



# Huntingdon Area High School

## COURSE SELECTION GUIDE 2024 - 2025

**COURSE SELECTION SHEET RETURN/  
COMPLETION DEADLINE:**

**Due Thursday, April 25, 2024**

**GRADE 8: Return to Social Studies Teacher**  
**GRADES 9-11: Students keep signed sheets until their scheduling session**

## **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

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# GENERAL INFORMATION

## GUIDANCE OFFICE

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

### Counselor for last names A through L:

Mrs. Melanie Snare Phone 641-2134

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

### Counselor for last names M through Z:

Ms. Laura Bilger Phone 641-2144

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

### College Advisor

TBD

## HASD WEBSITE

Valuable information for students 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: senior project, course selection information, SAT information, FAFSA information, scholarship information, etc. Please feel free to visit the website frequently.

## CREDIT and CORE CURRICULUM REQUIREMENTS

The core curriculum provides students the opportunity to develop proficiency in a broad range of curriculum content areas. The scope and sequence of courses provide a solid academic foundation upon which to develop individual talents and interests. All students 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.

Students will be limited to a maximum of one study hall each day. Exceptions will be made only for students that are in college courses or BILD. Students 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 (AP), and/or Dual-Enrollment 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 students 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 (AP) and/or Dual-Enrollment 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 student can take a Calculus I course at Juniata for a 1.4 weight if HAHS offers AP Calculus.
- The credit students 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, students in Honors English 11 will earn 1.0 credit toward graduation, the same as students in Comp/CP English 11.

## **GRADUATION PROJECT**

All students must complete a graduation project that demonstrates their abilities to read, write, communicate, and problem solve at the high school level. Each student will complete an independent project, which includes research on a specific career path and a portfolio. A graduation project overview, and the expectations and resources, are provided to students during an in-school assembly. Hard copies of the information are available on the high school's website and in the guidance office.

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

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

Students 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 Student Handbook and can be found on the HAHS website or by using this link ([HAHS Act 158 Graduation Requirements](#)).** Students will be offered multiple opportunities to take the Keystone Exams throughout their high school careers.

### **Preliminary Keystone Exam Testing Windows for 2024 - 2025**

Winter Wave 1: December 4-18, 2024

Winter Wave 2: January 6-17, 2025

Spring: May 12-23, 2025

Summer: July 28 – August 1, 2025

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

Keystone Exams are a statewide graduation requirement. Students 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, students will be expected to re-test in the exams for which they do not reach proficiency. **Students 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).**

Students who attend HCCTC are required to take the Keystone Exams in Algebra I, Literature, and Biology. HCCTC students 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 students remain on track to satisfy state assessment graduation requirements. Additional pathway evidence, or other measures, will only be used to satisfy graduation requirements if students are not on track to successfully complete industry-based competency assessments. This determination will be made at the end of the student's Junior year.

## **COLLEGE COURSES**

Students 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 student can take during his or her high school career. The high school reserves the right to deny a student college classes based on high school grade point average, a student's current progress in meeting high school graduation requirements, and overall school standing for attendance and discipline.

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 student chooses to take for high school GPA credit. In all other cases, students 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 = 0.5 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 student 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**

<b>Level</b>	<b>Course Weight</b>	<b>Brief Description</b>	<b>Post High School Career/College Path</b>
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

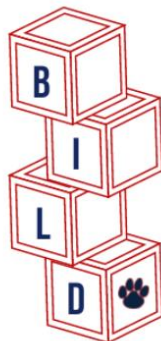
**Kinnect:** Kinnect is a multi-period innovative program that incorporates many aspects of blended learning, Project-Based Learning, and FLEX Scheduling. Please see the program description on page 46 for additional information about this program.

**Note:** Students 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 of LEARNING & DEVELOPMENT (BILD)**



## **Program Overview**

The Bearcat Institute of Learning and Development (BILD) is an educational learning environment designed to meet the needs of students who desire to pursue their education in a non-traditional setting. The BILD program offers benefits beyond that of other cyber charter schools. Students who successfully fulfill all credit requirements for graduation within the BILD program will earn a Huntingdon Area School District diploma and the right to walk at graduation with their senior class. In addition, BILD students have access to our full range of extracurricular activities, including sports, drama, music, etc. BILD students have access to additional resources including guidance services, student assistance programs, and on-site tutoring as offered. Our flexible models of full-time online and hybrid online students make it a great choice for flexibility and student experience.

Students participating in BILD will 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.

BILD strives to engage learning in a highly motivational, student-centered educational program that relies on basic educational principles while primarily utilizing Canvas (learning management system) and Zoom (virtual meeting platform) to promote student achievement and foster high-order thinking and problem-solving skills. Students have an opportunity to demonstrate mastery in essential content skills and build a strong foundation to compete in the workforce of today and tomorrow.

## **Goals**

The goals of the Huntingdon Area School District's BILD program 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 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.



## **Curriculum and Teachers**

Our program will provide a curriculum for students that is aligned with the PA Academic Standards and the graduation requirements of the Huntingdon Area School District. The BILD program has certified teachers employed by the Huntingdon Area School District who will be providing online instruction and coursework. We have two full-time staff members for K-6 and 5 full-time staff members for 7-12 in the content areas of English Language Arts (ELA), Mathematics, Social Studies, and General Science. The district will also provide certified teachers within the brick-and-mortar building to support online instruction in the areas of electives and special education. If the BILD program cannot provide a certified teacher through the Huntingdon Area School District, they will seek certified teachers through the World of Learning Institute (languages) or AccelerateEd's Accelerate Online Academy.

Students in the BILD program will be using Clever, a digital learning platform, that will house quick links to applications and learning tools for online students. Students will access this resource to locate their coursework in Canvas, our learning management system. The BILD program will be using vendor content from AccelerateEd along with teacher created courses and supplemental activities. Other online learning resources can also be accessed from Clever such as Google Classroom, Seesaw, etc.

## **Learning Models & Options**

### **Single Course**

Students can choose to take one online course for a myriad of reasons. Some students will find that there is a course that they really want to take, but it just doesn't fit their schedule due to when classes are offered. They can opt to take that course online as part of our BILD program. Other students could be trying to get ahead in a subject matter that they really enjoy. And yet, others could be taking a course for credit recovery because they neglected to earn credit the first time they took a course. No matter the reason, the Bearcat Institute of Learning and Development is here to help provide students with a complete learning experience.

### **Hybrid Schedule**

Some students will choose to take multiple courses online. They can complete that coursework in the high school library or also have the flexibility to leave campus to complete their online courses. This gives students the flexibility to learn at their own pace while also enjoying the benefits of taking college courses, employment at a local business, or the flexibility in their schedule that allows them to attend the HCCTC.

### **Full-time Online Student**

Finally, some students will opt to take all of their coursework online. These students have the most flexibility in their daily schedules. Fully online students need to be dedicated to completing their coursework and also be independent enough that they will ask for help when it is needed.

## **2024 - 2025 Scheduling Process**

- Students interested in the BILD program should review the **BILD HS Course Catalog**, found at the end of this Course Selection Guide, and **use the appropriate BILD course codes** when making their selections on the Course Selection Sheet
- On the **Course Selection Sheet**, students should also indicate their interest in the BILD program
  - This will serve as a way for a school counselor, or the BILD administrator, Mrs. Young, to follow-up with the student and family and to finalize a scheduling plan
  - Please note that students and families must attend a future BILD Enrollment session to complete the BILD registration process prior to the start of the 2024-2025 school year

## **NCAA REGISTRATION**

Students 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](http://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](http://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 students tailor their education to future career pursuits by providing more information during the course scheduling and sequencing process, by connecting students 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 student 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. Students may 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"> <li>• Audio/Visual Techniques</li> <li>• Journalism and Broadcasting</li> <li>• Performing Arts</li> <li>• Telecommunications</li> <li>• Visual Arts</li> <li>• Architecture</li> <li>• Industrial/Graphic Design</li> <li>• Advertising/Marketing</li> <li>• Animation/Game Design</li> </ul>	Business Management and Administration  Finance  Hospitality and Tourism  Marketing, Sales and Service	<ul style="list-style-type: none"> <li>• Accountant</li> <li>• Advertising</li> <li>• Bank Teller</li> <li>• Computer Science</li> <li>• Events Planner</li> <li>• Stock Broker</li> <li>• Store Manager</li> <li>• Real Estate Agent</li> <li>• Tourism</li> </ul>
Health Sciences and Human Services		Science, Technology, Engineering, Mathematics (STEM) and Agriculture	
Career Clusters	Possible Careers	Career Clusters	Possible Careers
Education and Training  Government and Public Administration  Health Science  Human Services  Law, Public Safety and Security	<ul style="list-style-type: none"> <li>• Agribusiness</li> <li>• Athletic Trainer</li> <li>• Counselor</li> <li>• Lab Tech</li> <li>• Nurse</li> <li>• Occupational Therapist</li> <li>• Physician</li> <li>• Police Officer</li> <li>• Teacher</li> <li>• Vet Tech</li> </ul>	Agriculture, Food, Natural Resources  Architecture and Construction  Manufacturing  Science, Technology, Engineering and Mathematics	<ul style="list-style-type: none"> <li>• Architect</li> <li>• Auto Mechanic</li> <li>• Carpenter</li> <li>• Electrician</li> <li>• Engineer</li> <li>• Equipment Operator</li> <li>• Machinist</li> <li>• Plumber</li> <li>• Welder</li> </ul>

## **SCHEDULE CHANGE POLICY**

The school's master schedule is designed each year based on the courses our students' requests. Every effort is made to match student 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 student's schedule may not be possible to accommodate.

Students are permitted to drop a course with parent/guardian and principal approval. If the principal grants approval, the student 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 Student Handbook, where students 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 students 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, students 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/DE CLASS SPECIAL NOTES**

Honors and AP Classes at HAHS are expected to provide students with more challenging and rigorous coursework, including providing additional lessons and/or units of study. 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 students 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 the classes you need to schedule.
- Am I taking advantage of the opportunities the curriculum offers in terms of my interests and abilities?
- If you're entering 12<sup>th</sup> grade, review the credit and core curriculum requirements on page 4 of this packet.
- Decide whether you wish to schedule college courses. College course information is listed on page 6.
- 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:
  - **Social Studies Teacher NO LATER than Friday, April 26<sup>th</sup> (Grade 8)**
  - **Student keeps sheet, with signatures, until scheduling session (Grades 9-11)**
- 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 student 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

## Dual Enrollment



**The Huntingdon Area High School is proud to have partnered with Penn Highlands Community College to develop an associate's degree program that students can complete while in high school. The recommended course selection to complete the Penn Highlands associates program can be found on the next page. A student who completes this program will have a total of 62 college credits and an associate's degree when graduating from HAHS. Huntingdon Area High School will offer 9 classes in person. Of these classes, 7 will be PHCC and the other two classes will be from Pitt and Mount Aloysius that will transfer into the program. The cost per credit at Penn Highlands Community College while enrolled in high school is \$67/credit. Other institutions that are a part of this program also have a reduced price. For more information on this opportunity, please contact the guidance office or the High School Principal.**

**Pennsylvania Highlands Community College  
Associate in High School Advising Worksheet  
Liberal Arts & Sciences AA Degree - 62 Credits  
Huntingdon Area**

<b>Name:</b>		<b>Student ID:</b>		<b>Class of:</b>	
<b>Grade 9</b>					
<b>Complete</b>	<b>Degree</b>	<b>College Course</b>	<b>Credits</b>	<b>Planned Complete</b>	<b>Grade</b>
<input type="checkbox"/>	CIT100 or MAT Elective	CIT 100 - Microcomputer Applications	3	ACE - Fall or Spring	
<input type="checkbox"/>	FYE101	FYE101 - First Year Experience	1	Online - Spring	
		<i>ACE Credits</i>	3		
		<i>Standard Credits</i>	1		
		<b>Total Credits</b>	4		
<b>Grade 10</b>					
<b>Complete</b>	<b>Degree</b>	<b>College Course</b>	<b>Credits</b>	<b>Planned Complete</b>	<b>Grade</b>
<input type="checkbox"/>	Math Elective (MAT116, MAT126, MAT127, MAT145, MAT200)	MAT 145 - College Algebra	3	ACE - Full Year	
<input type="checkbox"/>	Value and Ethics Elective	HIS 100 - U.S. History I	3	ACE - Fall	
<input type="checkbox"/>	Social Science Elective	HIS 110 - U.S. History II	3	ACE - Spring	
<input type="checkbox"/>	Open Elective	LIF 111 - Health and Wellness	3	Online - Fall	
<input type="checkbox"/>	Humanities Elective	Humanities Elective	3	Online - Spring	
<input type="checkbox"/>	Open Elective	AST 100 - Introduction to Astronomy	3	Online - Spring	
		<i>ACE Credits</i>	3		
		<i>Standard Credits</i>	3		
		<b>Total Credits</b>	18		
<b>Grade 11</b>					
<b>Complete</b>	<b>Degree</b>	<b>College Course</b>	<b>Credits</b>	<b>Planned Complete</b>	<b>Grade</b>
<input type="checkbox"/>	Humanities or Social Science	PSY 100 - General Psychology	3	Transfer - Pitt	
<input type="checkbox"/>	Open Elective	ECE 110 - Child Development	3	ACE - Spring	
<input type="checkbox"/>	COM Elective (COM101 or ENG205)	COM 101 - Public Speaking	3	Online - Fall	
<input type="checkbox"/>	Cultural Awareness and Global Perspectives	Cultural Awareness and Global Perspectives Elective	3	Online - Fall	
<input type="checkbox"/>	Open Elective	Open Elective	3	Online - Spring	
<input type="checkbox"/>	Open Elective	Open Elective	3	Online - Spring	
		<i>ACE Credits</i>	3		
		<i>Transfer Credits</i>	3		
		<i>Standard Credits</i>	12		
		<b>Total Credits</b>	18		
<b>Grade 12</b>					
<b>Complete</b>	<b>Degree</b>	<b>College Course</b>	<b>Credits</b>	<b>Planned Complete</b>	<b>Grade</b>
<input type="checkbox"/>	ENG110	ENG 110 - English Composition I	3	ACE - Fall	
<input type="checkbox"/>	English Elective (ENG200 or	ENG 200 - English Composition II	3	ACE - Spring	
<input type="checkbox"/>	Science	CHM 120 - General Chemistry I	4	Transfer - Mt. Aloysius	
<input type="checkbox"/>	Open Elective	Open Elective	3	Online - Fall	
<input type="checkbox"/>	Open Elective	Open Elective	3	Online - Fall	
<input type="checkbox"/>	Open Elective	Open Elective	3	Online - Spring	
<input type="checkbox"/>	Open Elective	Open Elective	3	Online - Spring	
		<i>ACE Credits</i>	6		
		<i>Transfer Credits</i>	4		
		<i>Standard Credits</i>	12		
		<b>Total Credits</b>	22		
<b>Minimum Credits to Earn</b>	<b>62</b>				
	Standard/Online	34			
	ACE and Transfer (23 Maximum)	28			

To find a list of electives offered by PHCC please visit <https://catalog.pennhighlands.edu/classes>

**DUAL ENROLLMENT ENGLISH COMPOSITION I FALL 2024** **LEVEL IV** **NCAA**

Penn Highlands

**3.00 college credits**  
**.5 high school credit**  
**1.4 GPA Weight****Course#146****Semester**

English Composition I emphasizes the techniques of writing college-level essays, including critical thinking, rhetoric, word choice, sentence structure, and organization. Students practice writing essays and paragraphs clearly and concisely, transferring those skills to broader contexts. Editing and revising are also emphasized. Students are taught research strategies to write an argumentative research paper in addition to comparative, narrative, evaluative, and reflective papers. This is the standard college English composition course.

**DUAL ENROLLMENT COMPOSITION II SPRING 2025** **LEVEL IV** **NCAA**

Penn Highlands

**3.00 college credits**  
**.5 high school credit**  
**1.4 GPA Weight****Course#147****Semester***(Prerequisite: Penn Highlands Community College English 110- English Composition I)*

English Composition II/Study in Literature emphasizes the study of literary terms and techniques frequently used in literature. This course introduces students to major themes found in poetry, short fiction, and drama. Students are required to read various types of literature and must be able to respond to their readings in well-developed essays and in an analytical research paper as well as to participate in class discussions. This is a standard college introductory-level literature course.

**DUAL ENROLLMENT/AP U.S. HISTORY I (Fall 2024) & II (Spring 2025)** **LEVEL IV** **NCAA** (10<sup>th</sup> or 11<sup>th</sup> grade)

Penn Highlands

**3.00 college credits per semester**  
**1.0 high school credit**  
**1.4 GPA Weight****Course#144****Year**

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, students should have completed the Honors World History course with a minimum of a B+ average or with strong teacher recommendation. Students will be expected to enter the class having exceptional reading, writing, thinking, speaking, and researching skills. Students 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, students 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, students will examine the intersection of literary, social, religious, cultural, economic, political, and ideological concerns at different points in the United States' history.

**ADVANCED ALGEBRA 2** **LEVEL IV** **NCAA**

Penn Highlands

**3.00 college credits**  
**1.0 high school credit**  
**1.4 GPA Weight****Course#440****Year**

Recommendation: Pass CP Algebra I with an 80% or higher.

Advanced Algebra 2 builds upon Algebra 1, focusing on functions, equations, inequalities, polynomials, and matrices. Students deepen their understanding of various functions, including linear, quadratic, exponential, logarithmic, rational, and trigonometric functions. Emphasis is placed on graph analysis, equation solving, and advanced algebraic manipulation, such as polynomial operations and factoring. Additionally, students learn about matrices and their applications in solving systems of equations. Problem-solving and critical thinking are emphasized throughout the course, preparing students for further mathematical study.



**MICROSOFT APPLICATIONS LEVEL IV****Penn Highlands****3.00 college credits  
.5 high school credit  
1.4 GPA weight****Course # 613****Semester**

In the world beyond high school, documents are necessary for various forms of communication, whether it be in business, higher education, or simply performing useful tasks at home or work. This course will teach students valuable skills using Microsoft applications (Word, Excel, PowerPoint, Publisher). Projects will center around documents used for word processing, spreadsheets, presentations, and desktop publishing. As a dual enrollment course, this section of Microsoft Applications will contain chapters and portions of chapters that are not covered under the regular enrollment Microsoft course. Course expectations, application of skills, and assessment projects will have a greater level of difficulty in the advanced sections.

**DUAL ENROLLMENT/AP CHEMISTRY (11<sup>TH</sup> or 12<sup>th</sup> grade) LEVEL IV NCAA****Penn Highlands****3.00 college credits  
1.0 high school credit  
1.4 GPA Weight****Course #554****Year****Daily with double period every other day****Prerequisite: B- or better in both Honors Chemistry and Algebra 2.**

The AP Chemistry program is a second-year chemistry course that provides an opportunity for students to receive credit for college-level coursework. 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. 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. There will be a summer assignment prior to the school year to review the basics of Honors Chemistry.

**DUAL ENROLLMENT EARLY CHILDHOOD EDUCATION (11<sup>th</sup> and 12<sup>th</sup> grade) LEVEL IV****Penn Highlands****3.00 college credits  
1.0 high school credit  
1.4 GPA Weight****Course #726****Year**

This course focuses on child development throughout the life cycle from conception to adolescence with an emphasis on the infant/preschool child through middle childhood. This course studies the physical, cognitive, and personality-social aspects of development, both through normal and atypical circumstances. Small group projects, investigation, and discussion of issues related to scientific principles of development are examined. A supervised experience observing children may also supplement class work. Areas of interest include studying educational theorists and their philosophies, developing teaching strategies, creating thematic lessons and curricula with local childcare programs, observing children in early childhood educational settings, and career exploration. The course is designed for students interested in a career in Early Childhood Education, Elementary Education, and Child Psychology, as well as for those interested in employment in this field after graduation.

**DUAL ENROLLMENT PSYCHOLOGY (Elective - 11<sup>th</sup> or 12<sup>th</sup> Grade) LEVEL IV NCAA****Penn Highlands****3.00 college credits  
1.0 high school credit  
1.4 GPA Weight****Course #236****Year**

The purpose of this course is to provide students with an overview of the diverse fields and interests of psychology. Additionally, it is intended to help students develop an appreciation for, through the study of these various areas, the 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. All students choosing this option are expected to demonstrate strong reading, writing, research, and analytical skills, as the content and pace will be rigorous.

**NOTE:** The Pitt grade will be based on scores from four multiple-choice exams. Five exams will be offered; the first four exams will be non-cumulative, whereas the fifth will be a cumulative final exam that can be used to replace a lower score on a previous exam. 5% of the grade will come from an essay expectation described below. Up to 10% of the grade may be based on assignments at the instructor's discretion.

**Essay expectation:** All students are expected to write short essays of five primary research articles chosen from a list of studies in psychology. The essays should include a minimum 200-word summary of the article and a 200-word section linking the article to the student's life. These are scored by the instructor for completion credit only.

## 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 students 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 students 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**

**Year**

**1.0 credit**

**1.2 GPA Weight**

**Note: Honors English is a highly demanding class specifically designed for students interested in pursuing language or liberal arts careers. Students 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 students be reading at grade level or above. Class size is limited. Students are required to have no less than an 83% each marking period in 8<sup>th</sup> Grade Language Arts (English) and as a final grade for the class. Students 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 students for the Keystone Exam, college, university, or other similar post-secondary programs.

### **ENGLISH 10** **LEVEL I**

**Course #102**

**Year**

**1.0 credit**

This course builds on the foundations established in English 9 Level I. Emphasis will be on reading comprehension, written communication, and listening skills. Vocabulary development will be a frequent component of this course as well. Topics and approaches are adapted to all learning levels and will prepare students 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 students 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 students 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 students who want to pursue a rigorous course. Students should be willing to complete several extra readings and papers as compared to the Comprehensive/College Prep class. As a result, it is recommended that students be reading at grade level or above. Class size is limited.*

Honors English 10 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 drama. These topics and approaches prepare students 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 students 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 – AMERICAN LITERATURE: TRUE CRIME – (or JR/SR ELECTIVE)** LEVEL II NCAA**Course #123****Semester****0.5 credit**

Students 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 students 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". Students 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 students 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 – MODERN AMERICAN LITERATURE - (or JR/SR ELECTIVE)** LEVEL II NCAA**Course #125****Semester****0.5 credit**

A study of the uniqueness of modern American fiction, poetry, nonfiction, and drama from the turn of the 20<sup>th</sup> century to modern day. Focus is on the major social and historical changes that occurred and their effect on literature from the rebuilding and development of America after World War I through today. This course will examine the works of the Lost Generation, the Modernists, the Beat Generation, Feminist literature, and post-20<sup>th</sup> century immigrant literature and the relevance of these periods on our country and literature. This is recommended for students attending a four-year college or university studying subjects related to English, Social Sciences, Philosophy, History, the Fine Arts, or Writing.

**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 students 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** **1.0 credit**  
**Course #145** **Year** **1.2 GPA Weight**

**Note: Honors English is a highly demanding class specifically designed for students interested in pursuing language or liberal arts careers. Students 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 students 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 students 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 students 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**  
**Course #149** **Year** **1.2 GPA Weight**

**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 students interested in pursuing language or liberal arts careers. Students should be willing to complete extra readings and papers as compared to the Comprehensive/College Prep class. As a result, it is recommended that students 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.

**DUAL ENROLLMENT ENGLISH COMPOSITION I FALL 2024** **LEVEL IV NCAA** **3.00 college credits**  
**Penn Highlands** **.5 credit high school credits**  
**Course #146** **Semester** **1.4 GPA Weight**

English Composition I emphasizes the techniques of writing college-level essays, including critical thinking, rhetoric, word choice, sentence structure, and organization. Students practice writing essays and paragraphs clearly and concisely, transferring those skills to broader contexts. Editing and revising are also emphasized. Students are taught research strategies to write an argumentative research paper in addition to comparative, narrative, evaluative, and reflective papers. This is the standard college English composition course.

**\*Fulfills PHCC ENG 110**

**DUAL ENROLLMENT COMPOSITION II SPRING 2025** **LEVEL IV NCAA** **3.00 college credits**  
**Penn Highlands** **.5 credit high school credits**  
**Course #147** **Semester** **1.4 GPA Weight**

*(Prerequisite: Penn Highlands Community College English 110- English Composition I)*

English Composition II/Study in Literature emphasizes the study of literary terms and techniques frequently used in literature. This course introduces students to major themes found in poetry, short fiction, and drama. Students are required to read various types of literature and must be able to respond to their readings in well-developed essays and in an analytical research paper as well as to participate in class discussions. This is a standard college introductory level literature course.

**\* Fulfills PHCC ENG 20**

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

From before the true start of the British Tradition in 1066 to the end of the Elizabethan Era, this course explores the earliest forms of poetry and writing. Beginning with “Beowulf”, then The Canterbury Tales, to the Legend’s of King Arthur and the plays of William Shakespeare, students will study medieval history and warfare, mythology, legends, and various types of storytelling. It is recommended for students 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**Course #116****Semester****.50 credit**

From the start of the Jacobean Era to the Modern 21<sup>st</sup> Century, this course focuses on the ideas that were explored by The Romantics, the literary invention of The Victorians, and the speculation and fear of the modern era. Students 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**Course #118****Semester****.50 credit**

Using a practical approach, this course utilizes classic works of British and World literature to explore common human themes and focus on workplace skills such as action plans, analytical reports, and business writing. This course is recommended for students 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. Students will explore the dark side of humanity when absolute power and human frailties become corrupt. It is recommended for students 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? Students will view films from historical, multicultural, theatrical, and literary perspectives 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 students to well-known dramatists from Ancient Greece to Modern America. Students 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 20<sup>th</sup> and 21<sup>st</sup> centuries.

**GREEK AND ROMAN MYTHOLOGY-ELECTIVE****Course #165****Semester****.50 credit**

Classic Literature contains many allusions to the mythology of 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**

This is a survey course highlighting women writers and influencers on Contemporary American Literature in poetry, fiction, and other genres from the 19<sup>th</sup> through the 21<sup>st</sup> century, such as Bradstreet, Chopin, Woolfe, Steinem, Friedan, Morrison, and others.

## KINNECT ENGLISH

Course #208

Year

1.0 credit

See Kinnect information on pages 9 and 44.

## MATHEMATICS

### ALGEBRA 1A **LEVEL I**

Course #410

Year

1.0 credit

This course explores fundamental concepts in Algebra. Topics include estimation, real numbers, solving linear equations, linear inequalities, systems of equations, systems of inequalities, relations and functions, slope and intercepts, equations and graphs of lines, functions, patterns, rates of change, data graphs, and scatterplots. *This course is designed for ninth-grade students based on teacher recommendation.* Once completed, students 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 polynomials, GCF and LCM, square roots, exponents and scientific notation, factoring, simplifying rational expressions, and higher level questioning. *This course prepares students for the Keystone Exam and is designed for tenth grade students 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 students for college level courses by giving an in-depth look at Algebraic concepts.

### CONSUMER MATH **LEVEL I**

Course #405

Year

1.0 credit

**Prerequisites:** Students must have previously earned two math credits to select this course. This course will serve as a third math credit, following ALG 1B or ALG 2.

This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. The first semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping. Second semester topics include vehicle and home purchasing, investing, and business and employee management.

### DE ADVANCED ALGEBRA 2 **LEVEL IV NCAA**

Penn Highlands

3.00 college credits

Course #440

Year

1.0 high school credit

1.4 GPA Weight

\*\*Penn Highlands Course (Note: I am not sure how these will be identified in the course description guide.

Recommendation: Pass CP Algebra I with a 80% or higher.

Advanced Algebra 2 builds upon Algebra 1, focusing on functions, equations, inequalities, polynomials, and matrices. Students deepen their understanding of various functions, including linear, quadratic, exponential, logarithmic, rational, and trigonometric functions. Emphasis is placed on graph analysis, equation solving, and advanced algebraic manipulation, such as polynomial operations and factoring. Additionally, students learn about matrices and their applications in solving systems of equations. Problem-solving and critical thinking are emphasized throughout the course, preparing students for further mathematical study.

\*Fulfills PHCC MAT 145

### 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. Students will learn to model real-world situations. The intention is to introduce students 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 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. Students 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 students 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. Students 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 students 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. Students 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. Students 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 students for college level courses by giving an in-depth look at Geometry concepts.

**CP TRIGONOMETRY & PRE-CALCULUS** LEVEL III NCAA

Course #452

Year

1.0 credit

1.2 GPA Weight

**Recommendation: Pass CP Geometry and CP Algebra 2 with a 70% or higher.**

This course explores concepts of Trigonometry and Pre-Calculus essential for advanced mathematics courses, such as Calculus. The topics in this course will include trigonometric functions and identities, algebraic functions (polynomial, exponential, logarithmic, rational), systems of equations and inequalities, matrices and determinants, sequences and series, probability, analytic geometry, and an introduction to limits. This course will emphasize problem-solving, critical thinking, and real-world applications to prepare students for college.

**AP STATISTICS** LEVEL IV NCAA

Course #455

Year

1.0 credit

1.4 GPA Weight

**Recommendation: Pass two high school college prep math classes with a 70% or higher.**

AP Statistics is an advanced placement course designed to provide students with a rigorous introduction to statistical analysis and inference. This course covers a comprehensive range of topics, including exploratory data analysis, probability, sampling distributions, and hypothesis testing. By the end of the course, students will be well-prepared to demonstrate mastery of statistical concepts and techniques on the AP Statistics exam, as well as to be equipped with the analytical skills necessary for success in higher education and professional endeavors. 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.

**AP CALCULUS** LEVEL IV NCAA

1.0 credit

**Course #453**

**Year**

**1.4 GPA Weight**

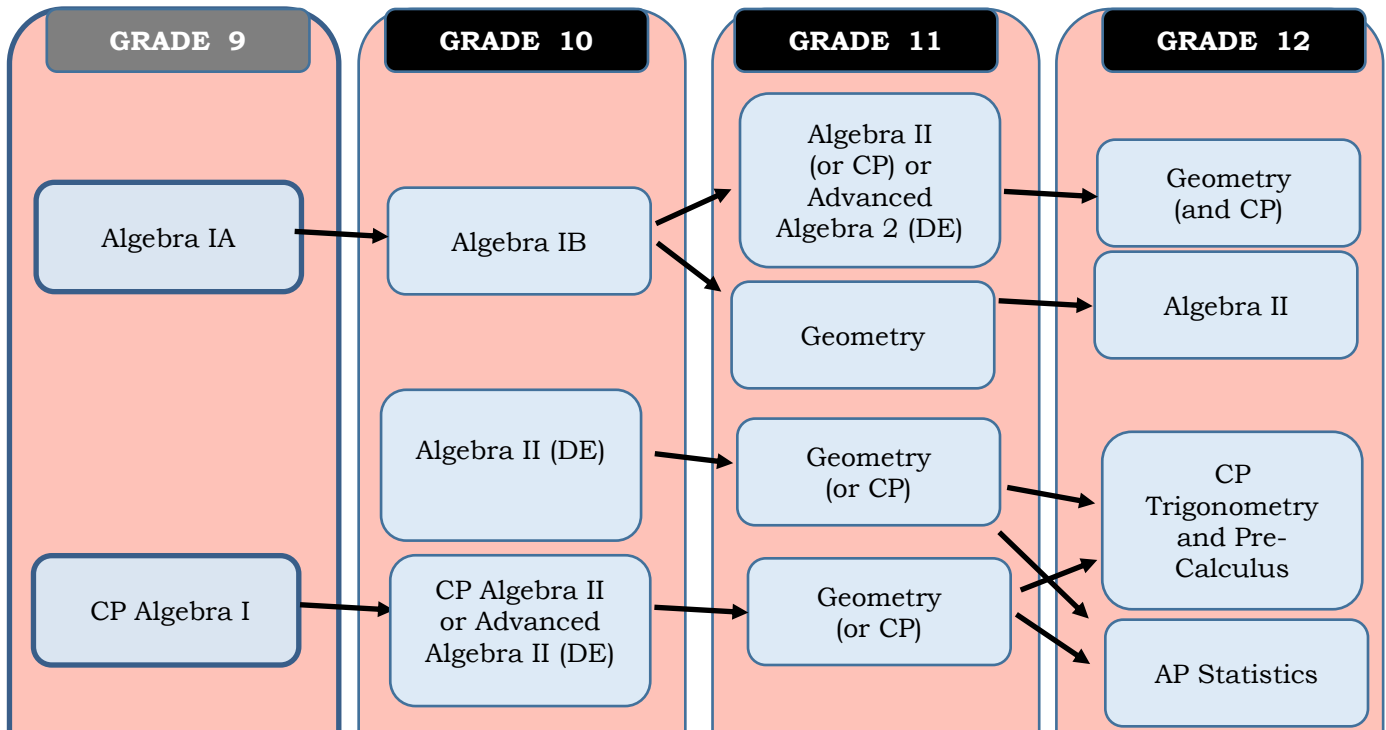
**Recommendation: Pass CP Functions and Trigonometry (90% or higher) or Pre-Calculus and Discrete Mathematics (80% or higher).**

This course is designed for mathematically talented students 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 students planning to major in engineering, science, or mathematics in college.

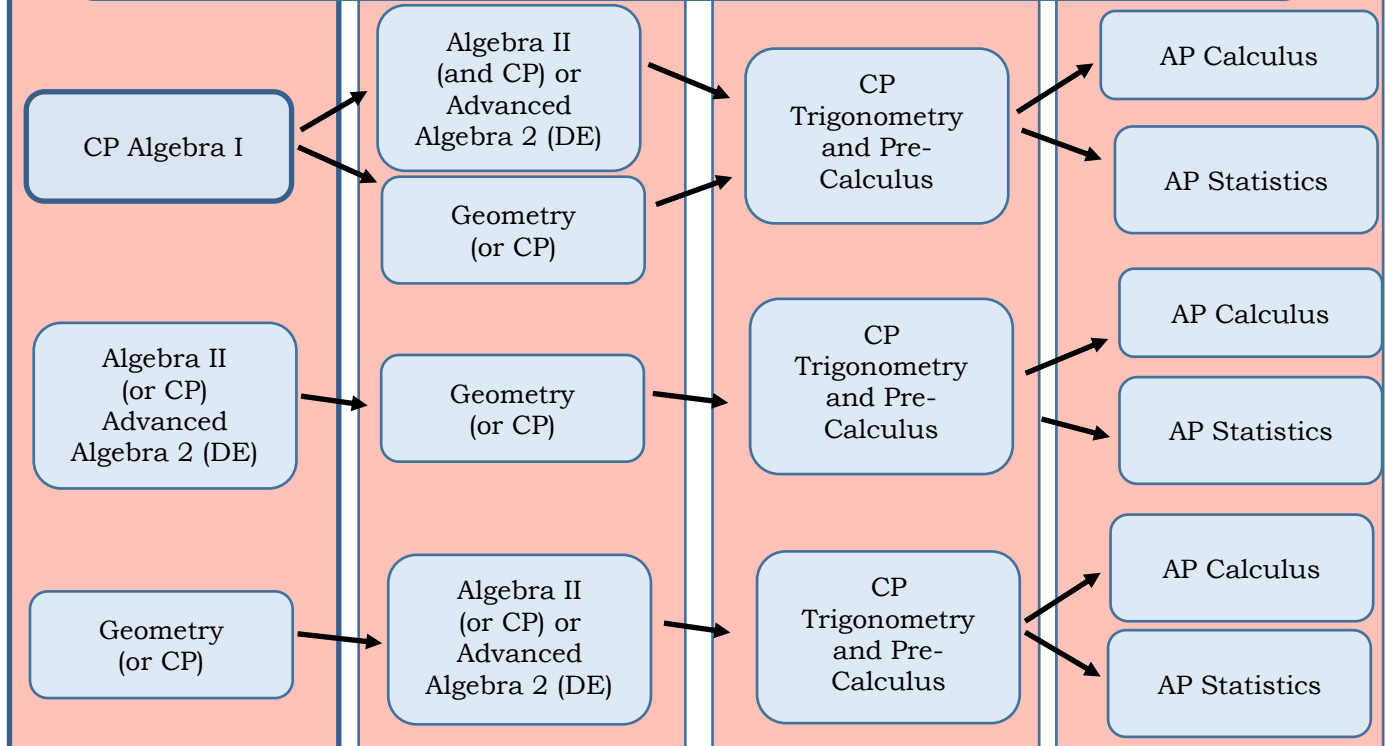
NOTE: Students **will have the option** to take the AP Exam in May.

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





Note: Consumer Math can serve as a third year math course in any sequence listed above



Note: Please see course prerequisites and sequencing of CP courses in the course descriptions

## SCIENCE

### CP GENERAL SCIENCE (9<sup>th</sup> grade) **LEVEL II NCAA**

Course #522

Year

1.0 credit

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

### HONORS BIOLOGY (9<sup>th</sup> or 10<sup>th</sup> grade) **LEVEL III NCAA**

Course #511

Year

1.0 credit

1.2 GPA Weight

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

This course is devoted to studying 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. Various teaching strategies and laboratory investigations--some of which incorporate Juniata College's Science in Motion--are utilized, and students are introduced to modern tools and methods of biology. *As this is an honors course, the assessments used are more rigorous.*

### CP BIOLOGY (10<sup>th</sup> 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. Various teaching strategies and laboratory investigations--some of which incorporate Juniata College's Science in Motion--are utilized, and students are introduced to modern tools and methods of biology.

### AP BIOLOGY (11<sup>th</sup> or 12<sup>th</sup> grade) **LEVEL IV NCAA**

Course #552

Year

1.5 credit

Daily with double period every other day

1.4 GPA Weight

**Prerequisite:** Students 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, students 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 students a solid curriculum in general biology concepts and to assist students 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: Students 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 students will learn the basic concepts of Chemistry such as atoms, matter, reactions, gases, Periodic Table, bonding, and nuclear chemistry. Second semester will be covering the concepts of physics such as how things move, why they move, the energy transfers of motion, electricity, magnetism and waves. The class is a traditional science classroom that consists of lectures, discussions and laboratory experiments. Grades will be based on homework, tests and lab responses. This class is not appropriate if you have taken CP Chemistry, Honors Chemistry and/or Honors Physics.

**CP CHEMISTRY (11<sup>th</sup> or 12<sup>th</sup> grade) LEVEL II NCAA****Course #532 Year****1.0 credit**

**Prerequisite: C- in CP Biology/Honors Biology and B- in Algebra I or passed the Algebra Keystone, and be currently enrolled in Algebra 2 or higher mathematics course.**

Areas of investigation in Chemistry include: the chemist techniques and concepts of matter, atomic theory and periodicity, the language and quantitative concepts of chemistry, energy of chemical reactions, 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 students will work both independently and collaboratively with others.

**HONORS CHEMISTRY (10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> 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 problem solving and hands-on laboratory experiments. The material covered includes: Matter, Periodic Table, atomic structure, writing and balancing chemical equations, the mole concept and stoichiometry, the gas laws, solutions, equilibrium and kinetics. Class time is split between the laboratory and classroom where students will work both independently and collaboratively with others. Instruction is primarily lecture based with some independent discovery. Honors Chemistry will prepare students for careers in the medical field, science and engineering, as well as others. Laboratory experiments and reports will be completed to introduce/reinforce concepts taught in class.

**CP CHEMISTRY II LEVEL II NCAA****Course #530****Year****1.0 credit**

**Prerequisite: C- or better in both CP Chemistry I 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 students who are interested in taking another year of chemistry in order to be more prepared for chemistry in college.

**DUAL ENROLLMENT/AP CHEMISTRY (11<sup>TH</sup> or 12<sup>th</sup> grade) LEVEL IV NCAA****Course #554****Penn Highlands  
Year  
Daily with double period every other day****3.00 college credits  
1.0 high school credit  
1.4 GPA Weight**

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

The AP Chemistry program is a second-year chemistry course that provides an opportunity for students to receive credit for college-level coursework. 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. 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. There will be a summer assignment prior to the school year to review the basics of Honors Chemistry.

**\*Fulfills PHCC CHM 120**

**CP ENVIRONMENTAL SCIENCE II (11<sup>th</sup> or 12<sup>th</sup> grade) LEVEL II NCAA**  
**Course #526** Year **1.0 credit**

**Pre-requisites: 85% or better in Env. Science and/or Biology, or teacher's permission.**

Pre-requisites: 85% or better in Env. Science and/or 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 goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand and examine the risks associated with growth in a developing world by studying watersheds and wetlands, the study of lakes, ecosystems, and their interactions, the environmental impact of population growth on natural resources, environmental health, humans and the environment, environmental laws and regulations, and threatened, endangered, and extinct species. The course's objectives are covered using various methods, including lab activities, project group work, learner research, audio-visual aids, close reading strategies, individual work, and lecture.

Note: There will be required field trips for the course, and students are expected to complete a summer research project to be prepared for the start of the course.

**HONORS PHYSICS (11<sup>th</sup> or 12<sup>th</sup>) LEVEL III NCAA**  
**Course #540** Year **1.0 credit**  
**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 (how things move), mechanics (what causes motion), energy, momentum, sound, waves, and nuclear physics. Each topic focuses on the theory, mathematical principles, and problem techniques needed to model physical principles in our everyday world. Laboratory experiments and reports will be completed to introduce/reinforce concepts taught in class.

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

**Prerequisite: Students must have taken Honors Physics and earned a B+ or better unless the instructor gives permission.**

Physics II is a year-long course that is intended to serve as a direct extension of the Honors Physics course. This is a second-year physics course for students who are interested in taking another year of physics. Topics for this class will cover electricity and magnetism, fluids and pressure, light, and optics. Laboratory experiments and reports will be completed to introduce/reinforce concepts taught in class.

**CP ANATOMY AND PHYSIOLOGY LEVEL II NCAA**  
**Course #546** Year **1.0 credit**

The aim of this course is to expand upon what was learned in your Biology class while emphasizing the application of this material to human structures and functions. This course begins the study of human beings at the microscopic level and works its way up to an in-depth study of select organ systems. It is also designed to give the student an understanding of how structure and function are related in the human body. The student will study the human body from the cellular level to the organ system level. All of the major body systems will be studied in great detail.

Additionally, biochemistry, cell biology, histology, biotechnology, bioethics, and pathology will also be studied. This course is highly recommended for students seeking a career in science or a health-related profession.

## **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 practical, hands-on experience that is vital to understanding the subject matter. Students are encouraged to get their hands dirty in the greenhouse, explore what makes an animal function and study wildlife, learn about natural resources and the world around them, strengthen leadership skills, and develop lifelong skills in the agriculture mechanics lab. Students in all courses will be exposed to FFA and Supervised Agricultural Experiences (SAE) principles. Enrollment is open to all students 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.**

## **FFA LEADERSHIP (10<sup>th</sup> – 12<sup>th</sup> 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 (9<sup>th</sup> – 12<sup>th</sup> 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 2024-2025 School Year**

## **LARGE ANIMAL SCIENCE (9<sup>th</sup> – 12<sup>th</sup> 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 (2024-25), etc**

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

## **SMALL ANIMAL CARE (9 – 12<sup>th</sup> 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 (2024-25), 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 students 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 (2024-25) etc.**

### **The Following Courses Will Be Offered During the 2025-2026 School Year**

#### **PLANT / SOIL SCIENCE (10<sup>th</sup>-12<sup>th</sup> 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 (2025-26) etc.**

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

#### **WILDLIFE & FISHERY SCIENCE (9<sup>th</sup> – 12<sup>th</sup> 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 (2025-26) 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 students 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 (2025-26) etc**

## **TECHNOLOGY COURSE SCIENCE CREDIT OPTIONS**

#### **ENGINEERING LEVEL II NCAA**

**Course#757** **Year** **1.0 credit**

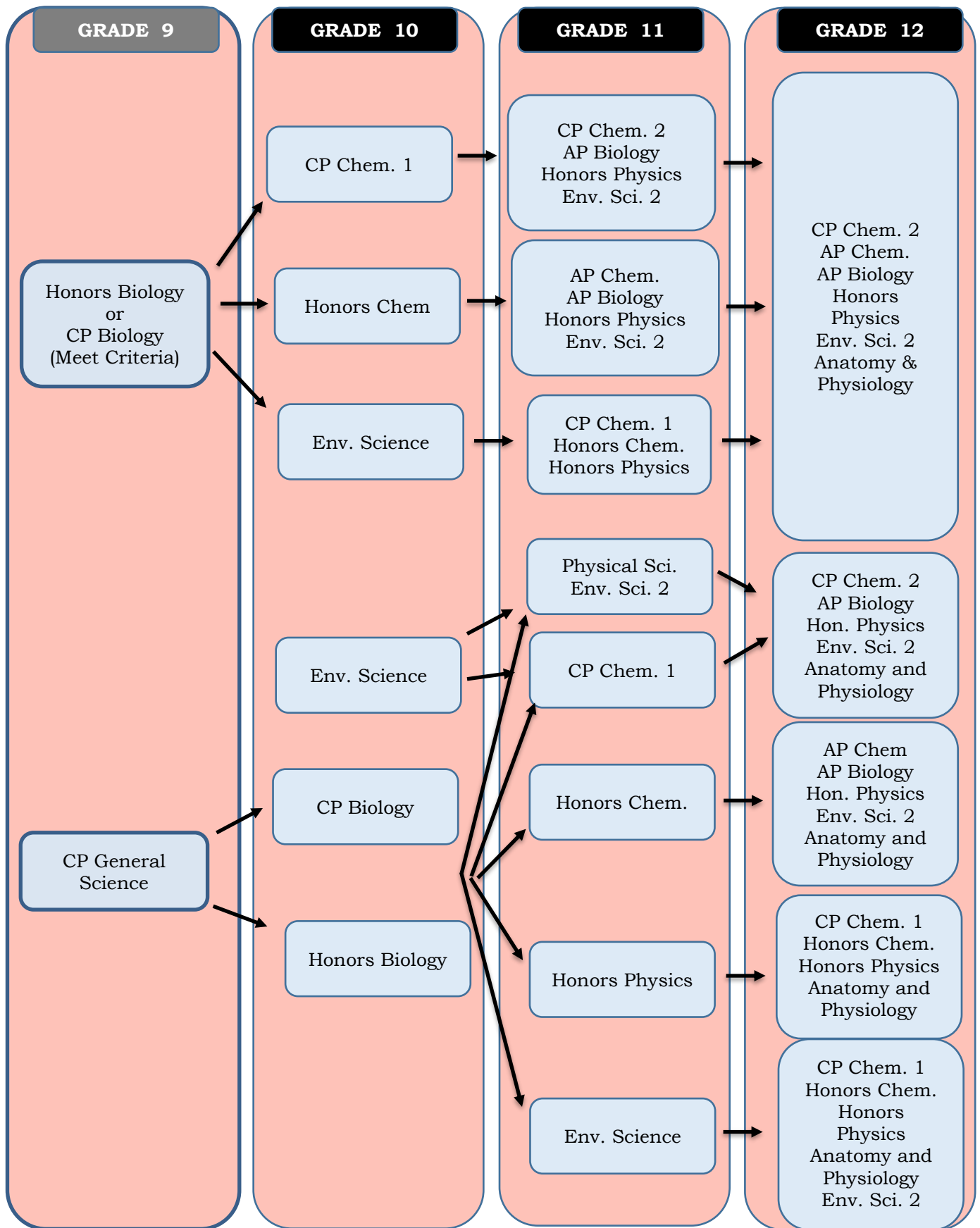
Engineering is a combination consisting of an introductory circuit analysis course, simple machines, computer-aided design, and an application of various physics concepts through project-based learning. The first segment of the class will be an introduction to the course and tool safety. Following tool safety, we will move into simple machines and will apply their impact and mechanical advantage. From there we will be focusing on physics concepts pertaining to kinetic and potential energy, in addition to trajectory and projectiles along with applicable forces. The third unit will be an introduction 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 experience with electrical components, schematics, electrical tools, and basic electrical and electronic instrumentation. The final segment of the course will involve learning the basic understanding of manipulating basic geometry entities to create 2-D and 3-D models. We will print models and files using a 30-watt laser engraver and/or one of our 3D printers.

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

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

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
  - \*Large Animal Care
  - \*Small Animal Care





# SOCIAL STUDIES

## **CP MODERN WORLD HISTORY (9<sup>th</sup> Grade) LEVEL II NCAA**

**Course #211**

**Year**

**1.0 credit**

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

## **HONORS MODERN WORLD HISTORY (9<sup>th</sup> Grade) 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; students 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 students' analytical skills through chronological reasoning, comparison and contextualization, developing historical arguments based on evidence and historical interpretation and synthesis is integral in creating invested students. *Due to the content, pace and supplemental resources utilized in this course, it is HIGHLY RECOMMENDED that students have strong reading and writing capabilities.*

## **CP U.S. HISTORY I (10<sup>th</sup> 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 students 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 students 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 students will examine the intersection of economic, political, and ideological concerns at different points in the United States' early history.

## **HONORS U.S. HISTORY I (10<sup>th</sup> 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.**

Students 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 students 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. Students 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 students 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 students will examine the intersection of literary, social, religions, cultural, economic, political, and ideological concerns at different points in the United States' early history.

**DUAL ENROLLMENT/AP U.S. HISTORY I (Fall 2024) & II (Spring 2025) LEVEL IV NCAA (10<sup>th</sup> or 11<sup>th</sup> grade)**

**Penn Highlands**

**3.00 College credits per semester**

**1.0 High School credit**

**Course #144**

**Year**

**1.4 GPA Weight**

This rigorous, fast-paced college-level course is a year-long class that will cover the American experience from the Colonial Period through the Contemporary Age. To be successful in the class, students should have completed the Honors World History course with a minimum of a B+ average or with strong teacher recommendation. Students will be expected to enter the class having exceptional reading, writing, thinking, speaking, and researching skills. Students 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, students 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, students will examine the intersection of literary, social, religious, cultural, economic, political, and ideological concerns at different points in the United

**\*Fulfills PHCC HIST 100 and HIST 110**

**CP U.S. HISTORY II (11<sup>th</sup> 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. Students should gain an understanding of American ideals, with special attention given to the contributions by society as a whole. There is also attention given to contemporary history, especially the 20th century.

**HONORS US HISTORY II (11<sup>th</sup> grade) 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. Students 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 students will be expected to participate (at least) at the local level, in the annual National History Day program. All students will be expected to conduct extensive research in preparation of individual as well as group (oral) presentations and class projects. All students will be expected to keep and maintain a current event journal. All students will be expected to demonstrate better than average competency in writing. Students 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 (12<sup>th</sup> grade) LEVEL II NCAA**

**Course #217**

**Year**

**1.0 credit**

Designed to incorporate the blended learning approach, students 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, students 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. Students 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 (12<sup>th</sup> grade) LEVEL III NCAA**

**Course #148**

**Year**

**1.0 credit**

**1.2 GPA Weight**

Designed to incorporate the blended learning approach, students 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, students 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. Students will also experience a more personalized approach with regard to optional assignments, assessment mastery and project choice to name a few.

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

**DUAL ENROLLMENT AMERICAN POLITICS/AP AMERICAN GOVERNMENT (12<sup>th</sup> 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 students 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:** Students in good standing may qualify for flex release time from class to collaborate on projects, attend supplemental seminars, or work on upcoming assignments.

**DUAL ENROLLMENT PSYCHOLOGY (Elective - 11<sup>th</sup> or 12<sup>th</sup> Grade) LEVEL IV NCAA**

**Penn Highlands**

**3.00 college credits**

**1.0 credit high school credits**

**Course #726**

**Year**

**1.4 GPA Weight**

As a dual enrollment course, this course is designed as an introduction to the diverse fields and interests of psychology. Through the study of these various areas, it is intended to 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.

**\*Fulfills PHCC PSY 100**

**PSYCHOLOGY (Elective - 11<sup>th</sup> or 12<sup>th</sup> Grade) LEVEL II NCAA**

**Course #235**

**Semester**

**.50 credit**

This course is 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 – 11<sup>th</sup> or 12<sup>th</sup> Grade) LEVEL II NCAA**

**Course #232**

**Semester**

**.50 credit**

This survey course encourages students 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- 11<sup>th</sup> or 12<sup>th</sup> 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.

## FOREIGN LANGUAGE

**SPANISH I (9<sup>th</sup> through 12<sup>th</sup>)** **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 (9<sup>th</sup> through 12<sup>th</sup>)** **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 (9<sup>th</sup> through 12<sup>th</sup>)** **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 (9<sup>th</sup> through 12<sup>th</sup>)** **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 as part of the BILD program. If interested in additional language offerings, please see the BILD section of this packet for a listing of these courses.**

# **HEALTH AND PHYSICAL EDUCATION CLASSES**

## **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 students to acquire a knowledge base for wellness and fitness that encompasses social, physical, and mental health. Students will analyze and adapt their personal wellness through an individualized technological assessment plan. Students 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:

- Students 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.
- Students will be scheduled heterogeneously with combined students from Grades 9, 10, 11, and 12.
- Students 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 (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grades) - Fulfills Requirement**  
**Course #921 Semester .50 credit**

**HEALTH AND FITNESS WALKING COURSE (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grades) – Fulfills Requirement**  
**Course #923 Semester .50 credit**

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

**ADVANCED WEIGHT TRAINING/HEALTH (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grades) – Fulfills Requirement**  
**Course #922 Semester .50 credit**

This class is geared to student athletes who want to focus on strength training throughout the entire year, both in-season and off-season. This class will have differentiated instruction for every student, the teacher will be able to communicate directly with all coaches to meet the student athlete needs. In this class students will be using state of the art technology, PLT4M app, to record/log progress. The teacher will be able to monitor all progress with this app, create leaderboards, and make sure the student-athletes are getting what is needed to be successful on and off the field.

## **ART**

There are three levels in which students 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.

## **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 students who want to explore the area of graphic design. It focuses on real-life application, infusing design elements and technology methods. Students 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**

Students in this course will focus on how art impacts society and culture, and vice versa. It is a good fit for both students who do not particularly like creating art as well as those who might want to pursue a creative career post high school. Students will have voice and choice in hands on projects, or demonstrations of understanding through written or presentation modes for the topics 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 students who prefer to work two-dimensionally. In addition to honing their drawing skills, students will also focus on creating good compositions. For those students 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 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 students 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.

## **SENIOR ART STUDIO (Tier IV)**

**Course #827**

**Semester - Double Period**

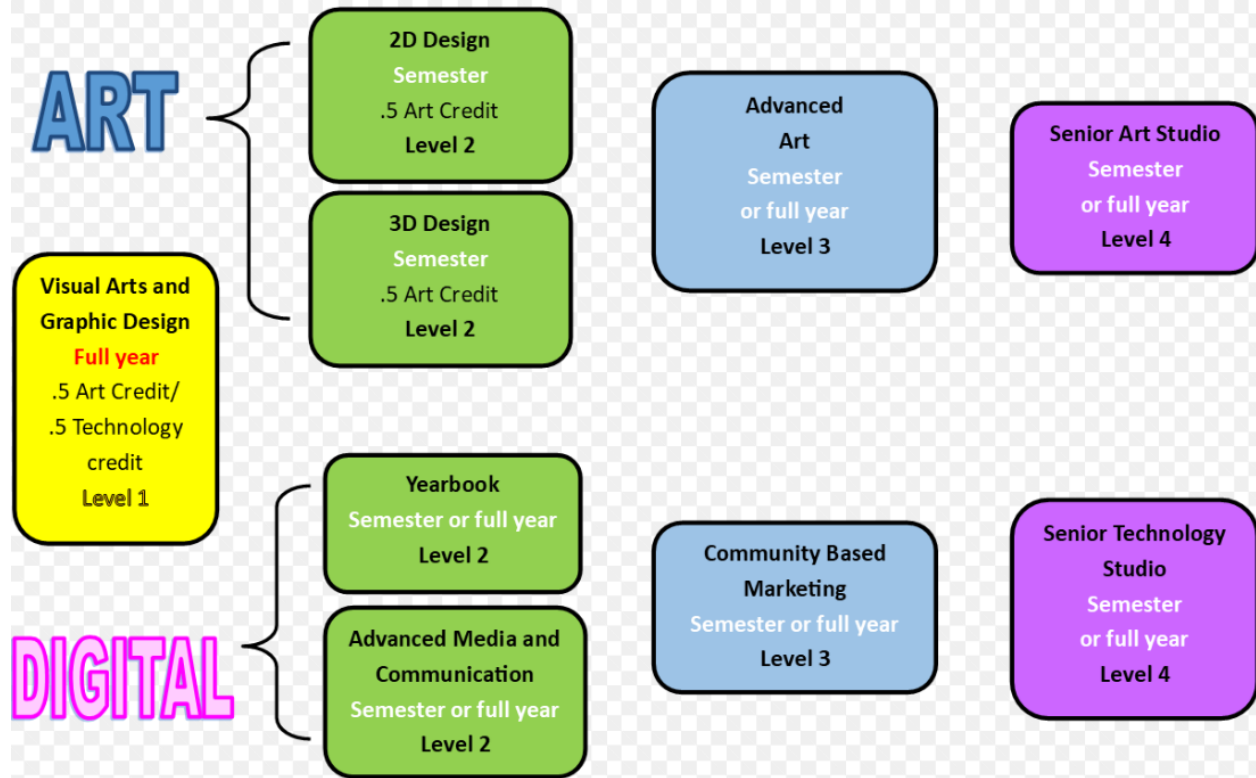
**1.0 credit**

**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 with which they work knowing the expectation is that they work toward mastery of that medium. There will be a requirement to complete at least six finished and polished pieces of work as well as a focus to communicate and work with an outside artist or community member. The teacher will help facilitate this partnership and planning.

This course is intended for students who would like to build their personal portfolio for use post-high school. This course may only be taken in the Senior year and with a recommendation from the teacher.

## ART/TECHNOLOGY CAREER PATH OPTIONS



## BUSINESS EDUCATION AND TECHNOLOGY

### Business

#### **FINANCIAL LIFE PREPARATION (FLP) (11th or 12<sup>th</sup>)**

**\*This course will become a graduation requirement**

**Course #632 Semester .50 credit**

Personal finance introduces students to the financial information needed to operate with financial success in life. It will help students 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 the submission of projects related to the section being studied. This class is recommended for all students as a good life-learning course.

**Note: Finance will become a graduation requirement for the Class of 2026 and beyond. Students who previously completed a finance course will be granted an exemption.**

#### **ACCOUNTING I (recommended for 10th through 12th)**

**Course #631 Semester .50 credit**

Managing a business's finances accurately and in a timely manner is absolutely essential for running a successful business! Accounting I is an introductory course that covers the basics of accounting for sole proprietorships and partnerships. In this course, we will cover topics and complete practice tasks related to the Accounting Cycle, including completing and adjusting accurate journal entries, managing T accounts, understanding financial statements, preparing closing entries, managing entries and forms related to payroll and taxes for employees, and managing accounts related to inventory. This course is ideal for those students who are interested in careers related to the Business, Finance, and Information Technology Career pathways.

## **MARKETING (recommended for 10th through 12th)**

\*Introduction to Business is recommended but not required.

**Course #625** **Semester** **.50 credit**

Marketing is all around you each and every day, and encompasses much more than just advertising! Several areas of marketing will be covered, including product planning & development, forms of promotion, social media marketing, product distribution, pricing strategy, and visual merchandising. Assessments in this course are project-based in order to highlight students' creative strengths as well as analytical skills. This course is perfect for anyone who is considering further study in a business career field as described in the Business, Finance, and Information Technology Career pathways.

## **LEADERSHIP (11<sup>th</sup> 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 students who are interested in pursuing various leadership roles with the tools and skills needed to lead others successfully. To begin the class, personality types and elements of team dynamics will be discussed in order to better understand those around you. Students 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. A necessary skill for leadership is the development of public speaking techniques. Leadership class members will present or perform demonstrations at various times throughout the course. *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 students 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, students 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. Note that a portion of the Business Communication Unit will be devoted to developing students' public speaking skills, an important component in the business industry.

## **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 I. It is recommended that students who are serious about a career in a business field have completed Introduction to Business I with an 80% or above in order to be successful in Introduction to Business 2. Analysis and projects will be more advanced, and an integration of business knowledge and practical application will be expected. Participation in engaging class discussion is an absolute must. Topics of study include: Basics of a Business Plan, Human Resource Management, People Skills and Assertiveness Techniques, Ethics and Social Responsibility, Business Negotiations, and other topics of student choice including business case studies.



## **Technology**

### **Graduation Technology Requirement**

The following courses meet the 0.5 credit technology requirement for graduation. These courses vary in nature, but provide students with an opportunity to apply technology in the classroom setting. These courses provide choices for students to pursue a technology course that not only meets the HAHS requirement but also can serve students in their future. Please read the course description so that students 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 students 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. Students 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.

#### **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, and coders take complex problems and break them down into smaller parts. Students 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. Students will gain foundational coding concepts, such as loops, variables, conditional statements, and functions. Students will practice and apply their skills in a variety of ways, primarily using Python language through Carnegie Mellon University and their web-based computer science academy. Exploring programming with Python will revolve around graphics-based problem solving and has similar visually-engaging notes, checkpoints, exercises, and projects for students to complete. See the following video for additional information regarding coding and computer science: <https://www.youtube.com/watch?v=nKIu9yen5nc>

#### **MICROCOMPUTER APPLICATIONS**

**Penn Highlands**

**3.00 College credits  
.5 credit**

##### **Course #613**

**Semester**

**1.4 GPA weight**

In the world beyond high school, documents are necessary for various forms of communication, whether it be in business, higher education, or simply performing useful tasks at home or work. This course will teach students valuable skills using Microsoft applications (Word, Excel, PowerPoint, Publisher). Projects will center around documents used for word processing, spreadsheets, presentations, and desktop publishing. As a dual enrollment course, this section of Microsoft Applications will contain chapters and portions of chapters that are not covered under the regular enrollment Microsoft course. Course expectations, application of skills, and assessment projects will have a greater level of difficulty in the advanced sections.

**\*Fulfills PHCC CIT 100**

#### **MICROSOFT APPLICATIONS**

##### **Course #663**

**Semester**

**.50 credit**

In the world beyond high school, documents are necessary for various forms of communication, whether it be in business, higher education, or simply performing useful tasks for the home or work. This course will teach learners valuable skills using Microsoft applications (Word, Excel, PowerPoint, Publisher). Projects will center around documents used for word processing, spreadsheets, presentations, and desktop publishing under the regular enrollment Microsoft course. Course expectations, application of skills, and assessment projects will have a greater level of difficulty in the advanced sections.

## Additional Technology Electives

### STEM

**Course#618** **Semester** **.50 credit**

STEM is an approach to learning that incorporates different disciplines, focusing on science, technology, engineering, and mathematics. In this project-based learning course, students will work through the engineering design process when posed with problems and design challenges. Throughout the course, there will be a focus on the 4 C's which are: critical thinking, creativity, collaboration, and communication. Students will be asked to come up with technical drawings prior to working with various hand tools and power tools to assess whether their plan addresses the design challenge and/or problem. In addition, there will be a computer science unit, focusing on coding and robotics. This is an interactive, project based course where students will be tasked to work together to build and/or create exciting prototypes, models, and/or programs.

### 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 Apple's 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.

### ENGINEERING

**Course#757** **Year** **1.0 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).

### 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 students 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.

### **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 DIGITAL STUDIO (Tier IV)**

**Course #827** Semester - Double Period 1.0 credit

**Prerequisite:** One Tier I Technology class, one Tier II, and Community based Marketing

This course necessitates an intense commitment of time and effort to produce original artworks of exceptional quality. Students will use technology with the expectation that they work toward mastery of that medium. There will be a requirement to complete at least six finished and polished pieces of work as well as a focus to communicate and work with an outside artist or community member. The teacher will help facilitate this partnership and planning. This course is intended for students who would like to build their personal portfolio for use post high school. This course may only be taken in the Senior year and with recommendation from the teacher.

## **MUSIC**

### **MUSIC APPRECIATION (9<sup>th</sup> through 12<sup>th</sup> grades)**

**Course #813** Semester .50 credit

Music Appreciation is for the learner who wants to take a music class to fulfill their graduation requirement, but doesn't have a strong pull to any of the other performance based courses offered. The semester will be split into three parts and will feature an introduction each of the following: general music background/history, bucket drumming, and popular music genre study. Students 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 students 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 students 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 (9<sup>th</sup> through 12<sup>th</sup> grades)**

**Course #814** Semester .50 credit

Music Theory I introduces students 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 students who wish to expand their understanding of music structure and composition.

Supplemental activities include studies in music history, aural skill training, critical listening and individual/group performing. Any vocal or instrumental learner may elect this course.

**MUSIC THEORY II (10<sup>th</sup> through 12<sup>th</sup> grades)**

**Course #815** Semester **.50 credit**

**Prerequisite: At least a “B” average in Music Theory I**

Music Theory II is a logical continuation of Music Theory I, with a great emphasis 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 (9<sup>th</sup> through 12<sup>th</sup> grades)**

**Course #816** Semester **.50 credit**

Voice class is designed to offer students 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 students may demonstrate their vocal development.

**VOICE CLASS II (10<sup>th</sup> through 12<sup>th</sup> grades)**

**Course #817** Semester **.50 credit**

**Prerequisite: At least a “B” in Voice I or be an advanced choral singer**

An advanced version of Voice I, Voice II class is designed to provide individual vocal coaching to students 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. Students 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 students at the end of the semester.

**GUITAR I (9<sup>th</sup> through 12<sup>th</sup> grades)**

**Course #818** Semester **.50 credit**

This class is designed to offer beginning guitar players the basic rudiments of first position chords, simple melodic note reading, varied strumming patterns, and beginning classical 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, students are encouraged to have their own instrument. Having prior playing experience is not necessary for this course.

**GUITAR II (10<sup>th</sup> through 12<sup>th</sup> grades)**

**Course #819** Semester **.50 credit**

**Prerequisite: Guitar I**

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

**CHAMBER SINGERS (9<sup>th</sup> through 12<sup>th</sup> grades)**

**Course #850** Year, Every Other Day **.50 credit**

A 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 students in grades 9 through 12. Students 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). Students 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, students 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 students with a desire to learn how to play the piano. Through this course, students 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 students and will fulfill the music requirement for graduation. Having prior playing experience is not necessary for this course and it is NOT for students 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. Students who successfully complete this course will be equipped to study with a private instructor for advanced skills & training on piano.

## **FAMILY AND CONSUMER SCIENCES**

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

**Course #110** **Semester** **.50 credit**

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

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

### **FOOD AND NUTRITION I (11<sup>th</sup> & 12<sup>th</sup> grade)**

**Course #727** **Semester** **.50 credit**

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

**EARLY CHILDHOOD EDUCATION (11<sup>th</sup> and 12<sup>th</sup> grade) LEVEL IV**  
**Penn Highlands**

**3.00 college credits**  
**1.0 credit high school credits**  
**1.4 GPA Weight**

**Course #726**

**Year**

This course focuses on child development throughout the life cycle from conception to adolescence with an emphasis on the infant/preschool child through middle childhood. This course studies the physical, cognitive, and personality-social aspects of development, both through normal and atypical circumstances. Small group projects, investigation, and discussion of issues related to scientific principles of development are examined. A supervised experience observing children may also supplement class work. Areas of interest include studying educational theorists and their philosophies, developing teaching strategies, creating thematic lessons and curriculum with local child care programs, observing children in early childhood educational settings, and career exploration. The course is designed for students interested in a career in Early Childhood Education, Elementary Education, Child Psychology, as well as for those interested in employment in this field after graduation.

**\*Fulfills PHCC ECE 110**

# KINNECT



Kinnect is a project-based program that allows students of all levels - including college bound - to earn Social Studies and English credits through student-chosen projects and classwork as well as build their resume for career and/or college. Kinnect students consider community issues and problems and design and implement projects that provide improvements and solutions in those areas as they interface with people/agencies in the community. Students in Kinnect will need to be able to multitask, communicate effectively, reach deadlines, and self-motivate in order to be successful. The first marking period is a probationary period. Those who do not/cannot complete necessary requirements of projects and classwork at a satisfactory level will be rescheduled in a traditional classroom. Students interested in Kinnect are to complete the course selection process as normal but will also indicate their interest in Kinnect on their scheduling form. To be considered for Kinnect, students need to have passed their PSSA exams (incoming freshmen) and/or Keystone exams, not be a regular cause of behavioral issues, and possibly get a referral from a previous teacher. Additional program details will be shared with students who are accepted into Kinnect.

## Mission Statement Empowering Students

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:** Students 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.

#### **Web Design and Multimedia**

**Course #790**

**Year**

**3.00 credits**

This program prepares students to apply HTML, XML, JavaScript, programming, graphics applications, digital animation, and other authoring tools to the design, editing, and publishing (launching) of documents, images, graphics, sound and multimedia products. This program includes instruction in programming, Internet theory, web page standards, and policies, elements of web page design, user interfaces, vector tools, special effects, interactive and multimedia components, search engines, navigation, relational databases, morphing, e-commerce tools, and emerging web technologies.

#### **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.**

# Bearcat Institute of Learning & Development (BILD)

## HS Course Catalog

### 2024-2025

### DESIGNING YOUR SCHEDULE

**CHECKLIST:** Use this checklist to assist you in designing your schedule:

- Review your course history on Skyward or with a guidance counselor 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 below to be sure you're meeting the requirements.

### 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 provide 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.

### ART

**Course Title:** Art History

**Course Code:** OL0820

**Credit:** .5

**Length:** Semester

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.

## MUSIC

**Course Title:** Music Appreciation

**Credit:** .5

**Course Code:** OL0813

**Length:** Semester

Students will gain a thorough understanding of music by studying the elements of music, musical instruments, and music history, as well as music advocacy. Students will be introduced to the orchestra and composers from around the world. They will be required to be a composer, performer, instrument inventor, and advocate.

**Course Title:** Beginning Piano

**Credit:** .5

**Course Code:** OLO854

**Length:** Semester

This course introduces students to the piano. Students will learn about basic music theory, they will learn about the parts of the piano and the placement of notes on the keyboard, and they will learn and perform a varied repertoire of music on a piano. Students must have regular access to a piano or keyboard in order to take this course. A keyboard can be offered to the student via HASD to borrow for the class.

## HEALTH AND PHYSICAL EDUCATION CLASSES

**Course Title:** Health and Physical Education 9-12

**Credit:** .5

**Course Code:** OL0921 (HPE 9), OL0922 (HPE10), OL0923 (HPE11), OL0924 (HPE12)

**Length:** Semester

Students will need to fulfill PE requirements, complete health assignments, communicate promptly and be able to problem-solve when issues arise. Students will further apply this knowledge through participation, study, and involvement in a wide variety of experiences that will benefit future healthy lifestyles. This will be accomplished through 50 fitness hours as well as content knowledge of diseases, nutrition, physical fitness, mental health, body systems, safety, first aid, and personal health.

- Students will be graded on a weighted scale similar to in-house courses. 40% for each marking period and 20% final exam which means the PE hours are worth nearly half the grade.
- The Health/Wellness and Physical Education Grade will be based on individual assessment, implementation, communication, and ability to follow directions.

## ENGLISH

**Course Title:** CP English 9

**Credit:** 1.0

**Course Code:** OL0111

**Length:** Year

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 students 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.

**Course Title:** CP English 10

**Credit:** 1.0

**Course Code:** OL0112

**Length:** Year

Storytelling is an artform and as you will see in this course, it is an artform that ranges from the simple to complex, the ugly and the beautiful, the romantic to the horrific, and everything in between. In this course, the main character is YOU. You will learn about the storytelling craft via the lens of the many characters you will meet and gradually develop an understanding of your own character. This course will prepare you to be successful in the Keystone exam at the conclusion of the course.

**Course Title:** CP English 11

**Credit:** 1.0

**Course Code:** OL0113

**Length:** Year

This course emphasizes the improvement of communication skills, both written and oral, as Students make a chronological journey through American literature. Types of literature that will be studied include nonfiction,

poetry, drama, short stories, and novels. Direct instruction of grammar is correlated to writing assignments. Vocabulary development is continued through SAT preparation word lists. Research components will also be covered. These topics and approaches prepare Students for college, university, or other similar post-secondary programs as well as offer remediation opportunities for Keystone Exam proficiency.

**Course Title:** CP English 12

**Credit:** 1.0

**Course Code:** OL0114

**Length:** Year

Speaking, reading, and writing - the basics and essentials of human communication. Today, these skills are a way of life, something you do each and every day, probably without even thinking about it. *But how did we get here? How did our language become what it is today? How have our reasons for speaking, writing, and reading changed?* In this course we will travel through literature and uncover how our abilities to speak, write, and read today have been influenced and shaped by the literature of our past. Let the journey begin!

**Course Title:** Creative Writing

**Credit:** .5

**Course Code:** OL0154

**Length:** Semester

In this course students consider the importance of word play exercises in improving their facility with language while building a compelling and creative writing style. Focusing on word nuances and precision, later lessons guide students to write in a variety of short modes—including poetry, song lyrics, prose poetry, short short stories, and creative nonfiction. There are several opportunities for peer review in this semester, during which students learn best practices for participating in writing workshops, and then revise their work using feedback from their peers.

## WORLD LANGUAGES

**Course Title:** Japanese 1

**Credit:** 1.0

**Course Code:** OV0512

**Length:** Year

Japanese 1 is designed to develop an authentic and practical understanding of the Japanese language and culture. Learners will become familiar with the Japanese phonetic symbols, Hiragana, and Katakana, be able to distinguish and pronounce Japanese sounds, write accurately from dictation, and comprehend simple print/audio/video texts on familiar topics. Learners will have the ability to greet and to introduce themselves and their family members as well as talk about likes and dislikes. Learners will learn how to form simple sentences by using affirmative and negative verbs in the present tense to describe daily activities such as going to school, watching movies, and eating foods. All new concepts will be introduced in context while incorporating various listening, speaking and writing activities. Cultural topics will also be introduced throughout.

*NOTE: This course is provided with a vendor and uses a different learning platform.*

**Course Title:** Japanese 2

**Credit:** 1.0

**Course Code:** OV0522

**Length:** Year

Japanese 2 is designed to build upon skills learned in Japanese 1 and prepare learners to expand their ability to communicate in Japanese. This course will focus on conversational skills. Learners will learn the negative and affirmative of the past tense of verbs, nouns, and adjectives. By the end of the course, learners will be able to talk about their environment, including providing the date, talking about going on an outing, and describing activities that might take place in the present and past tenses. Cultural topics will be incorporated throughout.

*NOTE: This course is provided with a vendor and uses a different learning platform.*

**Course Title:** Spanish I

**Credit:** 1.0

**Course Code:** OL0312

**Length:**

Year

Spanish 1 is designed to develop an authentic and practical understanding of the Spanish language and culture. Students will have the ability to express their thoughts, feelings, and opinions in the target language within basic, real-life situations and learning scenarios. Students in this course will also build upon thematic vocabulary dealing with the classroom, describing themselves and others, meal times, etc. All new concepts will be introduced in context while incorporating various listening, speaking, and writing activities using authentic, relevant, and engaging learning opportunities.

**Course Title:** Spanish II  
**Course Code:** OL0322

**Credit:** 1.0  
**Length:** Year

Spanish 2 is designed to build upon skills learned in Spanish 1 and prepare Students to communicate further using reading, writing, speaking, and listening. Students in this course will further their grammar skills to be able to communicate in other verb tenses and build skills that require more explanation. Students in this course will also build upon thematic vocabulary dealing with families, celebrations, homes, etc. Intercultural understandings are embedded throughout the course using a variety of media and discussions. Students will complete hands-on activities and innovative assignments to achieve the Can-Do statements laid out in the coursework.

**Course Title:** Spanish III  
**Course Code:** OV0332

**Credit:** 1.0  
**Length:** Year

Spanish 3 is designed to build upon skills learned in Spanish 2 and prepare Students to communicate further using reading, writing, speaking, and listening. Students in this course will further their grammar skills to be able to elaborate on events and narrate stories in past tenses. Students in this course will also build upon thematic vocabulary dealing with traveling, food, shopping, etc. Intercultural understandings are embedded throughout the course using a variety of media and discussions. Students will complete hands-on activities and innovative assignments to achieve the Can-Do statements laid out in the coursework.

*NOTE: This course is provided with a vendor and uses a different learning platform.*

**Course Title:** Spanish IV  
**Course Code:** OV0342

**Credit:** 1.0  
**Length:** Year

Spanish 4 is designed to develop an authentic and practical understanding of the Spanish language and culture. Students will have the ability to express their thoughts, feelings, and opinions in the target language within more nuanced real-life situations and learning scenarios. All new concepts will be introduced in comprehensible context while incorporating various listening, speaking, and writing activities using authentic, relevant, and engaging learning opportunities. At this level, language learning will be individualized to meet the goals of the Students' pertaining to their career and travel aspirations.

*NOTE: This course is provided with a vendor and uses a different learning platform.*

**Course Title:** German 1  
**Course Code:** OV0712

**Credit:** 1.0  
**Length:** Year

German 1 is designed to mirror a class trip to Germany. Learners begin to develop an authentic and practical understanding of the German language and culture through the collaborative effort of planning an imaginary trip. As they navigate through getting to know each other, planning an itinerary and packing a bag, learners will gain the basic language and cultural skills to communicate in authentic scenarios. By the end of the course, learners will be able to ask and answer basic questions, analyze authentic German-language resources to get the information they need, and understand the cultural nuances that facilitate a successful trip abroad.

*NOTE: This course is provided with a vendor and uses a different learning platform.*

**Course Title:** German 2  
**Course Code:** OV0722

**Credit:** 1.0  
**Length:** Year

German 2 is designed to build upon skills learned in German 1 and prepare learners to communicate further using reading, writing, speaking, and listening. Learners in this course will further their grammar skills to be able to communicate in other verb tenses and build skills that require more explanation. Learners in this course will build upon thematic vocabulary dealing with housing, traveling, shopping, professions, etc. They will also expand their knowledge of how to communicate in different time frames and how to add detail to conversations. Learners will complete hands-on activities and innovative assignments to achieve the Can-Do statements laid out in the coursework. In addition, they will learn about life and culture in the German-speaking countries.

*NOTE: This course is provided with a vendor and uses a different learning platform.*

**Course Title:** American Sign Language (ASL) 1  
**Course Code:** OV0612

**Credit:** 1.0  
**Length:** Year

American Sign Language 1 is designed to introduce learners to the unique characteristics of a visual language. This is not a class about ASL; it is a class in ASL. Learners will be guided through engaging activities and interactions

using signs, facial expressions, gestures and body language in order to communicate about authentic and relevant everyday topics. Learners will also explore elements of Deaf culture and the ways in which language and culture interact to shape each other. This exploration will allow learners to reexamine spoken languages, including their own, and the ways in which their cultural experiences have been shaped by language. Throughout, learners will be challenged to reconsider their understanding of ability/disability as they experience a whole new means of communication. Because of the visual nature of ASL and the interactive nature of this course, camera use is required and class sizes may be capped.

*NOTE: This course is provided with a vendor and uses a different learning platform.*

**Course Title:** American Sign Language (ASL) 2

**Credit:** 1.0

**Course Code:** OV0622

**Length:** Year

In American Sign Language 2, learners will build on the basic skills developed in ASL 1 in order to communicate more complex and abstract concepts. Learners will continue to develop their understanding of the ways in which a visual language differs from a spoken one by beginning to convey more visual messages themselves. Elements of Deaf culture

will be interwoven in all aspects of the course and learners will have specific opportunities to communicate with Deaf individuals using their developing skills. By the end of the course, learners will be able to engage in an authentic conversation with someone they do not know using exclusively ASL. Because of the visual nature of ASL and the interactive nature of this course, camera use is required and class sizes may be capped.

*NOTE: This course is provided with a vendor and uses a different learning platform.*

Additional World Language Offerings: If you are interested in learning another world language that is not listed, please contact your School Counselor to see if additional opportunities are available.

## MATH

**Course Title:** Consumer Math

**Credit:** 1.0

**Course Code:** OL0405

**Length:** Year

This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. The first semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping. Second semester topics include vehicle and home purchasing, investing, and business and employee management.

**Course Title:** Algebra I A

**Credit:** 1.0

**Course Code:** OL0407

**Length:** Year

Just like planning a road trip, algebra is all about preparation, problem-solving, and finding creative solutions to unexpected challenges. Both require a strong foundation and understanding of basic concepts before setting off on the journey. During a road trip, you need to read maps, calculate distances and speeds, and estimate arrival times. In algebra, you need to understand formulas, equations, and functions, and use them to solve problems. In a road trip, unexpected obstacles can occur, such as traffic or detours. Similarly, in algebra, you may encounter a challenging problem that requires you to think outside the box and find an alternative solution. Just as you can't anticipate every obstacle on a road trip, you won't always be able to solve every algebra problem on the first try. But, like a savvy road tripper, you can take a step back, reassess the situation, and find a new route to success. Remember, algebra may have its bumps and detours, but with perseverance, creativity, and determination, you can reach your destination and succeed in mastering the subject! Once completed, students should enroll in Algebra 1B.

**Course Title:** Algebra I B

**Credit:** 1.0

**Course Code:** OL0408

**Length:** Year

In less than one year, you will step into the ring with legendary world champion, Keith Stone. You know that your battle will be the ultimate test of your math skills, knowledge, and resiliency. We have a lot to learn and a long way to go, but we are determined to give it our all as we learn about 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. Over the next nine months, we will train hard, perfect our techniques, and strategize to come out victorious. By the end of this course, we will have honed the skills necessary to become Algebra champions! This course is designed for tenth-grade students based on teacher recommendation.

**Course Title:** Algebra II

**Credit:** 1.0

**Course Code:** OL0419

**Length:** Year

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. Students will learn to model real-world situations. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigor.

**Course Title:** CP Algebra I

**Credit:** 1.0

**Course Code:** OL0411

**Length:** Year

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 students for college-level courses by giving an in-depth look at Algebraic concepts.

**Course Title:** CP Algebra II

**Credit:** 1.0

**Course Code:** OL0420

**Length:** Year

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. Students 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 students for college-level courses by giving an in-depth look at Algebra concepts

**Course Title:** Geometry

**Credits:** 1.0

**Course Code:** OL0413

**Length:** Year

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. Students 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 Students to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigor.

**Course Title:** CP Geometry

**Credit:** 1.0

**Course Code:** OL0421

**Length:** Year

This course explores advanced concepts of Geometry that will prepare the learner for college. Students 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. Students 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 Students for college level courses by giving an in-depth look at Geometry concepts.

**Course Title:** CP Trigonometry/Precalculus

**Credit:** 1.0

**Course Code:** OL0452

**Length:** Year

This course will build on the algebra and geometry Students have previously studied. Precalculus will be examined in a unified way that will help students prepare for everyday life and future courses in mathematics. Spreadsheets, graphing, and various forms of technology are employed to enable students to explore and investigate advanced functions and data. This course will help prepare students for college-level courses or Calculus concepts.

## **SCIENCE**

**Course Title:** CP Biology

**Credit:** 1.0

**Course Code:** OL0510

**Length:** Year

Just like forensic investigators, biology students need to be meticulous and detail-oriented. They need to have a good understanding of the scientific method and the ability to think critically. They need to be able to analyze and interpret data, draw conclusions, and communicate their findings effectively. In biology class, you will be studying the intricacies of life, from the smallest cell to the most complex ecosystems. You will learn about genetics, evolution, and ecology, and how they all fit together to create the world we live in. Just like a forensic investigator,

you will need to use your knowledge and skills to solve complex problems. You will need to analyze data, identify patterns, and draw conclusions based on evidence. You will need to be able to think outside the box and come up with creative solutions. But most importantly, just like a forensic investigator, you will need to have a passion for solving mysteries. You will need to be curious, persistent, and willing to go the extra mile to find the answers you are looking for. With the right attitude and approach, you can become a master of biology and unlock the secrets of life itself! *Biology should be preceded or accompanied by an Algebra I course.*

**Course Title:** CP General Science

**Credit:** 1.0

**Course Code:** OL0522

**Length:** Year

This course is divided into two sections. In section 1 the focus will be on Earth and Space and include studies of the Universe and stars, Earth and the solar system, Earth's history, systems of the Earth, plate tectonics, the role of water in Earth's systems, weather/climate, biogeology, natural resources, natural hazards human impact on Earth's systems. In section 2 the focus will be on the environment and ecology and include studies of 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.

**Course Title:** CP Anatomy & Physiology

**Credit:** 1.0

**Course Code:** OL0546

**Length:** Year

The aim of this course is to expand upon what was learned in your Biology class, while emphasizing the application of this material to human structures and functions. This course begins the study of human beings at the microscopic level and works its way up to an in-depth study of select organ systems. It is also designed to give the student an understanding of how structure and function are related in the human body. The student will study the human body from the cellular level to the organ system level. All of the major body systems will be studied in great detail.

Additionally, biochemistry, cell biology, histology, biotechnology, bioethics, and pathology will also be studied.

This course is highly recommended for students seeking a career in science or a health-related profession.

**Course Title:** Physical Science

**Credit:** 1.0

**Course Code:** OL0524

**Length:** Year

Bullet trains, such as ones in Japan, can get up to speeds of 200 mph! Have you ever wondered how the world's fastest trains travel at those speeds – how do they work and what materials are used to make them so they can withstand those high speeds? It all comes down to physical science – a mixture of chemistry and physics. You will learn how basic materials are carefully selected and put together to create the bullet train and its tracks. In addition, you will learn how to predict the speed of a bullet train, along with the forces acting on it, in order to determine how bullet trains truly are capable of those speeds. In this physical science course, you will apply the principles matter, and the forces acting on it to unlock the secrets behind bullet trains. Jump aboard and join us for our train ride!

**Course Title:** Agriscience 1

**Credit:** .5

**Course Code:** OL0720

**Length:** Semester

This course will prepare students for careers in agriscience. Agriculture is the world's largest industry, so the critical nature of understanding how agriculture must thrive in unpredictable conditions cannot be overstated. Throughout the modules, students will gain an understanding of some of the fundamental issues in agriscience, including safety, environmental factors such as climate change and extreme-weather conditions, plant and animal science, and food safety. Additionally, students will explore how they can emerge as leaders in such a complex and exciting industry.

**Course Title:** Agriscience 2

**Credit:** .5

**Course Code:** OL0721

**Length:** Semester

*Prerequisite Course: Agriscience 1.*

In this course, students will explore the various components of agriscience careers and agricultural living. Beginning with career exploration, students will become familiar with the vast array of opportunities that exist in agriscience.

They will discover what is necessary for the proper care and management of livestock from keeping living quarters clean to caring for newborn animals. Students will understand the ways in which plants, crops, and vegetation thrive in varying conditions. They will explore the fundamentals of running a successful agriscience operation as well as how agriscience affects and is affected by global economic conditions.



## **SOCIAL STUDIES**

**Course Title:** CP American Government/Economics

**Credit:** 1.0

**Course Code:** OL0217

**Length:** Year

This course will guide students through an in-depth study of the history, structure, and guiding principles of American government. This course also introduces the principles and the applications of economics in everyday life. Students develop an understanding of limited resources, and compare it with unlimited wants and needs. Students learn how individual and national economic decisions are made to allocate goods and services among competing users. Students apply economic principles to think and problem solve. The study of Economics uses the view of economic institutions and policies to explore the history, organization, and functions of the U.S. government in controlling our economy. Students are encouraged to use their knowledge of the policies and institutions of economics to develop their own views on current economic and monetary issues.

**Course Title:** Sociology

**Credit:** .5

**Course Code:** OL0232

**Length:** Semester

Sociology examines the basics of sociology, which is the study of society including individuals, human groups, and organizations. The course is divided into four main areas: the sociological perspective, social structures, inequality in society, and social institutions and change. Students will examine controversies around social change, inequality, gender, and race. The course revolves around an overview of the field with projects that offer the student a chance to explore from a sociologist's perspective.

**Course Title:** Psychology

**Credit:** .5

**Course Code:** OL0235

**Length:** Semester

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.

**Course Title:** CP U.S. History I

**Credit:** 1.0

**Course Code:** OL0213

**Length:** Year

U.S. History I continues the story of American history starting with the Revolutionary War to the Reconstruction efforts following the Civil War. The course covers the political developments in the colonies as they fought to become an independent nation, as well as the courage and sacrifice of the men who created the Constitution and the start of a new government. The "growing pains" of a young nation, such as Westward expansion and the multitude of conflicts over slavery are examined. Students will explore the reasons for regional conflict, the eventual dissolution of the Union, the main events of the Civil War, and how leaders and citizens attempted to "put the nation back together again."

**Course Title:** CP U.S. History II

**Credit:** 1.0

**Course Code:** OL0215

**Length:** Year

U.S. History II continues the story of American history. Following a brief review of Reconstruction efforts after the Civil War, this course will examine the major political, social, cultural, and economic developments up to contemporary history. As required by the Pennsylvania Academic Standards, students will explore the lives and actions of political leaders, military leaders, cultural and commercial leaders, and innovators and reformers. Participants will understand the role that America has forged during both peacetime and war. They will analyze primary documents and learn how numerous changes in the nation's belief systems, commerce and industry, innovations, politics, settlement patterns, social organization, and transportation have contributed to the United States that we now know.

**Course Title:** CP World History  
**Course Code:** OL0211

**Credit:** 1.0  
**Length:** Year

World History covers the history of civilization from hunter-gatherer societies through the characteristics of the earliest civilizations to the Enlightenment period in Western Europe. The second half of Semester A explores early intellectual, spiritual, and political movements and their impact on interactions among world cultures. World History emphasizes the effects of the Industrial Revolution and changing attitudes about science and religion as well as the impact of European colonization. Students are encouraged to make connections between World War I and II and events related to the Cold War and between 19th-century imperialism and modern independence movements.

## **BUSINESS EDUCATION AND TECHNOLOGY**

**Course Title:** Social Media Business & Marketing  
**Course Code:** OL0625

**Credit:** .5  
**Length:** Semester

Whether it's posting pictures, videos, or interacting in the metaverse, today's students who aspire to apply their social media skills to business marketing must be prepared. This course on Social Media Business Marketing provides them with the foundational knowledge of social media technology and marketing principles. The course begins with an introduction to social media platforms and then goes in depth into the marketing and advertising strategies used to support a company's social media strategy and campaigns. Through activities and projects, students will gain firsthand knowledge of this exciting field.

**Course Title:** Financial Literacy  
**Course Code:** OL0632

**Credit:** .5  
**Length:** Semester

This course is designed to help students budget, keep a checkbook and filing system, deal with debt and credit, and become wiser consumers. Students will learn how money and the dynamics surrounding it affect their relationships, their lifestyles, and their retirement.

## **FAMILY AND CONSUMER SCIENCES**

**Course Title:** Independent Living  
**Course Code:** OL0109

**Credit:** .5  
**Length:** Semester

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

## **STEM**

**Course Title:** Startups and Innovation  
**Course Code:** OL0917

**Credit:** .5  
**Length:** Semester

Students hear a lot of contradictory advice in life. On one hand, they may hear something like "Follow your dreams. Pursue your passion and the money will come!" On the other hand, they may hear something completely opposite, like "Most startups fail! It's much safer to get a safe, steady job." So which side is right? The entrepreneurial mindset of searching for opportunities, creating value, and solving pain points will always be valuable. And this mindset applies not just to starting a business, but in any organization that someone is a part of: school, established companies, or non-profits.

## **OTHER ELECTIVES**

**Course Title:** Career Planning  
**Course Code:** OL0110

**Credit:** .5  
**Length:** Semester

As you begin to end one stage of life and move onto the next, it is important to plan for the future. Are you going to college, work, trade school, the military, or taking a year off? Do you want to help people, create new and exciting pieces of technology, discover a new planet, or work with animals? As you work through this course, you will discover more about yourself as well as your interests, skills, and work ethic. You will research possible careers and

learn about their outlook, income, and benefits. You will also fill out job applications and participate in mock interviews. The Game of Life is never easy or a straight path. Are you ready to discover where it will take you?

**Course Title:** Personal Leadership

**Credit:** .5

**Course Code:** OL0627

**Length:** Semester

This course focuses on social skills. Social skills are an important tool students need in order to build relationship and communication skills. Topics in this course include: Social skills for healthy & supportive relationships, Responsible decision making, How emotions, thoughts, and values influence behavior, Different perspectives, and Empathizing with others.

## **VIRTUAL INTERNSHIP**

A **Virtual Fashion Internship Program** can expose you to the exciting and trendy fashion industry. This year-long program prepares students prior to stepping into a physical workspace, and gives them the opportunity to test and try concepts in a risk-free simulated environment. And unlike a physical internship, students will get to experience all of the real-world business decisions that make or break popular fashion trends. They'll also gain valuable skills and uncover which areas they like most and where they'd like to focus in the future, or major in at college.

**Course Title:** Workplace and Internship Readiness

**Credit:** .5

**Course Code:** OL0600

**Length:** Semester (Fall)

In order to prepare for the workplace and the upcoming virtual internship, students must first learn about important workplace skills. In this course students will get to know themselves better as well work on topics such as: From Classroom to Employment, Workplace Behavior, Communicating at Work, Teamwork Makes the Dream Work, Managing Your Time, Energy, & Money, Protecting Yourself & Your Employer, Bringing it Together & Becoming a Leader.

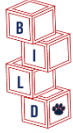
**Course Title:** Virtual Fashion Internship Program

**Credit:** .5

**Course Code:** OL0601

**Length:** Semester (Spring)

Students will get to experience first hand a simulation that was developed in partnership with professional designers and industry experts at the Fashion Institute of Design & Merchandising (FIDM) in Los Angeles, CA. Students will make key business decisions for a simulated clothing store from arranging window displays, to lessons on fashion trends and research. Fashion industry fundamentals learned in class are applied in the simulation, including garment pricing and discounts, selling and staffing strategies, social media promotions, and more. The course includes an exciting end-of-year culminating project.



## Huntingdon Area High School BILD Course Offerings 2024-2025

Course Code	COURSE	TEACHER	COURSE LENGTH	CREDIT
<b>MUSIC &amp; ART</b>				
OL0813	Music Appreciation	Mr. Canner	Semester Course (Fall)	.5
OL0854	Beginning Piano	Mr. Canner	Semester Course (Spring)	.5
OL0820	Art History	Mrs. Erin Shaffer	Semester Course (Spring)	.5
<b>HEALTH AND PHYSICAL EDUCATION</b>				
OL0921	HPE 9	Mrs. Elder	Semester Course (Fall)	.5
OL0922	HPE 10	Mrs. Elder	Semester Course (Fall)	.5
OL0923	HPE 11	Mrs. Elder	Semester Course (Spring)	.5
OL0924	HPE 12	Mrs. Elder	Semester Course (Spring)	.5
<b>ENGLISH</b>				
OL0111	CP English 9	Mrs. Minor	Full Year Course	1.0
OL0112	CP English 10	Mrs. Minor	Full Year Course	1.0
OL0113	CP English 11	Mrs. Minor	Full Year Course	1.0
OL0114	CP English 12	Mrs. Minor	Full Year Course	1.0
OL0154	Creative Writing	Mrs. Minor	Semester Course (Fall)	.5
<b>WORLD LANGUAGES</b>				
OL0312	Spanish 1	Sra. Ryan	Full Year Course	1.0
OL0322	Spanish 2	Sra. Ryan	Full Year Course	1.0

OV0332	Spanish 3	WOL (Mrs. Young-Facilitator)	Full Year Course <i>offered through WOL Canvas Platform</i>	1.0
OV0342	Spanish 4	WOL (Mrs. Young-Facilitator)	Full Year Course <i>offered through WOL Canvas Platform</i>	1.0
OV0612	American Sign Language (ASL) 1	WOL (Mrs. Young-Facilitator)	Full Year Course <i>offered through WOL Canvas Platform</i>	1.0
OV0622	American Sign Language (ASL) 2	WOL (Mrs. Young-Facilitator)	Full Year Course <i>offered through WOL Canvas Platform</i>	1.0
OV0712	German 1	WOL (Mrs. Young-Facilitator)	Full Year Course <i>offered through WOL Canvas Platform</i>	1.0
OV0722	German 2	WOL (Mrs. Young-Facilitator)	Full Year Course <i>offered through WOL Canvas Platform</i>	1.0
OV0512	Japanese 1	WOL (Mrs. Young-Facilitator)	Full Year Course <i>offered through WOL Canvas Platform</i>	1.0
OV0522	Japanese 2	WOL (Mrs. Young-Facilitator)	Full Year Course <i>offered through WOL Canvas Platform</i>	1.0
OV0412	French 1	WOL (Mrs. Young-Facilitator)	Full Year Course <i>offered through WOL Canvas Platform</i>	1.0
OV0812	Russian 1	Language Bird (Mrs. Young-Facilitator)	Full Year Course <i>Offered through Language Bird's Platform</i>	1.0
OV0822	Russian 2	Language Bird (Mrs. Young-Facilitator)	Full Year Course <i>Offered through Language Bird's Platform</i>	1.0
<b>MATH</b>				
OL0407	Algebra 1A	Mr. Dunn	Full Year Course	1.0
OL0408	Algebra 1B	Mr. Dunn	Full Year Course	1.0
OL0411	CP Algebra 1	Mr. Dunn	Full Year Course	1.0
OL0419	Algebra 2	Mr. Dunn	Full Year Course	1.0

OL0420	CP Algebra 2	Mr. Dunn	Full Year Course	1.0
OL0413	Geometry	Mr. Dunn	Full Year Course	1.0
OL0421	CP Geometry	Mr. Dunn	Full Year Course	1.0
OL0452	CP Trigonometry/Precalculus	Mr. Dunn	Full Year Course	1.0
OL0405	Consumer Math	Mr. Dunn	Full Year Course	1.0
<b>SCIENCE</b>				
OL0522	CP General Science	Mrs. Maclay	Full Year Course	1.0
OL0510	CP Biology	Mrs. Maclay	Full Year Course	1.0
OL0546	CP Anatomy & Physiology	Mrs. Maclay	Full Year Course	1.0
OL0524	Physical Science	Mrs. Maclay	Full Year Course	1.0
OL0720	Agriscience 1	Mrs. Knepp	Semester Course (Fall)	.5
OL0721	Agriscience 2	Mrs. Knepp	Semester Course (Spring) <i>prerequisite: Agriscience 1</i>	.5
<b>SOCIAL STUDIES</b>				
OL0217	CP American Govt/Economics	Miss Hower	Full Year Course	1.0
OL0213	CP US History 1	Miss Hower	Full Year Course	1.0
OL0215	CP US History 2	Miss Hower	Full Year Course	1.0
OL0211	CP World History	Miss Hower	Full Year Course	1.0
OL0235	Psychology	Miss Hower	Semester (Fall)	.5
OL0232	Sociology	Miss Hower	Semester (Spring)	.5
<b>BUSINESS EDUCATION &amp; TECHNOLOGY</b>				
OL0632	Financial Literacy	Mrs. Buckley	Semester Course (Spring)	.5
OL0625	Social Media Business & Marketing	Mrs. Buckley	Semester Course (Fall)	.5
<b>FAMILY &amp; CONSUMER SCIENCES</b>				
OL0109	Independent Living	Mrs. Miller	Semester Course (Spring)	.5

<b>STEM</b>				
OL0917	Startups & Innovation	Mr. Young	Semester Course (Spring)	.5
<b>OTHER ELECTIVE OPTIONS</b>				
OL0110	Career Planning	Mrs. Emily Shaffer	Semester Course (Fall & Spring)	.5
OL0627	Personal Leadership	Mrs. Emily Shaffer	Semester Course (Fall & Spring)	.5
<b>VIRTUAL INTERNSHIP</b>				
OL0600	Workplace and Internship Readiness	Mrs. Young	Semester Course (Fall)	.5
OL0601	Virtual Fashion Internship Program	Sub-Contracted Teacher (Mrs. Young-Facilitator)	Semester Course (Spring)	.5

\*\*All courses will be offered in Huntingdon Area School District’s Canvas Instance, except for WOL Language Courses.

COURSE CATALOG WITH DESCRIPTIONS: <https://accelerate.education/9-12-courses/>

\*\*\*Other world language courses are available, if students are interested in a specific one, they can reach out to guidance or Mrs. Young.

## **COURSE SELECTION SHEET**

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

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

Arts, Communications, and Humanities

Business, Finance, and Information Technology

Health Sciences and Human Services

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

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

**Are you interested in participating in the 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:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

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

**Student 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 Course Selection Guide is available on the district's website at [www.huntsd.org](http://www.huntsd.org).

### **COURSE OFFERINGS BY DEPARTMENT/SUBJECT**

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

#### **DUAL ENROLLMENT**

Dual Enrollment/AP English Composition I - 146  
Dual Enrollment/AP English Composition II - 147  
Dual Enrollment/AP U.S. History I & II - 144  
Advanced Algebra 2 - 440  
Microsoft Applications - 613  
Dual Enrollment/AP Chemistry - 554  
Early Childhood Education - 726  
Psychology - 236  
AP American Government - 153

#### **ENGLISH**

English - 9, 10 & 11 - see guide  
Comprehensive/College Prep English 9, 10 & 11 - see guide  
Honors English 9, 10, 11 & 12 - see guide  
AP English 12 - 147  
English 11 - Literature for Life and Work - 122  
English 11 - American Literature: True Crime - 123  
English 11 - Modern American Literature - 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  
Dual Enrollment/AP English Composition I - 146  
Dual Enrollment/AP English Composition II - 147  
Dramatic Literature (Elective) - 156  
Greek and Roman Mythology (Elective) - 165  
Modern Themes in Classic Films (Elective) - 160  
Feminine Literature (Elective) - 121  
Kinnect English - 208

#### **MATHEMATICS**

Algebra 1A - 410 and Algebra 1B - 411  
CP Algebra 1 - 412  
CP Algebra 2 - 420  
Algebra 2 - 419  
Dual Enrollment Advanced Algebra 2 - 440  
CP Geometry - 421  
Geometry - 413  
Consumer Math - 405  
CP Trigonometry & Pre-Calculus - 452  
AP Statistics - 455  
AP Calculus - 453

#### **SCIENCE**

General Science - 522  
CP Environmental Science II - 526  
Physical Science - 524  
Honors Biology - 511  
CP Biology - 510  
AP Biology & Lab - 552  
Honors Chemistry - 535  
CP Chemistry - 532 and CP Chemistry II - 530  
AP/DE Chemistry & Lab - 554  
AP Environmental Science & Ecology - 523  
Honors Physics - 540 and Honors Physics II - 542  
Anatomy and Physiology - 546

#### **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-

#### **SOCIAL STUDIES**

CP Modern World History - 211  
CP US History I - 213  
Honors US History I - 151  
AP/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  
Psychology (Elective) - 235  
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  
Agricultural Mechanics and Equipment -  
Metalworking, Plumbing, Engine Systems - 714  
FFA Leadership - 752 or 753  
Independent Supervised Agricultural Experience - 754

#### **FOREIGN LANGUAGE**

Spanish I, II, III & IV - see guide

#### **HEALTH and PHYSICAL EDUCATION**

Health and Physical Education Class (All Grades) - 921  
Health and Fitness Walking Class - 923  
Advanced Weight Training/Health (All grades) - 922

#### **ART**

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

#### **BUSINESS EDUCATION AND TECHNOLOGY**

Financial Life Preparation - 632  
Leadership - 629  
Business Law - 658  
Dual Enrollment Microcomputer Applications - 613  
Introduction to Business - 614 and Introduction to Business II - 615  
Accounting I - 631  
Visual Arts and Graphic Design - 657  
Advanced Media and Communications - 832/833  
Yearbook - 664/665  
Google/Microsoft Applications - 663  
Introduction to Coding - 616  
Computer Science I: App Development - 617  
STEM - 618  
Engineering I - 757

#### **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

#### **FAMILY AND CONSUMER SCIENCES**

Independent Living - 110  
Food and Nutrition I - 727  
Early Childhood Education - 726

**HCCTC** - Codes on Pg. 48-49