) approach of attending to student needs and providing the interventions necessary to help students be successful academically. The scheduling process is one aspect of an MTSS approach. In addition to student course selections, the school will be using previous performance on state assessments and additional data to match students with the proper course level. This will be important to help those that may need additional support and remediation of skills to meet the Act 158 Graduation Requirements. Students must put forth their best efforts on state assessments such as the PSSAs and Keystone Exams as performance will be one factor in determining a student's schedule.

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.

Most courses at HAHS continue to be delivered via “traditional” instructional methods. However, 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, which means that personalized learning, more meaningful and engaging teaching strategies, authentic learning opportunities, and innovative course projects and offerings will be incorporated into courses to varying degrees. 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. These options were introduced during previous schedule years, and will continue for the 2022-2023 school year.

Another continuation in the course selection guide is the inclusion of information about Career Pathways. This information is also described in a later section. 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 may help the learner in making current course selections to align to these future pursuits. Learners will be selecting a potential Career Pathway when completing the scheduling process, though this will not affect the scheduling of courses. Career Pathway is information to be shared with, and gathered from, learners, and connects to the career planning activities, as part of the school’s Ch. 339 Career Readiness process, led by the school counseling department.

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,

Travis R. Lee

Mr. Travis R. Lee,
HAHS 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

Counselor for last names M through Z

Mr. Kodiak Heaton

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College Adviser

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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, then HS Guidance. Some of the items appearing on the school counseling 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 are 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-required end-of-course assessments designed to measure proficiency in Algebra I, Biology, and Literature, which correspond to the following courses at HAHS:

Algebra I Keystone Exam:	Algebra I, Algebra IA, and Algebra IB
Literature Keystone Exam:	English 10 (Level I, Level II, and Level III)
Biology Keystone Exam:	Biology (Level II and Level III)

Beginning with the Class of 2023, learners must demonstrate proficiency, based upon five possible pathways (Keystone Proficiency Pathway, Keystone Composite Pathway, Alternate Assessment Pathway, Evidence Based Pathway, and CTE Pathway), to satisfy statewide graduation requirements. **Additional information in regards to these pathways are listed in the Learner**

Handbook and can be found on the HAHS website under the Useful Links/Info or using this ([HAHS Act 158 Graduation Requirements](#)). Learners will be offered multiple opportunities to take the Keystone Exams throughout their high school careers.

Preliminary Keystone Exam Testing Windows for 2022-2023

Summer: July 25-29, 2022

Winter Wave 1: December 5-16, 2022

Winter Wave 2: January 4-18, 2023

Spring: May 15-26, 2023

Summer: July 24-28, 2023

The winter testing dates (either Wave 1 or Wave 2) are to test learners who were not proficient on previous exams. The spring testing period is reserved for learners currently enrolled in a Keystone related course as well as learners who have yet to demonstrate proficiency on the exams. Learners and parents/guardians will be informed when exact testing dates are determined.

Keystone Exams are a statewide graduation requirement for the Class of 2023 and beyond. Learners are expected to participate in the exams for federal and state accountability measures, and most importantly, to benchmark school performance and inform curriculum and teaching needs. Therefore, learners will be expected to re-test in the exams for which they do not reach proficiency. **Learners in the Class of 2023 and beyond may need to have schedule realignments in future years in order to ensure meeting statewide graduation expectations. Note that performance on the exams will be one determining factor in a student's schedule (specifically for Level I and Level II course placements).**

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 prior to retaking 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, or other measures, 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), Mount Aloysius College, the University of Pittsburgh, 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 college course for 1.4 weight if HAHS offers AP Calculus.

COURSE LEVELS

The descriptions below provide an overview of course levels. Course levels are not considered course prerequisites, but rather, a description of the rigor of the course.

LEVEL I: Level I courses provide a **basic, standards-based approach** to course content. Important grade level content is provided in a similar manner to a college preparatory course, but there is a greater focus on **applied skills** that will translate to students pursuing a career or technical education directly after high school. Level I courses receive 1.0 course weight.

LEVEL II: Level II courses, or Comprehensive/**College Preparatory** courses, are designed to provide students with the rigor necessary to be successful at the collegiate level. Level II courses are recommended for students that may be considering a four-year college in the future or to further their education in a technical or associate's degree program. Level II courses receive 1.0 course weight.





LEVEL III: Level III courses, or **Honors** courses, are highly demanding and academically rigorous. Honors courses typically have prerequisite and performance requirements. Course content is at and above grade level and typically includes additional topics and content or units, as well as expectations for demonstrating a deeper level of learning, which may include additional or longer assignments. Level III courses receive 1.2 course weight.

LEVEL IV: Level IV courses, or **Advanced Placement (AP)/Dual Enrollment** courses provide collegiate-level content and demonstrations of learning, and are more academically rigorous and demanding than Honors courses. Level IV courses typically have prerequisite and performance requirements. Students may earn credit for Level IV courses according to scoring expectations on AP Exams or dual enrollment articulation agreements with college/post-secondary partners. Students taking AP/Dual Enrollment courses should have a high interest in pursuing academic majors or careers related to the course. Level IV courses receive 1.4 course weight.

COURSE LEVEL OVERVIEW

Level	Course Weight	Brief Description	Post High School Career/College Path
Level I	1.0	Basic skills instruction, Keystone Exam prep	Career/Workforce, Technical Education
Level II	1.0	College Preparatory	Technical Education, College
Level III	1.2	Honors - College Preparatory	4 year college
Level IV	1.4	Advanced Placement (AP) – College Preparatory Dual Enrollment (See College Courses Note)	4 year college

LEARNING 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.



Kinnect: Kinnect is a multi-period innovative program that incorporates many aspects of blended learning, Project-Based Learning, and FLEX Scheduling. Please see the program description on page 44 for additional information about this program.

Note: Learners should select the specific Kinnect courses for their English and Social Studies courses when entering course codes on the Course Selection Sheet.

Kinnect Social Studies: 214

Kinnect English: 208

BEARCAT INSTITUTE FOR LEARNING AND DEVELOPMENT

The Bearcat Institute for Learning and Development, or “**BILD**” program at HAHS is the **online learning program**.

Benefits of the Program

- Courses are taught by HAHS faculty in a flexible environment
- Most courses align to the scope and sequencing of the HAHS curriculum. Additional elective courses are provided to provide learners with more non-traditional opportunities
- Learners can have the option to develop a hybrid online/in-person schedule or to become a full online learner
- Learners retain guidance from an HAHS school counselor
- Learners have the same extra- and co-curricular opportunities, such as participation in athletics, music programs, all clubs, dances, prom, etc.
- Learners have the option to complete their online BILD courses in a designated area within the school, on a daily or periodic basis
- Learners are supplied with school technology devices
- **Upon graduation, learners earn a Huntingdon Area High School diploma**

2022-2023 Scheduling Process

- Learners interested in the BILD program should schedule following the regular scheduling process for HAHS courses, to facilitate the master scheduling process
- On the **Course Selection Sheet**, learners should indicate their interest in the BILD program
 - A school counselor or the BILD administrator will follow-up with the learner and family during the summer, to complete the registration process and to finalize a scheduling plan

Note: We want to be mindful about the Covid-19 pandemic and the effect that this may have on making your course selection decisions. We understand that the situation is fluid. During the 22-23 course selection process, we hope to gather your current, best intention for the learning model of your choice for next school year

Please see the next page for the BILD program overview and goals

BILD

Program Overview

The Huntingdon Area School District BILD is an educational learning environment designed to be a flexible and personalized way of meeting the educational and emotional needs of our students who desire a more non-traditional format. The Huntingdon Area School District recognizes the value of distance learning; yet, continues to carry the belief that the interaction with professional educators truly extends learning to a higher level. This educational program offers a flexibility that allows students to customize and personalize their education whether in a brick and mortar setting, in a distance-learning setting, or a hybrid of the two. This allows for opportunities to interact with peers of their same age and participate in other HASD activities such as athletics, social gatherings, or attending the Huntingdon County Career and Technology Center.

Like the educational program of the traditional Brick and Mortar system, the learning environment of the HASD BILD is based on the Pennsylvania Academic and iNACOL (International Association of K-12 Online Learning) Standards. Students participating in the HASD BILD demonstrate proficiency in a variety of ways, and range academically from those who have a sound skill base in all areas to those who have been identified as having learning deficits.

The HASD BILD strives to engage learning in a highly motivational, student-centered educational program that relies on basic educational principals while utilizing the latest information and technology to promote student achievement and foster high-order thinking and problem-solving skills. Students have an opportunity to master essential content skills and build a strong foundation to compete in the workforce of today and tomorrow.

Goals

The goals of the HASD BILD are to:

- Offer a flexible learning environment to the students of the Huntingdon Area School District that supports the District's mission, vision, and values statements.
- Provide students who desire a personalized learning environment with opportunities to acquire the education necessary to earn a diploma from the Huntingdon Area School District.
- Provide students who are accepted into the HASD BILD with balanced educational experiences that include synchronous and asynchronous academic programs, personal interactions with professional educators, and opportunities to interact with peers.
- Allow students to establish individualized learning plans that are consistent with PA Academic Standards and graduation requirements of the Huntingdon Area School District.
- Utilize both web-based learning and existing online courses as means of assessing a student's mastery of competencies in order to advance to higher levels of learning.

NCAA REGISTRATION

Learners that are interested in pursuing athletic careers at the collegiate level should review the HAHS courses that are approved by the NCAA prior to scheduling coursework (Grades 9-12).

HAHS courses that are NCAA approved are indicated as such with this notation (NCAA) in the heading of each course in this Course Selection Guide.

STEP 1: Student athletes who want to play in college should register with the NCAA Clearinghouse in May of the **junior year**. To register, the student athlete needs to apply online at www.eligibilitycenter.org. The registration fee is \$90. See your school counselor or the college advisor for a fee waiver if you receive free or reduced lunches.

STEP 2: After the student registration is complete, you must request your high school transcripts be sent to the NCAA Clearinghouse. One will be sent as a final junior transcript and one will be sent as a final senior transcript. Note: If the learner has attended more than one high school, each high school must receive a copy of the Student Release form. A transcript must be sent from each high school attended.

STEP 3: All prospective student-athletes intending to enroll in an NCAA Division I or II institution for the first time must complete the NCAA Amateurism Certification questionnaire.

STEP 4: College entrance test scores must be reported directly from the College Board (SAT) or ACT. They will not be accepted from the high school transcript. ***When registering to take the SATs or ACTs, you must select the NCAA as one of your score recipients.*** Additional score reports can be sent later, but at an additional cost.

STEP 5: Upon completion of the junior year, request the final junior year transcript using the Official Transcript Request form, found in the Guidance Office, be sent to the Eligibility Center. You will receive an initial statement from the Clearinghouse in the fall of your senior year.

STEP 6: Before the end of the senior year, you must complete the Final Amateurism Certification for each sport. Log back into your account at www.eligibilitycenter.org. Click on MY PLANNER. Then, select the red "Request Final Amateurism" button and follow the instructions.

STEP 7: After graduation, the student athlete's final senior transcript with the exact date of graduation must be sent to the Eligibility Center from HAHS. Be sure to complete the transcript request with the HAHS Guidance Office before graduating from HAHS. The student athlete will then receive a final clearing statement from the Clearinghouse.

In completing the forms, the Huntingdon Area High School **CEEB code is: 391860**

Clearinghouse Customer Services:
NCAA Eligibility Center
Certification Processing

Service Hours: 8 am - 5 pm Central Time
Toll Free: (877)262-1492 FAX: (317)968-1500

Note: Student athletes should also keep their prospective coaching staff and school's athletic department abreast of the registration process and reach out to them for any additional support.

CAREER PATHWAYS

Huntingdon Area High School continues to provide Career Readiness (Ch. 339) activities as part of the high school experience, enabling the school to help 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, with guest lectures or presentations, and by facilitating learner classroom projects and activities with community resources. These Pathways capture learner interests during the scheduling process and can be instrumental in their development. Categories for the Pathways 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 that most aligns 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 as listed below. Learners will also complete a brief additional school form to collect this information during a school counseling session.

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"> • Audio/Visual Techniques • Journalism and Broadcasting • Performing Arts • Telecommunications • Visual Arts • Architecture • Industrial/Graphic Design • Advertising/Marketing • Animation/Game Design 	Business Management and Administration Finance Hospitality and Tourism Marketing, Sales and Service	<ul style="list-style-type: none"> • Accountant • Advertising • Bank Teller • Computer Science • Events Planner • Stock Broker • Store Manager • Real Estate Agent • Tourism
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"> • Agribusiness • Athletic Trainer • Counselor • Lab Tech • Nurse • Occupational Therapist • Physician • Police Officer • Teacher • Vet Tech 	Agriculture, Food, Natural Resources Architecture and Construction Manufacturing Science, Technology, Engineering and Mathematics	<ul style="list-style-type: none"> • Architect • Auto Mechanic • Carpenter • Electrician • Engineer • Equipment Operator • Machinist • Plumber • Welder

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).

DROP/ADD PERIODS

At the start of each semester there will be a designated time frame, to be listed in the Learner Handbook, where learners may opt to add and/or drop specific classes from their schedule. However, the overall school master schedule is built from the initial scheduling process, so learners should only rely on the Drop/Add period for extenuating circumstances. Not all requests for schedule changes can be honored, even during the Drop/Add period, due to credit requirements, timing of classes, and class size and personnel considerations. Therefore, learners should select their choices carefully. Please note that schedule change requests that request specific teachers and/or classes during specific times, that drop credited courses for study halls, or that are made based upon grades, performance, and GPA calculations, will not be honored. When schedule changes are granted, a notice to the classroom teacher(s) involved will be given, and permission must be granted by the school counselor, parent/guardian, and the school principal.

HONORS AND AP CLASS SPECIAL NOTES

Honors and AP Classes at HAHS are expected to provide learners with more challenging and rigorous coursework, including providing additional lessons and/or units of study. Beginning with the 2020-2021 school year, these classes will not have required summer work to establish consistency across content area expectations.

However, in order to facilitate a strong start to the year, teachers may share summer enrichment activities, such as reading assignments or plant identifications. These activities will be shared with learners prior to the end of the current school year. Though these items will not be graded during the summer, if enrichment activities are provided, familiarity with them will be important to a positive start to the year as this information may be assessed during the first few weeks of the school year.

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 12th grade, review the credit and core curriculum requirements on page 6 of this packet.
- € Decide whether you wish to schedule college courses. College course information is listed on page 8.
- € Complete the Course Selection Sheet. Additional copies are available on the high school's web page or in the Guidance Office.
- € Meet with your mathematics teacher to receive their recommendation for the next math course.
- € 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 Monday, March 21, 2022 (Grades 9-11)**
 - **Homeroom Teacher NO LATER than Monday, March 28, 2022 (Grade 8)**
- € Complete the scheduling process in Skyward with your school counselor on the designated date for each grade level (Does not apply to Grade 8).

See your School Counselor if you have any questions!

Note: If a learner fails to submit a course request sheet, or complete the scheduling process in Skyward, the School Counselor will choose classes that are needed for graduation requirements.

COURSE DESCRIPTIONS

ART CLASSES

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

INTRODUCTION TO ART (Tier I)

Course #820

Semester

.50 credit

This entry-level class reviews the very basic foundations of art. It will address questions such as "What is art?" "How do we look at and talk about art?" and "Why do we study art?" In this class students will read, write, and create. Projects will be scaffolded in a variety of 2D and 3D mediums so that learners can make informed decisions about future art classes that they'd like to consider. Students will learn to talk intelligently about artwork and critique it using proper art vocabulary.

VISUAL ARTS & GRAPHIC DESIGN (Tier 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 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 which includes a digital resume that can be applied to any career path. There is a balance of independent and group work, as well as use of both traditional and digital art materials. The content of this course is infused with basic marketing concepts.

SURVEY OF ART HISTORY AND CULTURE (Tier I)



Course #835

Semester

.50 credit

Learners in this introductory course will focus on how art impacts society and culture, and vice versa. Learners will have voice and choice in hands-on projects, or demonstrations of understanding through written or presentation modes, for the topics to be learned.

2D DESIGN (Tier II)

Course #821

Semester

.50 credit

Prerequisite: One Tier 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. The course is based on the textbook and work of Betty Edwards' "Drawing on the Right Side of the Brain". It makes an interesting connection between the action and science of creativity. A perfect course to grow/enhance creative thinking.

3D DESIGN (Sculpture Building) (Tier II)



Course #823

Semester

.50 credit

Prerequisite: One Tier I Art Class

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. This is a great class for students who enjoy working with their hands.

ADVANCED MEDIA AND COMMUNICATIONS (Tier II)  
Course #833 Semester **.50 credit**
Course #832 Year **1.0 credit**

Prerequisite: Visual Arts and Graphic Design and Teacher Recommendation

This is an advanced version of the Tier 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 programs for digital media and digital photography basics. Participants will work with teachers, other students, and student organizations to complete projects for marketing and design.

YEARBOOK (Tier II)
Course#664 Semester **.50 credit**
Course #665 Year **1.0 credit**

Prerequisite: Any technology course and Teacher Recommendation.

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. Please note: this course is not the same as Yearbook Club.

ADVANCED ART (Tier III)  
Course #822 Semester - Double Period **1.0 credit**

Prerequisite: One Tier I Art class and two Tier II Art classes

Advanced Art provides learners with the opportunity to personalize their learning. The class is a double period to allow for more involved project materials, processes, and collaboration. It is highly encouraged for students to work with mentors in the field of their study and the teacher will help facilitate these networking opportunities and connections. Students will need a strong background in both 2D and 3D art production.

COMMUNITY BASED MARKETING (Tier III)
Course #825 Semester **.50 credit**
Course #826 Year **1.0 credit**

Prerequisite: VAGD and Advanced Media & Communication classes

Participants will work with community members, businesses, and organizations to complete projects for marketing and design. There will be an emphasis placed on effective and thorough oral and written communications techniques with clear messages. This course will require a solid foundation in a variety of media techniques and a willingness to independently explore and master new techniques as needed.

SENIOR ART STUDIO (Tier IV)
Course #827 Semester - Double Period **1.0 credit**

Prerequisite: One Tier I Art class, two Tier II, and Advanced Art classes

This course necessitates an intense commitment of time and effort to produce original artworks of exceptional quality. Students will choose the media they wish to study and work directly with the teacher to formulate a plan that will help them build a portfolio showcasing growth in areas of art that will help them with their future endeavors.

MUSIC CLASSES

MUSIC APPRECIATION (9th through 12th 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 general music background/history. Learners will learn how to read written music. 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 your own!

MUSIC THEORY I (9th through 12th 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 (10th through 12th 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 on ear training (rhythmic, melodic, harmonic), composing (4-part voice leading and arranging) and harmonic analysis within the context of each period of music history, beginning in the Ancient Period and progressing chronologically through the through the Baroque Period. 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 student 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 students who wish to pursue a career in music or any related field take this course.

VOICE CLASS I (9th through 12th 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 (10th through 12th 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 prerequisite 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 solfege 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 (9th through 12th 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 fingerpicking 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 (10th through 12th 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 fingerpicking 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 (9th through 12th grades)**Course #850****Year, Every Other Day****.50 credit**

A mixed choral ensemble, 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.

CHORALAIRS**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 join 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 extracurricular 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****Prerequisite:** "B" average or better in Piano I

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 sweatpants
 2. Light colored plain shirt
 3. Sneakers

HEALTH AND PHYSICAL EDUCATION (9th, 10th, 11th, and 12th grades) - Fulfills Requirement
Course #921 **Semester** **.50 credit**

HEALTH AND FITNESS WALKING COURSE (10th, 11th or 12th 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. This course consists of a 45 day marking period of fitness walking and a 45 day marking period of Health.

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

ENGLISH 9 **LEVEL I**

Course #100

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.

COMPREHENSIVE/COLLEGE PREP ENGLISH 9 **LEVEL II** **NCAA**

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 **LEVEL III** **NCAA**

Course #140

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. Class size is limited. Learners are required to have no less than an 83% each marking period in 8th 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.

ENGLISH 10 **LEVEL I**

Course #102

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.

COMPREHENSIVE/COLLEGE PREP ENGLISH 10 **LEVEL II** **NCAA**

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 LEVEL III NCAA

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. Class size is limited.

Honors English 10 is a class specifically designed for learners as a prerequisite 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.

ENGLISH 11 LEVEL I

Course #103

Year

1.0 credit

This course emphasizes the improvement of communication skills, both written and oral, as learners make a chronological journey through American Literature, presented within the literary genres of prose, poetry, drama, and non-fiction works. Students will engage in literary analysis and inferential evaluations of key literary texts. Special emphasis is placed on strengthening reading and writing skills, as well as vocabulary and language development for both the business world and skilled vocational tech settings. Direct instruction of grammar will be interwoven in writing assignments, as well as the instruction and practice of conducting, evaluating, and utilizing research on a broad range of topics with both academic and real-world applications. This is a generalized comprehensive course for those students entering the work place, military, or currently undecided on post-secondary educational programs. This course also offers remediation opportunities for Keystone Exam proficiency.

ENGLISH 11 – LITERATURE FOR LIFE AND WORK LEVEL I

Course #122

Semester

0.5 credit

Using a practical approach, this course utilizes class works of American 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.

ENGLISH 11 – AMERICAN LITERATURE: TRUE CRIME – SENIOR ELECTIVE LEVEL I

Course #123

Semester

0.5 credit

Learners will examine the history of the True Crime genre in narrative form from the beginning of the United States to current day. The True Crime genre is non-fiction literature in which the author examines an actual crime and details the action for readers, using both fictional interactions, thoughts, and dialogue of the characters with the investigative facts from the case. The learners will trace the roots from Puritan execution narratives through the most accomplished and pinnacle of modern-day true crime novels, Truman Capote's "In Cold Blood" and Ann Rule's "A Stranger Beside Me". Learners will analyze question the gender, class, race, and morality of the individual and the local society in relation to the crime. This is recommended for learners of any level, but must be willing and able to participate in class discussions, debates, and group work, as well as research on an independent level.

ENGLISH 11 - AMERICAN LITERATURE: THE REALISTIC TO THE CONTEMPORARY PERIOD

LEVEL II

Course #124

Semester

0.5 credit

From the end of the American Civil War through the Contemporary Period of post-World War II America, this course explores focuses on the rebuilding and development of America. The romantic notions of the American Renaissance are replaced with the self-aware and realistic descriptions of American life in Kate Chopin's "The Awakening," moving into the relatively short period of the Naturalist and Regional influence in Willa Cather's "My Antonia," and culminating with the Contemporary Period of current-day America. The short stories, poems, political satire, and social commentary of the Lost Generation authors Ernest Hemingway, F. Scott Fitzgerald, Siegfried Sassoon, and Gertrude Stein will also be examined. Learners will also examine the works of the Beat Generation's most influential and controversial author, Alan Ginsberg and his revolutionary works in "Howl". This course is recommended for learners attending a four-year college or university studying subjects related to English, Social Sciences, Philosophy, History, the Fine Arts, or Writing.

ENGLISH 11 - AMERICAN LITERATURE: THE LOST GENERATION

LEVEL II

Course #125

Semester

0.5 credit

This course focuses on the famous post-World-War-I-generation of American writers, with Hemingway and Fitzgerald as central figures, that have come to be known in the literary canon as "the Lost Generation". Through a selection of representative texts, the course will attempt both to present each author's particular profile and to show how they as a group constitute a special generation with a number of things in common. In addition to focusing on the literary qualities of each work, especially in the context of American Modernism, the course will also integrate the historical context of the "Jazz Age" of the 1920s. Upon completion, the learner will have a better understanding of and appreciation for this fascinating and influential decade of American history, not only in literature but in society as a whole. Focus will also be places on how these influences have retained their relevance for our own day and age. This course is recommended for learners attending a four-year college or university studying subjects such as English, Social Sciences, Political Science, Philosophy, History, or Religion. (Proposed novels: "A Farewell to Arms," "Tender is the Night," and collections of short stories by both authors, plus additional supplements as needed.) Students will complete a capstone paper or presentation on a topic of their own choosing as the final assessment.

COMPREHENSIVE/COLLEGE PREP ENGLISH 11

LEVEL II NCAA

Course #113

Year

1.0 credit

This course emphasizes the 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. Emphasis will be placed on literary analysis, critical reading, inferential evaluation, research, writing, and discussion of a variety of texts. Direct instruction of grammar is interwoven into writing assignments, with an emphasis placed on proper scholarly writing skills at the college/university level. Vocabulary development is continued through SAT preparation word lists. Research components and skills will be also be covered to prepare students for college, university, or other similar post-secondary programs. Students will complete a capstone paper on a topic of their own choosing as the final assessment.

HONORS ENGLISH 11

LEVEL III NCAA

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. 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  **LEVEL III NCAA** **1.0 credit**
1.2 GPA Weight
Course #149 Year

Prerequisite: Honors English 11 and/or 4 prior Honors level courses in Language Arts or Social Studies.
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. 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 **LEVEL IV NCAA** **1.0 credit**
1.4 GPA Weight
Course #147 Year

Note: AP English is a 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.

ENGLISH 12 - BRITISH LITERATURE TO 1600 **LEVEL II NCAA** **.50 credit**
Course #117 Semester

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.

ENGLISH 12 - BRITISH LITERATURE FROM 1600 **LEVEL II NCAA** **.50 credit**
Course #116 Semester

From the start of the Jacobean Era to the Modern 21st 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 Donne, 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.

ENGLISH 12 - LITERATURE FOR LIFE AND WORK **LEVEL I**   **.50 credit**
Course #118 Semester

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.

ENGLISH 12 - GOTHIC NOVEL LEVEL II NCAA

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 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 Honors 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 21st centuries.

GREEK AND ROMAN MYTHOLOGY-ELECTIVE

Course #165

Semester

.50 credit

Classic Literature contains many allusions to the mythology of 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.

FEMININE LITERATURE-ELECTIVE

Course #121

Semester

.50 credit

A study of Jane Austen, using Pride and Prejudice and Sense and Sensibility, will explore the role of females in the Georgian Era, a precursor to the Victorian Age. This study will include ideas on marriage, education, expected roles or acceptable roles of women, and the importance of marriage in this period of British history and its connection to the Modern Era. This study will examine how the well-connected families spent their time, life in a small rural village in England in the late 1700's and early 19th century, and exploration of their joys, sorrows, and love interests. This course is recommended for learners planning any post-secondary education and having an interest in feminism, marriage, morality, social conventions, or religion.

KINNECT ENGLISH

Course #208

Year

1.0 credit

See Kinnect information on pages 9 and 44.



FOREIGN LANGUAGE

SPANISH I (9th through 12th) LEVEL II NCAA

Course #312

Year

1.0 credit

This course is a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and writing. Students will have the opportunity to participate in limited culture & history based research and traditions. They will also interact with guest speakers, both native and non-native, as representative of Hispanic countries. There are two main objectives to the course: to carry on a simple conversation and to teach basic understanding of Spanish culture, vocabulary, and grammatical concepts.

SPANISH II (9th through 12th) LEVEL II NCAA

Course #322

Year

1.0 credit

Prerequisite: Spanish I

This course builds upon knowledge gained in Spanish 1. Fundamental skills learned in Spanish I are reinforced: listening, speaking, reading and writing. An emphasis is placed on mastering pronunciation, basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary and proper sentence structure is expected to be demonstrated in speech and writing. Students will be exposed to complex verb structures and the past tenses to promote the use of sophisticated language and expression. Students will continue to appreciate Hispanic cultures through more detailed research embedded in lessons based on current events, holidays, celebrations, and gastronomy.

SPANISH III (9th through 12th) LEVEL II NCAA

Course #332

Year

1.0 credit

Prerequisites: Spanish I and II

This course builds upon knowledge gained in Spanish 1 & 2. The course is a continuation and recycling of knowledge acquired in those courses, as well as an introduction to more advanced vocabulary, structures and country-specific expressions. Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts to express their personal opinions and desires.

SPANISH IV (9th through 12th) LEVEL II NCAA

Course #342

Year

1.0 credit

Prerequisites: Spanish I, II, and III

This course is a culmination of the previous courses with a strong emphasis on oral communication and listening skills. Students are expected to participate in regular Spanish conversation with ease and demonstrate the ability to spontaneously utilize the language to express themselves in an unlimited variety of contexts. Students will receive exposure to authentic resources such as award-winning foreign films to develop a deeper understanding of Hispanic culture, history, community, and relationships. Students will have the opportunity to experience authentic language immersion in a role-playing situation.

The Huntingdon Area High School offers additional languages, ONLINE, as high school level courses through cooperative vendors and educational partners. If interested in additional language offerings, please see your school counselor for a listing of these courses.

MATHEMATICS

ALGEBRA 1A LEVEL I

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 LEVEL I

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 further explores fundamental concepts in Algebra and reviews for the Keystone Exam. This course is designed for tenth grade learners based on teacher recommendation.

CP ALGEBRA 1 LEVEL II NCAA

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 Algebraic concepts.

ALGEBRA 2 LEVEL I

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 ALGEBRA 2 LEVEL II NCAA

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.

GEOMETRY LEVEL I

Course #413

Year

1.0 credit

Recommendation: Pass Algebra 2 or Pass Algebra IA and Algebra IB.

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 GEOMETRY LEVEL II NCAA

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.

CP FUNCTIONS AND TRIGONOMETRY LEVEL II NCAA

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 LEVEL III NCAA

Course #452

Year

1.0 credit

1.2 GPA Weight

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.

STATISTICS LEVEL II NCAA

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. *This course is designed to challenge those learners who are seeking to be better prepared for enrolling in a four-year college.*

ADVANCED PLACEMENT CALCULUS LEVEL IV NCAA

Course #453

Year

1.0 credit

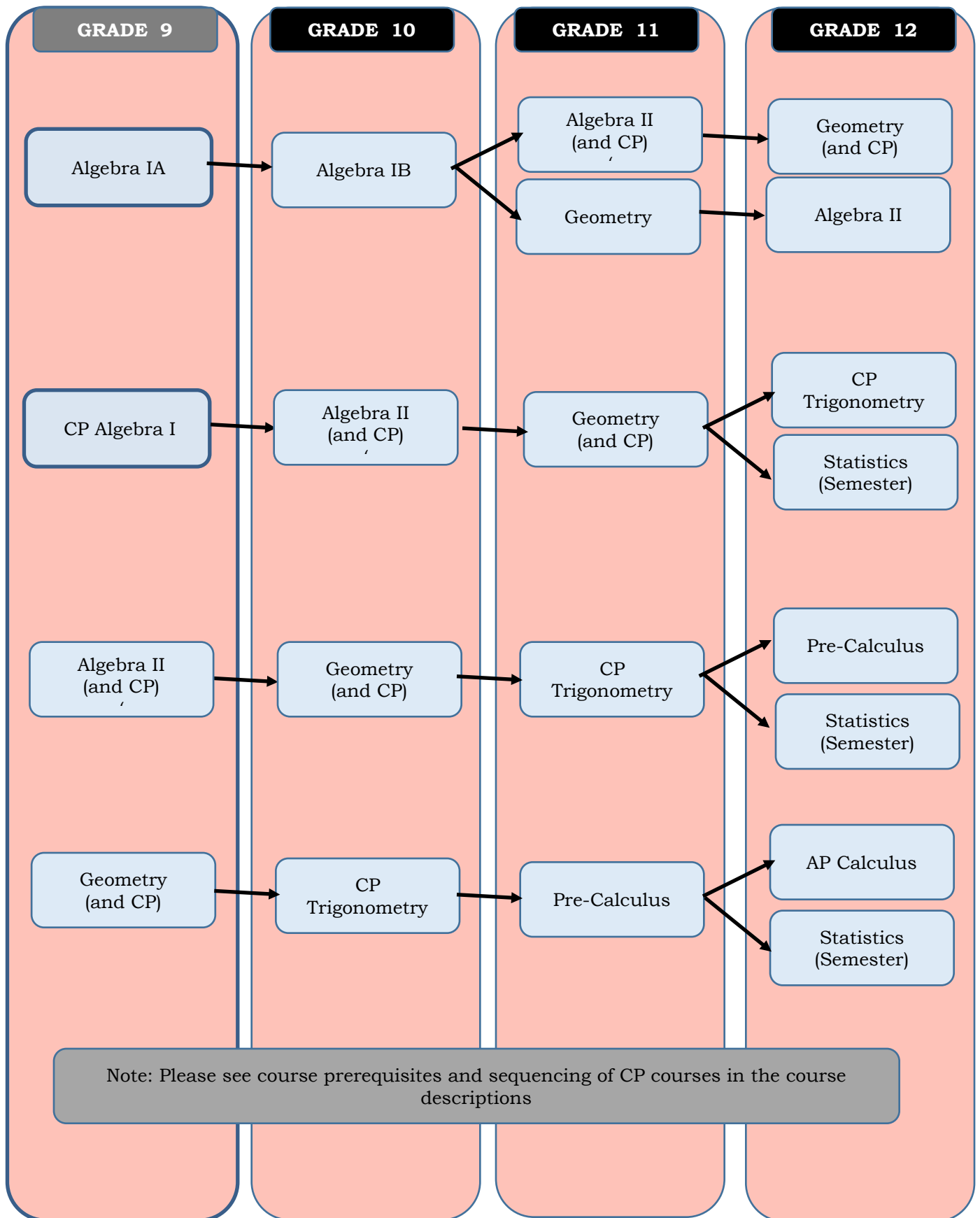
1.4 GPA Weight

Recommendation: Pass CP Functions and Trigonometry (90% or higher) or Pre-Calculus and Discrete Mathematics (80% 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.

Note: Please see the next page for recommended mathematics course pathways.



SCIENCE

CP ENVIRONMENTAL SCIENCE & ECOLOGY (9th grade) **LEVEL II** NCAA

Course #522

Year

1.0 credit

This course is meant to be taken before 10th 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, project group work, learner research, audio-visual aids, close reading strategies, individual work and lecture.

HONORS BIOLOGY (9th or 10th grade) **LEVEL III** NCAA

Course #511

Year

1.0 credit

1.2 GPA Weight

Prerequisite: At least a 92% final grade in 8th grade math and 7th and 8th grade science courses.

This course is devoted to the study of living organisms in an intellectually challenging manner. It explores cellular structure and function, photosynthesis and respiration, genetics and the principles of heredity, ecological relationships, adaptability and diversity, and evolutionary concepts. These areas of study are aligned with the PA Keystone Exam content. A variety of teaching strategies and laboratory investigations--some of which incorporate Juniata College's Science in Motion--are utilized, and learners are introduced to modern tools and methods of biology. *As this is an honors course, assessments used are more rigorous.*

CP BIOLOGY (10th grade) **LEVEL II** NCAA

Course #510

Year

1.0 credit

This course is devoted to the study of living organisms. It explores cellular structure and function, photosynthesis and respiration, genetics and the principles of heredity, ecological relationships, adaptability and diversity, and evolutionary concepts. These areas of study are aligned with the PA Keystone Exam content. A variety of teaching strategies and laboratory investigations--some of which incorporate Juniata College's Science in Motion--are utilized, and learners are introduced to modern tools and methods of biology.

ADVANCED PLACEMENT BIOLOGY (11th or 12th grade) **LEVEL IV** NCAA

Course #552

Year

1.5 credit

Daily with double period every other day

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.

PHYSICAL SCIENCE **LEVEL I** ▲**Course #524****Year****1.0 credit**

This course will not go into the depth of CP Chemistry nor Honors Physics, and is not math intensive. The first semester learners will work in a self-paced, independent learning environment. The Chemistry semester will center around “Chemistry of Cooking.” There will be multiple readings, weekly quiz, approximately 2 cooking projects per week, and some Homework assignments. The Physics semester will be based on explaining the world around you. Concepts will include Motion, Forces, and Machines. Second semester will be a more traditional science classroom that consists of lectures, discussions and laboratory experiments. Grades will be based on homework, tests and lab reports.

CP CHEMISTRY (11th or 12th grade) **LEVEL II NCAA** ▲**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 or higher mathematics course.

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. CP Chemistry I and CP Chemistry II will cover 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.

HONORS CHEMISTRY (10th, 11th or 12th grade) **LEVEL III NCAA****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 II **LEVEL II NCAA** ▲**Course #530****Year****1.0 credit**

Prerequisite: B- or better in both Honors/CP Chemistry and Algebra 2

CP Chemistry II is a yearlong course that is intended to serve as a direct extension of the CP Chemistry I course. This is a second year chemistry course for learners who are interested in taking another year of chemistry in order to be more prepared for their taking chemistry in college. Topics for this class will review the basics from your first year of chemistry and go into reaction stoichiometry, gases, acids and bases, solutions, organic chemistry, and more. Additional specific topics will depend on learner interests and prior chemistry knowledge. It will be at a slightly faster pace and higher rigor than CP Chemistry I, but not at the AP Chemistry level.

ADVANCED PLACEMENT/DUAL ENROLLMENT CHEMISTRY (11TH or 12th grade) **1.5 credit****LEVEL IV NCAA****Course #554****Daily with double period every other day****1.4 GPA Weight**

Prerequisite: B- or better in both Honors/CP 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, 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 who take this course have the option of earning four college credits from Mount Aloysius College (cost for the 2019-2020 school year was \$220), sit for the AP Exam in May (the cost of which is approximately \$95), or combine the options, hence dual-enrollment.**

CP ENVIRONMENTAL SCIENCE II (11th or 12th grade) LEVEL II
Course #526 **Year** **1.0 credit**

Pre-requisites: 80% or better in Env. Science and Biology, or teacher's permission.

This elective environmental science course will build upon the concepts learned in Environmental Science as well as explore new concepts. The focus of this course will be on important environmental issues that impact life today and current events. This course will include labs, case studies, projects, lectures, and discussions.

HONORS PHYSICS (11th or 12th) LEVEL III NCAA **1.0 credit**
Course #540 **Year** **1.2 GPA Weight**

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

The course is a mathematical intensive course that consists of the following units: the science of measurement, kinematics, forces, energy, and circular motion. Each topic focuses on the theory, mathematical principles, and problem solving techniques needed to model physical principles in our everyday world.

HONORS PHYSICS II LEVEL III NCAA **1.0 credit**
Course #542 **Year** **1.2 GPA Weight**

Prerequisite: Learners must have taken Honors Physics and earned a B+ or better unless permission is given by the instructor. Learners must be currently enrolled in Pre-Calculus, or have passed Pre-Calculus with B+ or better.

Physics II is a yearlong course that is intended to serve as a direct extension of the Honors Physics course. This is a second year physics course for learners who are interested in taking another year of physics. Topics for this class will cover thermodynamics, wave motion, electricity and magnetism, and nuclear physics.

AGRICULTURE COURSE SCIENCE CREDIT OPTIONS

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

The course will use a combination of formal instruction along with hands-on experiences to teach students about Dairy Cattle, Beef Cattle, Pigs, Goats, Sheep, Horses and other large animals. Students will learn about the science behind animals and how it is applied to Production Agriculture. Topics covered on each species will include but is not limited to, Industry Trends, Terminology, Breeds, Good Production Practices, Feeding, Diseases, and Marketing. Units on Animal Digestion, Genetics and Animal Welfare will also be included in the course. Supervised Agricultural Experience and FFA will be incorporated into the course as well.

This course will only be offered even numbered-beginning school years (2022-23), etc

Note: This class will count toward the graduation requirements for a science credit (3.0 credits total).

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

This course will explore small animals such as cats, dogs, rabbits, chickens and pocket pets as well as a few less common small animals if time allows. The course will combine formal instruction along with hands-on activities to cover areas including, but not limited to regular animal care, safety, sanitation, terminology, species roles in society, anatomy & physiology, animal nutrition, principles of disease, reproduction, careers and animal management. Supervised Agricultural Experience and FFA will be incorporated into the course as well.

This course will only be offered even numbered-beginning school years (2022-23), etc.

Note: This class will count toward the graduation requirements for a science credit (3.0 credits total).

Not Offered Until 2023-2024 School Year

PLANT / SOIL SCIENCE (10th-12th grade) LEVEL II NCAA

Course #720

Year

1.0 credit

Prerequisites – Must have passed or concurrently be enrolled in Biology

The course will use formal instruction along with hands-on activities to educate students in the areas including, but not limited to Plant Anatomy and Structure, Plant Physiology, Horticulture, Floriculture, Gardening, Landscaping, Hydroponics, Genetically Modified Organisms, Integrated Pest Management, Soil Profiles & Textures, Soil Capabilities and Soil Conservation. Agricultural Technology and innovative practices will also be a part of this course and Supervised Ag Experiences and FFA will be incorporated from time to time.

This course will only be offered odd numbered-beginning school years (2023-24) etc.

Note: This class will count toward the graduation requirements for a science credit (3.0 credits total).

WILDLIFE & FISHERY SCIENCE (9th – 12th Grade)

Course #716

Semester

.50 credit

The purpose of this course is to introduce students to Wildlife & Fishery Science. They will learn about wildlife and fish ecology and biology and study specific species of wildlife & fish. Students will also learn about Agricultural Careers, Supervised Agricultural Experiences and FFA from time to time.

This course will only be offered odd numbered-beginning school years (2023-24) etc.

Note: This class will count toward the graduation requirements for a science credit (3.0 credits total).

TECHNOLOGY COURSE SCIENCE CREDIT OPTIONS

ENGINEERING I

Course#757

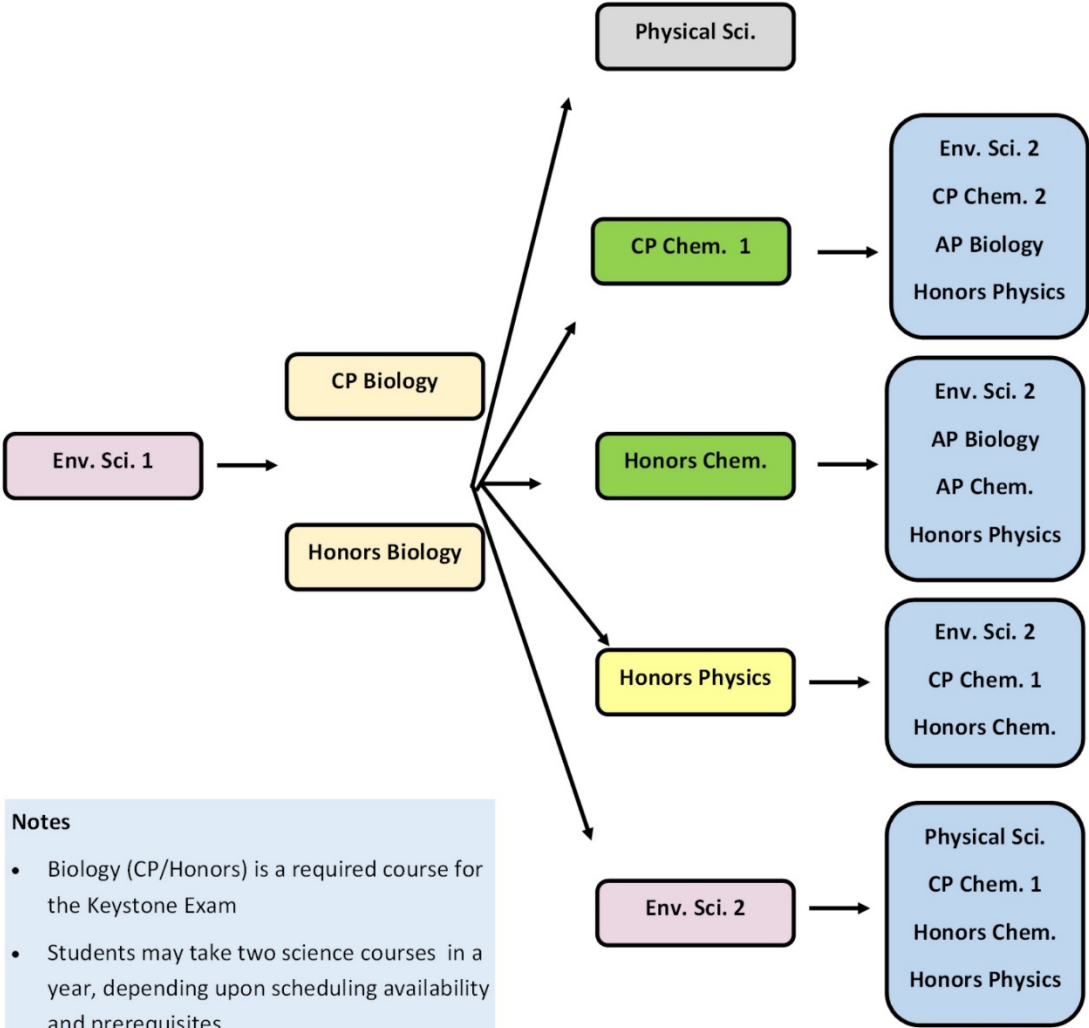
Semester

.50 credit

Engineering I is a combination of an introductory circuit analysis course, an engineering course, and an introduction to automation course. The first segment of the class introduces students to DC and AC circuit theory and analysis. The theory includes electrical measurement systems, Ohm's Law, Kirchoff's Laws, circuit theorems, and component characteristics. Laboratory work provides experiences with electrical components, schematics, electrical tools, and basic electrical instrumentation. The second segment of the course will involve manipulating basic geometry entities to create 2-D and 3-D models using the AutoDesk software. The models can be converted to a physical drawing and/or model.

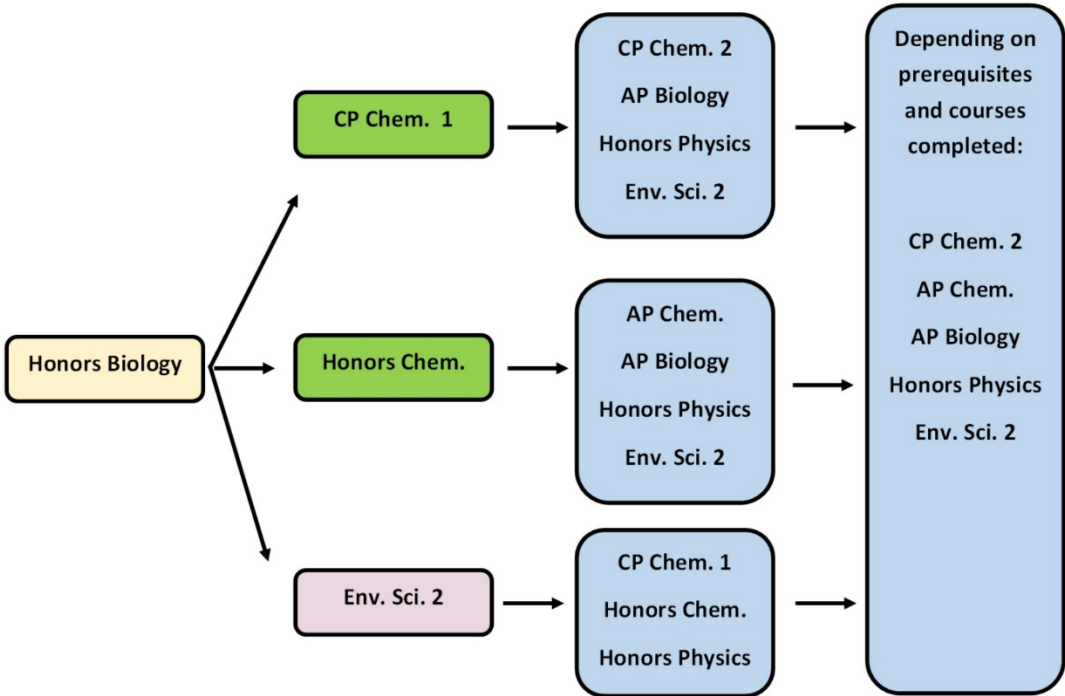
Note: Please see the next page for recommended science course pathways.

Traditional Science Sequence



- Notes**
- Biology (CP/Honors) is a required course for the Keystone Exam
 - Students may take two science courses in a year, depending upon scheduling availability and prerequisites
 - There are numerous elective options during the senior year
 - Additional Science Offerings:
 - *Engineering I
 - * Large Animal Science
 - *Small Animal Care

Honors Science Sequence



- Notes**
- Honors Biology is a required course for the Keystone Exam
 - Students may take two science courses in a year, depending upon scheduling availability and prerequisites
 - There are numerous elective options during the senior year
 - Additional Science Offerings:
 - *Engineering I
 - * Large Animal Science (22-23)
 - *Small Animal Care (22-23)

SOCIAL STUDIES

CP MODERN WORLD HISTORY (9th Grade) LEVEL II NCAA

Course #211

Year

1.0 credit

Beginning with the reawakening of humanistic intellectual curiosity that emerged in 15th 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.

CP MODERN WORLD HISTORY - PERSONALIZED (9th Grade)

Course #212

Year



LEVEL II NCAA

1.0 credit

This course will follow the same curriculum expectations as CP Modern World History. However, this course will rely heavily on project-based and hybrid instruction and learning. Learners enrolling in this course should be motivated to learn in a flexible environment where cooperative learning and self-discipline for progressing through modules is expected.

HONORS MODERN WORLD HISTORY - PERSONALIZED (9th Grade)

LEVEL III NCAA

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.*

CP U.S. HISTORY I (10th grade) LEVEL II NCAA

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 States' early history.

HONORS U.S. HISTORY I (10th grade) LEVEL III NCAA

Course #151

Year

1.0 credit

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 essays 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/DUAL ENROLLMENT (10th or 11th grade) 1.0 credit
LEVEL IV NCAA

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 essays 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 who take this course have the option of earning four college credits from Mount Aloysius College (cost for the 2020-2021 school year was \$220), sit for the AP Exam in May (the cost of which is approximately \$95), or combine the options, hence dual-enrollment.**

CP U.S. HISTORY II (11th grade) LEVEL II NCAA

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 (11th grade) LEVEL III NCAA

Course #152 **Year** **1.0 credit**
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 PowerPoint and digital photography, etc. Finally, this course will incorporate American literature.

CP AMERICAN GOVERNMENT AND ECONOMICS (12th grade)

LEVEL II NCAA

Course #217 **Year** **1.0 credit**

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.

HONORS AMERICAN GOVERNMENT AND ECONOMICS (12th grade)   **1.0 credit**
LEVEL III NCAA

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.

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.

CONCURRENT ENROLLMENT AMERICAN POLITICS/ADVANCED PLACEMENT AMERICAN GOVERNMENT (12th grade)   **LEVEL IV NCAA** **1.0 credit**

Course #153 **Year** **1.4 GPA Weight**

Concurrent Enrollment/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, writing, research, and analytical skills as the pace of the course will be rigorous. There is a heavy discussion-based component to this course along with individual and small group projects, document analysis, and research opportunities, all of which will lead to a deeper understanding of the American political process.

NOTE I: Learners in good standing may qualify for flex release time from class to collaborate on projects, attend supplemental seminars, or work on upcoming assignments.

NOTE II: Learners who take this course have the options of earning three college credits from Pitt University's College in High School program (cost for the 2020-21 school year was \$225), sit for the AP Exam in May (the cost of which is approximately \$95), or combine the options, hence concurrent enrollment. Flex release time may be an option for learners meeting qualifying criteria.

PSYCHOLOGY (Elective - 11th or 12th Grade) **LEVEL II NCAA**

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 lifespan, psychological disorders, and social psychology.

PRINCIPLES OF SOCIOLOGY (Elective – 11th or 12th Grade)

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.

PENNSYLVANIA AND LOCAL HISTORY (Elective- 11th or 12th Grade) **LEVEL II NCAA**

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.

KINNECT SOCIAL STUDIES

Course #214 **Year** **1.0 credit**

See Kinnect information on pages 9 and 44.



AGRICULTURE EDUCATION

Agriculture education at Huntingdon Area High School provides a wide array of subject matter. In addition to academic classroom work associated with most classes, agricultural education gives the learner the practical, hands-on experience vital to understanding the subject matter. Learners are encouraged to get their hands dirty in the greenhouse, explore what makes an animal function and the study of wildlife, learn about natural resources and the world around them, strengthen leadership skills, and develop lifelong skills in the agriculture mechanics lab. Learners in all courses will be exposed to FFA and Supervised Agricultural Experiences (SAE) principles. Enrollment is open to all learners and class rosters are determined by class size limitations.

INTRODUCTION TO AGRICULTURE

Course #721

Year

1.0 credit

The course will use a combination of formal instruction and hands-on activities to explore the many sectors of Agriculture. Course content includes, but is not limited to Agricultural Careers, Agriscience, Food Science, Animal Science, Wildlife, Forestry, Natural Resources, Agricultural Technology, Plant and Soil Science, Innovative Agricultural Practices, Agribusiness, Supervised Agricultural Experiences, FFA, Public Speaking and Parliamentary Procedure.

This course will be offered every year.

LARGE ANIMAL SCIENCE (9th – 12th Grade)

Course #723

Semester

.50 credit

The course will use a combination of formal instruction along with hands-on experiences to teach students about Dairy Cattle, Beef Cattle, Pigs, Goats, Sheep, Horses and other large animals. Students will learn about the science behind animals and how it is applied to Production Agriculture. Topics covered on each species will include but is not limited to, Industry Trends, Terminology, Breeds, Good Production Practices, Feeding, Diseases, and Marketing. Units on Animal Digestion, Genetics and Animal Welfare will also be included in the course. Supervised Agricultural Experience and FFA will be incorporated into the course as well.

This course will only be offered even numbered-beginning school years (2022-23), etc

Note: This class will count toward the graduation requirements for a science credit (3.0 credits total).

SMALL ANIMAL CARE (9 – 12th Grade)

Course #715

Semester

.50 credit

This course will explore small animals such as cats, dogs, rabbits, chickens and pocket pets as well as a few less common small animals if time allows. The course will combine formal instruction along with hands-on activities to cover areas including, but not limited to regular animal care, safety, sanitation, terminology, species roles in society, anatomy & physiology, animal nutrition, principles of disease, reproduction, careers and animal management. Supervised Agricultural Experience and FFA will be incorporated into the course as well.

This course will only be offered even numbered-beginning school years (2022-23), etc.

Note: This class will count toward the graduation requirements for a science credit (3.0 credits total).

AGRICULTURAL MECHANICS AND EQUIPMENT - Metalworking, Plumbing, Engine Systems

Course #714

Year

1.0 credit

This purpose of this course is to provide students with an introduction to Metalworking, Plumbing and Engine Systems. The course will utilize formal instruction as well as hands-on activities to provide learners with experiences in these areas. Safety and careers will be key components to this class along with the content and skills for each of these areas. Students will also be exposed to Supervised Agricultural Experiences and FFA opportunities.

This course will only be offered even numbered-beginning school years (2022-23) etc.

FFA LEADERSHIP (10th – 12th Grade)

Course #753

Year

1.0 credit

Course #752

Semester

.50 credit

This course will explore various aspects of Leadership. Students will learn about the FFA and the leadership opportunities it provides. The class will utilize formal instruction as well as hands-on experience in areas such as Public Speaking, Parliamentary Procedure, Careers, Ag Business, FFA and more. All students in this class will be expected to maintain a Supervised Agricultural Experience during their time in the class.

This course will be offered every year.

INDEPENDENT SUPERVISED AGRICULTURAL EXPERIENCE (9th – 12th Grade)

Course #754

Year

1.0 credit

Students should choose an Agriculturally related project or projects to conduct as their SAE. While they will carry the project out on their own, they will be supervised by the Ag Education Teacher and their records will be graded at least twice per marking period. Students will learn skills specific to their project and career goals, but all students will gain experience in record keeping, responsibility and accountability while exploring their career interests. Students should check in with the Agricultural Education Teacher regularly to discuss plans for starting and continuing their SAE. Google Classroom will be utilized for assignments. Students who wish to take this class should get prior approval from the Agricultural Education Teacher and should be planning to be involved in other Agricultural Education courses and/or FFA.

This course will be offered every year.

The Following Courses Will Be Offered During the 2023-2024 School Year

PLANT / SOIL SCIENCE (10th-12th grade) **LEVEL II NCAA**

Course #720

Year

1.0 credit

Prerequisites – Must have passed or concurrently be enrolled in Biology

The course will use formal instruction along with hands-on activities to educate students in the areas including, but not limited to Plant Anatomy and Structure, Plant Physiology, Horticulture, Floriculture, Gardening, Landscaping, Hydroponics, Genetically Modified Organisms, Integrated Pest Management, Soil Profiles & Textures, Soil Capabilities and Soil Conservation. Agricultural Technology and innovative practices will also be a part of this course and Supervised Ag Experiences and FFA will be incorporated from time to time.

This course will only be offered odd numbered-beginning school years (2023-24) etc.

Note: This class will count toward the graduation requirements for a science credit (3.0 credits total).

WILDLIFE & FISHERY SCIENCE (9th – 12th Grade)

Course #716

Semester

.50 credit

The purpose of this course is to introduce students to Wildlife & Fishery Science. They will learn about wildlife and fish ecology and biology and study specific species of wildlife & fish. Students will also learn about Agricultural Careers, Supervised Agricultural Experiences and FFA from time to time.

This course will only be offered odd numbered-beginning school years (2023-24) etc.

Note: This class will count toward the graduation requirements for a science credit (3.0 credits total).

AGRICULTURAL STRUCTURES - Woodworking, Carpentry, Masonry, Electrical

Course #717

Year

1.0 credit

This purpose of this course is to provide students with an introduction to Woodworking, Carpentry, Masonry and Electrical work. The course will utilize formal instruction as well as hands-on activities to provide learners with experiences in these areas. Safety and careers will be key components to this class along with the content and skills for each of these areas. Students will also be exposed to Supervised Agricultural Experiences and FFA opportunities.

This course will only be offered odd numbered-beginning school years (2023-24) etc.

BUSINESS EDUCATION AND TECHNOLOGY

Business

FINANCIAL LIFE PREPARATION (FLP) (11th or 12th)



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.

LEADERSHIP (11th or 12th)

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.

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

Prerequisite: Introduction to Business

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.

Medical

MEDICAL 1 (10th through 12th)

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 (11th or 12th)

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.

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.*

Technology

Graduation Technology Requirement

The following courses meet the 0.5 credit technology requirement for graduation. These courses vary in nature, but provide learners with an opportunity to apply technology in the classroom setting. These courses provide choices for learners to pursue a technology course that not only meets the HAHS requirement but also can serve learners in their future. Please read the course description so that learners understand course expectations as the courses vary in the skills developed and the strategies, applications, platforms, and devices used.

VISUAL ARTS & GRAPHIC DESIGN ●

Course #657

Year

1.0 credit

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, which includes a digital resume that can be applied to any career path. There is a balance of independent and group work, as well as use of both traditional and digital art materials. The content of this course is infused with basic marketing concepts.

EXPLORING COMPUTER APPLICATIONS ★▲

Course #661

Semester

.50 credit

There are hundreds of Web 2.0 tools and applications 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.

GOOGLE/MICROSOFT APPLICATIONS



Course #663

Semester

.50 credit

In the world beyond high school, documents are necessary for various forms of communication. This course will teach learners skills in Microsoft applications as well as their coordinating application in Google. Projects will center around documents used for word processing, spreadsheets, presentations, and desktop publishing.

INTRODUCTION TO CODING

Course#616

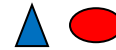
Semester

.50 credit

Coding's simplest definition is that it tells a device what the user wants it to do. Coding improves problem solving. Coders take complex problems and break them down into smaller parts. Learners will understand what it's like to approach a problem the way a software engineer does, with logical, computational thinking. This logical thinking is a powerful tool in school, work, and life. Learners will gain foundational coding concepts, such as loops, variables, and functions. Learners will practice and apply their skills in a variety of ways, from puzzles and drones to open-ended playgrounds. The course may go further into more advanced code concepts, such as event handling, advanced arrays, and component-based design as learners' scope and build their own projects. Video for additional information regarding coding and computer science <https://www.youtube.com/watch?v=nKlu9yen5nc>

Additional Technology Electives

ADVANCED MEDIA AND COMMUNICATIONS (see Arts section)



YEARBOOK



Course#664

Semester

.50 credit

Course #665

Year

1.0 credit

Prerequisite: Any technology course and Teacher Recommendation.

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. Please note: this course is not the same as Yearbook Club.

COMPUTER SCIENCE 1: APP DEVELOPMENT

Course#617

Semester

.50 credit

Prerequisite: At least a "B" average in Intro to Coding or Teacher Recommendation.

When you learn code, you're not only learning the language of technology, but you're also learning new ways to think and bring ideas to life. Students will learn key computing concepts, building a solid foundation in programming with Swift in conjunction with the use and framework of Xcode. They'll learn about the impact of computing and apps on society, economies, and cultures while exploring iOS app development. Lessons take students through the app design process: brainstorming, planning, prototyping, and evaluating an app design of their own.

COMPUTER AIDED DRAFTING AND DESIGN (CADD) I

Course#755

Semester

.50 credit

All students will learn the basic skills of the CADD software. Student will have to complete several skill-based tasks throughout the unit. Students will learn how to draw and manipulate lines, circles, angles, and other geometric shapes to complete three-view orthographic drawings with dimensions. Students will complete mechanical style drawing using the software and complying with ANSI standards. Students will learn how to utilize CADD drawings and modeling with a 3-D printer and laser engraver.

ENGINEERING I

Course#757

Semester

.50 credit

Engineering I is a combination of an introductory circuit analysis course, an engineering course, and an introduction to automation course. The first segment of the class introduces students to DC and AC circuit theory and analysis. The theory includes electrical measurement systems, Ohm's Law, Kirchoff's Laws, circuit theorems, and component characteristics. Laboratory work provides experiences with electrical components, schematics, electrical tools, and basic electrical instrumentation. The second segment of the course will involve manipulating basic geometry entities to create 2-D and 3-D models using the AutoDesk software. The models can be converted to a physical drawing and/or model. **Note:** This class will count toward the graduation requirements for a science credit (3.0 credits total).

FAMILY AND CONSUMER SCIENCES

INDEPENDENT LIVING (9th - 12th 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.

Note: Independent Living is a graduation requirement for the Class of 2025 and beyond. Students in the Class of 2025 that previous completed an FCS course will be granted an exemption.

CHILD DEVELOPMENT (11th and 12th 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 (9th – 12th 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.

KINNECT



Kinnect is a project based program that allows students to earn Social Studies and English credits through student chosen projects. Kinnect considers community issues and problems and allows students to design and implement projects that provide improvements/solutions in those areas. Students will create multiple projects throughout the year and will interface with multiple people and agencies in the community. Through these projects, students will be able to meet the curriculum requirements for Social Studies and English, thus earning credits in those areas. Students in Kinnect will need to be able to multitask, communicate effectively, and self-motivate in order to be successful. 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 in the second year of implementation. However, the possibilities that learners can explore throughout the course provide a very engaging and meaningful learning experience, as can be attested by current learners in the program. Learners interested in Kinnect are to complete the course selection process as normal, but will also indicate their interest in Kinnect 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 Kinnect.

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

Essential SKILLS (4C's): 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.

Note: Learners should select the specific Kinnect courses for their English and Social Studies courses when entering course codes on the Course Selection Sheet.

Kinnect Social Studies: 214

Kinnect English: 208

HUNTINGDON COUNTY **CAREER AND TECHNOLOGY CENTER (HCCTC)**

Heating Ventilation Air Conditioning & Refrigeration

Course #779

Year

3.00 credits

HVAC-R is an instructional program that prepares students to apply technical knowledge and skills to install, repair and maintain commercial and domestic heating, air conditioning and refrigeration systems. The course contains teaching on basic principles of HVAC-R including: Filtering and controlling humidity, operating characteristics of various units & parts, blueprint reading, diagnosing malfunctions, repair and adjustments of pumps, compressors, valves, etc.

Cosmetology

Course #775

Year

3.00 credits

Cosmetology is a program that prepares individuals to apply technical knowledge and skills related to experiences in a variety of beauty treatments including the care and beautification of the hair, complexion and hands. Instruction includes shampooing services, scalp treatments, hair cutting and styling, coloring, facials, manicuring, hand and arm massaging and waxing.

Electrical Occupations

Course #783

Year

3.00 credits

This instructional program prepares individuals to apply technical knowledge and skills necessary to install, operate, maintain and repair electrically energized residential, commercial and industrial systems, controls and electrical distribution panels. Instruction emphasizes: application of mathematics, practical use of science, interpreting circuit diagrams, blueprint reading and sketching.

Culinary Arts

Course #777

Year

3.00 credits

The Culinary Arts program prepares students for employment related to institutional, commercial or self-owned food establishments or food industry occupations. Instruction and learning includes: nutritional values, principles of cooking, food quantities and presentation, the use and care of commercial equipment as well as safety and sanitation precautions.

Automotive Mechanics

Course #771

Year

3.00 credits

The Automotive Mechanics program prepares individuals to apply technical knowledge and skills to service, repair and maintain all types of automobiles and light trucks. This program provides instruction in: all eight areas of Automotive Service Excellence (ASE) categories: heating & air conditioning, steering & suspension, brakes, electrical /electrical systems, engine repair, automatic trans/transaxle, manual drive trains & axles and engine performance.

Sports Exercise and Rehabilitation Therapy (SERT)

Course #807

Year

3.00 credits

SERT is a program that prepares students to apply technical knowledge and skills in the medical field. The class helps prepare students to pursue degrees in Physical Therapy, Athletic Training and many other 2 & 4 year degree programs, as well as working directly in the medical field as an assistant. Areas of instruction include: Proper safety & health practices, prevention, evaluation & rehabilitation of injuries, identifying types of medical equipment, treatment measures for different kinds of injuries, taping & bracing techniques and proper documentation of rehabilitation.

Welding

Course #801

Year

3.00 credits

The Welding program prepares individuals to apply technical knowledge and skills in gas, arc, shielded & non shielded metal arc, brazing and flame cutting. Hand, semi-automatic and automatic welding processes are also included in the instruction. Students learn safety practices, types & uses of electrodes & welding rods, properties of metal, blueprint reading, electrical principles, welding symbols, fabrication techniques and the use of various hand and power tools.

Collision Repair

Course #773

Year

3.00 credits

Collision Repair prepares students to apply technical knowledge and skills to repair damaged vehicles. Students will use various hand & power tools as well as specialized repair equipment. Areas of instruction include: examining vehicles and estimating repair cost, repairing dented areas, window & glass replacement, straightening bent frames and uni-body structures and automobile refinishing processes.

Health Occupations

Course #791

Year

3.00 credits

This is a program with a combination of subject matter and experiences designed to prepare individuals for entry level employment in several health occupations fields under the supervision of a licensed health care professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum includes: basic anatomy and physiology, medical terminology, legal and ethical concepts of healthcare, clinical experiences in one or two healthcare professions

Computer Networking

Course #797

Year

3.00 credits

Computer Networking 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 includes instruction in: system design, architecture, operating systems, security, communication protocols, troubleshooting and server optimization.

Construction Trades

Course #781

Year

3.00 credits

Construction trades is an instructional program that exposes students to a variety of construction skills that will prepare them for entry level positions in many facets of the construction industry. Instructional areas include: the use of various hand and power tools, rough & finish carpentry, painting & decorating, masonry, plumbing, electrical, and blueprint reading.

Public Health and Safety (PHS)

Course #805

Year

3.00 credits

PHS is an all-encompassing look at public safety careers. The program covers Fire, EMS, Law Enforcement, Homeland Security, Corrections and Private security. The program does not concentrate on any one aspect but exposes students to hundreds of careers within the realm of public safety. Through a combination of classroom and hands on training, the students learn about topics **not** limited to: fire suppression, emergency medical care & treatment, handling of suspects & prisoners, scene investigation & evidence collecting, incident command, hazardous materials, 911 center operations, retail security, active shooter and basic self-defense tactics.

NOTE

- 1. All programs at the Huntingdon County Career and Technology Center provide students the opportunity to acquire some type of; Industry certification, certificate, industry credential or license.**
- 2. All HCCTC programs have articulation agreements with colleges. Students completing their program at the proficient level and passing the end of program testing can earn college credits.**

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.

Core Courses/Course Name:	Course #	# of Credits
English		
Social Studies		
Math		
Science		
PE/Health		
Other Required Courses or Electives/Course Name		
Total Credits Scheduled		

**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 KINNECT program? YES NO

Note: Be sure to use the correct KINNECT course description codes above

Are you interested in the online BILD program and/or a hybrid schedule? YES NO

Math Course Recommended by CURRENT math teacher: _____

CURRENT MATH TEACHER'S SIGNATURE: _____

Please complete this form and submit it to your HOMEROOM teacher by Monday, March 21, 2022 (9-11) or to your HOMEROOM teacher (Grade 8) by Monday, March 28, 2022.

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.

COURSE OFFERINGS BY DEPARTMENT/SUBJECT

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

ART

Introduction to Art – 820
Visual Arts & Graphic Design - 657
Advanced Media and Communications – 832/833
2D Design - 821
3D Design = 823
Advanced Art - 822
Survey of Art History and Culture – 835
Community Based Marketing – 825/826
Senior Art Studio – 827
Yearbook – 664/665

MUSIC DEPARTMENT

Music Appreciation - 813
Music Theory I - 814 and Music Theory II - 815
Voice Class I - 816 and Voice Class II - 817
Guitar I - 818 and Guitar II - 819
Chamber Singers - 850
Choralairs - 851
Concert Band - 852
Ukulele I - 811 and Ukulele II - 812
Piano I - 854 and Piano II - 855

HEALTH and PHYSICAL EDUCATION

Health and Physical Education Class - 921
Health and Fitness Walking Class - 923
Strength and Conditioning (Elective) - 922

ENGLISH

English – 9, 10 & 11 – see guide
Comprehensive/College Prep English 9, 10 & 11 – see guide
Honors English 9, 10, 11 & 12 – see guide
Advanced Placement English 12 - 147
English 11 – Literature for Life and Work – 122
English 11 – American Literature: True Crime – 123
English 11 – Am Lit: The Realistic to the Contemporary Period – 124
English 11 – Am Lit: The Lost Generation – 125
English 12 – British Literature To 1600 - 117
English 12 – British Literature From 1600 - 116
English 12 – Literature for Life and Work - 118
English 12 – Gothic Novel - 119
Dramatic Literature (Elective) - 156
Greek and Roman Mythology (Elective) - 165
Modern Themes in Classic Films (Elective) - 160
Feminine Literature (Elective) - 121
Kinnect English - 208

FOREIGN LANGUAGE

Spanish I, II, III & IV – see guide

MATHEMATICS

Algebra 1A - 410 and Algebra 1B - 411
CP Algebra 1 - 412
CP Algebra 2 - 420
Algebra 2 - 419
CP Geometry - 421
Geometry - 413
CP Functions and Trigonometry - 451
Pre-Calculus & Discrete Mathematics - 452
Statistics - 455
Advanced Placement Calculus - 453

FAMILY AND CONSUMER SCIENCES

Independent Living - 110
Child Development – PA Highlands - 726
Food and Nutrition I - 727

KINNECT

Kinnect Social Studies - 214
Kinnect English - 208

SCIENCE

CP Environmental Science & Ecology - 522
CP Environmental Science II - 526
Physical Science - 524
Honors Biology - 511
CP Biology - 510
Advanced Placement Biology & Lab - 552
Honors Chemistry - 535
CP Chemistry - 532 and CP Chemistry II - 530
Advanced Placement/DE Chemistry & Lab - 554
Advanced Placement Environmental Science & Ecology - 523
Honors Physics - 540 and Honors Physics II - 542
Large Animal Science - 723
Small Animal Care - 715
Plant/Soil Science -
Wildlife and Fishery Science –
Engineering I - 757

SOCIAL STUDIES

CP Modern World History - 211
CP Modern World History - Personalized - 212
Honors Modern World History - Personalized - 141
CP US History I - 213
Honors US History I - 151
Advanced Placement/DE US History I & II - 144
CP US History II - 215
Honors US History II - 152
CP American Government and Economics - 217
Honors American Government and Economics - 148
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Principles of Sociology (Elective) - 232
Pennsylvania and Local History (Elective) - 233
Kinnect Social Studies - 214

AGRICULTURE EDUCATION

Introduction to Ag - 721
Large Animal Science - 723
Small Animal Care - 715
Plant/Soil Science -
Wildlife and Fishery Science -
Agricultural Mechanics and Equipment -
Metalworking, Plumbing, Engine Systems - 714
FFA Leadership - 752 or 753
Independent Supervised Agricultural Experience – 754
Agricultural Structures- Woodworking, Carpentry, Masonry, Electrical-

BUSINESS EDUCATION AND TECHNOLOGY

Financial Life Preparation - 632
Leadership - 629
Business Law - 658
Introduction to Business - 614 and Introduction to Business II - 615
Medical 1 - 627 and Medical 2 - 628
PASSASSURED's Pharmacy Technician Program - 621
Visual Arts and Graphic Design - 657
Exploring Computer Applications – 661
Advanced Media and Communications – 832/833
Google/Microsoft Applications - 663
Introduction to Coding - 616
Computer Science I: App Development - 617
Computer Aided Drafting and Design I - 755
Yearbook – 664/665
Engineering I - 757

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