

WILLIAM PENN SENIOR HIGH SCHOOL

101 West College Avenue
York, Pennsylvania 17401
717-849-1218
www.ycs.k12.pa.us



2022 - 2023 Course Selection Guide

MISSION

As a professional learning community, we educate the whole child by providing an engaging and challenging learning environment to ensure each student receives a premier education.

Core Beliefs of the School District of the City of York

- All students can learn
- Effective leaders build effective teams
- Trust and respect are the foundation for success
- Teaching matters. Teachers matter
- Everyone — students, teachers, families, administrators and staff — is responsible for student success

SCHOOL ADMINISTRATION TEAM

Dr. Blair Smoak.....Principal
Melanie Still.....Principal on Special Assignment (Special Education)
Dr. Maurice R. Jones.....Assistant Principal of 12th grade
Edalmira RiveraAssistant Principal of 11th grade
Steve Little.....Assistant Principal of 10th grade
Jennifer Pahl.....Assistant Principal of 9th grade

SCHOOL COUNSELOR STAFF

Mr. William Goodyear - goodywil@yorkbearcats.org.....Grade 12
Mrs. Lynette Fink - finklyn@ycs.k12.pa.us.....Grade 11
Mrs. Kimberly Becker - beckekim@ycs.k12.pa.us.....Grade 10
Mrs. Alana Barnes - barneala@ycs.k12.pa.us.....Grade 9
Ms. Jaclyn Smith - smithjac@ycs.k12.pa.us.....College & Career

TABLE OF CONTENTS

Promotion Requirements	3
Act 158: Pathways to Graduation	7
Special Education Support and Services	9
Gifted Education Support and Services	9
Choosing Your Courses	9
NCAA Academic Eligibility	10
Transition from 8th to 9th Grade	11
STEAM Pathway	12
Dual Enrollment Courses	16
Choosing Your Electives	19
Department Offerings	
Arts & Humanities	21
Career and Technical Education	26
English	29
English Learners	32
Health, Wellness, & Drivers Education	35
JROTC	36
Mathematics	37
Science	40
Social Studies	44
Special Education	48
World Languages	55
York Area Public Safety & Emergency Services Career Training Academy	57
Bearcat Cyber Academy	59
Partnership Programs	60

PROMOTION REQUIREMENTS

Students are urged to make the best use of their time by enrolling in courses at appropriate levels of challenge that will offer them a rigorous program of studies throughout their four years. This generally means that students should earn more than the minimum number of credits required for graduation. There are multiple graduation pathways that lead to a high school diploma. Students are not locked into one set pathway but are encouraged to follow the track that leads them to success. The pathway a student is following can be adjusted during their high school career if needed. Grade promotion is dependent on earning the minimum number of credits required. Students must also earn the required credits in each subject area required by their pathway to graduate. Mid -year promotions are honored when applicable.

Promotion Chart

From Grade	To	Credits
9th	10th Grade	5
10th	11th Grade	10
11th	12th Grade	15
12th	Graduate	22 - 25

Students who are following the College Ready and STEAM pathways should pass at least one course in each of the core subject areas (English, Math, Science, and Social Studies) each year.

Grade and Credit Recovery Opportunities

When a student fails a marking period or an entire course, there are opportunities available for them to take advantage of. Grade recovery is for students who are currently enrolled in the class in question and are in need of replacing a failing marking period grade. Students must request to be involved in the grade recovery process with their currently assigned teacher and meet those expectations by the date issued by the regularly assigned teacher. Credit recovery is to earn a credit or partial credit for a course that the student completed but failed during a previous school year. Credit recovery can come in the form of having a shortened version of the course assigned during the regular school day, an after school or online course, or summer school. Availability to be involved in the credit recovery programs varies throughout the school year and from year-to-year. Students are encouraged to connect with their assigned professional school counselor to explore credit recovery options.

GRADING SYSTEM

Final grades are issued as percentages. The corresponding letter grades for the percentages are as follows:

A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 65 – 69
F = 0 – 64

HONOR ROLL LEVELS

- DISTINGUISHED** Status is awarded to those students who demonstrate the highest level of academic achievement by earning all A's on their report card.
- HIGH** Status is achieved by students who demonstrate an above average level of academic achievement and earn all A's and B's on their report card, with a 3.5 Grade Point Average (GPA) or higher.
- HONOR ROLL** Status is achieved by students who demonstrate an above average level of academic achievement and earn all A's and B's with a GPA of 3.0 to 3.4.

Note: To be eligible for the Honor Roll, a student must have a minimum course load of four credits.

GRADE WEIGHT SCALE FOR COURSES TAUGHT AT WILLIAM PENN SENIOR HIGH SCHOOL

Letter Grade	Percentile	Standard GPA	Honors GPA	AP GPA
A+	97-100	4.0	4.5	5.0
A	93-96	4.0	4.5	5.0
A-	90-92	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3.0	3.5	4.0
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2.0	2.5	3.0
C-	70-72	1.7	2.2	2.7
D+	67-69	1.3	1.8	2.3
D	65-66	1.0	1.5	2.0
F	Below 65	0.0	0.0	0.0

CREDIT HOURS

In grades 9 through 12, every student graduating must have completed 120 clock hours of instruction to earn credit toward graduation. Students who do not meet 120 hours of instructional time due to unexcused absences and/or class cuts will not be able to earn the credit for the class. For classes offered for one semester, 1/2 credit shall be awarded for students who complete 60 clock hours and a passing grade. Courses may be offered for less than 120 hours and course credit shall be awarded based on the fraction thereof (i.e. 1/4 credit for one marking period, 30 hours of instruction).

PA Code § 57.31. Graduation requirements.

GRADUATION REQUIREMENTS

Subject Area	Career Ready Pathway	College Readiness Pathway	STEAM Pathway (College & Career Ready)
English	4	4	4
Mathematics (Including Algebra I)	3	4	4
Science (Including Biology)	3	4	4
Social Studies (Including Civics & Economics and U.S. History)	3	4	4
World Language		2	2
Health	0.5	0.5	0.5
Wellness	0.5	0.5	0.5
Career & Finance	1	1	1
Arts & Humanities	2	2	2
Vocational, Business, Home Economics, Computer Science, & Industrial Arts	5 (These are recommended, students can earn additional credits in the above subject areas to fulfill this requirement)		3 (Additional Arts & Humanities credits can also be used to meet this requirement)
Meet 158 Requirement	Track 1 - 5	Track 1 - 5	Track 1 - 5 (Includes earning approved certification or post-secondary credits)
TOTAL MINIMUM CREDITS REQUIRED FOR GRADUATION	22	22	25

Act 158: Pathways to Graduation

The Pennsylvania Department of Education requires students in the Class of 2023 and beyond to meet certain levels of proficiency on the Keystone Exams and provides alternatives to meet their state graduation requirements. Act 158 of 2018 outlines the five pathways to meet the state's graduation requirements. Students following Pathways 1 & 2 will have their progress monitored by their regularly assigned school counselor. Students following Pathways 4 & 5 will have their progress monitored by the College & Career Counselor. At this time York City students can only meet the requirements of Pathway 3 if they are attending a local Career and Technical Center.

The Keystone Exams are state-developed, end-of-course assessments in designated content areas. The Keystone Exams serve as high school accountability assessments for federal and state purposes. All public school districts in the Commonwealth of Pennsylvania are held accountable for the participation and performance of all students in Algebra I, Biology, and Literature Exams.

Pathway 1 - Keystone Proficiency

A student meets graduation requirements if proficient or advanced on all three Keystone Exams; Algebra I, Literature, and Biology.

Pathway 2 - Keystone Composite Score

A student meets graduation requirements if proficient or advanced on at least one Keystone Exam, and scores basic or above on the other two exams, and earns a composite score of at least 4452. A composite score is calculated by adding the scores of the Algebra I, Literature, and Biology Keystone Exams.

Pathway 3 - Career & Technical Education Pathway

Pass all Keystone Exam classes for all subjects in which the student did not earn a proficient or advanced on the Keystone Exam.

AND ONE OF THE FOLLOWING

- Attain an industry-based competency certification related to the student's chosen program of study in Career & Technology Education (CTE).

OR

- Demonstrate a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the student's chosen program of study in Career & Technology Education (CTE).

Pathway 4 - Alternate Assessment

Pass all Keystone Exam classes for all subjects in which the student did not earn a proficient or advanced on the Keystone Exam.

AND ONE OF THE FOLLOWING

- Attain an established score on an approved alternative assessment for each subject in which the student did not earn proficiency on the Keystone Exam. Approved alternate assessments include:
 - AP Exam (Minimum Score 3)
 - PSAT (Minimum Score 970)
 - ACT WorkKeys (Gold Level)
 - SAT (Minimum Score 1010)
 - ASVAB (Minimum Score 31)
 - ACT (Minimum Score 21)
- Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score.
- Successful completion of a pre-apprenticeship program.
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

Pathway 5 - Evidence-Based

Pass all Keystone Exam classes for all subjects in which the student did not earn a proficient or advanced on the Keystone Exam and demonstration of three pieces of evidence consistent with the student's goals and career plans, including

- One of the following:
 - SAT Subject Test: score of 630
 - AP program exam: score of 3
 - Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework
 - Acceptance letter
 - Placement test results
 - College registration form
 - Attainment of an industry-recognized credential
 - Successful completion of a concurrent enrollment or postsecondary course; and
- Two additional pieces of evidence, including:
 - One or more of the options listed above
 - Satisfactory completion of a service learning project
 - Include project learning goal(s), project activities, and the project(s) contribution to the community
 - Supervised and assessed by an adult, and verified in writing by adult supervisor
 - Sufficient duration and intensity to address identified community needs and meet specified project learning goal(s)
- Attainment of a score of proficient or advanced on a Keystone Exam
- A letter guaranteeing full-time employment
- A certificate of successful completion of an internship or cooperative education program
 - Meets Industry-based Learning Indicator Guidance for work-based learning experiences
- Satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0

Alternate Provisions

- In addition to the five pathways outlined above, there are two additional provisions to fulfill Act 158 Requirements.
 - Meets requirements based on IEP team decisions for academic goals
 - Superintendent's waiver for students with extenuating circumstances (5%)

Special Education Support and Services

Special Education supports and services are available to eligible students attending William Penn Senior High School. Eligibility for special education support and services is determined by a multidisciplinary team that includes the student's parent(s)/guardian(s) and the student, if appropriate, following receipt of signed permission to evaluate from the student's parent(s)/guardian(s). If the student is found to be eligible for special education support and services, the team will next determine his or her need for specially designed instruction and create an Individualized Education Plan (IEP) for the student. The student's parent(s)/guardian(s) are then provided with a Notice of Recommended Educational Placement (NOREP) that proposes the appropriate support and services in the least restrictive environment. Special education services will begin only when the district receives written consent from the parent(s)/guardian(s) in the form of an approved NOREP.

Subsequent to the creation and implementation of the initial IEP, the IEP team reconvenes at least annually to review the student's progress and to review and revise the IEP. The district provides a variety of special education therapy, occupational therapy, hearing therapy, and vision therapy, as appropriate.

Gifted Education Support and Services

Gifted education supports and services are provided when data indicate a need for specially designed instruction to meet the strengths of students identified as mentally gifted. These specially designed supports and services are identified annually in the Gifted Individualized Education Plan (GIEP) through collaboration by the GIEP team. These supports and services are provided as enrichment, acceleration or a combination of both, as determined to be appropriate by the GIEP team, helping students make meaningful progress towards annual academic goals that are aligned to Pennsylvania's Core Standards.

Choosing Your Courses

One of the most important decisions students make each year is which courses they will take the following year. Students should give very careful consideration to the courses they take in High School as these choices affect both their success and fulfillment each year, as well as in their postsecondary plans. Consideration should be given to each of the following:

- Graduation requirements and required courses for your grade level
- Difficulty level of each course (see course descriptions) and sequencing
- Teacher recommendations
- Postsecondary plans, including which courses may be required for acceptance to college, to play a sport in college (NCAA Eligibility), to pursue your desired career, etc.

Please choose your courses carefully. While you will receive assistance from parents/guardians, teachers, and counselors, the responsibility to make good choices is yours. You are encouraged to fully explore your options, to ask questions, and to make informed decisions. Take charge of your success!



NCAA Academic Eligibility

Students aspiring to play Division I or II sports in college need to familiarize themselves with NCAA Eligibility Requirements, which can be found at www.eligibilitycenter.org. It is the students' responsibility to ensure completion of the required number of eligible core courses. Students and parents/guardians should carefully review the course, GPA, and SAT/ACT requirements in order to be eligible for post-secondary college sport participation. School counselors will assist with scheduling, and serve as resources to help students better understand the requirements. Seniors also need to complete a Student Release Form from the NCAA Eligibility Center before graduation.

List of NCAA- Approved Courses for the 2022-2023 School Year

*(these courses are also identified with ** in the departmental lists of courses)*

English Courses:

English 9
Honors English 9
English 10
Honors English 10
English 11
Honors English 11
English 12
Honors English 12
AP English Literature and Composition
Creative Writing I (0.5)
Creative Writing II (0.5)
Public Speaking (0.5)

Mathematics Courses:

Algebra IA (0.5)
Algebra IB (0.5)
Algebra I
Algebra II
Honors Algebra II
Geometry
Honors Geometry
Trigonometry
Pre-Calculus H
AP Calculus
AP Computer Science Principles
AP Computer Science A

Natural/Physical Science Courses:

Integrated Science I
Integrated Science II
Biology
Conceptual Chemistry
Chemistry
Chemistry II (0.5)
Organic Chemistry (0.5)
Forensic Science
Conceptual Physics
Physics
AP Physics
Anatomy & Physiology
Honors Anatomy & Physiology
AP Biology
AP Environmental Science

Social Science Courses:

Civics & Economics
Honors Civics & Economics
AP Government and Politics
World History
Honors World History
AP World History
US History
Honors US History
AP US History
Psychology (0.5)
Criminology (0.5)
African American History (0.5)
History of Latin Culture (0.5)
Current Events (0.5)
AP Psychology

Humanities:

Spanish I
Spanish II
Spanish III
Spanish IV
AP Spanish Language and Culture
French I
French II
French III

Transition from 8th to 9th Grade

“The importance of a smooth transition from 8th grade to 9th grade cannot be emphasized enough, as this transition will determine each student’s success in high school as well as decisions about their post-secondary school life.” – Cooper, R. & Markoe-Hayes, S. (2005)

As students move from middle school levels at the K-8 schools, to the more independently organized world of high school, they face a myriad of new situations that can cause distress both academically and emotionally. [National High School Center (2007), EPE Research Center (2006), NCES (National Center for Educational Statistics), Breakthrough Collaborative (2011) et al.] Nationally, ninth grade students self-report that they receive less support from teachers and administrators, and generally like school less than they did in middle school. In fact, research from Wheelock, A. and Maio, J. (2005) shows that “a ninth grade student is three to five times more likely to fail a class than students in other grades.”

William Penn Senior High School is committed to supporting students through this transition. Freshman Academy, and STEAM Pathway. In addition, following the practice recommended by all Professional Learning Communities (PLCs) that are detailed in the works of Fullan and Hargreaves, Deal and Kennedy, Dufour and Marzano, et al., 9th grade teachers have common planning in order to meet regularly as a team to identify essential and valued student learning, analyze current levels of achievement, set achievement goals, track data, develop intervention plans and communicate with parents. The result is a more familiar learning environment for new high school students who feel valued and supported by their teams of teachers.

It is our mission that all ninth grade students are known by a team of teachers and are appropriately placed in challenging courses with systemic support to encourage academic and emotional success. Teams are composed of teachers from the following subject areas: English, Math, Social Studies, Science, Special Education, Guidance and Administration.

Goals:

- To provide a supportive learning environment that encourages achievement.
- To appropriately place students in a challenging academic environment.
- To implement interdisciplinary work for teachers and students.
- To increase opportunities for underrepresented students in honor level courses.
- To form positive academic and social relationships between students of all ethnic backgrounds.
- To increase support and communication among parent/guardian, student and teacher.
- To support college and career exposure and preparedness.
- To have high expectations for student performance.
- To vary instructional and assessment techniques to encourage success.

PLC Purpose for 9th Grade Student Development:

- Ease transition from K-8 buildings to high school through research-based instructional programming appropriate for 9th grade students.
- Improve student achievement through personalization and focused discussions about student learning.
- Increase collaboration for teachers.
- Provide built-in meeting time for teachers, students and parents/guardians.
- Establish consistency in expectations in academic performance and skills.

STEAM PATHWAY STATEMENTS OF BELIEF



Mission: Educating the whole child through STEAM by providing an engaging and challenging learning environment to ensure each student receives a premier education designed towards collaboration and problem solving.

Vision: William Penn High School STEAM Pathway is determined to create life-long learners that are college and career ready, by providing them with educational experiences that foster critical thinking skills while encouraging educational risk taking and personal growth.

Student Expectations: The STEAM Pathway is looking for students who are interested in Science, Technology, Engineering, Arts, and Mathematics. At the high school level, this looks like students who are ready to further their educational journey specifically in these domains. STEAM education is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. STEAM education results in students who take thoughtful risks, persist in problem-solving, engage in experiential learning, embrace collaboration, and work through the creative process. Students interested in this program are looking to further their post secondary education in these domains. With that being said, there are rigorous academic and behavioral requirements we are expecting from our students:

- Must maintain a grade average of 70% or higher
- Must be willing to apply himself/herself to all assignments whether during school hours or beyond school hours
- Must be willing to complete extra assignments outside of the regular core subjects, whether in or out of school
- Must have the desire to investigate and create products
- Must be motivated to work hard
- Must maintain appropriate and respectful behavior to all those involved, both adults and peers, within the WP STEAM Pathway
- Must be willing to work with others in groups/teams in class projects and regularly scheduled STEAM Challenges

Enrollment Process: If a student wishes to join the WP STEAM Pathway, they must first complete a questionnaire and get two teacher recommendations. The questionnaire will then be reviewed by the WP STEAM Pathway staff. From there, if the student's questionnaire fits the above mentioned criteria and teacher recommendations reflect a positive addition to the WP STEAM Pathway, the student will be invited to an interview round of the enrollment process. The next step is to notify the student on the status of their potential entrance into the WP STEAM Pathway. If a student would like to be removed from the STEAM Pathway, a formal meeting (may include) administration, teachers, school counselor, social worker student and parent/legal guardian is required before exiting the program.

Pedagogy & Methodology: The STEAM Pathway is composed of a team of teachers who instill a STEAM curriculum into all of their courses. These courses are indicated in the course IDs with "ST" (i.e. ST1234). STEAM Pathway teachers enhance the education process by incorporating cross-curricular planning, PBL implementation, student academic portfolios, STEAM Challenges, building logistics, marking period PRIDE ceremonies, SEL & restorative justice, outside partnerships, technology (ordering, inventory, safety, implementation, etc), educational partnerships, and student data tracking. These teachers meet regularly to ensure these educational elements are embedded into the curriculum. Part of STEAM Pathway graduation is to earn either post-secondary credits, certification, or credentials in an area related to the student's career interest.

MATH		
Grade	Track 1	Track 2
9	Algebra I	Algebra I
10	Algebra II	Honors Algebra II & Honors Geometry
11	Geometry	Pre-Calculus - H
12	Trigonometry, Statistics, or Pre-Calculus - H	AP Calculus or CHS College Algebra

SCIENCE			
Grade	Track 1	Track 2	Medical
9	Biology	Honors Biology	Biology or Honors Biology
10	Chemistry	Chemistry	Chemistry
11	Physics	Honors Physics	Forensic Science
12	Zoology/Horticulture, Chem II/O Chem, AP Environmental Science	AP Physics	Anatomy & Physiology, Honors Anatomy & Physiology, or AP Biology

ENGLISH		
Grade	Track 1	Track 2
9	English 9	Honors English 9
10	English 10	Honors English 10
11	English 11	Honors English 11
12	English 12	Honors English 12 or AP English

SOCIAL STUDIES		
Grade	Track 1	Track 2
9	Civics & Economics	Honors Civics & Economics
10	World History	Honors World History or AP World History
11	U.S. History	Honors U.S. History or AP U.S. History
12	Psychology & Criminology, History of Latin Culture, African American History, Economics, or Current Events	AP Psychology, AP US Government & Politics, or CHS U.S. History

TECHNOLOGY, ENGINEERING & COMPUTER SCIENCE			
Grade	Engineering Technology (CTE)	Robotics	Computer Science
9	Introduction to TED	Introduction to TED	Introduction to TED
10	Introduction to Engineering Design, Intro to Woodworking, or Digital Electronics (available 22-23 school year)	Robotics 1	Computer Science Discoveries
11	Principles of Engineering, Advanced Manufacturing, or AutoCAD (available 23-24 school year)	Robotics 2	Intro to Computer Programming/Python or AP Computer Science Principles
12	Civil Engineering & Architecture, Environmental Sustainability, or Engineering Design & Development (available 24-25 school year)	Robotics 3	AP Computer Science A

VISUAL ART			
Grade	Track 1	Track 2	Track 3
9	Into to Visual Art	Into to Visual Art	Into to Visual Art
10	Graphic Design I	Creative Art I	Ceramics I
11	Graphic Design II	Creative Art II	Ceramics II
12	Graphic Design III or Art & Artists	Creative Art III	Ceramics III

ST3140 INTRODUCTION TO TED

½ Credit

This half-year, introductory course is designed to give students an overview of Technology, Engineering, & Design (TED) and allow them to discover the various areas of TED. Students will learn about robotics, computer science, engineering design, manufacturing, electronics, computer aided drafting and design (CADD), and product design.

ST5400 INTRO TO VISUAL ART

½ Credit

This course is for 9th grade STEAM Pathway students. It provides opportunities to learn basic skills and design techniques. Students will create artworks through the exploration of a variety of mediums such as drawing, painting, sculpture, and digital. Students will use creative thinking skills and will be encouraged to use high levels of problem solving, concentration and to multitask.

ST9802 INTERNSHIP STEAM PATHWAY**1 Credit**

Course is selected by an administrator, counselor, & student meeting for students who are part of the STEAM Pathway. Students will intern at local STEAM field based businesses based on student career field interest. This is a "pass/fail" course that will provide senior level students with the opportunity to learn from and work beside STEAM based career professionals with their daily work activities through either on- or off-campus work experiences. These experiences are aimed to prepare students for the world of work and post-secondary success in their desired STEAM career field. Activities, workplace experiences, and career guidance are intended to improve students' knowledge and skills in their career of choice, develop or improve work skills, and assist students in taking ownership in their decisions about their career and future academic plans. This internship course is one semester in length and requires 120 hours of combined fieldwork and coursework. Successful completion of the program will result in earning an elective credit and documentation of participation to be included in students' career portfolios.

ST9501 STEAM INDEPENDENT STUDY**Credit Value Varies**

Course is selected by an administrator, counselor, & student meeting for students who are part of the STEAM Pathway. STEAM Independent Study is required for STEAM Pathway students seeking personal growth and knowledge in an area of STEAM academics. Part of STEAM Pathway graduation is to earn either post-secondary credits, certification, or credentials in an area related to the student's career interest. This will provide STEAM Pathway students with the opportunity to earn either post-secondary credits, certification, or other credentials. Students in this course need to be motivated and committed to earning these credits, certifications, and/or credentials.

ST2036 ANALYTICAL FINANCE**½ Credit**

This course focuses on the nature, scope, and interdependence of the institutional and individual participants in the financial system. Moreover, this course provides insight into real world financial issues that are needed to effectively become financially capable in both personal and business related settings. Students will explore the fundamental concepts of finance (integrated with accounting, marketing, management, logistics, operations, and business) in order to apply multi-criterion decision making and other algebraic modeling skills to financial situations. To culminate the course, students will work in high performance teams to build strategic business plans that emphasize real, live local, state, national, or international business that will serve not only as an articulation of understanding of core course concepts, but also their ability to apply attributes of high level mathematical reasoning and data science to financial analysis.

Dual Enrollment Courses

Harrisburg Area Community College, Mansfield University, York College of Pennsylvania and Harrisburg University of Science and Technology

Dual Enrollment gives students the opportunity to take college courses while enrolled at William Penn. The Dual Enrollment Program provides a realistic college experience with on-site or online academic support to help students establish a collaborative academic bridge from high school to college. This also facilitates students' preparedness for a college environment. Admission counselors from each of the dual enrollment programs will connect with students interested in enrolling in the program to provide additional information and assistance to complete the application process.

Upon successful completion of these courses, students must provide an official transcript from the college or university to the Office of Student Services to guarantee the dual enrollment course is reflected in the high school transcript. Once the student secures the grade from the course he/she will be granted a single credit with honors weight at William Penn for three credits earned at the college level. One-half high school credit will be awarded for students who earn college credit for a value of less than three credits. Courses may be used to satisfy William Penn graduation requirements if the course descriptions and syllabus are determined to line up with the high school graduation requirements. Students should provide a copy of their college course syllabus to their respective school counselor if there is any question to whether a course will be accepted as dual enrollment credit or questioning on the determination of grade level earned as various institutions use their own grading scale. See below for enrollment criteria.



HACC Dual Enrollment Criteria

- Students must be a junior or senior at the time of application.
- Students must have the recommendation of their school counselor.
- Students must meet course prerequisites (if applicable) through HACC's placement testing or SAT/ACT scores.
- Students must give permission to send their high school transcript to HACC.
- Payment of \$127.50 per course credit (i.e. \$382.50 per 3 credit course) must be paid to HACC to remain enrolled.



Early Start Program Dual Enrollment Criteria

- Students must have completed 10th grade (exceptions permitted with counselor and administrator approval).
- Students must have a minimum cumulative grade point average of 3.0.
- Students must consult with and have the recommendation of their school counselor.
- Students must give permission to send their high school transcript to Mansfield University.
- Payment of \$50 per course credit (i.e. \$150 per 3-credit course) must be paid directly to Mansfield University by the required deadline to remain enrolled.



Spartan Scholar Dual Enrollment Program Criteria

- Students must be a junior or senior at the time of application.
- Students must have a minimum high school cumulative grade point average (unweighted) of at least 3.0.
- Students must take the SAT or ACT and earn the minimum accepted scores in Math and Reading.
Temporarily suspended due to COVID-19
- Students must receive a recommendation from their school counselor.
- Students in YCCOSP wishing to enroll in dual enrollment courses must meet above criteria in addition to completing all necessary forms and meeting with the YCCOSP Student Development Liaison prior to enrollment.
- Non-YCCOSP students must ensure all tuition payments are received by the college by the stated deadline. Tuition costs = \$155 per credit, Administrative Fee \$155 (i.e. \$605 for a 3 credit course)
Books and supplies are additional costs*.
- Completion of phone/virtual interviews with students and parents may be required.



Harrisburg University of Science and Technology Dual Enrollment Program Criteria

- Students must be a high school sophomore, junior, or senior.
- Students must have a minimum of a 2.75 GPA on a 4.0 scale at the time of application.
- Several options for dual-enrollment courses: Traditional classroom courses on campus, at select high school, and online courses (limited number).
- \$200 per credit (i.e. \$600 for a 3 credit course) with no additional costs.
- Students may take up to 11 credits per college semester or 23 credits a year.
- A Parent Consent Form must be signed by the student and a parent/guardian, which provides various required releases.

Schedule Changes

Requests for schedule changes must be made to the Counseling Department **within the first ten days of the course**. Students must state specific reasons for requests. Class changes to or from Honors/AP/CHS courses require parent/guardian and teacher consultation. Requests will not be approved if there is no available space in the desired course, if students are requesting a specific teacher, or if the request is deemed academically inappropriate. **Students must attend all scheduled classes until change requests are approved**. Failure to do so will result in an unexcused absence for the missed class(es). All approvals beyond this grace period must be made by an administrator.

9800 COMMUNITY SERVICE

Not for Credit

Community Service during the school day is an option for seniors who have all courses needed for graduation in their schedule, have room for a period of volunteerism, and have made an agreement with a staff member, office, or department, within the school. Both the student and responsible staff member will sign a contract which outlines their responsibilities.

9501 INDEPENDENT STUDY

Credit Value Varies

Independent study will be for students seeking personal growth and knowledge in an area of academics not currently offered at WPSHS. For each independent study the student will be required to find a supervising teacher, as well as develop a plan with their administrator and guidance counselor, for how they are going to meet their independent study goals. Independent studies may include working on an online program while present with a supervising teacher.

0000 SENIOR RELEASE

Not for Credit

Senior release is offered to seniors who are completely on track to graduate in the current school year. Students must have all of their required courses within their schedule, and must take a minimum of four credits. Parent/Guardian permission is required to leave school early on Senior Release. No course credit is earned.

CHOOSING YOUR ELECTIVES

Students in the 9th grade may choose from the following elective courses:

Arts & Humanities

Year-long Courses

- Creative Art I (5301)
- Ceramics I (5331)
- Symphonic Band (5520)
- Concert Choir (5550)
- Orchestra (5600)
- Piano Lab (5650)
- Guitar (5660)
- Music Exploration (5800)

Semester Courses

- Theatre I (5022)
- Theatre II (5023)

JROTC

Year-long Courses

- JROTC I (9009)

World Languages *(2 credits required for graduation for STEAM students)*

Year-long Courses

- Spanish I (6001)
- French I (6101)

Public Safety & Emergency Services

Year-long Courses

- Introduction to Public Safety & Emergency Services (4050)

*All STEAM students will be enrolled in Introduction to TED and Introduction to Visual Art

Students in 10th, 11th, and 12th grades may choose from the following elective courses (See information on the following pages about descriptions of these courses):

Arts & Humanities

Year-long Courses

- Creative Art I (5301)
- Creative Art II (5302)
- Creative Art III (5303)
- Creative Art IV (5304)
- Ceramics I (5331)
- Ceramics II (5332)
- Ceramics III (5333)
- Graphic Design I (ST5404)
- Graphic Design II (ST5406)
- Art & Artists (ST5350)
- Symphonic Band (5520)
- Concert Choir (5550)
- Orchestra (5600)
- Piano Lab (5650)
- Advanced Piano Lab (5651)
- Guitar (5660)
- Advanced Guitar (5661)
- Music Theory (5700)
- Music Exploration (5800)
- Women's Choir (5551)
- Men's Choir (5554)
- Digital Music Production (5521)
- Theatre III (5024)
- Blogging & Journalism (ST1355)

Semester Courses

- Music History (5601)
- Studio Recording (5522)

- Theatre I (5022)
- Theatre II (5023)

Career & Technical Education

Year-long Courses

- AP Computer Science Principles (2016)
- AP Computer Science A (2017)
- Career Explorations and Financial Literacy (7804)
- Intro to Computer Programming/Python (7007)
- Intro to Woodworking (3564)
- Advanced Manufacturing (ST3220)
- Robotics I (ST3120)
- Robotics II (ST3130)
- Robotics III (ST3150)
- Digital Electronics (ST3161)
- Intro to Engineering Design (ST3162)
- Computer Science Discoveries (ST3230)
- Product Design & Entrepreneurship (ST3170)
- Diversified Occupations (7800)
- Business Operations and Logistics (7805)

Semester Courses

- SAT/ACT Prep (9005)

English

Semester Courses

Creative Writing I (1300)
Creative Writing II (1310)
Public Speaking (1301)
Film Appreciation (1341)
Young Adult Literature (1350)

Health, Wellness, & Drivers Education

Semester Courses

Health (8002)
General PE and Wellness (8010)
Lifetime Fitness and Sport (8004)
Team Sports (8300)
Weight Training & Conditioning (8005)
Driver's Education (0850)

JROTC

Year-long Courses

JROTC I (9009)
JROTC II (9010)
JROTC III (9011)
JROTC IV (9012)

Music

Semester Courses

Music History (5601)
Studio Recording (5522)

Year-long Courses

Symphonic Band (5520)
Concert Choir (5550)
Orchestra (5600)
Piano Lab (5650)
Advanced Piano Lab (5651)
Guitar (5660)
Advanced Guitar (5661)
Music Theory (5700)
Advanced Music Theory (5701)
Girls Chorus (5551)
Chamber Choirs (5552)
Digital Music Production (5521)

World Languages *(2 credits required for graduation for STEAM students)*

Year-long Courses

Spanish I (6001)
Spanish II (6002)
Spanish III (6003)
AP Spanish Language & Culture (6010)
French I (6101)
French II (6102)
French III (6103)

Public Safety & Emergency Services

Year-long Courses

Introduction to Public Safety & Emergency Services (4050)
Public Safety & Emergency Services - Intermediate Application (4055)

Course offerings vary depending on student interest.

5301 CREATIVE ART I 1 Credit

This full-year course provides an introduction to art through a multimedia experience. Interested students will learn and apply the elements and principles of design to produce creative art assignments that reflect understanding of these concepts.

5302 CREATIVE ART II 1 Credit

Prerequisite: Completion of Creative Art I
This full-year course is designed to further develop the concepts and skills learned in Creative Art I. Interested students will use the skills and techniques learned previously to enhance artwork in two and three-dimensional design using a variety of media. The student will develop an ability to make effective choices concerning media, techniques and subject matter.

5303 CREATIVE ART III 1 Credit

Prerequisite: Completion of Creative Art II or teacher recommendation and principal approval
This full-year course is meant for third-level, advanced art students who have completed Creative Art I and II. Skills learned in Creative Art I and II are incorporated and enhanced through this course. Interested students will investigate more thoroughly, two and three-dimensional art projects. Students must show initiative and good work habits in addition to being interested in art.

5304 CREATIVE ART IV 1 Credit

Prerequisite: Completion of Creative Art III or teacher recommendation and principal approval
This full-year course is designed for the serious art student. Interested students will create a body of art that demonstrates quality, concepts and growth. The studio-art student will develop a

portfolio designed to meet the requirements of an art school or college art program.

5331 CERAMICS I 1 Credit

This full-year introductory course gives interested students the opportunity to learn basic handbuilding techniques such as pinch, coil and slab as well as glazing techniques, and to apply those techniques to develop problem-solving and creative-thinking skills. Students may experiment with the potter's wheel. Techniques in pottery and sculpture will be explored. Insights into artistic, cultural, historical and functional uses of this art form will be introduced.

5332 CERAMICS II 1 Credit

Prerequisite: Completion of Ceramics I
This full-year course is an extension of Ceramics I. This course gives interested students who have excelled in Ceramics I, and who are considering post-secondary education in art or ceramics, the opportunity to continue to work in ceramic media and develop advanced problem-solving and creative-thinking skills. Students continue to gain handbuilding, glazing and wheel-throwing experience to create portfolio-quality work. Further techniques and applications in pottery and sculpture will be explored as well as artistic, cultural, historical and functional uses of these art forms.

5333 CERAMICS III 1 Credit

Prerequisite: Completion of Ceramics II
This full-year course gives interested, advanced seniors who have excelled in Ceramics I and II, the opportunity to continue to work in ceramic media and develop advanced technical, problem-solving and creative-thinking skills. This course is a specialized, independent opportunity for serious art students to develop portfolio-quality work for an art school or college art program

ST5404 GRAPHIC DESIGN I 1 Credit

This course is an introductory course to digital art and design. Students will be engaged in using

the Adobe Suite programs to create digital works of art and portfolio development. This project-based learning course will aid students in developing and strengthening skills in creativity, communication, research, problem-solving and conceptualization skills.

ST5406/ST5407 GRAPHIC DESIGN II & III 1 Credit

These courses are intended for students who have completed at least one previous art class in high school and will help students examine the various areas of design in the visual arts. In this course students will develop, nurture, and strengthen their creative and artistic talents. Students will be engaged in digital art and design, as well as portfolio development. This project-based learning course will aid students in developing and strengthening skills in creativity, communication, research, problem-solving and conceptualization skills.

ST5350 ART & ARTISTS 1 Credit

In this course students will study the history and cultures tied to various art styles from the old Master's to Modern and Contemporary Artists. Students will also gain hands-on experience using a variety of art mediums from drawing, painting, and sculpture inspired by each genre of art studied. This course is open to all students in 9-12th grade.

5520 SYMPHONIC BAND 1 Credit

Prerequisite: Prior experience on a band instrument or approval of instructor/audition
Students in Symphonic Band will develop instrumental and musicianship skills through ensemble experiences centered around quality band literature. As the year progresses, students will experience increasing demands of technique, range, fluency and interpretation. Students will be assessed regularly with benchmark playing evaluations and written rhythm readings. Attendance at and participation in all rehearsals and concert performances will be expected. Students enrolled in Symphonic Band will have the option to participate in Concert Choir. Private

instruction on your instrument is highly recommended.

5550 CONCERT CHOIR 1 Credit

Concert Choir is a vocal performing group dedicated to singing a variety of choral music, featuring all voice ranges--soprano, alto, tenor, and bass. Grades 9-12 are welcome, and no audition is required. Music styles include a variety of classical, jazz, folk, pop, gospel, and more. Instruction in music reading is included. The Concert Choir performs at winter and spring concerts, graduation, and other events throughout the school year.

5600 ORCHESTRA 1 Credit

Students in orchestra will learn and perform music at an intermediate level of musicality and technical difficulty. Students will continue to build upon their fundamental skills in tone quality, intonation, bow techniques, shifting skills, vibrato, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. In addition, students will learn responsibility, pride, self-discipline, and teamwork. Students are expected to practice a minimum of 30 minutes daily outside of class. Attendance at rehearsals and performances outside of the school day is required.

5650 PIANO LAB 1 Credit

Students with an interest in learning to play a keyboard instrument (piano) may select this course. No prior instruction is necessary. Students will be introduced to the fundamental skills of playing the keyboard through songs, exercises and scales selected by the instructor. The course also includes instruction in basic music theory necessary to read music. A basic understanding and performance of music will be necessary to complete the course. Marking period recitals and a formal Spring Recital will be presented to display individual student ability and progress.

5651 ADVANCED PIANO LAB **1 Credit**

Prerequisite: Successful completion of Piano Lab and/or approval of instructor

This course is open to students who are interested in continuing keyboard (piano) skills - development and growth in general musicianship. Students will be challenged to build upon their experience from Beginning Piano Lab. Intervals, chords, key signatures and rhythms that are more complex will be studied and performed. Finger exercises, two and/or four octave scales and appropriate music will provide the advancement in their ability to read and perform at a higher level on a keyboard instrument. Students should expect to be in attendance at any rehearsals or performances that may be scheduled outside the time frame of the regular school day. Marking period recitals and a formal Spring Recital will be presented to display individual student ability and progress. This course can be taken a second and third time for credit.

5660 GUITAR **1 Credit**

This is an introductory class for guitar. This class is open to all grade levels with a maximum class load of 15 students (or teacher recommendation). In this class students will learn how guitars are made (electric and acoustic), the origin of the guitar, basic music theory, different styles of guitar music, reading melodic lines, basic to moderate difficulty chords playing and basic to moderately difficult songs. Students are required to perform in a guitar recital and/or Spring Concert at the end of the year.

5661 ADVANCED GUITAR **1 Credit**

Prerequisite: Successful completion of Guitar or Teacher Recommendation

Advanced Guitar is an extension of Guitar. Students will become proficient on acoustic and electric guitars. There is a maximum class load of 15 students (or teacher recommendation). Students should have their own guitars (but not mandatory). Students will continue with music theory and the differently playing styles of the guitar from classical (finger picking) to rock (power chords). Each student will be required to

perform in all concerts in the music department as well as an individual piece 2 times per year. This course can be taken a second and third time for credit.

5700 MUSIC THEORY **1 Credit**

Music Theory is a highly comprehensive course that will explore and analyze the elements of music and the music theory concepts of scales, intervals, chords, progressions, form and melody writing. Through sight-singing, music dictation exercises, composition projects and analysis, students will become prepared to study music at the college level or compose and arrange music as a means of self-expression. This course is recommended for students considering college level music study or a career in music.

5551 WOMEN'S CHOIR / TREBLE CHOIR **1 Credit**

This is a vocal performing group focused on soprano and alto singers (traditionally female, but gender identity will be considered in an ensemble name change). Grades 9-12 are welcome, and no audition is required. This group will perform in winter and spring concerts, and other events. An emphasis will be placed on vocal techniques specific to treble voices as students learn a variety of musical styles and build music reading skills. Students may enroll in both this choir and Concert Choir.

5554 MEN'S CHOIR / TENOR, BASS CHOIR **1 Credit**

This vocal performing group consists of tenor and bass singers (traditionally male, but gender identity will be considered in an ensemble name change). Grades 9-12 are welcome, and no audition is required. This group will perform in winter and spring concerts, and other events. An emphasis will be placed on building vocal techniques specific to lower voices as students learn a variety of music styles and music reading skills. Students may enroll in both this choir and Concert Choir.

5601 MUSIC HISTORY**1/2 Credit**

This course will be available to Music and NonMusic students. It will cover various aspects of music as a communication device and the aesthetic proponents in History. It will cover the elements of Renaissance, Baroque, Classical, Romantic and Contemporary Music (Elements of Jazz, Rock and Roll and Music of our time) In addition We will delve into other cultures and how Music affects their lives. Students will engage in active listening, reading and research as called for by the Instructor

5521 DIGITAL MUSIC PRODUCTION 1 Credit

This course is a one semester course covering the basics of music technology, audio projection, and music composition. Students will learn how to use loops, MIDI instruments, voice recording, sound effects, and other techniques to create original compositions and musical arrangements. This is made possible through the use of GarageBand music software. Music theory fundamentals and basic music notation will also be emphasized in an effort to promote music literacy. The main objective of this course is to give students a glimpse into the world of music technology and studio recording, while pushing students' creative boundaries using a project based curriculum. Although prior musical experience is helpful, it is not needed for this course.

5800 MUSIC EXPLORATION**1 Credit**

This is an introductory class for students who have an interest in learning more about music, with no prior experience required. Emphasis is on building a lifelong music appreciation, learning about basic musical vocabulary, exploring instruments of the orchestra, learning about musical eras and composers, listening and activities, and learning to critique live performances. Other aspects may include musical technology or musical career paths.

5522 STUDIO RECORDING**1/2 Credit**

Students will learn the studio recording process from setting up microphones, learning how to run a soundboard, install software, mix voices and instruments, and blend the final mix into a viable recording.

5022 THEATRE I**1/2 Credit**

This course is a basic introductory course and concentrates on the basics of dramatics in terms of theatre mechanics, speech introduction, and play construction. Activities include readings, presentation of oral exercises, participation in dramatic performances and analysis of the same. In the first course, students work to stimulate and develop imagination, spontaneity, creative risk-taking, responsiveness, ensemble skills, and problem solving. For the objectives and proficiencies of this course to be fully achieved by the individual student, all theatre students are strongly expected to devote some time outside of the classroom to the activities of this course.

5023 THEATRE II**1/2 Credit**

Prerequisite(s): Theatre I or Permission of Instructor

This course is a developmental course which builds upon skills and knowledge from Theatre Arts I. Emphasis will be on interpreting drama, producing drama, and the fundamentals of play production while developing and reinforcing the skills introduced in Theatre Arts I, including vocal skills, acting and improvisation. Musical theatre will be introduced as well as a more in-depth study of character analysis. For the objectives and accomplishments of this course to be fully achieved by the individual student, all theatre students are strongly expected to devote some time outside of the classroom to the activities of this course.

5024 THEATRE III**1 Credit**

Prerequisite(s): Theatre I, Theatre II, and/or Permission of Instructor

In this advanced-level, performance-based course, students will be exposed to advanced

acting techniques and styles, complex group scene work, American drama, directing for the stage, and theatrical research, critique, and dramaturgy. To demonstrate advanced mastery of the skills of the course, students will be required to create a director's prompt book complete with theatrical design and directorial elements. Students enrolled in this course will participate in the organization and performance of a theatrical production. For the objectives and advanced mastery of this course to be fully achieved by the individual student, all theatre students are expected to devote some time outside of the classroom to the activities of this course.

ST1355 BLOGGING & JOURNALISM 1 Credit

Prerequisite: 80% or higher in previous English class & strong writing, technology, and interpersonal skills

This is a STEAM elective course for students in the STEAM Pathway. Students will learn the basics of writing, editing, and publishing news information in both online and print mediums. Curriculum topics will include, but are not limited to, basic interviewing skills, grammar, reporting, news judgment, media ethics, publication design, and journalistic history. The goal is to create and publish a completely student run online and print monthly STEAM news publication. Students are expected to keep an online, regularly updated blog on given and chosen topics. Students need to be comfortable with working both in front of and behind the camera for interviewing. Students will be expected to interview school administrators, teachers, and peers for assigned articles.

**Career and Technical Education: Vocational,
Business, Home Economics, Computer
Science, & Industrial Arts**

7001 COMPUTER LITERACY 1/2 Credit

This course builds a solid foundation for computer usage. Proper keyboarding technique, accuracy, and speed are practiced. Students will use Microsoft Suite and Google Suite to design projects. This course will also include career readiness activities in line with the district chapter 339 plan.

7804 CAREER EXPLORATIONS AND FINANCIAL LITERACY 1 Credit

The financial literacy component of this course is designed for students to build a strong foundation of personal financial skills to assist in preparation for adulthood. Emphasis will be placed on the following: managing personal spending to meet financial goals, understanding and controlling the use of credit and debt, developing an awareness of the impact of education on earning potential, exploring how money can work for us through saving and investing, using financial services, and the protection of assets through risk management. Students will use real-world examples and take part in activities including goal writing, personal budgets, investing simulations, and checking and savings account applications. The career exploration portion of the class has an emphasis on the Pennsylvania Academic Standards for Career Education and Work. The course will provide students with the opportunity to begin or continue their examination into the future beyond high school. Students will have the opportunity to identify their personal aptitudes, abilities, and interests and connect those to possible career placements. This course may be used to meet the graduation requirement for Career & Finance.

7007 INTRO TO COMPUTER PROGRAMMING/PYTHON 1 Credit

An interactive introductory course for students brand new to programming that teaches the

foundations of computer science using the Python language. Not only will this year-long course prepare students for AP Computer Science A and AP Computer Science Principles, but it will teach students how to think computationally and solve complex problems.

2016 AP COMPUTER SCIENCE PRINCIPLES ** 1 Credit

This course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

2017 AP COMPUTER SCIENCE A ** 1 Credit

Prerequisite: Completion of AP Computer Science Principles

This course helps students understand core aspects of computer science which are used to create solutions that are understandable, adaptable and when appropriate, reusable. Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media and engineering. They will also learn to apply computer programming tools to solve complex problems through hands-on experiences and examples.

3564 INTRO TO WOODWORKING 1 Credit

This course is intended for students who desire to learn or improve their knowledge and skill using basic woodworking hand tools. Discussion and activities will include wood and tool terminology, tool safety, layout techniques, joinery, and finishes. This is a new course leading to a larger roll-out in the future. While there are no previous academic requirements,

participating students should have a reasonable level of attendance and academic effort to help ensure success of the program and the potential to expand it. Students with limited English proficiency or special needs should have a plan in place to address their needs in this course prior to the course beginning in order to ensure their safety in an environment with students using tools and building materials.

ST3220 ADVANCED MANUFACTURING **1 Credit**

Prerequisite: Successfully complete Intro to TED
This full-year course gives interested students the opportunity to learn the materials, tools, and techniques of advanced manufacturing. Topics such as 3D modeling, hand/power tool usage, fabrication, manufacturing processes, computer numerically controlled (CNC) equipment, and the history of manufacturing will be explored. Students will design and fabricate independently as well as in groups. Safety, craftsmanship, and attention to detail are essential for this course.

ST3161 DIGITAL ELECTRONICS **1 Credit**

From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

ST3162 INTRODUCTION TO ENGINEERING DESIGN **1 Credit**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

ST3120 ROBOTICS I **1 Credit**

Prerequisite: Successfully complete Intro to TED
This full-year, introductory course provides students the opportunity to learn the basics of robotics and programming. Students will create robots while learning about motors, gear ratios, sensors, servos, programming, functions, loops, and coding. Students in this course need to be creative thinkers, solution focused, and have the ability to work collaboratively.

ST3130 ROBOTICS II **1 Credit**

Prerequisite: Completion of Robotics I
This full-year course is an extension of Robotics I. This course gives interested students the opportunity to continue to work in robotics and programming. Students will continue to work in teams to design and fabricate a robot to meet specific challenges and to compete against other teams. Creative solution focused thinking as well as the ability to document work is needed for this course.

ST3150 ROBOTICS III **1 Credit**

Prerequisite: Completion of Robotics II
This full-year course gives interested, advanced seniors who have excelled in Robotics I and II the opportunity to continue to work in robotics and programming. This course will allow students to further develop their skills by mentoring students in Robotics I and II, as well as the possibility of competing in local robotics competitions. Time management, leadership, and documentation skills are essential for the course.

ST3230 COMPUTER SCIENCE DISCOVERIES **1 Credit**

Prerequisite: Successfully complete Intro to Technology, Engineering, & Design
This full-year course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems. Working independently,

troubleshooting problems, and creative thinking are essential for this course.

ST3170 PRODUCT DESIGN & ENTREPRENEURSHIP **1 Credit**

Prerequisite: Completion of Advanced Manufacturing

This full-year course gives interested students the opportunity to utilize prior learning in the development of a product and small business. Students will work through the engineering design process to develop an invention/innovation. They will then develop a business plan evaluating market needs, cost analysis, advertising, product lifecycle, and ethics.

9005 SAT/ACT PREPARATION **1/2 Credit**

This is a Pass/Fail course where students independently work through Khan Academy. It is specifically for students to develop strategies and skills to boost their scores on the SAT. Students may also use this time for ACT or ACCUPLACER preparation.

7805 BUSINESS OPERATIONS AND LOGISTICS **1 Credit**

This course will present project-based activities that explain the operations and logistics of running a business and or enterprise. The projects and assessments will emphasize the formation/planning of business, the organization necessary to operate the business, day-to-day operations to support the business and marketing to grow the business. Highlighted skills in this course include but are not limited to inventory management, banking, balance accounting, ordering, storage, projected sales, marketing, customer service and more. This course presents the opportunity for students to put learning into action daily and to provide them with the skills they need to be real-world entrepreneurs. This course and the skills they learn will prepare them for success upon completion. All projects will benefit the York City and William Penn Senior High School community.

7800 DIVERSIFIED OCCUPATIONS

**Credit Value
Varies**

The Diversified Occupations (D.O.) course is an educational program that combines classroom instruction with on the job training in a career area of the student's choice. This unique program of education is designed to integrate classroom study in employability and life skills with planned, supervised, practical work experience.

English

9th Grade	10th Grade	11th Grade	12th Grade
English 9	English 10	English 11	English 12
Honors English 9	Honors English 10	Honors English 11	Honors English 12 Or AP English Literature and Composition
Additional electives can be taken at all grade levels based on appropriate grade levels and prerequisites, as outlined in the course descriptions. English electives will be offered based on student interest through a rotating schedule.			

1009FA & 1009 ENGLISH 9 ** 1 Credit

This course uses literature study as a basis for developing reading, writing, speaking, and listening skills leading to independent analysis. This class will consider three literary forms: short stories, drama and novels. Grammar will be taught in conjunction with writing with an emphasis on parts of speech and basic sentence structure, syntax, usage, and punctuation. Intensive vocabulary study will be literature based. Writing experiences will feature mastery of the single paragraph and include literary logs, journal writing, research projects letters, creative writing, book reviews, and include study of unity, coherence and sentence variety. Differentiated instruction will be given to those students with individualized instruction plans, as well as those with gifted individualized instruction plans.

1109FA HONORS ENGLISH 9 ** 1 Credit

Reserved for 9th Grade Academy students only
Prerequisite: Teacher recommendation and Principal approval

This course uses literature study as a basis for developing reading, writing, speaking, and listening skills leading to independent analysis. This class will consider three literary forms: short stories, drama and novels. Grammar will be taught in conjunction with writing with an emphasis on parts of speech and basic sentence

structure, syntax, usage, and punctuation. Intensive vocabulary study will be literature based. Writing experiences will feature mastery of the single paragraph and include literary logs, journal writing, research projects letters, creative writing, book reviews, and include study of unity, coherence and sentence variety. For the honors level class advanced academic vocabulary will be utilized as well as mastery in the use of Microsoft PowerPoint for pertinent oral presentations. Emphasis will be placed on the examination and preparing students for college and career. Differentiated instruction will be given to those students with individualized instruction plans, as well as those with gifted individualized instruction plans.

1010 ENGLISH 10 (Keystone Tested Course) ** 1 Credit

Prerequisite: Completion of English 9 or Honors English 9

This course focuses upon the literary heritage of many nations and reinforces the reading and writing skills acquired in 9th Grade. Students will consistently demonstrate an adequate understanding of fiction and nonfiction within and between texts. They construct meaning by applying appropriate reading strategies and knowledge of literary terms, structures, and genres. Students make and support reasonable assertions and draw conclusions based on textual and contextual evidence. They analyze the author's purpose and techniques, including the effects on the reader. Differentiated instruction will be given to those students with individualized instruction plans. This course will also include career readiness activities in line with the district chapter 339 plan. Students who fail this course but are proficient or advanced on the Literature Keystone Exam are eligible for an add in grade of a "P" to earn this credit.

1110 HONORS ENGLISH 10 (Keystone Tested Course) ** 1 Credit

Prerequisite: Completion of Honors English 9 or English 9 with teacher recommendation and principal approval

This course focuses on the literary heritage of many nations and reinforces the reading and

writing skills acquired in Grade 9. Students in the course study themes of universal interest: the story keeper; slaying the dragon; transformations and journeys; love, gender, poetry; morality and tough choices; and nonconformity. Writing will emphasize multi-paragraph composition, essay questions, and note-taking for research. A research paper is required. Differentiated instruction will be given to those students with individualized instruction plans. Students will also be expected to complete analysis on additional readings, art, and novels appropriate for an honors class. This course will also include career readiness activities in line with the district chapter 339 plan. Students who fail this course but are proficient or advanced on the Literature Keystone Exam are eligible for an add in grade of a "P" to earn this credit.

1011 ENGLISH 11 ** 1 Credit

This course reflects, through the study of literature of all genres, the changes in Americans' perceptions of themselves and of their unique role in the world. American literature will be studied in conjunction with American history. Thematic and structural analysis will be stressed and most compositions will be expository, concentrating on essay form. Formal vocabulary and grammar study prepares students to be successful in Grade 12. Grammar instruction includes usage and punctuation in preparation for standardized tests such as the Scholastic Aptitude Test (SAT) and Keystone Assessments. Vocabulary study is both contextual and formal. Differentiated instruction will be given to those students with individualized instruction plans, as well as those with gifted individualized instruction plans. This course will also include career readiness activities in line with the district chapter 339 plan.

1111 HONORS ENGLISH 11 ** 1 Credit

Prerequisite: Completion of Honors English 10 or English 10 with teacher recommendation and principal approval

American literature will be studied in conjunction with American history. Thematic and structural analysis will be stressed and most compositions will be expository, concentrating on essay form.

This course is demanding and requires vast amounts of reading. Students who select this course may require completion of assigned summer readings as part of the preparation for it. This course will also include career readiness activities in line with the district chapter 339 plan.

1012 ENGLISH 12 ** 1 Credit

This course develops and refines students' skills in reading, analysis, expository writing, grammar, and usage. Students will be able to read works of literature and to analyze how their effects are produced. Students receive practice in writing skills, grammar and usage, and vocabulary. Basic research skills taught support successful completion of a research paper.

1904 HONORS ENGLISH 12 ** 1 Credit

Prerequisite: Completion of Honors English 11 or English 11 with teacher recommendation and principal approval

This offering is specifically a writing and vocabulary study course to prepare students for college admission and subsequent matriculation. It is for seniors who have completed at least one literature course with a 3.0 or higher average. The content includes: critical thinking, the writing process, reinforcement of the essay in the four traditional types (narrative, informative, persuasive and descriptive), responding to writing models in expository form, review of grammar and a research component.

1905 AP ENGLISH LITERATURE & COMPOSITION ** 1 Credit

Prerequisite: Summer Reading Assignment AP Lit is a college-level course with an emphasis on critical reading, understanding, analyzing, and writing about literature. Students will develop several written analyses throughout the year related to both prose and poetry. Summer reading assignments and in-class essays are requirements for the course, which is designed to comply with the curricular requirements described in the course description provided by the College Board. According to the College Board, AP Lit is designed to give students "the

experience of a typical introductory college literature course. It includes intensive study of representative works from various genres, periods, and cultures, concentrating on works of recognized literary merit.”

1005FA iLITERATURE 1/2 Credit

Prerequisite: 9th grade academy only

In this required course, students are taught to use reading strategies that include sampling, inferring, predicting, confirming and integrating what they have read. They learn about the writer’s craft (literary devices, elements, genres, etc.). Cooperative/collaborative learning strategies are integral.

1300 CREATIVE WRITING I ** 1/2 Credit

Prerequisite: Completion of English 9 or Honors English 9

Creative Writing offers students the opportunity to practice imaginative forms of writing, including but not limited to, short fiction and poetry. Students will maintain personal journals and writer’s notebooks and develop a portfolio with drafts and finished pieces

1310 CREATIVE WRITING II ** 1/2 Credit

Prerequisite: Completion of Creative Writing I

Next course in the creative writing sequence. Students will continue to develop their skills with different genres, as well as move into script writing and evaluation.

1301 PUBLIC SPEAKING ** 1/2 Credit

This course is designed to provide the student with a practical knowledge of the process of oral communication. Students will participate in activities designed to communicate self-awareness and self-disclosure, experience group creativity, problem-solving and interaction, learn to listen, follow direction and remember them, evaluate media communication, radio and television, prepare for and practice for job interviews and similar dialogues, and participate in variety of career decision-making experiences.

1341 FILM APPRECIATION 1/2 Credit

Students enrolled in the Film Appreciation course will explore film as an art form as well as examine the impact of cinema on our culture. They will develop the skills necessary to identify the effects of society and culture on a variety of film genres. Students will experience and develop an interest in motion pictures as well as improve their comprehension by interpreting, analyzing and evaluating film in order to categorize it into genres. The course will follow the New Jersey Core Curriculum Content Standards for the Visual and Performing Arts with special emphasis placed on theme, symbolism, acting, screenwriting, cinematography, special effects, direction, editing and sound. Finally, the course will trace the historic development of film in our society and culture.

1350 YOUNG ADULT LITERATURE 1/2 Credit

This elective course is designed for students who enjoy or excel in reading as an opportunity to strengthen their skills in comprehension, fluency and literary analysis. Students will study character development, theme, symbolism, conflict, irony, setting, style, and point of view through the use of Young Adult novels, short stories, and comparative informational texts. The course will be used to increase students’ ability to compare and contrast, and to understand the author’s perspective. Oral and written communication skills will be reinforced. Students will study young adult literature by genre, such as fantasy, science fiction, historical fiction, etc. YA Literature is designed to reinforce what students are learning in their other English classes through contemporary and popular young adult novels which are interesting and relevant to high school students. This course gives students an opportunity to explore various genres of literature. In addition to genres, students’ will also become familiar with young adult literature authors, popular banned books, social movements, literature adapted for the movies.

English Learners

The following courses have been designed to meet the diverse needs of our English Learning population. Initial placements in these courses are dependent on the results of the WIDA screener, the ACCESS score from the previous year and/or EL department recommendations. The goal of this program is to facilitate equal and equitable opportunities to master the domains of English language development.

EL Level	Required	Additional Supports
Newcomer (3 credit hours required)	EL Newcomer English	EL Foundational Strategies
	EL Newcomer Enrichment	
Beginner (2 credit hours required)	EL Beginner English	EL Beginner Reading
		EL Foundational Strategies
Intermediate (2 credit hours required)	EL Intermediate English	EL Communication Strategies
		EL Intermediate Reading
		EL Technical Writing
Advanced (1 credit hour required)	EL Advanced English	EL Technical Writing
<i>Support only for English 9 - 12</i> (1 credit hour required)		EL Linguistic and Application Enrichment
		EL Technical Writing

6510 EL NEWCOMER ENGLISH 1 Credit

This course is an English language arts class targeting English learners (ELs) who are at the newcomer level of English language acquisition. It is designed to integrate the four language domains listening, speaking, reading, and writing, in order to develop oral communication skills,

reading fluency, and basic compositional writing. Students apply active and varied learning strategies that contribute to students' language acquisition, acculturation, and adjustment to a new education system.

6503 EL NEWCOMER ENRICHMENT (Elective) 1 Credit

This course is designed for the newcomer EL student that is new to the United States (one year or less). It is an exploration of communication in various places that are common to everyday life. The students will work together to learn the language of specific content areas that will help them through this first year in a new school. They will then shift their focus from inside the school environment to explore our local community. The students will expand to broaden their understanding of the importance of citizenship and being a productive citizen to have a successful future. The class will collaboratively approach these concepts and practice skills in Reading, Writing, Speaking and Listening according to the PACC and WIDA standards.

6511 EL BEGINNER ENGLISH 1 Credit

This course is an English language arts class targeting English learners (ELs) who are at the beginner level of English language acquisition. It is designed to integrate the four language domains : listening, speaking, reading, and writing, in order to develop oral communication skills, reading fluency, and compositional writing. Students are introduced to authentic readings/literature and the writing process as they apply active and varied learning strategies that contribute to the skills needed for growth in language development.

6512 EL INTERMEDIATE ENGLISH 1 Credit (Literature Keystone Tested Course)

This course focuses on English vocabulary and grammar in conjunction with reading and writing. It emphasizes writing strategies including sentence structure, parts of speech, and punctuation. Students will recognize literary elements and genres, and begin to evaluate

literature through speaking and listening. Students will complete a variety of activities and projects, combining progressive skills in technology to make gains in second language development.

6513 EL ADVANCED ENGLISH **1 Credit**
(Literature Keystone Tested Course)

This course focuses on reading comprehension and provides EL students rigorous literacy skills. Complex vocabulary will be taught in conjunction with literature as it builds upon skills acquired in the intermediate course. Students will read and explore all types of texts and themes and write reflections, constructing applications and connections to real- life background experiences. Speaking and listening will continue to be emphasized throughout a variety of activities, such as technology incorporation ,classroom discussions and projects. Students will complete this course prepared to enter appropriate grade-level English

6700 EL BEGINNER READING **1 Credit**

EL Beginner Reading is designed for students at the beginning level of English language learning. The student will increase exposure to secondary level reading strategies utilizing the iLit program. This interactive computer program provides research-based support for English learners that is proven to help students increase fluency, vocabulary and literary comprehension. During this course, students will be provided with scaffolds necessary to support appropriate WIDA expectations across all linguistic domains. Individualized activities will strengthen independent reading strategies for the beginning EL student.

6701 EL INTERMEDIATE READING **1 Credit**

EL Intermediate Reading utilizes the iLit program and addresses the specific needs of EL Intermediate English learners. These students will interact with increasingly complex texts as they build the reading stamina necessary for successful cross curricular reading. This

interactive computer program provides research-based support for English learners that is proven to help students increase fluency, vocabulary and literary comprehension. Individualized activities will strengthen the independent reading strategies for each student in order to engage in academic oral and written discourse. This course will expand on the themes and reading strategies parallel to the EL Intermediate English course.

6500 EL FOUNDATIONAL STRATEGIES **1 Credit**

The EL Foundational Strategies course is designed to introduce the newcomer and beginner level English learner the strategies necessary for academic success in related content classes. The students will be exposed to real- world application and research- based projects that will focus on growth and development in reading, writing, speaking and listening.

6502 EL COMMUNICATION STRATEGIES **1 Credit**

EL Communication Strategies is designed for intermediate EL students to maintain the necessary strategies for academic success in related content classes. The students will expand their understanding of English reading, writing, speaking and listening skills according to the WIDA development standards.

6504 EL LINGUISTIC AND APPLICATION ENRICHMENT **1 Credit**

EL Linguistic and Application Enrichment is designed to provide additional academic strategies to our EL's that have not yet met the requirements to exit the EL program. This course will use supplemental materials from various core content areas to support the rigor our English learner needs to be successful in the grade level English class. Entry into this course will be determined by reviewing the previous years WIDA ACCESS scores. This is the final support class offered before a student should demonstrate proficient grade level language

skills. (Exit criteria includes an overall score of 5.0 on the WIDA ACCESS exam, required by the state of Pennsylvania to be accepted into Monitor status to eventually to obtain formal exit status).

6505 EL TECHNICAL WRITING 1 Credit

This EL writing course is intended for 11th and 12th grade Intermediate and Advanced EL students. This course will focus on intensive writing strategies aligned with college and career readiness skills necessary for future endeavors. The student will receive support based on individual post secondary goals. The class will conclude with a successful portfolio completion including samples of various technical writings. This course will also include career readiness activities in line with the district chapter 339 plan.

8002 HEALTH 1/2 Credit

This course is a graduation recruitment designed to provide students with a foundation for applying sound decision-making skills associated with personal health. Topics include the many aspects of mental, physical and social health. This course covers the benefits of nutrition and fitness, responsible healthy relationships, body systems, the effects of substance abuse, prevention of diseases (communicable and non-communicable), and sexuality with an emphasis on abstinence.

8010 GENERAL PE AND WELLNESS 1/2 Credit

The course consists of a series of units designed to introduce the students to a variety of activities that include, but are not limited to: team sports, fitness and weight training, lifetime activities and recreational games. Each unit will be approximately two weeks in length with an emphasis on physical fitness. Students will be required to set goals and keep track of their individual fitness progress. District mandated FitnessGram testing will be administered in pre- and post- test form. Proper attire (sneakers, t-shirts, and sweatpants or shorts) is required for all activities.

8004 LIFETIME FITNESS AND SPORTS 1/2 Credit

Prerequisite: Earned at least 0.5 Wellness credit prior to entering this course

Students will learn a variety of rules, skills, fundamentals and strategies in a variety of individual and dual sport activities. Safety and sportsmanship will be emphasized. Activities include, but are not limited to: badminton, pickleball, bowling, archery, paddle tennis and other individual and dual sports. This class is non-competitive in nature.

8300 TEAM SPORTS 1/2 Credit

Prerequisite: Earned at least 0.5 Wellness credit prior to entering this course

Students will learn a variety of rules, skills, fundamentals and strategies in multiple team activities. Safety and sportsmanship will be emphasized. Activities include but are not limited to: basketball, volleyball, flag football, soccer, team handball, diamond style games, and other team sports. This class is competitive in nature.

8005 WEIGHT TRAINING & CONDITIONING 1/2 Credit

Prerequisite: Earned at least 0.5 Wellness credit prior to entering this course

This course is designed for students to learn proper lifting techniques, spotting methods, weight room safety, data collection, and workout routines. Activities will include, but are not limited to, a multitude of lifts utilizing free weights and machine weights, as well as an emphasis on conditioning and cardiovascular fitness.

0850 DRIVER'S EDUCATION 1/2 Credit

This class is a two part course consisting of a classroom portion and a behind the wheel driving experience. The behind the wheel experience will consist of 6 hours of on the road driving covering multiple driving skills and situations. In order to participate in the behind the wheel experience a student must successfully pass the classroom portion. During this class students will learn the skills needed to obtain their driver's license, safely operate a motor vehicle, care for a vehicle, and understand the rules and laws of the road. Other topics that will be covered throughout the course are pedestrian and bicycle safety.

JROTC

9009 JROTC I (Interview required)	1 Credit
9010 JROTC II (Waives 1.0 credit for Physical Education requirement)	1 Credit
9011 JROTC III (Waives .5 credit for Health requirement)	1 Credit
9012 JROTC IV (Waives 1.0 credit for Social Studies requirement)	1 Credit

JROTC is a four-year course designed to prepare students for their chosen careers after high school. Students may enter at any grade level. The course covers history, government, technology awareness, physical fitness, financial planning, interpersonal skills, and current events with an emphasis on citizenship. The lower level courses teach leadership skills including responsibility, accountability, and personal skills such as how to motivate others, how to study for and take tests, as well as how to interview for jobs.

In the upper level courses, students apply these leadership skills in various Chain-of-Command positions such as the Battalion Commander, Executive Officer, and Staff Officer positions. The Command and Staff students manage all JROTC functions with their instructors as mentors. Students are required to wear their uniform once a week.

Although the United States Army sponsors this program, there is NO military obligation for the students. Students may also attend JROTC Cadet Leadership Challenge (JCLC) which helps them master leadership skills, self-discipline, courage, and character. Graduates from JCLC are placed into various leadership positions within the Battalion and Battalion Staff. These graduates must demonstrate and apply all of the skills that they have learned in their classroom setting.

Currently, the course offers extracurricular activities such as a color guard, honor guard, drill teams, raider team, and rifle team.

First year JROTC Cadets (LET I) are introduced to:

- Citizenship
- Leadership Theory and Application
- Foundations for Success and Service Learning Project Fundamentals
- Prerequisite: Senior Army Instructor (SAI) Approval

Second year JROTC Cadets (LET II) are introduced to:

- Wellness, Fitness, and First Aid
- Geography and Earth Science
- Citizenship in American History and Government
- Advanced Service Learning Project Fundamentals
- Prerequisite: A grade of C or better (for LET I) Senior Army Instructor (SAI) Approval

Third year JROTC Cadets (LET III) are introduced to:

- Advanced Citizenship Skills
- Advanced Leadership Theory and Application
- Introduction To Career Planning
- Advanced American History and Government
- Conduct Service Learning Project
- Prerequisite: A grade of B or better (for LET II) Senior Army Instructor (SAI) Approval

Fourth year JROTC Cadets (LET IV) are introduced to:

- Advanced Citizenship
- Advanced Leadership and Applications
- Post-Secondary Education Planning
- Teaching Skills
- Financial Planning
- Supervise Service Learning Projects
- Prerequisite: A grade of B or better (for LET III) Senior Army Instructor (SAI) Approval

Mathematics

All students are required to earn four credits in mathematics in order to complete graduation requirements. It is recommended that students plan their course selections so that they complete their Algebra I and Geometry courses before taking the SAT examination.

Academic	Most Rigorous
Algebra I & Keystone Algebra Prep	Algebra I & Keystone Algebra Prep
Algebra II	Honors Algebra II
Geometry	Honors Geometry
Trigonometry	Pre-Calculus - H
Statistics	AP Calculus
Mathematics with Personal Finance Applications	
21st Century STEM Algebra	

2010FA & 2010 ALGEBRA I 1 Credit (Keystone Tested Course) **

This course is paired with Keystone Algebra Prep & Review outside

In this course students will demonstrate an understanding of the skills, concepts, and procedures in Algebra I and be able to model and solve real world problems. Students performing at this level demonstrate these abilities by simplifying, using properties, and performing operations with real numbers and operations with expressions. They solve, graph, write, and interpret linear equations and linear inequalities. They solve linear systems and equations and interpret linear systems of inequalities. They identify, use, describe, graph and write functions, and convert between multiple representations of functions, including the use of coordinate geometry. Students use data analysis to analyze, calculate, interpret, and make predictions.

Students who fail this course but are proficient or advanced on the Algebra Keystone Exam are eligible for an add in grade of a "P" to earn this credit.

2020 ALGEBRA II **

1 Credit

Prerequisite: successful completion of Algebra I or Algebra IB

This course reviews and extends the concepts learned in Algebra I. Topics include number systems, solving one variable equations and inequalities, and graphing. Students will solve systems of equations and inequalities by graphing, algebraic methods, Cramer's rule, and matrix operations. They will also add, subtract, multiply, and divide polynomials, irrational numbers, and complex numbers.

2030 GEOMETRY **

1 Credit

Prerequisite: successful completion of Algebra I or Algebra IB

This course applies the concepts of Euclidean geometry to examine the principles and rules of reasoning. Logic is used to analyze statements and rules. Students apply coordinate geometry, the joining of algebra concepts and geometry, to find the measure of segments (distance formula) and the slope of lines. Students construct segments, angles, and polygons. They also classify, compare, and contrast the characteristics of lines, angles, polygons, and circles. Students will also identify the parts of a circle: angles, arcs, chords, tangents and secants.

2025 HONORS ALGEBRA II **

1 Credit

Prerequisite: 85% or higher in Algebra I, Proficient/Advanced on Algebra Keystone Exam
This course is designed for students interested in taking AP Calculus by senior year. This demanding course will require students to use advanced mathematical skills. This accelerated course extends the concepts learned in Algebra I. Topics include number systems, solving one variable equations and inequalities, and graphing. Students will solve systems of equations and inequalities by graphing, algebraic methods, Cramer's rule, and matrix operations. They will also add, subtract, multiply, and divide polynomials, irrational numbers, and complex numbers. Students will also identify, solve, and graph polynomial, exponential, and logarithmic functions.

2026 HONORS GEOMETRY ** 1 Credit

Prerequisite: 85% or higher in Algebra I, Proficient/Advanced on Algebra Keystone Exam
This accelerated course applies the concepts of Euclidean geometry to examine the principles and rules of reasoning and Formal Proofs. Logic is used to analyze statements and rules. Students apply coordinate geometry, the joining of algebra concepts and geometry, to find the measure of segments (distance formula) and the slope of lines. Students construct segments, angles, and polygons. They also classify, compare, and contrast the characteristics of lines, angles, polygons, and circles. Students will also identify the parts of a circle: angles, arcs, chords, tangents and secants.

2040 TRIGONOMETRY ** 1 Credit

Prerequisite: 70% or higher in Algebra II and Geometry
This course reviews and extends the concepts learned in Algebra I and II. Students are exposed to quadratic functions, rational expressions, probability, sequences, series, and trigonometric functions.

2050 PRE-CALCULUS - H ** 1 Credit

Prerequisite: Teacher recommendation and principal approval AND Grade of 80% or higher in Algebra II AND Geometry
This course is designed for students who are planning to pursue higher education. Students will study the nature of graphs and their transformations. They will review the trigonometric identities and complex numbers. They will be introduced to logarithmic and exponential functions. They will also be introduced to statistics and data analysis, conic sections, and vectors. This course provides an introduction to calculus. A graphing calculator is highly recommended.

2700 AP CALCULUS ** 1 Credit

Prerequisite: 80% or higher in Pre-Calculus and Teacher recommendation and principal approval
This course is designed for students who have a special interest and ability in Math. It is designed for students planning on continuing their education at a four-year college in the fields of Engineering, Mathematics, Science, Medicine or Business. Students will be prepared to take the AP Calculus Examination upon successful completion of this course. Graphing calculators are used to induce exploration and experimentation of topics.

2305 MATH W/ PERSONAL FINANCE APPLICATIONS 1 Credit

This course is designed to take the senior student through the process of money management addressing income, taxes, banking, loans, housing, insurance, vehicles and investments. This course may be used to meet the graduation requirement for Career & Finance.

2015 21ST CENTURY STEM ALGEBRA 1 Credit

Prerequisite: Pass Algebra 1 or Algebra 1B
This technology-based mathematics course integrates content from Algebra I, Geometry, and Algebra II. Students will be introduced to concepts that will be developed through career, consumer, professional, and technical applications that will improve students' aptitudes and attitudes towards mathematics. Through the use of computer programs such as Microsoft Excel, students will engage in practical activities that illustrate the importance of mathematics in everyday life. This course will also serve to connect learners with 21st Century skills in mathematics and computers, preparing them for post-secondary education. This course is not accepted by the NCAA clearinghouse.

ST2500 STATISTICS**1 Credit**

This course is designed to provide the students with foundational concepts in statistics including: descriptive statistics, probability, estimation, hypothesis testing, and linear regression through the implementation of inquiry and project-based learning. Students will be engaged in meaningful, authentic learning that is focused on statistical thinking behind data collection and analysis. Moreover, this course empowers students to be more discerning consumers of statistics by enabling them to accurately and efficiently interpret the numbers in 21st Century contexts such as surveys, election polls, and medical studies. Higher order technology is implemented in order to effectively analyze course topics including sampling, surveys, experimental design, organizing data, distributions, probability, and inference.

2904 CHS COLLEGE ALGEBRA**1 Credit**

Prerequisite: Prerequisite:

Teacher recommendation and principal approval AND Grade of 80% or higher in Algebra II or Placement Program.

This course is designed for students who are planning to earn college credits and pursue a degree in higher education. The course covers the fundamental algebraic operations, exponents and radicals, systems of equations, higher degree equations, logarithms, and inequalities.

MATHEMATICS ELECTIVE CREDIT COURSES**2200FA & 2200 KEYSTONE
ALGEBRA PREP & REVIEW****1 Credit**

This course is designed to help students reach proficiency on the Keystone exam for Algebra I.

Science

Course Sequence All students are required to earn three (3) credits in Science in order to complete graduation requirements. Courses are taken in sequence. One course must be passed before moving on to the next.

Upon entrance of 9th grade:

Honors Biology Prerequisite: Option 1: 90% or higher in 8th grade science class

Option 2: Proficient on Science PSSA 8th grade with teacher recommendation.

If a student is academically misplaced within the first four weeks of school, the teacher will contact the parent and Science department supervisor.

Grade	Academic	Most Rigorous
9	Integrated Science I	Biology or Honors Biology
10	Biology	Chemistry
11	Conceptual Chemistry, Horticulture or Zoology	Physics, AP Biology, or AP Environmental Science
12	Conceptual Physics or Anatomy & Physiology	Physics, AP Physics, Chemistry II, Organic Chemistry Honors Anatomy & Physiology, AP Biology, or AP Environmental Science

3011FA & 3011 INTEGRATED SCIENCE I 1 Credit

This course is a general science course that is designed to provide a basic understanding of the three disciplines of science – physical, life, and earth science in a hands-on, inquiry based approach. The course also emphasizes basic science skills (scientific method, measurement and data analysis) and academic preparation (critical thinking, problem solving and notebook organization).

3020FA & 3020 BIOLOGY 1 Credit (Keystone Tested Course) **

Topics will include biochemistry, cell structures, genetics, cell division, ecology and evolution. The course is designed to help students to establish scientific habits of mind and to communicate effectively about scientific information, using “hands-on” laboratory activities. The course also prepares students for successful completion of the PA Keystone Biology Exam. Successful completion of this course is a graduation requirement and prerequisite for upper level science electives. *Students who fail this course but are proficient or advanced on the Biology Keystone Exam are eligible for an add in grade of a “P” to earn this credit.*

3021FA & 3021 HONORS BIOLOGY 1 Credit (Keystone Tested Course) **

Prerequisite: Proficient 8th grade Science PSSA scores OR Pass Integrated Science I

This is a more rigorous version of the Biology course that dives more in depth to each concept and is structured in a faster pace of learning. *Students who fail this course but are proficient or advanced on the Biology Keystone Exam are eligible for an add in grade of a “P” to earn this credit.*

3840 ZOOLOGY ½ Credit

Prerequisite: Pass Biology

The course gives an introduction to zoology (the study of animals), with particular emphasis on the morphology and systematics of both vertebrates and invertebrates. Students will acquire basic knowledge in ethology, evolution, human ecology, biosphere and biodiversity. This course will survey the nine major phyla of the kingdom Animalia with extensive research on animals, their anatomy, interrelationships, physiology, genetics, distributions throughout the world and habitats. Humans are intricately tied to animal life (depending on many of them for food, work, and friendship) throughout our evolution and history. This course will be an extension to the Ecology and Evolution topics introduced in Integrated Science I.

3030 CONCEPTUAL PHYSICS ** 1 Credit

Conceptual Physics applies the concepts of physics to explain phenomena that students have observed in the everyday world. Many laboratory experiments and demonstrations are included in this course. The units of study are: waves (light, sound, lenses, etc.), mechanics (velocity, acceleration, forces, simple machines) and electrostatics. This course addresses the breadth of concepts included in the state standards without the added depth of mathematical problem solving.

3045 CONCEPTUAL CHEMISTRY ** 1 Credit

This course is designed to help students understand basic chemical principles and master problem-solving skills. Students will develop an understanding of how those concepts and skills are relevant to other courses and their daily lives. Chemical topics covered in the course include basic science concepts, measurements, states of matter, atomic theory, bonding, nomenclature, and stoichiometry.

3035 PHYSICS ** 1 Credit

Prerequisite: Successful completion of Algebra I
Topics in physics are approached with extensive emphasis on flexible thinking and mathematical problem solving. Laboratory work will involve multiple calculations using calculators. The main topic will be classical mechanics (which includes velocity, acceleration, force, Newton's Laws, momentum, impulse, work, power, and conservation of energy).

3036 HONORS PHYSICS ** 1 Credit

*Prerequisite: Proficient or Advanced in Algebra I
Keystone Exam*
Topics in physics are approached with extensive emphasis on flexible thinking and mathematical problem solving. Laboratory work will involve multiple calculations using calculators. The main topic will be classical mechanics (which includes velocity, acceleration, force, Newton's Laws, momentum, impulse, work, power, and conservation of energy).

3040 CHEMISTRY ** 1 Credit

*Prerequisite: Proficient or Advanced in Biology
Keystone exam*

This course provides the student with knowledge of the fundamental principles of chemistry with an emphasis on matter and measurement, states of matter, atomic structure, chemical periodicity, chemical bonding, chemical reactions, stoichiometry, energy of reactions, and properties of gasses. The student also applies critical thinking strategies in scenario and inquiry-based laboratory activities.

3041 CHEMISTRY II - H ** 1/2 Credit

Prerequisite: Completion of 3040 Chemistry

This course is a deeper study of chemistry concepts. Students will be using ICE tables and discussing more in-depth about acid/base reactions. There will be emphasis on stoichiometry and mathematical concepts. Students will also need to have a very solid understanding of naming compounds/molecules and reactions to be successful.

3042 ORGANIC CHEMISTRY- H ** 1/2 Credit

Prerequisite: Completion of 3040 Chemistry

Organic chemistry is the study of carbon compounds. There is less math involved compared to the other chemistry courses; however, students will be working with and manipulating reactions that involve the mechanisms of carbon. To succeed at organic students must have a very good understanding of naming molecules and identifying how the molecular shape will dictate the movement of electrons in a reaction. This class will exist within a 3035 Physics class with more rigorous tests and auxiliary units on Electric circuits and spreadsheets.

3002 ANATOMY & PHYSIOLOGY ** 1 Credit

Prerequisites: Successful completion of Biology. It is also highly recommended to have a passing grade in Chemistry or Conceptual Chemistry (Chemistry or Conceptual Chemistry may be taken concurrently if you have a recommendation from your Biology teacher).

This course is for the committed student wishing to take an advanced Biology elective. The course is an overview of Anatomy and Physiology. It is designed to help students understand parts of the body and how they work. A preserved cat and other animal specimens are used as models for studies of various body systems. Animal dissections are a required part of the laboratory experience.

3001 HONORS ANATOMY & PHYSIOLOGY ** 1 Credit

Prerequisites: 80% or higher in Biology AND successful completion of Chemistry

This course is a more rigorous version of 3002 taught at a faster pace. It is designed to help students understand parts of the body and how they work. A preserved cat and other animal specimens are used as models for studies of various body systems. Animal dissections are a required part of the laboratory experience. This course should be strongly considered by the serious student wishing to enter medically related fields.

3700 AP PHYSICS ** 1 Credit

Prerequisite: Successful completion of Physics 3035 or 3036

This course is for the serious student who is motivated and capable of completing college level work. It is a problem-solving theory course geared toward the Advanced Placement Physics Examination. First year topics will be revisited at the college level. New topics will include: rotational kinematics and simple harmonic motion. The curriculum follows the College Board Outline for the Advanced Placement Examination.

3120 AP BIOLOGY ** 1 Credit

Prerequisite: 80% or higher in Biology (or Proficient or Advanced on Biology Keystone) and 80% or higher in Chemistry or 90% or higher in Conceptual Chemistry

Advanced Placement Biology is a rigorous and demanding course, which is the equivalent of an introductory college biology course. Content will be taught in more depth and greater expectations will be placed on interpretation and analysis of information than previous biology courses. In addition, statistical analysis of data and modeling of concepts will be expected. A significant amount of studying must be completed outside of class to allow time for discussion, labs, and inquiry during class time. This course requires that twenty-five percent of the instructional time be devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. The AP Biology curriculum encompasses 4 'big ideas', with Essential Knowledge and Process Skills that support each one.

Big Idea 1: Evolution – the process of evolution drives the diversity and unity of life

Big Idea 2: Cellular Processes (Energy and Communication) – Biological systems utilize free energy and molecular building blocks to grow.

Big Idea 3: Genetics and Information Transfer – living systems store, retrieve, transmit, and respond to information essential to life processes

Big Idea 4: Interactions – Biological systems interact and these systems and their interactions possess complex properties.

3750 AP ENVIRONMENTAL SCIENCE ** 1 Credit

Prerequisite: 80% or higher in Biology (or Proficient or Advanced on Biology Keystone) and 80% or higher in Chemistry or 90% or higher in Conceptual Chemistry (Conceptual Chemistry or Chemistry may be taken concurrently if you have a recommendation from your Biology teacher) and a passing grade in Algebra I (or Proficient or Advanced in Algebra Keystone)

Environmental science is interdisciplinary study that incorporates a wide variety of topics from different areas of study. The primary focus of the course is on the unifying themes of sustainability, biodiversity and the interconnected nature of the

different parts of the earth system. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The course is also designed to prepare students to be successful in the AP Environmental Science exam.

ST3300 FORENSIC SCIENCE ** 1 Credit

Prerequisite: Biology/Honors Biology and Chemistry

This course is the application of various sciences (Biology, Chemistry, Physics, and Psychology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting, DNA analysis, fiber analysis, ballistics, trace evidence analysis, poisons, drugs, bodily fluid analysis, blood splatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples and their application in the criminal justice field.

3330 HORTICULTURE ½ Credit

Overview of the diverse ornamental horticulture industry, including the worldwide scope and economic impact of the industry in today's marketplace. Emphasis on information access through the Internet, trade journals, trade organizations, the horticulture industry, guest speakers, and visitations to various horticultural businesses. Exploration includes products, services, and information used in the industry; production and marketing (wholesale and retail) of horticultural products and services; and traditional and non-traditional career paths within the industry.

Social Studies

9th Grade	10th Grade	11th Grade	12th Grade
Civics & Economics	World History	U.S. History	Any other Social Studies Course
Honors Civics & Economics	Honors or AP World History	Honors U.S History	Any other Social Studies Course
Civics & Economics and U.S. History are graduation requirements for all students. Other Social Studies courses will be offered based on student interest through a rotating schedule			

4010FA & 4010 CIVICS & ECONOMICS ** 1 Credit

This course is designed to provide students with a general understanding of citizenship and basic economics. Students will gain insight and understanding into the various elements of government at the federal, state, and local level. This course will also include career readiness activities in line with the district chapter 339 plan.

4011FA HONORS CIVICS & ECONOMICS ** 1 Credit

Prerequisite: 85% or higher in previous Social Studies course OR teacher recommendation and principal approval

This course is designed to provide students with a general understanding of citizenship and basic economics. Students will gain insight and understanding into the various elements of government at the federal, state, and local level. The course will also develop and enhance literacy skills in the context of the social studies curriculum. Special attention will be given to developing college-readiness skills including college-level reading, writing, research, and public speaking. This course will also include career readiness activities.

4030 WORLD HISTORY ** 1 Credit

This course is a graduation requirement that is designed to enrich a student's understanding of geography, history and cultures of various regions around the world. Each student must demonstrate a basic knowledge of geographic concepts. This course will focus on modern difficulties and achievements of society. In addition, it will focus on the current international and local issues facing each community.

4302 HONORS WORLD HISTORY ** 1 Credit

Prerequisite: 85% or higher in previous Social Studies course OR teacher recommendation and principal approval

This course is a rigorous honors level graduation requirement that is designed to enrich a student's understanding of geography, history and cultures of various regions around the world. Each student must demonstrate a basic knowledge of geographic concepts. This course will focus on modern difficulties and achievements of society. The course will also develop and enhance literacy skills in the context of the social studies curriculum. Special attention will be given to developing college-readiness skills including college-level reading, writing, research, and public speaking.

4730 AP WORLD HISTORY ** 1 Credit

Prerequisite: 90% or higher in previous Social Studies course OR teacher recommendation and principal approval

AP World History is a rigorous college level course that has been designed to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies throughout the history of civilization. Students who choose to take this course will need a teacher/parental recommendation and will need to be able read and synthesize a college level

text independently. Students in this class will read novels, analyze primary and secondary sources, write thematic essays, create and present projects. Students upon personal interest and teacher recommendation will be eligible to take the AP exam in the spring.

4020 U.S. HISTORY ** 1 Credit

This course is a graduation requirement that traces the evolution of the American story from 1865 to present. Students are required to demonstrate knowledge of American history and historical thinking skills. The course will also develop and enhance literacy skills in the context of the social studies curriculum.

4022 HONORS UNITED STATES HISTORY ** 1 Credit

Prerequisite: 85% or higher in World History OR teacher recommendation and principal approval

This course is an honors level course graduation requirement that traces the evolution of the American story from 1865 to present. Students are required to demonstrate knowledge of American history and historical thinking skills. The course will also develop and enhance literacy skills in the context of the social studies curriculum. Special attention will be given to developing college-readiness skills including college-level reading, writing, research, and public speaking.

4720 AP UNITED STATES HISTORY ** 1 Credit

Prerequisite: 80% or higher in AP World History OR teacher recommendation and principal approval

This course is a college-level survey of American history from the pre-Columbian era to the present. It is designed around the advanced placement curriculum. It is expected that students completing this course will compete in the national Advanced Placement Exam, administered by the College Board each Spring. Students with qualifying scores on the AP Exam may be awarded college credit at the

college/university level at the discretion of the institution.

4500 PSYCHOLOGY ** 1/2 Credit

This half year course is designed for the serious student who plans to attend post-secondary education. It will expose students to various fields within psychology. Students will explore theories explaining human behavior and thought. They will analyze many theorists including Freud, Bandura, Skinner, Maslow, and Pavlov. Students will routinely give presentations, work on projects, and complete readings outside of class.

4600 CRIMINOLOGY ** 1/2 Credit

This half year course provides students with knowledge, skills and attitudes necessary to live within and understand the American legal systems. Case studies, small group work and guest speakers assist the student in sustaining the goals of this course. The course also exposes students to the legal professions such as law enforcement, probation, social work and forensics. Students are expected to produce coherent essays pertaining to various topics.

4750 AP PSYCHOLOGY ** 1 Credit

Prerequisite: Completion of Psychology, AP World History, or AP US History, OR teacher recommendation and principal approval

This course is designed for the student who has made a serious commitment to further his/her education. Students are expected to be highly motivated and willing to commit many hours of work outside of the classroom. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students will be expected to complete the AP exam in the spring.

4850 CURRENT EVENTS** ½ Credit

Current Events is a one semester course aimed at better familiarizing students with the world around them. Students will attain and develop a greater comprehension of local, national, and international issues and how those issues directly impact us. Through readings, discussions, and debates, students will learn how to craft well-reasoned opinions grounded by factual information. This course will prepare students to better understand and participate in the democratic society in which they live.

4735 AP U.S. GOVERNMENT AND POLITICS ** 1 Credit

The AP U.S. Government and Politics is an elective course which involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policy making. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact us as citizens. This course is designed to prepare students to take the AP Government and Politics exam. Students must have successfully completed AP or General U.S. History with a grade of A or B.

4801 AFRICAN AMERICAN HISTORY ** 1/2 Credit

Beginning with a historical, geographical, social, political, economic, and cultural understanding of the African continent, the course will provide a descriptive and corrective overview which will introduce the student to the study of the African and African American experiences.

4802 HISTORY OF LATIN CULTURE ** 1/2 Credit

This course is designed to introduce students to some of the most important problems and debates about Latin American history, society and culture. Political, social, and economic history of principal countries in the Caribbean and Central America from their discovery to the present. The focus of this course will be on the

end of colonialism and challenges of Post-Colonialism.

4200 ECONOMICS ½ Credit

Economics is designed to give the student a broad overview of current theories and practices in microeconomics and macroeconomics. The course utilizes case studies and interactive activities to help students understand how economics impacts their lives every day. This Course provides tools to help students understand how government policies can impact economic decisions. Students will analyze national and global economic issues related to employment, banking, economic stability, and global economic challenges.

5201 THEATRE HISTORY 1/2 Credit

Prerequisite: Successfully complete Intro to Performing Arts OR Fundamentals of Dance
This course surveys the historical development of selected theatrical traditions from the documented origins of theatrical performance to the late 17th century. The course will provide a sampling of the diverse ways theatrical performance has developed across time and cross-culturally, connecting the tradition of theatrical arts within their historical contexts in each period of study.

4901 CHS UNITED STATES HISTORY 1 Credit

This Harrisburg Area Community College in the High School course focuses on the history of persons and events that have contributed to life in America from the Civil War to the present. Topics include Reconstruction of the South; building of an industrialized America, 1865-1898; taming of the West; Spanish-American War; the Progressive Era of Theodore Roosevelt and Woodrow Wilson; World War I; the Uncontrolled Twenties; the Great Depression; World War II; rebuilding a Tired America, 1945-1961; the New America, 1961 to present. College Credit is awarded by Harrisburg Area Community College, and may be transferred to any of the fourteen universities in Pennsylvania's State System of

Higher Education and additional colleges/universities with which HACC has an established articulation agreement (Core B).

Special Education

The William Penn Senior High School offers a variety of special education services and supports for students who qualify under the Individuals with Disabilities Education Improvement Act of 2004. Determination of eligibility is made by a multidisciplinary team (MDT), which includes parents. An Individualized Education Plan (IEP) is developed for eligible students and reflects the unique needs of each student in regards to the specific services, specially designed instruction, and level of intervention. Decisions about participation with non-disabled peers and in the general education curriculum are made by the IEP team for each student.

Level of Intervention

Full-Time

A full-time placement enables students to receive maximal support in all areas of development. Inclusion in the general education classroom is less than 20% of the day.

Supplemental

This amount of intervention reflects inclusion in the general education classroom that is between 21-79% of the day. Students' needs may be addressed through services offered in their home schools or by participating in a supplemental class. Class placement is reserved for students with more intense needs.

Itinerant

Time in the general education classroom is 80% or more of the day. Special education teachers may offer direct instruction to students outside the general education classroom or may focus on providing support within the context of specific classrooms. Decisions about how and when to provide supports are based upon the individual needs of students.

Types of Support

Learning Support

This type of support focuses primarily on the academic learning needs of students. Targeting instruction and support in reading, math, written expression, and/or executive function enable students to participate in the general education

curriculum. Direct Instruction courses are available for students to receive these modifications in a smaller class setting.

Emotional Support

Helping students gain the behavioral skills necessary for academic success is the goal of this type of support.

Life Skills Support

This program specializes in everyday skills for special education students, including but not limited to personal/social skills, hygiene, independent life skills, work competencies, and functional academics, in order to provide success for students to transition from school to life in the "real world".

Autistic Support

This support is a highly structured setting dedicated to supporting students with Autistic Spectrum Disorders. The focus is on developing communication skills, social skills, self-help, and academic skills, while maintaining appropriate behavior and developing independent skills.

Multiple Disabilities Support

The goal of this support is to teach under an intensive collaborative teaching model focusing on the expertise of various related service professionals, classroom teachers and assistants in individualizing learning activities to enhance academic, communication, social, and self-help skills using a multisensory teaching approach.

Speech/Language Support

For those students with delays in language and/or articulation, this type of support enables students to receive interventions individually or in groups

Deaf/Hard of Hearing Support

For those students with a hearing loss, this type of support provides auditory and academic skills necessary for academic success

Special Programs

Academic Support Center

Provided as a resource for all students with Individualized Education Plans. Students may utilize this support as a location to receive additional help with classwork and take tests.

School to Work (transition)

This comprehensive program helps students to gain skills for future employment and daily living. Services are supported through the PAES program involving exploration into 5 work area units. Job training services are also available during the school day.

9003 SKILLS PREP (Learning Support) 1 Credit

Designed to prepare and equip students with skills needed to be successful with all coursework and post-secondary experiences. Guided principles include discovery, review, refresh, refine, and completion.

9717 STRATEGIES/CHARACTER DEVELOPMENT (Emotional Support) 1 Credit

This course focuses on character education and independent living skills for students with an Individualized Education Plan.

9718 Personal Life Skills (Emotional Support) 1 Credit

Instruction in personal Life Skills assists the student in developing appropriate behaviors for all educational settings. Specific skills essential for social adjustment and social interaction are stressed. Assistance in problem solving, age appropriate social adjustment and selecting realistic life goals is emphasized.

9705 GENERAL SOCIAL STUDIES (Life Skills Support) 1 Credit

This course introduces students to the history of the United States and the world. Concepts of government, economics, citizenship, and current events are also explored. This is a course offering for all life skills students.

3000 GENERAL SCIENCE (Life Skills Support) 1 Credit

This course introduces students to major biological and environmental concepts through scientific inquiry while providing a foundation in concepts of science. The course is arranged with students exploring concepts related to scientific inquiry. This is followed by study related to each of Earth's major systems – Hydrosphere, Atmosphere, Geosphere, and Biosphere. This is a course offering for all life skills students.

3011DI INTEGRATED SCIENCE I (Keystone track course) 1 Credit

This course is a general science course that is designed to provide a basic understanding of the three disciplines of science – physical, life, and earth science in a hands-on, inquiry based approach. The course also emphasizes basic science skills (scientific method, measurement and data analysis) and academic preparation (critical thinking, problem solving and notebook organization). This course will follow the 9th curriculum with modifications and accommodations made to best meet the educational needs of the students based on their individualized education plans.

3012DI INTEGRATED SCIENCE II (Keystone track course) 1 Credit

This course is a general science course that builds upon and reinforces the concepts learned in Integrated Science I and Biology. Students in this course will retake the Biology keystone exam during winter testing. This course also introduces chemistry and physics. The content of the course can be adapted to meet the needs of the students. This course will follow the 10th curriculum with modifications and accommodations made to best meet the educational needs of the students based on their individualized education plans.

3020DI BIOLOGY (Keystone Tested Course) 1 Credit

Topics will include biochemistry, cell structures, genetics, cell division, ecology and evolution. The course is designed to help students to establish scientific habits of mind and to communicate effectively about scientific information, using “hands-on” laboratory activities. The course also prepares students for successful completion of the PA Keystone Biology Exam. Successful completion of this course is a graduation requirement and prerequisite for upper level science electives. This course will follow the 10th curriculum with modifications and accommodations made to best meet the educational needs of the students based on their individualized education plans.

1009DI ENGLISH 9 (Keystone track course) 1 Credit

This course uses literature study as a basis for developing reading, writing, speaking, and listening skills leading to independent analysis. This class will consider three literary forms: short stories, drama and novels. Grammar will be taught in conjunction with writing with an emphasis on parts of speech and basic sentence structure, syntax, usage, and punctuation. Intensive vocabulary study will be literature based. Writing experiences will feature mastery of the single paragraph and include literary logs, journal writing, research projects letters, creative writing, book reviews, and include study of unity, coherence and sentence variety. This course will follow the 9th curriculum with modifications and accommodations made to best meet the educational needs of the students based on their individualized education plans.

1010DI ENGLISH 10 (Keystone Tested Course) 1 Credit

This course focuses upon the literary heritage of many nations and reinforces the reading and writing skills acquired in 9th Grade. Students will consistently demonstrate an adequate understanding of fiction and nonfiction within and between texts. They construct meaning by applying appropriate reading strategies and

knowledge of literary terms, structures, and genres. Students make and support reasonable assertions and draw conclusions based on textual and contextual evidence. They analyze the author’s purpose and techniques, including the effects on the reader. This course will follow the 10th curriculum with modifications and accommodations made to best meet the educational needs of the students based on their individualized education plans.

1011DI ENGLISH 11 (Keystone track course) 1 Credit

This course reflects, through the study of literature of all genres, the changes in Americans’ perceptions of themselves and of their unique role in the world. American literature will be studied in conjunction with American history. Thematic and structural analysis will be stressed and most compositions will be expository, concentrating on essay form. Formal vocabulary and grammar study prepares students to be successful in Grade 12. Grammar instruction includes usage and punctuation in preparation for standardized tests such as the Scholastic Aptitude Test (SAT) and Keystone Assessments. Vocabulary study is both contextual and formal. This course will follow the 11th curriculum with modifications and accommodations made to best meet the educational needs of the students based on their individualized education plans.

1012DI ENGLISH 12 1 Credit

This course develops and refines students’ skills in reading, analysis, expository writing, grammar, and usage. Students will be able to read works of literature and to analyze how their effects are produced. Students receive practice in writing skills, grammar and usage, and vocabulary. Basic research skills taught support successful completion of a research paper. This course will follow the 12th curriculum with modifications and accommodations made to best meet the educational needs of the students based on their individualized education plans

9701 LANGUAGE ARTS (Life Skills Support) 1 Credit

This course is designed to supplement the regular education English curriculum and uses literature study as a basis for developing functional reading, writing, speaking, and listening skills. This class will teach basic grammar, sentence writing, and vocabulary development, and will use differentiated instruction in order to navigate through short stories, drama and novels. This is a course offering for all life skills students.

9706 EL LANGUAGE ARTS (Life Skills Support) 1 Credit

This course is reserved for English Learners and is designed to supplement the regular education English curriculum and uses literature study as a basis for developing functional reading, writing, speaking, and listening skills. This class will teach basic grammar, sentence writing, and vocabulary development, and will use differentiated instruction in order to navigate through short stories, drama and novels. This is a course offering for all life skills students.

9732 INTENSIVE READING (Life Skills Support) 1 Credit

This course is designed for students who need intensive support in the areas of basic reading. According to each student's need, instruction will be differentiated to meet individual needs to increase reading fluency and comprehension.

9702 GENERAL MATH (Life Skills Support) 1 Credit

General Math is a course which teaches students to learn and generalize, through investigations and the use of technology, concepts of algebra and geometry in order to build connections between the mathematical disciplines. This is a course offering for all life skills students.

2008DI FUNDAMENTALS OF ALGEBRA (Keystone Track Course) 1 Credit

The Fundamentals of Algebra course is an introduction to basic algebra concepts and a review of arithmetic algorithms. The course is designed to help students overcome weakness in preparation in mathematics, emphasizing the concepts necessary to be successful in Algebra I and II. The course helps students develop good mathematical study skills and learning strategies as an integral part of this course. The course begins with a brief review of the number system and operations with whole numbers, fractions, decimal, positive and negative numbers. Eventually covering rational and linear exponents, ratios, proportions and percentage; solving simple and complex equations with one variable. Fundamentals of Algebra is not accepted by the NCAA clearinghouse. Summer acceleration or doubling up in math at a later date, may be necessary to get on a college-bound track. Assignments will be modified and pacing of the course will be able to fluctuate depending on the needs of the students.

2010DI ALGEBRA I 1 Credit

In this course students will demonstrate an understanding of the skills, concepts, and procedures in Algebra I and be able to model and solve real world problems. Students performing at this level demonstrate these abilities by simplifying, using properties, and performing operations with real numbers and operations with expressions. They solve, graph, write, and interpret linear equations and linear inequalities. They solve linear systems and equations and interpret linear systems of inequalities. They identify, use, describe, graph and write functions, and convert between multiple representations of functions, including the use of coordinate geometry. Students use data analysis to analyze, calculate, interpret, and make predictions. *Students who fail this course but are proficient or advanced on the Algebra Keystone Exam are eligible for an add in grade of a "P" to earn this credit.* This course will follow the Algebra I curriculum with modifications and accommodations made to best meet the

educational needs of the students based on their individualized education plan.

2200DI KEYSTONE ALGEBRA PREP & REVIEW **1 Credit**

This course is designed to help students reach proficiency on the Keystone exam for Algebra I.

2030DI GEOMETRY **1 Credit**

Prerequisite: successful completion of Algebra I
This course applies the concepts of Euclidean geometry to examine the principles and rules of reasoning. Logic is used to analyze statements and rules. Students apply coordinate geometry, the joining of algebra concepts and geometry, to find the measure of segments (distance formula) and the slope of lines. Students construct segments, angles, and polygons. They also classify, compare, and contrast the characteristics of lines, angles, polygons, and circles. Students will also identify the parts of a circle: angles, arcs, chords, tangents and secants. This course will follow the Geometry curriculum with modifications and accommodations made to best meet the educational needs of the students based on their individualized education plans.

2305DI MATH W/ PERSONAL FINANCE APPLICATIONS **1 Credit**

This course is designed to take the senior student through the process of money management addressing income, taxes, banking, loans, housing, insurance, vehicles and investments. This course may be used to meet the graduation requirement for Career & Finance. This course will follow the Geometry curriculum with modifications and accommodations made to best meet the educational needs of the students based on their individualized education plans.

4030DI WORLD HISTORY **1 Credit**

This course is a graduation requirement that is designed to enrich a student's understanding of geography, history and cultures of various regions around the world. Each student must

demonstrate a basic knowledge of geographic concepts. This course will focus on modern difficulties and achievements of society. In addition, it will focus on the current international and local issues facing each community. This course will follow the World History curriculum with modifications and accommodations made to best meet the educational needs of the students based on their individualized education plans.

4010DI CIVICS & ECONOMICS **1 Credit**

This course is designed to provide students with a general understanding of citizenship. Students will gain insight and understanding into the various elements of government at the federal, state, and local level. This course will also include career readiness activities in line with the district chapter 339 plan. This course will follow the Civics & Economics curriculum with modifications and accommodations made to best meet the educational needs of the students based on their individualized education plans.

4020DI U.S. HISTORY **1 Credit**

This course is a graduation requirement that traces the evolution of the American story from 1865 to present. Students are required to demonstrate knowledge of American history and historical thinking skills. The course will also develop and enhance literacy skills in the context of the social studies curriculum. This course will follow the U.S. History curriculum with modifications and accommodations made to best meet the educational needs of the students based on their individualized education plans

9731 INDEPENDENT LIVING SKILLS (Life Skills Support) **1 Credit**

Independent Living Class is designed to teach essential living skills to students with disabilities. Children with disabilities find these skills difficult to perform for various different reasons. However, they will require these skills to live independently. Students will be exposed to skills like home management (cleaning & routine housekeeping tasks, proper use of appliances, home safety, first aid and emergency procedures). The

Independent Living Class will also cover skills needed to prepare grocery lists and shop, laundry, meal preparation (cooking, eating and nutrition), dressing and clothing care, and personal hygiene.

9703 VOCATIONAL SKILLS I (Life Skills Support) 1 Credit

This comprehensive program helps students to gain skills for future employment and daily living. Services are supported through the PAES program involving exploration into 5 work area units. Students perform essential job tasks independently. A variety of reinforcement and prompting strategies are utilized to achieve independence. This is a course offering for all life skills students.

9714 VOCATIONAL SKILLS II (Life Skills Support) 1 Credit

Student entrepreneurs' are responsible for overseeing the efficient running and profitability of the Bearcat Bistro and for managing student employees. Students will gain strategies needed to supervise as well as work as part of a team. They will acquire self-reliability skills needed to respond appropriately to various work situations. Student entrepreneurs' will develop leadership traits, gain a high level of motivation, and the willingness to learn from and make mistakes. They will help establish a business and then work to expand it in hopes of earning more profits and increasing productivity.

9715 VOCATIONAL SKILLS III (Life Skills Support) 1 Credit

Students participate in a functional work environment where they are able to apply the skills learned in Vocational Skills I & II courses.

9704 PAES LAB 1 Credit

Practical Assessment Exploration System (PAES lab) is a comprehensive curriculum for students with disabilities that provides exploration, training, and assessment through hands-on experience, in

a simulated work environment, while learning important career/vocational and life skills. Skills are taught in a systematic format that helps students become more independent. PAES determines students' interest in specific work areas, competitiveness with peers, and assesses present barriers to future success, and then helps change them to positive work behaviors. The PAES curriculum works in five career areas: Business/Marketing, Construction/Industrial, Consumer/Service, Processing/Production, and Computer/Technology. Participation in over 250 activities provides data that is used for school-to-work transition plans.

9720 INDEPENDENT LIVING (Multiple Disabilities Support) 1 Credit

This course provides the skills necessary for independence during activities of daily living (ADL's) allowing for a better quality of life. ADL's include but are not limited to, personal hygiene-showering, toileting, tooth brushing, hair brushing, and hand washing. It also includes life skills such as dish washing, laundry, bed making, sweeping, and food preparation. These skills allow students to better prepare for life within the community. This course is offered for all students classified as MDS or AUS.

9708 SOCIAL DEVELOPMENT (Multiple Disabilities Support) 1 Credit

This course provides the skills necessary for appropriate skills for social interaction. These skills include proper eye contact, active listening, conversational skills, verbal lessons/speech, using manners, and emotions. This course is offered for all students classified as MDS or AUS.

9709 CAREER DEVELOPMENT/MOTOR SKILLS (Multiple Disabilities Support) 1 Credit

This course provides the skills necessary for job readiness and placement. The skills included in this class include but are not limited to packaging, assembly, sorting, identification and classification. During this time, students are also able to practice and further explore job readiness

skills in the Practical Assessment Exploration System (PAES) Lab. Additional students may work on fine and gross motor skills through skills work or per their therapy guidelines. This course is offered for all students classified as MDS or AUS.

**9721 ELA/COMMUNICATION 1 Credit
(Multiple Disabilities Support)**

This course provides both English Language Arts lessons and communication skills needed. Students will work on reading skills, grammar, spelling, and writing. During this time, students will also have the opportunity to explore sign language, typing, computer technology, phone etiquette, and Picture Exchange Communication System (PECS). These skills are imperative for use in everyday society. This course is offered for all students classified as MDS or AUS.

**9722 BASICS OF MATHEMATICS 1 Credit
(Multiple Disabilities Support)**

This course provides the basic math skills to students. A range of skills will be taught from numbers/counting to simple addition/subtraction, patterns, puzzles, money recognition/counting and basics of algebraic and geometric skills. Students may be taught in small groups or on an individual basis, dependent upon needs and skill level. This course is offered for all students classified as MDS or AUS.

**9723 TRANSITION SKILLS (Multiple 1 Credit
Disabilities Support)**

This course works with students' abilities to be flexible and accept change. During this course, students also learn proper cleanup/pack up, and procedural lay out for classrooms. Students have the opportunity to practice skills learned during Independent Living and Career Development. This course is offered for all students classified as MDS or AUS.

**8000 ADAPTIVE PHYSICAL 1 Credit
EDUCATION**

The purpose of this course is to allow students with various limitations to participate in physical activity to promote lifetime fitness. This will be accomplished through developing individual and cooperative skills. A variety of skills, rules, fundamentals and strategies will be taught for a variety of individual and team sport activities.

World Languages

6001 SPANISH I **

1 Credit

Students in Spanish 1 embark on a voyage of discovery. They explore the language and the culture of the peoples who speak this modern world language. The pace of the course allows time for the constant reinforcement and acquisition of the basic structures of the language. Students begin to develop their ability to understand simple spoken and written Spanish. At the same time, they learn to communicate orally and in writing in a culturally appropriate manner about familiar topics that include self, school, food, pastimes, family, house, and clothing and stores. Culture is embedded throughout the course and relates directly to the topics studied. This proficiency-based course requires the active participation of students so that they can communicate orally, comprehend, read and write in Spanish. This course is for beginner students, not native Spanish speakers.

6002 SPANISH II **

1 Credit

Prerequisite: Successful completion of Spanish I OR teacher recommendation and principal approval Students in Spanish 2 continue their voyage of discovery as they further explore the language and the culture of the peoples who speak this modern world language. Students continue to develop their ability to understand spoken and written Spanish. At the same time, they learn to communicate orally and in writing in a culturally appropriate manner about a variety of familiar topics that include self, school, daily routines, shopping, community, emergencies, cooking, and travel. Vocabulary and grammatical structures are taught within the context of everyday topics. Culture is embedded throughout the course and relates directly to the topics studied. Students continue to develop their ability to understand spoken and written Spanish.

6003 SPANISH III **

1 Credit

Prerequisite: Successful completion of Spanish II with at least 80% OR teacher recommendation and principal approval

Spanish 3 furthers the study of grammar, vocabulary and cultures of Spanish speaking countries. Students improve listening, speaking, reading and writing skills. Students further develop reading comprehension skills through literature, oral presentations and written exercises. The course is conducted principally in Spanish with the exception of the explanation of grammar. Topics dealing with the many phases of Spanish life and culture in Latin America and Spain are introduced. Full-length feature films in Spanish may be shown and discussed.

6010 AP SPANISH LANGUAGE & CULTURE **

1 Credit

Prerequisite: 85% or higher in Spanish III OR teacher recommendation and principal approval The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, practices, and perspectives. AP Spanish Language and Culture focuses on advanced proficiency of reading, writing, listening, speaking and cultural awareness. This course is designed to expose students to authentic language and culture via articles, videos and Internet sites. The main goal of the course is to improve one's fluency of communication in formal, academic use of the language and to increase cultural awareness of the Spanish-speaking world. All of the instruction will be in Spanish, and students are required to use only Spanish in class. The course is designed around the advanced placement curriculum. It is expected that students enrolled in this course will take the national Advanced Placement Exam administered by the College Board.

6101 FRENCH I **

1 Credit

This course is for students who are beginning their world language study. The pace of this course allows time for constant reinforcement

and acquisition of the basic structures of the language. This proficiency-based course requires the active participation of each student so that he or she can communicate orally, comprehend, read and write in French. It introduces basic conversational vocabulary and simple grammar using the present tense. It also introduces the culture and geography of the countries in which the language is spoken.

6102 FRENCH II **

1 Credit

Prerequisite: Successful complete French I
This course focuses on expanding the language skills introduced in French I. Students will continue their study of the French-speaking world as they engage in listening, reading, writing and speaking activities. Students will be expected to speak French with the teacher as well with classmates during each class period. Students will learn to use the present, future and past tenses in order to improve their proficiency in the language.

6103 FRENCH III **

1 Credit

In French III, students will improve their listening and speaking skills through interaction with high-interest topics in the language. Students will engage in daily listening, speaking, and writing activities designed to improve their fluency, as they continue to explore the culture of the French-speaking world through a lens of connection and social justice. The goal of French III is to become confident in French conversation while striving to be an active global citizen.

York Area Public Safety & Emergency Services Career Training Academy

Students will learn and experience first-hand how each of these public safety divisions is critical to the infrastructure of a community/country.

Instruction will also include and focus on understanding the multitude of careers in the Public Safety field. Career preparation and standardized practices of all public safety fields are integrated throughout the courses.

This academy is structured as a paramilitary, “cadet-style” educational program, emulating actual career expectations, procedures and practices for viable candidates which are to be utilized during career search, post-secondary education experiences, and employment. This academy will also incorporate and promote; field-specific/nationally recognized certifications, effective communications, interpersonal skills, problem solving, teambuilding, citizenship, service, collegiality, technology and professional development. Each lesson within the course will meet and exceed public safety professional standards/expectations required for career success.

4050 INTRODUCTION TO PUBLIC SAFETY & EMERGENCY SERVICES **1 Credit**

Prerequisite: application and interview process
This course is the introductory level course in the academy and is designed to provide an overview, awareness to entry-level and advanced positions and career paths in Public Safety and Emergency Services through classroom instruction, practicum/hands-on training and community service/experience. This program encompasses career opportunities in a variety of fields in which the main focus is ensuring the general safety and well-being of the community. The careers included are law enforcement/community policing, corrections, probation, security, fire/rescue services, emergency medical services, 911 emergency operations centers, and Homeland Security at the local, county, state and federal levels. Course

discussion/instruction is provided by local career Public Safety Professionals and school district staff.

4055 PUBLIC SAFETY & EMERGENCY SERVICES - INTERMEDIATE APPLICATION **2 Credits**

Prerequisite: application and interview process or completion of the introductory course 4050

Emergency Medical Services – MODULE 1

In this course students will receive coursework and be eligible for PA State and National certifications in Emergency Medical Responder (EMR), CPR for Healthcare Providers, Hazardous Materials – Awareness and Operations, National Incident Management Systems – Incident Command. Effective communications for EMS, effective documentation for EMS, defensive tactics for EMS, blood borne pathogens and infectious diseases will be integrated into the course as well. Professional/career development, physical fitness, and externship/observation will be introduced.

Healthcare – MODULE 2

In this module students will receive coursework and field study opportunities and be eligible to receive 3 college credits upon successful completion of ALL module assignments, projects, quizzes and tests. The integration of professional/career development, physical fitness, and externship/observation will be introduced.

Fire Fighting – MODULE 3

In this course students will receive course work in basic/intermediate level firefighting and be eligible for Introduction to the Fire Service, Fire Ground Support, and Exterior Firefighting certifications. Coursework will include an introduction to the Fire Service, Firefighter survival, fire dynamics fundamentals and strategic and tactics, fireground support, vehicle rescue, water rescue, and structural collapse. Professional/career development, physical

fitness, and externship/observation will be introduced.

Law Enforcement – MODULE 4

In this course students will receive coursework in law enforcement/policing topics. Coursework will include an introduction to law enforcement in PA, PA Crimes Code (Title 18) law and criminal procedure, PA Vehicle Code (Title 75) enforcement, patrol procedures and operations, crash investigation, criminal investigation, drug law enforcement, case presentation, homeland security, responding to special needs, and defensive tactics. Introduction and application in practical/tactical handcuffing, OCAT pepper spray, and Taser. Effective Communication for Law Enforcement and Effective Documentation for Law Enforcement Certification eligibility. Students will complete Virtual Police Academy Courses for field accepted certification and college credit eligibility. Human relations, professional/career development, physical fitness, and externship/observation will be introduced.

The Bearcat Cyber Academy is designed to give students and families a unique option for education. The staff works diligently as partners with parents to see that the accepted students are well-trained and monitored regularly to ensure optimal opportunities for successful learning. Through the use of rigorous online instruction and access to district-provided opportunities and support, the program aims to prepare students for post-secondary goals.

Students and parents interested in possible participation in the cyber program should contact the child's school counselor to discuss the matter, and to request a Bearcat Cyber Academy application. Thereafter, the school counselor will schedule a meeting with the student and guardian(s) to review the application, past performance, grades, attendance, and any medical or social issues to determine if the student can benefit from the program. Finally, the application is forwarded to cyber program advisors who will then contact the family to explain technical requirements and academic participation expectations and requirements.

Full Acceptance – Full-time cyber students are required to log in daily for approximately 6 hours, completing lessons in all subjects at a required proficiency level while they are provided the following:

- Access to tutoring
- On-line tutoring with certified teachers
- Technical support
- Access to courseware 24 hours a day, 7 days a week;
- Adaptations and support to meet the needs of GIEP, IEP, and ELL students; career and college planning; and school-based counseling services.
- The opportunity to participate in extracurricular activities and sports at William Penn Senior High School
- The ability to graduate with your peer cohort and attain a William Penn Senior High School diploma

Options for hybrid learners include:

- Access to courseware 24 hours a day, 7 days a week;
- Access to tutoring
- Blended courses
- Credit-recovery classes to make up failed classes for earned credit
- Instruction for students with significant health issues that mean missing class time.

Students will only be mandated to come to the high school for their intake meeting, three days orientation/supervised support, meetings to discuss progress/attendance, and for mandated assessments (Keystones, PSATS, etc.).

If there are extenuating circumstances regarding a student's application a team meeting will be scheduled and shall include all relevant stakeholders, including assigned School Counselor, Special Education Case Manager (as appropriate), and an Administrator.

PARTNERSHIP PROGRAMS



The Penn State Talent Search York Program, a federally-funded program through the US Department of Education, has been a positive presence at The School District of the City of York since 2002. The Talent Search program identifies and assists individuals from first-generation, low-income backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The goal of Talent Search is to increase the number of youth from first-generation, low-income backgrounds who complete high school and enroll in and complete their postsecondary education. The program works with students in grades 6-12 enrolled in The School District of the City of York.



The York College Community Opportunity Scholarship Program (YCCOSP) began in 1989. This unique, locally founded leadership development scholarship program is administered by York College of Pennsylvania, in conjunction with the Crispus Attucks Association and the York City School District. This provides a selected group of promising and deserving students in the York City School District the opportunity to attend college regardless of financial circumstances, and to promote and assist with career and leadership opportunities in their home community.

If accepted to York College, students will be provided four years of tuition free education along with free room and board for the first year (campus work required), as necessary. During their college experience, students are required to participate in activities that promote leadership and civic responsibility and that link them to potential employers in York.



College Advising Corps (CAC) is a national, nonprofit organization with affiliates in 14 states that work to increase the number of first-generation college-going, low-income, and/or underrepresented students who apply, enter, and complete college. CAC places recent college graduates from partner universities as full-time college advisers in America's high schools. These advisers work to become a part of their school's community by collaborating with teachers, counseling staff, and administrators to foster a college-going culture within the schools they serve. From navigating the mazes of college admissions, to securing SAT/ACT fee waivers and assisting students and their families with FAFSA applications, CAC advisers become experts, mentors, champions, and guides. Currently, CAC runs 24 programs at partner colleges and universities with over 500 advisers and collectively serves more than 140,000 students per year. Since its inception, CAC has served over 600,000 students.



PRE-APPRENTICESHIP
PROGRAM

A Pre-Apprenticeship is designed to be an introductory, experiential learning program to help an interested party determine if pursuing an Apprenticeship in a specific field is the right career fit for their needs. On a national level, Pre-Apprenticeships are found to increase the success rates of individuals entering into Registered Apprenticeships, which is a benefit to the Apprentice and to the employer.

Students may apply for one of the following pre-apprenticeships during the spring of 10th or 11th grade: Construction (11th grade applicants only), Electrician, and Manufacturing. Please see the College and Career Counselor for more information or visit <https://ycal.us/students/pre-apprenticeship/>

(source: www.ycal.us)