

EDUCATIONAL PLANNING GUIDE 2018



CARLISLE HIGH SCHOOL
CARLISLE, PENNSYLVANIA
JANUARY 2018

Mission Statement

In partnership with students, parents, and the community, the Carlisle Area School District is committed to providing all students with educational and leadership opportunities to develop their intellect and character so that they will accept and meet the challenge of personal responsibility, enabling them to become contributing members of our diverse society. This district shall make every attempt to support a school climate that is based on high expectations and respect for the individuality of all students and staff.

Notes:

- *Requests to change student course selections cannot be honored after June 22, 2018.*
- *For important information about the scheduling timeline see Course Selection Calendar on page 3.*

TABLE OF CONTENTS

Introduction	2
High School Organization	2
Course Selection Calendar (Schedule Changes)	3
Grade Assignments	3
CHS Graduation Requirements	4
Student Course Selections (Overview by Grade)	6
State Assessments/Examinations	7
Honors Courses & Special Programs	7
National Collegiate Athletic Association (NCAA)	11
Library	11
Assistance/Questions	12
Arts & Humanities (list of offerings)	13
Penn State University Dual Enrollment	15
Course Descriptions (by department):	
Art and Design	17
Careers & Technology	21
Career and Technical Education	21
Business Academy	21
Automotive Technology	26
Carpentry Trades	28
Early Childhood Education	30
Communications Technology	31
Computer Systems Networking	34
Culinary Arts	38
Health Careers Academy	40
Work-Based Learning Experiences	43
Family and Consumer Science	47
Engineering & Design	48
English	51
English Language Development	57
Mathematics	58
Music	65
Physical Education, Health, & Safety Education	71
Reading	73
Science	74
Social Studies	81
Special Education	87
World Languages	91
Other Offerings:	
Publications	97
Special Programs (CPYB, Dual Enrollment)	97
Carlisle Virtual Academy	98
Summer School (enrichment)	98

STATEMENT OF EQUALITY

The Carlisle Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, age, creed, religion, gender, gender-identity, sexual orientation, ancestry, national origin, marital status, pregnancy, disability or any other status protected by law in its activities, programs, or employment practices as required by Title VI, Title IX and Section 504.

No person shall on the grounds of race, color, age, creed, religion, gender, gender-identity, sexual orientation, ancestry, national origin, marital status, pregnancy, disability or any other status protected by law be excluded from participation in or be subjected to discrimination in any program or activity funded in whole or in part by federal funds. Discrimination on the basis of sex or religion is also prohibited in some federal programs. For information regarding civil rights or grievances procedures, services, activities and facilities that are assessable to and usable by handicapped persons, contact: Ms. Christina Spielbauer, Title IX Coordinator, Section 504 Coordinator, 540 West North Street, Carlisle, PA 17013, (717) 240-6800.

INTRODUCTION

This guide has been prepared to assist students, parents, and school personnel in the complex task of planning an appropriate personal educational program. It contains general information about the academic program of Carlisle High School as well as explanations of subject offerings and graduation requirements.

To plan an effective and realistic educational program, students and parents should take into consideration the student's abilities, career goals, and interests. They should study the entire guidebook looking for all relevant information, and they should carefully read the course descriptions. They should also consider their student's academic records for the past several years. While grades received in middle school should not necessarily dictate the academic program in high school, a review of those report card grades should give a good indication of strengths and weaknesses. Using this information, students can plan a program of studies that meets their needs.

Parents or students who need additional assistance in selecting courses should contact their student's teachers or counselor. All staff members are available to assist in the important task of choosing the right programs for students.

A Parent Course Selection Night has been scheduled for **Monday, January 22, 2018**. The program for parents of current 8th graders will be held in the Swartz Building Auditorium at 6:30 p.m. The program for parents of current 9th, 10th, and 11th graders will be held in the McGowan Building Auditorium starting at 6:30 p.m. (**Snow Date: Wednesday, January 24, 2018**). If you are unable to attend on January 22nd, we will have a second Course Selection Night on **Thursday, January 25, 2018**. There will be two locations accessible that evening: Hope Station (149 West Penn St. Carlisle), and Amelia Givin Library (14 N Baltimore Ave, Mt Holly Springs). Both locations begin at 7:00 p.m.

HIGH SCHOOL ORGANIZATION

Carlisle High School consists of four separate buildings located on one campus. The four buildings are: the Emma Thompson McGowan Building, the Gerald L. Fowler Educational Center, the David L. Swartz Building, and the Vocational/Technical Building. There is a typical enrollment of approximately 1500 students. This organizational structure allows students to enjoy the advantages of a comprehensive educational program by taking courses in any of the four buildings.

[Return to Table of Contents](#)

COURSE SELECTION CALENDAR

Schedule Changes

The course selection process for students and parents begins in early January. During that month, counselors meet with students and parents to explain the process and to have students select their courses. The due date for submission of course requests is January 30, 2018.

The entire process will be conducted online this year. Students will be instructed on completing this process.

Students (and parents) may change the courses selected providing their abilities and goals demonstrate that the change is necessary and appropriate. All requests for changes should be submitted to the student's present counselor. The due date for submission of change requests is June 22, 2018. After this date only requests for changes that indicate extenuating circumstances will be honored.

Please be aware that when you receive your schedule in the summer, every effort has been made to ensure that you have the classes you requested. However, occasionally errors do occur. If there is an error on your schedule, please contact your school counselor immediately. Once the school year begins, there will be a two-week Drop/Add period. After this two-week period, schedules will be final unless there is a misplacement or a change requested based on the Honors/AP Contract.

Course alternates are required for all elective courses. When conflicts occur during the scheduling process, alternates are used as replacements. Therefore, it is imperative that students select alternates carefully, and that they provide at least one alternate for each elective. When irresolvable conflicts occur and selected alternates cannot be scheduled, a school official will attempt to contact the student in order to address the conflicts. Under no circumstances can requests for specific teachers or sections be honored.

GRADE ASSIGNMENTS

All Students

Students in grades nine through twelve will be placed in grades according to the total number of course credits earned by the end of the year. There are no exceptions to the following criteria:

To be in **9th grade** a student is assigned on the basis of a certification of promotion or assignment by the middle school principal.

To be in **10th grade** a student must have earned at least 5 major credits including an English credit.

To be in **11th grade** a student must have earned at least 10 major credits including two English credits.

To be in **12th grade** a student must have earned at least 16 major credits and be able to complete all graduation requirements by the end of the regular school year.

CHS GRADUATION REQUIREMENTS

Except Automotive Technology, Culinary Arts,
Early Childhood Education, Carpentry
Effective: Class of 2019 - 2022

<u>Units of Credit</u>	<u>Course Area</u>
4.0	English
3.0 or 4.0	Social Studies (see note 1)
3.0 or 4.0	Science (see note 1)
3.0 or 4.0	Mathematics (see note 1)
2.0	Arts & Humanities (see note 2)
1.0	Physical Education
0.6	Health & Family Living
0.2	Safety Education
0.2	Senior Health
<u>6.0</u>	Electives
24.0	Minimum Total Credits Required for Graduation

CHS GRADUATION REQUIREMENTS

Automotive Technology, Culinary Arts,
Early Childhood Education, Carpentry
Effective: Class of 2019 - 2022

<u>Units of Credit</u>	<u>Course Area</u>
4.0	English
3.0	Social Studies
3.0	Science
3.0	Mathematics
1.0	Arts & Humanities (see note 2)
1.0	Physical Education
0.6	Health & Family Living
0.2	Safety Education
0.2	Senior Health
<u>9.0</u>	Electives
25.0	Minimum Total Credits Required for Graduation

CHS Graduation Requirements Effective for all Programs and Graduating Classes

Notes:

1. A minimum of ten credits must be earned in the combined social studies, science, and mathematics areas. (Except students in approved CTE programs of study).
2. Refer to the Arts & Humanities Electives section of this guidebook for a listing of courses that meet this requirement.
3. **All students graduating in the class of 2019 must take and pass (score proficient or advanced on) state assessments (currently Keystone Exams) in Algebra I and English Literature**, the Keystone Exam retest in Algebra I and/or English Literature or they must take and pass a standards-based remediation course during their senior year.

All students graduating in the class of 2020 through 2022 must pass Keystone examinations in Algebra I, Biology I, and English Literature, the Keystone Exam retest, or a PDE-developed project-based assessment by mid-January of Grade 12. *The graduation requirements relating to the Keystone Exams reflect current Pennsylvania state legislation and are subject to change by the Pennsylvania state legislature.*

a. New students transferring in to grade 12 without end of course exam scores in Literature and Algebra I must complete placement tests to assess their status and determine if they must participate in the CHS Standards English and Standards Math remediation programs. At the present time, we can accept proficient, out of state, end of course test scores if provided by a new student transferring in to grade 12.

b. **Transfer students new to the district entering grades 9 - 11:** A transfer student in grades 9 - 11 will **not** be required to complete the Keystone Exam in: Algebra I, English Literature, Biology I – **if** the student provides documentation that they passed a statewide, standardized End-of-Course (EOC) assessment in that course administered by the transferring school/district, or provides documentation that he/she achieved a passing/proficient score on the high school statewide assessment in mathematics, literature/language arts, or in science required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act, 20 U.S.C 6301, or if the student achieved a score of 3 or higher on the following AP exams in the appropriate content area: Calculus AB, AP Calculus BC, AP Statistics, English Language and Composition, English Literature, and Biology.

4. Students should remediate course failures in summer school in order to graduate with their class.
5. All students must carry a minimum of five major credits at all times. In addition, they must have classes scheduled for at least twenty-eight periods per week.
6. The administration cannot make exceptions to these requirements.

STUDENT COURSE SELECTIONS

Overview by Grade

A basic grade level overview for the vast majority of student schedules is shown in this section. The exception is for students who enter the Automotive Technology, Culinary Arts, Early Childhood Education and the Carpentry Programs in grade 10. Counselors will advise students selecting these five Careers and Technology Programs of the courses they must take each year in order to meet their graduation requirements.

Grade 9

English I

U. S. History

Mathematics

Honors Biology – see note 1

GeoEnvironmental Science

Elective 1- see notes 2 and 3

Elective 2- see notes 2 and 3

Physical Education- 9

Health/Family Living- 9

Notes (Grade 9 only)

1. Honors Biology may be taken by ninth grade students; however, summer work and mandatory participation in the CASAC science fair in January are both required of this course.
2. All courses taken through Carlisle Virtual Academy may count as required courses or electives as approved by the Board of Education. Students should check with their counselor to determine the classification of courses taken online.

Grade 10

English II

World History

Mathematics

Biology I/Science

Elective 3

Elective 4

Physical Education -10

Safety Education

Grade 11

English III

Civics/AP Social Studies

Mathematics

Science

Elective 5

Elective 6

Physical Education-11

Health II (11th or 12th grade)

Grade 12

English IV

Social Studies/Math/Science

(see note 1)

Elective 7

Elective 8

Elective 9

Elective 10

Physical Education 12

Notes (Grades 10-12)

1. Students who complete CTE programs of study may not be required to have a fourth credit in the social studies, mathematics, or science area to satisfy the 10 credit total that is required among these content areas for other students.
2. All courses taken through Carlisle Virtual Academy may count as required courses or electives as approved by the Board of Education. Students should check with their counselor to determine the classification of courses taken online.

General Information- all students

- ✓ The curriculum is reviewed and modified to best prepare graduates to meet their future goals.
- ✓ All curricular departments will establish required courses to ensure appropriate coverage of district and state standards.
- ✓ Students who satisfactorily complete a special education program developed by Individualized Education Program (IEP) teams shall receive regular high school diplomas. This policy applies if eligible students' special education programs do not otherwise meet all the requirements of Chapter 4 (from Section 4.23 of State Curriculum Regulations).
- ✓ To be considered "full time" all students must carry a minimum of 5 major credits plus any necessary minor credits and they must schedule at least 28 periods per week. This applies to all students including those taking an additional virtual course. Only seniors

[Return to Table of Contents](#)

who are in their fifth year of high school shall be considered as exceptions to this stipulation as evaluated on a case-by-case basis by the high school principal or associate principal.

STATE ASSESSMENTS/ EXAMINATIONS

Effective with the class of 2020 through 2022 the Pennsylvania Department of Education has established the following graduation requirements:

- Students must take and pass (score proficient or advanced on) state assessments (currently Keystone Exams) in Algebra I, English Literature and Biology;
- “Non-proficient” students must retake and pass Algebra I, English Literature and Biology Keystone Exams; **or**
- “Non-proficient” students who have already retaken the Keystone Exam at least twice must pass a PDE-developed project-based assessment by mid-January of grade 12.

However, the requirements relating to the Keystone Exams and project-based assessments reflect current Pennsylvania state legislation and are subject to change by the Pennsylvania state legislature. Please see page 5 item 3 for details regarding Keystone exam requirements for students transferring to Carlisle High School.

PSAT/NMSQT

Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test

The Carlisle Area School District requires that all 10th grade students participate in the PSAT exam each year. CASD will fully assume the cost of this exam for these 10th grade students. Students in grade 11 are strongly encouraged to participate in the PSAT exam as a means to prepare for college entrance exams. Multiple national and local organizations exclusively consider the scores earned in the 11th grade year on the PSAT for scholarship qualification.

AP & HONORS COURSES

Carlisle High School has waved the application process and most prerequisites for AP & Honors courses. These changes were made to give all students access to more rigorous coursework. In addition, Carlisle High School has partnered with the National Math & Science Initiative (NMSI) to provide greater support to our students. NMSI’s College Readiness Program provides students in AP math, science, and English courses with:

Extraordinarily trained teachers who receive advanced subject-matter knowledge, mentoring from expert peers and resources to challenge students in engaging lessons.
Free student study sessions led by experts from across the country. They come to the high school!

Classroom materials such as the latest graphing calculators and lab supplies, that bring classwork to life.

Reduced fees for all math, science and English AP exams – the nationally recognized assessments that can earn students widely accepted college credits.

Financial awards for students who earn a 3 or above (on a 5-point scale) on their AP exams in math, science and English.

Notes:

1. Students who select AP courses are strongly encouraged to take The College Board Advanced Placement examinations in the spring.

[Return to Table of Contents](#)

2. There are two Grade Point Averages calculated for students: a weighted and an un-weighted grade-point-average. Only courses listed as Advanced Placement and Honors will carry an additional value when calculating the weighted grade-point-average.
3. A weighted grade point average gives .5 additional quality point value to each Honors and Advanced Placement course. Weighted rankings are done based on these grade point averages.

Sample contract on following page - all Honors and AP (Math, Science, English, and Social Studies courses) students must complete. Students will receive the actual contract during Honors and AP meetings or from Honors and AP teachers. The signed Honors/AP contract must be submitted to his or her counselor.

Carlisle High School
Student & Parent Agreement for Enrollment in Advanced Courses
Honors and Advanced Placement – English, Math, Science & Social Studies

Student Printed Name _____ **Current Grade Level** ____
Current Guidance Counselor _____ **Current Building** _____

Please select each of the Honors or AP courses you will be applying for next school year.

Science Dept.:

- Honors Biology
- Honors Chemistry
- Honors Physics
- Honors Geo-Environ.
- Honors Environmental
- Honors Anatomy & Phys.
- AP Biology
- AP Chemistry
- AP Physics

Math Dept.:

- Honors Algebra II
- Honors Geometry
- Honors Pre-Calculus
- AP Calculus AB
- AP Calculus BC
- AP Statistics

Social Studies Dept.:

- Honors U.S. History
- Honors World History
- AP Government & Politics
- AP European History
- AP U.S. History

English Dept.:

- Honors English I
- Honors English II
- AP Language & Comp.
- AP Literature & Comp.

Electives:

- AP Seminar
- AP Research

CHS encourages all students to enroll in available Honors and Advanced Placement (AP) classes to enhance their academic experience. Any CHS student may enroll in Honors or AP classes as his or her schedule permits. Honors and AP classes offer a high degree of rigor designed to prepare the student for success in higher academic pursuits. The purpose of an Honors course is to prepare students for college-level work which they will experience in AP classes. AP courses provide college-level instruction and culminate in AP exams that are designed by the College Board. Students who successfully complete AP exams may receive college credit.

- Characteristics of an Honors or AP class are:
 - Student-initiated learning with an emphasis on strong work ethic
 - Rigorous academic content in Honors & AP requiring reading proficiency
 - Require depth and complexity of thought
 - Application of content strategies
 - Consistent use of higher-level thinking skills
 - Assignments that require analytical thinking
 - Required commitment to course inside and outside of classroom

AP courses differ from regular high school courses in that instructors use advanced curricula that is outlined by the College Board and authorized through the College Board's audit process. Honors courses focus on skill development, habits of mind, and in-depth preparation in a subject area that are necessary to master the skills required to achieve success in AP courses. Other characteristics of advanced courses include content immersion, a fast pace, and assessment of performance at the analysis and synthesis levels.

While we expect students to be very successful in Honors or AP classes, a close look at the student's total course load and commitments to other activities should be considered when choosing how many of these courses to take during a semester. For some students, the best way to begin moving into these courses is by beginning with one, until they better understand the expectations and time commitments involved. Typically, successful AP students are task-oriented students, proficient readers, and effective time managers. Students who are already overextended with academics or extracurricular activities should seriously consider whether they have the time to devote to an Honors or AP class and/or the number of Honors or AP classes in which they enroll. Outside study time is generally at least one to two times the amount of time spent in class per week.

[Return to Table of Contents](#)

Carlisle High School
Student & Parent Agreement for Enrollment in Advanced Courses
Honors and Advanced Placement – English, Math, Science & Social Studies

CHS strongly believes that Honors and AP courses provide enhanced academic opportunities for students that will assist them in future academic or nonacademic pursuits. At the same time, the District recognizes that students may experience initial surprise or difficulty in managing the increased course requirements. To ensure students allow sufficient time to become acclimated to the classes and what the Honors and AP curriculum can offer, the District expects that any student who enrolls in the Honors or AP class will remain in the course for the entire year. It is essential that the student give his/her maximum effort to succeed.

AP Exit Policy:

A student may exit an Honors or AP class **no later than the mid-point of the first marking period**. To drop an Honors or AP course the student must attend a conference with the student's respective counselor. Parents/guardians are strongly encouraged to attend this conference. Approval of the grade-level principal is required to drop Honors or AP. When a student drops an Honors or AP course, all grades earned in that course follow the student to the other course, including the summer reading/assignment grades if applicable.

By **initialing** the statements below, I understand the requirements of enrolling in this/these Honors or Advanced Placement Courses and my parents/guardians and I agree to the following terms:

_____ 1. The demands of an Honors or AP course exceed those of a general college prep course, and I am committed to the extra effort needed to succeed in each course.

_____ 2. I realize that an Honors or AP course is a year-long commitment and it is an expectation that I will not withdraw from this Honors or AP course. I will have up to five weeks into the first marking period (mid-point of first marking period) to withdraw from the course and enroll in a subject equivalent course (if applicable).

_____ 3. I realize that I must abide by the conditions set forth in the course syllabus (e.g. attendance, grading and make-up policies).

_____ 4. After reading the course description for each Honors or AP course, I am confident that I have the skills and dedication necessary to be successful in the course listed on the front side.

Student Agreement

My signature below confirms that I am familiar with the expectations of the Honors or AP course and accept its academic challenges. I agree to devote my best efforts to successfully complete the course. I understand this class offers increased rigor and challenge. I understand that my success in this Honors or AP course is primarily my responsibility. I understand and agree that a schedule change will only be considered prior to the mid-point of the first marking period.

Student Signature _____ Date _____

Parent/Legal Guardian Agreement

My signature below confirms that I have read and am familiar with the course description for the Honors or AP course. I understand that the course requires increased rigor and challenge and I agree to support and encourage my student to successfully complete this course. I will notify the teacher immediately of any concerns I have relating to the Honors or AP course or my student's progress. I understand and agree that my student will only be considered for a schedule change prior to the mid-point of the first marking period.

Parent Signature _____ Date _____

NOTE – This contract must be submitted to your counselor.

[Return to Table of Contents](#)

NCAA

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

When planning their course selection, student athletes should be mindful of the requirements of the **NCAA** (National Collegiate Athletic Association.) The NCAA has strict guidelines to "qualify" a student to receive athletic scholarships and/or participate in NCAA Division I or Division II athletics at the collegiate level. Student athletes should review these criteria carefully at www.eligibilitycenter.org.

Three of the main criteria for eligibility include: the number of "core" courses completed, the earned GPA in those "core" courses, and a sliding scale requirement regarding core course GPA and SAT or ACT scores. To help student athletes, **Carlisle High School courses which have been approved as NCAA core courses will have this  icon below them in the Educational Planning Guide.** Please see your counselor with any questions related to NCAA requirements and course selection.

LIBRARY

The library department of the Carlisle Area School District includes a comprehensive library in the Fowler Education Center where reading is viewed as a foundational skill for learning, personal growth, and enjoyment. The library is fully automated and houses more than 44,000 volumes and 20 different periodical titles, as well as 2 networked computer labs, and 48 additional desktop computers strategically placed around the facility. 34 e-readers are available for a 7-day checkout, and the library owns over 1,400 fiction and nonfiction electronic books available online. The library provides access to multiple forms of educational software and multiple on-line information resources.

All students are issued a student ID/library card which allows equitable access to books, reading, and information technology. The library is staffed by one full-time professional librarian, one full-time library manager, one library secretary and one part-time assistant. The librarian has flexible scheduling to allow collaboration with the entire Carlisle Area School District educational community to develop opportunities for students to practice and foster 21st century information literacy skills.

The high school students concentrate on research skills which are integrated into the district educational plan in conjunction with regular classroom activities. Students are welcome to use the library for research, leisure and current event reading, career exploration, and computer work during scheduled class times, lunch, and posted before-school and after-school hours. The mission of the Fowler Library is to build a learner who can thrive in a complex information environment.

ASSISTANCE/QUESTIONS

Office Location in McGowan Building - 240-6800, ext. 26835

Mr. Michael Black – Associate Principal, Grade 12

Mrs. Cynthia Lupold - Assistant Principal, Grade 11

Ms. Johanna Jones – Head Counselor

Mrs. Amy Knapp – Counselor

Mrs. Emily McDonald – Counselor

Mrs. Heather Bosnyak - World Language/ELD Program Chair

Ms. Kelly Brent – Mathematics Program Chair

Mrs. Ashley Gogoj - Art & Design Program Chair

Mr. Byron Mikesell - Music Program Chair

Mrs. Samantha Moyer - Science Program Chair

Mr. George Null - Physical Education, Health, and Safety Education Program Chair

Mr. Kevin Wagner - Social Studies Program Chair

Office Location in Fowler Building – 240-6800, ext. 13805

Mr. Jay Rauscher – Principal

Mrs. Michele Barrett – Director, Careers and Technology Programs

Office Location in Swartz Building - 240-6800, ext. 27805

Mr. Paul Wysocki - Associate Principal, Grade 10

Mr. David Frey - Assistant Principal, Grade 9

Mr. Barry Adams - Counselor

Mr. Andrew Rice – Counselor

Mrs. Ginger Rotz – Counselor

Mrs. Keely McGeehan - English Program Chair

Mrs. Malinda Mikesell - Reading Program Chair

Office Location in Wilson Middle School - 240-6800, ext. 19805

Mr. Walter Bond – Acting Principal

Mrs. Allison Thumma – Acting Assistant Principal

Mr. Harold Travis – Head Counselor

Mr. Todd Shirley - Counselor

Office Location in Lamberton Middle School - 240-6800, ext. 15805

Mr. Keith Colestock - Principal

Mr. Michael Gogoj – Assistant Principal

Mrs. Amanda Burger – Counselor

Ms. Erin Hughes - Counselor

Office Location in Swarner Mansion - 240-6800, ext. 17813

Mrs. Rita Warren – Director of Special Education

ARTS & HUMANITIES ELECTIVES

The following planned courses will fulfill the Arts & Humanities requirement. All students in the class of 2019 must pass a minimum of two full credits of Arts & Humanities courses in order to graduate. (Exception: Vocational students, see Graduation Requirement section).

Art

Digital Design
 Drawing and Painting I, II, III
 3D Design
 Graphic Design
 2D Design
 Sculpture & Ceramics I, II, III
 Photography
 Portfolio
 AP Art History
 AP Studio Art

Careers & Technology – Broadcasting Communications

Broadcasting I
 Broadcasting II
 Exploring Video Production
 Graphic Arts and Design I
 Graphic Arts and Design II

Careers & Technology- Early Childhood Education

Early Childhood Education I
 Early Childhood Education II
 Early Childhood Education III

Careers & Technology- Carpentry Trades

Carpentry Trades I
 Carpentry Trades II
 Carpentry Trades III

Careers & Technology- Culinary Arts

Culinary Arts I
 Culinary Arts II
 Culinary Arts III

Careers & Technology- Family and Consumer Science

Child Development
 Contemporary Living Skills
 FCS: Skills for Success
 Foods and Baking
 Foods and Nutrition
 Multicultural Foods
 Special Children/Special Adults

Careers & Technology- Engineering, Manufacturing & Design

Foundation of Technology Education
 Computer Aided Drafting and Design
 3D Engineering and Design
 Architectural Engineering and Design
 Pre-Engineering
 Engineering Design
 Intro. to Engineering Design (PLTW)
 Principles of Engineering (PLTW)

English

Creative Writing
 Shakespeare: Page to Stage

Music

Concert Choir
 Bel Canto Singers
 Chamber Singers
 Orchestra
 Introduction to Music Technology
 Music Theory I
 Music Theory II
 Concert Band
 Symphonic Band
 Theatre Experiences
 Musical Theater Experience
 Guitar and History of Rock and Roll
 Piano and Music Theory I
 History of Western Music
 Perspectives of Music in Popular Culture

Publications

Periscope
 Oracle

Special Programs

CPYB
 AP Research
 AP Seminar

World Languages

French I, II, Honors III, Honors IV,
 AP French
 Spanish I, II, Honors III, Honors IV,
 AP Spanish
 German I, II, Honors III, Honors IV,
 AP German
 International Culture and Travel
 Chinese I, II

Arts & Humanities for class of 2020 and beyond

Arts and Humanities is defined as the study of dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance and exhibition of work.

The following planned courses will fulfill the Arts & Humanities graduation requirement for the class of 2020 and beyond. All students must pass a minimum of two full credits of Arts & Humanities courses in order to meet the graduation requirement (Exception: Vocational students in Automotive Technology, Culinary Arts, Childcare, and Carpentry must earn one full credit of Arts & Humanities courses).

Art

Digital Design
 Drawing and Painting I, II, III
 Graphic Design
 2D Design
 3D Design
 Sculpture & Ceramics I, II, III
 Photography
 Portfolio
 AP Art History
 AP Studio Art
 *Graphic Arts and Design I, II
 *(Listed in the Career & Technical Education section of the EPG)

World Languages

French I, II, Honors III, Honors IV,
 AP French
 Spanish I, II, Honors III, Honors IV,
 AP Spanish
 German I, II, Honors III, Honors IV,
 AP German
 Chinese I, II
 International Culture and Travel

English

Creative Writing
 Shakespeare: Page to Stage

Music

Concert Choir
 Bel Canto Singers
 Chamber Singers
 Orchestra
 Introduction to Music Technology
 Music Theory I
 Music Theory II
 Concert Band
 Symphonic Band
 Theatre Experiences
 Musical Theater Experience
 Guitar and History of Rock and Roll
 Piano and Music Theory I
 History of Western Music
 Perspectives of Music in Popular Culture

Publications

Periscope
 Oracle

Special Programs

CPYB
 AP Research
 AP Seminar

PENN STATE AND CHS DUAL ENROLLMENT

What: Penn State University (PSU) in partnership with a consortium of Cumberland County schools districts, has established an opportunity for students to earn college credits from PSU's adjunct professors at the campuses of the consortium school districts. This partnership will provide our students with opportunities to experience and earn PSU credits within the supportive structure of our high schools.

While the structure is established to be cohort-like in nature, students may experience the program one course at a time as well. The curriculum is designed with a general education focus. Students will progress through the courses earning PSU credits, certificates that merge directly into PSU degrees. Students would take two or three PSU courses per semester. This structure would enable students to earn between 24-36 credits if involved in the program for two successive years (junior and senior year). Students should be aware the courses in this program are rigorous and will be taught with college-level expectations.

Who: Students entering their junior or senior year may enroll in PSU—College in the High School program. Passing a PSU placement exam will be required for entering the program/courses.

Cost: PSU will offer a half tuition scholarship reducing the cost from the standard PSU credit rate of \$1572 to \$786 plus applicable fees. Total approximate cost per course would be \$872.

Texts: Textbooks will be provided by the district.

Grading: Students will only receive a grade at the end of Semester I and at the end of Semester II in Powerschool. They will not receive a marking period grade like other CHS courses.

How: Interested sophomores and juniors should discuss this opportunity with their counselors and select the courses above on their course selection sheet. Acceptance in to this program is dependent upon successful completion of PSU's placement exams and an application process. There are limited seats available in this program.

Withdraw Policy: Students may drop the PSU College in the High School courses within the first two sessions of the course meeting. By the date of the third session of the courses, no drop requests will be honored.

Dual Credit Assignment: Students will earn both Carlisle High School credit and PSU college credits for these courses. As with honors and AP courses, these courses will be assigned a .5 weighted value in quality points for the high school grade point average. The English courses will each count as a credit of English at CHS and can replace a student's typical English course. The history courses will count as a social studies credit and can replace Civics, they can count as an elective credit at CHS, or they can count as a social studies 4th core credit towards graduation requirements. The PSYCH 100 and SOC 1 courses can count as either elective credits at CHS or a social studies 4th core credit towards graduation requirements. Please contact a school counselor if you have questions regarding scheduling or credits.

Year 1 Outline

PSU-English Rhetoric and Composition – Course #211

ENGL 15 (3 college credits)

*Fall 2018



1 credit

1 pd/wk-Tuesday

Instruction and practice in writing expository prose to produce college-level writing in non-fiction, inquiry-based genres appropriate to the subject, context, purpose and audience. Develop strategies for generating ideas for writing, for planning, researching, and organizing material.

[Return to Table of Contents](#)

Coursework includes writing papers of varying lengths in expository prose through active reading, critical thinking, and the writing process with attention to grammatical concepts that affect clarity and style.

PSU-American Civilization Pre-1877 – Course #815

HIST 20 (3 college credits)

**Fall 2018*



An historical survey of the American experience from its colonial beginnings through the Civil War and Reconstruction. The course provides the student with a basic background in American History prior to 1877. A larger goal of the course is to teach them how to think “historically” and to perceive the relevance of the past to the present.

1 credit

1 pd/wk-Thursday

PSU-Introduction to Psychology - Course #816

PSYCH 100 (3 college credits)

**Spring 2019*



Introduction to general psychology; principles of human behavior and their applications. This course provides an overview of the field of psychology, including research, theory, and application. Its overall focus is the scientific study of behavior and experience, and of associated mental and physiological processes.

1 credit

1 pd/wk-Tuesday

PSU-English Effective Speech - Course #212

CAS 100 (3 college credits)

**Spring 2019*



Introduction to speech communication: formal speaking, group discussion, analysis and evaluation of messages. This course is designed to develop the student’s ability to express him or herself confidently and clearly in varying contexts. Gain knowledge and practical experience researching, organizing and delivering speeches in public situations. Coursework includes a variety of types of speeches, exercises and writing assignments. Through this course, students will develop public speaking, interpersonal, intrapersonal and group communication skills.

1 credit

1 pd/wk-Thursday

Year 2 Outline

PSU-Introduction to Macroeconomic Analysis – Course # 819

ECON 104 (3 college credits)

**Fall 2018*



ECON 104 Introductory Macroeconomic Analysis and Policy. Macroeconomics is concerned with economy-wide factors such as inflation, unemployment, and overall economic growth. Explore national income measurement; aggregate economic models; money and income; policy problems.

1 credit

1 pd/wk-Monday

PSU-Introduction to Sociology – Course # 818

SOC 1 (3 college credits)

**Fall 2018*



The nature and characteristics of human societies and social life. Learning how sociologists do research provides the tools for understanding the production of knowledge and for evaluating the validity of sociological assertions. The study of socialization provides perspectives on how one becomes a member of society. In addition, the course emphasizes the complexity of human social life and describes the many variables (social structural, cultural, interpersonal, and psychological) that influence behavior.

1 credit

1 pd/wk-Wednesday

PSU- Plant Biology Gymnosperms– Course # 737

BIOL 120A (3 college credits)

**Spring 2019*

1 credit

1 pd/wk-Monday



Plants, Places and People. Introduction to the fascinating world of plants with an emphasis on the historical, cultural, and economic uses. Explore useful and dangerous plants; historical (archaeological), cultural (ethnological), and economic (anthropocentric) aspects, including structural and chemical characteristics of botanical importance.

PSU-American Civilization Post-1877 – Course # 817

HIST 21 (3 college credits)

**Spring 2019*

1 credit

1 pd/wk-Wednesday



An historical survey of the American experience from the emergence of urban-industrial society in the late nineteenth century to the present. History 021 is designed as the second half of a two-term survey of American history, covering the period from 1877 to the present. Chief among the topics covered are Reconstruction, Westward expansion and the decline of the Native American, the industrial revolution, urbanization, immigration, Gilded Age culture and politics, the labor movement, the New South, Populism, imperialism, Progressivism, segregation and African-American response, the women's movement, World War I, politics and culture in the 'Twenties, the Great Depression and New Deal, World War II, post-war prosperity, the Cold War, the Civil Rights movement, the Vietnam War, the disillusionment of the 'Seventies', the Reagan revolution, and America in the post-Cold War era.

COURSE DESCRIPTIONS (by department)**ART & DESIGN****2D Design (formerly known as Design) – Course #030**

No prerequisite

Grades 9-12

1 credit

4 pds/wk

2D Design is an introductory level art course for students interested in developing basic design and drawing skills. Assignments will help students learn how to use elements and principles of design to compose a work of art or page layout. Use of color in design will be a main focus of the course and students will experiment with a variety of art materials. Additionally, this class will focus on illustration and graphic design. 2D Design is strongly recommended for students interested in taking Digital Design, Photography, Graphic Design, or who have taken Drawing and Painting I and are looking for a follow-up, introductory level studio art course.

Digital Design – Course #031

No prerequisite

Grades 9-12

1 credit

4 pds/wk

Digital Design is an introductory course that focuses on design and technology. Assignments will provide an introduction to 2-D (graphic design), 3-D (object design), 4-D (environmental design), and 5-D (experience design). Students will learn more about these areas of design and how to use design concepts like color, space, texture, balance, rhythm, and unity to create products and projects that involve human interaction. Students will learn how to create original works of art using hand drawn illustrations, online computer programs, and traditional computer software. Students should have basic keyboarding and Microsoft Word skills.

Drawing & Painting I (formerly known as Drawing and Composition) – Course #034

No prerequisite 1 credit
 Grades 9-12 4 pds/wk

Drawing and Painting I is an introductory course for students interested in developing more advanced skills in drawing and painting. Students should be interested in developing their drawing skills and able to focus on one drawing for an extended period of time. This course will increase students' understanding of drawing from observation, creating a composition, and effectively using the elements and principles of design. Students will also explore drawing and painting objects, one and two-point perspective, portraits, space representation, landscape, abstract design, and figure drawing. Drawing and Painting I is the recommended prerequisite for Drawing & Painting II, Portfolio, and AP Studio.

3D Design (formerly known as Crafts) – Course #033

No prerequisite 1 credit
 Grades 9-12 4 pds/wk

3D Design is an introductory course for students who are interested in designing and creating handmade art objects and working three-dimensionally. Students will be exposed to a variety of 3D design areas such as sculpture, fibers, fabric design, wire jewelry, industrial design, and ceramics. 3D Design is recommended for students who enjoy making three-dimensional artwork and are looking for an introductory level course.

Graphic Design (formerly known as Commercial Art I) – Course #032

Prerequisite: Digital Design or Drawing & Painting I or 2D Design 1 credit
 Grades 10 - 12 5 pds/wk

Graphic Design is an exploratory course designed for students considering a career in graphic design, computer graphics, industrial design or advertising. Students will learn about typography, illustration, and design history. Students will use programs such as Illustrator, InDesign, and Photoshop. Projects may include page layout design, logo design, corporate identity packages, and illustration work which utilize original drawings, photographs, or digital images.

Drawing and Painting II (formerly known as Painting I) – Course #035

Prerequisite: Drawing and Painting I 1 credit
 Grades 10-12 5 pds/wk

This course is designed for students interested developing advanced drawing and painting skills. Students will have the opportunity to explore a variety of drawing mediums and will focus on painting techniques using tempera, watercolor, acrylic, and oil mediums. Students are provided with opportunities to draw and paint from observation and references. Drawing and Painting II is highly recommended for students interested in taking Drawing and Painting III, Portfolio, and AP Studio

Drawing and Painting III (formerly known as Painting II) – Course #043

Prerequisite: Drawing and Painting II 1 credit
 Grades 11-12 5 pds/wk

This course is designed for students who have taken Drawing and Painting I and Drawing and Painting II. This course is designed for students who have taken Painting I and for students interested in refining and strengthening their drawing and painting skills. Students will draw and paint using advanced techniques and more experimental approaches. Students are provided with continued opportunities to paint from observation and references. In addition, students will develop a body of work concentrating on a strong visual idea. Students are expected to work on assignments outside of class, keep a sketchbook, research ideas and discuss their work, ideas, and inspiration as well as the work of other students and

master artists. Drawing and Painting III is highly recommended for students interested in taking Portfolio or AP Studio.

Sculpture and Ceramics I – Course #037

No prerequisite
Grades 9-12

1 credit
4 pds/wk

Sculpture and Ceramics I is an introductory level course that focuses on teaching students hand-building and wheel throwing pottery techniques. Throwing techniques will include centering, throwing, trimming, glazing, and firing. Hand-building techniques will include pinch, slab construction, additive and subtractive methods. Students will also have the opportunity to create sculptures and three-dimensional projects using other materials.

Sculpture and Ceramics II – Course #045

Prerequisite: Sculpture and Ceramics I
Grades 10-12

1 credit
5 pds/wk

Sculpture and Ceramics II is a continuation and advanced study of concepts which go beyond basic skills learned in Sculpture and Ceramics I. Students will become more advanced in their throwing techniques and hand-building techniques. Students will also have the opportunity to create sculptures and three-dimensional projects using other materials.

Sculpture and Ceramics III – Course #042

Prerequisite: Sculpture and Ceramics I and Sculptures and Ceramics II
Grades 11-12

1 credit
5 pds/wk

Sculpture and Ceramics III is a continuation and advanced study of concepts which go beyond basic skills learned in Sculpture and Ceramics I and Sculpture and Ceramics II. Students will become more advanced in their throwing techniques and hand-building techniques. Students will also have the opportunity to work more independently to create sculptures and three-dimensional projects of their choice.

Photography – Course #047

Prerequisites: Drawing and Painting I or 2D Design or Digital Design
Grades 10-12

1 credit
5 pds/wk

The photography course teaches students the basic fundamentals of photography. Students will learn how to develop film, enlarge and crop pictures, and make contact sheets using traditional photography methods and the dark room. Additionally, students will learn about digital photography and how to use photo editing programs like Adobe Photoshop.

Portfolio – Course #046

Prerequisites: Drawing & Painting I & an additional 2D Studio Class
AND approval from the instructor (Mrs. Gogoj)
Grades 11-12

1 credit
5 pds/wk

Portfolio is for students considering art as a career and who are interested in developing a portfolio of work to apply to art school and programs. The instructor and student will plan projects that specifically meet the student's needs and interests and will focus on developing artworks from observation (which is required by art schools). Students are expected to work on assignments outside of class, keep a sketchbook, research ideas and discuss their work, ideas, and inspiration as well as the work of other students and master artists.

AP Art History – Course #048

Recommendations: B-average in English and social studies
AND prior approval from Mrs. Gogoj,
(Art Department Chair) 1 credit
5 pds/wk

Grades 11-12 (10th grade students can apply with counselor/teacher recommendation)
Art History is a course on art from throughout history and from around the world. The focus will mainly be on Western or European Art History. Students will learn about art history through class discussion, readings, visuals, videos, research, and lecture. This course is required for students interested in taking the Advanced Placement Art history exam. For success in Art History, students should have maintained a B average or higher in English and social studies. An understanding of historical events that influenced the ideas, styles, and techniques of artists as well as an ability to express this understanding in short answer and essay form is essential for a student to do well in the course and on the AP exam. If students do not meet these criteria, they should contact Mrs. Gogoj (Art Department Chair) and request consideration for placement in the course.

AP Studio Art – Course #044

Prerequisites: Portfolio AND Approval from instructor (Mrs. Gogoj) 1 credit
Grade: 12 5 pds/wk

AP Studio Art is designed for advanced art students. Students are required to submit a portfolio proposal in order to investigate and develop a body of work concentrating on a theme. This course is designed to guide students in preparing a portfolio or body of work equivalent to a college level studio course for submission to the College Board. Students must be committed to working outside of the classroom and meeting deadlines. Students are expected to work on assignments outside of class, keep a sketchbook, research ideas, and discuss their work, ideas, and inspiration as well as the work of other students and master artists. Students will be required to complete a summer assignment.

CAREERS & TECHNOLOGY

Career and Technical Education

Since 1938, the career and technical education programs of study offered at Carlisle High School's Center for Careers and Technology have prepared students for post-secondary education and/or entry-level positions in the workforce within their chosen field of interest. Regardless of choice, education and training beyond high school are necessary to create a skilled and knowledgeable workforce. Students who enroll in a career and technical education program complete workforce development training, acquire college credits through state and local articulation agreements with post-secondary schools, earn industry certifications, and participate in work-based learning opportunities.

Carlisle High School's Center for Careers and Technology provides opportunities to complete course work in a variety of areas including: Automotive Technology, Business, Communications Technology, Computer Networking, Carpentry, Culinary Arts, Early Childhood Education, Engineering and Design, Family and Consumer Sciences, Health Professions, and Work-Based Learning. These courses are offered as electives or as PDE approved Programs of Study, encouraging students to learn new skills and/or embark upon a career pathway.

Business Academy

Business careers are in high demand in today's competitive and global marketplace. Furthermore, an understanding of management, entrepreneurship, accounting, personal finance, and technology are necessary to succeed in any career. All students enrolled in business courses can learn basic skills as well as career training in accounting, business ownership and office technology. Additionally, business students are eligible to earn Microsoft Office certifications and acquire college credits through a college in the high school program with Harrisburg Area Community College. Opportunities are available for students to develop skills and competence in business through participation in Junior Achievement's Finance Park, promoting and marketing the high school's Bison Buck branch of Members 1st Federal Credit Union, managing Bison Corner-a student run enterprise, and competing in events sponsored by DECA-An Association of Marketing Students.

Students with a serious interest in pursuing a business related career and/or post secondary opportunities can take courses in their junior and senior years toward the completion of a program of study in Accounting-PDE CIP-Code 52.0302 or Administrative Office Assistant-PDE CIP-Code 52.0401. Students, who complete the proper scope and sequence of academic and business courses and score proficient on the National Occupational Competency Testing Institute (NOCTI) exam, are eligible for "completer" status in the Accounting or the Administrative Office Assistant career and technical education programs. These students receive the Pennsylvania Skills Certificate; a nationally recognized credential issued by the Commonwealth of Pennsylvania, and can take advantage of statewide and local articulation agreements to receive college credit. A Capstone Cooperative Education or Career Exploratory experience is available to seniors who pursue the Accounting or Administrative Assistant programs of study.

**Accounting Technology- (2) Year Program – 24 Credits for Graduation
CIP #-52.0302-Program of Study**

Period	9	10	11	12
1	English I	English II	English III	English IV
2	Math	Math	Math	* Math -Any advanced math course or JAVA
3	Geo-Environmental	Biology I	Chemistry or Physics	Accounting II
4	PE/Health	PE/Safety Education	PE Health II (11 th or 12 th)	PE Health II (11 th or 12 th)
5	US History I	World History I	Civics	Integrated I-II or III
6	Arts and Humanities Elective	Arts and Humanities Elective	Accounting I	Entrepreneurship or Business Law or Personal Finance
7	Introduction to Business or Integrated Office I	Introduction to Business, Personal Finance or Integrated Office I	Entrepreneurship or Business Law or Personal Finance	Career Exploratory-Business Focus
CTE Total Hours: CATS: 720 Carlisle: 970			305 class hours 55 DECA hours 360 total	610 hours

- A minimum of ten credits must be earned in the combined social studies, science and mathematics areas.
- Students must make-up all failed classes in summer school to complete this program of study.
- Students must pass all required Keystone Exams and/or complete remediation courses.
- Students should plan to fulfill the Arts and Humanities requirement in ninth and tenth grade.

**Administrative Office Assistant – (2) Year Program 24 Credits for Graduation
CIP #52.0401-Program of Study**

Period	9	10	11	12
1	English I	English II	English III	English IV
2	Math	Math	Math	*Math-Any advanced math course or JAVA
3	Geo-Environmental	Biology I	Chemistry or Physics	Integrated Office III
4	PE/Health	PE/Safety Education	PE Health II (11 th or 12 th)	PE Health II (11 th or 12 th)
5	US History I	World History I	Civics	Business Law
6	Arts and Humanities Elective	Arts and Humanities Elective	Integrated Office II	Accounting I or II or IT Essentials or Personal Finance
7	Introduction to Business or Integrated Office I	Introduction to Business, Personal Finance or Integrated Office I	Accounting I or IT Essentials or Personal Finance	Entrepreneurship
CTE Total Hours: CATS: 720 Carlisle: 970			305 class hours 55 DECA hours 360 total	610 hours

- A minimum of ten credits must be earned in the combined social studies, science and mathematics areas.
- Students must make-up all failed classes in summer school to complete this program of study.
- Students must pass all required Keystone Exams and/or complete remediation courses.
- Students should plan to fulfill the Arts and Humanities requirement in ninth and tenth grade.

Accounting I – Course #121

No prerequisite

Grades 10-12

Grade 10 enrollment subject to seat availability

1 credit

5 pds/wk

The problem solving and financial analysis skills learned in Accounting I are applicable to any career field. Sooner or later, all people manage money and time as part of family and job responsibilities. Doctors, entrepreneurs, government leaders, even artists or technicians moving into management positions need financial training. Accounting I students learn the fundamentals needed to track and analyze financial information for a Sole Proprietorship, including making important business and personal financial decisions based on accounting reports.

Accounting II – Course #122

Prerequisite: Accounting I

Grade 11-12

1 credit

5 pds/wk

Ever wonder: How the accounting process differs for a Corporation? How to calculate depreciation? Why it's important to accurately determine inventory? How businesses use Notes Payable and Receivable? How the accounting process differs for

[Return to Table of Contents](#)

Partnerships? Accounting II covers advanced financial statement preparation, analysis of merchandisers and corporations, and business income taxation. Intuit Quickbooks has been added to assist in learning the most up-to-date process of computerized accounting. Students who successfully complete Accounting II, have mastered the same information covered in a college-level accounting course--making the freshman year a lot less stressful.

Business Law – Course #125

No prerequisite 1 credit
Grades 11-12 5 pds/wk

Business Law provides students with a basic understanding of the United States' legal system, with a specific focus on areas of law relating to business. Topics covered include: business ethics, contract law, sales law, consumer law, agency and employment law, personal property law, real estate law, risk management and insurance, environmental law and government's regulation of business. Students benefit from interactions with a variety of guest speakers including court judges, attorneys, insurance agents, human resource experts, and accountants. A culminating project provides students with opportunities to participate on a Mock Trial team, competing with students from other school districts in a number of business law events.

Entrepreneurship – Course #131

No prerequisite 1 credit
Grades 10-12 5 pds/wk
Grade 10 enrollment is subject to seat availability

This course offers a challenging introduction on how to start a business, including small business management and marketing. Students learn how businesses are structured and some of the decision-making processes that occur in business. Business ethics are discussed as related to real world examples. Students prepare a business plan using various school and work-based resources. An understanding of employability skills in the workplace is gained as students apply course content to the marketing and promotion of the high school's Bison Buck branch of Members 1st Federal Credit Union and the management of Bison Corner, a student run enterprise, and its satellite locations at Lamberton and Wilson Middle Schools.

Integrated Office Suite I (Microsoft Applications I) – Course #136

No prerequisite 1 credit
Grades 9 -12 5 pds/wk

Integrated Office Suite I (IOS I) introduces students to document processing and spreadsheet creation by utilizing and applying various components of Microsoft Office Suite 2016. Students explore the core features of word processing software through practical application in a simulated office environment. Integrated Office I is an essential course for any student planning to pursue a career as an Administrative Office Assistant or planning to further their education after high school at a post secondary institution

Integrated Office Suite II (Microsoft Applications II) – Course #137

Prerequisite: Integrated Office Suite I 1 credit
Grades 10-12 5 pds/wk

Integrated Office Suite II (IOS II) reinforces the level-one competencies while introducing students to additional tasks in database management and presentation development through various components of Microsoft Office Suite 2016. Students explore the core features of PowerPoint 2016 and Access 2016 through practical application in a simulated office environment and are prepared to take the Microsoft Office proficiency exams. A review of document processing and spreadsheet creation is also provided. Integrated Office II is an essential course for any student planning to pursue a career as an Administrative Office Assistant or planning to further their education after high school at a post secondary institution.

Integrated Office Suite III (Microsoft Applications III) – Course #140

Prerequisite: Integrated Office Suite II
Grades 11-12

1 credit
5 pds/wk

Integrated Office Suite III (IOS III) completes the series of IOS classes by reinforcing concepts learned in IOS I and II and introducing new competencies in desktop publishing, office skills, office management, communications software. Projects are completed in a simulated office environment. Integrated Office III is a required course for any student wishing to complete the Administrative Office Assistant career and technical education program. It is also a useful course for any student planning to attend a two or four year post-secondary institution for Computer Technology, Communications Technology or Graphic Communications.

Introduction to Business – Course #120

No prerequisite
Grades 9-10

1 credit
5 pds/wk

Introduction to Business is an introductory course for freshmen and sophomores interested in exploring career opportunities in the world of business. Students become acquainted with all aspects of business and its role in the nation's economic system. Units covered include the economic system, economic role of business, the role of consumers, banking, office practices, business technology and communication, and human resource management. Students also explore career opportunities in business law, finance and management and are introduced to topics covered in the other business electives offered at the high school. Business simulations and projects are an integral part of the course. Students benefit from the expertise of guest speakers from all aspects of the business world.

Personal Finance – Course #132

No prerequisite
Grades 10-12

1 credit
5 pds/wk

Personal Finance is a course designed to help all students understand the impact of individual choices on occupational goals and future earning potential. The course provides a foundational understanding for making informed financial decisions. Relevant topics covered include career planning, managing money; saving and investing, spending wisely, financial risk management, identify theft, buying a car and using debit and credit cards. Students are exposed to real-life examples, documents and forms used in today's consumer-oriented culture. Activities include designing personal and household budgets, using checking and savings accounts, investing for retirement, managing debt and credit and completing insurance and tax forms. Hands-on simulations, are an integral part of the course.

Automotive Technology

Students in the Automotive Technology Concentration apply technical knowledge and skill in servicing and maintaining automobiles and light trucks. Students completing this program may obtain ASE (Automotive Service Excellence) certification. As a recognized Program of Study by the Department of Education, students can take advantage of many statewide articulation agreements to gain post-secondary credits.

Automotive Technology – Three (3) Year Program – 25 Credits for Graduation CIP #-47.0604-Program of Study

Period	9	10	11	12
1	English I	English II	English III	English IV
2	Math	Math	Math	Civics
3	Geo-Environmental	Biology I	World History I	Chemistry or Physics
4	PE/Health	PE/Safety Education	PE Health II (11 th or 12 th)	PE Health II (11 th or 12 th)
5	US History I	Automotive Technology I-AM Session	Automotive Technology II-PM Session	Automotive Technology III-PM Session
6	Foundations of Tech Ed	Automotive Technology I-AM Session	Automotive Technology II-PM Session	Automotive Technology III-PM Session
7	Arts & Humanities Credit	Automotive Technology I-AM Session	Automotive Technology II-PM Session	Automotive Technology III-PM Session
CTE Total Hours	CATS: 1080 Carlisle: 1372.5	457.5 hours	457.5 hours	457.5 hours

- Students must make-up failed courses in summer school to complete this program of study.
- Students must pass all required Keystone Exams and/or complete remediation course.
- Students should plan on meeting the Arts and Humanities requirement in ninth grade.

Automotive Technology I – Course #901

Recommended prerequisite: None

3 credits

Grades 10-12

15 pds/wk

Certification Goal: NATEF Certification, SP2 Certification

Required Equipment: to be purchased by the student **BEFORE** the start of school. (1) Work boots-*steel toe not required* (2) Work Uniform (black poly/cotton blend pants and black t-shirt).

This is the first course of a three-year program designed for students to enter the automotive career field. In Level I, students receive an overview of automotive systems, safety, basic hand and power tools, measurements and precision measuring tools. Students learn to navigate computerized service manuals and are introduced to career choices available in the automotive industry. An extensive emphasis is placed on vehicle suspension, chassis, and braking systems.

Automotive Technology II - Course #902

Prerequisite: Auto Technology I minimum competencies 3 credits

Grades 11-12 15 pds/wk

Certification Goal: NATEF Certification, PA State Inspection License, PA Enhanced Emission Testing License, S/P2 Certification

Required Equipment: to be purchased by the student **BEFORE** the start of school. (1) Work boots-*steel toe not required* (2) Work Uniform (black poly/cotton blend pants and black t-shirt).

This is the second course of a three-year program designed for students to enter the automotive career field. In Level II, students study automotive safety, diagnostic and trade repair and specific hand tools, with an extensive emphasis on automotive electrical/electronics, vehicle emissions and engine performance. Students participate in the PA State Inspection Licensing course.

Automotive Technology III - Course #903

Prerequisite: Auto Technology II minimum competencies 3 credits

Grade 12 15 pds/wk

Certification Goal: NATEF Certification, PA State Inspection License, PA Enhanced Emission Testing License, S/P2 Certification

Required Equipment: to be purchased by the student **BEFORE** the start of school. (1) Work boots-*steel toe not required* (2) Work Uniform (black poly/cotton blend pants and black t-shirt).

The final year of the automotive technology program focuses on safety and advanced diagnostic skills/training. Students are exposed to course work leading to PA State Safety Inspection License and PA Emission Testing License. Job seeking skills as well as the skills required to maintain employment are emphasized. Students may be eligible for employment through Cooperative Education, A-YES, or an Apprenticeship Training Program.

Carpentry

Students enrolled in Carpentry-Construction Trades learn the fundamentals of residential and commercial construction. The program enables students to earn a variety of industry related certifications including Associated Builders and Contractors, Bobcat Safety, Forklift Operator, Scissors Lift, and OSHA safety. Students are expected to purchase boots, work clothes and a tape measure. As a recognized Program of Study by the Department of Education, students can take advantage of many statewide articulation agreements to gain post-secondary credits.

Carpentry – Three (3) Year Program – 25 Credits for Graduation CIP #-46.0201-Program of Study

Period	9	10	11	12
1	English I	English II	English III	English IV
2	Math	Math	Math	Civics
3	Geo- Environmental	Biology I	World History I	Chemistry or Physics
4	PE/Health	PE/Safety Education	PE Health II (11 th or 12 th)	PE Health II (11 th or 12 th)
5	US History I	Carpentry I-AM	Carpentry II-PM	Carpentry III-PM
6	Foundations of Technology (recommended)	Carpentry I-AM	Carpentry II-PM	Carpentry III-PM
7	Arts & Humanities credit	Carpentry I-AM	Carpentry II-PM	Carpentry III-PM
CTE Total Hours: CATS: 1080 Carlisle: 1372.5		457.5 hours	457.5 hours	457.5 hours

- Students must make up failed classes in summer school to complete this program of study.
- Students must pass all required Keystone Exams and/or complete remediation courses.
- Carpentry I, II and III, and Foundations of Technology fulfill the Arts and Humanities requirement for the graduating class of 2018 and 2019.

Carpentry Trades I - Course #905

Recommended prerequisite: None

Grades 10-12

Certification goal: ABC Credential (Assoc. Builders and Contractors)

Required equipment: boots-work clothes-tape measure

3 credits

15 pds/wk

Carpentry Trades I is the first course in a three-year sequence. Students learn the fundamentals of both the residential and commercial construction occupations. Much of the instructional time is spent working on assigned projects designed so the fundamental operations of construction are learned including, use of hand and power equipment, safety, construction styles, craftsmanship, blueprint reading basics, trade mathematics, and team-building skills.

Carpentry Trades II - Course #906

Prerequisite: Carpentry Trades I-minimum competencies

Grades 11-12

Certification goal: ABC Credential

Required equipment: boots-work clothes-tape measure

3 credits

15 pds/wk

Carpentry Trades II continues with instruction in the Associated Builders and Contractors curriculum. Classroom instruction builds upon the competencies mastered in the previous year and provides broad experiences in the areas of carpentry, masonry, cabinetry, heavy construction, and interior systems. The emphasis on safety, craftsmanship, and professionalism is maintained.

Carpentry Trades III - Course #907

Prerequisite: Carpentry Trades II-minimum competencies

Grade 12

Certification goal: ABC Credential-Bobcat Safety-OSHA Safety

Forklift Operators Certificate, Scissor Lift Operators Certificate

Required equipment: boots-work clothes-tape measure

3 credits

15 pd/wk

Instruction targets the more advanced areas of construction. Students pursue commercial or residential specialties. In the commercial area, instruction includes form construction, finish construction, reinforced concrete, metal framing, and advanced blueprint reading. Theory emphasizes commercial construction methods; practical work consists of specialized work/projects. Those selecting residential construction concentrate primarily on residential framing construction techniques. Theory is closely related to the practical experience acquired through numerous lab and field experiences. Basic instruction includes advanced floor, wall, ceiling, and roof framing. Instruction also centers on materials, fasteners, and tools. Trade ethics, safety, cooperation, and leadership are stressed. Students demonstrating trade and professional competencies may be eligible for a Capstone Cooperative Education experience in the carpentry-construction trades industry.

Early Childhood Education

The Early Childhood Education program is designed for students who are interested in pursuing careers working with young children through elementary education. Students enrolled in this program also work in the program's pre-school program. As a recognized Program of Study by the Department of Education, students can take advantage of many statewide articulation agreements to gain post-secondary credits.

Child Care and Early Childhood Education Three (3) Year Program – 25 Credits for Graduation CIP #-19.0708-Program of Study

Period	9	10	11	12
1	English I	English II	English III	English IV
2	Math	Math	Math	Social Studies: Civics
3	Science	*Science	Science	Social Studies: (Psychology or Sociology is recommended for this career area.)
4	PE/Health/Family Living	PE/Safety Education	PE	PE/Health II
5	Social Studies-U.S. History	Early Childhood Education I AM	Early Childhood Education II PM	Early Childhood Education III PM
6	Arts and Humanities credit	Early Childhood Education I AM	Early Childhood Education II PM	Early Childhood Education III PM
7	Elective: FCS <i>recommended</i>	Early Childhood Education I AM	Early Childhood Education II PM	Early Childhood Education III PM
CTE Total Hours	CATS: 1080 Carlisle: 1372.5	457.5 hours	457.5 hours	457.5 hours

- Students must make-up failed courses in summer school to complete this program of study.
- Students must pass all required Keystone Exams and/or complete remediation courses.
- Students should plan on meeting the Arts and Humanities requirement in ninth grade.

Early Childhood Education I - Course #919

Grades 10-12
No Prerequisite

3 credits
15 pds/wk

This course is designed to introduce students to the field of childcare and early childhood education. The development of young children from three years through five years is studied as well as how to create lessons for art, music, math, science and storytelling, how to design a bulletin board and how to guide children's behavior. Students also investigate careers in the field and how to become an effective early childhood educator. Students will observe and help

[Return to Table of Contents](#)

in an infant and toddler classroom for several weeks. Work begins on the Professional Resource File for the Child Development Associate certificate issued at the end of the senior year. Participation in a child development lab is a significant component of the course.

Early Childhood Education II - Course #920

Grade 11-12

3 credits

Prerequisite: Early Childhood Education I

15 pds/wk

Study continues on how to identify and guide child behavior issues, transitioning techniques, curriculum planning, how to write a parent newsletter, infant through school age development, communicating with parents and creating and maintaining a safe and stimulating classroom environment using appropriate multicultural materials, equipment and toys. Investigating school-age programs is also a part of the course. Students will observe and help in an elementary classroom for several weeks. Work continues on the Professional Resource File for the Child Development Associate certification issued at the end of the senior year. Participation in the child development lab continues.

Early Childhood Education III - Course #921

Grade 12

3 credits

Prerequisite: Early Childhood Education II

15 pds/wk

The emphasis in level three focuses on agencies that help early childhood educators, theories behind child development, curriculum planning, and setting up a preschool classroom. Students will participate in Infant and Toddler First Aid and CPR training. Students will observe and help in a special education classroom for several weeks. Students participate in the NOCTI assessment and finish work on the Professional Resource File. Students may also participate in a Cooperative Education experience at a local childcare center. A Child Development Associate certificate may be issued upon completion of the course.

Communications Technology: Broadcasting-Graphics Concentration

Courses in the Communications Technology: Broadcasting-Graphics program provide opportunities for students to apply knowledge and skills in the field of multimedia technology. Instruction in the program includes audio/visual technology, trouble shooting techniques, computer operation and maintenance, data transmission and management, oral and written communication, concept development, layout and design, computer graphics, image capture, audio, video, web-related technologies and animation. Students utilize state of the art computers, cameras, software and CASD's television studio to produce a daily television program called HERD TV. Opportunities exist for students to craft video projects for a variety of internal school needs. There are also video production opportunities with on-location production in the form of live streams of school events of several kinds. Students are also afforded opportunities to create banners, signs, paper products and other promotional items using state of art digital press technology available in the high school's Graphics Arts lab. The program follows the Pennsylvania Department of Education's approved scope and sequence for Communications Technology; therefore, a Capstone Career Exploratory experience is available to students in the senior year. As a recognized Program of Study, students can take advantage of numerous statewide and local articulation agreements to gain post-secondary credits.

**Communications Technology – (4) Year Program – 24 Credits for Graduation
CIP #-10.9999-Program of Study**

Period	9	10	11	12
1	English I	English II	English III	English IV
2	Math	Math	Math	*Math-Any advanced math course or JAVA
3	Geo-Environmental	Biology I	Chemistry or Physics	Psychology or Sociology (recommended)
4	PE/Health	PE/Safety Education	PE Health II (11 th or 12 th)	PE Health II (11 th or 12 th)
5	US History I	World History I	Civics	Arts & Humanities Credit
6	Integrated Office or IT Essentials or Graphic Arts I or Intro to Music Technology	Broadcasting I	Broadcasting II	Graphic Arts II
7	Exploring Video Production	Broadcasting I	Broadcasting II	Capstone: 1-3 credits
CTE Total Hours: 1440 CATS: 1440 Carlisle: 1690	305 class hours 55 Skills hours 360 total	305 class hours 55 Skills hours 360 total	305 class hours 55 Skills hours 360 total	610 hours

- Students must make-up failed classes in summer school to complete this program of study.
- Students must pass all required Keystone Exams and/or complete remediation courses.
- Exploring Video, Broadcasting I, Broadcasting II, and Graphic Arts I & II fulfill the Arts and Humanities requirement for the graduating classes of 2018 and 2019.
- A minimum of ten credits must be earned in the combined social studies, science and mathematics areas.

Exploring Video Production - Course #943

No prerequisite

Grades 9-12

Grade 9 enrollment is subject to seat availability.

1 credit

5 pds/wk

Exploring Video Production is an introductory course that provides students with experiences to enhance communication skills and further their knowledge of broadcasting. Students learn about careers in the broadcasting and television production industry by operating professional equipment utilized in the trade to create introductory projects associated with video production. Students provide minimal support to Carlisle High School's daily news program, HERD TV.

Broadcasting I - Course #944

Prerequisite: Exploring Video Production

2 credits

Grades 10-12

10 pds/wk

Projects will require filming AFTER SCHOOL events

Broadcasting I is an in-depth course in which students learn broadcasting terminology and the skills necessary to use the broadcasting equipment. Students also learn the basics of producing shows including videography, editing, graphics, and other essential production skills; all while executing projects designed to serve the needs of Herd-TV. Students are prepared to pursue post-secondary educational goals toward careers in the communications industry and produce and direct HERD TV.

Broadcasting II - Course #945

Prerequisite: Broadcasting I

2 credits

Grades 11–12

10 pds/wk

Projects will require filming AFTER SCHOOL events

Broadcasting II further develops the skills acquired in Broadcasting I by providing in-depth exposure to studio operations. Students explore creative film styles and integrate this knowledge with new theories of production. This hands-on learning experience allows the self-starting student to explore new ideas in television production. Broadcasting II students learn this through projects designed to please an external 3rd party. With guidance, they will source a customer or client, negotiate a contract, conduct themselves publicly in a professional manner, and deliver a product that pleases the client. The course further prepares students for the pursuit of careers in communications, television, and film.

Graphic Arts and Design I - Course #949

No prerequisite

1 credit

Grades 9-12

5 pds/wk

Required equipment: apron

Graphic Arts and Design I students explore and learn about the third largest manufacturing industry in the United States. Students study ways to design their own artwork and follow through to a finished print production. Projects produced include calendars, book covers, greeting cards, mouse pads, t-shirts and more. Students develop an understanding of the importance of safe work habits and learn the importance of being able to work individually and as part of a team. Units of instruction include job planning and layout, desktop publishing, graphic arts design, image assembly and bindery and finishing operations. The course also includes a survey of the major printing processes of lithography, screen print, and vinyl cutting. Students develop an understanding of the purpose and history of the graphic arts industry and become familiar with its impact on society. *Students who are planning to complete the Communications Technology program should enroll in this course.*

Graphic Arts and Design II - Course #951

Prerequisite: Graphic Arts and Design I

1 credit

Grades 10-12

5 pds/wk

Required equipment: apron

Graphic Arts and Design II provides students with the technical skills and practical experience to prepare and produce printed communications using offset, screen, and digital technologies. Students learn the fundamentals of graphic design and use software applications including Adobe Illustrator, In-Design, Photoshop, and to prepare electronic files for output. Units of instruction include: Job planning and Layout: designing a product (artwork) and follow through to finish printing, Print Production: business cards, letterheads, booklets, posters, Sign-Making: banner & signs, Digital-Media Printing: larger-format printing, decals, static cling, posters, Screen Printing: single and multi-color print, Desktop Publishing: business cards, letterhead, corporate identity, calendar, magazine cover, Bindery finishing: includes trimming, folding, padding, and stitching and much more. Students also investigate career options that include

job shadowing, employability skills and college options. Advanced students have the opportunity to work with "real" clients on "real" projects for the school and non-profit community, under the supervision of their instructors. Students develop a portfolio of printing projects. *Students who are planning to complete the Communications Technology program should enroll in this course.*

Computer Systems Networking and Telecommunications

With the advent of the Internet and the related increase in the use of computers in the world, individuals with skills in computer technologies are in great demand. Support in the form of computer networking, operating systems, troubleshooting, and repair is in particularly high demand. Carlisle High School offers both the training and ability to become certified in the following areas: networking (Cisco-CCNA), PC operations, maintenance and repair (A+), and workstation and server operating systems (MCSE). Students may take classes with or without certification goals in mind or complete the entire Information Technology sequence in preparation for a career or post-secondary education in an information technology related major or entry level IT positions. Regardless of the choice, students entering these courses will experience instruction and hands-on training that is "cutting edge" and "state-of-the-art". As a recognized Program of Study by the Department of Education, students can take advantage of many statewide articulation agreements to gain post-secondary credits.

**Computer Systems Networking (4) Year Program – 24 Credits for Graduation
CIP #-11.0901-Program of Study**

Period	9	10	11	12
1	English I	English II	English III	English IV
2	Math	Math	Math	*Math-Any advanced math course or JAVA
3	Geo-Environmental	Biology I	Chemistry or Physics	*Science-Any advance science course
4	PE/Health	PE/Safety Education	PE Health II (11 th or 12 th)	PE Health II (11 th or 12 th)
5	US History I	World History I	Civics	JAVA
6	Arts & Humanities: Foundations of Technology or PLTW Course (recommended)	Elective: PLTW Course (recommended)	Elective: PLTW Course (recommended)	Capstone Cooperative Education or Capstone IT Intern: 2 credits
7	IT 1 = IT Essentials	IT 2 = Cisco Networking Part I	IT 3 = Cisco Networking Part II	IT 4-Workstation/ Server Operating Systems
CTE Total Hours: 1440 CATS: 1440 Carlisle: 1690	305 class hours 55 Skills hours 360 total	305 class hours 55 Skills hours 360 total	305 class hours 55 Skills hours 360 total	610 hours

- A minimum of ten credits must be earned in the combined social studies, science and mathematics areas.
- Students must make-up all failed classes in summer school to complete this program of study.
- Students must pass all required Keystone Exams and/or complete remediation courses.
- Foundations of Technology fulfills the Arts and Humanities requirement for the graduating classes of 2018 and 2019.

Computer Programming-JAVA/Visual Basic - Course #454

Prerequisite: Algebra I
Grades 10-12

1 credit
5 pds/wk

Computer Programming serves as an introductory course for students interested in pursuing a computer science major as well as substantial course for students who will major in other disciplines that require significant involvement with computing. JAVA and Visual Basic languages are used to write programs designed to perform simple and complex tasks.

IT I - Essentials - Course #7025

No prerequisite
Grades 9-12
Grade 9 enrollment is subject to seat availability
Certification Goal: A+ Computer Technician

1 credit
5 pds/wk

The IT Essentials course is based upon the content and skills needed for the A+ computer hardware and software certification. It is designed to introduce students to information technology and data communications in an exploratory format. Students will develop the

[Return to Table of Contents](#)

necessary skills to enter the IT field by building a computer, installing the operating system, adding peripherals, and receiving an overview of networking. The course is both a content and lab-oriented course that stresses laboratory safety, working in a team environment, and strategies to provide effective technical training and support.

The following Cisco Networking Academy Program courses are one-year options; yet provide the ability for a student to earn their CCNA. After the completion of the Cisco Networking Part I course, students can sit for their INTRO exam and upon successful completion of the Cisco Networking Part II course can sit for their ICND exam. Achieving successful scores on both the INTRO and ICND exams, students will earn their CCNA certification.

IT II - Cisco Networking Part 1 - Course #7000

Recommended prerequisite: IT Essentials, algebra skills 1 credit
 Grades 10-12 5 pds/wk
 Certification goal: INTRO exams towards CCNA (Cisco Certified Networking Associate)

This course provides students with classroom and lab experience in current and emerging networking technology. Students will configure computers for networking, build small home based networks, and install wireless networks. Instruction includes safety, network terminology and protocols, standards, Open Systems Interconnect (OSI), cabling, Transmission Control Protocol/Internet Protocol (TCP/IP) addressing, dynamic routing, router configuration, network design, and the functions of a network administrator. This course is a prerequisite to Cisco Networking Part II.

IT III - Cisco Networking Part 2 - Course #7020

Prerequisite: Cisco Networking Part I 1 credit
 Grades 11-12 5 pds/wk
 Certification goal: ICND Exam towards CCNA (Cisco Certified Networking Associate)

This course provides students with additional classroom and lab experience in current and emerging networking technology. It is designed for students to successfully pass their CCNA certificate and enable them to acquire a position in the networking field and/or to continue with post-secondary educational goals in the field. The course will cover advanced topics related to the previous Cisco Networking Part I course with an emphasis on troubleshooting. Advanced network design, configuration, and installation will also be included.

Note: To obtain CCNA Certification, a student must successfully complete both Cisco Networking Part I and Part II over a two-year period.

IT IV – Workstation/Server Operating Systems - Course #7029

Prerequisite: Current IT students will be given priority. 1 credit
 Grades 10-12 5 pds/wk
 Certification goal: Microsoft Certified Professional

This course prepares students for certifications as Microsoft Certified Professionals (MCP's) in both desktop PC's and Server operating systems. This operating system is designed for computer networking. Professionals with these certificates are in high demand.

IT Internship Program – Course codes vary by program and number of class periods. Please see your counselor for information.

Prerequisite: IT I, II, & III complete. IT IV completed or enrolled. 1-3 credits
 Grade 12 5-15 pds/wk

The in-house IT intern position is available to a limited number of IT students who have completed or are in their final year of the IT program.

The intern will be responsible for assisting the IT students as they proceed through the program. This will include...

- a. PC assembly and repair, configuration, maintenance, and troubleshooting.
- b. Cisco router and switch configuration and trouble shooting

c. network design, construction, troubleshooting, and repair
The successful candidate will be required to have knowledge of all of the above topics and must be pre-approved by the instructor.

** Some interns may be required to take part in the student run helpdesk for the student population**

Capstone Internship with Information Technology Program - Course codes vary by program and number of class periods. Please see your counselor for information.

Prerequisite: Instructor Permission
Grades 11-12

1-2 credits
5-10 pds/wk

This internship experience is available to students to intern with the information technology program providing technical and training assistance. A meeting with both the IT program instructor and the Cooperative Education Coordinator is required prior to enrollment.

Culinary Arts

The expanding hospitality industry continues to provide an increasing job market for individuals who have been trained in the culinary field. The Culinary Arts program is a three-year program, certified by the American Culinary Federation and designed to provide students with a current and practical view of the culinary workplace. Students are introduced to industry-recognized knowledge and skills needed to become a food service, bakery/pastry chef or culinary professional. Students cater special functions, participate in selected community events, complete the ServSafe industry certification, and work in the student-run café.

Culinary Arts – Three (3) Year Program – 25 Credits for Graduation CIP #-12.0508-Program of Study

Period	9	10	11	12
1	English I	English II	English III	English IV
2	Math	Math	Math	Civics
3	Geo- Environmental	Biology I	World History I	Chemistry or Physics
4	PE/Health	PE/Safety Education	PE Health II (11 th or 12 th)	PE Health II (11 th or 12 th)
5	US History I	Culinary Arts I PM	Culinary Arts II AM	Culinary Arts III AM
6	Arts & Humanities Credit	Culinary Arts I PM	Culinary Arts II AM	Culinary Arts III AM
7	Foods & Baking (recommended)	Culinary Arts I PM	Culinary Arts II AM	Culinary Arts III AM
CTE Total Hours	CATS: 1080 Carlisle: 1372.5	457.5 hours	457.5 hours	457.5 hours

- Students must make-up failed courses in summer school to complete this program of study.
- Students must pass all required Keystone Exams and/or complete remediation courses.
- Culinary Arts I, II and III, and Foods and Baking fulfill the Arts and Humanities requirement for the graduating class of 2018 and 2019.

Culinary Arts I - Course #930

Grades 10-12

3 credits

Required equipment: chef uniform (2), pocket thermometer, hat

15 pds/wk

Cost to student: approximately \$85.00 (two uniforms, 1 hat, 1 thermometer)

All first-year students are provided material regarding the safe service of food. Students learn basic nutrition, customer service, dining room and banquet service, and how to properly use commercial equipment and small wares.

Culinary Arts II - Course #931

Prerequisite: Culinary Arts I

3 credits

Grades 11-12

15 pds/wk

Required equipment: chef uniform, pocket thermometer, hat

Second-year students review and build on skills introduced in the first year such as knife skills, food preparation, cooking techniques, and safety and sanitation practices. Students rotate positions throughout the kitchen and are introduced to culinary mathematics.

[Return to Table of Contents](#)

Culinary Arts III - Course #932

Prerequisite: Culinary Arts II

Grade 12

Required equipment: chef uniform, pocket thermometer, hat

3 credits

15 pds/wk

Third-year students receive practical experience by managing all aspects of a 60-seat school restaurant to include menu planning, the use of standardized recipes to control food costs, ordering and receiving practices, recognition and use of various types of table service. Students also receive industry certification by taking the ServSafe course and exam.

Health Careers Academy

Courses in the Health Careers Academy are recommended for juniors and seniors who plan to pursue further study and/or employment in the medical field. Students may take the classes as electives or complete the entire scope and sequence of academic and technical classes as approved by the Pennsylvania Department of Education. A series of one credit and multiple credit courses explore such topics as career opportunities in medicine, medical terminology, infection control, aseptic techniques, exercise and nutrition, anatomy and physiology, laboratory procedures, OSHA regulations and basic clinical skills. Clinical education is an integral part of the program during the senior year as students' individualized medical interests are explored in the Health Careers lab and through internships with local health care organizations, including hospitals, nursing homes, veterinary clinics and medical offices. As a recognized program of study by the Pennsylvania Department of Education, students can earn college credit and industry certifications in first aid and medical technology while still attending high school.

Health Related Occupations (2) Year Program – 24 Credits for Graduation
CIP #-51.9999-Program of Study
Rehabilitation Aide (2) Year Program
CIP #51.2604-Tech Prep

Period	9	10	11	12
1	English I	English II	English III	English IV
2	Math	Math	Math	Any higher level math course-recommended
3	Geo-Environmental	Biology I	Honors Anatomy & Physiology	Chemistry or Physics Biology II if not taken in Junior year.
4	PE/Health/	PE/Safety Education	PE Health II (11 th or 12 th)	PE Health II (11 th or 12 th)
5	Social Studies	Social Studies	Social Studies	Medical Terminology and Procedures II
6	Elective: FCS Skills for Success	Elective: Child Development or Special Children/Adults	Introduction to Medical Careers	Allied Health Practicum or Capstone
7	Arts & Humanities Elective	Arts & Humanities Elective	Medical Terminology and Procedures I	Allied Health Practicum or Capstone
CTE Total Hours: CATS: 720 Carlisle: 915			457.5 hours	457.5 hours

- Four years of math and science are recommended to complete this program of study.
- Students must make-up all failed classes in summer school to complete this program of study.
- Students must pass all required Keystone Exams and/or complete remediation courses.

[Return to Table of Contents](#)

- FCS Skills for Success, Child Development, and Special Children/Adults fulfill the Arts and Humanities requirement for the graduating classes of 2018 and 2019.

Introduction to Medical Careers - Course #640

Prerequisite: Completed Biology I
Grades 11 or 12

1 credit
5 pds/wk

Introduction to Medical Careers is designed to provide students with a comprehensive overview of the career opportunities available in the health care industry. Students gain an understanding of the academic and technical aptitudes, as well as the professionalism, needed to work in a health related occupation. An in depth study of the legal and ethical issues unique to the medical profession along with instruction in safety and body mechanics, OSHA regulations, communication procedures, human development, and infection control are essential to the course. Visits to health care organizations and instruction from health science and medical professionals supplement course content. Students are expected to participate in job shadowing experiences as they become available.

Medical Terminology & Procedures I - Course #650

Prerequisite: Completed Biology I
Grades 11 or 12

1 credit
5 pds/wk

Medical Terminology and Procedures I is an introduction to the essential practices relevant to every career pathway in the Health Care industry. Topics include medical terminology, aseptic techniques, infection control, body mechanics, body structure and function, exercise and activity, fluids and nutrition, skin care, vital signs and rehabilitation. Instruction involves theory and clinical practice within the classroom laboratory. Students complete the first aid, CPR and AED certifications. Visits to area health care settings and instruction from medical professionals supplement course content. Students are expected to participate in job shadowing experiences as they become available.

Medical Terminology & Procedures II - Course #651

Prerequisites: Medical Terminology & Procedures I and
Honors Anatomy & Physiology
Grade 12

1 credit
5 pds/wk

Medical Terminology and Procedures II is a continuation of the essential practices relevant to every career pathway in the medical profession. Students use the skills learned in the level one course to advance their understanding of medical terminology and essential procedures. Greater in depth knowledge is gained in the areas of rehabilitative medicine (physical therapy, occupational therapy, athletic training, nutrition, exercise science, and personal training). Students will complete the NASM program (National Academy of Sports Medicine) to earn certification as a personal trainer.

Rehab Aide Lab Intern-Course #656

Prerequisites: Teacher Approval; concurrently enrolled
in Medical Terminology and Procedures II
Grade 12

1 credit
5 pds/wk

Students who are currently enrolled in Medical Terminology and Procedures 2 may participate as a lab intern. Students will be responsible for assisting the instructor with hands on skills in a Medical Terminology and Procedures I course. Students will be required to possess and demonstrate soft skills along with the hard skills of a health care professional. Students will be required to maintain a journal and log of their experiences. They will provide support with demonstrations and lab preparations for lower level students. Students will prepare and deliver a lecture/project on a topic related to current course content each marking period. Student lab interns will also assist with and create exam review materials for students of the Medical Terminology and Procedures I course.

Senior Year Only Health Careers Options:

Emergency Services & Emergency Medical Technician (EMT) Program – Course #655

Prerequisites: Teacher Approval/Interview 3 credits
 Requirements: Students must provide transportation 15 pds/wk
Cost to student: course is \$825 and the textbook is \$150
 Grade 12 ONLY

Through a partnership with the Carlisle Fire Department, students will undertake a 16-week program during the fall which highlights career opportunities in fire suppression, rescue operations, hazardous materials response, codes enforcement & planning, police operations & self-defense, and the incident command & management system. Students will have hands on experiences with technical equipment resulting in baseline knowledge for a career in emergency response or management. Students will be eligible to take examinations which lead to certifications through the Pennsylvania State Fire Academy and Harrisburg Area Community College.

Through a partnership with Cumberland Goodwill EMS and Harrisburg Area Community College, the Emergency Medical Technician (EMT) program is a 16 week course during the spring that includes the knowledge and skills required to provide basic pre-hospital emergency care for sick and injured patients. This 220-hour program serves as the foundation for emergency medical services, teaching students the overall roles and responsibilities of the EMT while providing an overview of anatomy and physiology. Frequently, patient care experiences as an EMT can provide valuable insight in both academic and clinical components of various health careers should students choose to obtain other related professional degrees or licensure.

Upon successful completion of this course, the student will be eligible to obtain their certification as an EMT by completing the Pennsylvania Department of Health/National Registry of EMT's Psychomotor Cognitive exams.

During this extensive 32-week program, students will meet each day and can expect to complete a series of co-requisites, homework assignments, and scheduled exams. CPR certification through the American Heart Association is included with this class. Students are responsible for all tuition and fees, including their required textbook. Often there is scholarship money available through the Center for Careers and Technology and other outside organizations, to offset the direct costs of the program.

Certified Nursing Assistant (CNA) Program - Course #652

Prerequisites: Teacher Approval/Interview 3 credits
Requirements: Students must provide transportation 15 pds/wk
 Grade 12 ONLY

Through a partnership with Carlisle Regional Medical Center and Harrisburg Area Community College, students can complete the 120-hour course in preparation for the state's CNA exam at Carlisle High School. Students begin the program by exploring the different departments at Carlisle Regional Medical Center to gain insight about their medical science interests. Then, the five-week intensive study explores the role of the nursing assistant and provides training in the essentials of patient care. Students can expect to complete clinical hours at local nursing homes during after school and weekend hours. Daily homework assignments are an essential part of the course. Students who successfully pass the state exam and are 18 years of age can expect to be gainfully employed CNAs while still attending high school.

Students must bring documentation of the following requirements to the first class: Physical exam, PPD tests, Criminal History Record Information, FBI Report (if you have NOT been a resident of PA for the past 2 years), Influenza Vaccination Record, all-white scrubs, and a form

[Return to Table of Contents](#)

of Identification. Students are responsible for all tuition and fees, estimated at approximately \$1,000.00. Often, there is scholarship money available through the Center for Careers and Technology, to offset the direct costs of the program. The class runs Monday-Friday from 12:30 pm -4:00 pm most days. Students will be given a calendar the first day of class and are expected to attend all scheduled classes and clinical experiences. Upon completion of the course, students are expected to take the state registry exam.

Holy Spirit Hospital Program - Course #653

Prerequisites: Teacher Approval/Interview

2 credits

Requirements: Students must provide transportation

10 pds/wk

Grade 12 ONLY

Through a partnership with Holy Spirit Hospital, students can complete a medical science career exploratory program in a hospital setting. This intensive nine-week program affords students an in-depth look at health careers through job shadowing assignments in the different departments of Holy Spirit Hospital. Journal activities and a reflective presentation at the conclusion of the program are essential elements of the experience. Once finished at Holy Spirit, students pursue internships related to their medical science interests.

Work-Based Learning

The Center for Careers and Technology offers additional experiences outside of the school setting for students interested in learning about careers. Capstone Cooperative Education Experience is designed for students who are completing a Career and Technical Education program to continue their learning outside of school through employment in business or industry. Placement must be made within the student's vocational area of study. The Career Exploratory Program is an independent study offering. Working with the Cooperative Education Coordinator, students are able to examine various careers both within and outside the school. Outside work with employers can be during school hours or after school and is non-paid in nature. Diversified Occupations is a work-based experience for students with an interest in a career that is not offered through programs of the Center for Careers and Technology. Examples would be banking, machining, retail sales, or warehousing. Diversified Occupations students are also required enroll in the Workforce Education course for employability skill training. The Cooperative Education Coordinator will assist with securing appropriate employment; however, the student is required to take an active role in seeking out possible employment opportunities and interviewing for positions.

General Requirements for all Work-based Learning Programs

Students who wish to be considered for this program are required to identify a specific area appropriate for vocational training and complete an application for admission to the Co-op program. Parents are required to sign this application. The Director of Careers and Technology and the Cooperative Education Coordinator review the applications. If approved for these programs, the student needs to locate a suitable training site for his or her experience. The Cooperative Education Coordinator is available to assist in the search for a training site if necessary. Students are informed of tentative approval or rejection no later than the end of April. Students' participation in a Capstone Cooperative Education experience is addressed on an individual basis throughout the year.

Students for whom a suitable training program can be located are scheduled to participate after review of their course elections by the counselor. The coordinator notifies students, parents, principals, counselors, and the Director of Careers and Technology of the training arrangements. The coordinator meets with the student to complete all necessary arrangements including the signing of a cooperative education

(diversified or capstone) contract and a list of (tasks) competencies to be achieved through the training.

The following information applies to all students in these programs:

- Students must have attained a grade of “C” or higher in other academic and elective courses to be eligible for the programs.
- Students must maintain passing grades during their work based learning experience. Grades are monitored every three weeks; students with failing grades will be placed on probation for three weeks. Students who fail to maintain passing grades after this probationary period are removed from the program.
- Students are released from school based on his or her training site work schedule and the flexibility of the educational schedule.
- Students are required to submit weekly logs of activities relative to agreements and training plans.
- Student must complete the Regional Employability Certificate process.

Work-based Learning Programs

Work-based learning is a structured method of instruction, combining school-based classroom learning with productive work-based learning in an occupation matching the student learner’s academic and career objectives. At the secondary level, work-based learning involves a planned partnership with specified connecting activities and responsibilities among students, parent/guardians, schools, employers, labor organizations and government. These specified connecting activities and responsibilities include, but are not limited to, the following:

- School-based learning activities including career awareness, career exploration and counseling, and the initial selection of a career objective by interested students.
- Student enrollment in a PDE-approved career and technical education program, which facilitates linkages with postsecondary education, a coherent multi-year sequence of instruction and the opportunity for full-time employment.
- A written training agreement outlines responsibilities and a training plan details the work-based competencies relevant to the student’s career choice.
- Student learners receive pay comparable to entry-level wage.
- Supervision, coordination, monitoring and evaluation of student progress and performance between the school-based and work-based learning components are performed by appropriately certified professional school personnel because school credit is to be awarded for this experience. A minimum of one on-site visit per month is required.
- An employer/employee relationship exists; therefore, all state and federal laws regarding employer/employee relationships are enforced. Particular attention shall be given to the Child Labor Law regarding work permits, working hours, insurance, workers’ compensation, safety and hazardous occupations.
- Cooperative Education Coordinators shall complete a training agreement and training plan and receive copies of each student’s employment certificate or work permit and proof of workers’ compensation before the student is placed at the work site.

**Workforce Education – Two (2 Year Program) – 24 credits for Graduation
CIP #-32.0105-Technical Preparation**

Period	9	10	11	12
1	English I	English II	English III	English IV
2	Math	Math	Math	*Math-Any advanced math course or JAVA
3	Geo-Environmental	Biology I	Chemistry or Physics	PE Health II (11 th or 12 th)
4	US History I	World History I	Civics	Workforce Education Independent Study for Capstone and Career Exploratory students
5	PE/Health	PE/Safety Education	PE/ Health II (11 th or 12 th)	Workforce Education for Diversified Occupations students
6	Arts & Humanities Credit	Arts & Humanities Credit	Elective: Business/FCS/Tech Education (recommended)	Diversified Occupations- Capstone or Career Exploratory
7	Elective: FCS: Skills for Success or IOS I (recommended)	Elective: FCS: Skills for Success/IOS II (recommended)	Elective: Business/FCS/Tech Education (recommended)	Diversified Occupations- Capstone or Career Exploratory
CTE Total Hours	CATS: 720 Carlisle: 915		305 hours	610 hours

- A minimum of ten credits must be earned in the combined social studies, science and math areas.
- Students must make-up classes in summer school to complete this program of study.
- Students must pass all required Keystone Exams an/or complete remediation courses.

Types of Work-based Learning Programs

Capstone Cooperative Education Experience – Course codes vary by program and number of class periods. Please see your counselor for information.

Prerequisite: Approval by CTE instructor, the Cooperative Ed Coordinator and Director of CTE

Requirements: Students must provide transportation
Grade 12

2-3 credits
10-15 pds/wk

Students receiving a cooperative education experience from the specialized areas of career and technical education may participate in a Capstone Cooperative Education Experience Through cooperative education, these students “cap off” their formal in-school career and technical education with a related employment experience at a school-approved, work-based learning site.

Students who have met all of the required competencies of their CTE program are recommended for this program by the CTE instructor and approved by the Cooperative

[Return to Table of Contents](#)

Education Coordinator and Director of CTE. Students may apply for employment in their career fields and receive school credit and wages for their experiences. Students must attend school in order to go to work on any given day.

Capstone Internship Experience - Course codes vary by program and number of class periods. Please see your counselor for information.

Prerequisite: Approval by the CTE instructor,
the Cooperative Education Coordinator and Director of CTE 1-3 credits
Requirements: Students must provide transportation 5-15 pds/wk
Grade 12

Students who have met all of the required competencies of their CTE program are recommended for this program by the CTE instructor and approved by the Cooperative Education Coordinator and Director of CTE. These students may apply for employment in their career fields and receive school credit but will not be paid in this experience. Students must attend school in order to go to work on any given day.

Career Exploratory Internship Program - Course codes vary by program and number of class periods. Please see your counselor for information.

Prerequisite: Proposal submission and approval by
the Cooperative Education Coordinator 1-2 credits
Requirements: Students must provide transportation 5-10 pds/wk
Grade 12

This program is designed to meet the needs of students who are planning to enter higher education in anticipation of preparing for a professional career. Students interested in this program will be required to submit a proposal indicating how participation in an internship would benefit them in reaching their career objectives. Only seniors who are able to meet all requirements for graduation may select this program. Attendance is monitored, and students are required to submit weekly reports of the activities in which they participated at their site. A year-end summary report is also required. Students who select this course will need to find a suitable school-to-work site within their chosen profession; however, the Cooperative Education Coordinator, if requested, can provide assistance. All internship sites must be approved by the Cooperative Education Coordinator.

Diversified Occupations - Course codes vary by program and number of class periods. Please see your counselor for information.

Prerequisite: Successful application to the Cooperative
Education Coordinator 2-3 credits
Concurrent enrollment: Workforce Education 10-15 pds/wk
Requirements: Students must provide transportation
Grade 12

This work-based program is designed for students with an interest in a vocational career area not currently offered by the Center for Careers and Technology. Students work in business or industry and must also enroll in Workforce Education. An employer evaluation of students' work performance will be included in the class grade.

Diversified Occupations is a direct relationship/partnership between a local business/industry and the local education agency. Career competency skills are developed at the job-training site. The school, in a classroom setting, provides related general as well as technical instruction, including safety.

Diversified Occupations programs could include any of the occupational areas defined in Chapter 339.22(a) or other occupational areas not offered at the comprehensive high schools or area vocational technical school. The diversified occupations program shall be available as a 1-year. This program is for 12th grade students who are unable to gain admission to a vocational program due to excessive applicants, inability to meet entrance requirements for

other existing vocational programs or lack of specific vocational areas offered at the comprehensive high school or participating area vocational-technical school.

Through diversified occupations, the students with specific career objectives are matched with a related employment experience while they attend career oriented planned periods of related classroom instruction at the school. The school provides limited technical skill instruction. Thus, the major portion of the technical skill instruction and competencies developed by the student takes place at the work site.

Workforce Education - Course #133

Students in Diversified Occupations must take this course concurrently.

1 credit

Grade 12

5 pds/wk

Workforce Education prepares students for experiences in the world of work. Students receive instruction in career exploration, consumer education and employability skills. Other areas covered include banking, credit, insurance, taxes and money management. Job seeking skills and application processes are emphasized. The course also incorporates topics and concepts needed to help students deal with all aspects of their work-based learning assignments. Completion of a Regional Employability Certificate, endorsed by area Chambers of Commerce, and the OSHA Career Safe Certification are requirements of the course. Enrollment in this course is limited to students enrolled in the Career Exploratory, Capstone Cooperative Education and Diversified Occupations programs.

ELECTIVE COURSES

Family & Consumer Science

The Family and Consumer Science (FCS) courses are yearlong courses open to grades 9-12 except where indicated. All courses stress an outcome-based philosophy with an emphasis placed on practical, hands-on experiences. Students may be required to pay for project materials. The total cost of materials is dependent upon the project. Students are not permitted to enroll in more than one foods class (Foods and Baking, Foods and Nutrition, Multicultural Foods) per school year.

Child Development - Course #615

Prerequisite: FCS-Skills for Success recommended

1 credit

Grades 10-12

4 pds/wk

Child Development is designed to help students understand the decisions and responsibilities involved in parenting and in working with children. The course explores child growth and development from conception to adolescence and provides an in-depth study of the physical, social, emotional and intellectual development of infants, toddlers, and preschool children. The relationship of play, safety, healthcare, and discipline to a child's growth and development are studied. Students interested in pursuing careers in human services, nursing, pediatrics, care of the physically and/or mentally challenged, or elementary education should consider this course. Opportunities are provided to complete observations and assignments in the high school's preschool program. *This course is highly recommended to students planning to enter the Health Careers Academy in 11th grade.*

Contemporary Living Skills - Course #616

No prerequisite

1 credit

Grades 11-12

4 pds/wk

This course is designed to encourage students to think about independent life after high school. Aspects of contemporary life such as personality development, career exploration, communication, relationships with family and friends and significant others, marriage, parenthood, decision-making, crisis management, budgeting, and personal finance are

[Return to Table of Contents](#)

explored. In this experiential course, practical learning activities enhance student preparation for adult life.

Family and Consumer Science: Skills for Success - Course #617

No prerequisite
Grades 9-10

1 credit
4 pds/wk

This FCS survey course is designed for students who desire to make the most of themselves and improve their ability to achieve success in life. Hands-on projects and lab opportunities are emphasized in the areas of child development and family relations, foods and nutrition, clothing and textiles, housing and interior design, and consumer awareness. These experiences also help students to select additional Family and Consumer Science courses that focus on one of the above areas. Students develop skills in: caring for children, interpersonal relationships, nutrition and meal preparation, constructing and caring for clothing, determining the costs involved in renting and furnishing an apartment, evaluating housing options, and making careful consumer decisions to maximize standard of living. *This course is highly recommended to students planning to enter the Early Childhood Education program in 10th grade or the Health Careers Academy in 11th grade.*

Foods and Baking - Course #622

No prerequisite
Grades 9-10

1 credit
4 pds/wk

This course focuses on studying the basics of baking and food preparation. Students gain knowledge and understanding of functions of ingredients in recipes, while learning skills that increase their success in the kitchen. Proper uses of equipment and consumer skills are also emphasized. There are many lab opportunities offered in this course where time management, teamwork, and the ability to follow directions are utilized. Cakes, cookies, pies, and other desserts, as well as soups, salads, and casseroles are made and evaluated. *This course is highly recommended to students planning to enter the Culinary Arts program in 10th grade.*

Foods and Nutrition - Course #623

No prerequisite
Grades 10-12

1 credit
4 pds/wk

This course invites students to experience food preparation techniques with an increased skill level. Through labs, students demonstrate time management and organizational skills along with the ability to plan and prepare meals with culinary appeal. They also develop an appreciation for the importance of nutrient contributions in foods and the dietary impact on good health. Students' taste buds are tempted by the variety of cooking labs featuring appetizers, soups and salads, countless baked goods and main dish buffets with chicken, pork, and beef dishes as well as meatless entrees. An emphasis is placed on using kitchen appliances such as steamers, woks, fondue pots, microwave ovens and more. Join FCS for that gourmet touch to creative cooking and be the one that creates a terrific smell of apple pie, chocolate baked goods, teriyaki from a stir fry, or the aroma of homemade bread!

Special Children/Special Adults - Course #630

Prerequisite: Child Development or FCS Skills for Success
Grades 10-12

1 credit
4 pds/wk

This full year course is divided into two special areas of study. The first semester includes study related to the growing geriatric population. Topics explored include understanding the aging process, problems associated with aging, nutrition, physical care, and activities for older adults. The second semester is devoted to the study of exceptional children who have special needs. The curriculum includes units related to children who have mental, social, emotional, or physical handicaps or other atypical developmental patterns. Gifted children are also discussed. Careers in working with special children and special adults are discussed. Practical

experience with special populations is an integral part of this course. *This course is highly recommended to students planning to enter the Health Careers Academy in 11th grade.*

Engineering and Design

Engineering and Design courses are full year courses open to students in grades 9-12. All courses emphasize an outcome-based philosophy, providing students with hands-on experiences while offering valuable preparation for post secondary opportunities in engineering related career fields. Instruction focuses on the emerging technologies found in business and industry. All courses have a project fee ranging from \$10.00 to \$15.00.

Introduction to Engineering Design (PLTW) – Course #602

Pre-requisite: Successful completion of Algebra I
Grades 9-12

1 credit
5 pds/wk

Are you naturally curious? Do you enjoy math and science? Are you interested in pursuing a career in an engineering related occupation? If so, the Project Lead the Way-Pathway to Engineering Program (PLTW) can help you meet your goals. The PLTW Pathway to Engineering Program is a sequence of courses, which follows a proven hands-on, real world, problem-solving approach to learning. Students learn and apply the design process, acquire strong teamwork and communication skills, and develop critical thinking and problem solving skills. Students explore various career opportunities, learn the steps and principles of the design process, use computers to design and analyze products, systems and structures, build and test models and prototypes, experiment with 3D technologies, and earn college credits while still attending high school.

Principles of Engineering (PLTW) – Course #608

Prerequisite: Successful completion of Introduction to Engineering Design, CADD, or a teacher recommendation
Grades 10-12

1 credit
5 pds/wk

As a Year 2 Project Lead the Way Course, students will explore a wide range of engineering topics including mechanisms, the strength of structures and materials, and automation. A focus will be on developing skills in problem solving, research, and design, while learning strategies for design process documentation, collaboration, and presentation.

Civil Engineering and Architecture (PLTW) - Course #609

Prerequisite: Successful completion of Principles of Engineering
Grades 11-12

1 credit
5 pds/wk

Students will learn important aspects of building and site design and development. Students will apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software. Students will also develop essential skills such as collaboration, problem solving, creative and critical thinking, communication, and perseverance.

Engineering Design and Development (PLTW) – Course #611

Prerequisite: Successful completion of at least 2 PLTW courses
Required: Instructor approval
Grade 12

1 credit
5 pds/wk

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

[Return to Table of Contents](#)

3D Engineering and Design - Course #610

Prerequisite: Computer Aided Drafting & Design-*formerly Exploring Drafting*
 Grades 10-12

1 credit
 5 pds/wk

3D Engineering and Design is the study of technical drafting and design using the applications of geometric construction and technical sketching. Students use all of the aspects of the AutoCAD drafting and design software to improve their industrial drawing knowledge while developing the skills required to produce engineering plans, working drawings and blue prints. Students experience the technical design process from concept to finished product using 3D modeling and printing technologies.

Computer Aided Drafting and Design - Course #607

No prerequisite
 Grades 9-12

1 credit
 4 pds/wk

Not recommended if student has/plans to take Introduction to Engineering Design (PLTW)

Computer Aided Drafting and Design (CADD) is an introduction to the principles of engineering and design through the use of the AutoCAD drafting software and 3D printing technologies. Students enhance their problem solving skills, thinking and doing as engineers, as they learn to handle basic tools and master fundamental drafting and design techniques. Opportunities are provided to explore the engineering and design as a possible career field and its relationship to other occupations. *This course is highly recommended to students planning to enter the Carpentry Trades program in tenth grade.*

Engineering Design (Independent Study) - Course #952

Prerequisite: Teacher recommendation
 Grades 11-12

1 credit
 5 pds/wk

Engineering Design is a course created for students with a serious interest in engineering, design and fabrication. Course work requires students to draw upon their knowledge in materials processing, electronics, production and design from their Foundations of Technology and PLTW classes. Students choose a focus area with guidance from the instructor and design an appropriate project, resulting in an in-depth study of a specific aspect of engineering and design.

Foundations of Technology - Course #601

No prerequisite
 Grades 9-12

1 credit
 4 pds/wk

Foundations of Technology is an introductory course for students who have an interest in engaging in problem solving and engineering activities using tools, materials and equipment. Students work with wood, metal, plastic composites, and other materials while learning to use various woodworking and metal working tools such as table saws, lathes and welders. Equipment and materials are using, along with mathematical and scientific concepts, to solve technological problems. Fundamental projects are completed in the area of manufacturing, fabrication, robotics and electronics. *This course is highly recommended to students planning to enter the Automotive Technology or Carpentry Trades programs in tenth grade.*

Pre-Engineering - Course #603

Prerequisite: Foundations of Technology
 Grades 10-12

1 credit
 5 pds/wk

Pre-Engineering focuses on the design process to draft and fabricate solutions to real world problems. Using drafting software and other technologies, students fabricate models and prototypes. Students also receive instruction in leading manufacturing technologies includes automation, robotics, computer-aided design and plastics technology. Hands on projects combining math and science concepts are an integral part of the course as students explore career opportunities in engineering and design.

[Return to Table of Contents](#)

ENGLISH

Explanation of Program Options

Students in grades nine through twelve will select the English program that is most appropriate for their post-high school plans. The first of these programs is **Option I**, which is a challenging curriculum designed for students planning to pursue technical school degrees or technical or vocational careers upon graduation from high school. The second of these programs is **Option II**, which is designed for those students needing a rigorous academic background in order to attend a four-year college upon graduation. The third program includes **Honors** and **AP** courses. Freshmen, sophomores, juniors, and seniors who elect **Honors** or **AP** courses should possess strong self-motivation, the ability to manage a rigorous and increased workload, and the willingness to encounter challenges similar to college-level courses. The fourth program is **English Language Development**, which is designed for those students who are non-native speakers of the English language. In order to elect one of these courses, students must be tested and recommended by an ELD teacher.

If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

Summer Reading

Summer reading lists will be available in the library, from English teachers, and on the district website at the beginning of May. The summer reading program is optional; however, students are strongly encouraged to participate. Students who participate in the optional Summer Reading Program must demonstrate to their English teacher that they have read the chosen book. Students have the opportunity to choose both the book and the manner in which it will be assessed. Students who have demonstrated that they have read the book may receive up to 2 percentage points towards their first marking period grade. Students who complete two summer reading projects may earn up to 4 percentage points. Percentage points may be applied to the first or second marking period but may not exceed the 2% district-wide extra credit limit for either marking period. A student may not earn over 100% for any class in any marking period. Assessments may be turned in to English teachers from the first day of the new school year until the first Friday of September. Any project deemed to be plagiarized will not be accepted. Students who plagiarize will be subject to disciplinary action according to school district policy.

NOTE: Advanced placement (AP) and Honors English classes have **required** summer reading and assignments that must be completed prior to the opening of school. Book lists and assignments are posted on the district website.

English I-Freshman English

English I-I – Course #201
English I-II – Course #202

1 credit
5 pds/wk



Course #202 Only

Ninth grade English utilizes the writing process to focus upon thesis development, organization, and revision. Students study essay structure and write narrative, informational, persuasive, and informal pieces. The study of literature includes analysis of short stories, novels, drama, and poetry. Students will have opportunities to share information and gain confidence speaking as part of a learning community. Students will review grammar, usage, and mechanics, and they will develop academic, domain-specific, and text-driven vocabulary.

Although the content for both options is similar, the instructional emphasis and approach in Option I stresses practical application; in Option II the focus is upon preparation for college work.

[Return to Table of Contents](#)

Honors English I- Course #2001 credit
5 pds/wk

Honors English I is designed for self-motivated students with a passion for English. Course objectives are taught in more depth and at a faster pace. Students in Honors English I are expected to be extremely organized, ready to take their thinking to the next level on a daily basis, and willing to encounter challenges beyond the Option II classroom. This course advances grammar, mechanics, and usage skills, essential writing skills, critical thinking skills, and reading skills to promote success in future English study. Writing instruction explores narrative, research-based, persuasive, and analytical styles of writing. The reading list extends from contemporary, thematically-accessible works to structurally more complex and demanding literature.

Honors English I is recommended for students who may want to elect AP courses in their 11th and 12th grade years. Students should expect to complete up to 60 minutes of homework per night.

If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

English II-Sophomore English**English II-I – Course #204**

1 credit

English II-II – Course #205

5 pds/wk

Prerequisite: English I

**Course #205 Only**

Responding to literature is the major focus of this course. Reinforcement of writing skills is continued through essays of narration, literary analysis, comparison/contrast, journal entries, and composition of a three to five-page research paper. In the study of literature, students recognize author’s style through application of literary elements to various genres from different cultures. Presentation of the persuasive speech is introduced. Vocabulary study is an integral part of this course. Although the content is similar, the instructional emphasis and approach in Option I stresses practical application; in Option II the focus is on preparation for college work.

Honors English II – Course #2071 credit
5 pds/wk

Honors English II is designed for self-motivated students with a passion for English. Course objectives are taught in more depth and at a faster pace. Students in Honors English II are expected to be extremely organized, ready to take their thinking to the next level on a daily basis, and willing to encounter challenges beyond the Option II classroom. This course focuses on academic writing in response to literature and research. Students will strengthen a position by examining literature and secondary sources and by integrating textual evidence. Each student will develop and refine his/her own writing process in both academic and creative writing. Classic and contemporary fiction and narrative non-fiction will be examined with a critical eye.

Honors English II is strongly recommended for students who may wish to elect AP courses in their eleventh and twelfth grade years. Students should expect to complete up to 60 minutes of homework per night.

If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

English III-Junior English

Prerequisite: English II

1 credit

5 pds/wk

As in the preceding years, students will select Option I or Option II programs based upon their post high-school plans. Students who do not score Proficient or Advanced on the Keystone Literature Test in grade 10 will be required to complete supplementary instruction within their eleventh grade English courses.

English III-Option I - Course #220

1 credit

5 pds/wk

English III-Option I is a full-year American literature course designed to help students to develop professional communication and writing skills. Students study short stories, essays, poetry, nonfiction, novels, and plays from American literature and make connections between their lives and American literature. In addition, students also develop an appreciation of the varied components of their American heritage by examining recurring themes within works written by many American authors. Teachers of this course place special emphasis upon relating literature to skills students need in their workplaces or careers. They also emphasize practical writing and editing skills. In addition, students will be required to create an in-depth research project.

English III-Option II - Course #230

1 credit

5 pds/wk



English III-Option II is a full-year American literature course designed for those students who are planning to attend a four-year college after graduation. Students study short stories, essays, poetry, nonfiction, novels, and plays from the various periods in American literature and make connections between their lives and American literature. In addition, students also develop an appreciation of the varied components of their American heritage by examining recurring themes within works written by many American authors. Writing skills and oral communication are an integral part of this course. An emphasis is placed on persuasive, narrative, descriptive, explanatory, and research writing.

English III- AP Language and Composition - Course #240

1 credit

5 pds/wk



Juniors with a passion for English, strong self-motivation, the ability to read and learn rapidly, and the willingness to encounter challenges beyond the regular Option II classroom may wish to elect AP Language and Composition. Critical reading with emphasis on rhetorical techniques, purpose, audience, and writing with attention to those same elements, are the focus areas in this challenging course. American literature from Puritanism to the present is the primary source of reading material. In addition to writing persuasive, narrative, descriptive, and explanatory papers, students develop oral communication skills. Students will be strongly encouraged to take the AP examination in May. Students should expect to complete up to 60 minutes of homework per night.

If students/parents choose to select an Honors and/or Advanced Placement course, a "Student & Parent Agreement for Enrollment in Advanced Courses" contract MUST be submitted to your counselor.

English IV-Senior English

Prerequisite: English III

1 credit

5 pds/wk

As in the preceding years, students will select Option I or Option II programs based upon their post-high school plans. English IV - Standards English is reserved for students who do not score Proficient or Advanced on the Keystone Literature Test in grade 11 and will be assigned by counselors after receiving the scores over the summer. The Standards English course cannot be selected by students at the time of course selection.

English IV-Option I - Course #2511 credit
5 pds/wk

This course emphasizes critical reading and writing skills. Students are required to synthesize materials from a variety of sources and original ideas and to engage in reading, writing, and speaking as an interconnected process. Students will study literary works to gain knowledge of specific genres, world authors, history, critical approaches, and ideological content. In addition to world literature units, students will analyze and evaluate poetry, short stories, and novels, as well as a variety of pieces of “real world” non-fiction.

Throughout the year, students will increase, improve, and refine their communication skills. As well as responding to literature, students will write in a variety of forms including reflective, analytical, critical argument, and short research-based papers. Students will improve their abilities to express themselves in small and large group settings, practice and apply active listening skills, participate productively in self-directed work teams, and individually prepare and deliver presentations.

English IV-Option II - Course #2601 credit
5 pds/wk

This course provides challenging writing and speaking experiences which will prepare a student for college work. Writing experiences include a literary criticism paper, reflective essays, persuasive papers, and creative work. In addition, students prepare and present speeches to their class as well as participate in other speaking situations.

Students study the literature of a variety of cultures from throughout the world in this course. Various genres are examined, and a variety of responses to the readings will be required. One Shakespearean play also is studied. Special emphasis is placed on the written and oral analyses of the literature studied to prepare students for college work. The use of technology will support and enhance the learning.

English IV- AP English Literature and Composition - Course #2701 credit
5 pds/wk

In this rigorous Advanced Placement course, students will study the literature of a variety of cultures and writers from around the world, learning to read and comprehend works written at various times in various cultures. Students will learn to discover meaning in literature by being attentive to language, images, and devices; they will also be introduced to various techniques and strategies authors use to evoke responses from readers. Students will be expected to justify their interpretations by references to details and patterns in the texts, to compare their interpretations with those proposed by others, and to be prepared to modify their own interpretations as they learn. Students should learn about the times in which some texts were written so they can see a historical work in its original context as well as in the context of human life today.

Another component of the Advanced Placement class will be to sharpen speaking and communication skills; both informal and formal situations will be provided. Instruction in creative writing in the form of poetry, journals, stories, and essays will also give students insight into constructing worlds and works of their own.

Extensive independent work in reading and writing helps many students accumulate a body of knowledge about topics in which they are especially interested. Students will be strongly encouraged to take the AP examination in May. Students should expect to complete up to 60 minutes of homework per night.

If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

Creative Writing - Course #290

Grades 11-12

1 credit

Prerequisite: Recommendation from previous year's English teacher

5 pds/wk

This course will explore the writing process from inception to polished final products in a number of genres and mediums. Students will find inspiration from both modern day and classic authors who pioneered various techniques and genres. Through emulation and students' own invention, they will create work in the categories of fiction, creative nonfiction, drama, and poetry. Students will be expected to participate in daily writing exercises, submit weekly writing assignments, maintain personal writing portfolios, produce an anthology of their work suitable for publication, and participate in an end of the year gallery show of their writing to include readings at the students' discretion. Students in this course must be willing to work collaboratively both in and out of class and accept serious critiques of their work in preparation for future hobby, college, and career writing.

Shakespeare: Page to Stage - Course #280

Prerequisite: Approval of teacher, Mr. Doug Hewlett

1 credit

Grades 10-12

5 pds/wk

Shakespeare: Page to Stage is a full-year course designed for students who have demonstrated a sincere interest in Shakespeare and in performance and who have been successful in their English classes. In this course students will have the opportunity to develop their thinking skills, to develop their performance skills, and to study several texts in depth through the use of literary criticism, film, writing, performance, attendance at professional performances, and participation in several festivals/outreach programs. The students will have access to lectures and workshops with professors and artists who are experts in the areas of Shakespeare, performance, film, speech, art, and research. This course will further develop the students' thinking skills through a variety of activities such as developing promptbooks, acting, directing, collaborating on production design, working as a team, and providing leadership for the Shakespeare Troupe.

Oracle (Yearbook) - Course #460Prerequisite: Approval of the teacher, Mrs. Kate Muir,
at course selection time

1 credit

Grades 9-12

5 pds/wk

This course is designed as a hands-on, laboratory experience, with students actively engaged in the production of the yearbook, *Oracle*. If you have an aptitude in writing, photography, research, interviewing, and/or computer design and are interested in preserving the history of Carlisle High School, please consider joining our staff. Preference will be given to students who have shown cooperation, dependability and an aptitude in one of the skill areas mentioned. Students will work on various other school publications after production of the yearbook is completed. As a member of the staff, students should expect to have individual and group assignments, which may include afterschool activities. Please see Mrs. Muir for more information and application.

Periscope (News Magazine/Website) – Course #470Prerequisite: Approval of the teacher, Mrs. Kate Muir,
at course selection time

1 credit

Grades 9-12

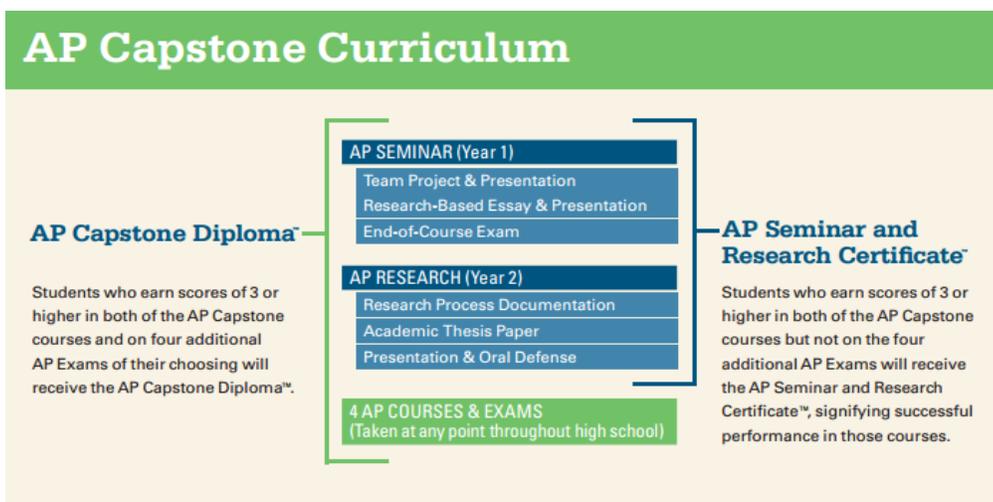
5 pds/wk

This course is designed as a hands-on, laboratory experience, with students actively engaged in the production of *Periscope*, both a print school news magazine and a news website. Students should expect to spend time outside of the regular school day working on activities related to the production of these publications. This course explores journalism form and function including: journalistic style and elements of a news story; interviewing; writing news, features, editorials, and sports stories; writing headlines and captions; copy-editing; layout and

web design; advertising; photojournalism; and press law and ethics. Please see Mrs. Muir for more information and application.

AP Capstone Program

Students are able to participate in an innovative diploma program that helps them stand out in the college admissions process by developing the critical skills needed to succeed in college and in life. Two courses – AP Seminar and AP Research allow students to immerse themselves in topics that matter to them while developing the analytic, research, problem-solving, and communication skills that colleges seek in their applicants. This challenging program helps students deepen their passion for learning, gives them greater confidence in their academic skills, and provides a broader perspective in their world. Students take AP Seminar in the 10th or 11th grade followed by AP Research. Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the AP Capstone Diploma, which signifies outstanding academic achievement and attainment of college-level academic research and skills. Students are not required to take both AP Capstone programs, but it is highly recommended.



AP Seminar – Course #1000
Grades 10-12

1 credit
5 pds/week

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. **There are no prerequisite courses required for the AP Seminar course. If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.**

[Return to Table of Contents](#)

AP Research – Course #1001

Grades 11-12

1 credit

5 pds/week

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. **Prerequisite - students must have successfully completed the AP Seminar course prior to taking AP Research. If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.**

English Language Development (ELD)

The following courses are for English Learners only. In order to elect one of these courses, students must be tested and recommended by an ELD teacher.

ELD I - Entering - Course #2000

Prerequisite: testing and recommendation of ELD teacher

1 credit

Grades 9-12

5 pds/wk

This class is for English Learners at the Entering level of English language proficiency. Students who test into this course are able to process, understand, produce or use pictorial or graphic representation of the language of the content areas. They are able to process, understand, produce or use words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support. They are able to process, understand, produce or use oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support. This course emphasizes the core aspects of English language study: listening, speaking, reading, and writing. Vocabulary and the fundamentals of grammar are learned through drills, dialogues, writing, and other activities. There is a strong emphasis on oral communication and survival skills. Cultural aspects of life in the United States are a major part of this course. Particular attention is paid to understanding American holidays, customs, and values.

ELD II - Emerging - Course #2001

Prerequisite: testing and recommendation of ELD teacher

1 credit

Grades 9-12

5 pds/wk

This class is for English Learners at the *Emerging* level of English language proficiency. Students who test into this course are able to process, understand, produce or use general language related to the content areas. They are able to process, understand, produce or use phrases or short sentences. They are able to process, understand, produce or use oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or

[Return to Table of Contents](#)

interactive support. This course continues to emphasize the beginning aspects of English language study: listening, speaking, reading, and writing. Vocabulary and the fundamentals of grammar are practiced through drills, dialogues, writing, and other activities. There is a continued emphasis on oral communication and cultural aspects of life in the United States.

ELD III – Developing - Course #2003

Prerequisite: testing and recommendation of ELD teacher 1 credit
Grades 9-12 5 pds/wk

This class is for English Learners at the *Developing* level of English language proficiency. Students who test into this course are able to process, understand, produce or use general and some specific language of the content areas. They are able to process, understand, produce or use expanded sentences in oral interaction or written paragraphs. They are able to process, understand, produce or use oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support. This course emphasizes the four skill areas of language acquisition: listening, speaking, reading, and writing. Vocabulary, grammar and an introduction to American literature are part of this course. There is a strong emphasis on oral and written communication and understanding of American culture.

ELD IV – Expanding – Course #2004

Prerequisite: testing and recommendation of ELD teacher 1 credit
Grades 9-12 5 pds/wk

This class is for English Learners at the *Expanding* level of English language proficiency. Students who test into this course are able to process, understand, produce or use specific and some technical language of the content areas. They are able to process, understand, produce or use a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs. They are able to process, understand, produce or use oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support. This course emphasizes the four skill areas of language acquisition: listening, speaking, reading, and writing. The study of both world and American literature are important aspects of this course with special focus on advanced vocabulary, grammar, and writing skills. Critical thinking skills are encouraged through cultural discussions, self-reflection, and group and individual projects. This course will prepare English Learners to transition to a regular English course the following year.

MATHEMATICS

The curriculum offered in mathematics is loosely structured into two paths. The courses in PATH 1 are intended for students who are planning to go directly into the work force from high school or who plan to attend post-high school education but not in a field requiring extensive mathematics or science. The courses listed in PATH 2 are designed for the students who need a thorough and theoretical mathematical preparation for advanced study and an eventual career in mathematics or science. It is suggested that students consult their mathematics teacher in selecting the courses best suited to their individual situations. Students are encouraged to select a challenging schedule to keep as many educational and career options open as possible.

The Pennsylvania Mathematics Standards clearly emphasize the importance

[Return to Table of Contents](#)

of algebra, geometry, and statistics for all students. The high school mathematics curriculum has been tailored to meet those standards.

<u>PATH 1 a</u>	<u>PATH 1 b</u>	<u>PATH 2:</u>
Integrated Math 1	Algebra I	Algebra I
Integrated Math 2	Geometry	Honors Geometry
Integrated Math 3	Algebra II	Honors Algebra II
Algebra II	Pre-calculus	Honors Pre-calculus
Probability and Statistics	Probability and Statistics	Calculus <u>or</u> AP Calculus AB
	AP Computer Science	AP Statistics
		AP Calculus BC
		AP Computer Science

Integrated Math I – Course #415

Grades 9-12

1 credit

5 pds/wk



This course is designed for students who struggled with Middle School Math and/or were not proficient or above on the 8th grade PSSA assessment. This course will cycle through algebra and geometry and probability topics with many hands-on activities. The course is arranged in a way that helps students make connections between the mathematics they are learning and real life applications. After successful completion of this course, students may choose to enter Algebra I with teacher recommendation or Integrated Math 2.

Integrated Math II - Course #416

Prerequisite: Integrated Math I

Grades 9-12

1 credit

5pds/wk



Integrated Math 2 covers topics in algebra, geometry, probability and measurement. By cycling through the algebra and geometry and probability in Integrated Math 1 and then more of the algebra, geometry and probability in Integrated Math 2, students will have covered the essential Algebra 1 topics, as well as the measurement and data analysis and probability standards. Students will prepare for and take the Keystone Algebra I Assessment. After successful completion of this course, students may choose either Geometry with teacher recommendation or Integrated Math 3.

Integrated Math III - Course #417

Prerequisite: Integrated Math II

Grades 9–12

1 credit

5 pds/wk



Worth .5 towards NCAA

This course continues the cycling of Algebra, Geometry and Probability and adds some Algebra II concepts. After completing the Integrated Math series, students will have the Prerequisite skills required in a college algebra class. After successful completion of Integrated Math 3, students may take Algebra II or Probability and Statistics with teacher recommendation.

Algebra I - Course #411

Grades 9-12

1 credit

5 pds/wk



The goals of this course include (1) solving applied problems by writing and solving one and two variable equations, (2) graphing and analyzing linear data and writing the equation for the line of best fit, and (3) the manipulative skills necessary for adding, subtracting, multiplying, dividing, and reducing algebraic fractions. Students will prepare for and take the Pennsylvania Keystone Algebra I Assessment. Proficiency on this exam is a graduation requirement. Students who take Algebra I in 8th grade and are not proficient on the Keystone Algebra I exam

[Return to Table of Contents](#)

are strongly encouraged to re-take Algebra I in 9th grade.

Geometry – Course #422

Prerequisite: Algebra I or Integrated Math II
Grades 9-12

1 credit
5 pds/wk



This course is similar to the Honors Geometry course but with a more applied approach. The emphasis is on the study of geometric facts and their applications. It is recommended that students with an interest in eventually studying calculus take the Honors Geometry course. This course may not be selected if Honors Geometry has been successfully completed.

Honors Geometry - Course #418

Prerequisites: Algebra I or Integrated Math II
Grades 9-12

1 credit
5 pds/wk



Honors Geometry is concerned with two major areas of study. The first is the study of geometric facts. These facts deal with the relationship in space of points, lines and planes, and essentially treat geometry as a mathematical model of the physical world. The second area is the study of the nature of proof and of geometry as a system of postulates dealing with precise definitions, correct reasoning, and logical attitude. This course is similar to Geometry but is a more theoretical treatment of geometry and is intended for students who will likely pursue a mathematics or science-related career. This course may not be selected if Geometry has been successfully completed.

If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

Algebra II - Course #432

Prerequisites: Algebra I and Geometry, or Integrated Math III
or Honors Geometry

1 credit
5 pds/wk

Grades 10-12



Algebra II is designed for students who need to extend the algebraic skills begun in Algebra I or Integrated Math 1 and 2 in a more practical and less theoretical setting than in Honors Algebra II. The course studies inequalities, algebraic fractions, fractional and negative exponents, radicals, solving systems of equations, and the complex numbers. Students are introduced to the concept of a function in general and specifically to polynomial, rational, exponential, logarithmic, and trigonometric functions. This course may not be selected if Honors Algebra II or Accelerated Algebra II has been successfully completed.

Honors Algebra II - Course #419

Prerequisites: Algebra I and Geometry or Honors Geometry

1 credit
5 pds/wk



(Exception: Students with an Algebra I average of B or higher may take Honors Algebra II concurrently with Honors Geometry).

Grades 10-12

Honors Algebra II deals with the same concepts as Algebra II but in more depth and in a more abstract setting. Students planning to pursue a mathematics or science-related-major should select Honors Algebra II rather than Algebra II. This course may not be selected if Algebra II has been successfully completed. Note: A TI graphing calculator is recommended for home use.

If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

Pre-calculus - Course #441

Prerequisite: Algebra II or Accelerated Algebra II or Honors Algebra II
And Geometry or Honors Geometry

1 credit
5 pds/wk

Grades 11-12



Pre-calculus expands the study of functions, including polynomial, exponential, logarithmic and trigonometric functions introduced in Algebra II, and prepare students for Calculus but not for AP Calculus. The course also includes topics from analytic geometry and includes a heavy emphasis on trigonometry. Students are expected to have either a scientific or graphing calculator available for class and at home for use in assignments. This course may not be selected if Honors Pre-calculus has been successfully completed.

Honors Pre-calculus – Course #424

Prerequisite: Algebra II or Accelerated Algebra II or honors Algebra II and
Geometry or Honors Geometry.

1 credit
5 pds/wk



Grades 11-12

Honors Pre-calculus further explores the study of functions, including polynomial, exponential, logarithmic and trigonometric functions. The course includes topics from analytic geometry and some of the basic initial topics of calculus. There is more emphasis on theory and proof than in Pre-calculus. Students are expected to have either a scientific or graphing calculator available for class and at home for use in assignments. It is recommended that students planning to study calculus elect Honors Pre-calculus rather than Pre-calculus. This course may not be selected if Pre-calculus has been successfully completed.

If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

Probability and Statistics - Course #443

Prerequisite: Integrated Math III or students must have
completed or be taking concurrently either
Algebra II or Accelerated Algebra II or Honors Algebra II

1 credit
5 pds/wk

Grades 11-12



This course is recommended for every student not taking or planning to take AP Statistics. The course is devoted primarily to the study of probability and statistics. Late in the course additional attention is given to the mathematics used in the world of information processing such as logic, mathematical induction and matrix algebra. Students are expected to have either a scientific or graphing calculator available for class and at home for use in assignments. This course may not be selected if AP Statistics has been successfully completed.

Calculus - Course #451

Prerequisite: Pre-calculus or Honors Pre-calculus
Grades 11-12

1 credit
5 pds/wk



Calculus has two complementary aspects. It is a mathematical discipline in which through logic, postulates and definitions, a body of theorems is developed. It is also a powerful instrument for obtaining useful solutions to a wide variety of problems in science, technology and industry. Because of the level of difficulty, it is recommended that students who elect this course have an excellent background in mathematics, a strong desire to continue studies in

[Return to Table of Contents](#)

mathematics or science, the ability to work independently, and willingness to complete daily assignments that may be lengthy. Students are expected to have either a scientific or graphing calculator available for class and at home for use in assignments. This course may not be selected if AP Calculus has been successfully completed.

Standards Math – Course #436

Grade 10-12

0.2 credits

1 pd/wk

This course is a requirement for students who did not score proficient or above on the Keystone Algebra I assessment. This course will provide those students who did not score proficient or above on the Keystone Algebra I the opportunity to concentrate on the Algebra I Assessment Anchors. The State has determined that these are the areas of mathematics necessary for students to be successful citizens. This course gives them another chance to attain those concepts. Students will re-take the Keystone Algebra I Assessment in the winter and if necessary, the spring.

Advanced Placement (AP) Courses:

Two Advanced Placement courses are offered by the mathematics department. Due to their nature and the amount of material covered, students are advised to carefully consider their mathematical background, career goals, and willingness to engage themselves with difficult material before electing these courses.

AP Statistics - Course #455

Prerequisite: Algebra II, Pre-calculus, Honors Pre-calculus

(Students may take AP Statistics concurrently with Pre-calculus or Honors Pre-calculus)

Grades 11-12



1 credit

5 pds/wk

This course follows the syllabus provided by The College Board in preparation for the Advanced Placement Statistics examination. The topics for AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability and statistical inference. Additional details on the course and its content can be found at <http://apcentral.collegeboard.com/article/0,3045,151-165-0-2151,00.html>. Students are encouraged to take the AP exam in May, but it is not a requirement for enrollment in the course and the decision concerning exam registration need not be made until March. Students are expected to have a scientific calculator or preferably a graphing calculator available for class and at home for use in assignments. This course may not be selected if Probability and Statistics has been successfully completed.

If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

AP Calculus AB - Course #456

Prerequisites: Honors Pre-calculus or Pre-calculus

Grades 9-12



1 credit

5 pds/wk

This course is intended for students who have a thorough knowledge of analytic geometry and elementary functions as well as geometry, algebra and trigonometry. Students will follow the AP syllabus provided by The College Board in preparation for the Calculus AB examination. Additional details on the course and its content can be found at <http://apcentral.collegeboard.com/article/0,3045,151-165-0-2178,00.html>. Students are encouraged to take the AP exam in May, but it is not a requirement for enrollment in the course and the decision concerning exam registration need not be made until March. Students are expected to have a scientific calculator or preferably a graphing calculator available for class

[Return to Table of Contents](#)

and at home for use in assignments. This course may not be selected if Calculus has been successfully completed.

If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

AP Calculus BC - Course #426

1 credit

Prerequisite: Successful completion of Honors Pre-Calculus,
Calculus or AP Calculus AB

5 pds/wk

Grades 10-12



Calculus BC begins with a review and extension of the methods of differentiation and integration learned in AP Calculus AB. Additional topics are infinite sequence and series including Taylor Series, three-dimensional vectors, partial derivatives, multivariable integration, and an introduction to differential equations. Successful completion of AP Calculus BC should be adequate preparation for the BC Advanced Placement Calculus test in May.

If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

AP Computer Science - Course #427

Prerequisite: successful completion of Honors Pre-calculus or Pre-calculus
Grades 10 – 12

1 credit

5 pds/wk

The goals of the AP Computer Science A course are comparable to those in the introductory course for computer science majors offered in many college and university computer science departments. It is not expected that all students in the AP Computer Science A course will major in computer science at the university level. The AP Computer Science A course is intended to serve both as an introductory course for computer science majors and as a course for people who will major in other disciplines and want to be informed citizens in today’s technological society.

The following goals apply to the AP Computer Science A course.

Students should be able to:

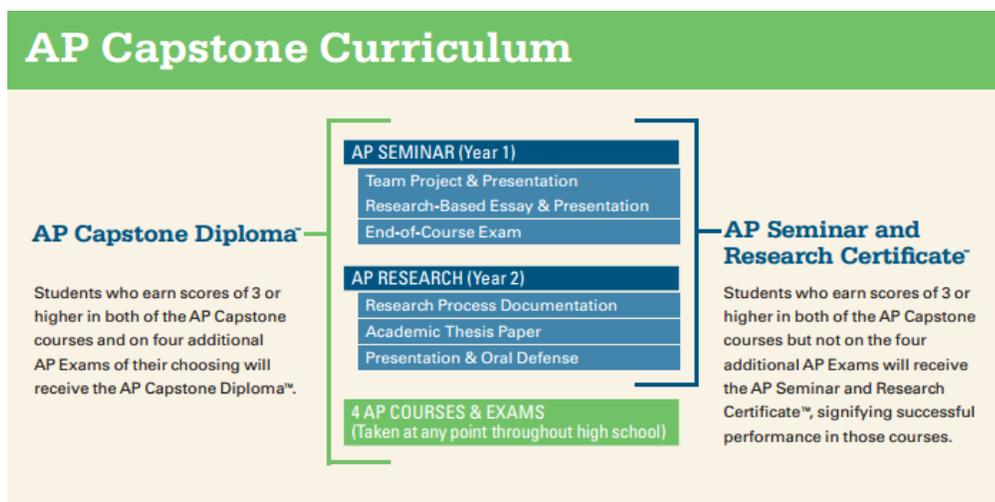
- design, implement and analyze solutions to problems
- use and implement commonly used algorithms
- use standard data structures
- develop and select appropriate algorithms and data structures to solve new problems
- write solutions fluently in an object-oriented paradigm

If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

AP Capstone Program

Students are able to participate in an innovative diploma program that helps them stand out in the college admissions process by developing the critical skills needed to succeed in college and in life. Two courses – AP Seminar and AP Research allow students to immerse themselves in topics that matter to them while developing the analytic, research, problem-solving, and communication skills that colleges seek in their applicants. This challenging program helps students deepen their passion for learning, gives them greater confidence in their academic skills, and provides a broader perspective in their world. Students take AP Seminar in the 10th or 11th grade followed by AP Research. Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the AP Capstone Diploma, which signifies outstanding academic achievement and attainment of college-level academic research and skills. Students are not required to take both AP Capstone programs, but it is highly recommended.

[Return to Table of Contents](#)



AP Seminar – Course #1000
Grades 10-12

1 credit
5 pds/week

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. **There are no prerequisite courses required for the AP Seminar course. If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.**

AP Research – Course #1001
Grades 11-12

1 credit
5 pds/week

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. **Prerequisite - students must have successfully completed the AP Seminar course prior to taking AP Research. If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.**

COLLEGE IN THE HIGH SCHOOL

Prerequisite for both courses is Algebra II. Students will need to pass HACC's entrance exam to receive college credit. For more information on these courses contact the Mathematics Department Chair at brentk@carliseschools.org

Course descriptions:

HACC College Algebra - Course # 0439



2 Marking Periods
1 credit
5 pds/wk

College Algebra is a "College in the High School" course that is offered in partnership with Harrisburg Area Community College. It is taught by Carlisle High School mathematics teachers who are also adjunct professors at HACC. Successful completion of the course will earn the student 1 high school credit and/or 3 college credits. The course description is the same as the description in HACC's guide:

MATH103 -- College Algebra

Fundamental algebraic operations, exponents and radicals, systems of equations, higher degree equations, logarithms, matrices, inequalities.

HACC College Trigonometry - Course # 0440



2 Marking Periods
1 credit
5 pds/wk

Trigonometry is a "College in the High School" course that is offered in partnership with Harrisburg Area Community College. It is taught by Carlisle High School mathematics teachers who are also adjunct professors at HACC. Successful completion of the course will earn the student 1 high school credit and/or 3 college credits. The course description is the same as the description in HACC's guide:

MATH104 -- Trigonometry

Trigonometric functions, relationships, and graphs; identities and trigonometric equations; composite, multiple, and half-angle formulas; complex numbers; DeMoivre's theorem.

MUSIC

Concert Band - Course #050

Grades 9-12

1 credit
5 pds/wk

Enrollment in Concert Band is open to band instrumentalists. In this course, band literature is studied and performed throughout the school year. Skill building techniques are emphasized during class periods. Students receive grades in relation to their abilities and progress in the study of various musical compositions and required skill building techniques. Attendance is required for all performances held outside of the school day.

Symphonic Band - Course #052

Prerequisite: Approval of the Band Director, Mr. Byron Mikesell,
at course selection time

Grades 9-12

1 credit
5 pds/wk

Symphonic Band is an advanced performing ensemble. Enrollment is open to band instrumentalists who meet specified requirements demonstrated through an audition. Advanced band literature is studied and performed throughout the school year. Students receive grades in relation to their abilities and progress in the study of various musical

[Return to Table of Contents](#)

compositions and required skill building techniques. Attendance is required for all performances held outside of the school day.

Concert Choir – Course #054
Grades 9-12

1 credit
5 pds/wk

Enrollment in Concert Choir is open to all interested singers. Objectives of the Concert Choir are centered on building the fundamentals of choral singing, with emphasis upon tone quality, music reading, ear-training, rhythm, diction, and phrasing. The Concert Choir repertoire will cover a wide range of musical styles including folk songs, spirituals, and popular tunes, as well as more serious selections from various historical periods and cultures around the world. Attendance at all performances is required, including those outside of the school day. Students who select this course should expect to attend three or four rehearsals outside of the regular school day during the school year.

Bel Canto Singers - Course #056

Prerequisite: Approval of the Choral Director, Mr. Daniel Schade,
at course selection time
Grades 10-12

1 credit
5 pds/wk

Bel Canto Singers is an advanced performing ensemble. Enrollment is open to singers who meet specified requirements demonstrated through an audition. Advanced choral literature for treble voices with sub-division of voice parts will be studied and performed throughout the year. Development of singing technique, tuning accuracy, and part independence are areas of focus for the ensemble. Students receive grades in relation to their abilities and progress in the study of various choral compositions and required skill building techniques. Attendance is required for all performances held outside of the school day. Three or four rehearsals will be held during the school year beyond the regular school day.

Chamber Singers - Course #057

Prerequisite: Approval of the Choral Director, Mr. Daniel Schade,
at course selection time
Grades 10–12

1 credit
5 pds/wk

The Carlisle High School Chamber Singers is an advanced choral ensemble. Emphasis will be placed on singing and rehearsing a cappella for at least part of every rehearsal or performance. Singers will be expected to sing in mixed quintets. Students must demonstrate an ability to read musical notation, hear and reproduce a series of pitches accurately, and sing with an advanced level of vocal development. Students will be selected for this ensemble by audition. The ensemble will rehearse and perform advanced level choral works of many historical periods, styles, and cultures. Students will receive grades in relation to their abilities and progress in the study of various compositions and development of musicianship skills. Attendance is required for all performances/rehearsals held outside of the school day.

Orchestra - Course #059

No prerequisite
Grades 9-12

1 credit
5 pds/wk

The orchestra consists of all interested and qualified string instrument students (violin, viola, cello, and bass). Woodwind, brass, and percussion instrumentalists are selected from the high school Symphonic Band membership. Music of various styles and periods of music history are studied and performed. The orchestra performs in public concerts, school exchange concerts, and special assemblies during the school term. Attendance is required for all performances, including those outside of the school day.

Introduction to Music Technology - Course #091

No prerequisite
Grades 9-12

1 credit
5 pds/wk

The Introduction to Music Technology course is designed for students who have a strong interest in music or who may be considering a career in a music related field – especially: music education; music performance; music recording; composition; music industry; music therapy; television/radio industry; audio engineering; music arranging; recording editing; and virtual reality sound environments (internet games, programs).

The course will cover basic skills in the following areas: music reading, music notation, composition, editing, and arranging; CD creation; MIDI sequencing; audio recording and mixing; audio mastering and production; related software.

Much of the course will involve hands-on application of the major course concepts while a portion of the learning will be theory and conceptually based. Students will explore ways in which technology is used in today's music industry through practical applications in individual and group projects throughout the year. Students in the course will need to have access to their own recording media, i.e. thumb drives, recordable CD's, etc. to store and transport their projects to and from school.

Music Theory I - Course #087

Prerequisite: Prior enrollment in at least one other music course
OR approval of the course instructor.
Grades 10-12

1 credit
5 pds/wk

Music Theory I is a course planned for the serious student desiring a more thorough understanding of music based on knowledge of the techniques and skills involved in its structure. Basic music fundamentals, composition, analysis of music, ear training using music software in the computer lab, and sight-singing are included in the course of study. This course is of special interest to those who intend to be involved in music more directly as performers, educators, and music leaders.

Music Theory II - Course #090

Prerequisite: Successful completion of Music Theory I OR
approval of Theory II instructor
Grades 10-12

1 credit
5 pds/wk

Music Theory II is a continuation of the Music Theory I course. This course will include advanced music analysis of chord structure and non-harmonic tones, chord formations/inversions and progressions, four-part writing, composition, arranging for wind instruments, ear training using music software in the computer lab, and sight-singing. This course is of special interest to those who intend to major in music after high school and who want to be involved in music as performers, music leaders, and educators.

Concert Band/Concert Choir – Course #061

Prerequisite: Approval of instructors, Mr. Byron Mikesell and
Mr. Daniel Schade, at course selection time
Grades 9-12

1 credit
5 pds/wk

This course is designed for the student who wants to elect both Concert Band and Concert Choir. Students must have the permission of both instructors before enrolling in this course. Students will divide their time, based on teacher recommendation, between the two performing groups. All course requirements as listed under Concert Band and Concert Choir will apply to this course.

Orchestra/Concert Choir – Course #064

Prerequisite: Approval of instructors, Ms. Anna Zeshonsky and Mr. Daniel Schade, at course selection time 1 credit
5 pds/wk
Grades 9-12

This course is designed for students who wish to elect Orchestra and Concert Choir. Students must have the permission of both instructors before enrolling in this course. Students will divide their time, based on teacher recommendation, between the two performing groups. All course requirements as listed under Orchestra and Concert Choir will apply to this course.

Concert Band/Orchestra - Course #062

Prerequisite: Approval of both instructors, Mr. Byron Mikesell and Ms. Anna Zeshonsky, at course selection time 1 credit
5 pds/wk
Grades 9-12

This course is designed for students who play a string and a band instrument and want to participate in both programs. Students will divide their time, based on teacher recommendation, between the two performing groups. All requirements listed under Concert Band and Orchestra will apply to this course.

Symphonic Band/Orchestra - Course #063

Prerequisite: Approval of both instructors, Mr. Byron Mikesell and Ms. Anna Zeshonsky, at course selection time 1 credit
5 pds/wk
Grades 9-12

This course is designed for students who play a string and a band instrument and want to participate in both programs. Students will divide their time, based on teacher recommendation, between the two performing groups. All requirements as listed under Symphonic Band and Orchestra will apply to this course.

Symphonic Band/Chamber Singers – Course #069

Prerequisite: Approval of Mr. Byron Mikesell and Mr. Dan Schade 1 Credit
5 pds/wk
Grades 10-12

This course is designed for students who wish to elect Symphonic Band and Chamber Singers. Students must have the permission of both instructors before enrolling in this course and must have auditioned and been accepted into both ensembles. Students will divide their time, based on teacher recommendation, between the two performing groups. All course requirements as listed under Symphonic Band and Chamber Singers will apply to this course.

Musical Theater Experiences - Course #086

No Prerequisite 1 credit
Grades 10 –12 5 pds/wk

This course will be a study of the history of American musical theater and the different production aspects of putting on a show. Music and scenes from different Broadway shows will be studied and performed as a class. Different techniques and styles of musical theater will be done through analysis of a variety of Broadway shows. Students will have hands on experience with writing and directing, as well as production aspects such as lighting design, set design, and costuming.

Guitar and the History of Rock and Roll – Course # 088

No Prerequisite 1 credit
Grades 9 –12 5 pds/wk

This course incorporates Rock and Roll music, its history, and popular musicians from the genre along with class guitar instruction to afford students an opportunity to learn and develop playing skills on guitar along with developing an understanding of the history of one

of the most familiar popular genres of music – Rock and Roll. We will explore rock music from its origins through the present day. Students will share music from the genre to analyze and evaluate as a class. We will analyze performances and recordings as afford students the option to play some of the music we are learning about after guitar skills have been sufficiently developed. Students will use Nylon string guitars that are provided for in-class use. Students are encouraged to have a guitar available at home for use in this course – but should not purchase an instrument before speaking with the course instructor.

This course may be taken more than once for credit. Students who register a second time for this course will continue their guitar work on more challenging repertoire and will complete varied assignments for the Rock and Roll history portion of the course. No pre-requisite is required for entry into this course. This course fulfills one (1) credit towards the Arts and Humanities graduation requirement. Access to a school laptop or other device with Audacity or other readily available multi-track recording software is essential. Students must have a functioning set of headphones in class at all times.

Piano/Music Theory I – Course #089

No Prerequisite

1 credit

Grades 9 –12

5 pds/wk

This course incorporates all the fundamental music theory elements of music reading, chords, melody writing, rhythm, harmonization, and solfege, along with piano playing. This is a great course to take if you want to learn to play the piano. It is also intended for students who have piano background already and want to continue to develop their skills on the instrument.

This course may be taken more than once for credit. Students who register a second time for this course will continue their piano work on more challenging repertoire and will complete varied theory assignments that continue into harmonic analysis and four-part writing and melodic dictation. No pre-requisite is required for entry into this course. This course fulfills one (1) credit towards the Arts and Humanities graduation requirement. Access to a school laptop or other device with Audacity or other readily available multi-track recording software is essential. Students must have a functioning set of headphones in class at all times. This course will fulfill the prerequisite for Music Theory II.

History of Western Music – Course #092

No Prerequisite

1 credit

Grades 9 –12

5 pds/wk

This course is a survey of music and musicians from the middle ages through the present day that have contributed to what is commonly called “classical” music. The course reviews and evaluates music of many great classical composers as this music is the origin for present-day composition. The course is organized into time periods beginning with music from the middle ages, baroque, classical, romantic, and 20th century to present day styles and literature. Musical compositions for choir, orchestra, band, and other smaller ensembles to include solo repertoire will all be a part of the music listening environment for this class. The study of musical form is a significant piece of the course – by comparing how music of different styles, genres, and time periods became organized differently. This course is perfect for students who enjoy listening to classical music, studying about the music of the great composers like Bach, Beethoven, Mozart, Brahms, Debussy, and – yes, John Williams and other present day classical composers!

This course may be taken once for credit. No pre-requisite is required for entry into this course. This course fulfills one (1) credit towards the Arts and Humanities graduation requirement. Access to a school laptop or other device with Audacity or other readily available multi-track recording software is essential. Students must have a functioning set of headphones in class at all times.

Perspectives of Music in Popular Culture – Course #093

No Prerequisite
Grades 9 –12

1 credit
5 pds/wk

This course is a survey of music and musicians from the early 1900's through the present day that have contributed to popular culture and its music. The course reviews and evaluates different genres and styles of music through the decades – and explores the influence and development of music over time and through a parallel study of popular culture and impacting events that are affiliated with the music and musicians. Students will be expected to listen to a variety of music throughout this course – including but not limited to the genres of music they most prefer. Instruction on the concepts surrounding critical listening of music is a key to this class and “opens up the ears” in a different way than they have previously approached music listening.

This course may be taken once for credit. No pre-requisite is required for entry into this course. This course fulfills one (1) credit towards the Arts and Humanities graduation requirement. Access to a school laptop or other device with Audacity or other readily available multi-track recording software is essential. Students must have a functioning set of headphones in class at all times.

Concert Choir – Non Credit – Course #081

Prerequisite: Approval of Mr. Dan Schade
Grades 10-12

No Credit
2-3 pds/wk

This course is designed for 10th, 11th, and 12th grade students who cannot schedule Concert Choir as a class but can participate two or three times each week for no credit. Students must have the approval of the instructor and must be able to demonstrate specified vocal technique and music reading ability. All course requirements as listed under CONCERT CHOIR will apply to this course.

Students who elect Concert Choir Non-Credit must be capable of and personally responsible for learning all performance music with limited rehearsal time. *All students are strongly encouraged to register for the credited course if possible.*

Bel Canto Singers – Non Credit – Course #083

Prerequisite: Approval of Mr. Dan Schade
Grades 10-12

No Credit
2-3 pds/wk

This course is designed for 10th, 11th, and 12th grade students who cannot schedule BEL CANTO SINGERS as a class but can participate two or three times each week for no credit. Students must have the approval of the instructor and must be able to demonstrate specified vocal technique and music reading ability. All course requirements as listed under BEL CANTO SINGERS will apply to this course.

Students who elect Bel Canto Singers - Non-Credit must be capable of and personally responsible for learning all performance music with limited rehearsal time. *All students are strongly encouraged to register for the credited course if possible.*

Concert Band – Non Credit – Course #065

Prerequisite: Approval of Mr. Byron Mikesell
Grade 9-12

No Credit
1-3 pds/wk

This course is designed for 9th-12th grade students who cannot schedule Concert Band as a class but can participate one, two, or three times each week for no credit. Students must have the approval of the instructor and must be able to demonstrate specified vocal technique and music reading ability. All course requirements as listed under CONCERT BAND will apply to this course.

Students who elect Concert Band Non-Credit must be capable of and personally responsible for learning all performance music with limited rehearsal time. *All students are strongly encouraged to register for the credited course if possible.*

Orchestra – Non Credit – Course #071

Prerequisite: Approval of Ms. Anna Zeshonsky
Grades 10-12

No Credit
2-3 pds/wk

This course is designed for 9th-12th grade students who cannot schedule ORCHESTRA as a class but can participate two or three times each week for no credit. Students must have the approval of the instructor and must be able to demonstrate specified playing technique and music reading ability. All course requirements as listed under ORCHESTRA will apply to this course.

Students who elect Orchestra- Non-Credit must be capable of and personally responsible for learning all performance music with limited rehearsal time. *All students are strongly encouraged to register for the credited course if possible.*

Symphonic Band – Non Credit – Course #066

Prerequisite: Approval of Mr. Byron Mikesell
Grades 10-12

No Credit
2-3 pds/wk

This course is designed for 10th-12th grade students who cannot schedule Symphonic Band as a class but can participate two or three times each week for no credit. Students must have the approval of the instructor and must be able to demonstrate specified playing technique and music reading ability. All course requirements as listed under SYMPHONIC BAND will apply to this course.

Students who elect SYMPHONIC BAND - Non-Credit must be capable of and personally responsible for learning all performance music with limited rehearsal time. *All students are strongly encouraged to register for the credited course if possible.*

PHYSICAL EDUCATION, HEALTH, AND SAFETY EDUCATION

Physical Education

Required of all students
Grades 9-12

0.25 credits
2 pds/wk

Physical Education provides students with an opportunity to learn physically, socially, and emotionally through physical activity. The objectives of the Physical Education program are to develop physical fitness, knowledge, and theory of individual and team sports; and to learn new skills and concepts that lead to healthy, productive lives as adults. Each student must complete four years of Physical Education during high school.

Grades 9 and 10 – Activities/electives

Fall (MP 1):

Team Sports (Soccer/Ultimate Frisbee/Flag Football/Volleyball)
Fitness Introduction to Fitness Center, Pre-testing, Goal setting

Winter (MP 2):

Team Sports (Basketball/Team Handball/Floor Hockey)
Adventure Based Education/Cooperative Games
Fitness: Design and engage in personal fitness plan

Winter (MP 3):

Leisure Activities (Pickleball, Other lifetime sports)

[Return to Table of Contents](#)

Fitness – Continued work on personal fitness plan

Spring (MP 4):

Adventure Based Education/Cooperative Games

Team Sports- (Lacrosse, Softball, Aerial ball)

Fitness- continued work on Personal fitness plan, post-testing

Grades 11 and 12 - Activities/electives

Fall (MP 1):

Team Sports: (Football, Soccer, Ultimate Frisbee)

Lifetime Activities: (Disc Golf, Tennis)

Fitness Introduction to Fitness Center, Pre-testing, Goal setting

Winter (MP 2):

Team Sports :(Basketball, Volleyball, Floor Hockey, Mat ball)

Fitness: Design and engage in personal fitness plan

Winter (MP 3):

Team Sports: (Team Handball, Wiffleball)

Lifetime Activities: (Badminton, Table Tennis)

Fitness: (Weight Training, Wii Fitness/Dance, Aerobic Activities and continued work on Personal fitness plan)

Spring (MP 4):

Team Sports: (Softball, Speed Ball)

Lifetime Activities: (Archery, Golf)

Fitness: (Continued work on Personal fitness plan, post-testing)

Students will be given options between team sports, lifetime activities and fitness activities. Fitness and flexibility related components will be incorporated into all Physical Education units. All students will be required to take a pre- and post physical fitness test each year. Students will have the opportunity to participate in multiple activities each marking period. Students in grades 10th through 12th who wish to enrich their high school experience by adding additional courses or a student who needs to take seven credits (plus PE/Health) to graduate or be promoted can take PE enrichment online.

Safety Education – Course #530

Required of all students

0.2 credit

Grade 10

1 pd/wk

Safety Education is designed to create an awareness of the needs and problems involved in operating a motor vehicle safely and efficiently. The focus of this course includes: developing knowledge, skill, and positive attitudes in relation to laws, decision making, visual habits, and safe driving practices.

Health I - Course #510

Required of all students

0.6 credit

Grade 9

2 pds/wk

Health I increases awareness and understanding of the impact of heredity, culture, environment, behavior and choice on physical, social, mental wellness. Key topics include: decision-making skills, nutrition and weight management, disease prevention, social health issues, and first aid/CPR.

Health II - Course #541

Required of all students
Grade 11 or 12

0.2 credit
1 pd/wk

Health II enhances student understanding of health issues that will impact their lives as adults. The focus of this course includes: growth and development, disease prevention, first aid, nutrition and weight management, and violence prevention. Students in grades 10th through 12th who wish to enrich their high school experience by adding additional courses or a student who needs to take seven credits (plus PE/Health) to graduate or be promoted can take Health II enrichment online.

READING**Reading A - Course #885**

Prerequisite: Approval of the Reading Department
Grades 9 - 12

1 credit
5 pds/wk

Reading A is designed for students who are lacking in phonemic awareness, phonics, fluency, vocabulary and comprehension, and are not functional readers. Time will be spent ensuring that students have mastery of the sounds in English and the ability to pair those sounds with the corresponding letters or spelling patterns that represent them. Instruction in syllable types will further students' understanding of how letters and sounds build words. Students will practice decoding and encoding words with studied patterns. As students become more proficient at decoding and encoding the course will continue to develop their fluency in both reading and writing. Vocabulary and comprehension instruction are additional components of the lesson plan that teach students to use visualization as they are reading text. Placement in Reading A is based on staff recommendations.

Reading B - Course #886

Prerequisite: Approval of the Reading Department
Grades 9 - 12

1 credit
5 pds/wk

Reading B is designed for students who are strong in phonemic awareness and have mastery of basic phonics skills but need additional instruction in advanced phonics skills, fluency, vocabulary and comprehension. Time will be spent acquiring mastery of spelling patterns, and advanced phonics skills that will enable students to proficiently decode and encode text with minimal errors. Students will apply the skills learned to become fluent readers of text. Vocabulary and comprehension are additional components of this course that will enable students to apply the learned phonics skills to text. Placement in Reading B is based on staff recommendations.

Reading C - Course #888

Prerequisite: Approval of the Reading Department
Grades 9 - 12

1 credit
5 pds/wk

Reading C is designed for students who are strong in phonemic awareness and have mastery of basic phonics skills but need additional instruction and automaticity in advanced phonics skills, fluency, vocabulary and comprehension. Time will be spent reviewing spelling patterns and advanced phonics skills, however the focus of the course will be to become automatic and fluent reading text. Vocabulary development and application of acquired fluency and vocabulary skills to comprehend text of greater length and difficulty will be a focus. Placement in Reading C is based on staff recommendations.

Reading D - Course #889

Prerequisite: Approval of the Reading Department
Grades 9 – 12

1 credit
5 pds/wk

Reading D is designed for students who are strong in phonemic awareness, phonics and fluency but need additional instruction in vocabulary development and comprehension. Time will be spent building fluency and automaticity of text; however the focus of instruction will be on the development of vocabulary and comprehension strategies. Placement in Reading D is based on staff recommendations.

Reading E - Course #879

Prerequisite: Approval of the Reading Department
Grades 9 - 12

1 credit
5 pds/wk

Reading E is designed for students who are strong in phonemic awareness, phonics and fluency but need additional instruction in vocabulary development and comprehension. Time will be spent building fluency and automaticity of text; however the focus of instruction will be on the advanced development of vocabulary and comprehension strategies. Students in reading E have previously had intense instruction in vocabulary and comprehension. Placement in Reading E is based on staff recommendations.

SCIENCE

PLANNED COURSE OFFERINGS:

Welcome to the Science Program! We are proud of the variety of science courses that are offered at CHS. As a general guideline, the science program is structured into three different pathways of study based on students' post-secondary plans.

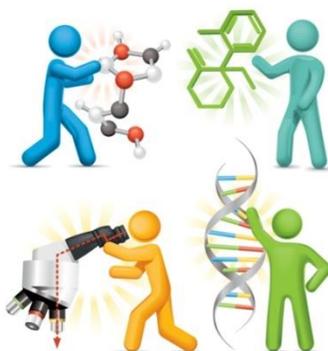
- Option I is a challenging curriculum that is designed to meet the needs of students who plan to enter into a career directly following high school, or enroll in a two-year post-secondary program.
- Option II provides a rigorous, in-depth science experience to meet the needs of students who are interested in attending a four-year college program. Students in option II are strongly encouraged to take four or more courses in science during their high school years.
- Honors and/or the Advanced Placement [AP] course are designed for the accelerated math/science student. The honors/AP curricula are designed for those students demonstrating exceptional interest and ability in the sciences. In this option, students will be strongly encouraged to take at least five (5) courses in science during their high school careers.

HOWEVER, IN ORDER TO SATISFY THE SCIENCE GRADUATION REQUIREMENTS SET FORTH BY THE CARLISLE AREA SCHOOL DISTRICT; ALL STUDENTS **MUST** TAKE THE FOLLOWING SCIENCE COURSES:

- GEO-ENVIRONMENTAL SCIENCE
- BIOLOGY I
- ONE PHYSICAL SCIENCE COURSE IN CHEMISTRY OR PHYSICS

Please note: If students/parents choose to select an Honors and/or Advanced Placement course, a "Student & Parent Agreement for Enrollment in Advanced Courses" contract MUST be submitted to your counselor.

[Return to Table of Contents](#)



COURSE DESCRIPTIONS

GRADE 9

Geo-Environmental Science - Option I – Course #711

No Prerequisite

1 credit
5 pds/week

This course is designed to give students a basic knowledge of earth science. Students will become familiar with Earth's dynamic processes through demonstrations, reading, and hands-on experimentation. Additionally, students will become aware of how they can both affect and be affected by the physical, chemical, and biological processes that are continually changing our planet.

Geo-Environmental Science - Option II – Course #712

No Prerequisite

1 credit
5 pds/wk



This course familiarizes students with planet Earth through units of study such as mapping, rocks and minerals, earthquakes/volcanoes, astronomy, oceanography, and meteorology. Geo-Environmental Science Option II also stresses human impact on Earth with a unit on energy and the environment emphasizing current environmental issues and trends. The course includes some independent project and report work coupled with indoor and outdoor laboratory investigations.

Honors Biology – Course #723

Prerequisite: 8th grade Physical Science

1 credit
5 pds/wk



Please note: If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

This course of study is a hands-on, first year of biology typically for ninth grade students. Course objectives are taught in more depth and at a faster pace. Students in Honors Biology are expected to be self-motivated, extremely organized, and ready to take their thinking to the next level on a daily basis. Units include the study of cells at a molecular level, biochemistry, ecology, DNA, genetic inheritance, population genetics, botany, microbiology, classification, and zoology. Honors Biology allows for acceleration in the high school science program. Students enrolled in Honors Biology are **required** to participate in the Carlisle Area Science and Advisory Committee science fair held in January. Grand champion placement in this local fair may lead to students competing in other science competitions through May. Additionally, summer work is **required** of all students selecting this course and will be due on the *first* day of school. Students entering the class without a packet will be removed from the course. A

Keystone Exam will be given at the end of the course. Remediation will be required for those that are not proficient.

GRADES 10, 11, AND 12

Biology I - Option I- Course #720

Prerequisite: Geo-Environmental Science

1 credit

5 pds/wk

This course of study provides an introduction to Biology through hands-on activities. Its intent is to provide general knowledge for students considering working immediately after high school or going on to a community/technical college. This course focuses on the following units of study; the scientific method, ecology, cells, biochemistry, microbiology, genetics, DNA inheritance, classification, and a comparative look at invertebrate and vertebrate organisms. Topics are investigated through group and individual projects and laboratory exercises. A Keystone Exam will be given at the end of the course. Remediation will be required for those that are not proficient.

Biology I - Option II – Course #721

Prerequisite: Geo-Environmental Science

1 credit

5 pds/wk



This course of study provides an introduction to Biology through hands-on activities and investigations. It includes the following units of study; the scientific method, ecology, cells, biochemistry, microbiology, genetics, DNA inheritance, classification, and a comparative look at invertebrate and vertebrate organisms. These units of study will require student involvement through laboratory investigations dealing with scientific problem-solving, scientific inquiry, independent student work, and the development of sound student reasoning. This course is designed for those students who wish to enroll in post-secondary educational programs. A Keystone Exam will be given at the end of the course. Remediation will be required for those that are not proficient.

Applied Chemistry – Course #733

Prerequisite: Biology I, Algebra I or Integrated Math I

1 credit

5 pds/wk



Emphasizing student experimentation, this course presents the basic principles of chemistry and relates them to conditions in today's world. Mastery of the language of chemistry (memorization of symbols, ionic and covalent compound formulas and equation writing) is required of all students. The course is designed primarily for students who want exposure to the concepts of chemistry and their relationships to everyday life with mathematic assistance. This course would be beneficial for students enrolled in the culinary or childcare programs.

Chemistry – Course #732

Prerequisite: Biology I, Algebra I, and Geometry

Concurrent: Geometry

1 credit

5 pds/wk



Chemistry covers basic chemistry concepts using both descriptive and mathematical skills. Laboratory experimentation is an integral part of the learning process. This course includes many equations and formulas that require a mastery of basic Algebra I skills. Algebra and equation problem solving using algebraic techniques are found throughout the course. This course is designed for the academic student whose career plans do not include engineering, science or medicine.

Honors Chemistry – Course #725

Prerequisite: Biology I, Geometry, & Algebra II

1 credit



Concurrent: Algebra II

5 pds/wk

Please note: If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

This course is for exceptional science students with strong mathematical backgrounds. This course will take advantage of students’ stronger mathematical skills and apply these skills to more challenging problems than those in Chemistry I. Honors Chemistry emphasizes an experimental approach to chemistry, and therefore involves extensive laboratory work. It is important that students have strong writing and communication skills as Honors Chemistry students are required to submit a formal, written laboratory report for each experiment that they conduct. The basic subject material of the curriculum is the same as Chemistry I; however, the depth and the complexity of the topics encountered will be explored in greater detail and at a faster pace. This course is recommended for students considering a career in engineering, science or medicine.

Physics of Technology – Course #736Prerequisite: Geo-Environmental Science
Biology I

1 credit

5 pds/wk

This is a course in applied physical science for those students whose career goal is to pursue a two-year college course, a technical school program, or a job in a technical field after graduation. Successful completion of this course will allow students to explain simple, everyday happenings in scientific terms. In addition, it stresses concepts of technology and provides an understanding of the mathematics associated with these concepts. This course is designed for those students who have not completed Integrated Math 3 and/or Algebra II. Students enrolled in Applied Pre-Calculus or higher should consider taking Physics or Honors Physics. This course would be beneficial for students enrolled in the automotive, carpentry, or computer networking programs.

Honors Geo-Environmental Science – Course #726Prerequisite: Biology
Chemistry

1 credit

5 pds/wk



Concurrent: Chemistry or Honors Chemistry

Note: This course is designed for students who have not had Geo-Environmental Science in ninth grade. This is **not** a second-year course.

Please note: If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

Designed as a challenging science course for high school juniors and seniors, Honors Geo-Environmental Science focuses on the comprehension, application, and evaluation of some general principles in the geologic, geographic, and environmental science fields. An emphasis is placed on reading assignments outside of the scheduled class period so that students may apply learned concepts to labs and project work. Topics such as tectonic theory, mapping, rock and minerals, local topography and land use, resource utilization and management, and stream ecosystem dynamics, and water quality analysis will be thoroughly explored.

Physics – Course #734Prerequisite: Geometry
Algebra II1 credit
5 pds/wk

This course is for students who are interested in studying the physical laws of nature. Topics studied include sound, light, electricity, magnetism, motion, force and energy. Demonstrations and laboratory exercises are conducted to help understand the concepts involved.

Honors Physics – Course #728

Concurrent or prerequisite: Applied Pre-calculus or Calculus

1 credit
5 pds/wk

Please note: If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

This course is for high ability students who are interested in pursuing careers in science, technology, engineering, or mathematics (STEM). Topics studied include the following; sound, light, electricity, magnetism, motion, force and energy. The course assumes a strong mathematical background. Investigative style laboratory exercises are of major importance. This course culminates with an amusement park physics project.

Honors Anatomy & Physiology – Course #724Prerequisites: Biology I
Chemistry1 credit
5 pds/wk

Concurrent: Chemistry

Please note: If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.

This course is for students who have found success in Biology I and would like to study the biology of the human body. Honors Anatomy and Physiology is highly recommended for students considering a post-secondary education in any life science, medical, or healthcare-related field. It is a core course in the Health Careers Academy program of study. Included is an emphasis on understanding human physiology for maintaining life-long health and wellness. Areas of study include molecular biochemistry, cell physiology, micro- and macroscopic investigation of human tissue, the organs, functions, and diseases of the human body systems. A fetal pig dissection is completed for comparison with human anatomy. A sound understanding of Biology I terminology, concepts and laboratory techniques, plus strong reading and writing skills are essential for success in this course. This is a pre-requisite course for Medical Terminology 2. It is recommended, but not required, to consider taking Honors Anatomy & Physiology prior to Advanced Placement (AP) Biology, as it provides a foundation of information for several parts of the AP Bio curriculum.

ADVANCED PLACEMENT SCIENCE COURSE OFFERINGS:CRITERIA:

- **Please note: When selecting an Honors and/or Advanced Placement course, students and parents must complete the “Student & Parent Agreement for Enrollment in Advanced Courses” contract and submit to your counselor.**
- *Please look at each course offering to determine the prior and/or concurrent science and/or math courses that are **required** prior to taking the Advanced Placement course.*

AP Physics – Course #745

1 credit

Prerequisite: Physics

5 pds/wk

Calculus (may be concurrent)



This rigorous, calculus-based physics course is for highly motivated, exceptional science students considering a career in physical science or engineering. The course will be devoted to the study of mechanics. Emphasis will be on problem solving and developing a deep understanding of physics concepts. A research project will be required of each student.

AP Chemistry – Course #743

1 credit

Prerequisite: Chemistry

5 pds/wk

Algebra II



This course is for students who, after excelling in science and mathematics, may be considering a career in science, medicine, or engineering. The course involves extensive and challenging laboratory work. Topics include thermodynamics, kinetics, equilibrium, advanced bonding theories, electrochemistry, organic chemistry, coordination chemistry, atomic theory, and analytical chemistry. Students will follow the AP Chemistry syllabus provided by The College Board in preparation for the AP Chemistry examination. Each student is expected to have at least a scientific calculator or preferably a graphing calculator available for class and at home for use in assignments. Students will be expected to complete summer work for Chapters 1-3, with accompanying problem sets. These problem sets will be collected by the teacher on the first day of school.

AP Biology – Course #729

1 credit

Prerequisites:

5 pds/wk



Biology I

Chemistry

Algebra II

This course is designed for students who, after excelling in science and mathematics, may be considering a career in science, technology, research, engineering, and/or medicine. This course involves extensive and rigorous laboratory work, and subsequent coursework will focus on curriculum set forth by The College Board. Students enrolled in this course will develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains of study. The student-directed laboratory investigations used throughout the course allow students to apply the seven science practices defined in the AP Biology Curriculum Framework. This course is equivalent to a two-semester college introductory biology course and will prepare students to take the Advanced Placement Exam at the end of the course. It is recommended that students taking this course are enrolled in an upper level math course.

New Science Course!

AP Environmental Science – Course #0739

Prerequisites:



Biology I
Physical Science (Chemistry or Physics)
Algebra I

1 credit
5 pds/wk

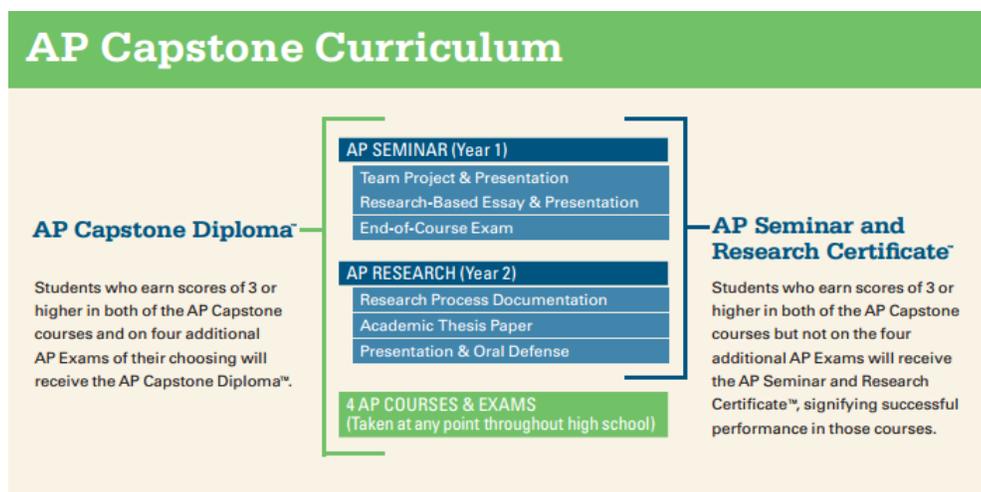
Concurrent: Geo-Environmental Science

The goal of this 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. Major themes that will be discussed and taught in detail, include the following: Earth systems & resources, the living world, population, land & water use, energy resources & consumption, pollution, as well as global change. This course includes a strong laboratory AND field study component. Based on the prerequisites listed, this course is designed for juniors and seniors.

This course is equivalent to a one-semester, introductory environmental science course, and will prepare students to take the Advanced Placement Exam at the end of the course. The AP Environmental Science course is an excellent option for any interested student who has completed two years of high school laboratory science, with one year of Life Science (Biology), and one year of a Physical Science (Chemistry or Physics). Also desirable, but not necessary prior to enrollment, is a course in Earth Science (Geo-Environmental Science). It is recommended that students taking this course are enrolled in an upper level math course due to the quantitative analysis that is required in the course.

AP Capstone Program

Students are able to participate in an innovative diploma program that helps them stand out in the college admissions process by developing the critical skills needed to succeed in college and in life. Two courses – AP Seminar and AP Research allow students to immerse themselves in topics that matter to them while developing the analytic, research, problem-solving, and communication skills that colleges seek in their applicants. This challenging program helps students deepen their passion for learning, gives them greater confidence in their academic skills, and provides a broader perspective in their world. Students take AP Seminar in the 10th or 11th grade followed by AP Research. Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the AP Capstone Diploma, which signifies outstanding academic achievement and attainment of college-level academic research and skills. Students are not required to take both AP Capstone programs, but it is highly recommended.



AP Seminar – Course #1000
Grades 10-12

1 credit
5 pds/week

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. **There are no prerequisite courses required for the AP Seminar course. If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.**

AP Research – Course #1001
Grades 11-12

1 credit
5 pds/week

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. **Prerequisite - students must have successfully completed the AP Seminar course prior to taking AP Research. If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.**

SOCIAL STUDIES

The three years of required Social Studies are divided into three programmatic options that are geared toward students' post-secondary plans. The Option I selection is designed to address the needs of vocationally-minded students. These students may be planning to go directly into a vocation after graduation, or they may enroll in a technical or trade school. This curriculum will provide an essential background into our heritage and our governmental and economic systems that will help students become useful and productive citizens. The Option II curriculum has been developed with four-year college-bound students in mind. It provides a rigorous academic background that lays the foundation for college-level work in history and civics. An Honors curriculum is also available in 9th and 10th grades for students who demonstrate exceptional interest and ability in social studies and wish to pursue topics in a more rigorous academic setting. Also, juniors and seniors will have the option of choosing certain electives that allow them to explore other more concentrated aspects of social studies. Advanced Placement courses in U.S. and European history and U.S. Government & Politics are also available. ***If students/parents choose to select an Honors and/or Advanced Placement course, a "Student & Parent Agreement for Enrollment in Advanced Courses" contract MUST be submitted to your counselor.***

NOTE: Honors level courses are intended for their respective grade levels (9th & 10th grades), and cannot be used by upper classmen (11th & 12th grades) to take the place of an Advanced Placement (AP) course.

United States History II: 1890-2001
Grade 9

1 credit
5 pds/wk

U.S. History is a graduation requirement for all students. The course is a continuation of U.S. History I in 8th grade. It examines the political, economic, social and international issues that shaped our nation from the bridge to the twentieth century to the new millennium. Unites of study include bridge to the Twentieth Century, imperialism, progress of the new century, World War I, roaring twenties, the Great Depression and New Deal, World War II, beginning of the Cold War, civil rights and the struggle for equality, Vietnam and the counterculture, and the end of the Cold War and the new millennium.

Option I - Course #811

This course is geared toward the vocationally-oriented students. While these students will acquire a core of historical information, the content selection and presentation will have a more practical application. Current issues and problems will be analyzed and discussed in the context of the historical roots of these topics. Fundamental social studies skills that are useful before and after graduation will be emphasized.

Option II - Course #812



This course is intended to provide college-bound students with a broad and in-depth analysis of the key people and events of United States history. The course will progress chronologically, but it will examine broad themes that link history to the present. The course will give students the academic background for work in college-level courses, including critical thinking and writing.

Honors - Course #829

Prerequisite: U.S. History I in 8th grade and meeting specified criteria



This course is intended to provide students who demonstrate exceptional interest and ability in social studies the opportunity to pursue topics on a more collegiate level. The course is designed for students with superior verbal skills, strong self-motivation, the ability to read and learn rapidly, and the willingness to encounter challenges beyond the regular Option II

[Return to Table of Contents](#)

classroom. A special focus is placed on the interpretations of primary sources. Additionally, the course will highlight various relevant historical skills that are necessary for Advanced Placement courses and the study of history at the post-secondary level. Students will be required to participate in the National History Day program as part of their major research project for the year. This course is strongly recommended for students who may want to elect AP courses in their 11th and 12th grade years. Students should expect at least 30-60 minutes of homework per evening. ***If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.***

World History: 1500-1950
Grade 10

1 credit
5 pds/wk

World History is a graduation requirement for all students. This course begins with a review of ancient and medieval history. This introduction is followed by a survey of world history and includes units on the Renaissance and Reformation, Empires of Asia, the Age of Absolutism, the Enlightenment, the Age of Industry, Imperialism, World War I, Nationalism in Asia, Africa, and Latin America, and World War II. The Cold War is introduced in this course from a world history perspective.

Option I - Course #826

This course is geared toward vocationally-oriented students. While these students acquire a core of historical information, the content selection and presentation will have a more practical application. Current issues and problems will be analyzed and discussed in the context of the historical roots of these topics. Fundamental social studies skills that are useful before and after graduation will be emphasized.

Option II - Course #827



This course is intended to provide college-bound students with an in-depth analysis of the key people and events of European history. The course will progress chronologically, but it will examine broad themes that link history to the present. The course will give students the academic background for work in college-level courses, including critical thinking and writing. It will also serve as a foundation for the Advanced Placement courses.

Honors - Course #830

Prerequisite: U.S. History – Option II or Honors and meeting specified criteria



This course is intended to provide students who demonstrate exceptional interest and ability in social studies the opportunity to pursue topics on a more collegiate-level. The course is designed for students with superior verbal skills, strong self-motivation, the ability to read and learn rapidly, and the willingness to encounter challenges beyond the regular Option II classroom. A special focus is placed on the interpretations of primary sources. Additionally, the course will highlight various relevant historical skills that are necessary for Advanced Placement courses and the study of history at the post-secondary level. Students will be required to participate in the National History Day program as part of their major research project for the year. It is strongly recommended for students who may want to elect AP courses in their 11th and 12th grade years. *Students should expect at least 30-60 minutes of homework per evening. ***If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.****

Civics
Grade 11

1 credit
5 pds/wk

Civics is a graduation requirement for all students not enrolled in an AP social studies course in their junior year. This course is designed to meet the Pennsylvania Standards in Civics and Economics. It is intended to promote good citizenship through a study of the inner workings of our political and economic systems. Specifically, the course will explore the historical roots of Pennsylvanian and American government and their Constitutional foundations as well as provide an in-depth look at the institutions of government, the lawmaking process, campaigns and elections, and the nature of civic participation. The course will also examine the development of public policy in the areas of economics, social policy, and national security. This public policy part of the course will allow students to study basic economic concepts such as supply and demand, financial markets, and fiscal and monetary policy. Please note that all students enrolled in Civics are **required** to complete six hours of community service with an approved service organization.

Option I - Course #839

This course is designed with vocationally-oriented students in mind. It examines the economic and governmental issues noted above from a real-world perspective. Since many of these students will be entering the work force after they graduate, practical lessons in active citizenship will be stressed.

Option II - Course #840



This course is designed with college-bound students in mind. The concepts and pace will provide a solid academic background in American government and public policy, preparing students for more advanced studies at the college-level, as well as helping them to become intelligent decision-makers and active participants in our current political and economic world.

NOTE: All graduates must take four credits of social studies, mathematics, or science. Although the social studies department does not require a fourth course, it does offer a number of electives that could meet this graduation requirement. These electives are not organized by options, and any junior or senior may select them. Note: Advanced Placement courses have admissions criteria.

Full Year Electives

Advanced Placement United States History
Advanced Placement European History
Advanced Placement U.S. Government and Politics
Advanced Placement Seminar
Advanced Placement Research
Psychology
Sociology
Anthropology
World Geography/U.S. History Since 1945
Critical Issues in Contemporary America/Law

AP European History - Course #853
Grades 11-12

1 credit
5 pds/wk



European History deals in-depth with the Renaissance, the Reformation, the Enlightenment, the French Revolution, Nationalism 1859-1871, the advent of the "isms," Balance of Power, the World Wars, and Europe after 1945. Students will gain a factual basis for interpreting selected problems in European history. Although much of class time will be devoted to discussion, lecture, and analysis, students will be expected to read extensively outside of class and to write book reports, essays, and major papers. Students will be taught the tools

[Return to Table of Contents](#)

and techniques of scholarship. This course prepares students interested in taking the Advanced Placement examination. *Students should expect 30-60 minutes of homework per night. If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.*

AP United States History – Course #852

1 credit

Grades 11-12

5 pds/wk



United States History deals in depth with the Colonial Period, the American Revolution, the New Republic, the Jacksonian Period, Civil War and Reconstruction, Populism and Progressivism, the New Deal, the global crisis of 1921-45, and international and domestic change up to the present. Students will gain a factual basis for interpreting selected problems in American history. Although much of the class time is devoted to discussion, lecture, and analysis, students will be expected to read extensively outside of class. Students will learn to assess historical materials (their relevance to a given interpretive problem, their reliability, and their importance) and to weigh the evidence and interpretations presented in historic scholarship. This course prepares students interested in taking the Advanced Placement examination. *Students should expect 30-60 minutes of homework per night. If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.*

AP U.S. Government and Politics - Course #854

1 credit

Grades 11-12

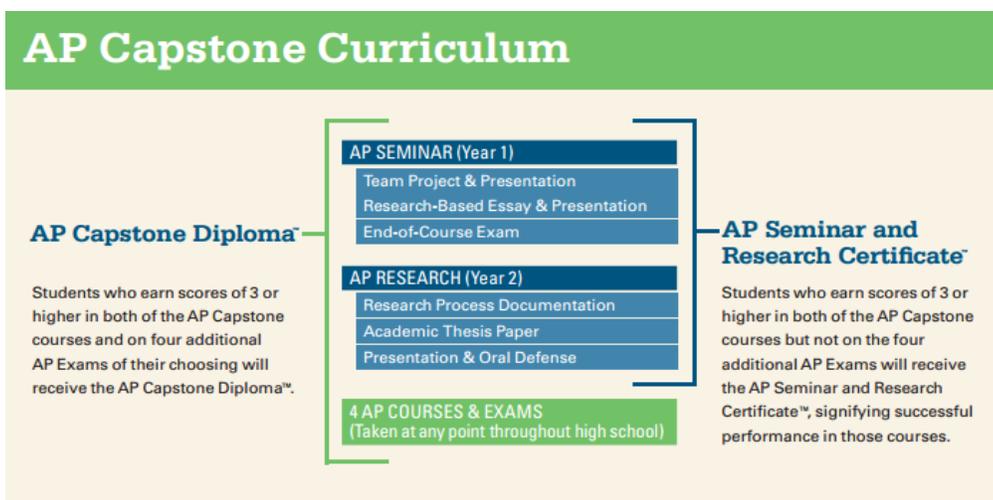
5 pds/wk



This course has been redesigned by the College Board for the 2018-2019 school year. AP Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the Constitutional system and political culture of the United States. Students will read and analyze 9 or more U.S. foundational documents, dozens of Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. **NEW FOR 2018-19** – As required by the College Board, students will need to complete a research project or investigation relating a political problem or current issue to the course content. *Students should expect 30-60 minutes of homework per night. If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.*

AP Capstone Program

Students are able to participate in an innovative diploma program that helps them stand out in the college admissions process by developing the critical skills needed to succeed in college and in life. Two courses – AP Seminar and AP Research allow students to immerse themselves in topics that matter to them while developing the analytic, research, problem-solving, and communication skills that colleges seek in their applicants. This challenging program helps students deepen their passion for learning, gives them greater confidence in their academic skills, and provides a broader perspective in their world. Students take AP Seminar in the 10th or 11th grade followed by AP Research. Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the AP Capstone Diploma, which signifies outstanding academic achievement and attainment of college-level academic research and skills. Students are not required to take both AP Capstone programs, but it is highly recommended.



AP Seminar – Course #1000
Grades 10-12

1 credit
5 pds/week

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. **There are no prerequisite courses required for the AP Seminar course. If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.**

AP Research – Course #1001
Grades 11-12

1 credit
5 pds/week

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. **Prerequisite - students must have successfully completed the AP Seminar course prior to taking AP Research. If students/parents choose to select an Honors and/or Advanced Placement course, a “Student & Parent Agreement for Enrollment in Advanced Courses” contract MUST be submitted to your counselor.**

Psychology - Course #850
Grades 11-12

1 credit
5 pds/wk



This introductory psychology course could be called “The Brain: A User’s Guide” or “How to Use Your Brain to Run Your Life.” This course will provide students with new and innovative

[Return to Table of Contents](#)

techniques of common sense psychology to enhance performance in school, athletics, and life. The core curriculum for the course centers on developmental psychology, sensory perception, altered states of consciousness, and mental illness.

Numerous activities including role-play, reading, self-tests, projects, experiments, original research, and others are used to transfer theory to practical application. Guest speakers are also part of the course.

Sociology - Course #851
Grades 11-12

1 credit
5 pds/wk



This course is an introduction to the discipline of sociology. The primary goal of the course is to help students better understand human behavior. Students will first be introduced to the theoretical perspectives that provide the foundation of most sociological inquiry. Students will then apply this knowledge to a number of topics. For example, students will study and explain how the social structure of businesses, such as McDonald's, affects the behavior of both its employees and its customers. In addition, students will study and analyze the causes of criminal behavior and then evaluate the effectiveness of society's varied responses to crime. Additional areas of study include racial and ethnic relations, issues in contemporary education, dating and marriage, religion, politics, and the mass media -to name a few. Finally, this course will help students understand how their identity is shaped by various social forces.

Anthropology - Course #862
Grades 11-12

1 credit
5 pds/wk



This course is an examination of human beings and their culture, both past and present. Anthropology looks at the characteristics and origins of the cultural, social and physical development of humans. The course will present students with a broad introduction to the study of anthropology, but will focus on the fields of cultural anthropology and archaeology. Students will be introduced to a variety of activities to gain an understanding of what this field of study can offer and learn to apply their observational skills to real-life studies, both in the classroom setting and "in the field."

Semester Paired Electives

World Geography - Course #857
Grades 11-12

0.5 credit
5 pds/wk



The purpose of this course is to provide a physical and cultural geographic background for events that have shaped the boundaries and territories of the world since 1945. The course will begin with a reintroduction to key geographical concepts and terms. The main focus of the course will be on how physical and cultural geography have shaped and impacted the ever-changing political landscapes of the world around us. The course will conclude with an examination of how cultural/ethnic groups and international organizations may further shape the political landscapes of the 21st century. **Students must also select United States History Since 1945 for the second semester.**

United States History Since 1945 - Course #856
Grades 11-12

0.5 credit
5 pds/wk



The purpose of this course is to provide an historical context to the current issues of the day. The course progresses both thematically and chronologically through the recent past with the goal of providing cause-and-effect links between past and current events. Some of the historical topics include the Cold War, Vietnam War, Civil Rights Movement, Watergate, the youth culture, and the Reagan Revolution. These topics will provide the context for an

[Return to Table of Contents](#)

examination of such current issues as nuclear proliferation, the changing role of the U.S. in world affairs, communist nations in a post-communist world, affirmative action, judicial activism, and political entitlement. **Students must also select World Geography for the first semester.**

Critical Issues in Contemporary America - Course #860

Grades 11–12

0.5 credit

5 pds/wk



This course is designed to provide students with the critical thinking skills and knowledge-base that will help them better understand some of the critical issues facing contemporary America. Issues will include global concerns with American involvement (Middle East, Genocide, etc.), privacy issues (drug testing, genetic privacy, reproductive rights, search and seizure issues, physician-assisted suicide, etc.), the environment (global warming, pollution, etc.), and the Economy (supply, demand, spending, etc.) The course will examine the issues themselves and it will explore the differing viewpoints surrounding those issues. **Students must also select Law for the second semester.**

Law - Course #861

Grades 11-12

0.5 credit

5 pds/wk



This course provides students with an overview of civil and criminal law. Some of the topics include the values underlying the law, lawmaking, legal protections within the Bill of Rights, and the judicial process from arrest to sentencing, prisons and correction, the death penalty, types of tort law and individual responsibilities, and tort reform. Students will examine specific court cases to help them better understand how the terms and concepts of the legal system are applied to the real world. The goal of this course is to help students gain an understanding of and appreciation for the judicial process and its struggle to balance the rights of the individual with the preservation of social order. **Students must also select Critical Issues in Contemporary America for the first semester.**

SPECIAL EDUCATION

Basic English 9 - Course #800

Prerequisite: Recommendation of the IEP team

1 credit

5 pds/wk



This class is designed for students who have not mastered basic skills in the language arts area. Students will acquire appropriate skills in reading, writing, spelling, and vocabulary related to state academic standards and their Individual Educational Program Plan goals. Students are introduced to the purposes of writing to include narrative, informative, persuasive, informal and creative selections. The instructional approach emphasizes encouragement and confidence in student abilities. A multi-modality instructional approach is used.

Basic English 10 - Course #802

Prerequisite: Recommendation of the IEP team

1 credit

5 pds/wk



This class is designed to provide reinforcement of Basic English 9 skills. Topics include a review of grammar, mechanics, and usage. Students will acquire appropriate skills in reading, writing, spelling, and vocabulary related to state academic standards and their Individual Educational Program Plan goals. Students are expected to write at the mastery level of several purposes including but not limited to narrative, informative, persuasive, informal and creative selections. Students also study vocabulary and literature. Emphasis is placed on practical application skills in school and elsewhere. The instructional approach emphasizes

encouragement and confidence in student abilities. A multi-modality instructional approach is used.

Basic English 11 - Course #805

Prerequisite: Recommendation of the IEP team

1 credit
5 pds/wk



This class is designed to provide reinforcement of basic skills in writing, grammar, usage, spelling, critical reading, and organizational skills. Literature is a major component of this course with an emphasis on novels that are relative to lives of high school students.

Basic English 12 - Course #807

Prerequisite: Recommendation of the IEP team

1 credit
5 pds/wk



This class is designed to provide reinforcement of basic skills in writing, grammar, usage, spelling, critical reading and organizational skills. Literature is a major component of this course with an emphasis on fiction and non-fiction works. Students will develop a personal resume along with researching, note-taking, and writing a research paper about their chosen career.

Integrated Math I-LS - Course #790

Prerequisite: Recommendation of the IEP team

1 credit
5 pds/wk

This course will focus on the basic mathematical operations associated with algebra using a learn-by-doing approach. Time is spent reviewing fundamental mathematical operations, introduction to algebraic thinking, computations with integers, computations with rational and irrational numbers, factoring, squares and square roots, solving basic algebraic equations, and algebraic applications (ratio and proportion; area and perimeter; distance, rate, and time problems; and word problems). The major focus of the class is solving everyday problems using algebraic problem solving strategies.

Integrated Math II-LS - Course #791

Prerequisite: Integrated Math I and recommendation of the IEP team

1 credit
5 pds/wk

This course will focus on the basic mathematical operations associated with algebra with a learn-by-doing approach. Time will be spent developing more advanced concepts such as strategies to solve problems involving percents, ratio and proportion problems, motion problems, age problems, money and time problems, and work-related problems. Time will also be spent developing skills related to personal finance (bank accounts, consumer finance, best buys, and property/income taxes). The major focus of the class is solving everyday problems using algebraic problem-solving strategies.

Integrated Math III-LS - Course #792

Prerequisite: Integrated Math II and recommendation of the IEP team

1 credit
5 pds/wk

This course will focus on the basic mathematical operations associated with algebra with a learn-by-doing approach. Time will be spent developing more advanced concepts such as strategies to solve banking problems such as simple interest, loans, mortgages, formulas and compound interest, and annual yield. Students will also learn about probability, odds, and descriptive statistics using graphs and charts. The major focus of the class is solving everyday problems using algebraic problem-solving strategies.

Integrated Math IV-LS - Course #793

Prerequisite: Integrated Math III and recommendation of the IEP team

1 credit
5 pds/wk

This course will focus on the basic mathematical operations associated with geometry with a learn-by-doing approach. Time will be spent developing skills and concepts related to

understanding angles and angle-distance relationships, calculating real life quantities such as perimeters, areas and volumes, and understanding how to read maps and charts. The major focus of the program is solving everyday problems using geometry problem-solving strategies.

Career Education/Work Experience - Course #881 1-3 credits
 Prerequisite: Recommendation of the IEP team 5-15 pds/wk
 Grades 11-12

Career Education provides secondary students with an understanding of job-seeking skills, employer practices, and the positive worker characteristics necessary to retain employment. Employability of students improves through occupational skill training and on-the-job work experience. Daily follow-along support services provided by local program staff greatly increase the potential for employment success. Job sites are developed by the school district in cooperation with local businesses.

The Work Experience Education portion of the program combines paid employment or unpaid volunteer experiences. It is expected that the student will find employment or a volunteer position that will last the entire school year. Weekly follow-along support services provided by local program staff greatly increase the potential for employment success.

Occupational English - Course #865 1 credit
 Prerequisite: Recommendation of the IEP team 5 pds/wk
 Grades 9-12

Occupational English is an English course designed to develop reading, writing, vocabulary, spelling, oral communication and grammar skills students will need for competitive employment. Students will practice increasing grade level reading and writing skills through the use of short stories, poetry, novels, newspapers, and magazines.

Connected Math - Course codes vary. Please see your counselor for information.
 Prerequisite: Recommendation of the IEP team 1 credit
 Grades 9-12 5 pds/wk

Connected Math provides a thorough understanding of basic skills, shows how mathematical concepts are linked together, and builds sophisticated problem-solving strategies. Students move forward in small steps, knowing that what they learn has utility because they will use it again and again. Detailed explanations and guided practice move students toward independent work, ensuring that students gain success and confidence as mathematical thinkers. Students are pre-tested for proper placement. Instruction is based on the individual goals and objectives of each student's Individual Education Plan (IEP), in combination with state/district standards for each grade level.

English 9S - Course #3009 1 credit
 Prerequisite: Recommendation of the IEP team 5 pds/wk

Students will learn English as per Individual Educational Program goals and objectives.

English 10S - Course #3010 1 credit
 Prerequisite: Recommendation of the IEP team 5 pds/wk

Students will learn English as per Individual Educational Program goals and objectives.

English 11S - Course #3011 1 credit
Prerequisite: Recommendation of the IEP team 5 pds/wk

Students will develop English skills and concepts as per Individual Educational Program Plan goals and objectives.

English 12S - Course #3012 1 credit
Prerequisite: Recommendation of the IEP team 5 pds/wk

Students will develop English skills and concepts as per Individual Educational Program Plan goals and objectives.

Mathematics 9S - Course #3109 1 credit
Prerequisite: Recommendation of the IEP team 5 pds/wk

Students will learn Mathematics as per Individual Educational Program goals and objectives.

Mathematics 10S - Course #3110 1 credit
Prerequisite: Recommendation of the IEP team 5 pds/wk

Students will learn Mathematics as per Individual Educational Program goals and objectives.

Mathematics 11S - Course #3111 1 credit
Prerequisite: Recommendation of the IEP team 5 credits

Students will learn Mathematics as per Individual Educational Program goals and objectives.

Mathematics 12S - Course #3112 1 credit
Prerequisite: Recommendation of the IEP team 5 pds/wk

Students will learn Mathematics as per Individual Educational Program goals and objectives.

Science 9S - Course #3309 1 credit
Prerequisite: Recommendation of the IEP team 5 pds/wk

Students will learn general science as per Individual Educational Program goals and objectives.

Science 10S - Course #3310 1 credit
Prerequisite: Recommendation of the IEP team 5 pds/wk

Students will learn general science as per Individual Educational Program goals and objectives.

Science 11S - Course #3311 1 credit
Prerequisite: Recommendation of the IEP team 5 pds/wk

Students will develop science skills and concepts as per Individual Educational Program Plan goals and objectives.

Science 12S - Course #3312 1 credit
Prerequisite: Recommendation of the IEP team 5 pds/wk

Students will develop science skills and concepts as per Individual Educational Program Plan goals and objectives.

Social Studies 9S - Course #3209

Prerequisite: Recommendation of the IEP team

1 credit
5 pds/wk

Students will learn U.S. History as per Individual Educational Program Plan goals and objectives.

Social Studies 10S - Course #3210

Prerequisite: Recommendation of the IEP team

1 credit
5 pds/wk

Students will learn World History as per Individual Educational Program Plan goals and objectives.

Social Studies 11S - Course #3211

Prerequisite: Recommendation of the IEP team

1 credit
5 pds/wk

Students will develop social studies skills and concepts as per Individual Educational Program Plan goals and objectives.

Social Studies 12S – Course #3212

Prerequisite: Recommendation of the IEP team

1 credit
5 pds/wk

Students will develop social studies skills and concepts as per Individual Educational Program Plan goals and objectives.

Basic Studies 9/10 - Course #3700

Prerequisite: Recommendation of the IEP team

1 credit
5 pds/wk

This is a course that allows students to receive teacher assistance on homework, projects, and test taking. They will be expected to do assigned work at this time. Additional work will be assigned by the teacher to assist in the development of study skills.

Basic Studies 11/12 - Course #3701

Prerequisite: Recommendation of the IEP team

1 credit
5 pds/wk

This is a course that allows students to receive teacher assistance on homework, projects, and test taking. They will be expected to do assigned work at this time. Additional work will be assigned by the study skills teacher to assist in the development of study skills.

Academic Support – Course #3706

Prerequisite: Recommendation of the IEP team

1 credit
5 pds/wk

A highly structured one credit class in which students are given the opportunity to complete individual assignments and projects under the direct supervision and guidance of a special education teacher. Students would be able to utilize the academic environment to access school resources and complete work that is required. The expectation for all students would include coming to class with all the necessary work and materials, using the academic time effectively and adhering to behavioral and academic expectations. Student enrollment in the class would be based upon the decision of the IEP team.

WORLD LANGUAGES

The academic, social, and economic needs of individuals and the nation have contributed to the importance of learning at least one foreign language. In order to be competitive in their preparation for college or for many careers, it is recommended that students elect and continue the study of a foreign language throughout high school and into post-secondary studies whenever possible.

Please note that at times it is necessary to combine upper level courses because of limited enrollments. This factor is not always known at the time students are making selections. If this issue is a concern, please discuss it with the school counselors, principals, or the World Language Program Chair.

French I - Course #301

No prerequisite

Grades 9-12

1 credit

5 pds/wk



French I is an introduction to French language and culture. The course builds the foundation for communication by speaking, reading, writing, and understanding written and spoken French. Students will learn to communicate in everyday situations through dialogues, oral presentations, and projects. Vocabulary and the fundamentals of grammar are acquired and practiced through readings, dialogues, conversations, video scenes, songs, and authentic resources. Students will use the target language to discuss their preferences and their daily life. The discussion of Francophone life and the cultural aspects of the French language form an integral part of the course.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

French II - Course #302

Prerequisite: French I and C or above is recommended

Grades 9-12

1 credit

5 pds/wk



French II builds on the foundation of French I with increased emphasis on using the target language to communicate. Students continue to develop proficiency in listening, speaking, reading, and writing. Students will build on the vocabulary and grammar introduced in French I through more complex reading and listening activities. Students will work to enhance their communicative competency through dialogues, conversations, directed compositions and stories. Students will use the language to discuss their daily life and the world around them. The cultural aspects of the language and life in the Francophone world will continue to be explored in French II.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

Honors French III - Course #303

Prerequisite: French II and recommendation of French II teacher

Grades 10-12

1 credit

5 pds/wk



Honors French III is an intermediate course, which continues to build proficiency in listening, speaking, reading and writing. There is a greater emphasis on fluency in oral work and a greater refinement of composition and sentence structure in written work. Honors French III aims to develop a higher level of reading comprehension necessary for understanding authentic texts. This course includes an introduction to French literature, art, music and history.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

Honors French IV - Course #311

Prerequisite: French III and recommendation of French III teacher
Grades 11-12

1 credit
5 pds/wk



Honors French IV continues to develop more advanced listening, speaking, reading and writing skills. It includes a basic grammar review and continues to introduce more advanced elements of grammar. It is designed as an introduction to some of the themes found on the Advanced Placement French Language and Culture Exam. As such, there is a greater emphasis on French in the Francophone world. The goal is to provide the student with an active and rewarding learning experience as they continue to strengthen their language skills and develop their cultural competency. Students who complete Honors French IV will be prepared to study Advanced Placement French V or college level French courses.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

AP French - Course #329

Prerequisite: French IV and recommendation of French IV teacher
Grades 11-12

1 credit
5 pds/wk



This course is designed to prepare students for the Advanced Placement French Language and Culture Exam and uses the themes present on the exam as a guide to learning. The ultimate objective of the course is to improve the proficiency for all students in the areas of listening, speaking, reading and writing. Students will continue to develop the ability to understand spoken French in various contexts and to express themselves both orally and in writing with reasonable fluency and accuracy. A wide variety of authentic resources will be used including short stories, novels, films, and numerous print and technological ancillaries. The goal continues to be to provide the student with an active and rewarding learning experience as they continue to strengthen their competencies and love for the French language. Students will be prepared for the AP Exam and college level classes.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

German I - Course #312

No prerequisite
Grades 9-12

1 credit
5 pds/wk



In German I, students acquire the most important parts of a language necessary to survive in a German speaking country. Students practice the four areas of language learning (listening, speaking, reading, and writing) by acquiring vocabulary and learning about grammar. In order to make the language more meaningful and engaging, students sing songs, play word games, hold conversations, and produce creative projects all in the target language. Students also view videos and read articles direct from the German-speaking realm. Students learn how to express in the target language in everyday situations such as going shopping, ordering food in a restaurant, talking about themselves/family/friends, and expressing preferences and interests.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

German II - Course #313

Prerequisite: German I and C or above is recommended
Grades 9-12

1 credit
5 pds/wk



German II expands on many of the topics covered in German I allowing students to progress as language learners. Students go beyond the basics of German I vocabulary and grammar, and hone in on authentically communicating in the target language. Students complete realistic tasks and navigate through situations that emulate real world experiences. Students will compare and contrast aspects of German and American culture and language usage. The four skill areas of language learning (listening, speaking, reading, and writing) receive equal emphasis.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

Honors German III - Course #315

Prerequisite: German II and recommendation of German II teacher
Grades 10-12

1 credit
5 pds/wk



This is an intermediate course in which students begin to move from concrete vocabulary to speaking and writing in German. Students will use this vocabulary in dialogues, casual and guided conversations, and directed compositions that are both structured and creative. Students will work with authentic texts and authentic videos to begin using their language skills beyond the classroom. Students will continue to build on the grammatical foundations begun in the first two years, including an emphasis on the major verb tenses. An emphasis will be placed on writing skills in this course.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

Honors German IV – Course #316

Prerequisite: German III and recommendation of German III teacher
Grades 11-12

1 credit
5 pds/wk



At this level of German, the students are capable of reading German newspapers and magazine articles, authentic text materials, non-technical literature such as poetry, dramas, short stories and novellas written by German speakers for German speakers. Students practice oral discussions of current events and current topics of interest as well as using German in casual conversations. Students will continue to work with authentic videos to refine their understanding of spoken German, including dialects of the German language. There are grammar reviews and the introduction of more advanced grammar concepts to aid students in their written and spoken use of the language. An emphasis on geographical, historical, and literary understandings of the people who speak the language will also occur in this course.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

AP German - Course #327

Prerequisite: German IV and recommendation of German IV teacher
 Grades 11-12

1 credit
 5 pds/wk



In AP German students will continue the study of literature, history, and culture through the reading of various pieces of literature. Grammar concepts from the first four years will be reviewed, including more complex grammar structures, and used as a tool for good communication. Listening skills will be emphasized through the use of authentic videos and recorded materials. Reading and writing skills will continue to be included and built upon, including structured writing focused on current events and creative writing. Students will be expected to speak and write about themes that are important to young adults today and to show a real knowledge of German-speaking people and their lands and cultures. Extensive listening and speaking practice in preparation for the optional Advanced Placement test can be expected.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

Spanish I - Course #305

No prerequisite
 Grades 9-12

1 credit
 5 pds/wk



Spanish I builds the foundations of language acquisition with an emphasis on use of the target language for communication. Much of the class is conducted in the target language with emphasis on the skills of listening, reading, speaking, and writing. Students will be exposed to grammar lessons as part of interpretive activities to be followed by instruction. Students will be required to demonstrate their proficiency through both prepared presentations and writings as well as impromptu interpersonal conversations. Students will be asked to make cultural and linguistic comparisons, and will be encouraged to find opportunities to use their acquired skills through the exploration of diverse cultures and communities.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

Spanish II - Course #306

Prerequisite: Spanish I (with a C or above recommended)
 Grades 9-12

1 credit
 5 pds/wk



Spanish II builds on the foundations of Spanish I with a continued emphasis on use of the target language for communication. The majority of the class is conducted in the target language with emphasis on the skills of listening, reading, speaking, and writing. Students will be exposed to grammar lessons as part of interpretive activities to be followed by instruction. Students will be required to demonstrate their proficiency through both prepared presentations and writings as well as impromptu interpersonal conversations. Students will be asked to make both cultural and linguistic comparisons at a deeper level than Spanish I, as well as connect to other aspects of life requiring critical thinking and problem solving using the target language. Students will be encouraged to find opportunities to use their acquired skills through the exploration of diverse cultures and communities.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

Honors Spanish III - Course #317

Prerequisite: Spanish II and recommendation of Spanish II teacher
Grades 10-12

1 credit
5 pds/wk



Honors Spanish III expands upon the rigor of Spanish II with an emphasis on the use of the target language for communication. The majority of the class is conducted in the target language with emphasis on the skills of listening, reading, speaking, and writing. Students will be exposed to grammar lessons as part of interpretive activities to be followed by instruction. Students will be required to demonstrate increased proficiency through both prepared presentations and writings as well as impromptu interpersonal conversations. Students will be asked to make both cultural and linguistic comparisons at a deeper level than Spanish II, as well as connect to other aspects of life requiring critical thinking and problem solving using the target language. Students will be encouraged to find opportunities to use their acquired skills through the exploration of diverse cultures and communities.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

Honors Spanish IV - Course #318

Prerequisite: Spanish III and recommendation of Spanish III teacher
Grades 11-12

1 credit
5 pds/wk



Honors Spanish IV builds on the novice language proficiency achieved in Spanish I-III. The majority of the class is conducted in the target language with emphasis on interpretive, presentational and interpersonal communication skills. Students will review as well as be presented with new grammar for the purpose of its use in effective communication. Students will be required to demonstrate a degree of intermediate proficiency through prepared presentations and writings as well as impromptu interpersonal conversations. Students will continue to make both cultural and linguistic comparisons, as well as connect to other aspects of life requiring critical thinking and problem solving using the target language. Students will be tasked to use their acquired skills in the exploration of various Hispanic cultures and communities.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

AP Spanish - Course #328

Prerequisite: Spanish IV and recommendation of Spanish IV teacher
Grades 11-12

1 credit
5 pds/wk



AP Spanish builds on the intermediate language proficiency achieved in Spanish I-IV in a holistic study of the six themes of the College Board's Spanish Language & Culture Advanced Placement Exam. The course is conducted entirely in the target language and AP Spanish students are expected to be independently proactive in their pursuit of advanced vocabulary, grammar and Hispanic culture. The reading and listening selections offered in the course represent many authentic literary and auditory sources which are used as the basis for both oral and written communications. Extensive listening, reading, writing and speaking practice opportunities will be presented to prepare students for the optional AP Exam.

*Please note that all language classes require students to speak in the target language as often as possible and often in front of the class.

Chinese I – Course #332

No prerequisite
Grades 9-12

1 credit
5 pds/wk

Chinese I will emphasize the four areas of language study: listening, speaking, reading and writing. Writing instructions will include both pinyin and Chinese characters. The fundamentals of grammar and vocabulary will be practiced through a variety of techniques. Correct pronunciation of the tonal qualities essential for Chinese comprehension will be of particular focus. In addition to the language, Chinese culture, history and geography will provide a context for lessons.

International Culture and Travel – Course #319

No prerequisite
Grades 9-12

1 credit
5 pds/wk

The material in this course introduces students to the cultures of many countries of the world. Students will identify and discuss principal points of interest, examine cultural similarities and differences and understand key points in history all while learning fundamental vocabulary and basic conversational skills in the primary languages of each studied country. Whether as students, tourists, or business executives, successful completion of this course will aid students in their travels to unfamiliar areas of the world and in their daily domestic interactions with people from countries other than the US.

OTHER OFFERINGS:**Publications****Oracle (Yearbook) - Course #460**

Prerequisite: Approval of the teacher, Mrs. Kate Muir,
at course selection time
Grades 9-12

1 credit
5 pds/wk

This course is designed as a hands-on, laboratory experience, with students actively engaged in the production of the yearbook, *Oracle*. If you have an aptitude in writing, photography, research, interviewing, and/or computer design and are interested in preserving the history of Carlisle High School, please consider joining our staff. Preference will be given to students who have shown cooperation, dependability and an aptitude in one of the skill areas mentioned. Students will work on various other school publications after production of the yearbook is completed. As a member of the staff, students should expect to have individual and group assignments, which may include afterschool activities. Please see Mrs. Muir for more information and application.

Periscope (News Magazine/Website) – Course #470

Prerequisite: Approval of the teacher, Mrs. Kate Muir,
at course selection time
Grades 9-12

1 credit
5 pds/wk

This course is designed as a hands-on, laboratory experience, with students actively engaged in the production of *Periscope*, both a print school news magazine and a news website. Students should expect to spend time outside of the regular school day working on activities related to the production of these publications. This course explores journalism form and function including: journalistic style and elements of a news story; interviewing; writing news, features, editorials, and sports stories; writing headlines and captions; copy-editing; layout and web design; advertising; photojournalism; and press law and ethics. Please see Mrs. Muir for more information and application.

Special Programs

Central Pennsylvania Youth Ballet (CPYB)

1 credit
5-10 pds/wk

The Central Pennsylvania Youth ballet (CPYB) has grown from a small, local dance studio to an internationally renowned classical ballet school and performing arts company. Under the guidance of Artistic Director Marcia Dale Weary, CPYB provides exceptional dance training for beginning to pre-professional dancers and enhances the cultural climate of the region through ballet performances. CPYB has *recognized status* with the Carlisle Area School District which offers an early-dismissal program for CPYB dancers in grades 9-12. Dancers who are part of this program receive credit in physical education and for their study at CPYB. Students in CPYB's programs must take a minimum of 15 hours of ballet classes per week. Dancers in this program must maintain a good academic standing and their required number of ballet classes to continue participation in this special program.

Dual Enrollment

Dual enrollment is a program in conjunction with Harrisburg Area Community College in which certain courses offered at CASD are given college credit and the teachers of those courses are given an adjunct professor status. If you are interested in knowing more about this program, contact your counselor.

Carlisle Virtual Academy (CVA)

The Carlisle Virtual Academy (CVA) is the district equivalent of a total online educational program of studies most closely paralleling a "cyber-school" experience. Academy students have the opportunity to obtain a regular Carlisle High School Diploma by completing all graduation requirements stated in the Academy Online – Educational Planning Guide manual (curriculum guide). This option also provides students with access to activities and services available to students attending the traditional educational program of studies in accordance with established board policy and administrative guidelines.

Students who enroll in the Carlisle Virtual Academy's – Academy Online learning component receive the following benefits:

- Upon successful completion of the online education program, students receive a regular Carlisle High School Diploma.
- All students have access to activities and services afforded to students enrolled in the traditional educational program.
- High-quality, standards-aligned curriculum.
- All courses follow the same basic format with visual links.
- Options to blend virtual program with traditional course delivery in areas such as music, art, and Career & Technology Education opportunities.
- All students are provided with an academic mentor who oversees their educational program as well as instructional, counseling, library, and technical services.
- All students are provided with technology support and instructional support to facilitate academic progress and success with respect to their educational programs of studies.
- Laptop OR reimbursement of up to \$500.00 per semester is available to all CVA-AO students for expenses incurred by the students/parents related specifically to this educational program option. Examples of related expense are computer hardware and/or software, internet access (connection) fees, educational supplies related to course work, educational (field) trips related to courses of study, and fees for physical education programs. Details are available from the Virtual Administrator.
- Tuition Free

[Return to Table of Contents](#)

Summer School (enrichment offerings)

Enrichment courses are held for a total of 100 hours. In the event that a science course would run as a summer school enrichment offering, additional hours may be applied to account for science labs. Depending on need and teacher availability, other courses may run in various subject areas. A complete listing of summer school enrichment courses is available from the director in late spring.

Notes:

1. There is a cost for all enrichment courses.
2. Courses are held based on enrollment.
3. Information on all summer school offerings is available through the Director of Summer School and the building counseling centers in the spring of the year.

Dates:

June - July

(specific dates announced in the spring)

Days: Monday through Friday

Offerings:

<u>Course</u>	<u>Credit</u>
Driver's Education	0
Contemporary Living Skills	1
Instrumental Music Lessons	0

Course Descriptions:

Driver's Education

Non-credit

Contact the driver's education teacher to schedule 6 hours of behind-the-wheel instruction. This course is not Safety Education which is a graduation requirement.

Contemporary Living Skills

1 credit

This course is designed to teach independent living skills. Aspects of contemporary life such as personality development, career development, communications, relationships with family and friends, mate selection, marriage, parenthood, decision-making, handling crises, budgeting, and personal finance (buying a car) are explored. Practical experience is utilized to enhance the students' preparation for adult life.

Instrumental Music Lessons

Non-credit

Contact your instrumental music teacher for specific information.

-----END-----