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NOTES TO STUDENTS AND PARENTS

The Board of School Directors of Hanover Public School Districts authorized the publication of this Program of Studies at its meeting of 1/24/2011 to be used by parents and students as a guide in selecting courses and making decisions regarding future years. However, the Board reserves the right to make changes to this Program of Studies. If changes are made, they will be noted in Board minutes and will appear in updated copies of this document posted on the High School website.

Please give careful consideration to the courses you select for the upcoming school year. Read this Program of Studies, review the high school graduation requirements, consider the courses that we offer, and compare this information with your current and post secondary academic goals and objectives. Work with your guidance counselor, teachers, and administrators to select courses that best fit your career/educational goals. Once subjects have been chosen, carefully consider the appropriate level of classes in major content areas. Choose the level that best matches your personal learning style and career/educational objectives.

- **Basic** – designed for those students who will be seeking employment upon graduation. Also for those students looking to go to a trade/tech school or community college. These courses often use an applied/hands-on approach to instruction.
- **Academic** – designed for the student who plans to attend a four-year college or university upon graduation. These courses explore theoretical concepts as well as their applications.
- **Honors** – designed for those students who meet the specific Honors criteria and who desire a highly rigorous preparation for a four-year college or university.
- **Advanced Placement** – these courses are designed to meet the specific College Board criteria as equivalent to college level credit courses.
- **College in the High School/ Dual Enrollment** – these courses are offered in cooperation with a post-secondary institution. If a student so chooses, an administrative fee can be paid by the student so that upon successful completion of the course, college credit will be granted by the sponsoring college or university, provided the student passes the placement test. Please see the course instructor or your guidance counselor for more specific information. A placement test administered through HACC is required. Students must pass this test in order to be eligible to earn college credits.

Since teaching assignments are based upon the selections made by students, no changes to student schedules will be made unless scheduling conflicts occur or unless an administrative error exists in the student's printed schedule.

Parents and students should also know that dropping courses is strongly discouraged and permitted only under the following conditions:

1. The student faces unique circumstances expressed by parents in writing.
2. The teacher and guidance counselor recommend the action.
3. The student maintains the minimum number of credits required.
4. The principal approves the change in writing.

Schedule changes may occur during the first three (3) weeks of each semester for semester long courses and the first three (3) weeks of school for yearlong courses. After four weeks, no schedule changes will be made unless extreme circumstances exist /or on the recommendation of the principal. Courses dropped with approval of the principal will not appear on a student's transcript if the course is dropped before the end of the fourth week. Courses dropped after that time will be recorded on the student's permanent transcript with a grade of Withdraw Passing (WP) or Withdraw Failing (WF). "WF" will affect Honor Roll for that marking period. A "WP" or "WF" will not affect grade point average.

Students must complete 26 credits and a senior culminating project in order to graduate. In order to keep students moving steadily toward graduation, students in grades 9 through 11 will be required to enroll in at least seven credits of coursework. Students determined to be seniors may enroll in less than seven credits. However, parents and students must be aware that seniors must be enrolled in at least 4 credits to be considered full-time students. Additionally, a fourth-year student will be required to enroll in at least those courses necessary to meet graduation requirements.

The principal may approve substitutions to the required courses. The primary consideration for such approval will be the state requirements and the future educational and vocational plans of the student. The principal has the authority to grant credit for courses taken on the college level or related educational experiences provided the student has been given prior approval to participate in such a program for credit. *(These course and experiences must be provided at the parent's expense. The school is in no way liable for educational costs associated with college courses or other programs offered within or without of the regular high school curriculum.)* Credit may be awarded to regularly enrolled students who successfully complete an evaluation that assesses mastery of a planned course.

- 6 credits required to be a sophomore,
- 12 credits to be a junior,
- 19 credits to be a senior.

GRADUATION REQUIREMENTS

In order to be eligible for graduation from Hanover High School, a student shall meet the following requirements by satisfactorily completing the required courses of instruction with a minimum final average of 65% and satisfactorily completing a culminating project. All students will be required to demonstrate achievement by earning 26 credits in the following academic areas:

<u>Subject Area</u>	<u>Credits</u>
English	4.0*
Social Studies	4.0
Mathematics	3.0** (including Algebra I, Algebra II and Geometry, <u>or</u> Foundations of Math, Integrated Math I and Integrated Math II)
Science	3.0 (including 1 life science and 1 physical science)
Reading	1.0***
Fine Arts	1.0
Practical Arts	1.0
Health/Safety Education	1.5
Physical Education	2.0
Computer Technologies	1.0 (.5 Computer Applications/.5 21 st Century Technology)
Speech	0.5
Family and Consumer Living	1.0 (.5 Family Living/.5 Consumer Living)
Electives	4.0

The requirements listed above may be taken any time during a student's years in high school with the following exceptions:

- *Only one English course should be taken each year in sequential order.
- ** Students who prove proficiency on the PA State Math Standards by earning a proficient or advanced rating on the 11th grade PSSA Math Assessment will not be required to complete a PSSA remediation on course. Math courses must be completed in sequential order.
- ***Students that are basic or below basic on the 8th grade PSSA test will be required to take a 1 credit reading course in 9th grade. Students that are basic or below basic on the 11th grade PSSA will be required to take a .5 credit 12th grade reading course.
- Students must take one (1.0) credit of Health/Safety Ed in tenth grade and one half (.5) credit of Health in twelfth grade.
- Proficiency in 21st Century Technology and completion of a computer application course are required in ninth grade.
- ****Students may test out of Computer Applications by showing proficiency on the 8th grade computer course exam.
- Completion of the Family and Consumer Living credits must include Family Living and Consumer Living.
- Fine Arts include the areas of art and music, and the humanities course.
- Practical Arts includes the areas of Computer Technologies, Business, Foods, Industrial Arts and Drafting.
- One course may not satisfy two requirements listed above.

RECOMMENDATIONS FOR THE COLLEGE BOUND: It is important to note that students planning to complete a four-year college program should enroll in a strong academic high school curriculum. This curriculum should include at least:

- English - 4 years (Academic English preferred by most colleges and required by many.)
- Social Studies - 4 years
- Science - 3 years, including at least 1 life science and 1 physical science
- Math - 3 years of academic math (Algebra I, Algebra II, Geometry, Pre-Calculus, Calculus, Statistics and CHS Statistics.)
- World Language - 2 years of the same language
- Computer Skills - Although specific courses are not required, colleges expect students to be computer literate

Please keep in mind that these are minimum requirements. Students applying to selective colleges will be competing for admission with other students who have taken advanced courses every year, including the senior year. These students should take our Honors English offerings, the Advanced Placement (AP) courses, and additional years of a world language.

ONLINE COURSES: Online course offerings are available through our cyber school and may be taken under certain circumstances.

CULMINATING PROJECT: In addition to earning credits, in order to be awarded a diploma from Hanover High School, students must also complete a senior culminating project. According to Title 22 of the Pennsylvania Code of Education, Chapter 4, Section 4.24 (a), “the purpose of the culminating project is to assure that students are able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding. Work on the project officially begins with the start of the junior year. For additional information on the culminating project, see our *Student Handbook* or the *Culminating Project Student Manual*, which are available in the high school main office.

NCAA ELIGIBILITY: Students planning to play Division I or Division II intercollegiate sports after high school will be required to be certified by the NCAA. In order to be certified by the NCAA, students are required while in high school to earn 13 credits in core courses (academic math, science, social studies, English, world language, and computer courses.) Some of the requirements are for specific courses, and students must earn minimum grade point averages (GPAs) in these courses. Students must also earn minimum scores on the SAT or ACT. If you think you might be interested in playing sports in college, discuss this with your guidance counselor early in your high school career. Copies of these requirements can be obtained in the guidance office.

AWARDING CREDITS

Students in the high school earn credits toward graduation beginning in grade nine (9). Credits are earned through the successful completion of course requirements offered during the regular school year, or credits transferred from another school. Credits may also be earned in an approved summer school or through independent study. Credits earned in summer school are for remediation only, not course advancement. Independent Study is used primarily for student enrichment, but may also be used to assist in credit deficiencies in unusual circumstances. Students will be awarded credit for the successful completion of an Independent Study course only under the following circumstances:

- The student, the student's parents, the student's counselor, and the teacher of the course approve the enrollment in the independent study course.
- Independent study will only be approved for those courses that are offered in the Program of Study. Independent study for these classes will only be considered if
 - A. The course is not being offered due to low enrollment, or
 - B. The course cannot be scheduled due to a conflict with another required course.
- The independent study course is an approved course of instruction that is equivalent in credit value to regular classroom courses of similar content.
- The request to participate in a yearlong or semester-long independent study course is submitted in writing to the principal before the start of the school year. Requests for independent study courses will not be approved after the school year begins, except in extenuating circumstances. Independent study will not be used for students who have dropped a course earlier in the semester or school year with a "WF" grade.
- Written requests for independent study must include a copy of the curriculum and a scope and sequence of instruction. Approval will not be granted without these documents.

GRADING SYSTEM

The grading system in the high school is a rigorous system that includes percentages (%) for all academic classes, except our physical education, Behind-the-Wheel Driver Education classes, and the senior culmination project. These classes/requirements have alphabetical ratings. The grading system in the high school includes the following:

Numeric Value

90 to 100%
80 to 89%
70 to 79%
65 to 69%
Below 65%

Quality of Work

Superior quality
Above average quality
Average quality
Below average (minimum passing)
Failing (no credit awarded)

Alphabetical Value

O
S
U
WF
WP

P
F
I

Quality of Work

Outstanding quality
Satisfactory quality (minimum passing)
Unsatisfactory quality (no credit awarded)
Withdraw Failing (no credit awarded)
Withdraw Passing (credit up to the time of withdrawal awarded)
Passing all requirements
Failing one or more requirements
*Incomplete work

* Changes to a failing grade if all work is not completed after two weeks, unless granted an extension by the principal.

HONOR ROLL

Academic recognition is given to students through our honor roll. Both honor rolls are published and posted in the high school quarterly.

First Honors

- Maintain a 92% average or higher
- No more than one grade below an 83%
- No grade less than 74%
- Passing grade (P) on the culminating project requirement beginning with the 1st semester of the junior year.

Second Honors

- Maintain an 83% average or higher
- No more than two grades below an 83%
- No grades less than 74%
- Passing grade (P) on the culminating project requirement beginning with the 1st semester of the junior year.

CLASS RANK

In addition to maintaining records on student grade point averages, students are ranked as to their position in relationship to other members of their class. Calculations for class rank are done as follows:

- The final average for each course \times credit earned \times course level factor (see levels below).
- Each course point total (as calculated above) is added for a cumulative total, which is then divided by credits attempted.
- Courses receiving failing grades do not accumulate points, but do count as a credit attempted.
- Courses graded as Outstanding (O), Satisfactory (S), or Unsatisfactory (U) will not count toward Rank or GPA.
- Courses repeated for the purpose of a better grade (courses which were passed the first time) will not be duplicated in GPA & class rank calculation.
- Summer school remedial courses will not be used in the calculation of GPA & class rank.

Level/Multiplier Equivalents

Level 1: Standard/Required course: 1.0 multiplier

Level 2: Academic: 1.10 multiplier

Level 3: Honors Course: 1.20 multiplier

Level 4: Advanced Placement (AP) and CHS course: 1.35 multiplier

Placement for the Honors/Advanced Placement Program

- I. To enter the program, students must meet at least one of the following criteria:
 - Be identified as a gifted student with identified exceptional abilities in that subject area
 - or**
 - Have obtained a final grade of at least 90% in the subject for the year immediately preceding the Honors/Advanced Placement course **and**
 - Have acquired a 3.0 overall GPA

- II. To remain in the program, the student must meet both of the following criteria:
 - Have earned a final grade of at least 80% in the subject for the year immediately preceding in the program.
 - Have earned a 3.0 cumulative grade-point average of all subjects.

- III. At the conclusion of the third marking period, the performance of each student will be reviewed to determine if the student may advance to the next level.

Placement into Remedial Courses:

As students progress through the academic programs of the Hanover Public School District, periodic assessments of student achievement are made through standardized testing. The results of these tests are then compiled with other student achievement data and analyzed. This analysis is then used to determine whether or not a student is in need of remedial instruction.

One standardized test that weighs heavily into this process is the Pennsylvania System of School Assessment (PSSA) Exam. Since this test assesses cumulative progress, any deficiency found in student performance could have a detrimental effect on a student's success in high school.

To remedy any deficiencies identified by the PSSA, the following remedial classes will be assigned:

- Any student who scores less than proficient (basic or below basic) on the mathematics portion of the 8th grade PSSA will be assigned a math placement for ninth grade.
- Any student who scores less than proficient (basic or below basic) on the reading portion of the 8th grade PSSA will be assigned to a full credit ninth grade reading class.
- Any student who does not score proficient or advanced on the 11th grade mathematics portion of the exam will be required to complete a fourth mathematics credit in order to meet graduation requirements. The prescribed course (PSSA Remediation) will be designed to provide support and assistance in the mastery of the Pennsylvania Academic Standards in Math.
- Any student who does not score proficient or advanced on the 11th grade reading portion of the PSSA will be assigned to a one-half credit reading course during their senior year. Scoring proficient on the PSSA retakes in 12th grade, or demonstrating proficiency in 12th grade reading through a prescribed program will be necessary to meet graduation requirements.

These classes are designed to provide intensive instruction to fill any gaps in student learning. By solidifying a student's foundation in math and reading, we can insure greater success for our students as they enter the workforce, trade/technical schools, or higher education.

FINE ARTS

The Fine Arts Program at Hanover High School is designed to provide students with opportunities to develop and expand their artistic and musical intelligences. These opportunities are provided in theory and practical hands-on courses offered by our Art, Music, and Social Studies Departments.

ART

Introduction (Intro) to Art

Grades 9, 10, 11, 12

Prerequisite-None

Semester 0.5 credit (Level 1)

Intro to Art is a general art class, introducing students to various techniques, processes, and media. Students will become familiar with classroom art procedures and basic art skills.

The primary technical focus will be on drawing, which is fundamental to all areas of art. Drawing can be taught. Students will learn the Right Brain Theory and how to put down on paper what they see in front of them. Drawings in many different media will be produced. Subjects will include still life, portraits, figures, landscapes, and architecture. Students will also be given an introduction to color, perspective and if time permits, ceramics.

Art history will be interwoven into some lessons, so that a student may start to understand the relevance of time and culture to the art that it produced. Students will be asked to keep a journal in which they will keep handouts, rubrics, visual journals and worksheets.

Art I

Grades 10, 11, 12

Prerequisite-Intro to Art

Full Year 1 credit (Level 1)

Students in the Art I class are taken through a variety of challenges and projects. Students are expected to bring with them knowledge and skills learned in the Intro to Art class. Even though this course has a strong studio production emphasis, students also study aesthetics, history, and criticism. Students will complete self-assessment worksheets after each major project. On these questionnaires they will evaluate their work in areas such as: creativity, composition, effort and presentation.

Students will continue the focus on Right Brain exercises to enhance their drawing skills. Fine tuning of contours and shading techniques will be taught. Drawing media may include value pencils, pen and ink, colored pencil, charcoal, marker, and scratchboard and pastels. Additional work will be watercolor and airbrush with a unit in ceramics. Students are required to maintain a journal for all handouts, rubrics and journal assignments.

By the conclusion of Intro to Art students should have a strong grasp of the Elements of Art with the exception of color. Color theory will be further studied and incorporated into their work during Art I.

Art II

Grades 11, 12

Prerequisite-Art I

Full year 1 credit (Level 1)

Students will arrive in Art II with a substantial background of technique, skill and theory. Students will be presented with projects that combine many of the Principles and Elements of Design. Having a strong knowledge of the Elements of Art their focus will be learning the Principles of Design and applying them to well planned and balanced compositions.

Additional media such as, professional pastels, paste papers and collage will be offered. Students will also investigate self-portraits, figure studies and still lives. During Art II, students will be developing a personal look to their work. Students will also be taught how to professionally mat their own work. For those students desiring to continue with a career in art, this course is very important. Students with such interests will, with the assistance of the instructor, begin to develop a professional portfolio.

Students must also maintain a binder, which will include worksheets, studies, rubrics and journal drawings, and evaluations.

Art III

Grade 12

Prerequisite-Art II

Full Year 1 credit (Level 2)

The major focus of Art III is *creativity*. Students will begin the year defining creativity and understanding the blocks to being creative. After a few exercises on getting the creative juices flowing students will be encouraged to incorporate their creative ideas into many of their assignments.

Students in Art III should enter the art room with substantial knowledge and skills in many media and techniques. They will therefore be given more freedom and complex problems for which they will be required to utilize information gained in their previous art experiences. Although specific assignments will be given, they will have the opportunity to choose many avenues for their solutions. Students will be encouraged to follow their own approach in completing these assignments.

The Art III student will further explore watercolor and ceramics and will be introduced to oil paint. In addition, they will study and experiment with different styles and periods of art and understand the origins and purpose of these styles.

Students so interested will finalize their portfolios for presentation to the schools of their choice.

Art Appreciation

Grades 10, 11, 12

Prerequisite-None

Semester 0.5 credit (Level 1)

The art appreciation course is designed to help students understand and enjoy the visual arts. The course is a mix of reading, lecture, demonstration, hands-on activities, and discussions. Students will become familiar with the major art epochs and their importance in the history of art and mankind. They will learn to evaluate and respond objectively to visual art works, demonstrating an understanding of the important features of the work. In addition, they will learn and use the proper terminology in discussing works of art and, through hands-on lessons, understand the media and process utilized.

Students will be assigned sections of the text *Understanding Art* and be required to keep an active notebook (3 ring binder) of vocabulary and class notes. Once a week, students will submit a review of one of the works of Art Appreciation in their text. Tests will be given every few chapters and there will be a final examination.

Graphics Art & Design I

Grades 11, 12

Prerequisite-Art I

Semester 0.5 credit (Level 1)

This course was designed to introduce students to current computer art software. The software currently being used is Adobe Creative Suite3, (CS3). The purpose of this class is to provide students with instruction to acquire a basic knowledge of the tools offered in Photoshop. Students will become familiar with the entire tool bar and after practice exercises will be given problems to solve that will incorporate many of these tools. At the end of the semester, Illustrator is introduced and students begin acquiring skills in that program.

Note: This course satisfies the Fine Arts or Practical Arts Graduation requirement.

Graphics Art & Design II

Grades 11, 12

Prerequisite-Graphic Art & Design I

Semester 0.5 credit (Level 2)

Students who have successfully completed the Graphics Art & Design I class and wish to further develop skills on CS3 should sign up for this class. Adobe Suites are the software that the majority of design firms utilize. Having knowledge and skills in this software will be a plus to students who wish to pursue a degree in any of the associated fields.

Where Graphics I had a focus on Photoshop, Graphics II will continue where we left off and do more work with Illustrator. Photoshop works with altering images and Illustrator is the program used to create the images from a blank page. Illustrator is more challenging than Photoshop. As in Graphics I, students will be taught the skills and tool bar, unique to Illustrator and then use their skills to complete more complex projects.

Note: This course satisfies the Fine Arts or Practical Arts Graduation requirement.

MUSIC

Band

Grades 9, 10, 11, 12

Prerequisite-Membership in the Middle School Band Program or audition

Full Year 0.5 credit (Level 1)

The emphasis on musicianship and interpretation started in the lower grades is continued in grades 9-12 according to the student's ability. The band creates many opportunities for high quality performances, including 2-3 concerts per year, pep rallies, and several school performances. The band *may* also schedule an enjoyable one day or multi-day trip each year. Interested students may also participate in the marching band, jazz band, small ensembles and PMEA District Band Festivals.

NOTE: Students who wish to participate in the marching band *AND* a fall sport may do so, but should confer with the band director so a workable practice schedule may be formed that is fair to both the band and the sports team. Students interested in participating in the band front should *NOT* sign up for the band class.

Chamber Choir

Grades 9, 10, 11, 12

Prerequisite-Audition

Full Year 0.5 Credit (Level 1)

Chamber Choir is a performance-oriented elective. Students rehearse 3 days per cycle. Students will have the opportunity to study and perform various styles of choral music. Students will focus on advanced levels of choral singing techniques, music reading and harmonization skills.

The chamber choir performs two concerts each year and some community performances. Students are expected to develop and demonstrate vocal techniques and memorization of concert music. Students may audition to participate in Victorian Singers, Adelines, Men's Ensemble, and PMEA District Choral Festivals. Grading is based on participation in all rehearsals and performances.

Women's Chorus

Grades 9, 10, 11, 12

Full Year 0.5 Credit (Level 1)

The Women's Chorus is a performance-oriented elective that meets 3 days per cycle. It is open to any female student with a desire to sing. Women's Chorus is designed to give students an informed background in proper tone production, good ensemble singing, voice care, and music reading skills. The Women's Chorus performs two concerts each year. Students may audition to participate in Chamber Choir, Victorian Singers, Adelines, and PMEA District Choral Festivals. Students are expected to develop and demonstrate appropriate vocal techniques and memorization of concert music. Grading is based on participation in all rehearsals and performances.

Harmony

Grades 10, 11, 12

Prerequisite- ability to read music

Full Year 1 credit (Level 2)

This course deals with the more technical aspects of music such as notation (melodic and rhythmic), chord progressions, form, and analysis. Students will learn to write in four-part harmony, transposition, basic orchestration, and composition using computer technology. Some emphasis is placed on melodic dictation and harmonic dictation. One original composition is required.

Music Appreciation

Grades 9, 10, 11, 12

Semester 0.5 credit (Level 1)

This course is an elective class that meets every school day for a semester. It is open to any student interested in various types of music. This class may also be used to satisfy the need for a humanities credit at HHS.

The music appreciation course is designed to help students understand and enjoy music through history. Students will become familiar with major composers and their music from medieval times to Rock. They will learn to evaluate and respond objectively to music, demonstrating an understanding of the important features of pieces. In addition, students will learn to use the proper terminology in discussing what they hear.

This course is a mixture of lecture, listening, and discussion. Students will be graded on notes, in-class worksheets, and chapter tests.

Orchestra

Grades 9, 10, 11, 12

Prerequisite-Membership in the Middle School/High School Orchestra or audition

Full Year 0.5 credit (Level 1)

High School Orchestra, a performance-oriented course, builds on string fundamentals and techniques previously learned, with an emphasis placed on the development of advanced musicianship skills. This course will grant students the opportunity to study a varied repertoire of music. Due to the performance nature of this course, students will be required to participate in all rehearsals, activities, and concerts scheduled by the school. **Orchestra will only be open to students who play a string instrument.** Interested students may also participate in small ensembles, string quartets, and PMEA District Orchestra Festivals by the director's discretion.

Voice Class

Grades 10, 11, 12

Prerequisite-One year of chorus or Chamber Choir

Semester 0.5 credit (Level 1)

The voice class, an elective, is designed to give the student an opportunity to study the art of singing more intensely. Emphasis is placed on proper breathing techniques to support the art of singing; on proper vowel placement for a more resonant tone; on how to read music notation and finally, how to sing a solo. Grades will be determined through class participation, music-reading tests, and solo singing. Teacher observation is important in determining much of the grade.

Guitar

Grades 9, 10, 11, 12

Semester 0.5 credit (Level 1)

This class is open to any High School student. It is designed for those with beginning to intermediate guitar skills. No prior guitar experience is necessary. Students already having upper intermediate to advanced guitar skills will not benefit from this class. Students will participate in both group and individualized instruction, with weekly playing evaluations given by the instructor. This class will learn guitar chords in a few basic keys, basic strum patterns and picking patterns, reading guitar tablature, and basic guitar music theory and history.

Students must provide their own acoustic guitar and several thin to medium guitar picks. Electric guitars will not be acceptable. Students are expected to practice on their own daily and to have materials prepared for each class. Students will be graded on class participation, performance evaluations, and occasional written exams.

Music and Musicians of the Holocaust

Grades 9, 10, 11, 12

Semester 0.5 Credit (Level 1)

The Holocaust was the systematic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. The influence and importance of music during this time period will be studied. During this course, students will focus on the following areas: Music of the Ghettos and Camps, Music of the Third Reich, “Degenerate” Music, Musicians of the Holocaust. This will culminate in a trip to the Holocaust Museum.

Music in the Theater

Grades 9, 10, 11, 12

Semester 0.5 Credit (Level 1)

Music Theater is not merely for entertainment, but tackles problems of the day and is a valuable tool to teach children and adults. This elective is performance-oriented. Some musicals to be studied are “Fiddler on the Roof,” “West Side Story,” “Rent,” “Les Miserable,” and more. Students will focus on the music and story line of different shows. Students will be expected to act out scenes. The class will create and perform appropriate material to travel to the district elementary schools.

HEALTH AND PHYSICAL EDUCATION

Physical Education

Grades 9, 10, 11, 12

Semester or Full Year 0.5 credit Level (not ranked-graded O, S or U)

The physical education program offered in this course is designed to help each student achieve a better level of physical fitness throughout the year. It also allows students to learn a variety of sports skills. Participation in class enables students not only to improve their skill level in each activity taught but also to give them a better understanding and appreciation of athletic performance.

Lifetime Sports

Grades 11, 12

Semester or Full Year 0.5 credit Level (not ranked-graded O, S, or U)

This physical education course is designed to help each individual student improve physical fitness levels. It also introduces students to activities and sports that can be practiced throughout a lifetime. Activities include tennis, badminton, golf, table tennis, yoga, disc golf, walking & jogging, dancing, and developing personalized fitness plan.

Team Sports

Grades 11, 12

Semester or Full year 0.5 credit Level (not ranked-graded O, S, or U)

This physical education program is designed to help each student achieve a better level of physical fitness, and also, understand the concepts of team sports. Various team sports will be covered throughout the course including football, lacrosse, team handball, soccer, softball, basketball, hockey, volleyball, etc.

Weight Lifting

Grades 11, 12

Full Year 0.5 credit Level (not ranked-graded O, S, or U)

This physical education program is designed to help each student achieve a better level of physical fitness, and also, understand the concepts of weight lifting. This course will meet every other day throughout the year, and will provide an opportunity for improvement in overall body strength. This course will require individual goals and improvements.

Swimming/Water Safety

Grades 9, 10, 11, 12

Semester 0.5 credit Level (not ranked-graded O, S, or U)

Swimming class is designed for both beginner and advanced swimmers. Beginners will learn the basic swim strokes and progress at their individual pace. Advanced swimmers will be given more technical strokes and workouts adapted to their level of conditioning. Swimming classes will also emphasize basic water survival skills. The majority of classes will take place at the YMCA swimming facility during 11th period. For this reason “in-season” athletes are not eligible to participate in swimming class.

Health Education - 10

Grade 10

Semester 0.5 credit (Level 1)

This class investigates human growth and development, including information regarding the biological, psychological, social, and ethical aspects of human sexuality. Additionally, crucial problems facing society such as alcohol and drug abuse, tobacco use, and mental health will be discussed.

Health Education - 12

Grade 12

Semester 0.5 credit (Level 1)

Health 12 educates students on the prevention, immediate treatment and long-term care of medical conditions. Students will learn about personal safety, human growth and development, and mental health.

Students in Health Education 12 are enrolled in an American Red Cross First-Aid Responding to Emergencies course. They will learn a number of first aid skills; such as how to control bleeding, how to immobilize an injured body part, how to perform CPR, and how to use an AED. Red Cross certification will be awarded to students who demonstrate competency in all required skills, participate in all skill sessions and scenarios, and correctly answer at least 80 percent of the questions in the appropriate sections of the final written exams.

Additional lessons will center on healthy decision making related to alcohol, drugs, tobacco, nutrition and personal relationships.

Safety Education

Grade 10

Semester 0.5 credit (Level 1)

During Safety Education classes, issues and activities are presented to help make the student aware of the sense of responsibility needed to drive a car safely. The main focus of the class is to prepare the student for safe driving by studying the Pennsylvania Driver's Manual, introducing defensive driving techniques, and coordinating those skills with classroom demonstrations and discussion. Students must meet minimum attendance criteria as set by the Pennsylvania Department of Education in order to successfully complete the course.

Behind-the-Wheel Driver Education

Grades 10, 11, 12

Prerequisite-Safety Education

6 clock hours 0 credit

A student must possess a valid Pennsylvania driver's permit or license and be enrolled in or have successfully completed Safety Education to be scheduled for this class. The student will be introduced to correct and safe driving techniques in a relaxed and controlled atmosphere from an experienced instructor. Students are charged a lab fee for participation in this course.

Language Arts

The Academic English courses are designed to prepare students for post-secondary education. The Honors English courses are designed to challenge the gifted and most-high achieving students.

English I

Grade 9

Full Year 1 credit (Level 1)

The course covers basic grammar skills and usage problems. The grammar skills are applied to writing, stressing topic sentences, paragraph development, clarity, unity, and coherence. Students will study literature with a focus on the genres of short story, nonfiction, poetry, and drama. A short research paper is done at the end of the study of a novel. Reading and vocabulary skills are stressed through the literature studies.

Academic English I

Grade 9

Full Year 1 credit (Level 2)

The course is for those students who plan to attend college. It includes grammar skills, writing, vocabulary, and literature. Grammar is taught as part of the writing. Writing develops the paragraph into longer essays and creative writing and culminates in a short research paper. Some vocabulary study is based on the literature of the course. The literature is approached through the genres with a focus on short story, novel, and narrative non-fiction.

English II

Grade 10

Prerequisite- Grade 9 English

Full Year 1 credit (Level 1)

The course allows students to recognize the relationships among words in sentences and basic sentence patterns. Punctuation is studied. Grammar study is applied in writing, stressing topic sentences, paragraph development, clarity, unity, and coherence. Vocabulary is stressed. Literature is chosen from a variety of writers. Emphasis is placed on practical applications. The main literary focus is on poetry and drama.

Academic English II

Grade 10

Prerequisite-Grade 9 English

Full Year 1 credit (Level 2)

This is a college preparatory course. Application of current usage is practiced in compositions and in a fully developed term paper. Students will read, discuss and write about novels, poetry, and drama. Students can expect to read a minimum of four books during the school year. A Shakespearean play is read. Additional speech and vocabulary are also included.

Honors English II

Grade 10

Prerequisite-See Honors Placement-page 9

Full Year 1 credit (Level 3)

The Honors English II course is for the gifted and high-achieving sophomores who meet the prerequisites listed above. This class is taken in lieu of Academic English II. The class offers extensive writing opportunities and literary analysis. The literary focus will include 12 weeks on the narrative, expository writing and figurative language. Students can expect to read approximately one book a month and write one short composition a week. Students are expected to participate constructively in class discussion. Students will be required to do at least one research paper. Summer reading is required.

English III

Grade 11

Prerequisite-Grade 10 English

Full Year 1 credit (Level 1)

This course combines correcting usage problems and American literature. Application of correct usage is practiced in weekly compositions and an end of the course project. Students are introduced to the art of public speaking through the use of short speeches and reports. The literature of this course follows the sequence of American history from its earliest inhabitants, through its inception as a nation, and into the twentieth century, highlighting the major writers of each era. The course enhances reading skills. Students will write a research paper. Students will read one independent reading book per quarter.

Academic English III

Grade 11

Prerequisite-Grade 10 English

Full Year 1 credit (Level 2)

This class examines the syntax, language, and subject matter of American literature with an emphasis on the Puritan fathers; the revolutionaries of the 1770s; the essays of Emerson, Thoreau, and other “enlightened” writers; the tales coming out of the new West; and the poets, novelists, and non-fiction writers of the 20th century. Further emphasis is placed on the use of figurative language by the writers to express their ideas in the rhetoric of their times. Their ideas, then, are correlated to reflect, in a literary way, the history of our country. Expository, creative, and critical writing is expected. Students will write a research paper. Students will read one book per quarter.

Honors English III

Grade 11

Prerequisite-See Honors Placement-page 9

Full Year 1 credit (Level 3)

The course offers extensive expository writing and literary analysis. The main literary focus will be those works written by Americans. Students will study poetry, short story, essay, novel, and drama. The course is designed to provide a broad-base background for those students interested in taking AP English and for those students who are serious about improving their reading and writing skills. Students should expect at least one short writing assignment per week and one extended original paper or project per quarter. Students should also expect to be reading challenging and mature writing. Students are expected to participate positively in class discussion. **Summer reading is expected, and students will be asked to write reaction papers about their readings.** Students will write a full research paper.

English IV

Grade 12

Prerequisite-Grade 11 English

Full Year 1 credit (Level 1)

In this course, students continue shaping and developing their literate lives through reading and writing. Students read and reflect on British literature from different genres such as the novel, short story, poetry, nonfiction, and drama. Students will write for a variety of audiences and with a variety of purposes in mind. Grammar, vocabulary, and spelling are addressed in the context of the student’s reading and writing. The Culminating Project paper is written as part of English class.

Academic English IV

Grade 12

Prerequisite-Grade 11 English

Full Year 1 credit (Level 2)

This course covers British literature with selections from Anglo-Saxon literature, to Shakespeare, to 20th Century writings. Students will read, independently, several books from a list of British authors. The writing of the course runs the gamut from journal entries based on reading assignments, to analytical pieces (some of which are timed writings), to creative pieces. The course is designed to prepare students for college. The Culminating Project paper is written as part of English class.

AP English Literature and Composition

Grade 12

Prerequisite-See AP Placement-page 9

Full Year 1 credit (Level 4)

An AP English course in Literature and Composition should engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Reading in AP course should be both wide and deep. This reading necessarily builds upon the reading done in previous English courses. These courses should include the in-depth reading of texts drawn from multiple genres, periods, and cultures. In their AP course, students should also read works from several genres and periods-from the sixteenth to the twentieth century-but, more importantly they should get to know some books well. They should read deliberately and thoroughly, taking time to understand a word's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. (The College Board, [AP Advanced Placement Program Course Description](#))

Freshman Reading

Grade 9 (by Administrative Placement)

Full Year 1 credit (Level 1)

Students who score basic or below basic on the eighth grade PSSA Reading will be required to take this course. Ninth grade reading is designed to improve students' reading skills. Through short stories or longer novels, some required and some of student choice, the student will explore a world opened by books. This course will also emphasize the specific skills necessary for comprehension of content area literature and real-life reading applications. The class is designed not only to develop efficiency in comprehension, study skills, and vocabulary, but also to teach the joys of reading. Remediation in PSSA skills is also addressed, as are study skills. If at the end of the first semester a student has demonstrated proficiency through a prescribed program, the students will be permitted to exit the course.

Senior Reading

Grade 12 (by Administrative Placement)

Semester 0.5 credit (Level 1)

This course will focus on reading comprehension and strategies for effective reading of non-fiction materials. Specifically, this course will address those areas specified in the Pennsylvania Standards for Reading, Speaking and Listening. Students will prepare to take the 11th grade PSSA reading retest and demonstrate proficiency. If at the end of the first semester a student has demonstrated proficiency on the PSSA re-test or proficiency through a prescribed program, the students will be permitted to exit the course.

Speech and Communication

Grade 12

Prerequisite-None

Semester 0.5 credit (Level 1)

The students will begin the year by examining how and why we communicate. They will also explore topics such as communication at school and in the workplace, communicating in groups, nonverbal communication, and the importance of being an effective listener. The students will learn how to present many types of speeches such as demonstration, informative, oral interpretation, and persuasive, which lends itself to participation in the Senior Oratorical Contest if the student so desires. Students will find that they will gain confidence in themselves by learning how to speak well.

Journalism

Grades 10, 11, 12

Semester 0.5 credit (Level 2)

Students will explore all aspects of newspaper production. These aspects will include, but are not limited to, writing editorials, layout, advertising solicitation, and newspaper management. Students will also explore topics related to the journalism field, such as censorship, accuracy in writing, and newspaper ethics. The end result will be the production of the school newspaper, the *Orange and Black*.

Journalism II

Grades 11, 12

Prerequisite-80% or higher in Journalism I

Semester 0.5 credit (Level 2)

This course is a continuation of the craft of journalism. Students in this course are responsible for helping to produce the school newspaper, *The Orange and Black*. They will work in all capacities of newspaper production including planning, reporting, researching, interviewing, photographing, writing, editing and layout. Journalism II students will be required to produce a minimum of two articles for each issue of the newspaper.

Shakespeare in Depth

Grades 11, 12

Prerequisite-Must have earned an 85% or higher in most recent English course.

Semester 0.5 credit (Level 2)

Students will study selected plays representing the different genres of Shakespeare's works. The focus will be on understanding and critiquing the different types of plays through writings and discussions. Students will be expected to buy either The Complete Works of Shakespeare, or the individual plays that will be gone over in class. This is required so that students can write in the texts, make notations, and underline parts that need clarification. Students will be required to watch productions of the plays that are studied in class. Students will be expected to participate in-class discussions, work in groups to read, assess, and gather information to write papers and do group projects. Students will be required to carefully stage and act out a particular scene from one of Shakespeare's plays.

Shakespeare in Depth II

Grades 12

Prerequisite-Required to pass the Shakespeare in Depth

Semester 0.5 credit (Level 2)

Building upon the *Shakespeare in Depth* class, students will examine additional Shakespeare plays and sonnets, focusing on the more obscure plays. Students will memorize a soliloquy of their own choosing and perform it on stage. Furthermore, they will work collaboratively to produce and videotape a one-minute condensed version of the play. They will continue to gain insight into Shakespeare's characters and themes. Students will have opportunities to watch the plays and to see a live performance of a Shakespeare play at one of the local area theaters.

Theater Arts I

Grades 10, 11, 12

Prerequisite-None

Semester 0.5 credit (Level 1)

This elective class is designed to introduce and develop knowledge and skills of acting and improvisation. Other theater skills and/or areas to be discussed are stage direction, lighting design, scene design, stage management, and front of the house activities. Success in this class is largely dependent on the students' active participation. Teacher observation of good diction and projection will play a large part in grade determination.

SAT Preparation

Grade 10, 11

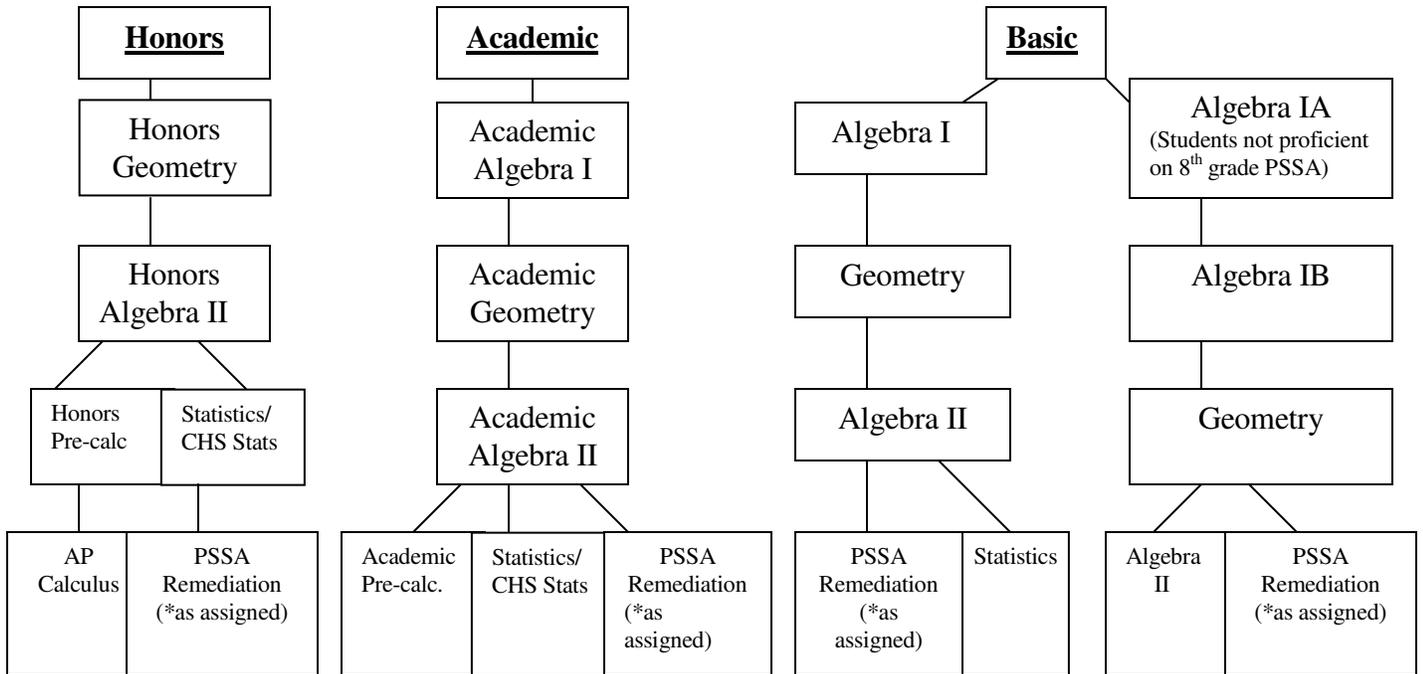
Prerequisite-None

Semester 0.5 credit (Level 1)

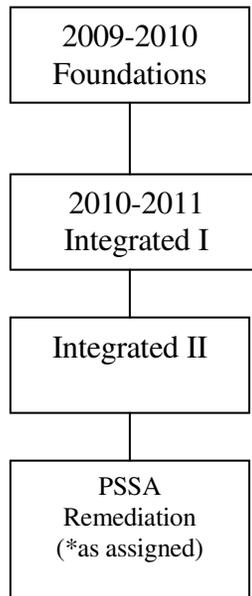
The SAT Prep course helps students prepare for the Preliminary Scholastic Aptitude Test (PSAT) and the Scholastic Aptitude Test (SAT). The course features group and individualized work in mathematics and verbal material. Test-taking strategies are discussed and implemented. Although studies show that test preparation courses do often help students improve their scores, there is no guarantee that scores will improve. Improvements come in large part from the amount and kind of work that students implement on their own.

MATHEMATICS

Flow chart for Hanover High School's math tracks for 2011-2012 school year



The following track is in place for the 2009-2010 school year, but will be phased out beginning with the class of 2014.



* Students who scored less than proficient on the eleventh grade PSSA are required to take the PSSA remedial course.

Integrated Math II

Grade 11

Prerequisite – Integrated Math I

Full Year 1 credit (Level 1)

This course was designed as the final in a series of three courses. This course focuses on building strong math skills by continuing the exploration of algebraic and geometric concepts. As in Integrated Math I, the content will be taught through the exploration of real life application. As a component of the course, strategies for successful demonstration of mastery of the PA Academic Standards for Mathematics will be emphasized. The successful completion of the three-course program will prepare students to show proficiency of the 11th grade PSSA exam.

PSSA Remediation

Grade 12

Prerequisite-Integrated Math II or placement

Full Year 1 credit (Level 1)

PSSA Remediation is designed for those students who have not scored Proficient on the 11th grade PSSA Math test. Students will prepare for PSSA re-tests and for SAT tests. Once a student has demonstrated proficiency on the 11th grade Math Standards, they will be permitted to exit the course. Students will be evaluated on a pass/fail basis.

Algebra IA

Grade 9

Full Year 1 credit (level 1)

This first course of a two-part Algebra program designed for students that do not score proficient on the 8th grade PSSA will reinforce basic mathematical concepts and teach the content of a traditional Algebra I program. This design allows for a slower pace to assist students who may need additional support in order to be successful in math. Arithmetic topics that are reviewed and constantly reinforced include: skills with decimals, fractions, and percents. Students will incorporate these skills into algebraic concepts such as: order of operations, writing and evaluating algebraic expressions, and solving equations.

Algebra IB

Grade 10

Full Year 1 credit (level 1)

This second course of a two-part Algebra program designed for students that do not score proficient on the 8th grade PSSA will reinforce basic mathematical concepts and teach the content of a traditional Algebra I program. This design allows for a slower pace to assist students who may need additional support in order to be successful in math. This second course will continue the topics of Algebra IA and will continue with remaining concepts necessary to complete an Algebra I program.

Algebra I

Grades 9, 10, 11, 12

Full Year 1 credit (Level 1)

This course will cover the key topics as Academic Algebra I, but at a slower pace. The material will be presented using differentiated instruction and an emphasis will be placed on application of concepts.

Geometry

Grades 10, 11, 12

Prerequisite-Pass Algebra I

Full Year 1 credit (Level 1)

This course will cover the key topics from Academic Geometry but at a slower pace and with less depth. Information will be taught in a hands-on manner and emphasis will be placed on application of concepts. Students will be assessed in both a traditional and non-traditional fashion.

Algebra II

Grades 11, 12

Prerequisite-Geometry

Full Year 1 credit (Level 1)

This course will cover the same key topics as Academic Algebra II at a slower pace. The material will be presented using differentiated instruction and an emphasis will be placed on the application of concepts.

Academic Algebra I

Grade 9

Full Year 1 credit (Level 2)

Academic Algebra I is the higher-level study of mathematical structure including number systems and their properties. Academic Algebra I explore higher levels of thinking and moves at a faster pace than Algebra I. It is a course designed to provide students with a background in basic abstract reasoning, thus giving them the necessary knowledge to pursue other more advanced math courses. Problem solving skills will be refined and challenge problems will be explored.

Academic Geometry

Grades 10, 11, 12

Prerequisite – 74% or higher in Academic Algebra I

Full Year 1 credit (Level 2)

Geometry is a course that integrates knowledge from Algebra I and Algebra II into the visual, symbolic, and logical world of mathematics. Throughout this course, the skills of analysis and interpretation will be called upon. Classification and specific knowledge of geometric shape is required and spatial perception is needed to understand the relations of objects in space. Topics include lines, angles, triangles, polygons, circles, area, and volume. Students will explore a higher level of thinking skills as they investigate challenge problems. Critical thinking skills and problem solving skills will be refined throughout this course. Academic Geometry will move at a faster pace than Geometry.

Academic Algebra II

Grades 11, 12

Prerequisite – 74% or higher in Academic Geometry

Full Year 1 credit (Level 2)

Academic Algebra II is a continuation of the study of Academic Algebra I. It will cover a brief review of some Algebra I concepts, as well as an in-depth study of different types of equations, inequalities, graphs, and problem solving skills. Emphasis will be placed on higher-level critical thinking and problem solving skills. Students will be taught at a faster pace than Algebra II and will be expected to explore challenge problems. Technology, such as graphing calculators, will also be incorporated into the lessons.

Academic Pre-Calculus

Grades 11, 12

Prerequisite-An 80% in Academic Algebra II and Academic Geometry

Full Year 1 credit (Level 2)

Pre-Calculus is a preparatory course for those students who will be attending college in the future and for those students who will be studying calculus. Pre-Calculus introduces and develops many of the topics found in introductory college mathematics courses. This course is designed to review previously learned concepts, extend those ideas to develop concepts of higher mathematics, and to integrate algebraic and geometric concepts. In anticipation that most students will eventually study calculus, graphing of functions is emphasized throughout the course.

The primary objectives are: to help students to truly understand the fundamental concepts of algebra, trigonometry, and analytic geometry, to foreshadow important ideas of calculus, and to show how algebra and trigonometry can be used to model (and solve) real-life problems.

A principal feature of this course is the balance among the algebraic, numerical, graphical, and verbal methods of representing problems: the rule of four. This approach reinforces the idea that to understand a problem fully, students need to understand it algebraically as well as graphically and numerically.

As students work through applications, many of which are based on real data from cited sources, they learn to analyze and model data, represent data graphically, interpret graphs, and fit data to curves. Systematic problem solving is emphasized following a step-by-step process: understand the problem, develop a mathematical model, solve the model, and interpret the solution.

Students electing this course should have access to a graphing calculator. Students will be expected to use these calculators to visualize and solve problems. Students will be expected to recognize that a graph is reasonable, identify all the important characteristics of a graph, interpret those characteristics, and confirm them using analytic techniques.

Honors Geometry

Grades 9, 10

Prerequisite- minimum 90% in Honors Algebra I

Full Year 1 credit (level 3)

This course will cover the same topics as Academic Geometry at a faster pace with additional depth. Time permitting additional topics will be explored. The honors mathematics program is designed specifically to prepare students to take the AP Calculus course in 12th grade.

Honors Algebra II

Grades 9, 10

Prerequisite - minimum of 90% in Algebra I or Honors Geometry

Full Year 1 credit (level 3)

This course will cover the same topics as Algebra II but at a faster pace and with additional depth. Time permitting additional topics will be explored. The honors mathematics program is designed specifically to prepare students to take the AP Calculus course in 12th grade.

Honors Pre-Calculus

Grades 11, 12

Prerequisite- minimum 90% Honors Algebra II or Honors Geometry

Full Year 1 credit (Level 3)

This accelerated program will cover the same topics as Academic Pre-Calculus but at a faster pace and with additional depth. The honors mathematics program is designed specifically to prepare students for the AP Calculus course.

Advanced Placement (AP) Calculus AB

Grade 12

Prerequisite-See AP Placement-page 14

Full Year 1 credit (Level 4)

This course consists of a full high school academic year of work that is comparable to calculus courses in colleges and universities. It is expected that students who take this course will seek college credit, college placement, or both from institutions of higher learning.

This course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Broad concepts and widely applicable methods are emphasized. Technology will be used to reinforce the relationships among the multiple representations of functions, confirm written work, implement experimentation, and assist in interpreting results.

This course is specifically designed for those students planning to pursue higher education in mathematics, science, computer science, or business. Students enrolled in AP Calculus will have the opportunity to take the Advanced Placement (AP) Calculus Examination administered in mid-May. Upon successful completion of the AP Examination, students are eligible to earn college credits and/or advanced placement for the course.

Statistics

Grade 12

Prerequisite-Algebra II

Full Year 1 credit (Level 2)

Statistics is designed for college bound students since most college programs include statistics as a requirement. This course will cover sampling methods, analyzing and displaying data, inferential statistics, and probability. The use of the TI-83 plus and statistical software will be an important component to the course.

College in the High School Statistics

Grade 12

Prerequisite-Academic Geometry, Algebra II and placement through HACC testing program

Full Year 1 credit & 3 credits through HACC (Level 4)

This is designed to be a college level course for students whose plans include college after graduation. Many academic programs at the college level include statistics as a requirement. Students should consider their educational goals and interests when determining whether this course is appropriate for them. This course will give students the opportunity to earn 3 college credits through HACC, as well as their high school mathematics credit. The course consists of the following four broad topics: 1) Exploring data-observing patterns and departures from patterns, 2) Planning a study-deciding what and how to measure, 3) Probability- as it relates to distributions of data, and 4) Inferential reasoning-confirming appropriate models. The use of technology (graphing calculators and class-use of statistical software) will be an important component of the course. The test assumes the use of graphing calculator, so it is highly recommended that the student purchase graphing calculators. The TI-83 plus will be used in the course. Students will be expected to pay all costs for the class (textbook, credits--currently \$30 per credit--and any lab or registration fees). Total cost will be approximately \$200. A placement test administered through HACC is required. Students must pass this test in order to be eligible to earn college credits.

BUSINESS

Accounting I

Grades 10, 11, 12

Prerequisite-None

Full Year 1 credit (Level 1)

This course provides an opportunity for the student to learn the fundamentals of double entry accounting systems as used in most businesses. The orderly procedures of analyzing and recording information about transactions are discussed. This one-year course addresses the meaning and purpose of accounting, including the balance sheet, the income statement, books of original entry, adjusting and closing entries, controlling accounts, and general and subsidiary ledgers, as well as basic business practices and procedures. Course requirements include a manual approach to maintaining accounting records as well as exercises that make use of the computer as a tool for learning and doing.

Accounting II

Grades 10, 11, 12

Prerequisite-Accounting I

Full Year 1 credit (Level 2)

The Accounting II course is intended to familiar the student with basic accounting fundamentals that will be developed to the point of enabling the student to maintain sets of records for much small business. The course also serves as an entry-level course that will supply knowledge of financial accounting for those students electing to work toward business careers in college. We will take a look at special journals and their use, will spend time making adjustments to accounting records, and will do some analysis of financial statements. Half of the first marking period is spent in thoroughly reviewing the Accounting I material. We then discuss topics involving departmentalization, bad debts, depreciation, accruals, prepaid expenses, partnerships, corporations, and advanced financial statements.

Introduction to Business

Grades 10, 11, 12

Semester 0.5 credit (Level 1)

This class will combine explanations of business and economic concepts with practical applications to explore business opportunities and make informed decisions in our global economy. It is designed to unlock the mysteries of what businesses are, how they work, and what impact they have on everyday lives. Students will learn what steps they can take to prepare for success in their future careers. The course will include business simulations, speakers from the local community, and field trips to view local businesses in action.

Marketing

Grades 10, 11, 12

Semester 0.5 credit (Level 1)

The semester marketing course involves a study of business activities aimed at directing the flow of goods and services from production through their purchase and use by consumers. These activities include planning, purchasing, financing, distributing, pricing, promoting, and selling of goods and services, including running of the school store. Students will learn through direct interaction with the teacher and local business people how the above activities are carried out to maximize profit, thus making the business more successful.

FAMILY AND CONSUMER SCIENCE

Consumer Living

Grades 10

Semester 0.5 credit (Level 1)

This required course will help students to explore a number of life skills for responsible adult living. The course will have two components; one will cover issues in career research and preparation, and the other will cover issues relevant to consumer skills, spending and budgeting. This course will help prepare students to become productive, contributing, independent citizens in their future communities.

Family Living

Grades 11

Semester 0.5 credit (Level 1)

This required course emphasizes four areas of learning; personal development, pregnancy, child development, and consumer issues specific to infant care. Course topics that will be covered will be: personal readiness for parenting, parental skills, prenatal and postnatal development milestones, physical, intellectual, emotional and social development areas, and discipline and guidance.

Foods I

Grades 9, 10, 11, 12

Full Year 1 credit (Level 1)

This course emphasizes four areas of learning: nutrition and healthy food choice; basic culinary technology; culinary cooking skills with all food groups; and management skills for time, resources, and problem solving. Learning will be encouraged through various methods such as lecture, cooperative group exploration, and performance skills. Emphasis will be placed on good problem solving skills.

Foods II

Grades 10, 11, 12

Prerequisite-Foods I (Scheduling preference is given to seniors and then juniors)

Full year 1 credit (Level 1)

This course continues the skills taught in Foods I, but on a more advanced level. The primary goals will focus on four areas of learning: consumer issues associated with meal planning and workplace design; whole meal production; seasonal foods, and cultural food studies. We will continue to study culinary technology, culinary cooking skills, and management skills for time, resources, and problem solving.

INDUSTRIAL ARTS

Drafting I

Grades 9, 10, 11, 12

Prerequisite-None

Semester 0.5 credit (Level 1)

This half year elective course is available to students in grades 9-12 who have an interest in the drafting field. The Introductory Drafting course will expose the students to the techniques used to produce technical drawings both by the classic pencil and paper method as well as a brief introduction to Computer Aided Drafting.

Drafting II

Grades 11, 12

Prerequisite-Drafting I

Full Year 1 credit (Level 2)

Students will learn advanced drawing techniques related to pictorial drawings and complete a major architectural project. That project will involve designing a home on a specific building site and creation of a complete set of drawings.

Introduction to Woodworking

Grades 9, 10, 11, 12

Prerequisite-None

Semester 0.5 credit (Level 1)

This half year elective course is available to students in grades 9-12 who have an interest in the woodworking or manufacturing fields. The Introduction to Woodworking course will expose students to various techniques and processes related to woodworking. Topics will include: reading and creating working drawings; design principles; power equipment use; assembly techniques; finishing; and shop safety. Each student will be involved in hands-on production of project ideas and will complete an introductory project for this course.

Advanced Woodworking

Grades 10, 11, 12

Prerequisite- Introduction to Woodworking

Full Year 1 credit (Level 1)

This year long elective course is available to students in grades 10-12 who have passed Introduction to Woodworking. This course emphasizes shop safety, basic and advanced machine operations, and furniture construction techniques. Each student is required to construct a piece of furniture of his/her own choosing. Students will work more independently than in the Introduction to Technology class.

Construction Technology

Grades 10, 11, 12

Prerequisite- None

Full Year 1 credit (Level 1)

This year long elective course will provide students with opportunities to participate in the construction of several different building projects using current building techniques. Additionally, students will receive instruction in estimating building costs, electrical wiring and plumbing applications, reading blueprints, determining materials to be used, and using tools and machines of construction.

INFORMATION TECHNOLOGY

Computer Applications

Grades 9,10,11,12

Prerequisite-None

Semester 0.5 credit (Level 1)

Computer Applications is a 9th grade graduation requirement that is designed to give students the basics of a variety of computer skills. Students will be using Microsoft Office to learn word-processing, spreadsheets, desktop publishing, keyboarding, databases and presentation software. Students will be encouraged and have the option to take the next level course in these areas.

21st Century Technology

Grades 9, 10, 11, 12

Semester 0.5 credit (Level 1)

21st Century Technology is a 9th grade graduation requirement. Students will learn new ways to use the Web and new software technologies. Some examples of applications explored will include: Google Docs, Moodle, Moviemaker, Google Earth, Web 2.0, Open Office, image editing, etc., as well as any relevant and useful new technologies and applications that appear each year. The course will continue to evolve as new technologies arrive.

Objectives will be to use Web 2.0 examples to illustrate information technology concepts, discuss social and business uses of Web 2.0 applications, integrate the use of student blogs and class wikis, master Web 2.0 tools, and make these tools a part of students daily lives.

Computer Programming

Grades 11, 12

Prerequisite-Computer Applications

Full Year 1 credit (Level 2)

This course is designed to introduce the student to computer programming. Students will learn how computers are used to solve problems. Class activities will emphasize the application of analytical skills and creativity to develop stand-alone computer programs. Students will gain an insight into word-processing and structured programming using various computer languages. Students will also investigate career opportunities in the field of computer programming.

Web Page Design

Grades 10, 11, 12

Prerequisite – Computer Applications

Semester 0.5 credit (Level 2)

This course will provide students with the artistic/creative and technical knowledge necessary to design, construct, and publish web pages. Concepts dealing with effective layout, ease of navigation, and other organizational structures will be explored. Additionally, students will learn to apply both software and code in the development of the web pages. The content of the course will be taught by incorporating specific instruction and the hands-on construction and maintenance of a web page. To provide for the security and safety of the students, these pages will only be accessible from within the HPSD network.

Desktop Publishing

Grades 10, 11, 12

Prerequisite – Computer Applications

Semester 0.5 credit (Level 2)

This course will provide students with an overview of publishing software packages available for private and business use. Additionally, students will explore page layout, use of fonts and other formatting features. Students will create various documents and forms such as: letterhead, envelopes, business cards, place mats, flyers, menus, brochures, refrigerator magnets, gift certificates, t-shirt designs, signs, and various other print documents. Demonstration of skills will be accomplished through the extensive use of student-produced projects.

SCIENCE

Academic Biology

Grades 9

Prerequisite – Grade of 80% or better in 7th and 8th grade science

Full Year 1 credit (Level 2)

This course takes a theoretical approach to topics in biology. It is an in depth course studying living things and the processes that occur within and between organisms. This course is designed to increase the students understanding, awareness, and interest in the living things around them. Students will use lab experiments, textbook readings, articles, class lectures, group exercises and a bio-journal to accomplish their investigations into the living things around them. This course will give students an exposure into the various disciplines within biology such as: chemistry, the cell, genetics, animals, plants, anatomy/physiology, ecology, and evolution.

General Biology

Grades 9

Prerequisite - None

Full Year 1 credit (Level 1)

This course takes an applied approach to the topics of Biology. Practical applications of biological concepts are used throughout the course. Difficult concepts are taught using analogies and examples with which students are familiar. This course is designed to increase the students understanding, awareness, and interest in the living things around them. Students will use lab experiments, textbook readings, articles, class lectures, group exercises and a bio-journal to accomplish their investigations into the living things around them. This course will give students an exposure into the various disciplines within biology such as: chemistry, the cell, genetics, animals, plants, anatomy/physiology, ecology, and evolution.

College in the High School Biology II

Grade 11, 12

Prerequisite-Algebra II, Biology, Chemistry

Full Year 1 high school credit & 4 credits through HACC (Level 4)

This demanding dual enrollment course involving intense biological content, lab work, and an in depth research paper. Students will study the major divisions of biology including molecular, cellular, organism, and ecological. Content will be integrated with labs to arrive at appropriate conclusions. Students enrolled in this course have the option of applying for three college credits through Harrisburg Area Community College. See Dual Enrollment-page 2. A placement test administered through HACC is required. Students must pass this test in order to be eligible to earn college credits.

Chemistry

Grades 10, 11, 12

Prerequisite-Biology

Full Year 1 credit (Level 1)

Chemistry is designed to give students practical background in chemistry concepts with minimal mathematical computations. Students who do not plan to attend college or students who are attending college but do not plan to major in any technical field should take this course. This course will teach students that chemistry is part of our everyday world and will teach students to be smart consumers, responsible citizens and educated voters.

Academic Chemistry

Grade 10, 11, 12

Prerequisite-Algebra I, Biology

Full Year 1 credit (Level 2)

Academic Chemistry is designed to give students adequate theoretical background in chemistry so that they can successfully pursue chemistry courses at the college or AP level. Students who may be considering a major in the fields of science, math or any technical field should take this course. Students should have a B average in Algebra in order to take this course, since there is a strong emphasis on mathematical applications with chemistry concepts. Laboratory work will emphasize scientific attitudes and enables students to gain confidence in handling scientific equipment and writing and following scientific procedures.

AP Chemistry

Grade 11, 12

Prerequisite-Academic Chemistry, Algebra II and Geometry; See AP Placement-page 9

Full Year 1 credit (Level 4)

This course consists of academic work that is comparable to chemistry courses in college and universities. It is expected that students who take this course will seek college credit, college placement or both from institutes of higher learning.

The curriculum assumes the student has mastered the material in Academic Chemistry. The student will be able to build upon those skills and expand the skills to new concepts. Major emphasis will be placed on problem solving where multiple concepts are covered within a single problem. Students should expect homework every night to cover the quantity of material required by the AP curriculum. All fundamental areas of chemistry must be covered by May.

A sincere commitment to academic rigor is a must for students taking this course. Time outside the scheduled class period may be required to complete some lab activities. A lab notebook will be required. Most universities will not give students credit without documentation of the student's laboratory work, regardless of the student's AP exam grade. Emphasis will be placed on learning proper lab techniques, collecting and analyzing data and applying problem solving techniques in the laboratory.

Environmental Science

Grades 11, 12

Prerequisite-Biology and Chemistry or Physics

Full Year 1 credit (Level 1)

Environmental science has been developed for students who have a sincere interest in the environment around them. The course will cover basic ecology with emphasis on the ecosystem concept, components, energy flow, material cycling and types of ecosystems. Ecosystems and their relationships to natural balance and cultures will be explored. The course will also examine current environmental problems, emphasizing population growth and control, wildlife and plant extinction, water and air pollution, solid wastes, noise, energy, and nuclear hazards and benefits. Environmental problems within our own state and local communities will also be studied.

Physics

Grades 10, 11, 12

Prerequisite-Biology

Full Year 1 credit (Level 1)

Physics is designed to give students an opportunity to see how the study of matter and energy and their relationships apply to everyday situations with minimal mathematical computation. Students who do not plan to attend college or students who are attending college but do not plan to major in any technical field should take this course. This course will take a look at motion, forces, energy, gravity, thermodynamics, sound and light in a practical, everyday manner through direct instruction, laboratory experiments, and hands-on projects.

Academic Physics

Grade 10, 11, 12

Prerequisite-Algebra II, Biology

Full Year 1 credit (Level 2)

Academic Physics is designed to give students a background of the principles, laws, and concepts of classical physics. The scientific method is stressed in problem solving and laboratory exercises as well as hands-on projects, which compliment classroom discussions of theory. This course will prepare students to pursue Physics courses in college. Students who may be considering a major in any field of science, math or any technical field should take this course, since there is a strong emphasis on mathematical applications of physics concepts. Areas of study include motion, forces, energy, waves, sound, light, and electricity.

Physics II

Grade 11, 12

Prerequisite-Academic Physics

Full Year 1 credit (Level 3)

Physics II will add depth to the Academic Physics course as well as introduce new concepts. Some concepts presented in this course will include light and optics, electricity and magnetism, thermodynamics, and modern physics. Learning experiences will be provided through direct instruction, laboratory experiments, and projects.

Zoology

Grades 11, 12

Prerequisite - Biology

Semester 0.5 credit (Level 2)

This semester course will take students on a journey through the animal kingdom. We will start with the most complex animals, mammals, and work our way down to the simplest animals and sponges. On this journey we will look at animal characteristics and behavior. There will be hands-on activities throughout the course dealing with animals.

Anatomy

Grades 11, 12

Prerequisite - Biology

Semester 0.5 credit (Level 2)

Anatomy is a semester course that will explore the parts of the human body and how it works. There will be a major dissection of an animal that will be comparable to a human being. We also will use computer programs to learn more about the human body. This is a great course for those interested in any health related field.

Genetics

Grades 11, 12

Prerequisite – Biology

Semester 0.5 credit (Level 2)

This is a semester course embarking on an exciting journey to study how traits are inherited and expressed. We will discover how genetics play a central role in the field of biology. A special emphasis will be placed on biotech and how it relates to our everyday lives.

Envirothon

Grades 11, 12

Prerequisite-Biology

Semester 0.5 credit (Level 2)

During this semester course the students will learn about our environment in the areas of forestry, wildlife, aquatic ecology, soils, and biodiversity. Students will study the plants and animals that live and interact in our ecosystem on land and in the freshwater communities. The study of abiotic factors such as soil and learning how to identify different soil types will also take place. The students will then compete with other school districts in the county envirothon. (This course will be offered with other semester science courses on alternating years.)

SOCIAL STUDIES

American History I

Grade 9

Full Year 1 credit (Level 1)

American History I is a required two-semester course. This course is a general survey history of the United States from European discovery to 1877. Some of the topics included are: Colonial America; the American Revolution and the rise of American political thought; the Federalist and Republican eras; westward expansion; Jacksonian democracy; manifest destiny; slavery; the Civil War; Reconstruction; and development of the west. Writing assignments are made throughout and projects assigned to certain topics.

American History II

Grade 10

Prerequisite-American History I

Full Year 1 credit (Level 1)

American History II is a required two-semester course covering American history from the 1870's to the present. It is presented as a survey course of US history from the Age of Industrial-ism (1870's) to the present. Concentrations will be on foreign wars (Spanish-American, WWI, WWII, Korean, Vietnam, and Persian Gulf), major domestic issues, and changing ways of American life. Writing assignments are made throughout, and a research paper is required. Knowledge of geography will be emphasized. Additional assignments may include projects, simulations, and role-playing.

World History

Grade 11

Full Year 1 credit (Level 1)

This course covers the period of time from the Renaissance and Reformation to the present, including both Western and Eastern civilizations. The central purpose of the course is to provide students with an understanding of the past as a guide to help them understand their own times. Attention is given to the growth of ideas, religions, education, and the arts as well as aspects of social, intellectual, political, and economic developments. Geography is emphasized when talking of different regions. History is an evolutionary process. In order to appreciate that process, the course will examine how and why change occurs. Writing assignments are made throughout the course.

Advanced Placement (AP) European History

Grade 11

Prerequisite-See AP Placement-page 14

Full Year 1 credit (Level 4)

This course consists of a full year of academic work that is comparable to European History courses in colleges and universities. It is for the gifted and select high-achieving students At least a 92% in American History II, previous social studies and English who wish to develop a higher level of understanding of European history since 1450. The course will introduce students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Throughout the course, students will be exposed to a basic narrative of events and movements and some of the principal themes in modern European history. Critical thinking, research, and advanced writing skills will be emphasized with a major focus on the student's ability to analyze historical evidence and to express historical understanding in writing.

American Government and Economics

Grade 12

Full Year 1 credit (Level 1)

This is a yearlong course that is divided into two distinct semester courses. The first semester is devoted to American Government, and it deals with the fundamentals of American government and political philosophy. Attention is focused on the structural development of the modern Federal and State systems; the electoral, legislative and judicial processes; the presidency; and the history of major constitutional questions as treated by the Supreme Court, with an emphasis on the Bill of Rights.

The second semester is devoted to Economics and the study of how people and countries use their resources to produce, distribute and consume goods and services to satisfy their wants and needs. The student's understanding of economics will influence how he/she will earn a living and help him/her make sound economic decisions. This course focuses on basic economic issues and concepts such as supply and demand, competition, income and spending, and the world of investments. Internet simulations such as The Stock Market Game will be used to reinforce the practical application of the academic theory. Additionally, students will study economic institutions, the role of government, national economic goals, monetary policy, the federal budget and current economic issues. Writing assignments are made throughout with additional assignments including projects, simulations and role-playing, to name a few.

Humanities

Grades 11, 12

Prerequisite-At least 83% or better in English and social studies/history courses in previous year.

Full Year 1 credit (Level 2)

This elective course encompasses the following disciplines: literature, history, art, philosophy, theatre, music, and culture. Students will be encouraged to contemplate, write, and discuss changes in human values and emotions through our civilization.

Note: This course satisfies the Fine Arts graduation requirement.

Psychology

Grades 11, 12

Prerequisite-None

Semester 0.5 credit (Level 2)

This elective course treats psychology not as an isolated “academic” body of knowledge but rather as a study of the mind in relationship to the actions, feelings, thoughts and other mental or behavioral processes of people as they relate within themselves and society. The course attempts to explain the basic ideas, theories and discoveries that make up the body of psychological knowledge.

Sociology

Grades 11, 12

Prerequisite-None

Semester 0.5 credit (Level 2)

This is an elective course that deals in relationships with other human beings. These include relationships with friends, family, the people in school, clubs, businesses, government, and the social environment as a whole. The objective of the course is to develop a new sociological perspective, which will enrich the relationships between students and their social environment.

Current Issues

Grades 11, 12

Prerequisite-None

Full Year 1 credit (Level 2)

This course consists of the study of current problems and developments in domestic and foreign affairs. Conducted as a seminar, the course allows students to develop committees to study the economic, political, social and cultural backgrounds for current developments. They also will predict possible developments and consequences, including contingency plans, which would affect the various issues and nations. The study of current events teaches students how to analyze important issues. Issues of social justice, national security, and economic interdependence change yearly; but once students have acquired a model for analyzing such issues; they can apply that model forever.

By defining problems, collecting and analyzing data, developing alternative solutions, selecting appropriate responses, working with peers, defending a position, and persuading others, students can learn the skills and attitudes that will make them informed and effective citizens.

WORLD LANGUAGE

French I

Grades 9, 10, 11, 12

Prerequisite-None

Full Year 1 credit (Level 1)

French I is the beginning course that establishes the foundation for students to attain proficiency in the four skills of listening, speaking, reading, and writing. In addition to learning to understand, speak, read, and write elementary French, students will gain information about French civilization, culture, and customs.

French II

Grades 9, 10, 11, 12

Prerequisite-French I

Full Year 1 credit (Level 1)

This course is a sequence of French I, which reinforces materials presented in Level I. Additional emphasis is placed on oral and written work. Grammatical structures, readings, dictation, and dialogs will become more advanced. Various units on cultural topics will be presented.

French III

Grades 10, 11, 12

Prerequisite-French I, II

Full Year 1 credit (Level 2)

This third level strengthens the oral, written, and structural concepts acquired in French I and II. There is a more detailed analysis of French grammar and verb tenses. Conversation is encouraged, practicing current structures, tenses, and vocabulary.

French IV

Grade 11, 12

Prerequisite-French I, II, and III

Full year 1 credit (Level 3)

French IV is the strengthening of skills acquired in Levels I through III. Conversation is encouraged with students to express themselves using the abilities acquired in the first three years of study. This class is primarily in-depth study of contemporary France and of French history. The class will study only a few new grammar and idiom lessons. Videos, slides, cassettes, and other resources will supplement various lessons on cultural and historical aspects.

Spanish I

Grades 9, 10, 11, 12

Prerequisite-None

Full Year 1 credit (Level 1)

Students will work with a textbook in an effort to use Spanish as a means of communication, both oral and written. The materials make possible the development of the four language skills in their natural order: listening, speaking, reading, and writing. In addition to learning to speak and understand many common phrases in the English language, students will learn to read and write elementary Spanish. Additionally, students will gain information about civilizations, cultures, and customs.

Spanish II

Grades 9, 10, 11, 12

Prerequisite-Spanish I

Full year 1 credit (Level 1)

Vocabulary and structures learned in Spanish I will be reviewed and reinforced with oral and written drills and activities. Added emphasis is placed on the oral and written skills at this level. Verb tenses are expanded from present to include preterit, progressive, future and conditional tenses.

Vocabulary and grammar are based on the Level II text. Students will also take notes from the blackboard, participate in group work and/or projects, and actively participate in daily lessons. Written Spanish is based on daily homework assignments and short paragraphs. The culture and traditions of the Hispanic world are introduced through short cultural notes from the textbook.

Spanish III

Grades 10, 11, 12

Prerequisite-Spanish I, II

Full Year 1 credit (Level 2)

The third level strengthens the oral and written skills acquired in Spanish I and II. A more detailed analysis of grammatical structures is introduced, as are the perfect verb tenses and formal commands. A workbook is also used to practice, reinforce, and improve grammar and conjugation of verb tenses. Vocabulary from the Level III book is also introduced, as are readings and dictation. Students will improve written skills not only with textbook activities and exercises, but will also create paragraphs and short compositions using learned structures, verb tenses, and vocabulary. Students are encouraged to limit the use of English in the classroom and to actively participate in Spanish with the teacher and classmates. The history and geography of Spain and Latin American countries are introduced by means of lectures, maps, slides, videos and textbook outlines, and worksheets.

Spanish IV

Grade 11, 12

Prerequisite-Spanish I, II, and III

Full Year 1 credit (Level 3)

Students will add the last verb tenses, the imperfect and subjunctive mood at this level, and will use various texts and workbooks for the study and improvement of vocabulary, conjugation, and grammar. Short stories/legends of Latin America are presented along with poetry, prose, and narratives to improve the reading, listening, and comprehension skills. Hispanic culture, history, and traditions are highlighted through the literature. At this level all conversations are in Spanish on the part of the teacher as well as the student.

INTERDISCIPLINARY COURSES

SCHOOL - TO - WORK EXPERIENCES

One of the most effective and easiest ways to expose students to real world career opportunities is to allow students to follow, or shadow, workers in a variety of careers. There are several types of job shadowing experiences coordinated and supported by the high school. They are the daily or one-time only job shadowing experience: Diversified Occupations Program, HACC Health Care Academy, Introduction to Manufacturing Program-Dual Enrollment, Introduction to Banking-Dual Enrollment, and the Tutoring-Counseling-Assisting (TCA) Program. Student attendance and an interview process during the junior year may be based as a measure for acceptance or denial into one or any of the programs. Students will be responsible for their own transportation and cost for programs when required.

(Programs listed alphabetically)

Diversified Occupations Theory Course

Grade 11, 12

Prerequisite-None

Full Year 1 credit (Level 1)

The Diversified Occupations Theory Course is available to juniors and seniors who have meaningful employment or will be seeking employment in the future. First year students in the program are required to take the classroom theory course and then they may be released for one period at the end of the day for employment. The theory course will include the “Your Employability Skills (YES)” program and curriculum. Students meeting the attendance, testing, and drug screening requirements will be awarded a YES certificate, which is recognized by over 100 businesses in York County. Topics to be covered within the course include career development and research, acquiring and maintaining a job, financial management, and goal setting for success.

Diversified Occupations Program

Grade 11, 12

Prerequisite- Diversified Occupations Theory Course

Full Year 1 - 3 credits (Level 1)

All students gaining credit for work experience must be enrolled, or have successfully completed, the Diversified Occupations Theory Course. Students earning credit for work experience may be released for the last three periods of the school day. Students must have a 15 hour-a-week job that the coordinator has approved and completed all paperwork (Training Agreement and Training Plan) to verify the cooperative relationship between the school and the employer. Students must also maintain satisfactory school attendance in order to remain in the Diversified Occupations Program.

HACC Health Care Academy

Grade 12

Prerequisite-None

Semester 1 or 2 credits (Level 1)

This program is designed for senior students who are interested in pursuing a career in health care. The goals of the program are to make high school students aware of local opportunities in the field of healthcare, and better prepare the students by providing the opportunity to earn college credits and complete training to become a Certified Nursing Assistant. HACC instructors will teach all classes off site. Transportation and tuition costs must be provided by the student.

Students may select from the following offerings:

Biology 105: Medical Terminology-Fall Semester **3 College Credits**

The study of frequently used medical terms, abbreviations, and symbols as found within their usual contexts. Approached through an integrative review of anatomy and physiology, common pathophysiological states, and related diagnostic tests and treatments (including an introduction to the metric system).

Allied Health 140: Introduction to Allied Health-Fall Semester **4 College Credits**

An introduction to the allied health professions, placing emphasis on such topics as the evolution and current status of healthcare delivery, various career opportunities, interpersonal and therapeutic communications, legal and ethical issues, and safety. An orientation to basic skills that are essential to the clinical setting is reinforced through laboratory sessions. The course is designed to provide an overview of the healthcare environment as well as the core skills and knowledge needed to provide safe and effective delivery of healthcare. Laboratory sessions provide practice in core skills required in the clinical setting.

Nurses Aide Training-Spring Semester **No College Credit (Articulation of 6-credits)**

Nurse Aide Training (non-credit, approved by the PA Department of Education). The purpose of this 104 hour course is to provide the long term care nurse aide trainee with a basic level of knowledge and skills needed to care for an elderly resident/client as set forth by the profession of nursing and regulated by the Commonwealth of Pennsylvania. The course content includes: Nursing Theory, Safety, Communication, Individuality, Infection Control, Privacy, ACT 14—Abuse, Vital Signs—T.P.R./B.P., Restorative Care, Activities of Daily Living, Personal Hygiene, Sub-acute Care, Psychosocial, Dementia, Death & Dying, First Aid, Changes of Aging, Body Functions, NA Role, Employability Skills, and Resident Rights.

Internship Program

Grade 12

Prerequisite-None

Full Year 2 or 3 credits (Level 2)

An internship is a career shadowing and work-based learning experience that is provided to high school seniors by an employer within the Hanover area to meet the career goals of interested students. Internships allow students to integrate academic learning with the “real world” activities within given career paths. The internship host and high school Transition Coordinator will evaluate students (monthly), and students will complete daily journals and an independent project each marking period. Students must provide their own transportation to and from the internship location. Seniors in this program may earn up to three credits.

Introduction to Banking-Dual Enrollment Program

Grade 11, 12

Spring Semester 1 credit (Level 2)

This new career pathway will introduce students to careers in banking and financial services through the PA Bankers Association’s Professional Development Network “Bank101” credit course: AIB Principles of Banking. The program will consist of an online course offering – AIB BANK101 as well as workplace visits to observe banking professionals.

The online course will touch on nearly every aspect of banking, from the fundamentals of negotiable instruments to contemporary issues and developments within the industry. Students will be expected to have access to a computer and complete the online course work independently. Students will meet with a classroom instructor two days per week from 1:30-2:45 p.m. to review the course content and prepare for the workplace visits. At the workplace, students will meet with bank presidents and CEOs and various levels of bank employees to learn about the history of the bank and get an overview of the company structure, and will learn about the specific operations and career pathways within the banking and financial service industry.

Students who enroll in the program will earn 3 college credits that can be applied toward HACC’s associate degree or certificate program in Banking and Financial Services. Requirements for Admission:

1. High school junior or senior.
2. Complete a HACC Application for Admission and submit a one-time, non-refundable \$35.00 application fee.
3. Submit official high school transcripts.
4. Submit letters of support from the high school counselor and principal.
5. Complete the HACC College Placement Testing. Students' Placement test scores MUST demonstrate the ability to read and write at the college level.

Transportation and tuition cost must be provided by the student. Scholarships may be available.

Introduction to Manufacturing-Dual Enrollment program

Grade 12

Fall Semester 1 credit (Level 2)

By taking this course, students will gain a fundamental knowledge of traditional manufacturing systems-such as business planning, forecasting, master scheduling, master resource planning to just in time manufacturing. In addition, students will become familiar with challenges facing American and local business today. Part I will include approximately 5 weeks of discussion/classroom preparation, follow by Part II, which will include onsite workplace observations at 8-10 local companies.

Students enrolled in this course have the option of applying for three college credits through Harrisburg Area Community College articulation agreement (General Technology Course: 106). Transportation and any costs associated (if electing to earn college credit) must be provided by the student.

Upon successful completion of the course a student may elect to enroll in the Diversified Occupations Program (1-credit), as long as a student has a job that meets the school and state requirements.

Tutoring-Counseling-Assisting (TCA Program)

Grade 12

Prerequisite-None

Full Year 1-2 credits (Level 1)

The TCA Program is a program for seniors who plan to pursue a degree in education or a related field. Students will work with teachers and their students at the elementary or middle schools within the Hanover Public School District. They serve as a teacher's aide by helping students with their schoolwork and assisting the cooperating teacher in clerical and other appropriate tasks. The TCA host teacher and the high school Transition Coordinator will evaluate students (monthly), and students will complete daily journals. Students must provide their own transportation to and from the TCA location. Seniors in this program may earn up to two credits.

Culminating Project

Grade 10, 11, 12

Prerequisite-None

No credit

To be presented by end of Senior Year

The Culminating Project is a student developed individualized project, designed to challenge students to go beyond those learning experiences that normally occur as a result of a structured curriculum. Students are challenged to complete a project that demonstrates intellectual, physical, and creative abilities.

Beginning in their junior year, students will work with their assigned mentor to develop and implement a project. The project should: extend beyond the established curriculum; involve some type of quality educational research; demonstrate the ability to analyze and apply information; include a draft and final paper; and include a journal that documents the project experience. The project concludes with students presenting their projects to their mentor, and/or other faculty members, and possibly other students.

The grade for the culminating product will be based on the student's project proposal, the final paper, the oral presentation, the submission of a complete journal, and a final quality product or community service project.

If students elect to complete community service hours, the location of the service hours must be approved prior to a student beginning his/hers hours. Students must complete a minimum of 30-hours of service and the written letter must be present to verify these hours.

For additional information on the culminating project, see the *Student Handbook* and the *Culminating Project Student Manual*, which can be obtained in either the high school main office or the guidance office. Additionally, information can be found on the High School webpage, under the title, "Culminating Project."

(<http://www.hpsd.k12.pa.us/?q=node/532215>)