DONEGAL HIGH SCHOOL
1025 Koser Rd
MOUNT JOY, PA 17552-9797
TEL (717) 653-1871
FAX (717) 492-1241
WEB ADDRESS http://www.donegalsd.org

ADMINISTRATION

Mr. John L. Felix, Jr., Principal
Mr. John D. Haldeman, Associate Principal
Mrs. Melissa Swarr, Assistant Principal
Mr. Ronald Kennedy, Director of Athletics

COUNSELORS

Mrs. Adrianne Lindeman, Counselor (Last name A-G)
Mrs. Danielle Kuhn, Counselor (Last name H-O)
Mr. William Rosengrant, Counselor (Last name P-Z)

Donegal School District is an equal opportunity education institution and will not discriminate on the basis of race, religion, age, national origin, gender, sexual orientation, or disability in its activities, programs or employment practices as required by Title VI, Title IX, Section 504 and the American Disabilities Act. All written materials are available in an alternate format upon request.
A MESSAGE TO PARENTS/GUARDIANS AND STUDENTS

It is that time of the year that we begin the course selection process that will lead to your schedule for the 2018-19 school year. Over the next several weeks you will be actively involved in the course selection process. The faculty and counseling staff will gladly assist you in this selection process. I encourage you to take this work very seriously. Please consult with your parents, teachers, administrators and certainly your counselor to arrive at the most appropriate course selection possible.

I would like to take this opportunity to welcome the incoming ninth grade class to Donegal High School. This is the first of a series of activities to help ensure that you have a successful transition from the junior high school to the high school. As you look through the curriculum guide, you will see general information about our school, a registration calendar, course selection sheets, a planning guide and specific course descriptions from each of our departments. The booklet has been carefully prepared for the benefit of all students.

As you review the registration calendar, you will note there are deadlines to follow. Students, who wish to, will have the opportunity to meet individually with their counselors to schedule classes. We will work to maintain these deadlines so that, if possible, we can provide a tentative schedule for all students at the end of the current school year. The master schedule at Donegal High School is driven by student selection. As a result, our school staffing is determined by the selection of courses that our students make during this course selection process. It is imperative that you take the time and responsibility to select your courses wisely for the coming school year. Please read the course descriptions and understand what is expected for the courses you have selected. There will be no student initiated schedule changes after June 1, 2018.

If you have any questions or need further clarification, please do not hesitate to contact your counselor, a faculty member or me.

John L. Felix, Jr.
Principal
THE PHILOSOPHY OF DONEGAL HIGH SCHOOL

The purpose of Donegal High School is to prepare each student for meaningful and successful participation in an ever-changing society. Realization of this goal is dependent upon a cooperative atmosphere among all members of the school community, a broad curriculum, and a diversified extra-curricular program. These elements provide the opportunity to obtain a quality education by acquiring the knowledge, skills, attitudes, and self-discipline required for responsible citizenship.

The development of each student’s potential in the use of communication and vocational skills, mathematics, and science and technology is of prime importance. Furthermore, appreciation for and contribution to the arts and humanities are essential. Fundamental to the learning process is the awakening of intellectual curiosity through analytical and logical thinking, debate and discussion, experience and observations, group and individualized instruction, creativity and innovation, research and study, and questioning and answering procedures. Ultimately, comprehension of the significant interrelationships of the disciplines is a necessity. Although scholarship is our priority, we promote and support active participation in the extra-curricular programs as well.

Additionally, awareness of one’s cultural heritage and appreciation for other cultures is imperative. Moreover, consideration for race, religion, and socioeconomic and cultural differences is an integral part of the cultivation of positive attitudes and values.

Essential to our philosophy is our concern for the emotional, mental, physical, and social well being of each student. We also recognize that self-esteem is basic to the many aspects of personal growth. Accordingly, the importance of self-understanding and self-worth is instilled by means of individual as well as group rapport in our academic, vocational, and extra-curricular activities.

The successful culmination of our mutual effort will be realized when each student accepts the responsibility of becoming college and career ready, an enlightened citizen, contributing intelligently and selflessly to society and college and/or career ready.

DONEGAL SCHOOL DISTRICT
MISSION STATEMENT

Developing each student as a productive citizen who thoughtfully meets personal, community, and global challenges.
COUNSELING DEPARTMENT

Every student in Donegal High School is assigned to a school counselor who provides information and vocational, educational, and personal counseling. Counseling contacts with a student are kept strictly confidential. Students in the high school are assigned a counselor according to the “first letter” of their last name. Mrs. Lindeman’s case load is A – G; Mrs. Kuhn’s case load is H – O; and Mr. Rosengrant’s case load is P – Z.

Counseling services include individual counseling, small group counseling, large group guidance, educational and interest testing, and referral services. The Donegal High School testing program is designed to provide the student, parents, and counselors with information about student interests and abilities. This information helps the student make realistic educational and vocational choices.

Parents/guardians are encouraged to meet with the counselor about questions concerning their student’s present program or future educational and/or vocational plans. Opportunities available to high school graduates include business schools, the Armed Forces, community and junior colleges, four-year colleges and universities, nursing, technical and trade schools. Information concerning these options is available in the Career Center and students are encouraged to explore their interests and options. Also available to students is a representative of the Keystone College Advisory Corp. This individual assists students and parents with the transition into a post-secondary education experience at a college or university.

COLLEGE ADMISSIONS

When colleges select students, they try to determine whether the student has an academic background that will enable him/her to be successful at, and contribute to, their school. In analyzing a student for admission, most colleges and universities consider the following data:

Scholastic Record – A student’s scholastic record is carefully evaluated by college admissions officers. An official Donegal High School transcript is sent to the school by the career center in accordance with the specific college procedure.

Class Rank – Class rank is a quick way to tell if a student is above average or below average in academic performance. Donegal High School follows the ranking method recommended by the National Association of Secondary School Principals. Weights are assigned to letter grades and also the level of course taken. For weighting, please see page 12. Class rank is determined at the end of the school year for all grades. Class rank is recorded on the student’s transcript.

Admissions Tests – Almost all colleges require tests for admission. The most commonly used test in the eastern United States is the SAT. The SAT consists of verbal and mathematical sections. Some colleges, particularly in the west and south, require the American College Test (ACT). The SAT II subject area tests may also be required by a college or university. Please check with the college or university you are interested in for specifics. Counselors can provide students with information on all of these tests.

Subjects Taken and Activities – Colleges are interested in the type and quality of the courses the student elects to take each year and in the student’s participation in extra-curricular activities.
### TESTING

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Test</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Keystone Exams (Algebra I)</td>
<td>End of Course</td>
</tr>
<tr>
<td>10th</td>
<td>(PSAT) – <em>Required for ALL 10th graders</em></td>
<td>March</td>
</tr>
<tr>
<td></td>
<td>Keystone Exams (Literature &amp; Biology)</td>
<td>End of Course</td>
</tr>
<tr>
<td>11th</td>
<td>(PSAT) / National Merit Test – <em>Optional</em></td>
<td>October</td>
</tr>
<tr>
<td></td>
<td>Armed Services Aptitude Battery - <em>Optional</em></td>
<td>February</td>
</tr>
<tr>
<td></td>
<td>(SAT) &amp; Achievement Tests - <em>Optional</em></td>
<td>Oct/Nov/Dec/Jan/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mar/May/June</td>
</tr>
<tr>
<td>12th</td>
<td>(SAT) &amp; Achievement Tests - <em>Optional</em></td>
<td>Oct/Nov/Dec/Jan/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mar/May/June</td>
</tr>
</tbody>
</table>

### KEYSTONE EXAMS

The Keystone Exams are assessments in Algebra I, Biology, and Literature. These exams will be used for students to demonstrate proficiency in the areas of mathematics, science, and reading as a requirement to graduate from Donegal High School. Students are required to participate in these exams at the end of the course of study in Algebra I, Biology, and 10th grade Literature. Students who fail to demonstrate proficiency at the end of each course will be required to participate in remediation and then retest. Exams are administered in December 2018, January 2019, and May 2019. *(Testing dates are subject to change)*

### HIGH SCHOOL CAREER CENTER

The career center is located in the high school counseling office where educational and vocational information is available to all students. CAREER CRUISING, a computer-based program, is an approach to career counseling and all students are encouraged to take advantage of this program which includes data on occupations, two-year and four-year colleges and evaluation tests which are designed to assist students in their decision making process. Job characteristics of particular interest to the student can also be used to identify relevant occupations. Also included is information on the armed services. The counseling department has a section on the school website dedicated to career exploration.
SCHEDULING PROCESS

The students, parents/guardians, teachers, and counselors should all be involved in the planning of a sound educational program. This program, as it unfolds and develops from year to year, should result in an enjoyable, successful, and profitable high school career. The students’ ability to continue their education or their readiness for employment will determine how successful this program has been. In planning a program, a student should:

1. Establish personal goals.
2. Evaluate personal interests, aptitudes, and needs.
3. Learn career entrance requirements as soon as possible.
4. If college is anticipated, visit as many colleges as possible during the eleventh grade and find out about entrance requirements.
5. Consult with parents/guardians, teachers, and counselors in order to benefit from their experience and the information they can make available.
6. Make sure all graduation requirements are met.

COURSE SELECTION TIMELINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 2018</td>
<td>School counselors presentations to students in 8th – 11th grade</td>
</tr>
<tr>
<td>Feb. 2018</td>
<td>Course selection sheets due</td>
</tr>
<tr>
<td>March - April 2018</td>
<td>Students may meet individually with their assigned school counselor</td>
</tr>
<tr>
<td>May 2018</td>
<td>Master schedule created and finalized</td>
</tr>
<tr>
<td>June 2018</td>
<td>Students’ 2018-19 tentative schedules mailed home*</td>
</tr>
</tbody>
</table>

*Students schedules may change as a result of Keystone Exam testing data received/ reviewed during the summer months.

NO STUDENT INITIATED SCHEDULE CHANGES AFTER JUNE 1, 2018.
## Donegal High School
### Four-Year Education Plan Worksheet

**Name** _____________________________________________________________________________

<table>
<thead>
<tr>
<th>Credits Required for Graduation</th>
<th>GRADE 9</th>
<th>COURSE</th>
<th>GRADE 10</th>
<th>COURSE</th>
<th>GRADE 11</th>
<th>COURSE</th>
<th>GRADE 12</th>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 English*</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Social Studies*</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Mathematics*</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Science*</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Fitness</td>
<td>Fitness 9</td>
<td>Fitness 10-12</td>
<td>Fitness 10-12</td>
<td>Fitness 10-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Wellness</td>
<td>Informational Lit.</td>
<td>Wellness</td>
<td>Wellness</td>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Arts/Humanities</td>
<td>Elective</td>
<td>Elective</td>
<td>Personal Finance</td>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.5 Informational Lit.</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Personal Finance</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5 Electives</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Project * - Must include required courses</td>
<td>Career Tech. Center (CTC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum Credit Total to Graduate: 28</td>
<td>Needed: 8 credits</td>
<td>Needed: 8 credits</td>
<td>Needed: 8 credits</td>
<td>Needed: 8 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Student’s Signature** ____________ **Date** ____________ **Counselor’s Signature** ____________ **Date** ____________ **Parent’s Signature** ____________ **Date** ____________
COLLEGE LEVEL COURSES

Academically capable students may take college level courses for both high school and/or college credit. Several local colleges have agreed to permit qualified students to enroll in courses during the academic year and/or during summer school sessions. The College in the High School Program (offered through a partnership with Harrisburg Area Community College HACC) enables qualified high school students to enroll in college level courses at their high school during the regular school day. Students earn concurrent high school and college credit for the same course. Courses are taught by high school teachers who qualify as adjunct college faculty members. The cost of College in the High School courses is a one-time application fee and a reduced rate for the course. Recommendations by the school counseling office and administration are necessary for participation.

ADVANCED PLACEMENT COURSES

The Advanced Placement (AP) Program gives students the opportunity to pursue college-level difficulty studies while in high school. In order to receive AP course weighting and the AP course distinction, students must take the AP tests in May. Scoring at certain levels in these tests may allow the students to receive advanced placement and/or credit upon entering college. During the 2018-19 school year, the following Advanced Placement courses may be offered at Donegal High School:

- **Advanced Studies**: Capstone course: AP Seminar
- **Art**: AP Studio Art
- **English**: AP English Language and Composition, AP English Literature and Composition
- **Mathematics**: AP Calculus AB, AP Calculus BC, AP Computer Science A, AP Statistics
- **Science**: AP Biology, AP Chemistry, AP Physics C Mechanics
- **Social Studies**: AP United States History, AP Psychology, AP Government and Politics
- **World Languages**: AP Spanish Language

Students who elect to take a number of AP courses may find it difficult to schedule them all. Planning ahead is very important in this situation and consultation with a counselor may help the scheduling process. All AP courses are weighted 1.3 when calculating a student’s grade point average. Student enrolling in an AP course will be required to take the AP exam. There is a fee associated with the exam. (i.e. 2017-18 fee $94.00 per exam) Students who have financial need should contact their school counselor.

Students who elect to take an Advanced Placement (AP) course should understand the rigor that is involved in an AP course mirrors what they will face at a post-secondary institution. When enrolling in an AP course, students are making a yearlong commitment; however, if deemed academically eligible, a student’s parents/guardians may request to be withdrawn from an AP course (Preferably at the end of the first semester). A student may be withdrawn from an AP class only after consulting with the teacher and parent/guardian concerning the student’s grades and work ethic. The withdrawal request will then be forwarded to administration for approval. If approval is given, the student will receive credit for the first semester of the course, and the grade will be factored into the calculation of the student’s GPA. Courses dropped will be noted on the permanent record as "WP" (student had a passing grade at the time the course was dropped); or, "WF" (student had a failing grade at the time the course was dropped). The determination of WP or WF is assigned by the administration. The student permitted to withdraw will then be scheduled for an alternate class. Students should be aware that a requested class may not be available due to various factors including availability and class size, and they may be enrolled in a class not of their choosing.
SIX-DAY CYCLE/4 Period Day

Donegal High School operates on a six-day scheduling cycle. Each day is numbered 1 through 6 and classes will be identified as such on the student schedules. This allows for more continuity in class meetings. Holidays normally force students to miss some classes that are scheduled on Fridays, Mondays, etc. Using the numbers and a six-day cycle allows us to keep this situation to a minimum and schedule more efficiently those classes that do not meet every day. Donegal High School also primarily schedules classes on a block schedule. A class meets during periods 1 thru 4 is 81 minutes in length, and all students will be assigned a 30 minute Tribe Time at the beginning of the instructional day. Students must be fully scheduled for the eight periods during the year.

2018-19 Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR and Tribe Time</td>
<td>7:50 a.m.</td>
<td>8:31 a.m.</td>
</tr>
<tr>
<td>1</td>
<td>8:35 a.m.</td>
<td>9:56 a.m.</td>
</tr>
<tr>
<td>2</td>
<td>10:00 a.m.</td>
<td>11:21 a.m.</td>
</tr>
<tr>
<td>3 (with 30 minute lunch)</td>
<td>11:25 a.m.</td>
<td>1:20 p.m.</td>
</tr>
<tr>
<td>4</td>
<td>1:24 p.m.</td>
<td>2:45 p.m.</td>
</tr>
</tbody>
</table>

*Students must be in the school building by 7:45 a.m.*
GRADUATION REQUIREMENTS

To receive a Donegal High School diploma, a student must successfully complete a minimum number of courses during grades 9,10,11,12 as outlined below:

<table>
<thead>
<tr>
<th>AREAS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English*</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>4.0</td>
</tr>
<tr>
<td>Science*</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Studies*</td>
<td>4.0</td>
</tr>
<tr>
<td>Fitness</td>
<td>2.0</td>
</tr>
<tr>
<td>Wellness 10 &amp; 11</td>
<td>1.0</td>
</tr>
<tr>
<td>Informational Literacy**</td>
<td>0.5</td>
</tr>
<tr>
<td>Personal Finance **</td>
<td>1.0</td>
</tr>
<tr>
<td>Arts &amp; Humanities***</td>
<td>2.0</td>
</tr>
<tr>
<td>Electives ****</td>
<td>6.5</td>
</tr>
</tbody>
</table>

TOTAL 28

Graduation requirements are modified for students attending full year CTC programs during their 12th grade year.
* Must include required courses per items above and check department course descriptions.
** Informational Literary is required to be taken in 9th grade and Personal Finance is required to be taken in 11th grade.
*** Courses that satisfy the Arts and Humanities requirements may be selected from the following areas:
   - English (beyond the four required units)
   - Social Studies (beyond the four required units)
   - Art
   - Music
   - World Language
**** All courses beyond the required courses are considered electives. This includes courses in the following areas:
   - Business
   - Technology Education
   - Career and Technology Centers

PROMOTION

Promotion to the next grade level is based on the minimum accumulation of credits according to the chart below:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ninth grade to tenth grade</td>
<td>5 credits</td>
</tr>
<tr>
<td>Tenth grade to eleventh grade</td>
<td>12 credits</td>
</tr>
<tr>
<td>Eleventh grade to twelfth grade</td>
<td>20 credits</td>
</tr>
<tr>
<td>Graduation</td>
<td>28 credits</td>
</tr>
</tbody>
</table>
## Grading Scale

<table>
<thead>
<tr>
<th>Percent</th>
<th>Weighted Value</th>
<th>Applicable Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>4.33</td>
<td>A+</td>
</tr>
<tr>
<td>97</td>
<td>4.0</td>
<td>A</td>
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<td>96</td>
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<tr>
<td>95</td>
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<td></td>
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<tr>
<td>94</td>
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<tr>
<td>93</td>
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</tr>
<tr>
<td>92</td>
<td>3.66</td>
<td>A-</td>
</tr>
<tr>
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<td>87</td>
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<td></td>
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<td>86</td>
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<td>63</td>
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</tbody>
</table>
Sample Course Weights

<table>
<thead>
<tr>
<th>Course Weight</th>
<th>Example Courses at this Weight</th>
</tr>
</thead>
</table>
| 1.0 (Courses in which modifications, such as the amount of time to cover the content in the 1.1 level course, have been made.) | 202441 Algebra II  
152741 Modern United States History |
| 1.1 (Courses that are at the academic level) | 202531 Academic Algebra I |
| 1.2 (Courses that are at an honors level) | 202621 Honors Algebra II |
| 1.3 (AP courses and College in the High School) | 201111 AP Calculus AB |

How is WGPA calculated?

Course value X Course Weight = WGPA

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
<th>1.0 Weight</th>
<th>1.1 Weight</th>
<th>1.2 Weight</th>
<th>1.3 Weight</th>
</tr>
</thead>
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ADVANCED PLACEMENT & COLLEGE IN THE HIGH SCHOOL COURSES

501611 Advanced Placement Studio Art (Weight 1.3) (Grades 11 and 12) 1.0 credit
(This course will be scheduled to meet every other day for the full year.)

The AP Studio Art course has been developed to accommodate students who have expressed an interest in completing the AP® Drawing Portfolio. Through teacher instruction, class work, and outside assignments, emphasis will be placed on producing 24 quality pieces of art work for submission in May. Students will address all three sections of the portfolio:
- **Breadth (12 pieces)** - Works that demonstrate a variety of concepts and approaches
- **Concentration (12 pieces)** - A body of work investigating a strong underlying visual idea
- **Quality (5 pieces selected from the Breadth and/or Concentration sections)** - Works that demonstrate mastery in concept, composition and execution

Students will be challenged to develop a personal voice, while developing mastery in concept, composition, and execution of personal ideas and themes. Students will also understand that art making is an ongoing process that uses informed and critical decisions in order to produce quality work. Students will be expected to develop a comprehensive portfolio that addresses each of these issues in a personal way. Approximately 5-7 hours per week will need to be devoted to the production of their artwork outside of class. **Students will be expected to create 5 assigned pieces in the summer prior to the start of the course.** As part of the course, students may need to purchase some of their own materials. **Students enrolling in AP Studio Art will be required to submit their portfolio**

**Prerequisite:** Successful completion of Drawing/Painting I & II and additional art courses with a grade of ‘B’ or higher. Drawing/Painting II may be completed simultaneously with AP Studio Art. **Teacher approval required.**

201511 Advanced Placement Computer Science (Weight – 1.3) (Grades 11, 12) 1.0 credit
(This course will be scheduled to meet every other day for the full year)

This course is designed for the serious computer science student seeking to gain an understanding of a higher, structured computer language – JAVA. Preparation for the Advanced Placement examination, for which college credit may be earned, will be emphasized. **Students enrolling in an AP course will be required to take the AP exam**

**Prerequisite:** Successful completion of Computer Programming II with a grade of ‘B’ or higher and approval of the instructor.

101111 Advanced Placement English Literature and Composition (Weight – 1.3) 1.0 credit
(This course will be scheduled to meet every other day for the full year)

**Course Overview as published by College Board:** “The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.”

**Prerequisites:** Teacher approval required. To qualify for AP Literature at Donegal High School, students will need to earn an A or B in an honors English course in tenth or eleventh grade and also satisfactorily complete an admission essay. Prospective students should see Mrs. Berringer to receive a copy of the assignment prior to registering for the course.

**Summer Reading Requirement:** Over the summer, accepted students will read three novels and keep a reading journal which is due on the first day of class. Materials will be distributed prior to summer break.
101311 Advanced Placement English Language and Composition (Weight 1.3) 1.0 credit
(This course will be scheduled to meet every other day for the full year)

Course Overview as published by College Board: “The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.”

Prerequisites: Teacher approval required. To qualify for AP Language at Donegal High School, students will need to earn an A or B in an honors English course in tenth or eleventh grade and also satisfactorily complete an admission essay. Prospective students should see Mrs. Berringer to receive a copy of the assignment prior to registering for the course.

Summer Reading Requirement: Over the summer, accepted students will read three novels and keep a reading journal which is due on the first day of class. Materials will be distributed prior to summer break.

101511 English Composition (Weight 1.3) (Grade 11 or 12) 1.0 credit
(College in the High School Course) - Approval of school counselor and principal required.

This Harrisburg Area Community College, Lancaster Campus course focuses on the development of fluency in writing clear, forceful, and effective prose. Students will learn and utilize the writing process for many modes of writing, including analytical, narrative, evaluative, argumentative, and explanatory writing. Deep understanding of the grammatical concepts of the English language as well as proper form and citation will also be studied. In short, the course prepares the student for the many types of writing required in a college setting. Completion of this course results in the awarding of 3.0 college credits, transferable to any college or university that accepts transcripts from HACC. A nominal registration and course fee is required by Harrisburg Area Community College in order to participate.

Prerequisites: Must have taken an honors-level English course in 10th or 11th grade and submit a qualifying essay to Mrs. Lee for approval prior to registering. Students will also need to pass HACC’s entrance exam to take the course. Students who have applied in 11th grade and were not accepted are encourage to apply again for their senior year.

201111 Advanced Placement Calculus AB (Weight – 1.3) (Grades 11, 12) 1.0 credit
(This course will be scheduled to meet every other day for the full year)

The course consists of two main concepts: derivatives and integrals. A study of limits and continuity leads to several definitions of the derivative. The derivative is then used to define the integral, leading to the Fundamental Theorem of Calculus. Functions are explored graphically, numerically, analytically, and verbally. The relationships among these representations are emphasized. Students are expected to clearly communicate procedures used and conclusions drawn, using proper vocabulary and terms. The appropriate use of a graphing calculator is essential, and the approach to the content will be rigorous. College credits may be earned by passing the Advanced Placement examination with a score of 3 or better. Students enrolling in an AP course will be required to take the AP exam.

201211 Advanced Placement Calculus BC (Weight -1.3) (Grades 11, 12) 1.0 credit

The course includes the further study of differential and integral calculus topics and also includes additional topics in polynomial approximations and series. As in the prerequisite course of Advanced Placement Calculus AB, problems are explored graphically, numerically, analytically, and verbally, and the relationships among these various representations
are emphasized. The course also addresses an appreciation of calculus as a coherent body of knowledge and as a human accomplishment. Students are expected to clearly communicate procedures used and conclusions drawn, using proper vocabulary and terms. The appropriate use of a graphing calculator is essential, and the approach to the content will be rigorous. College credits may be earned by passing the Advanced Placement examination with a score of 3 or better. **Students enrolling in an AP course will be required to take the AP exam**

201411 Advanced Placement Statistics I (Weight – 1.3)  (Grades 11, 12)  1.0 credit  
(\textit{This course will be scheduled to meet every other day for the full year})

AP Statistics is designed to enable the secondary school student to complete studies equivalent to a one-semester, introductory college course in statistics. The first half of this course will introduce the student to major concepts and tools for collecting, analyzing, and interpreting data. The second half of this course will focus on statistical inference techniques. The use of a TI-84 Plus SE graphing calculator and appropriate software is an integral part of the course. College credits may be earned by taking the Advanced Placement examination. **Students enrolling in an AP course will be required to take the AP exam.**

251711 Advanced Placement Biology (Weight – 1.3)  (Grades 11, 12)  1.0 credit  
(\textit{This course will be scheduled to meet every other day for the full year})

The AP biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. Students, who qualify on the advanced placement examination, as college freshmen, may be permitted to take upper level courses in biology or register for other courses in which biology is a prerequisite. Students who elect this class must have successfully completed a first course in biology and in chemistry. The AP biology differs from the usual biology course in respect to the kind of textbook used, the range and depth of topics covered, and the time and effort required of students. **Teacher approval required. Students enrolling in an AP course will be required to take the AP exam.**

251811 Advanced Placement Chemistry (Weight – 1.3)  (Grades 11, 12)  1.0 credit

The AP chemistry course is designed to be the equivalent of a college introductory chemistry course usually taken by science and medical majors during their first year. Students, who qualify on the advanced placement examination as college freshmen, may be permitted to take upper level courses in chemistry or register for other courses in which chemistry is a prerequisite. Students who elect this class should have successfully completed a first course according to the requirements for entering honors level courses and the Honors Chemistry II course as stated above. Being a third level chemistry course students should expect in depth mathematics within the course. AP chemistry will focus on the topics of equilibrium, thermodynamics and acid/base chemistry. **Teacher approval required. Students enrolling in an AP course will be required to take the AP exam.**

251911 Advanced Placement Physics C Mechanics (Weight – 1.3)  (Grades 11, 12)  1.0 credit  
(\textit{This course will be scheduled to meet every other day for the full year})

The AP physics course is designed to follow the AP physics “C” syllabus. The course will concentrate on the topics of mechanics, motion and energy. A calculus based course – tests, problems, and labs will make up the bulk of the grade along with outside required reading. **Students must be either taking or successfully completed AP calculus or calculus. Teacher approval required. Students enrolling in an AP course will be required to take the AP exam.**
This course may be taken in place of civics and government. The AP United States government course provides an in-depth look at the government of the United States that includes a study and evaluation of the political system that runs it. The course is designed to help students develop an understanding and appreciation for how the political system works and how it influences and touches the lives of every American. Also, it is designed to help students understand how their participation in the system is important to its survival. Knowledge of contemporary political events is essential for the analytical focus that must be exhibited in the writing required in the course. Throughout the course of the semester students will be required to analyze various forms of political and statistical data. This will include charts, graphs, political cartoons, and other data distributed in class. Students enrolling in an AP course will be required to take the AP exam. Students should complete honors Modern U.S. History prior to taking this course. Interested 10th grade students must obtain teacher and principal permission.

Prerequisites: Must have taken an honors-level social studies course in 10th and 11th grade and submit a qualifying essay to the teacher for approval.
Advanced Placement Psychology is a course designed to introduce students to the systematic and scientific study of the behavioral and mental processes of human beings. Key concepts of the major schools of psychology and important theorists with their contributions to psychology are taught. Students are exposed to the psychological facts, principles, and phenomenon associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologist use in their science and practice. Vocabulary is an essential part of psychology; therefore, vocabulary is emphasized. **Students enrolling in an AP course will be required to take the AP exam.**

The AP Spanish Language course emphasizes the use of Spanish for active communication, encompassing aural/oral skills, reading comprehension, grammar, and composition. The course will reflect a wide variety of academic and cultural topics (the arts, history, current events, literature, culture, sports, etc.). Materials include authentic resources in the form of recordings, films, newspapers, magazines, and Web sites. The course seeks to develop integrated language skills that are useful in themselves and that can be applied to various activities and disciplines rather than a mastery of any specific subject matter. This class is conducted in Spanish. **Teacher approval required. Students enrolling in an AP course will be required to take the AP exam.**

**Prerequisite:** Successful completion of Spanish IV with a minimum grade of ‘B’ and teacher approval. Spanish V is strongly suggested, but not required.
ADVANCED STUDIES COURSES

108325 Themes in Literature I (Weight – 1.2) 0.5 credit

Leonardo da Vinci’s “Curiosita” is defined as “an insatiably curious approach to life and an unrelenting quest for continuous learning. Through a look at da Vinci’s life, accomplishments, and patterns of behavior, students will identify and hone personal areas of strength. Exploration of da Vinci’s Curiosita, Dimostrazione, Sensazion, Sfumato, Arte/Scienza, Corporalita, and Connessione will allow students to explore this great thinker from a variety of perspectives while discovering the interconnectedness of the world, the metacognitive process, and themselves. This course includes independent time for the Talent Development Opportunity project. (TDO.)

This course is primarily intended for students who are identified as Gifted or Talented, and requires a signature from the instructor or Administrator.

108425 Themes in Literature II (Weight – 1.2) 0.5 credit

Fictional characters shape our world, become the faces in memes, an influence the shaping of society. Explore the importance of fictional characters in society and in your own life, as we examine the impact of characters in literature, television, advertising, and beyond. How have fictional characters like Smokey the Bear, the Tooth Fairy, or Pokémon shaped who you are? By the end of the course, you'll have examined your life, and identified the fictional characters who have impacted you the most, shaping who you are today. This course includes independent time for the Talent Development Opportunity project. (TDO.)

This course is primarily intended for students who are identified as Gifted or Talented, and requires a signature from the instructor or Administrator.

158121 National History Day (Weight – 1.2) (Grades 9, 10, 11, and 12) 1.0 credit

This general elective course is for students who have a strong interest in history and a desire to conduct in-depth research related to a nationally selected historic theme. The theme for 2019 is tentatively slated to be “Triumph and Tragedy in History,” but will officially be announced by National History Day this summer. Students work individually or in groups no larger than five to present their work in original papers, websites, exhibits, performances and documentaries, which are entered into competitions in the spring at regional, state and national levels. Students enrolled in this course do not receive a Social Studies credit as it is a general elective course. Students are selected for this class by the teacher and principal. A short written application is required.

108531 AP Seminar (Weight – 1.3) (Grades 10 and 11) 1.0 credit

(This course will be scheduled to meet every other day for the full year)

THIS COURSE IS A NEW OFFERING FOR THE 2018-19 SCHOOL YEAR

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design
and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students are selected for this class by an academic panel. A short written application is required to be considered for enrollment in the course. The course enrollment is limited to 20 students.

108631 AP Research (Weight – 1.3) (Grades 10 and 11) 1.0 credit
(This course will be scheduled to meet every other day for the full year)

THIS COURSE WILL NOT BE OFFERED UNTIL THE 2019-20 SCHOOL YEAR

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. Students are selected for this class by an academic panel. A short written application is required to be considered for enrollment in the course. The course enrollment is limited to 20 students.

Prerequisite: Successful Completion of AP Seminar and a score of 3 or higher on the AP seminar exam.
ART DEPARTMENT COURSES

501235 Introduction to Art (Weight – 1.1) 0.5 credit
An introduction to drawing, painting, design, and 3-D (sculpture & pottery) with a focus on the artistic process, media techniques, art appreciation and the basic art elements and principles used in art production.

503131 Drawing I/Painting I (Weight – 1.1) (Grades 10, 11, 12) 1.0 credit
This course elaborates on the 2-dimensional techniques and of design as it relates to drawing and painting techniques. Students will develop their awareness of artistic styles and the ability to reflect on professional and student artwork. Students will be required to create and maintain a sketchbook.

Prerequisite: Introduction to Art with a grade of ‘B’ or higher OR upon teacher approval

503231 Drawing II/Painting II (Weight – 1.1) (Grades 11, 12) 1.0 credit
(This course will be scheduled during the first semester only.)
This course is designed for students who are interested in learning advanced drawing and painting techniques to develop their awareness of composition. Students will be exposed to the production of observational and thematic artwork that encourage students to make creative choices to further investigate their artistic style. Students will be required to maintain a sketchbook and produce an exit portfolio of 10-15 quality pieces, demonstrating a serious approach to art production.

Prerequisite: Successful completion of Drawing I/Painting I with a grade of ‘B’ or higher OR upon teacher approval

502131 Ceramics I/Sculpture I (Weight – 1.1) (Grades 10, 11, 12) 1.0 credit
This course offers students a variety of experiences in 3-dimensional form. Students will explore the techniques used in basic ceramics and sculpture. Students will be encouraged to think creatively, problem solve and begin to contemplate form. Aesthetics, criticism and art history will be covered as it relates to art production in 3-dimensional form. Basic clay construction includes: pinching, modeling, coil building, slab construction, surface manipulation, and wheel throwing.

Prerequisite: Introduction to Art with a grade of ‘B’ or higher OR upon teacher approval

502231 Ceramics II/Sculpture II (Weight – 1.1) (Grades 11, 12) 1.0 credit
This course is designed for those students who want to refine their skills and explore advanced ceramic processes. Students will be encouraged to establish individualized goals reflecting a sense of personal expression, to be shown in the production of functional and non-functional art pieces. Students will also gain an understanding of cultural influences on contemporary and historical ceramics and sculpture.

Prerequisite: Successful completion of Ceramics I/Sculpture I with a grade of ‘B’ or higher OR upon teacher approval
**501435 Studio Art (Weight – 1.1) (Grades 10, 11, 12)**

This class focuses on artists and art history as the approach to art production. Both 2-D and 3-D art techniques are covered as they relate to the thematic study in art appreciation. Students are given an opportunity to explore and develop their artistic abilities and individual styles in a range of media and themes.

**Prerequisite:** Introduction to Art with a ‘B’ or higher OR upon teacher approval

**505135 Graphic Design (Weight – 1.1) (Grades 10, 11, 12)**

This course will introduce students to the digital art process and focus on the applications of visual communications. Adobe Illustrator and traditional media techniques will be utilized throughout the design process. This class offers students the opportunity to explore media and techniques that focus on marketing and consumer products, such as logos, package design, and advertisements. Students will learn to communicate effectively and creatively through the proper use of design elements and principles, appropriate typography choices and visually stimulating compositions.

**Prerequisite:** Successful completion of Introduction to art with a grade of ‘B’ or better OR upon teacher approval

**504135 Photography I (Weight 1.1)**

This course is designed to teach students the basic concepts of digital photography. Emphasis is placed on the proper handling, care and operations of the digital SLR camera as well as the artistic approach to shooting images. Students will explore a variety of compositional strategies to create more interesting photographs. Students will critically examine and write about images, as well as learn about a variety of historical photographers and their equipment. It is not necessary for students to own a digital SLR camera to participate in this course.

**504235 Photography II (Weight 1.1) (Grades 10, 11, 12)**

This course is designed for students who want to master the use of the digital SLR camera. This class includes advanced use of camera functions and Photoshop. Artistic and thoughtful choices regarding composition, camera settings and subject matter will be heavily emphasized in this course. In this course students will critically examine photographs and discuss or write about them in a cohesive manner. It is not necessary for students to own a digital SLR camera to participate in this course.

**Prerequisite:** Successful completion of Photography I with a grade of ‘B’ or better OR upon teacher approval

**106131 Yearbook (Weight – 1.1) (Grades 10, 11, 12)**

This course is designed to produce our high school yearbook. Students will be instructed and work on developing skills in the following areas concerning yearbook: composing, revising, editing, creative design of layouts, photography, marketing and public relations. Yearbook involves independent working, including work to be accomplished outside of the classroom and regular school hours; therefore, only students seriously interested in and dedicated to professional production should consider this course. **Students selected for Yearbook will be invited to an informational meeting, upon which they’ll need to participate in an application process to officially enroll in the course.** See Mrs. Schock with questions.

**Recommended Courses:** Preferred to have completed of Graphic Design, Photography, OR Desktop Publishing with a grade of ‘B’ or better.
BUSINESS EDUCATION DEPARTMENT COURSES

402835 Word (Weight – 1.1)  0.5 credit

This class includes advanced Word features and will allow the student to gain knowledge for use in other classes. In Word, topics such as setting tabs, editing documents, changing SmartArt, mail merges, advanced tables, newsletters, graphics and use of the drawing toolbar, and changing default settings will be emphasized. This class will provide the opportunity for students to gain Microsoft Office Specialist certification in this area.

402735 PowerPoint (Weight – 1.1)  0.5 credit

This class includes advanced use of PowerPoint. Students will learn to create and deliver effective presentations as required by their high school classes. PowerPoint concepts will include how to create a presentation from scratch to inserting pictures, sounds, timing, transitions, designs, etc., that enhance your presentation. This class allows students to show their individual creativity in various projects and will provide the opportunity for students to gain Microsoft Office Specialist certification in this area.

403335 Entrepreneurship (Weight – 1.1)  0.5 credit

This course will give students an idea of what is involved in opening their own business. They will learn about famous entrepreneurs throughout history, how they started their business, and what made them so successful. They will learn how to solve problems that may come up in a business as well as learn the differences between needs and wants. Students will learn about business plans and how to meet their target market. Students will develop a business model and a business plan following the guidelines of class and as outlined in the text, Business Model Generation.

403131 Personal Finance (Weight – 1.1) (Grade 11 required)  1.0 credit

Learn to make wise financial decisions with your hard-earned money! Explore and compare savings plans and other investments choices such as stocks, bonds and mutual funds. Learn to set-up a personal budget and do your own taxes. Understand the advantages and consequences of credit card use. Acquire the necessary knowledge about housing alternatives, buying cars, insurance and other everyday situations to help you make informed choices in the real world. In addition, explore career choices that will affect your financial well-being. Students will complete the remaining piece of the graduation project. This is a required course for all 11th grade students.

402635 Excel (Weight – 1.1)  0.5 credit

This course is Microsoft’s spreadsheet program. You will learn to create professional worksheets and create formulas to maintain and edit them. You will be amazed at what Excel’s functions allow you to calculate with ease—from keeping your checkbook register to figuring out payments on your car. Also, if you need a fancy chart or graph for that upcoming science fair project, this is the course for you! This course will provide the opportunity for students to gain Microsoft Office Specialist certification in this area.

Prerequisite: Word
402535 Desktop Publishing (Weight – 1.1) (Grades 10, 11, 12) 0.5 credit

Learn how to create a professional-looking brochure or flyer for an important upcoming school event! Desktop Publishing is a course that will acquaint students with graphic design techniques and the basic principles of page layout and design. Students will create a variety of documents such as fliers, brochures, announcements, certificates, labels and newsletters using Microsoft Publisher software.

Prerequisite: Word

403331 Personal Law (Weight – 1.1) (Grades 11, 12) 1.0 credit

This course will help you learn the law as it relates to you. Criminal, civil, consumer, and contract law are a few of the topics covered. Students will also learn how to prepare their own income tax return forms. Real-life topics will be tied into the classroom material.

403431 Sports/Entertainment Marketing (Weight – 1.1) (Grades 10, 11, 12) 1.0 credit

Sports and Entertainment Marketing will explore marketing principles and concepts as applied to the ever-popular industries of Sports and Entertainment. Project-based learning will emphasize the development of knowledge and skills related to product management, pricing, promotion, and distribution as they relate to real world marketing situations. The projects and inquiry learning exercises, case problems, and activities for this course are designed to reflect authentic learning situations as found in the sports and entertainment industries.

401131 Accounting I (Weight – 1.1) (Grades 10, 11, 12) 1.0 credit

This course will give you a thorough background in the basic accounting procedures used to operate a business. The accounting procedures presented will also serve as a sound background for employment in office jobs and preparation for studying business courses in college. Computers will be used to help you understand the automated accounting process.

401231 Accounting II (Weight – 1.1) (Grades 11, 12) 1.0 credit

This course is specifically vocational and career oriented. It is for the students who plan a career in business, plan to go to college and major in accounting, marketing, or management, or who plan to enter the business world as an owner or manager. The extensive use of computers will also help prepare the students for entry-level jobs in the business world.

Prerequisite: Successful completion of Accounting I with a grade of ‘B’ or higher and teacher recommendation.
**COMPUTER SCIENCE DEPARTMENT COURSES**

**208135 Computer Programming I (Weight – 1.1)**

This course is designed to provide students with a thorough understanding of programming principles necessary to create well-designed, well-structured programs. This course will be taught using Visual Basic as the programming language.

**Prerequisite:** Successful completion of Algebra I with a grade of ‘C’ or higher.

**208231 Computer Programming II (Weight – 1.1) (Grades 10, 11, 12)**

This course is designed to provide students with a detailed understanding of advanced programming concepts including looping structures, procedures, mathematical functions, arrays and files. This course will be taught using Visual Basic as the programming language.

**Prerequisite:** Computer Programming I

**208331 Introduction to Web Development (Weight – 1.1)**

This course is designed for the student seeking to gain an understanding of web authoring. It will introduce the Internet and World Wide Web and students will learn web site design and layout through a variety of web publishing applications.
ENGLISH DEPARTMENT COURSES

Students are required to successfully complete one English course per year. In grades 9 and 10, a core English course is required. In grade 12, and in some cases in grade 11, students are able to choose from a variety of interest areas to fulfill their English requirement. These courses are taught at various levels, and students will choose according to their levels and their areas of interest for further study.

Literacy Courses:
These courses are designed for students who are developing and refining literacy skills. Students in these courses will read a novel and a variety of short works including poems, short stories, narratives, plays, historical texts, and nonfiction articles. The focus will be placed on building strategic literacy skills as well as developing a wider vocabulary through root word study and improving clarity in writing. Grammar skills will be reinforced throughout the course using the students’ own writing. A research unit is required along with a project or projects relating to studied works.

Academic Courses:
Students in these courses will read novels and a variety of short works including poems, short stories, narratives, plays, historical texts, and non-fiction articles. In addition, students will develop a wider vocabulary through root word study. Grammar study will focus on more complex grammatical skills and concepts. Students will write more extensively on various topics related to the course work. The novel study will be extensive and involve more analysis and interpretation. A research unit is required along with a project or projects relating to studied works. These courses will move at a faster pace and require independent reading.

Honors Courses:
The requirements of these courses will be the same as that of academic courses; however, students will be asked to delve even deeper into the core concepts of literature interpretation and analysis. Students will also be required to write more extensively and apply more complex grammatical skills within their writing. Students will be required to complete an outside reading project for all honors courses as well as a more extensive and in-depth research project.

Choosing a level:
Students should follow the guidelines below when choosing between the three levels of the course:

- To enter an academic level course, the student must have obtained a minimum of a B in a previous core course or a C in a previous academic course.
- To enter an honors level course, the student must have obtained a minimum of a B in a previous academic course or a C in a previous honors course. In addition, teacher recommendation must be obtained for all honors courses.

107841 Literacy and Literature 9 Part A (Weight – 1.0) 1.0 credit
This course will be scheduled during the first semester, meeting every day. The course will integrate grammar, writing, vocabulary and literature at an appropriately modified pace based on student need. A variety of writing types will be taught with added emphasis placed on the writing process. A focus is placed on building the skills of good readers, especially annotation and close reading techniques as it applies to the study of short stories, novels, nonfiction texts, and/or drama.

107941 Literacy and Literature 9 Part B (Weight – 1.0) 1.0 credit
This course is a continuation of Literacy and Literature Part A and will be scheduled during the second semester, meeting every day. Students will be given additional opportunities to strengthen their skills in the areas of grammar, writing, vocabulary and literature. The course will move at a modified pace based on student need. Skills of reading comprehension and literary analysis will again be a focus applied to the study of short stories, novels, nonfiction texts, and/or drama.
105145  Reading Strategies 9 (Weight – 1.0)                         0.5 credit

As literacy courses are designed for students who are developing and refining literacy skills, those who are scheduled for Literacy and Literature 9 may also be scheduled for Reading Strategies 9. Students in this course will learn ways to adjust their reading behaviors to deal with a variety of situations and reading purposes. Strong reading skills are essential to academic achievement at the secondary level. At this level, students will face many academic tasks that require “reading to learn.” Three indicators of effective reading are: fluency (reading speed), vocabulary, and comprehension (metacognition), and these will be a focus of the course. Students in Reading Strategies 9 will be introduced to intensive, strategic literacy skills and methods that can be applied to any content area-related material.

103731  Academic Language and Literature 9 (Weight – 1.1)              1.0 credit

Language and Literature for grade nine is a year-long course, scheduled for every other day, that integrates grammar, writing, vocabulary, and literature. A variety of writing types will be taught with added emphasis being placed on the writing process. A focus is placed on building the skills of good readers, especially annotation and close reading techniques. Course literature includes various short stories, a novel, nonfiction texts, and a drama.

103721  Honors Language and Literature 9 (Weight – 1.2)                 1.0 credit

Honors Language and Literature for grade nine is a one semester course that integrates grammar, writing, vocabulary, and literature. A variety of writing types will be taught with added emphasis being placed on the writing process. A focus is placed on building the skills of good readers, especially annotation and close reading techniques. Course literature includes short stories, a novel, nonfiction texts, and a drama, but the rigor of the course will increase, and requirements will include one speech. Also at the honors level, students should expect one writing based on an outside reading.

107135  Information Literacy (Weight – 1.1) (Grade 9 required)          0.5 credit

This course provides students with a foundation in the essentials of research and writing in order to communicate and solve problems logically. Additionally, students will learn how to navigate the Internet safely in an ever-changing digital landscape. Finally, students will be introduced to career planning by completing interest and skills surveys, researching careers of interest, meeting with professionals from all walks of life, and building job skills. The course has a culminating career research project that incorporates the essential learning of the course.

102341  Literacy and American Literature 10 (Weight – 1.0)                1.0 credit

This is an American Literature survey course. By reading and writing in a variety of styles, students will be prepared for the Keystone Literature Assessment. Students will learn important reading skills to apply to literature, both fiction and non-fiction, from the Colonial Period through the Postmodern Period. In addition to a variety of classroom activities, students will learn to write arguments, explanations, narratives, and research papers, giving a speech based on one of these writing assignments. Students will also study root words to broaden vocabulary skills and grammar as it applies to the improvement of writing.

103531  Academic American Literature 10 (Weight – 1.1)               1.0 credit

This is an American Literature survey course. By reading and writing in a variety of styles, students will be prepared for the Keystone Literature Assessment. Students will learn important reading skills to apply to literature, both fiction and non-fiction, from the Colonial Period through the Postmodern Period. In addition to a variety of classroom activities, students will learn to write arguments, explanations, narratives, and research papers. Students will also study root words to broaden vocabulary skills and grammar as it applies to the improvement of writing. A research unit will culminate with an argumentative essay and speech. Students may also complete a critical reading and examination of a novel for an outside reading project.
103521 Honors American Literature 10 (Weight – 1.2) 1.0 credit

This is an American Literature survey course. By reading and writing in a variety of styles, students will be prepared for the Keystone Literature Assessment. Students will learn important reading skills to apply to literature, both fiction and non-fiction, from the Colonial Period through the Postmodern Period. In addition to a variety of classroom activities, students will learn to write arguments, explanations, narratives, and research papers. Students will also study root words to broaden vocabulary skills and grammar as it applies to the improvement of writing. Students will complete an essay connected to a course text, and a research unit will culminate with an argumentative essay and speech. Students will complete at least one outside reading project.

**Students enrolled in all levels of American Literature 10 will be required to participate in the Literature Keystone Exam during the semester they are enrolled in the course.**

103541 Literacy and British Literature 11 (Weight – 1.0) 1.0 credit

This course will be a chronologically arranged survey of British literature from Beowulf to the Romantic Era. The course will focus on the Anglo-Saxon Period, the Middle Ages, The Renaissance, and the Romantic Era. Special attention will be given to the ways that literature reflects the time in which it was written. Students will build on the analysis skills developed in 10th grade by reading poetry, a play, novels, short stories, and supporting informational texts. Vocabulary and grammar concepts including the eight parts of speech, parts of sentences, clauses, and sentence structure will be examined throughout the course. A major research-based writing assignment will also be included.

103331 Academic British Literature and Composition (Weight – 1.1) (Grade 11) 1.0 credit

This course will be a chronologically arranged survey of British literature from Beowulf to the Modern Era. The course will focus on the Anglo-Saxon Period, the Middle Ages, The Renaissance, and the Romantic and Modern Eras. Special attention will be given to the ways that literature reflects the time in which it was written. Students will use deep analysis skills to interpret a wide variety of texts, including poetry, novels, plays, literary nonfiction, and informational texts. Vocabulary is studied for the duration of the course, and more advanced grammar concepts as well as a review of common grammatical rules will be examined throughout the course. Frequent writing assignments including a research paper allow students to hone their writing skills, and a speech gives them the opportunity to develop confidence speaking in front of a group. Students may also complete a critical reading and examination of a novel for an outside reading project.

103321 Honors British Literature and Composition (Weight – 1.2) (Grade 11) 1.0 credit

This course will be a chronologically arranged survey of British literature from Beowulf to the Postmodern Era. The course will focus on the Anglo-Saxon Period, the Middle Ages, The Renaissance, and the Romantic, Modern, and Postmodern Eras. Special attention will be given to the ways that literature reflects the time in which it was written. Students will use deep analysis skills to interpret a wide variety of texts, including poetry, novels, plays, literary nonfiction, and informational texts. Vocabulary is studied for the duration of the course, and more advanced grammar concepts as well as a review of common grammatical rules will be examined throughout the course. Frequent writing assignments and a more extensive research paper allow students to hone their writing skills. Finally, students will complete at least one outside reading project and a speech.
103941 Literacy and Contemporary Fiction (Weight – 1.0) (Grade 12) 1.0 credit

Literacy and Contemporary Fiction is a survey of literature produced in the last 75 years that reflects upon major issues facing modern American society. Students will read from a selection of compelling contemporary novels, short stories, and drama, making profound connections between the literature and the time in which we live. Personal reflection, class discussions, and the analysis of elements of literature will form the basis of the course. In addition, students will be expected to compose a research paper and deliver at least one speech. Writing, grammar, and vocabulary will be embedded throughout the course.

103931 Academic Contemporary Fiction (Weight 1.1) (Grade 12) 1.0 credit

Academic Contemporary Fiction is a survey of literature produced in the last 75 years that reflects upon major issues facing modern American society. Students will read from a selection of compelling contemporary novels, short stories, and drama, making profound connections between the literature and the time in which we live. Personal reflection, class discussions, and the analysis of elements of literature will form the basis of the course as students deepen their understanding of how literature reflects the society that creates it. In addition, students will be expected to compose a research paper, deliver at least one speech, and complete an outside reading project. Writing, grammar, and vocabulary will be embedded throughout the course.

103631 World Dramatic Literature (Weight – 1.1) (Grade 12) 1.0 credit

Using an overview of theater conventions, stagecraft, and cultural context, students will study dramatic literature beginning with ancient Greek theater and ending with contemporary American drama. Students will build on their knowledge of informational, argumentative, and narrative writing structures. Students will continue their study of Greek and Latin roots. Course requirements will include a play review of a theater performance and production of an original drama.

104231 Humanities (Weight – 1.1) (Grade 12) 1.0 credit

Humanities is a course which focuses on the creative spirit of humankind through the study of art, literature, music, history, and philosophy. Emphasis is placed on the interconnectedness of each of the arts. Students will read a variety of literary, historical, and philosophical works, view a wide array of visual art, and listen to various musical compositions with the goals of understanding each individually and connecting those works to others in a meaningful way. Vocabulary is studied in context of the arts. A research paper and an outside critique assignment, as well as art, music, and writing projects, are part of this course.

103221 Honors American Literature II and Composition (Weight – 1.2) (Grade 12) 1.0 credit

The course will concentrate on the study of novels and short stories by major American authors from various time periods. Works to be studied may include *The Scarlet Letter*, *Huckleberry Finn*, and *The Great Gatsby* along with the short stories of Ernest Hemingway.

625345 Literature I (Weight – 1.0) .5 credit

625445 Literature II (Weight – 1.0) .5 credit

622345 English I (Weight – 1.0) .5 credit

622445 English II (Weight – 1.0) .5 credit
ENGLISH AS A SECOND LANGUAGE (ESL) COURSES

751131 Foundations of English Language and Literacy (Weight – 1.1) (Grades 9, 10, 11, 12)  
1.0 credit  
Per semester

This course is a regular education English course designed to meet the communication and literacy needs of students who are entering (0-1) or beginning (1.5-2.5) English language learners. Students will develop basic interpersonal communication skills in English through listening, speaking, reading and writing components. Students will also develop beginning academic language in English for listening, speaking, reading and writing to help students understand English in content classes. Course content emphasizes conversational skills, vocabulary development, guided and shared reading with limited independent reading, basic grammar and writing instruction and culture studies. Periodic, on-going assessment and testing is both formal and informal to gauge the student’s acquisition of language and his/her understanding of English content. A summative final exam is given. Students must achieve a 2.5 English language proficiency level to advance to the next course level with teacher approval.

751231 Basic English Language and Literacy (Weight – 1.1) (Grades 9, 10, 11, 12)  
1.0 credit  
Per semester

This course is a basic level regular education English course designed to meet the literacy and academic language needs of students who are high beginning (2.5), developing (3), or beginning expanding (4) English language learners. Students will develop and refine intermediate academic communication skills in listening, speaking, reading and writing and use those skills with academic content. Course content is structured to move students toward meeting PA Standards. Emphasis is placed on development of background knowledge, vocabulary knowledge, grammar, reading comprehension and writing. Periodic, on-going assessment and testing is formal and informal to gauge both the student’s continuing acquisition of language as a reader and writer in English, as well as to measure student understanding of course content and application of skills. A summative final exam is required. Students must achieve at least a 3.5 English language proficiency level to advance to the next course level with teacher approval.

751331 Advanced Academic English Language and Literacy (Weight – 1.1) (Grades 9, 10, 11, 12)  
1.0 credit  
Per semester

This course is an academic level regular education English course designed to meet the literacy and academic language needs of English language learners who are high expanding (4.0) or bridging (4.5-5.0) in language acquisition and/or who demonstrate strong literacy skills and performance in content classes. This course is designed for college-bound students. Students will be required to use a high level of academic English in reading, writing, and speaking through a variety of contexts in order to meet PA Standards and perform well on Keystone Literature Exam. Students will develop high-level vocabulary knowledge, deepen reading skills and literary analysis, refine their speaking skills, and meet academic writing requirements for writing, research writing, and essay writing. Periodic, on-going assessment and testing is both formal and informal to measure the student’s ability as a proficient reader and writer in English. A summative final exam is required. Students must meet all the PA state requirements for exiting ESL in order to move on to a grade-level English class the following year.
FITNESS & WELLNESS DEPARTMENT COURSES

The Donegal High School’s Department of Fitness and Wellness is committed to educating all students in the awareness, development and continuation of a healthy, active lifestyle. The Department offers experiences that promote the concept of lifespan sport, fitness, physical and health education. Within the context of this design, students develop skills, knowledge, abilities and an experiential base of sufficient quality and wisdom to empower reasonable success in ensuring healthy practices and lifestyle.

354335 Fitness 9-10 (Weight – 1.1) (Grades 9, 10 required) 0.5 credit

This class is structured so that students will be introduced to a variety of team sports that place an emphasis on fitness development, skill acquisition, strategic thinking and cooperative effort. Units in this course include, but are not limited to volleyball, basketball, bowling, track and field, flag football, field games, aerobics, kickboxing, and fitness center. Students will participate in activities that will enhance cardiovascular fitness, muscular strength and endurance, flexibility and body composition. The use of heart-rate monitors and fitness circuits are included in the course.

354435 Fitness 11-12 (Weight – 1.1) (Grades 11, 12 required) 0.5 credit

This general fitness course is one of four that can be chosen to fulfill the Fitness requirements. This course will continue to place emphasis on team sports and fitness. As class size allows, time will be spent on individual and lifetime sports as well. The use of heart-rate monitors is included in the course.

357235 Wellness 10 (Weight – 1.1) (Grade 10 required) 0.5 credit

Students must successfully complete this required course in order to graduate. Course content includes, but is not limited to: personal health and wellness, community and environmental health, marriage, parenthood, aging, life skills, conflict and violence resolution. Through these learning experiences, students will be provided with the skills necessary to live a life of wellness.

357335 Wellness 11 (Weight – 1.1) (Grade 11 required) 0.5 credit

Students must successfully complete this required course in order to graduate. Course content includes but is not limited to: nutrition, physical fitness, substance abuse, communicable and non-communicable diseases, safety, and first aid and CPR. Through these learning experiences, students will be provided with the skills necessary to live a life of wellness.

353121 Donegal Experiential Education Program (DEEP) (Weight – 1.2) (Grades 11, 12) 1.0 credit

(This course will be scheduled to meet every other day for the full year)

Teacher approval is required for this elective course that takes the place of the regular fitness requirement. The students will be exposed to physical, mental, and emotional challenges. Challenges will test a student’s perceived limits. Other than the traditional classroom, the DEEP classroom will also include exploring the cliffs, mountains, lakes, rivers, and streams of Pennsylvania. DEEP places students in safe and secure situations where they must overcome obstacles (physical & mental) and develop new patterns for dealing with themselves and others. Teamwork, compassion, craftsmanship, and self-reliance are emphasized. Students will also enhance their sense of responsibility for the care and preservation of our fragile environment as they practice Leave No Trace tactics and journey through wilderness areas. Main activities include initiative games & activities, rock climbing, rappelling, orienteering, canoeing, fishing skills, CPR, First Aid & AED certification and service projects.
Requirements: This course is limited to junior and seniors only. Students who apply must not be in academic difficulty prior to acceptance in the course (e.g., failure of required course in prior year). A course application must be obtained from the instructor and submitted by the date specified on the application. Applicants should be in good physical condition and are required to have appropriate clothing to participate in activities (e.g. quality hiking boots, synthetic/insulating clothing layers, etc.).

Equipment/Lab fee: $30.00 (covers the cost of PA Fish & Boat Commission’s Boating & Water Safety Awareness, CPR, First Aid & AED certification cards).

Optional: Culminating Outdoor Adventure Course Experience - Fee: $1000-$1500 (includes transportation, tuition, food & equipment). Students are responsible for fee; fundraising efforts exist to help defray the cost of the culminating trip. This is an optional activity which will take place after the end of the school year.

Application packets are available through Dr. Eichler and must be returned to him by the specified date on the application. Enrollment is limited to 20 students.
MATHEMATICS DEPARTMENT COURSES

Core
These courses will focus on the fundamental concepts of a particular mathematics course, as well as the development of the ideas and the relationship of these ideas that constitute that particular branch of mathematics.

Academic
The requirements of these courses will be the same as that of core courses. In addition, the students will branch out into more detailed investigations of the core concepts and the fundamentals of mathematics. Students in these courses will be required to provide more in-depth explanations of the concepts discussed in class. In addition to a more in-depth approach to the content, the pace of the course will also be increased and require more independent work.

Honors
The requirements of these courses will be the same as that of academic courses. In addition to the academic requirements, students will be asked to explore the core concepts and fundamentals of the course content in greater depth and also be asked to use higher level thinking skills to make connections among various aspects and branches of mathematics. Students at this level will be asked to perform additional independent work throughout the course and move at a more accelerated pace compared to academic courses.

Choosing a level:
Students should follow the guidelines below when choosing between the three level of the course:

- To enter an academic level course, the student must have obtained a minimum of a B in a previous core course or a C in a previous academic course.
- To enter an honors level course, the student must have obtained a minimum of a B in a previous academic course or a C in a previous honors course. In addition, teacher recommendation should be obtained for all honors courses.

202831 Academic Algebra 1 Part A (Weight 1.1) (Grades 9) 1.0 credit
This course will be scheduled during semester 1. Topics of algebra are explored at a modified pace using a practical approach. Algebraic expressions and equations, linear equations, systems of equations, linear inequalities, problem solving, and elementary statistics are studied. Traditional and practical approaches will be utilized. Graphing calculators will be used for demonstration.

202931 Academic Algebra 1 Part B (Weight 1.1) (Grades 9) 1.0 credit
This course is a continuation of Academic Algebra 1 Part A and will be scheduled during the second semester. Therefore, successful completion of Academic Algebra 1 Part A is a prerequisite. Traditional and practical approaches will again be utilized in this course. Topics included in this course are polynomials, quadratic equations, factoring methods, radical functions, and connections to geometry. Graphing calculators will be used for demonstration.

** Students will be required to participate in the Algebra 1 Keystone Exam in semester 2 after completing both Part A and Part B.**
203141 Algebra II (Weight – 1.0) (Grades 10, 11, 12) 1.0 credit

This course is a continuation of Algebra I. Therefore, successful completion of Algebra I is a prerequisite. This course will review and build on the fundamentals of Algebra I. The main topics that will be studied include graphing, quadratic functions, polynomial functions, inverse functions, and radical functions. \textit{Students are recommended to have a graphing calculator for this course.}

202631 Academic Algebra II (Weight – 1.1) 1.0 credit

This course includes a thorough review of the fundamentals of algebra. The operations and patterns of elementary algebra are taken to greater depths and are expanded to include higher level algebraic topics such as quadratic functions, polynomial functions, techniques for factoring polynomials, inverse functions, radical functions, rational expressions, and exponential and logarithmic functions. \textit{Students are recommended to have a graphing calculator for this course.}

202621 Honors Algebra II (Weight – 1.2) 1.0 credit

This course parallels the content of Academic Algebra II. Topics will be presented at an accelerated pace and in greater depth than in Academic Algebra II. Students in this class will be asked to complete additional independent work related to the mathematics studied. \textit{The use of a graphing calculator is an integral part of this course.}

204141 Geometry (Weight – 1.0) (Grades 10, 11, 12) 1.0 credit

Students who have completed the Algebra I Part I and Part II sequence may take this course. Topics studied include parallelism, angle relationships, similarity, trigonometry, area, surface area, volume and the Pythagorean Theorem. Real life applications of some of these concepts will be emphasized.

204131 Academic Geometry (Weight – 1.1) 1.0 credit

This course guides students lesson by lesson through all the conceptual levels of geometry: visualization, analysis, informal reasoning, and deduction. It is a comprehensive course that focuses on traditional theorems and postulates through the use of investigative and inductive methods. Topics studied include parallelism, mathematical proof, congruence, similarity, polygons, circles, trigonometry, area, surface area and volume.

204121 Honors Geometry (Weight – 1.2) 1.0 credit

This course parallels the content of Academic Geometry. Topics will be presented at an accelerated pace and in greater depth than in Academic Geometry. Students in this class will be asked to complete additional independent work related to the mathematics studied.

203231 Academic Algebra III/Trigonometry (Weight – 1.1) (Grades 11, 12) 1.0 credit

The study of algebra continues with polynomial functions, inverse functions, radical functions, and rational functions. The final major portion of this course will be devoted to the study of trigonometry, with a focus on trigonometric functions and identities. Graphing calculators will be used throughout the course. This course will be used as a bridge between Algebra II and Pre-calculus. Teacher recommendation required.
**205131 Academic Pre-Calculus/Trigonometry (Weight – 1.1) (Grades 10, 11, 12)**  
1.0 credit

Pre-calculus/Trigonometry involves the study of polynomial, rational, exponential, logarithmic, and trigonometric functions. These functions are analyzed algebraically, numerically, and graphically. The relationships between these representations are emphasized. Applications of the functions are included. Graphing calculators are used throughout the course.

**205121 Honors Pre-Calculus/Trigonometry (Weight – 1.2) (Grades 10, 11, 12)**  
1.0 credit

This course is the prerequisite to the study of calculus. Topics will be presented at an accelerated pace and in greater depth than in Pre-Calculus. The use of graphing calculators is an integral part of this course. **Teacher Approval Required.**

**205331 Calculus (Weight – 1.1) (Grades 11, 12)**  
1.0 credit

This course is designed for average to above average college bound students who will need to take Calculus to satisfy major requirements or the student who simply desires additional study in the area of mathematics. The fundamental concepts of calculus will be explored. Graphing calculators will be used extensively. **Prerequisite:** Pre-Calculus

**206131 Academic Statistics (Weight – 1.1) (Grades 11, 12)**  
1.0 credit

This course is designed for college bound students. **The successful completion of Academic Algebra II with a grade of an “A” or “B” is required as a pre-requisite.** It can be taken simultaneously with any other upper-level math course beyond Academic Algebra II. All serious students of mathematics are encouraged to elect either this course or AP Statistics. The fundamentals of statistics will be introduced and will include the collecting, analysis and interpretation of data. Students will be introduced to statistical inference techniques. Graphing calculators will be used extensively. **Teacher recommendation required.**

**623141 Pre-Algebra (Weight – 1.0)**  
1.0 credit

**623745 Transitional Mathematics I (Weight – 1.0)**  
0.5 credit

**623845 Transitional Mathematics II (Weight – 1.0)**  
0.5 credit
MUSIC DEPARTMENT COURSES

602335 Freshman Choir I (Weight – 1.1) (Grade 9, 1st semester) 0.5 credit
602435 Freshman Choir II (Weight – 1.1) (Grade 9, 2nd semester) 0.5 credit

Freshman choir is a musical organization designed for those students in ninth grade with an interest in singing. Students must audition to participate in this choir. This group performs with concert choir at two major concerts and various other performances during the year. Concert repertoire consists of music of many styles and musical value. A sight-singing component is also included to enhance individual music reading.

Prerequisite: Audition (spring semester of 8th grade year)

601235 Marching Band (Weight – 1.1) 0.5 credit

The marching band is comprised of instrumentalists and color guard members chosen by audition. Instrumentalists are students who have experience playing a band instrument, and can demonstrate competency on the instrument by passing a musical audition. Instrumentalists must also demonstrate competent marching ability by passing a marching audition. Color guard members are students who can demonstrate competency on equipment (silks, rifles, sabers, etc.) and in dance/marching by passing an audition. Individual musicianship is addressed during a 3-day sectional schedule. Instrumentalists may audition to participate in county, district, regional, state, and national events. The band rehearses during the school day, Tuesday and Thursday evenings, and select Saturdays from August to mid November. Then in mid-November, the marching band converts to a concert band. The band then rehearses during the school day and performs at the holiday concert in December. In the spring, the marching band rehearses on predetermined evenings. During the summer, the band rehearses at predetermined times. All marching band members are required to participate in a two-week band camp held during the summer break. The first week will be a music/routine and marching basics workshop, held the last week in July, and the second week is the regular full band camp, held the first week in August. The band performs at all home and away football games, in various parades, exhibitions, formal competitions, and any resulting competitions at the chapter or championship levels that the band may qualify for during the marching season.

601135 Concert Band (Weight – 1.1) 0.5 credit

The concert band is comprised of students who have experience playing a band instrument. Individual musicianship is addressed during a 3-day sectional schedule. Students may audition to participate in county, district, regional, state, and national events. The band rehearses during the school day and performs at the spring concert in May and at commencement. Marching band instrumentalists are encouraged to participate in second semester concert band.

602135 Concert Choir I (Weight – 1.1) (Grades 10-12, 1st semester) 0.5 credit
602235 Concert Choir II (Weight – 1.1) (Grades 10-12, 2nd semester) 0.5 credit

The concert choir is a musical organization designed for those students with an interest in singing. Students must audition to participate in this choir. This group performs music of many styles and musical value at two major concerts and various other performances during the year. Students may audition each year to participate in county, district, regional, state, and national events.

Prerequisite: Audition/Approval of the instructor
603125 Honors Music Theory I (Weight – 1.2) (Grades 10-12, 1st semester) 0.5 credit

This course is designed for music students who are interested in pursuing music at the college level. Included in the course will be a review of basic theory, introduction to harmonic writing, rhythmic dictation, and participation in the first level of solfeggio.

Prerequisite: Approval of the instructor

603225 Honors Music Theory II (Weight – 1.2) (Grades 10-12, 2nd semester) 0.5 credit

This course is designed as a continuation of Music Theory I. It will involve more advanced harmony work and part-writing skills as well as more advanced solfeggio and melodic dictation work. Instrument transpositions are also covered in this course.

Prerequisite: Approval of the instructor

Co-Curricular Music Ensemble Opportunities

Rhythm Singers

Rhythm Singers is a show choir chosen by audition. Members of this ensemble must also be members of the concert choir or freshman choir. Instrumentalists for this ensemble (bass guitar and drums) must have approval of the director. This ensemble performs music of a jazz or pop/rock vein, complete with choreography. The ensemble rehearses during Tribe Time and select mornings/evenings each week. Performances include the holiday concert in December, a May concert, and various other performances throughout the community during the year.

Prerequisite: Audition and membership in the concert choir or freshman choir

Jazz Band

The jazz band is a co-curricular select ensemble chosen by audition. Members of this group must also be members of the marching band or concert band, or, in the case of guitar, piano, and bass, must have approval by the director and pass the audition process. Musical styles performed by the ensemble range from jazz to Latin, to pop, to rock. Members of this organization may audition to participate in district, regional, state, and national events. The band rehearses on predetermined evenings, and performs at the holiday concert in December and a May concert, as well as other school and community events each year.

Prerequisite: Audition (all instruments) and membership in the marching band or concert band (wind instruments and drums).

String Ensemble

The string ensemble is a co-curricular musical organization for students who have experience playing a string instrument. The group explores a wide variety of orchestral literature, and performs at two major concerts during the school year: the holiday concert in December, and a May concert. The ensemble meets during the school day. Members of this organization may audition to participate in county, district, regional, state, and national events.
SCIENCE DEPARTMENT COURSES

Core
These courses will focus on the core concepts of that particular science and the development of the ideas that constitute the nature of science. These courses are designed for students planning to enter directly into the workforce with no further secondary education.

Academic
The requirements of these courses will be the same as that of core courses. In addition, the students will branch out into more detailed investigations of the basic concepts of the science and the nature of science. Students in these courses will be required to provide more in-depth explanations of the concepts discussed in class. As well as the more in-depth approach to the content, the pace of the course will be quicker and require more independent work. They are designed for students planning on furthering their education in two or four year programs of any discipline.

Honors
The requirements of these courses will be the same as that of academic courses. The difference between this level and academic being that students will be asked to delve even deeper into the core concepts and the nature of science, as well as, broaden their explanations of the happenings of science. Students at this level will be asked to perform additional independent work throughout the course and move at a quicker pace. They are designed for students planning on furthering their education in a four or more year program at the college level especially in STEM/Agricultural fields.

Required Courses (3.0 credits):

- ● 9th Grade – Environmental Science (Core, Academic, Honors)
- ● 10th Grade – Biology (Core, Academic, Honors)
- ● 11th/12th Grade – Physical Science(Core-1.0 credit), Chemistry(Academic/Honors) or Physics (Academic/Honors/AP Physics C)

Choosing a level:
Students should follow the guidelines below when choosing between the three level of the course:

- ● To enter/remain at the academic level, the student must have obtained a minimum of a B in a previous core course or a C in a previous academic course.
- ● To enter/remain at the honors level, the student must have obtained a minimum of a B in a previous academic course or a C in a previous honors course.

256431 Environmental Science (Weight – 1.0) (Grade 9) 1.0 credit

The environmental science curriculum focuses on water issues, air pollution, soil ecology, and population dynamics. Environmental problems are studied as an aspect of our social way of life. Emphasis will be placed on concern for and care for the environment through methods of conservation and recycling. A credit of environmental science is required for graduation.

256131 Academic Environmental Science (Weight – 1.1) (Grade 9)
256231 Honors Academic Environmental Science (Weight – 1.2) (Grade 9)
253141 Biology (Weight – 1.0)  (Grade 10)  1.0 credit

A hands-on laboratory approach will be used to study biological concepts and principles that students will encounter in their personal life and their careers. Some of the topics that will be covered include the scientific method, the cell, genetics, and biochemistry. Emphasis will be placed on problem-solving and writing skills, as they relate to biology. Students enrolled in advanced biology classes, specifically human biology, and study and dissect preserved specimens including various organs, tissues and fetal pigs. It has long been the policy of our science department to offer alternate laboratory activities and experiences to students who have serious objections to participation in dissection study. In such cases, student study of anatomical features will be provided exclusively from charts, diagrams, videotapes, etc., but the student is still responsible for the anatomical knowledge. Please inform your student’s biology teacher in writing at least two weeks in advance of any objections you have to laboratory dissection of preserved specimens. The teacher will then plan alternate learning experiences in lieu of dissection. A biology credit is required for graduation.

253131 Academic Biology (Weight – 1.1) (Grade 10)
253121 Honors Biology (Weight – 1.2) (Grade 10)

** Students enrolled in all levels of biology will be required to participate in the Biology Keystone Exam during the semester they are enrolled in the course.

254131 Academic Chemistry (Weight – 1.1)  (Grades 11, 12)  1.0 credit

This course will focus on the core concepts and theory of chemistry, with an emphasis on the comprehension and application of these principles. Areas of study include: atomic theory and structure, chemical compounds and chemical reactions. Emphasis is placed on experimentation and problem solving. Students taking honors chemistry are recommended to have completed Algebra I with an 85% or higher. A credit of physical science, chemistry, or physics is required for graduation.

254121 Honors Chemistry (Weight – 1.2) (Grades 11, 12)

257141 Physical Science (Weight – 1.0)  (Grades 11, 12)  1.0 credit

Physical science designed to provide students with a broad overview of basic physical concepts in chemistry and physics. Students will use experimentation, data collection, graphing, and mathematics to study matter, motion and energy as they pertain to our physical environment. This course is geared towards students who do not plan to pursue secondary degrees or careers in STEM fields. A credit of physical science, chemistry, or physics is required for graduation.

257131 Academic Physics (Weight – 1.1)  (Grades 11, 12)  1.0 credit

Physics is designed to provide students with a broad overview of basic physical concepts. Students will use experimentation, data collection, graphing, and mathematics to study motion and energy as they pertain to our physical environment. Academic physics is geared towards students planning on furthering their education at the college level or pursuing a career in STEM. TI83 graphing calculators will be used at the academic levels. A credit of physical science, chemistry, or physics is required for graduation.
Honors Physics (Weight – 1.2) (Grades 11, 12) 1.0 credit
(This course is a prerequisite for AP Physics Mechanic C and will take place in the first semester of the school year.)

Honors Physics is designed to provide students with a comprehensive study of Newtonian mechanics. Students will use experimentation, data collection, graphing, and mathematics to study and model motion and energy as they pertain to our physical environment. Honors Physics is geared towards students planning on furthering their education at the college level or pursuing a career in STEM. A credit of physical science, chemistry, or physics is required for graduation.

253721 Honors Human Biology (Weight – 1.2) (Grades 11, 12) 1.0 credit

Human biology is offered for those students who plan further study or a career in the health-related fields. This anatomy and physiology course will provide students with a basic understanding of the structure and functions of the human body. Students will be involved in several dissection experiences.

Prerequisite: Successful completion of academic biology with a grade of ‘B’ or higher OR honors biology with a grade of ‘C’ or higher.

252131 Astronomy (Weight – 1.1) (Grades 11, 12) 1.0 credit

This course is offered for all students planning to continue their education after high school and for those who seek more information about space. The course will focus on basic astronomical areas such as the life cycle of the sun and other stars, planetary characteristics, the moon, stars, and methods of studying space. Proficiency in basic algebra is highly recommended. A part of the course will be the completion of laboratory exercises that will need to be conducted during evening sessions.

253521 Honors Biology II (Weight – 1.2) (Grades 11, 12) 1.0 credit
(This course will be scheduled to meet every other day for the full year and must be taken with AP Biology)

This course is offered for those students who plan further study or a career in biology oriented fields as well as those who wish to expand their knowledge of living things. This program will stress Microbiology, Cell Biology, Genetics and Ecology.

254421 Honors Chemistry II (Weight – 1.2) (Grades 11, 12) 1.0 credit
(This course is a prerequisite for AP Chemistry and will take place in the first semester of the school year.)

This second level chemistry course is designed to give the student interested in pursuing a professional career in STEM/Agricultural fields an extended view of the concepts of chemistry. This course will build on the core ideas of chemistry I and continue the discussion of the mathematical nature of chemistry. Areas to be explored include aqueous stoichiometry, quantum models, periodicity, and thermodynamics. Emphasis is placed on experimentation and problem solving. As it is a prerequisite for taking AP Chemistry there will have some advanced topics included that are required for AP success.
SOCIAL STUDIES DEPARTMENT COURSES

Students are required to successfully complete one Social Studies course per year. The following courses are required for graduation: Modern World History, Modern United States History, and Civics and Government. Additionally, students are required to select one elective course. Each of the required courses is taught at three levels. All required courses include Shared Inquiry experiences and the development of research projects. Students taking Academic or Honors courses are required to read a novel and engage in seminar discussions about the novel.

Core
Planned Instruction includes one (or more) Shared Inquiry experience per marking period. Each results in an essay or journal entry. Additionally, there are at least two research projects (one per marking period) that result in a five-paragraph essay citing a minimum of two sources.

Academic
Planned Instruction includes all elements of core level and reading a book (non-fiction or historic fiction) that relates to the content. Students participate in literature circle discussions based on assigned sections of text.

Honors
Planned Instruction includes all elements of academic and an additional component related to literacy. Examples of the additional element include: comparison of film or dramatic presentation to the assigned reading; reading and discussion of an additional selected text; research project that explores a topic in depth; reading a selection of primary documents; in-depth analysis of current events gathered from a variety of sources.

Choosing a level:
Students should follow the guidelines below when choosing among the three levels of the course:

- To enter an academic level course, students should have obtained a minimum of a B in a previous core course or a C in a previous academic course.
- To enter an honors level course, students should have obtained a minimum of a B in a previous academic course or a C in a previous honors course. Teacher approval recommended.
- To enroll in Harrisburg Area Community College (HACC), Lancaster Campus College in the High School American history courses, students must be juniors or seniors who are approved by a guidance counselor and principal.

152441 Modern World History (Weight – 1.0) (Grade 9) 1.0 credit
This required course interprets and evaluates events in world history since 1450. Geography, economics, and civics and government are integrated in this course in which students evaluate the following: significance of individuals and groups to world history since 1450; important historical documents, material artifacts, and historic sites; the impact of continuity and change; and the impact of conflict and cooperation among social groups and organizations in Africa, the Americas, Asia and Europe since 1450.

152431 Academic Modern World History (Weight – 1.1) (Grade 9) 1.0 credit
152421 Honors Modern World History (Weight – 1.2) (Grade 9) 1.0 credit
152741 Modern United States History (Weight – 1.0) (Grade 10) 1.0 credit

This required course integrates Pennsylvania and United States history from 1850 to the present with concepts in geography, economics, and civics and government. Students evaluate the following: political and cultural contributions of individuals and groups to PA and U.S. history; important historical documents, material artifacts, and historic sites in PA and the U.S.; the impact of continuity and change; and the impact of conflict and cooperation among social groups and organizations in PA and the U.S. from 1850 to the present. **Qualified 10th grade students who are interested in taking the HACC College in the High School course (History 104) as the replacement for Modern U.S. should take Civics and Government during their 10th grade year.**

152731 Academic Modern United States History (Weight – 1.1) (Grade 10)  
152721 Honors Modern United States History (Weight – 1.2) (Grade 10)

157141 Civics and Government (Weight – 1.0) (Grades 11 and 12) 1.0 credit

This required course focuses on the government of the United States. The course helps students understand how the political system works nationally and internationally. Students also learn why their participation as citizens in our democracy is critical in its survival. Units of study include the following: principles and documents, rights and responsibilities of citizenship, how government works, and how international relationships function.

157131 Academic Civics and Government (Weight – 1.1) (Grades 11 and 12) 1.0 credit  
157121 Honors Civics and Government (Weight – 1.2) (Grades 11 and 12) 1.0 credit

154131 Human Geography (Weight – 1.1) (Grades 10, 11, 12) 1.0 credit

This elective course emphasizes the importance of geography as a field of study by examining relevant topics from a geographic perspective and teaching students to think spatially in order to better understand human life on earth. The following topics are examined: the nature and perspectives of geography; map projections; globalization; population patterns; migration; cultural processes; geopolitics and the creation of borders; international terrorism, land use and resource stewardship; industrialization; economic development; and urbanization. Course participants can expect to expand their geographic understanding of the world's physical and political features through mapping, relevant case studies, and current events. **Students planning to take the AP Human Geography Examination are advised to take this course.**

159131 Economics (Weight – 1.1) (Grades 11, 12) 1.0 credit

Economics is the study of how people choose to use their limited resources. This course helps prepare students to make informed decisions as buyers, sellers, workers, and citizens. The following units are explored: Introduction to Economics; Microeconomics (How Markets Work; Business and Labor; Money, Banking, and Finance); Macroeconomics (Measuring Economic Performance; Government and the Economy; The Global Economy).

156131 Psychology (Weight - 1.1) (Grades 11, 12) 1.0 credit

Psychology is the study of human behavior and mental processes. By studying how the mind works and contributes to behavior, student can better understand how behavior, personality, and intelligence develop. This course provides students with the skills to better understand themselves and others. It allows students to apply experiences from their lives to the foundations of psychology through interdisciplinary and multi-media activities.
155131 Sociology (Weight – 1.1) (Grades 11, 12)  1.0 credit

This course is the study of human society and social behavior. Through debate, research, field trips, and the use of community resources, the students will be able to view their own lives within a larger social and historical context. Participants in this class will gain an appreciation of the rich diversity of American society.

154231 Pennsylvania History (Weight – 1.1) (Grades 11, 12)  1.0 credit

The purpose of this course will be to provide students with the opportunity to explore the rich heritage of Pennsylvania and Lancaster County and at the same time discover the connection between state and local history within the history of the United States of America. The course will cover a variety of essential historical events and historical figures in Pennsylvania and Lancaster County history. Through debate, research, and the use of community resources, the students will be able to view their own lives within a larger social and historical context.
557135 Pre-Engineering: F-1 in Schools (Weight – 1.1) (Grades 9, 10, 11, 12) 0.5 credit

Pre-Engineering: F-1 in Schools is an introduction to engineering. It is project-based, and developed around the F-1 in Schools Technology Challenge program. Students in this course will design, build, test and evaluate a 1/20th scale F-1 race car, powered by a CO2 cartridge. Students will utilize Autodesk Inventor 3D CAD software to design and develop their ideas into virtual models. The models will be produced using computer numerical control (CNC) technology. Basic engineering concepts, problem solving methods and design techniques will be studied through the testing of the cars. The final performance of the cars will be evaluated in a class competition. Students who qualify, may have the opportunity to join the school’s competitive F1 team. This pre-engineering course has been developed to offer students STEM (science, technology, engineering, and mathematics) education experiences.

555135 Introduction to Technology Education (Weight – 1.1) (Grades 9, 10, 11, 12) 0.5 credit

Students will study the five major areas of technology, including, communications, construction, manufacturing, biotechnology and transportation technology. Students will analyze the impacts of current technologies on people, society, and the environment. They will research and explore career opportunities associated with technology and may explore individual career interests. The Introduction to Technology Education course will help students understand and successfully use tools, materials, and processes as they participate in hands-on learning activities. Students will use the design process as they apply principles of technology, mathematics and science in these hands-on learning activities. Students will also develop skills in a variety of computer applications and equipment, such as 3D printing and laser engraving.

554335 Introduction to Woodworking (Weight – 1.1) (Grades 10, 11, 12) 0.5 credit

Introduction to Woodworking will provide students with an introduction to basic woodworking skills & techniques and an overall appreciation for quality workmanship. Students will be required to process, assemble and finish all of the parts required to complete various wood projects. Students will experience the processing of wood materials through the safe use of basic hand tools, power equipment and the computer numerically-controlled (CNC) router. Students may be required to pay for materials used in individual projects depending on the materials selected.

554435 Advanced Woodworking (Weight – 1.1) (Grades 10, 11, 12) 0.5 credit

Advanced Woodworking will provide students with intermediate to advanced level woodworking skills and techniques and a further appreciation for quality workmanship. Students will be required to process, assemble and finish various types of materials (wood, metal, glass & plastic) necessary to complete a project. Students will experience the processing of these materials through the safe use of basic and advanced hand tools, power equipment and computer numerically-controlled (CNC) machines, such as the router, metal lathe and laser engraver. Students will be required to pay for materials used in individual projects.

Prerequisite: Introduction to Woodworking (Successful completion of Intro. to Wood with a grade of “C” or higher)
556135 Digital Video Communication (Weight - 1.1) (Grades 10, 11, 12) 0.5 credit

In the Digital Video Communication course, students will have experiences in the areas of camera operation, script writing, audio production, and digital video editing. Students will produce individual and group-based projects, such as 30-second commercials, mini-movies, public service announcements, instructional videos and other video projects. The students will produce the daily morning announcements in the DNN (Donegal News Network) TV Studio. Students will be involved in all jobs and aspects involved in the television studio including but not limited to: on-air talent, video switcher, video recording, sound, teleprompter, computer graphics, lighting, camera operator, and directing. Students who successfully complete the course will be better prepared to enter a college or technical school program related to this area of communication technology.

557221 Introduction to Engineering Design™ (IED) (Weight – 1.2) (Grades 9, 10, 11, 12) 1.0 credit (Project Lead the Way Course)

As the first foundation course within the Pathways to Engineering program, Introduction to Engineering Design™ will involve students in using the design process, while enriching their problem solving skills. Students will use STEM (science, technology, engineering, and math) concepts to complete activities and projects. Students will experience 3D CAD modeling software and 3D printing technology in an engineering problem-solving environment. This course will also put an emphasis on creating potential solutions to real-world problems and communicating ideas to other people. You may visit [www.pltw.org](http://www.pltw.org) for more information on Project Lead the Way.

**Prerequisite:** Concurrent enrollment in or prior completion of Academic Algebra I or Academic Geometry with a final grade of “C” or higher, as required by the Project Lead the Way curriculum.

557321 Principles of Engineering™ (POE) (Weight – 1.2) (Grades 10, 11, 12) 1.0 credit (Project Lead the Way Course)

As the second foundation course within the Pathway to Engineering program, Principles of Engineering™ will expose students to major concepts encountered in college engineering courses of study. This course builds on the STEM (science, technology, engineering, and math) concepts and skills that students mastered in IED. Students employ engineering and scientific principles in the solution of engineering design problems, related to mechanisms, structural design, robotics, and ballistics. They will further develop problem-solving skills and apply their knowledge of research and design techniques to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. You may visit [www.pltw.org](http://www.pltw.org) for more information.

**Prerequisite:** Successful completion of Introduction to Engineering Design with a final grade of "C" or higher, as required by the Project Lead the Way curriculum.
THE FOLLOWING COURSES WILL BE OFFERED IN ALTERNATE YEARS

557521  Civil Engineering and Architecture™ (CEA) (Weight – 1.2) (Grades 10, 11, 12)  1.0 credit
(Project Lead the Way Course)

OFFERED DURING THE 2018-19 SCHOOL YEAR

Civil Engineering and Architecture™ (CEA), the fourth foundation course in the Pathway to Engineering program, is the study of the design and construction of residential and commercial building projects. The course includes an introduction to building design and construction, including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. The major focus of the CEA course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation. Students will use STEM (science, technology, engineering, and math) concepts to analyze, design and build electronic and physical models of residential and commercial facilities. You may visit www.pltw.org for more information.

Prerequisite: Successful completion of Introduction to Engineering Design (IED) with a final grade of “C” or higher, as required by the Project Lead the Way curriculum.

557421  Digital Electronics™ (DE) (Weight – 1.2) (Grades 10, 11, 12)  1.0 credit
(Project Lead the Way Course)

NOT OFFERED DURING THE 2018-19 SCHOOL YEAR

Digital Electronics™ (DE), the third foundation course in the Pathway to Engineering program, is the study of electronic circuits that are used to process and control digital signals. This revolutionary advancement in electronics creates the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc. The major focus of the Digital Electronics™ course is to expose students to the design process of digital circuitry, teamwork, communication methods, engineering standards, and technical documentation. Students will use STEM (science, technology, engineering, and math) concepts to analyze digital circuitry and design and build digital electronics projects. You may visit www.pltw.org for more information.

Prerequisite: Successful completion of Introduction to Engineering Design (IED) and Algebra II with a final grade of “C” or higher, as required by the Project Lead the Way curriculum.
WORLD LANGUAGE DEPARTMENT COURSES

German Language Offerings

301131 German I (Weight – 1.1) 1.0 credit
This course introduces students to the language and culture of Germany, Austria, and Switzerland. The four communication skills (speaking, reading, writing, and listening) are learned and practiced using communicative activities, including paired speaking exercises, peer interviews, project presentations. Topics include the alphabet, numbers, and greetings, introducing yourself and your family, free time activities, school, birthdays, and effective pronunciation.

301231 German II (Weight – 1.1) 1.0 credit
This course is designed to increase students’ skills in speaking, reading, writing, and listening to German. Students will continue to use a variety of activities to improve their abilities in the four communication areas, including written and oral presentations. Language structure and vocabulary are expanded to allow students to express their own ideas in relation to the topics discussed. Topics include making plans, food, weather, sports, clothing, friendships, home life, and nature.

Prerequisite: Successful completion of German I with a grade of ‘C’ or higher

301321 German III (Weight – 1.2) (Grades 10, 11, 12) 1.0 credit
This course continues study of the German language with a more in-depth look at language structure, with an emphasis on expressing oneself correctly. Cultural study increases as students explore vacation destinations, health, and environmental practices and foods in Germany. At this level students are expected to converse in German during class and write for effective communication.

Prerequisite: Successful completion of German II with a minimum grade of ‘B’ and teacher recommendation

301421 German IV (Weight – 1.2) (Grades 10, 11, 12) 1.0 credit
The course is aimed primarily at developing a higher degree of fluency in a broad range of topics. Students will learn the skills and structures needed to become lifelong learners and use the language for personal enjoyment and enrichment both within and beyond the school setting. At this level class is conducted in German.

Prerequisite: Successful completion of German III with a grade of ‘B’ or higher and teacher approval
### Spanish Language Offerings

**Suggested course of study for *students taking only two levels of Spanish:***
- **Spanish I**  
  Freshman year
- **Spanish II**  
  Sophomore year

*Students who are not proficient in Language Arts are encouraged to wait until their sophomore year to take world language, as success in a second language builds upon skills in the first language.*

**Suggested course of study for Spanish college-bound students:**

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<thead>
<tr>
<th>Course</th>
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<th>Year</th>
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<tbody>
<tr>
<td>Spanish I &amp; II</td>
<td>Freshman/Sophomore year</td>
<td>Spanish IV</td>
<td>Junior year</td>
</tr>
<tr>
<td>Spanish III</td>
<td>Sophomore year</td>
<td>Spanish V and/or AP</td>
<td>Senior year</td>
</tr>
</tbody>
</table>

*Heritage speakers (students whose parents speak Spanish), native speakers (students born in Spanish-speaking countries), and students transferring to Donegal who have taken Spanish before must take a placement test. Contact your guidance counselor for more information.*

#### 302131 Academic Spanish I (Weight – 1.1)  
1.0 credit

This course introduces students to the language and culture of Spain and the Spanish-speaking countries. The four communication skills (speaking, reading, writing, and listening) are practiced using various activities, including videos, teacher-directed activities, and paired speaking exercises. Topics include basic conversation, including expressing likes and dislikes, describing people, and talking about school and home, with a focus on the present tense.

#### 302231 Academic Spanish II (Weight – 1.1)  
1.0 credit

This course is designed to increase students’ skills in speaking, reading, writing and listening to Spanish. Students will continue to use a variety of activities to better their abilities in the four communication areas, including small projects and presentations. Language structure and vocabulary are expanded to allow students to express their own ideas in relation to the topics discussed. Vocabulary includes daily routines, the body and health, weather, clothing, shopping, travel, and careers, with a focus on past tense.

**Prerequisite:** Successful completion of Spanish I with a grade of ‘C’ or higher

#### 302321 Spanish III (Weight – 1.2)  
1.0 credit

This course is offered for the student with a genuine interest in the Spanish language. It expands the study of the Spanish language with a more in-depth look at language structure focused on the imperfect and future tenses. Cultural topics pertaining to specific Spanish-speaking countries are also explored. At this level students are expected to be willing and able to converse in Spanish during class, as well as to write for effective communication. Imperfect, conditional, and future verb forms are introduced, and the class is conducted mostly in Spanish.

**Prerequisite:** Completion of Academic Spanish II with a grade of ‘A’ and teacher recommendation or completion of Honors Spanish II with a minimum grade of ‘B’ and teacher recommendation
This course presents advanced language structures, with a focus on the subjunctive mood. Students are expected to interact with each other and the teacher in Spanish and to handle the language with a degree of fluency. Culture is presented through literature, Spanish-language movies and music, and the use of Spanish realia such as newspapers and magazines. This class is conducted in Spanish.

**Prerequisite:** Completion of Spanish III with a minimum grade of ‘B’ and teacher recommendation

This class is conducted as a college-level Spanish class that familiarizes the student with the history, geography, culture (music, art, famous people), and current events of each Spanish-speaking country. A review of grammar is embedded in the newspaper articles and literature that are read. New vocabulary is introduced through reading and dialogue. This class is perfect both for students wishing to build cultural content knowledge in preparation for the AP Spanish Language and Culture Exam, and for those seeking advanced preparation for college Spanish studies without taking the AP class. This class is conducted in Spanish.

**Prerequisite:** Completion of Spanish IV with a minimum grade of ‘B’ and teacher approval
&

Lancaster County
Career and Technology Center
Course Offerings
Student Name: ___________________________

* Courses must be entered in Powerschool and the course selection sheet returned to the counseling office on or before 3/2/2018

DONEGAL HIGH SCHOOL 10th GRADE COURSE SELECTION SHEET

I. Required Courses
(Circle one from each category)

ENGLISH
102341 Literacy & Amer. Lit 10 1.0
103531 Acad. Amer. Lit 10 1.0
103521 Honors Amer. Lit 10 1.0

MATHMATICS
202831 Academic Algebra I 1.0
202931 Academic Algebra IB 1.0
203141 Algebra II 1.0
202631 Academic Algebra II 1.0
202621 Honors Algebra II 1.0
204141 Geometry 1.0
204131 Academic Geometry 1.0
204121 Honors Geometry 1.0
205231 Academic Pre-Calculus/Trig. 1.0
205121 Honors Pre-Calculus/Trig. 1.0

Teacher Signature: ______________________

II. Elective Courses
(Circle enough elective courses for a total 7 credits in both required and elective courses)

ADVANCED STUDIES
108325 Themes in Literature I .5
108425 Themes in Literature II .5
158121 National History Day 1.0
108531 AP Seminar 1.0

SOCIAL STUDIES
154131 Human Geography 1.0

Teacher Signature: ______________________

COMPUTER SCIENCE
208315 Comp Programming I .5
208321 Comp Programming II 1.0
208331 Intro to Web Development 1.0

TECHNOLOGY EDUCATION & APPLIED ENGINEERING
555135 Introduction to Tech. Ed. .5
554335 Introduction to Woodworking .5
554435 Advanced Woodworking .5
556135 Digital Video Comm. .5
557135 Pre-Engineering: F-1 .5
557221 Introduction to Eng. Des. 1.0
557321 Principles of Engineering 1.0
557521 Civil Engineering and Arch. 1.0

Teacher Signature: ______________________

ART
501235 Intro to Art .5
503131 Drawing I/Painting I 1.0
502131 Ceramics I/Sculpture I 1.0
501435 Studio Art .5
505135 Graphic Design .5
504135 Photography I .5
504235 Photography II .5
106131 Yearbook 1.0

Teacher Signature: ______________________

MUSIC
601235 Marching Band .5
601135 Concert Band .5
602135 Concert Choir I .5
602235 Concert Choir II .5
603125 Honors Music Theory I .5
603225 Honors Music Theory II .5

Teacher Signature: ______________________

WORLD LANGUAGE
301131 German I 1.0
301231 German II 1.0
301321 German III 1.0
302131 Spanish I 1.0
302231 Spanish II 1.0
302321 Spanish III 1.0

Teacher Signature: ______________________

BUSINESS EDUCATION
402835 Word .5
402735 PowerPoint .5
402635 Excel .5
403335 Entrepreneurship .5
401131 Accounting I 1.0
402535 Desktop Publishing .5
403431 Sports/Enter. Marketing 1.0

Course in italics indicates teacher approval is needed
**Learning & Emotional Support:**
Courses determined in Consultation with LS/ES teacher

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<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit</th>
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<tbody>
<tr>
<td>623745</td>
<td>Transitional Mathematics I</td>
<td>.5</td>
</tr>
<tr>
<td>623845</td>
<td>Transitional Mathematics II</td>
<td>.5</td>
</tr>
<tr>
<td>623141</td>
<td>Pre-Algebra</td>
<td>1.0</td>
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<tr>
<td>625345</td>
<td>Literature I</td>
<td>.5</td>
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<tr>
<td>625445</td>
<td>Literature II</td>
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<tr>
<td>645145</td>
<td>Social Skills</td>
<td>.5</td>
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Teacher Signature: ______________________

**ESL**
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<th>Course Name</th>
<th>Credit</th>
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<tbody>
<tr>
<td>751131</td>
<td>Foundations of English Lang</td>
<td>1.0</td>
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<tr>
<td>751231</td>
<td>Basic English Language</td>
<td>1.0</td>
</tr>
<tr>
<td>751331</td>
<td>Adv. Acad. Eng. Language</td>
<td>1.0</td>
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Teacher Signature: ______________________

I request a meeting with my school counselor to discuss my course selection for the 2018-19 school year. Yes _____ No_____

AP Agreement returned (if applicable) _________

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<tr>
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<tr>
<td>English</td>
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<tr>
<td>Math</td>
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<tr>
<td>Science</td>
<td>1.0</td>
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<tr>
<td>Social Studies</td>
<td>1.0</td>
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<tr>
<td>PE</td>
<td>0.5</td>
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<tr>
<td>Wellness</td>
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Choose a total of 3 credits elective classes
** These may be full credit or half credit that add up to a total of 3 credits.

<table>
<thead>
<tr>
<th>Course Name</th>
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</tbody>
</table>

Total credits chosen above must equal 8

Alternate Choice: choose up to 6 courses worth of “alternate choices”
** These may be full credit or half credit courses.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Course in *italics* indicates teacher approval is needed.
DONEGAL HIGH SCHOOL 11th GRADE COURSE SELECTION SHEET

I. Required Courses
(Circle one from each category)

ENGLISH
103541 Literacy & British Lit 11  1.0
103331 Acad British Lit/Composition 1.0
103321 Honors British Lit. & Comp.  1.0
101511 English Composition  1.0
101111 AP English Lit. & Comp  1.0
101311 AP English Lang. & Comp  1.0

Teacher Signature: ___________________

MATHEMATICS
203141 Algebra II  1.0
202631 Academic Algebra II  1.0
202621 Honors Algebra II  1.0
203231 Academic Algebra III/Trig.  1.0
204141 Geometry  1.0
204131 Academic Geometry  1.0
204121 Honors Geometry  1.0
205231 Academic Pre-Calculus/Trig.  1.0
205121 Honors Pre-Calculus/Trig.  1.0
205331 Calculus  1.0
201111 AP Calculus AB  1.0
201211 AP Calculus BC  1.0
206131 Academic Statistics  1.0
201411 AP Statistics I  1.0

Teacher Signature: ___________________

SCIENCE
254131 Academic Chemistry  1.0
254121 Honors Chemistry  1.0
257141 Physical Science  1.0
257131 Academic Physics  1.0
257121 Honors Physics  1.0
251911 AP Physics C Mech.  1.0

Teacher Signature: ___________________

SOCIAL STUDIES
157141 Civics and Government  1.0
157231 Academic Civics and Gov.  1.0
157121 Honors Civics and Gov.  1.0
153111 AP Government and Politics  1.0

Teacher Signature: ___________________

II. Elective Courses
(Circle enough elective courses for a total 6.0 credits in both required and elective courses)

ADVANCED STUDIES
108325 Themes in Literature I  .5
108425 Themes in Literature II  .5
158121 National History Day  1.0
108531 AP Seminar  1.0

Teacher Signature: ___________________

SCIENCE
253621 Honors Human Biology  1.0
251711 AP Biology  1.0
253521 Honors Biology II  1.0
251811 AP Chemistry  1.0
254421 Honors Chemistry II  1.0
252131 Astronomy  1.0

Teacher Signature: ___________________

SOCIAL STUDIES
154131 Human Geography  1.0
156131 Psychology  1.0
155131 Sociology  1.0
159131 Economics  1.0
154231 Pennsylvania History  1.0
151411 History 103 History of US I  1.0
151511 History 104 History of US II  1.0
156111 AP Psychology  1.0
151611 AP US History  1.0

Teacher Signature: ___________________

COMPUTER SCIENCE
208135 Comp Programming I  .5
208231 Comp Programming II  1.0
208331 Intro to Web Development  1.0
201511 AP Computer Science  1.0

Teacher Signature: ___________________

ENGINEERING
555135 Introduction to Tech. Ed.  .5
554335 Introduction to Woodworking  .5
554435 Advanced Woodworking  .5
556135 Digital Video Comm.  .5
557135 Pre-Engineering: F-1  .5
557221 Introduction to Eng. Des.  1.0
557321 Principles of Engineering  1.0
557521 Civil Engineering and Arch.  1.0

Teacher Signature: ___________________

ART
501235 Intro to Art  .5
503131 Drawing I/Painting I  1.0
503231 Drawing II/Painting II  1.0
502131 Ceramics I/Sculpture I  1.0
502231 Ceramics II/Sculpture II  1.0
501435 Studio Art  .5
501611 AP Studio Art  1.0
505135 Graphic Design  .5
504135 Photography I  .5
504235 Photography II  .5
106131 Yearbook I  1.0

Teacher Signature: ___________________

MUSIC
601235 Marching Band  .5
601135 Concert Band  .5
602135 Concert Choir I  .5
602235 Concert Choir II  .5
603125 Honors Music Theory I  .5
603225 Honors Music Theory II  .5

Teacher Signature: ___________________
### Fitness & Wellness

**353121  DEEP**  

1.0

Teacher Signature: ___________________

### World Language

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>301131  German I</td>
<td>1.0</td>
</tr>
<tr>
<td>301231  German II</td>
<td>1.0</td>
</tr>
<tr>
<td>301321  German III</td>
<td>1.0</td>
</tr>
<tr>
<td>301421  German IV</td>
<td>1.0</td>
</tr>
<tr>
<td>302131  Spanish I</td>
<td>1.0</td>
</tr>
<tr>
<td>302231  Spanish II</td>
<td>1.0</td>
</tr>
<tr>
<td>302321  Spanish III</td>
<td>1.0</td>
</tr>
<tr>
<td>302421  Spanish IV</td>
<td>1.0</td>
</tr>
<tr>
<td>302521  Spanish V</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Teacher Signature: ________________

### Business Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>402835 Word</td>
<td>.5</td>
</tr>
<tr>
<td>402735 PowerPoint</td>
<td>.5</td>
</tr>
<tr>
<td>402635 Excel</td>
<td>.5</td>
</tr>
<tr>
<td>403335 Entrepreneurship</td>
<td>.5</td>
</tr>
<tr>
<td>401131 Accounting I</td>
<td>1.0</td>
</tr>
<tr>
<td>401231 Accounting II</td>
<td>1.0</td>
</tr>
<tr>
<td>402535 Desktop Publishing</td>
<td>.5</td>
</tr>
<tr>
<td>403331 Personal Law</td>
<td>1.0</td>
</tr>
<tr>
<td>403431 Sports/Enter. Marketing</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Teacher Signature: ________________

### Learning & Emotional Support:

Courses determined in Consultation with LS/ES teacher

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>623745 Transitional Mathematics I</td>
<td>.5</td>
</tr>
<tr>
<td>623845 Transitional Mathematics II</td>
<td>.5</td>
</tr>
<tr>
<td>623141 Pre-Algebra</td>
<td>1.0</td>
</tr>
<tr>
<td>625345 Literature I</td>
<td>.5</td>
</tr>
<tr>
<td>625445 Literature II</td>
<td>.5</td>
</tr>
<tr>
<td>645145 Social Skills</td>
<td>.5</td>
</tr>
</tbody>
</table>

Teacher Signature: ________________

### ESL

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>751131 Foundations of English Lang</td>
<td>1.0</td>
</tr>
<tr>
<td>751231 Basic English Language</td>
<td>1.0</td>
</tr>
<tr>
<td>751331 Adv. Acad. Eng. Lang.</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Teacher Signature: ________________

I request a meeting with my school counselor to discuss my course selection for the 2018-19 school year. Yes _____ No_______

AP Agreement: _____ CTC ½ day Applicant: _______

Courses in *italics* indicates teacher approval is needed

**These may be full credit or half credit courses that add up to a total of 2.0 credits.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>#354435 Fitness 11-12</td>
<td>0.5</td>
</tr>
<tr>
<td>#357335 Wellness 11</td>
<td>0.5</td>
</tr>
<tr>
<td>#403131 Personal Finance</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Choose a total of 2.0 credits elective classes

Total credits chosen above must equal 8

Alternate Choice: choose up to 6 courses worth of “alternate choices”

**These may be full credit or half credit courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet
**DONEGAL HIGH SCHOOL 12TH GRADE COURSE SELECTION SHEET**

**I. Required Courses**
(Circle one from each category)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>103141</td>
<td>Algebra I</td>
<td>1.0</td>
</tr>
<tr>
<td>103211</td>
<td>Honors Algebra I</td>
<td>1.0</td>
</tr>
<tr>
<td>105111</td>
<td>AP Statistics</td>
<td>1.0</td>
</tr>
<tr>
<td>101111</td>
<td>AP English Lit. &amp; Comp</td>
<td>1.0</td>
</tr>
<tr>
<td>101311</td>
<td>AP English Lang. &amp; Comp</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Teacher Signature:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>151611</td>
<td>AP US History</td>
<td>1.0</td>
</tr>
<tr>
<td>153111</td>
<td>AP Government and Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>154131</td>
<td>Human Geography</td>
<td>1.0</td>
</tr>
<tr>
<td>154231</td>
<td>Pennsylvania History</td>
<td>1.0</td>
</tr>
<tr>
<td>159131</td>
<td>Economics</td>
<td>1.0</td>
</tr>
<tr>
<td>156131</td>
<td>Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>155131</td>
<td>Sociology</td>
<td>1.0</td>
</tr>
<tr>
<td>151411</td>
<td>History 103 History of US I</td>
<td>1.0</td>
</tr>
<tr>
<td>151511</td>
<td>History 104 History of US II</td>
<td>1.0</td>
</tr>
<tr>
<td>156111</td>
<td>AP Psychology</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Teacher Signature:**

**II. Elective Courses**
(Circle enough elective courses for a total
7.5 credits in both required and elective courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>108325</td>
<td>Themes in Literature I</td>
<td>.5</td>
</tr>
<tr>
<td>108425</td>
<td>Themes in Literature II</td>
<td>.5</td>
</tr>
<tr>
<td>158131</td>
<td>National History Day</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Teacher Signature:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>257141</td>
<td>Physical Science</td>
<td>1.0</td>
</tr>
<tr>
<td>257131</td>
<td>Academic Physics</td>
<td>1.0</td>
</tr>
<tr>
<td>257121</td>
<td>Honors Physics</td>
<td>1.0</td>
</tr>
<tr>
<td>251911</td>
<td>AP Physics C Mech.</td>
<td>1.0</td>
</tr>
<tr>
<td>253621</td>
<td>Honors Human Biology</td>
<td>1.0</td>
</tr>
<tr>
<td>251711</td>
<td>AP Biology</td>
<td>1.0</td>
</tr>
<tr>
<td>253521</td>
<td>Honors Biology II</td>
<td>1.0</td>
</tr>
<tr>
<td>251811</td>
<td>AP Chemistry</td>
<td>1.0</td>
</tr>
<tr>
<td>254421</td>
<td>Honors Chemistry II</td>
<td>1.0</td>
</tr>
<tr>
<td>252131</td>
<td>Astronomy</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Teacher Signature:**

Courses in *italics* indicates teacher approval is needed.
I request a meeting with my school counselor to discuss my course selection for the 2018-19 school year. Yes _____ No______

AP Agreement: _______ CTC Applicant: _______

Courses in *italics* indicates teacher approval is needed
An Introduction

Lancaster County’s 16 school districts have adopted a common career preparation program called Career Pathways, which is based on the PA State Academic Standards for Career Education and Work. These standards identify the necessary academics and technical requirements for careers of the 21st Century. The Career Pathways model is designed to help students and parents plan for careers using four main categories of careers/jobs called “Pathways,” which are based on national employment trends. These trends are often referred to as “career clusters.”

The goal of Career Pathways is for all students to develop a vital and meaningful education and career plan beyond High School graduation and to have a seamless transition to college and career success. This plan may include work based training, skill certification, military, associate’s, bachelor’s or graduate degree.

What are Career Pathways®

Think of the icons below as 4 different roads. Each one will bring you a variety of career possibilities that relate to that particular category. By choosing a specific Pathway below, you can take advantage of all the opportunities that best fit your interests, abilities and experiences. This decision not only accelerates the process of developing your career path, but it also prepares you for any number of jobs within that specific Pathway. And remember: If you don’t like the Pathway you have chosen, you can change it!

How do I use them?

Finding the right career can be as simple as this 3 STEP PROCESS below:

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Awareness</td>
<td>Career Exploration</td>
<td>Career Preparation</td>
</tr>
<tr>
<td><em>Who am I? What are my interests?</em></td>
<td><em>What Career Pathways® relate to my interests?</em></td>
<td><em>What are my training and educational options?</em></td>
</tr>
<tr>
<td>Decide on a Career Pathway® that best matches your interests, skills and abilities and further explore the industries within that Pathway.</td>
<td>Take every opportunity to learn more about different kinds of careers.</td>
<td>Pursue the necessary training you’ll need for the career you want. This may include college, military, technology center or work-based training.</td>
</tr>
</tbody>
</table>
Pathway Overview

Careers in this Pathway are related to the visual and performing arts and design, journalism and broadcasting, audio and video technology, printing technology, telecommunications.

PA Dept. of Education Career Clusters:

Arts, Audio-Visual Technology Communications

The US. Department of Education has designated 16 clusters of careers that form the basis for Career Pathway systems in Pennsylvania. Each cluster represents a group of related industries and occupations in the American economy.

what you’ll need

<table>
<thead>
<tr>
<th>interests</th>
<th>skills</th>
<th>experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language</td>
<td>idea generation</td>
<td>art/music/dance</td>
</tr>
<tr>
<td>fine arts</td>
<td>writing</td>
<td>writing</td>
</tr>
<tr>
<td>communications &amp; media</td>
<td>originality/creativity</td>
<td>acting/entertaining others</td>
</tr>
<tr>
<td>computer &amp; electronics</td>
<td>influencing others</td>
<td>directing/conducting</td>
</tr>
<tr>
<td>music</td>
<td>speech clarity</td>
<td>design/fashion</td>
</tr>
<tr>
<td>social sciences</td>
<td>working independently</td>
<td>broadcasting/public speaking</td>
</tr>
<tr>
<td>foreign languages</td>
<td>deductive reasoning</td>
<td>computers/graphic technology</td>
</tr>
</tbody>
</table>

where you’ll go

<table>
<thead>
<tr>
<th>entry level</th>
<th>skilled/technical</th>
<th>professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting Career</td>
<td>Artist in Residence</td>
<td>Art Historian</td>
</tr>
<tr>
<td>Public opinion researcher</td>
<td>Music and Marketing</td>
<td>Economics</td>
</tr>
<tr>
<td>Videographer</td>
<td>Fabric/Textile Designer</td>
<td>*Graphic Designers</td>
</tr>
<tr>
<td>Desktop Publisher</td>
<td>Photographer</td>
<td>Web Designer</td>
</tr>
<tr>
<td>*Mechanical Draftsperson</td>
<td>Printing Technology</td>
<td>Writer</td>
</tr>
<tr>
<td>*Camera Operators: TV, Video</td>
<td>*Barber</td>
<td>Prepress Technician</td>
</tr>
<tr>
<td>Retail Salesperson</td>
<td>*Advertising Sales Agents</td>
<td>Industrial Packaging Designer</td>
</tr>
<tr>
<td>Press Operators</td>
<td>*Interpreters &amp; Translators</td>
<td>Studio Musician</td>
</tr>
</tbody>
</table>

* Represents a 2015 High Priority Occupation for Lancaster County Workforce Investment Area.
Pathway Overview

Careers in this Pathway are related to the business environment and include entrepreneurial careers, sales, marketing, computer and information systems, finance, accounting, human resources, economics, and business management.

PA Dept. of Education Career Clusters:
- Business, Management & Administration;
- Finance; Information Technology; Marketing, Sales and Service

The US. Department of Education has designated 16 clusters of careers that form the basis for Career Pathway systems in Pennsylvania. Each cluster represents a group of related industries and occupations in the American economy.

<table>
<thead>
<tr>
<th>interests</th>
<th>skills</th>
<th>experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>business environment</td>
<td>influence others</td>
<td>communicate effectively</td>
</tr>
<tr>
<td>office management</td>
<td>electronic information</td>
<td>organize a project</td>
</tr>
<tr>
<td>computers &amp; technology</td>
<td>manage people &amp; projects</td>
<td>working with technology</td>
</tr>
<tr>
<td>buying &amp; merchandising</td>
<td>give speeches &amp; presentations</td>
<td>investing</td>
</tr>
<tr>
<td>record keeping</td>
<td>debate ideas</td>
<td>e-commerce &amp; sales</td>
</tr>
<tr>
<td>owning your own business</td>
<td>explain electronic operations</td>
<td>owning a business</td>
</tr>
<tr>
<td>sales/persuading others</td>
<td>generate computer designs</td>
<td>presentations to a group</td>
</tr>
<tr>
<td>designing systems</td>
<td>keep records</td>
<td>buying &amp; merchandising</td>
</tr>
<tr>
<td>leadership and authority</td>
<td>collect &amp; manage data</td>
<td>hospitality &amp; tourism</td>
</tr>
<tr>
<td>Making a profit</td>
<td>use computers &amp; technology</td>
<td>work with the public</td>
</tr>
</tbody>
</table>

what you’ll need

<table>
<thead>
<tr>
<th>entry level</th>
<th>skilled/technical</th>
<th>professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Advertising Sales Agents</td>
<td>Accounting clerk</td>
<td>Accountant/Controller</td>
</tr>
<tr>
<td>*Accounts Payable/Receivable</td>
<td>*Administrative Assistant</td>
<td>Actuary</td>
</tr>
<tr>
<td>*Claims Adjusters</td>
<td>Buyer</td>
<td>Auditor</td>
</tr>
<tr>
<td>Auto Sales</td>
<td>Corporate Trainer</td>
<td>Consultant</td>
</tr>
<tr>
<td>Bank Clerk/Teller</td>
<td>Entrepreneur</td>
<td>Economist</td>
</tr>
<tr>
<td>Entrepreneur</td>
<td>Marketing researcher</td>
<td>Entrepreneur</td>
</tr>
<tr>
<td>Management Trainee</td>
<td>Merchandising Manager</td>
<td>*Financial Planner</td>
</tr>
<tr>
<td>Military supply</td>
<td>Purchasing Manager</td>
<td>*Sales Manager</td>
</tr>
<tr>
<td>*Payroll Clerk</td>
<td>*Real Estate Agent</td>
<td>Operations Manager</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Tax Planner</td>
<td>Stockbroker</td>
</tr>
<tr>
<td>*Truck Drivers</td>
<td>Wholesale Sales</td>
<td>Underwriter</td>
</tr>
<tr>
<td>Retail Sales</td>
<td>*Sales Representatives</td>
<td></td>
</tr>
</tbody>
</table>

* Represents a 2015 High Priority Occupation for Lancaster County Workforce Investment Area.
Pathway Overview

Careers in this Pathway are related to the technologies necessary to design, develop, install and maintain physical systems; agriculture, the environment and natural resources; scientific research and development services; and planning, management, and movement of people, materials and goods from one point to another.

PA Dept. of Education Career Clusters:

- Agriculture, Food & Natural Resources;
- Architecture & Construction; Manufacturing; Science, Technology, Engineering & Mathematics; Transportation, Distribution and Logistics

The US. Department of Education has designated 16 clusters of careers that form the basis for Career Pathway systems in Pennsylvania. Each cluster represents a group of related industries and occupations in the American economy.

<table>
<thead>
<tr>
<th>what you’ll need</th>
<th>where you’ll go</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>interests</strong></td>
<td><strong>entry level</strong></td>
</tr>
<tr>
<td>applied math</td>
<td>Apprenticeship Body Repair</td>
</tr>
<tr>
<td>building with your hands</td>
<td>*Machinist</td>
</tr>
<tr>
<td>working on a team</td>
<td>Automotive Detailer</td>
</tr>
<tr>
<td>working in a laboratory setting</td>
<td>*Construction Laborer</td>
</tr>
<tr>
<td>working with electronics</td>
<td>Highway Maintenance</td>
</tr>
<tr>
<td>operating machinery &amp; tools</td>
<td>Packer/Packager</td>
</tr>
<tr>
<td>designing models &amp; prototypes</td>
<td>*Painter</td>
</tr>
<tr>
<td>geography</td>
<td>Rail Worker</td>
</tr>
<tr>
<td>producing tangible result</td>
<td>Repair Technician</td>
</tr>
<tr>
<td><strong>skills</strong></td>
<td><strong>skilled/technical</strong></td>
</tr>
<tr>
<td>design &amp; create products</td>
<td>Automotive Technology</td>
</tr>
<tr>
<td>design/repair engines</td>
<td>Aviation Maintenance Technology</td>
</tr>
<tr>
<td>improve things to work better</td>
<td>Building Construction Technology</td>
</tr>
<tr>
<td>think in a logical sequence</td>
<td>*Electro-Mechanical Technicians</td>
</tr>
<tr>
<td>visualize three dimensionally</td>
<td>Nanofabrication Manufacturing</td>
</tr>
<tr>
<td>design buildings</td>
<td>Home and Building Remodeling</td>
</tr>
<tr>
<td>follow a schematic design</td>
<td>Collision Repair Technology</td>
</tr>
<tr>
<td>follow instructions precisely</td>
<td>Environmental Specialist</td>
</tr>
<tr>
<td></td>
<td>Surveying</td>
</tr>
<tr>
<td></td>
<td>Metallurgy</td>
</tr>
<tr>
<td></td>
<td>*Architecture and Civil Drafters</td>
</tr>
<tr>
<td><strong>experiences</strong></td>
<td><strong>professional</strong></td>
</tr>
<tr>
<td>computer &amp; electronics</td>
<td>Aerospace</td>
</tr>
<tr>
<td>operating vehicles</td>
<td>Agriculture Sciences</td>
</tr>
<tr>
<td>building &amp; construction</td>
<td>Agronomy</td>
</tr>
<tr>
<td>farming</td>
<td>Animal Science</td>
</tr>
<tr>
<td>mechanical design</td>
<td>*Environmental Engineering</td>
</tr>
<tr>
<td>model building</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>problem solving</td>
<td>Horticulture</td>
</tr>
<tr>
<td>assemble &amp; repair items</td>
<td>*Industrial Engineering</td>
</tr>
<tr>
<td>working outdoors</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>*Biochemists and Biophysicists</td>
</tr>
</tbody>
</table>

* Represents a 2015 High Priority Occupation for Lancaster County Workforce Investment Area.
Pathway Overview

Careers in this Pathway are related to the promotion of health and treatment of disease and disorders; economic, political, and social systems; and teaching and training children and adults the information and skills needed to ensure a productive career and life.

PA Dept. of Education Career Clusters:

*Education & Training; Health Science; Hospitality & Tourism; Human Services, Law, Public Safety & Security; Government & Public Administration*

The US. Department of Education has designated 16 clusters of careers that form the basis for Career Pathway systems in Pennsylvania. Each cluster represents a group of related industries and occupations in the American economy.

<table>
<thead>
<tr>
<th>interests</th>
<th>skills</th>
<th>experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>caring for people or animals</td>
<td>oral expression</td>
<td>volunteer work</td>
</tr>
<tr>
<td>science and medicine</td>
<td>active listening</td>
<td>manage finances</td>
</tr>
<tr>
<td>helping others</td>
<td>speech clarity</td>
<td>prioritize obligations</td>
</tr>
<tr>
<td>observing &amp; recording facts</td>
<td>leadership</td>
<td>pay attention to details</td>
</tr>
<tr>
<td>researching information</td>
<td>social perceptiveness</td>
<td>remain fair and just</td>
</tr>
<tr>
<td>working on a team</td>
<td>fluency of ideas</td>
<td>relate to different people</td>
</tr>
<tr>
<td>family and Social Services</td>
<td>inductive &amp; deductive reasoning</td>
<td>make learning fun for others</td>
</tr>
<tr>
<td>teaching others</td>
<td>manual dexterity</td>
<td>cut &amp; style hair</td>
</tr>
<tr>
<td>law</td>
<td>follow instructions precisely</td>
<td>organize travel plans</td>
</tr>
<tr>
<td></td>
<td>analyze collected data</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>entry level</th>
<th>skilled/technical</th>
<th>professional</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Health Care Support Workers</em></td>
<td><em>Biotechnology</em></td>
<td><em>Secondary Education</em></td>
</tr>
<tr>
<td>Camp Counselor</td>
<td>Cardiovascular Technology</td>
<td>Hospitality/Management</td>
</tr>
<tr>
<td>Custodian</td>
<td>Child Development</td>
<td>Medical Technologist</td>
</tr>
<tr>
<td>Food Service Worker</td>
<td>Culinary Arts</td>
<td>Pre-Medicine</td>
</tr>
<tr>
<td><em>Medical Transcriptionist</em></td>
<td>Dental Hygiene</td>
<td>Pre-Dentistry</td>
</tr>
<tr>
<td>Library Aide</td>
<td>Medical Assisting</td>
<td>Pre-Pharmacy</td>
</tr>
<tr>
<td>Model</td>
<td><em>Medical Laboratory Technician</em></td>
<td><em>Registered Nursing</em></td>
</tr>
<tr>
<td>Public Radio Dispatcher</td>
<td><em>Veterinary Technologists</em></td>
<td><em>Social Work</em></td>
</tr>
<tr>
<td>Security Guard</td>
<td><em>Child Care Worker</em></td>
<td>Public Relations</td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>Surgical Technology</td>
<td><em>Lawyer</em></td>
</tr>
<tr>
<td></td>
<td>Legal Secretary</td>
<td></td>
</tr>
</tbody>
</table>

* Represents a **2015 High Priority Occupation** for Lancaster County Workforce Investment Area.
Check out the top 40 jobs in Lancaster County

Career awareness and exploration include an understanding of changing job markets. Although you may not choose a high priority occupation, labor market data is an important part of career planning as you decide where to invest your time, effort, and money. Perhaps your interests, skills and experiences will lead you to one of the 40 hot jobs in Lancaster County.

(List compiled by the Workforce Investment Board of Lancaster County.)

- Sales representatives, wholesale and manufacturing, except technical and scientific products
- Accountants and auditors
- Executive secretaries and administrative assistants
- Bookkeeping, accounting, and auditing clerks
- Secretaries, except legal, medical, and executive
- Sales representatives, wholesale and manufacturing, technical and scientific products
- Computer support specialists
- Truck drivers, heavy and tractor-trailer

- Carpenters
- Printing machine operators
- Industrial machinery mechanics
- Packaging and filling machine operators and tenders
- Machinists
- Welders, cutters, solderers, and brazers
- Brickmakers and blockmakers
- Sheet metal workers
- Molding, coremaking, and casting machine setters, operators, and tenders, metal and plastic
- Industrial engineers
- Operating engineers and other construction equipment operators
- Painters, construction and maintenance
- Bus and truck mechanics and diesel engine specialists
- Team assemblers
- Industrial truck and tractor operators
- Truck drivers, light or delivery services
- Electricians
- Maintenance and repair workers, general
- First-line supervisors/managers of production and operating workers
- Plumbers, pipefitters, and steamfitters
- Heating, air conditioning, and refrigeration mechanics and installers

- Registered nurses
- Elementary school teachers, except special education
- Police and sheriff's patrol officers
- Dental assistants
- Physical therapists
- Pharmacists
- Medical and clinical laboratory technicians
- Licensed practical and licensed vocational nurses
- Food batchmakers
- Medical records and health information technicians
- Radiologic technologists and technicians
Career Cruising is an Internet-based career exploration and planning tool used by your son or daughter to explore career and college options and develop a career plan. Career Cruising can be accessed from school, from home, or wherever your son or daughter has access to the Internet. Features of the program include:

- **Interest and Skills Assessment** - a world-renowned career assessment tool to help people identify suitable career options based on their interests and skills

- **Career Profiles** - thorough and up-to-date information about hundreds of different occupations, including direct links between careers and related college programs

- **Multimedia Interviews** - interviews with real people in each occupation, which add depth and realism to career profiles

- **College and Financial Aid Information** - comprehensive college and financial aid information, with a number of useful search tools to help students find the right college and the right scholarships

- **Electronic Career Portfolio** - available online, so students can develop their education and career plans from wherever they access Career Cruising

- **Resume Builder** - integrated with the portfolio to help students format and print professional-looking resumes quickly and easily

To find out more about Career Cruising, we encourage you to login using the school’s access information:

Login at: www.careercruising.com
Enter your school’s username:  
Enter your school’s password:  
Click on “Start Career Cruising” to begin
The Carl D. Perkins Career and Technical Education Act of 2006 requires the development and implementation of career and technical Programs of Study (POS). The Lancaster County Career & Technology Center, under the Act, is now required to offer the relevant academic and technical courses as they relate to the POS. Programs of Study are very similar to, and build on, positive initiatives, such as Tech Prep, career pathways, career academies and career clusters, already underway in career and technical education in Pennsylvania.

Beginning with the class of 2015 priority admissions considerations will be in place for LCCTC programs. These considerations will include submission of an LCCTC application within the designated time period and the student’s successful completion of POS secondary academic courses. These academic courses include:

- 4 Years of College Prep English (4th yr at LCCTC);
- 3 years of College Prep math including Algebra I, Geometry, Algebra II and a higher level math;
- 3 years of science including Biology, Chemistry and Physics or Physical Science; and
- 3 years of social studies including US and World History, with attention given to civic learning.

<table>
<thead>
<tr>
<th>“programs of study” secondary scope and sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 9</strong></td>
</tr>
<tr>
<td>Elective(s)</td>
</tr>
<tr>
<td>Classes related to Career Interests</td>
</tr>
<tr>
<td>Elective(s)</td>
</tr>
<tr>
<td>Classes related to Career Interests</td>
</tr>
<tr>
<td><strong>Grade 10</strong></td>
</tr>
<tr>
<td>Elective(s)</td>
</tr>
<tr>
<td>Classes related to Career Interests</td>
</tr>
<tr>
<td><strong>Grade 11</strong></td>
</tr>
<tr>
<td>Elective(s)</td>
</tr>
<tr>
<td>Classes related to Career Interests</td>
</tr>
<tr>
<td><strong>Grade 12</strong></td>
</tr>
<tr>
<td>LCCTC Full Day Program</td>
</tr>
</tbody>
</table>

- **English**
  - Grade 9: English 9 CA
  - Grade 10: English 10 CA
  - Grade 11: English 11 CA or American Literature or British Literature or Dramatic Literature
  - Grade 12: English or LCCTC Post-Secondary Public Speaking**

- **Math**
  - Grade 9: Algebra I or Algebra II or Geometry
  - Grade 10: Algebra II or Geometry or Algebra III
  - Grade 11: Geometry or Algebra III or Precollege Math or Precalculus/Trigonometry or AP Statistics or Applied Calculus or AP Calculus
  - Grade 12: **Required**

- **Science**
  - Grade 9: Earth Science or Physical Science or Biology
  - Grade 10: Biology or Chemistry
  - Grade 11: Chemistry or Community Chemistry or Principles of Technology or Physics
  - Grade 12: HACC Dual Enrollment
    - BIO 105 Medical Term* 3 Cr.
    - AH 140 Intro to Allied Health* 3 Cr.
    - PA College of Health Sciences
    - BIO 175 Anatomy & Phys I* 3 Cr.

- **Social Studies**
  - Grade 9: American Studies
  - Grade 10: World History
  - Grade 11: Process of Democracy
  - Grade 12: HACC Dual Enrollment
    - PSY 101 General Psychology 3 Cr.
    - SOC 201 Intro to Sociology 3 Cr.
    - PA College of Health Sciences
    - PSY 100 General Psychology* 3 Cr.

- **Career Pathways**
  - Electronic Career Portfolio
  - Job Shadowing related to student’s pathway
  - Career & Work Standards

- **Industry Credentials**
  - Career & Work Standards
  - Co-Op/Clinical
  - CTC Portfolio
  - Articulation to Post-secondary
  - HACC College in the High School Courses
### Full day Programs - Grade 12

<table>
<thead>
<tr>
<th>Brownstown Campus</th>
<th>Mount Joy Campus</th>
<th>Willow Street Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Construction Technologies Center</strong></td>
<td><strong>Advanced Manufacturing Center</strong></td>
<td><strong>Agriscience Center</strong></td>
</tr>
<tr>
<td>Architectural CAD – Design</td>
<td>Electro-Mechanical Engineering Technology</td>
<td>Animal Production Science &amp; Technology</td>
</tr>
<tr>
<td>Commercial Construction/Management</td>
<td>Sheet Metal Technology</td>
<td>Veterinary Assistant</td>
</tr>
<tr>
<td>Electrical Construction Technology</td>
<td>Welding Technology</td>
<td><strong>Consumer Services Center</strong></td>
</tr>
<tr>
<td>Heavy Equipment Operation &amp; Basic Maintenance</td>
<td>Precision Machining &amp; Computer-Aided Manufacturing</td>
<td>Cosmetology</td>
</tr>
<tr>
<td>HVAC/R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painting, Ceramic Tile &amp; Vinyl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plumbing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information Technology Center</strong></td>
<td><strong>Construction Technologies Center</strong></td>
<td><strong>Health Care Center</strong></td>
</tr>
<tr>
<td>Computer Systems Technology</td>
<td>Residential Carpentry</td>
<td>Clinical Care Assistant / Patient Care Technician</td>
</tr>
<tr>
<td><strong>Visual Communications Center</strong></td>
<td></td>
<td>(new name)</td>
</tr>
<tr>
<td>Commercial Art</td>
<td><strong>Consumer Services Center</strong></td>
<td>Dental Assistant</td>
</tr>
<tr>
<td>Digital Design/Print Media</td>
<td>Cosmetology</td>
<td>Medical Administrative Assistant</td>
</tr>
<tr>
<td>Photography &amp; Digital Imaging</td>
<td>Early Childhood Education</td>
<td>Medical Assistant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nursing Assistant/Home Health Aide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sports Medicine and Rehabilitation Technician</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Culinary Arts Center</strong></td>
<td><strong>Culinary Arts Center</strong></td>
<td><strong>Transportation Technologies Center</strong></td>
</tr>
<tr>
<td>Baking &amp; Pastry Arts</td>
<td>Baking &amp; Pastry Arts</td>
<td>Automotive Mechanics</td>
</tr>
<tr>
<td>Culinary Arts/Chef</td>
<td>Culinary Arts/Chef</td>
<td>Automotive Technology</td>
</tr>
<tr>
<td>Event Planning &amp; Tourism Services Management</td>
<td>Event Planning &amp; Tourism Services Management</td>
<td>Collision Repair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diesel Equipment Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RV &amp; Outdoor Power Equipment</td>
</tr>
<tr>
<td><strong>Protective Services Center (at the Lancaster County Public Safety Training Center)</strong></td>
<td><strong>Protective Services Center</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Protective Services Academy</td>
<td></td>
</tr>
</tbody>
</table>

### Part Day Programs - Grades 10, 11, & 12

<table>
<thead>
<tr>
<th>Senior Only - Advanced Health Careers</th>
<th>Senior Only - Advanced Health Careers</th>
<th>Senior Only - Advanced Health Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades 10 &amp; 11</strong></td>
<td><strong>Grades 10 &amp; 11</strong></td>
<td><strong>Grades 10 &amp; 11</strong></td>
</tr>
<tr>
<td>Construction Cluster</td>
<td>Construction Cluster</td>
<td>Construction Cluster</td>
</tr>
<tr>
<td>Culinary Cluster</td>
<td>Culinary Cluster</td>
<td>Culinary Cluster</td>
</tr>
<tr>
<td>Health Care Cluster</td>
<td>Health Care Cluster</td>
<td>Health Care Cluster</td>
</tr>
<tr>
<td>Manufacturing Cluster</td>
<td>Manufacturing Cluster</td>
<td>Manufacturing Cluster</td>
</tr>
<tr>
<td>Transportation Cluster</td>
<td>Transportation Cluster</td>
<td>Transportation Cluster</td>
</tr>
<tr>
<td>Visual Communications Cluster</td>
<td>Visual Communications Cluster</td>
<td>Visual Communications Cluster</td>
</tr>
</tbody>
</table>

### General Information:

**Full Day Programs – Grade 12**

High school seniors spend the day at one of the three Lancaster County Career & Technology Centers, Brownstown, Mount Joy or Willow Street Campus. Students participate in a comprehensive technical or career-oriented program. The full-day program allows more usable time for instruction and enables students to gain insight into daily work patterns. In full-day programs an LCCTC student may earn college credits toward an associate degree at two year colleges. Through partnerships with area colleges, LCCTC provides a variety of dual enrollment courses. The LCCTC also has articulation agreements with 2-year colleges and technical schools. Dual enrollment and articulation offer college-level segments that give students an additional head start toward their future career and life long learning.

**Part Day Programs – Grades 10, 11 & 12**

Part day programs enable college bound seniors and students in grades 10 & 11 the opportunity to explore different aspects of a career field. The senior part day programs enable students to explore a career area for a few hours during each school day. Since the programs meet for only a part of a day, students can gain technical skills at LCCTC while meeting academic requirements for college at their sending schools. The 10th and 11th grade programs allow students to explore a variety of careers within an occupational cluster and are designed for students who plan to apply for one of the full-time Lancaster County Career & Technology Programs during their senior year.

More information about Lancaster County Career & Technology and its programs can be found at www.lcctc.org. For enrollment and application information, please contact your school counselor.
Students Occupationally and Academically Ready
www.education.state.pa.us

SOAR programs of study prepare today’s student for tomorrow’s high demand and high wage careers.

SOAR is built on programs of study (POS) that incorporate secondary and postsecondary education elements and include coherent and rigorous academic and technical content aligned with Pennsylvania’s challenging academic standards.

SOAR Agreement Articulation for advanced credit transfer is made possible when Perkins-allocated postsecondary institutions and Pennsylvania secondary schools offering SOAR programs agree to the terms and conditions stated in the Perkins Statewide Articulation Agreement.

SOAR Mission
The mission of SOAR is to prepare students for college and careers in a diverse, high-performing workforce.

SOAR Benefits
- Saving Money on College Tuition
- Saving Time by Shortening College Attendance
- Getting on the Right Career Pathway
- Entering the Job Market Ready
- Getting a Consistent Education

SOAR Articulation
SOAR credits are accepted at higher education institutions.

Get The Credit You Have Already Earned

Website Navigation
- Background
  Policy information on programs of study
- Framework
  Templates and crosswalks to implement programs of study
- Articulation
  Information relating to statewide articulation agreements

Learn More About SOAR
- Programs of Study (POS)
- Planning Your Career
- Qualifying for SOAR College Credit
- Postsecondary SOAR Partners

Go to CollegeTransfer.net to see how SOAR programs are accepted at higher education institutions.
Electro-Mechanical Engineering Technology
The Electro-Mechanical Engineering program is designed as a pre-engineering program with an industry driven curriculum developed by leaders in the field. This program combines mechanics, control, electronic and electrical engineering, computer science, and systems design to create useful products. Examples of Electro-Mechanical systems include robots, digitally-controlled combustion engines, and machine tools with self-adaptive tools, contact-free magnetic bearings, and automated guided vehicles. In such systems, software has become an integral part of the product itself, an actual “machine element” necessary for proper function and operation. The Electro-Mechanical Engineering program includes an innovative curriculum. Students will gain knowledge and skills in: blueprint reading, mechanics, pneumatics, hydraulics, electricity, electronics, motors, motor control, programmable logic controls, robotics and motion control, process control instrumentation, and computer integrated manufacturing.

Sheet Metal Technology
This program teaches skills necessary for construction of metal roofing, siding, spouting, welding application, and the layout, fabrication and installation of heating, ventilation and air conditioning (HVAC) ductwork along with other custom applications used in manufacturing and construction fields. In addition to lab work, sheet metal students create HVAC ductwork and flashing work for the student-built house project. The program is nationally certified by the National Center for Construction Education and Research (NCCER) which is recognized by the Associated Builders and Contractors (ABC). Students learn how to set up and operate major fabricating machines, such as shears, brakes, presses, and forming rolls. These machines cut, bend, form or strengthen materials. Sheet metal jobs may require considerable bending, lifting, standing and squatting. Workers need good hand-eye coordination, manual dexterity and measurement skills, plus the ability to visualize three dimensional projects.

Precision Machining & Computer Aided Manufacturing
Every machine needs the skilled hand of a good operator. In the metal fabrication industry, you might find yourself working with a press brake to cut large sheets of metal to size before they go into the production line. You can operate a rolling machine to transform flat material into a specific curved configuration or angle roll the metal. Shearsers cut material into specified shapes. The operator controls the process and makes sure that the work is up to company standards. The program will prepare students in the use of metal working, CNC machining and areas of welding for employment and post-secondary technical training.

Welding Technology
Welders apply intense heat to metal pieces to join, melt and fuse them to form a permanent bond. Students in the program learn the techniques of Oxyfuel, Arc, Mig and Tig welding processes necessary for a variety of construction and repair projects such as building bridges, automobiles and other manufactured products. The Welding Technology program is nationally accredited by the American Welding Society (AWS/SENSE) and introduces students to both welding and cutting. Welders and cutters need manual dexterity, strength to lift heavy objects, measurement skills, good eyesight and hand-eye coordination. They should be able to concentrate on detailed work for long periods and be able to bend, stoop and work in awkward positions.

Animal Production Science and Technology
This program introduces students to the exciting and dynamic Agriscience industry while preparing them with the knowledge, hands-on training, and technical skills to successfully enter the career ladder in production animal science. The program covers topics including anatomy and physiology, reproduction, veterinary care, handling and restraint, nutrition, agriculture law compliance, biosecurity, genetics, and laboratory procedures. Students in this program will have the opportunity to do both theory in the classroom and hands-on education in the lab and on curriculum trips. Students will be exposed to cows, horses, sheep, goats, alpacas, and poultry. There is a demand for skilled workers with a strong work ethic. Graduates will have employment options in the expanding and diverse field of large animal sciences.

Veterinary Assistant
The program combines classroom theory and laboratory experience on topics including small animal veterinary care, surgical assisting, laboratory testing, cleaning and feeding techniques. A career as a Veterinary Assistant encompasses all parts of veterinary medicine and assists Veterinary Technicians and Veterinarians in the care of animals. Common duties would include animal restraint, receptionist tasks, surgical assisting, setting up for laboratory procedures, grooming, exercising animals and cleaning. Students learn hands on skills with dogs and cats. Graduates could obtain employment in veterinary hospitals, animal training facilities, boarding kennels, grooming parlors or any business that houses or cares for animals. This program has an affiliation with the Lancaster Humane League and they perform low cost spay and neuter surgeries for the public once a week. This is the only program in the state that has students practicing surgical assisting tasks on a weekly basis. The demand for trained veterinary assistants has steadily increased over the past decade and this growth is expected to continue.
Architectural CAD – Design

The Architectural CAD–Design program offers a foundation of basic CAD (Computer-Aided Drafting) skills and knowledge, preparing students to attend a two or four-year institution of higher learning or to begin a career as an entry level drafter and/or CAD operator. Students learn techniques through a self-paced program of instruction that includes instruction in AutoCAD software and other architectural concepts. Architectural draftspersons prepare accurate architectural working plans, cross-sections and details for engineering drawings. They may be required to make mathematical calculations, and to estimate both the quantity and cost of materials needed for a project. The program content consists of detailed instruction in basic house design, room planning, floor plans, elevations and preparation of working drawings and details.

Commercial Construction/Management

The Commercial Construction and Management program offers students the opportunity to gain skills and knowledge for entry-level employment in the commercial/industrial construction field. The skills are acquired through a unique blend of theory, lab, and job site experiences. The program is certified by the National Center for Construction Education and Research (NCCER) and is recognized by the Associated Builders and Contractors (ABC). It includes instruction in and hands-on application of power tool operation, blueprint reading and layout, site preparation, concrete, framing with metal and wood, building design, interior finishes, exterior finishes, estimating and purchasing procedures. Additionally, the curriculum offers the Occupational Safety and Health Administration (OSHA) ten hour safety training, Hilti Powder Actuated Fastener certification, Hydromobile Scaffolding certification, JCB backhoe training, and construction fork truck training.

Electrical Construction Technology

The Electrical Construction Technology program is recognized by the Associated Builders and Contractors (ABC) and taught by a certified National Center for Construction Education and Research (NCCER) instructor. The program prepares individuals for employment in today’s residential, commercial and industrial electrical industries. Instruction includes electrical principles and theory, residential and commercial wiring, electrical maintenance, basic motor control systems and transformers. Electricians install, connect, test and maintain electrical systems for a variety of purposes. Electricians follow the requirements of the National Electrical Code (NEC) specifications and procedures. Students learn these guidelines and how to navigate the NEC. Excellent reading and math skills are necessary, as well as good eyesight with normal color vision to distinguish color codes on wires.

HVAC/R

From furnaces to refrigeration units, systems that control heating, ventilation, air conditioning and refrigeration are important components of today’s residential, commercial and industrial buildings. The HVAC/R program prepares students to install, repair and maintain this equipment. The program is nationally certified by HVAC Excellence and by the National Center for Construction Education and Research (NCCER), and is recognized by the Associated Builders and Contractors (ABC). Curriculum studies include: HVAC equipment line voltage circuits, 24-volt control circuits, electric schematics, air distribution and duct work, air conditioning, heat pumps, electric heat, gas heat, oil heat, hydronics and blueprint reading. Lab includes basic HVAC industry entry level skills of the following: electric circuits, soldering, brazing, black iron piping, sst piping, sheet metal duct, basic fiberglass duct, air conditioning, heat pumps, gas furnaces, oil furnaces, boilers. Employees in this field need a strong mechanical aptitude, and solid reading and math skills are needed to understand technical manuals.

Painting, Ceramic Tile & Vinyl

This program teaches the basics of residential, commercial and industrial painting and flooring. Lessons include fundamentals of color theory, using tools, estimating material amounts, using scaffolding and ladders, reading blueprints. The program is certified by the National Center for Construction Education and Research (NCCER) and is recognized by the Associated Builders and Contractors (ABC). The curriculum covers various painting/finishing techniques including exterior and interior painting, wood finishing and spray painting. Instruction in wall covering installation includes preparing drywall and hanging wallpaper around doors, windows, inside and outside corners, and archways. Students learn how to apply finishes to both antique and new furniture. Flooring lessons include the installation of ceramic tile and vinyl. Students use a wet saw, tile cutter and trowels to prepare and lay ceramic tile for floors, countertops, backsplash, tub surrounds and shower stalls. Work in this field requires bending, kneeling, crawling, working on ladders and the flexibility to maneuver in confined areas.

Plumbing

The high-paying field of plumbing involves the installation and repair of water, drainage, waste disposal and gas systems in residential, commercial and industrial buildings. Plumbers also install fixtures, such as bathtubs, sinks and appliances including dishwashers and water heaters. The Plumbing program is certified by the National Center for Construction Education and Research (NCCER) and recognized by the Associated Builders and Contractors (ABC). The program covers blueprint reading, residential systems, fixture and equipment installation, system maintenance, repair and troubleshooting. Other areas include plumbing rough-in, PVC and metal piping, water heater service and system installation, system performance, estimations, soldering, drain line work and using trade tools and equipment. Students acquire job site experiences, such as installing plumbing in residential and commercial buildings, as part of their training. The class is responsible for the installation of all plumbing systems in the new house construction project, including gas mains, water mains, sewer lines and fixtures.
Residential Carpentry
Our Residential Carpentry class encompasses a wide variety of skills necessary for employment as a Carpenter Apprentice. With an emphasis on personal safety, students are trained to read a blueprint, make precise measurements, estimate materials and do rough framing. They will also learn to use power tools, do exterior and interior finishing, concrete forming, roof framing, hardwood floor installation and stair construction just to name a few. Seniors are given the opportunity to apply their hands-on knowledge at an off-campus job site where, under careful supervision, they will participate in residential renovation and construction using the latest green technology. On completion of projects, students are asked to focus on the accuracy of their work. Our program is recognized by the Associated Builders and Contractors (ABC) and certified by the National Center for Construction Education and Research (NCCER).

Cosmetology
Although styles and fashions change from year to year, the work of cosmetologists remains the same – helping people to look their best. Cosmetology, offered at the Mount Joy and Willow Street Campuses, teaches techniques in the art of hair, nail, and skin care. Instruction covers shampooing, hair styling, permanent waving, coloring, chemical hair relaxing, skin care, manicuring, temporary hair removal, scalp treatment, make-up analysis and care of all hair types and textures. Students must complete 1250 hours of instruction before they are eligible to take the State Board of Cosmetology licensure examination. In order to obtain 1250 hours, high school seniors are required to complete their training by enrolling in a cosmetology program at LCCTC for completion during the summer after their senior year.

Early Childhood Education
This program is designed to train and prepare students for employment in the early learning field and provides the foundation for study in higher education. Early Childhood students receive hands-on experiences at the state-of-the-art Early Learning Center located on the Mount Joy campus, at the on-site Head Start program, and at a local elementary school. A graduate of this program who meets the requirements can qualify as an assistant group supervisor in Early Learning centers throughout Pennsylvania. In addition, students can prepare for the nationally recognized Child Development Associate credential. The students study all phases of child development: physical, social, emotional, and intellectual. Instruction is provided in health, safety, development, learning environments, guidance, classroom management, and observation and learning activities. This program’s curriculum is aligned with several college courses at local post-secondary schools. This allows students to earn college credits towards degrees in related occupations, such as: Elementary Education, Early Childhood Education, and Human Development and Family Studies.

Baking and Pastry Arts
The Baking and Pastry Arts program is equipped with the same state-of-the-art tools and machines used in industry settings. The program teaches the functions of ingredients in products, recipe conversions, sanitation, equipment safety and proper food handling. Students gain experience by preparing desserts, pastries and breads, which are sold or served in the Culinary Arts Center restaurant and store. Some of these products include tortes, flans, chocolate specialties, Danish, puff pastries, pies, mousses, specialty cookies, sauces, custards, puddings, icings and a wide variety of both breads and decorated cakes.

Culinary Arts/Chef
In the Culinary Arts/Chef program, students learn how to prepare soups, sauces, meat entrees, vegetable dishes, salads and dressings as well as herb and spice identification. Students prepare menu items ranging from local favorites to classical and international cuisine. Other areas covered include fresh pasta preparation, fabrication of beef, pork and poultry, seafood identification and preparation, appetizers, desserts, plate presentation, garnishing, beverage creation, and restaurant service. Course work also includes purchasing, inventory, menu planning, nutrition, recipe costing and customer service. A major emphasis is placed on sanitation and use and care of kitchen equipment. A pleasant attitude and neat appearance are important when dealing with customers. Individuals need stamina to stand for long periods of time, excellent hand-eye coordination and a keen sense of taste and smell. Students will participate in a variety of serving techniques ranging from beverage service to in room dining to fine dining. An array of customer service skills and techniques will also be evaluated and practiced by each student.
Event Planning & Tourism Services Management
This program takes a first-hand look at the fast-paced and exciting careers in hospitality. Students in this program will receive academic instruction and work experience that reflects industry standards for jobs within the hospitality, event planning and lodging industry, and gain work experience at a local lodging property. Students in this program will learn an overview of lodging management, leadership and management skills, reservations, front desk, housekeeping, marketing and sales, event coordination, and food and beverage service. When students graduate, they will be ready to begin their hospitality career or continue their education at a college or university.

Clinical Care Assistant/ Patient Care Technician (New Name)
This challenging program prepares students to work as nursing assistants in acute care settings (Hospital, Home Health Agency, Physician Office). A nursing assistant provides direct patient care while utilizing technical skills in tasks assigned by a registered nurse. This individual completes and documents patient care activities. This program is certified by the National Health Career Association (NHA). The curriculum includes medical terminology, anatomy and physiology, medical law and ethics, math, nutrition, growth and development, critical thinking skills, pathophysiology, bedside care, personal care, ECG, phlebotomy, emergency skills, home health aide skills, and medical assisting skills including front office skills. This theory-intensive program includes a significant amount of reading from college level textbooks. The physical ability to move patients, excellent hand dexterity, and good hand-eye coordination are a must. This program offers a clinical internship in a hospital setting, preparing students for nursing programs and other health care careers.

Dental Assistant
The Dental Assistant program integrates lectures, demonstrations and hands-on experiences to teach students a variety of dental-related subjects. The major areas of study include anatomy and physiology, chairs'ide dental assisting, radiology, dental materials and microbiology/sterilization. The program also covers pharmacology, oral pathology, dental anatomy, computer introduction, medical/dental emergencies, dental office business procedures, legal/ethical management and communications. During the second half of the year, students participate in clinical rotations in private dental offices, clinics and hospitals. Experience gained in the Dental Assistant program prepares students to take the Dental Assisting National Board in Dental Radiology Health and Safety required by the Commonwealth of Pennsylvania. The program's textbook is written on a college level, requiring that students entering the program possess excellent reading/comprehension skills. The coursework is a stepping stone to furthering your education as an EFDA, Dental Hygienist or Dentist.

Medical Administrative Assistant
This program prepares students to serve on a healthcare team in the administrative role. A Medical Administrative Assistant requires medical knowledge, organizational and business skills, communication skills, and the ability to meet accepted performance standards of health care workers. The program includes medical terminology with abbreviations, anatomy and physiology, disease processes, law and ethics, medical transcription, insurance procedures, coding/billing, collections, medical records, and electronic medical records. Administrative skills include appointment scheduling, phone technique, filing medical records, maintaining electronic medical records, typing medical reports, filling out insurance forms, banking duties, computer skills, and many other administrative procedures. The program textbooks are written on a college level, so students need excellent reading skills. Students should have basic computer and keyboarding skills upon entering the program. Qualifying students participate in an eight-week externship at a physician's office, hospital, clinic, insurance company, laboratory, pharmaceutical company, etc.

Medical Assistant
Medical assistants are professional, multi-skilled individuals who perform administrative and clinical duties in health care settings. The program includes studies in anatomy and physiology, health insurance coding and billing, medical math, medical terminology, medical law and ethics, pharmacology, clinical and administrative skills. In addition, curriculum includes clinical skills such as phlebotomy, laboratory tests, minor surgical procedures, medication administration and performing electrocardiograms. During the fourth making period, students who have successfully completed program requirements may participate in a six-week clinical experience in a physician's office. The National Health Career Association (NHA) participates with the program to allow medical assistant students to receive certification through this agency. Students who participate in clinical may be eligible to sit for the exams to become certified as a clinical medical assistant, administrative medical assistant, phlebotomist and/or EKG technician. Students planning to pursue further health care training after high school should take the SAT or ACT testing during their junior year.
Nursing Assistant/Home Health Aide
This rewarding program prepares students to work as nursing assistants in long-term care facilities and/or as an aide in the home care environment. A nursing assistant provides direct patient care while utilizing technical skills in tasks assigned by a licensed nurse in the long term care setting. Nursing assistants complete and document patient care activities. This course is approved by the Pennsylvania Department of Education. This course will offer CNA training as well as Home Health Aide training. The curriculum includes medical terminology, anatomy and physiology, legal aspects of health care, math, nutrition, growth and development, critical thinking skills, pathophysiology, and bedside care, as well as home health care. The physical ability to move patients, good hand-eye coordination, dependability, and compassion are required. This program offers students the ability to participate in clinical rotations at long-term care facilities. After clinical completion students are eligible to take the Red Cross certification test. Additional certifications include: American Heart Association First Aid, and Personal Care Home/Direct Care Staff Certification, American Heart Association Healthcare Provider CPR.

Sports Medicine and Rehabilitative Technician
The program combines tasks and theory to introduce students to the various fields of sports medicine and rehabilitation therapy. Students will perform a variety of duties to aid in the successful treatment of patients. This program will prepare students to work as a professional healthcare team member and prepare students that wish to pursue post-secondary training in the various healthcare fields. The Sports Medicine/Rehabilitation Therapy program pathway can lead to occupations in athletic training, physical therapy, occupational therapy, sports medicine and other related fields.

Computer Systems Technology
Computer Systems Technology includes courses in CompTIA A+ and Network+. In the A+ course, students learn about computer hardware and software such as motherboards, hard drives, operating systems, printers, customer service and troubleshooting in preparation for the CompTIA A+ certification exams. In the Network + course, students learn advanced networking skills such as subnetting and routing in preparation for the CompTIA Network+ certification exam. Once these courses have been mastered, various vendor-specific product certifications may be taken in order to give the student more specific skills, such as AMP/Tyco cabling certification. Students acquire an in-depth understanding of the planning, installing, configuration and maintenance of computer systems. Instruction includes knowledge of server-level hardware implementations, data storage and data recovery. The program follows standards set forth by CompTIA, AMP/Tyco, and CISCO.

Protective Services Academy
The Protective Services programs prepare individuals to apply technical knowledge and skills required to perform entry-level duties in law enforcement, firefighting, emergency medical services, and other public safety services. This program stresses the techniques, methods, and procedures specific to the areas of criminal justice, fire protection, and emergency medical services especially in emergency and disaster situations. Physical development and self-confidence skills are emphasized due to the nature of the specific occupation(s). In addition to the application of mathematics, communication, science, and physics students receive training in social and psychological skills, map reading, vehicle and equipment operations, the judicial system, firefighting, pre-hospital emergency medical care and appropriate emergency assessment, treatment and communication.

Automotive Mechanics
This program trains students in the basic operation, diagnosis, and repair of various vehicle systems. Using information systems and testing equipment on late model vehicles, students gain skills that enable them to earn the Pennsylvania State Inspection license. The program is certified by the National Automotive Technicians Education Foundation (NATEF). Curriculum covers fundamental service and repair practices, electrical system service, tool identification, brakes, steering, and suspension. Additional topics include engine mechanical performance, ignition and computer-controlled systems, tire maintenance/balancing/alignment, and fuel management. Written tests prepare students for ASE certification. Qualified students may participate in the Cooperative Education Program and an Advanced Placement Internship (API). Cooperative Education and Advanced Placement Internship (API) allows students to work side-by-side with an experienced technician at a local repair facility.
**Automotive Technology**

With each new model year, automobile systems become more sophisticated. The Automotive Technology program prepares students for entry-level dealership or Independent shop employment and to continue their training at a post-secondary school. The National Automotive Technicians Education Foundation (NATEF) has certified this program in four areas: brake systems, steering and suspension, electronics/electricity, and engine performance. In addition to these areas, the program includes instruction in automotive fundamentals, customer relations, engine management systems, and Pennsylvania State Inspection and Emissions Inspection procedures. Qualified students may participate in the Auto YES Program (Automotive Youth Educational Systems). This intensive program allows students to continue to learn technical skills as they work side-by-side with an experienced technician at a local dealership. Points on a student’s driver’s license may prevent him/her from being hired by dealerships as a new technician.

**Collision Repair**

Motor vehicle accidents occur frequently, and while some vehicles are damaged beyond economical repair, most receive only minor damages. Collision Repair Technicians examine these damages and use tools to straighten bent vehicle bodies, remove dents and replace parts so that vehicles operate properly and look like new. The Collision Repair program trains students in this field, covering areas such as safety, estimating, hand and power tool usage, frame repair, body alignment, refinishing, and customer relations. Curriculum also includes metal straightening, mig welding, metal cutting, glass and accessory service, measurement, panel replacement and alignment, servicing doors, surface preparation, cosmetic repairs and the selection of automotive paint finishes. Collision repair requires good color discrimination capabilities, excellent eye-hand coordination, stamina to stand for long periods of time, and a good understanding of measurement and ratios. Qualified students may participate in the Auto YES Program (Automotive Youth Educational Systems). This intensive program allows students to work side-by-side with an experienced technician at a local dealership.

**Diesel Equipment Technology**

As the diesel equipment industry continues to expand, the demand for mechanics and technicians to repair and maintain diesel equipment grows. The program instructs students in personal and workplace safety practices, tools, measuring devices and fasteners, basic engine principles, preventive maintenance and inspection. Study also includes electrical and electronic systems, truck brake systems, suspension and steering systems, and diesel engine rebuilding. The program is NATEF (National Automotive Technicians Education Foundation) certified in the following areas: diesel engine, brakes, electrical/electronic systems, preventive maintenance inspection, suspension and steering. Mechanics and technicians require a driver’s license and a clean driving record. Due to federal regulation, mechanics must undergo drug and alcohol testing when hired and be able to pass random drug and alcohol testing even after continued employment. Qualified students may participate in the API Program (Advanced Placement Internship) and/or cooperative education. The intensive API program allows students to work side by side with an experienced diesel technician.

**Heavy Equipment Operation & Basic Maintenance**

This program is designed to provide students with the technical and job-related skills to work in the field of heavy equipment operation and maintenance. Students learn skills that prepare them to be heavy equipment operators for excavation and construction. When weather conditions permit, students practice their operation techniques at a training site. Skills are relevant to excavation, site layout, use of transit/laser/ hand levels. The program is certified by the National Center for Construction Education and Research (NCCER) and recognized by the Associated Builders and Contractors (ABC) and also the Associated Pennsylvania Construction Contractors. The course and its curriculum have been developed in conjunction with the Pennsylvania Department of Transportation.

**RV & Outdoor Power Equipment**

From lawn and garden equipment, such as lawn mowers, lawn and garden tractors, chain saws, leaf blowers, and string trimmers, to vehicles such as motorcycles, dirt bikes, 4-wheelers, and snowmobiles, small engines power many machines that make our lives more fun and convenient. The RV and Outdoor Power Equipment program offers both classroom and lab experience in all phases of repair and maintenance work on outdoor power equipment and recreational vehicles. The program is nationally certified by the Equipment and Engine Training Council (EETC); Outdoor Power Equipment (OPE). It provides instruction and practice in the areas of diagnosis of malfunction, four and two-stroke engines, disassembly of engines, examination of parts, and reassembly of engines, hydrostatic and manual drive units and state inspection. Study includes various systems including fuel, electrical, lubricating, governing, steering, suspension, and braking systems. Students use an assortment of technical manuals, testing and diagnostic equipment, hand tools and power tools. During the school year, students have the opportunity and training to take EETC exams and the PA State Inspection written and performance tests for motorcycles.

**Commercial Art**

The Commercial Art program is designed to introduce students to necessary tools and skills that will help advance their training in Graphic Design, Illustration, Web Design, Fashion/Interior Design, Advertising Art Direction, Animation, and Film. The Commercial Art program stresses craft, concept and professionalism. The program focuses on traditional board work, layout composition, illustration, elemental photography and production art. Program coursework continues with training on Apple® workstations and Adobe® Creative applications as students study computer graphics, typography and production basics. Students entering the Commercial Art program should have a background in several types of art with at least basic computer experience. Drawing ability, creativity, color keenness and the ability to sit at a workstation for extended periods of time, while meeting strict deadlines, are necessary aptitudes. The Commercial Art program is an excellent prelude to advanced post-secondary training at both colleges and art schools. It allows students to prepare an extensive portfolio and even obtain college credit with participating post-secondary schools.
Digital Design/Print Media
This program provides a comprehensive approach to the printing industry. From the beginning concept to final product, students take print jobs through the entire production process from electronic files to complete prepress, through offset, digital, screen and other printing processes and professional finishing. This program provides a national certification for all students through the Graphic Arts Education and Research Foundation (PrintED/GAERF). Through this comprehensive exploration of graphics and desktop publishing, students cover the fundamentals of page layout, job work flows to digital printers, CTP platemaking, offset press operation and finishing operations in addition to the repurposing of digital information using the Adobe® Creative Suite for the visual communications industry.

Photography & Digital Imaging
The Photography and Digital Imaging program has a carefully structured curriculum that allows students to gain real world experience in digital media while encouraging students to specialize in the medium of their choice. Students begin their photographic education by developing an understanding of the basic technical skills, along with using their own individual creative talent. Beginning with the camera, students learn the understanding of aperture, ISO, shutter speeds, focal length and depth of field. Students enrolled in this course will gain competency in capturing and producing photographs, using several different digital image file formats (JPG, TIF, RAW). Each individual student will acquire the knowledge to properly prepare and produce digital files, using postproduction software along with the printing of a finished product. The use of different lighting techniques will be taught using both traditional hot lights along with Commercial Studio Strobes. Successful students will acquire and show a formal knowledge of photography through the production and presentation of their own portfolio at the end of the course, along with designing and making their own logo, business card, letterhead and resume.

Construction Cluster
The Construction Cluster is a half-day, foundational program, which introduces students to careers in the construction industry. Students receive basic instruction in carpentry and construction practices, painting and finishing, electricity, masonry, and plumbing. This program is open to students in grades ten or eleven who plan to apply for admission into one of the full-day senior programs in the Construction Technologies Center. In addition to learning basic skills related to the construction trades, students learn the basics of hand and power tools, power equipment, blueprint reading, and trade-related math. The program offers students exposure to site work, concrete forming, rough framing, exterior and interior finishing, energy conservation, drywall installation, residential and commercial painting, and wood finishing. Students are also exposed to basic electricity and plumbing. Masonry instruction includes the development of clay and shale brick and concrete block, paving with masonry materials, and preparing and pouring concrete. This program stresses problem solving and employability skills necessary for career success.

Culinary Cluster
Culinary Cluster is a half-day foundational program of study which introduces students to the culinary related career areas of cooking, baking, restaurant service techniques, and the hospitality industry. This program is offered to students in grades ten or eleven who plan to apply for admission into one of the full day senior programs at the Culinary Arts Center located at the Mount Joy Campus. Students learn baking techniques by preparing quick breads, cakes, pies, and cookies. Students also learn basic cooking methods, breakfast preparation, soups, salads, sandwiches, fast foods, stocks, basic meat cutting, and the presentation of food. Students also learn retail skills by selling foods that they prepare in class. Working in the food service industry requires excellent hygiene and an emphasis on safety and sanitation (lab cleanup). For success in the Culinary Cluster, an individual must have excellent hand-eye coordination, good arithmetic skills to measure ingredients accurately, the ability to work quickly, strength to lift heavy pots and pans, ability to work with others, and the stamina to stand for long periods of time.

Health Care Cluster
The Health Care Cluster program is a foundational program offered on a half-day basis to students in grades ten or eleven. This program is extremely valuable for students who want to pursue a career in the health care field and is especially important for those who are trying to decide which health career path to select. The program is intended for students who plan to apply for a full-day Health Care Center program for their senior year of high school. Many health careers involve direct interaction with patients, which requires excellent communication skills. Health care professionals typically work as part of a team to provide care. They must pay close attention to details to ensure the good health of their patients. Students learn basic clerical and clinical skills. They study anatomy and physiology, medical terminology, medical law and ethics, history of health care, effective teamwork, communication skills, health care financing, and health care safety.
Advanced Health Careers
The Advanced Health Careers Program at the Lancaster County Career & Technology Center is a half-day academic program for seniors, allowing students to attend both the LCCTC and their sending high school to fulfill college preparatory academic requirements. The program gives students an overview of the health care system and an introduction to health care careers. Through an affiliation with Harrisburg Area Community College, the College in the High School program provides students the opportunity to earn six college credits, transferable to a college of their choice. A unique feature of the program is that health care professionals from the Lancaster Regional Medical Center, Ephrata Community Hospital, The Heart of Lancaster, Lancaster General Suburban Outpatient Pavilion, Schreiber Pediatrics, Lancaster Cancer Center, Susquehanna Valley Emergency Medical Services, and other health/medical facilities provide job shadowing opportunities and career information. Classroom instruction includes anatomy, physiology, medical terminology, medical law, ethics, history of health care, health care economics and safety. Classroom activities and job shadowing provide practice or observation in core skills required in a clinical setting. Students must have excellent reading skills and a good foundation in algebra, chemistry and biology.

Manufacturing Cluster
The Manufacturing Cluster program is a foundational program offered on a half-day basis to students in grades ten or eleven. The program focuses on necessary core metalworking skills and prepares students for admission into one of the full-day senior programs at the Advanced Manufacturing Center at the Mount Joy Campus. Students gain useful knowledge of hand tools and machine tools and learn a variety of metal forming processes. The program is designed to allow students the opportunity to explore employment possibilities in metalworking. Students investigate three areas of study, including electro-mechanical engineering technology, sheet metal fabrication, and welding. In the electro-mechanical engineering technology phase, students gain experience in basic maintenance and repair, electronics, and sensor technology. The sheet metal fabrication phase introduces students to various skills used in the layout, cutting, forming, and joining of sheet metal. Skills gained in this area are used in employment as a sheet metal mechanic working in roofing, siding, spouting, HVAC ductwork, and custom metal fabrication. The welding phase provides basic training in tig, mig, oxyacetylene, and electric arc welding, which may lead to employment in industrial fabrication, custom welding applications, and repair work.

Transportation Cluster
The Transportation Cluster is a half-day foundational program of study designed for students in grades ten or eleven who plan to apply for a full-day Transportation Technologies Center program at the Willow Street Campus during their senior year. Instructors combine classroom training and hands-on experiences to prepare students in three areas related to transportation: auto mechanics, diesel mechanics, and small engine mechanics. The study of auto and diesel mechanics covers electrical, cooling, exhaust systems, tires and wheels, seals and gaskets, and preventive maintenance. During the small engine curriculum, students learn disassembly of engines and examination of parts, reconditioning and replacement of parts, diagnosis of malfunctions, and adjustment and repair of fuel systems. All three areas include safety instruction, identification, use of hand and power tools, and use of various fasteners. This program is designed as an entry-level, preparatory program, which has been developed specifically to provide students with the basic skills needed to apply for admission to one of the LCCTC full-day Transportation Technologies Center senior programs and give students skills they will use for their entire life.

Visual Communications Cluster
The Visual Communications Cluster program is a foundational program offered on a half-day basis to students in grades ten or eleven. This program is extremely valuable for students who want to pursue a career in the visual communications field. Students explore and learn specific skills related to a variety of visual communications careers. It is especially important for those who plan to apply for a full-day Visual Communications Center program at the Brownstown Campus during their senior year of high school. Students learn visual and graphic design basics, web design principles, desktop publishing, electronic imaging, color theory, basic drawing, typography, plate making, offset press operation, bindery, pre-press procedures, photography, video-editing and production. This program is designed as an entry-level, foundational program, which has been developed specifically to provide students with the basic skills needed to apply for admission to one of these LCCTC full-day senior programs: Commercial Art, Digital Design/Print Media, or Photography and Digital Imaging.