





DAUPHIN COUNTY TECHNICAL SCHOOL

DAUPHIN COUNTY TECHNICAL SCHOOL
COURSE CATALOG
2026 - 2027

DAUPHIN COUNTY TECHNICAL SCHOOL

ADMINISTRATION

Administrative Director
Mr. Jason Civitello

Principal
Mr. Matthew Keys

Assistant Principals
Mrs. Christine Estright
Dr. Gwen Mosteller

Assistant Director
Mrs. Claire Dacko

Special Education Director
Mrs. Betsy Standland

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Janelle Bingaman, JOC
Jeanne Webster, JOC

Derry Township
Dr. Stacy Winslow, Superintendent
Lesa Brackbill, JOC
Dr. Stewart McCarver, JOC

Halifax Area
Tyler S. James, Superintendent
Scott Corsnitz, JOC
Jonathan Bowman, JOC

Harrisburg
Dr. Benjamin Henry, Superintendent
Danielle Robinson, JOC
Annie Hughes, JOC

Lower Dauphin
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Thomas Scott, JOC

Middletown Area
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Andy Kinsey, JOC
Jennifer Scott, JOC

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Dr. Tamara Willis, Superintendent
Jesse Rawls Sr., JOC
Steve Johnson, JOC

NON-DISCRIMINATION POLICY

The Dauphin County Technical School is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, or handicap in its activities, programs, or employment practices as required by Title VI, Title IX, and Section 504. For information regarding civil rights or grievance procedures, contact our Title IX Coordinator, or Section 504 Coordinator, at 6001 Locust Lane, Harrisburg, PA 17109 (717) 652-3170. For information regarding services, activities, and facilities that are accessible to and usable by handicapped individuals and groups, please contact the Administrative Director.

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GRADUATION REQUIREMENTS

All courses are designed to meet the required Pennsylvania Department of Education Academic Standards. Beginning a student's 9th grade school year, to meet graduation requirements, a student must successfully complete the Dauphin County Technical School Career Portfolio and must earn twenty-seven and one-half (28) credits as follows:

Planned Courses	Credits (Minimum)
English	4.0
Mathematics	4.0
Science	3.0
Social Studies	3.0
Health	0.5
Physical Education	1.0
Personal Finance	0.5
Career/Technical Education (9-12)	12.0*
	TOTAL: 28 CREDITS

*For students enrolled at DCTS the beginning of their 9th grade school

INTRODUCTION

Course Selection Guide

Introduction

As a high school student, one of the most important decisions you are faced with each year is the selection of courses for the following year. Proper planning is critical if you are to prepare yourself adequately for your future goals, whether they include post-secondary education or immediate entry into the workforce.

Planning should be a cooperative effort and as a student, you should not feel you are alone in making your decisions. Your school counselor, career and technical instructor, academic teachers, career and technical facilitator, case manager, and parents are ready and willing to help you with these decisions. When planning your schedule of courses, you should consider your abilities, interests, post-secondary goals, and the graduation requirements. It is strongly suggested that you confer with your school counselor.

Required courses must be taken to meet graduation requirements. Placement tests will be used to evaluate your current level of proficiency in reading. The results of these placement tests will determine if you need to take any required courses in reading.

Additional electives are also offered in various areas of interest in core subject areas and related subject areas.

COUNSELORS

Mrs. Tonya Resto……..652-3170 ext 7433

Mrs. Laura Gerber..... 652-3170 ext 7452

Mrs. Denise Short..... 652-3170 ext 7435

Mr. Jamal Wells ..... 652-3170 ext 7460

Ms. Carrie Sanders, Secretary..... 652-3170 ext 7432

ENGLISH

9th Grade	10th Grade	11th Grade	12th Grade
English 9	English 10	American Literature	Professional English
College Prep English 9	College Prep English 10	College Prep American Literature	Professional English College Prep Multicultural Literature
Honors English 9	Honors English 10	Honors American Literature	College Prep Multicultural Literature College English Composition 101,102
ESL 9	ESL 10	ESL 11	ESL 12

*Each year, all students will complete various Career Acquisition Documents and/or interview activities as required by the DCTS Culminating Project

English 9; #01001 [Direct Instruction #S1001]

Credit 1.0 (Weight 1.0)
NCAA Approved
Grade Placement: 9
Prerequisite:8th grade English

This course is designed for students to develop foundational skills for the study of English. Students will enhance grammar skills, improve written and spoken communication skills, and extend their knowledge in the study of language arts. Vocabulary and grammar instruction will assist in preparing students for the Keystone exam. At the completion of this course, students should be able to communicate well in writing and speaking and incorporate basic grammar skills into their daily lives. Students will read a wide variety of texts, improve reading comprehension skills, and develop habits of lifelong readers and learners.

College Preparatory English 9; #01051

Credit 1.0 (Weight 1.02)
NCAA Approved
Grade Placement: 9
Prerequisite: 80% or higher average in 8th grade English AND teacher recommendation.

This course is designed for students with strong literacy skills who anticipate attending a two-or four-year post-secondary school following graduation. The studies of literature will emphasize great authors and cultures throughout the world. Vocabulary and grammar instruction will assist in preparing students for more advanced literary study and the Keystone exam. Students will develop their writing skills and will be expected to write effective essays, journals, and reports from career and technical programs and the academic areas. Speech will focus on the extemporaneous mode, prepared, and oral class readings.

ENGLISH

Honors English 9; #01056H

Credit 1.0 (Weight 1.04)
NCAA Approved
Grade Placement: 9
Prerequisite: 90% or higher average in 8th grade English AND teacher recommendation.
This course is designed for students who have demonstrated advanced skills in language arts and desire to be academically challenged. Students will study various forms of literature, including drama, novels, essays, and poetry. Writing instruction will focus on the development of critical and analytical skills during the composition of argumentative essays, literary analysis, and research papers. Vocabulary and grammatical skills will be emphasized, and outside reading is required.

ESL English 9; #010081

Credit 1.0 (Weight 1.0)
Grade Placement: 9
Prerequisite: None, placement based on WIDA ACCESS scores. Students identified as ESL and have a 3.5-3.6 Overall ACCESS score will be placed in this English class.

This course is for English Learners (ELs) with beginning through intermediate English skills for 9th grade. The class focuses on developing a foundation of reading, writing, speaking, and listening comprehension skills. Reading comprehension skills focus on developing language for both real-world and classroom settings. Students explore strategies that increase language and content learning in all classes. Students also explore fiction and nonfiction literature. Writing skills focus on word, sentence, and discourse level writing to create well-organized pieces. Instruction of grade level vocabulary is built into the curriculum for increased language proficiency.

English 10; #01002 [Direct Instruction #S1002]

Credit 1.0 (Weight 1.0)
NCAA Approved
Grade Placement: 10
Prerequisite: English 9
This course is designed for students to develop foundational skills for the study and application of English. Students will further develop their independent reading skills and improve their ability to analyze and interpret fiction and non-fiction. Vocabulary and grammar will be reinforced through the contexts of reading and writing. This course will culminate with a Keystone exam in May.

College Preparatory English 10; #01058

Credit 1.0 (Weight 1.02)
NCAA Approved
Grade Placement: 10
Prerequisite: CP English 9 OR 90% or higher average in English 9 AND teacher recommendation.
This course is designed for college bound students with strong literacy skills who anticipate attending a two- or four-year post-secondary school following graduation. Literature will emphasize great authors and literature from diverse cultures throughout the world. Independent reading skills, reading comprehension, and the interpretation and analysis of fiction and non-fiction will be emphasized. Students will be expected to write increasingly sophisticated pieces, consisting of researched writing, reports, essays, reflections, and response journals.
Students will also further develop public speaking and presentation skills. This course will culminate with a Keystone exam in May.

Honors English 10; #00158H

Credit 1.0 (Weight 1.04)
NCAA Approved
Grade Placement: 10
Prerequisites: Honors English 9 or College Preparatory English 9 with a 90% or higher and teacher recommendation.
This course is designed for students who have demonstrated advanced skills in language arts and desire to be academically challenged. There is an expectation that students will take an active role in their learning. Extensive reading and writing outside of class is expected. Literature analysis and study will emphasize great authors and literature from diverse cultures throughout the world. It is expected that students have a strong foundation in their writing abilities which this course will build on, in preparation for college-level courses. Completion of a summer assignment is required for this course.

ESL English 10; #E0101

Credit 1.0 (Weight 1.0)
Grade Placement: 10
Prerequisite: None, placement based on WIDA ACCESS scores and teacher recommendation. Student identified as ESL and have a 3.5-3.6 Overall ACCESS score will be placed in this English Class. Students will also be recommended based on teacher recommendation.
This course is for English Learners (ELs) with beginning through intermediate English skills for 10th grade. The class focuses on a continuous progression of reading, writing, speaking, and listening comprehension skills in preparation for the Keystone Exam. Reading comprehension skills focus on various types of literature including poetry, essay, nonfiction and fiction. Writing skills focus on expository, narrative and reflective pieces. Instruction of grade level vocabulary is built into the curriculum for increased language proficiency. This course will Culminate with a Keystone exam in May.

American Literature; #01003 [Direct Instruction #S1003]

Credit 1.0 (Weight 1.0)
NCAA Approved
Grade Placement: 11
Prerequisite: English 10
This course is designed for students to develop and demonstrate foundational skills for the study and application of English. Students will be required to complete a variety of career related documents as well as other writing activities that combine academic, C&T, and career development skills. Literature will focus on American authors and the historical context of their works, in addition to a variety of non-fiction texts. Vocabulary and grammar will be emphasized through the contents of reading and writing assignments.

College Preparatory American Literature; #01055

Credit 1.0 (Weight1.02)
NCAA Approved
Grade Placement: 11
Prerequisites: CP English 10, Honors English 10, English 10 with final grade of a 90% or higher and teacher recommendation.
This course is designed for college bound students with strong literacy skills who anticipate attending a two- or four-year post-secondary school following graduation. Students will be required to complete a variety of career related documents as well as other writing activities that combine academic, C&T, and career development skills. Literature will focus on American authors and the historical context of their works, in addition to a variety of non-fiction texts. The course is writing intensive and students will be expected to demonstrate proficiency in all stages of the writing process. Vocabulary will focus on SAT preparation and students will also be prepared for standardized test taking.

ENGLISH

Honors American Literature; #00159H

Credit 1.0 (Weight 1.04)
NCAA Approved
Grade Placement: 11
Prerequisites: 90% average in CP English 10 and teacher recommendation or Honors 10 English, AND teacher recommendation.
This course is designed for students who have demonstrated advanced skills in language arts and desire to have their preconceived notions regarding literature challenged. This course will prepare students for the rigors of college level reading and writing. All students are expected to read and write outside of class. Literature will focus on American authors and the historical context of their works, in addition to a variety of non-fiction texts. Vocabulary will focus on terminology recommended for SAT preparation and college level coursework. Upon completion of this course, students will have an introductory knowledge of rhetorical and literary strategies needed for successful transition to post-secondary educational opportunities. Completion of a summer assignment is required for this course.

ESL English 11; #E0111

Credit 1.0 (Weight 1.0)
Grade Placement: 11
Prerequisite: None, placement based on WIDA ACCESS scores and teacher recommendation.
Students identified as ESL and have a 3.5-3.6 Overall ACCESS score will be placed in this English class. Students will also be recommended based on teacher recommendation.

This course is for English Learners (ELs) with beginning through intermediate English skills for 11th grade. Students read, analyze and compare themes across texts from various American and international authors. Students write written responses to texts and build career acquisition documents as a culminating project. Instruction of grade level vocabulary is built into the curriculum for increased language proficiency.

Professional English; #01102 [Direct Instruction # S1004]

Credit 1.0 (Weight 1.0)
Grade Placement: 12
Prerequisites: None
This course is designed for students who want to strengthen the communication skills essential for professional success. Students are expected to take an active role in their learning through collaborative projects, practical applications, and real-world scenarios. Coursework emphasizes clear and effective communication across professional settings, with a focus on cultural diversity, global engagement, and understanding multiple perspectives. Students will develop verbal and nonverbal communication skills, practice effective listening, and learn how to participate productively in team meetings and workplace discussions. The course also focuses on career communication, including interview preparation, professional documentation, and writing across a variety of media. Instruction will culminate in the development and presentation of a structured business plan that applies the skills learned throughout the course.

College Preparatory Multicultural Literature; #01057

Credit 1.0 (Weight 1.02)
NCAA Approved
Grade Placement: 12
Prerequisite: CP English11 OR 90% or higher average in English 11 AND teacher recommendation.
This course is designed for students anticipating attending a two- to four-year post-secondary school. Students read and respond to historically or culturally significant works of world literature. They conduct in-depth analysis of recurrent themes and other literary devices. The literature selections include fiction, non-fiction, the essay, drama, and poetry. Students will engage in a variety of writing, as well, including writing response to literature, research writing, personal narrative writing and career document writing. Finally, students will work to refine and expand upon existing skills related to speaking and listening through a variety of collaborative learning activities and formal and informal speech giving.

College English Composition I; #011021 (Penn College CHS)

Credit 1.0 (Weight 1.06)
NCAA Approved
Grade Placement: 12
Prerequisite: None.
The focus of English Composition I - Writing & Rhetoric is the development of fluency in writing clear, forceful, effective prose. Students will learn and utilize both the research and writing processes for many modes of writing, including narrative, explanatory, persuasive, and evaluative writing. Deep understanding of the grammatical concepts of the English language as well as proper form and citation will also be studied and practiced. In short, the course prepares the student for the many types of writing required in a college setting.
Learning Outcomes: Upon successful completion of the course, the students will be able to:

- Organize compositions using the writing process as a systematic and on-going strategy.
- Organize essays effectively by using focused paragraphing to support ideas appropriately with specific and credible evidence.
- Locate, read and evaluate college-level resources and present citations in an academically-accepted format and documentation style.
- Demonstrate critical reading and thinking skills by integrating the ideas of others through the analysis and synthesis of information.
- Adapt writing to various audiences by refining sentences for clarity, variety and appropriate diction.
- Employ grammatical conventions suitable to audience and purpose.

College English Composition II; #011022 (HACC CHS)

Credit 1.0 (Weight 1.06)
NCAA Approved
Grade Placement: 12
Prerequisite: ENGL 101 with a grade of C or higher, or its equivalent.
Builds on English 101, connecting thinking, reading and writing. Research, interpretation, and argumentation emphasized. Learning Outcomes: Upon successful completion of the course, the students will be able to:

- Hone strategies, techniques and skills developed for the writing process in English 101.
- Plan, investigate and write research projects documenting citations in MLA and APA style.
- Find and evaluate a variety of college-level sources plus conduct field research.
- Particular focus on writing styles involving compare and contrast, argumentation and oral presentations
- Demonstrate critical reading and thinking skills by integrating the ideas of others through the analysis and synthesis of information.
- Adapt writing to various audiences by refining sentences for clarity, variety and appropriate diction
- Employ grammatical conventions suitable to audience and purpose.

**Will require a course fee through the partnering college.*

ENGLISH

ESL English 12; #E0112

Credit 1.0 (Weight 1.0)
Grade Placement: 12
Prerequisite: None, placement based on WIDA ACCESS scores and teacher recommendation. Students identified as ESL and have a 3.5-3.6 Overall ACCESS score will be placed in this English class. Students will also be recommended based on teacher recommendation.

This course is for English Learners (ELs) with beginning through intermediate English skills for 12th grade. Students build career and academic vocabulary through reading complex texts. Comprehension skills focus on author's purpose, multiple interpretations of a text and integration of knowledge and ideas after reading. Students revise career acquisition documents to prepare for career or college after high school. Writing will focus on narratives, essays, and responses to literature and nonfiction.

ESL Acceleration

Credit 0.5 (Weight 1.0)
All students that have the ESL designation will be placed in an ESL Acceleration course to enhance reading, writing, speaking and listening skills. Students will work in the Summit K12 program, an asset-based instructional approach used to support Emergent Bilingual (EB) students

ENGLISH COURSE ELECTIVES

These may only be taken if the student has already been scheduled for the required English and reading course for the year. Each elective will only be held if at least 20 students enroll in the course.

Creative Writing; #01104

Credit 0.5 (Weight 1.0)
NCAA Approved
Grade Placement: 9 , 10, 11, 12
Prerequisite: none
Note: Offered every even numbered year beginning 2022-23
This course will include the writing of poetry, fiction, and drama, as well as a study of literary terms and concepts, close reading and analysis of literary samples in each genre, and close reading and critiquing of each student's own work. Students will be exposed to different authors and styles of writing and will create their own compositions based upon their readings and class discussions. Students selecting this course should be competent writers who enjoy writing, want to improve their writing skills, and want to become better readers of literary writing.

Yearbook; #11104

Credit 1.0 (Weight 1.0)
Grade Placement: 10, 11, 12
Prerequisite: None
This class is for students interested in creating a memorable Dauphin County Technical School yearbook. This course provides the opportunity to see the details of how a publishing company operates. Students will learn to schedule events, edit content, manage digital images, and the importance of advertising while accomplishing production deadlines. Students will develop the skills of taking photographs, creating a theme and designing a layout that honors the memory of that DCTS school year. Students may take this course for more than one year.

Intro to Theatre; #05053

Credit 0.5 (Weight 1.0)
Grade Placement: 9, 10, 11, 12
This course is designed for the student who wants to understand the basics involved in the world of theatre. Everyone will be asked to explore theatre in a new way when they step foot in the classroom. Through the use of critical analysis and literary elements used in nonfiction and fiction, students can expect a high level of engagement through projects. All assignments will require students to design, synthesize, analyze, apply, critique, and/or connect topics revolving around four main areas: theatre basics and history, script analysis, the art of acting, and tech/production work. This course does have acting components and students will be expected to act in front of their classmates. The final assessment in this course will be a portfolio showcasing all skills and knowledge learned throughout the school year.

Film Criticism; #01061

Credit 0.5 (Weight 1.0)
Grade Placement: 9, 10, 11, 12
In this course, students will be given the chance to analyze, interpret, evaluate, discuss, create, and reinvent modern films. In the beginning of the course, students start out with foundational knowledge about films and film analyzing techniques. Once a basic understanding of film has been grasped, students will travel through multiple genres of film and will analyze some form of a text or texts, watch multiple movie clips from that genre, analyze full length films, and complete an assessment to prove understanding of that genre. This course will have both independent film watching assignments and also in class film discovery assignments.

African American Cultures; #11105

Credit 0.5 (Weight 1.0)
Grade Placement: 9, 10, 11, 12
From hip-hop and The Hate U Give, to slave narratives and spirituals, the writings of African American authors have had a profound impact on our nation and the world. Too often, these writings are not found in textbooks or lessons. This elective will focus on the writings of those who lived through, witnessed, created, or researched the lives and arts that are a part of the African American, and our nation's, community. If you've ever been curious about this aspect of our history and our story, take this course which focuses on a rich tradition of reading and asks you to discuss and write about your own responses to our history and our future. This course is reading intensive.

WORLD LANGUAGE

Spanish I; #06101

Credit 1.0 (Weight 1.02)
NCAA Approved
Grade Placement: 9, 10, 11, 12
Prerequisite: None
Spanish I introduces students to the Spanish language and the diverse cultures of the Spanish-speaking world through **the five C's of World Language Learning: Communication, Cultures, Connections, Comparisons, and Communities**, following **the ACTFL World-Readiness Standards and Proficiency Guidelines**.
The course emphasizes development of **Novice Low to Notice Mid proficiency** in listening, speaking, reading, and writing. Students learn to **communicate** basic information using high-frequency vocabulary and simple sentence structures, primarily in the present tense. A strong emphasis is placed on **cultures**, as students explore traditions, customs, daily life, and cultural practices across multiple Spanish-speaking countries, recognizing both shared and unique cultural perspectives.
The course fosters **connections** by linking language learning to other academic subjects, technical fields, and real-world contexts. Spanish I incorporates project-based learning experiences that connect language study to the school's 24 technical and career programs. Through interdisciplinary projects, students apply Spanish to real-world scenarios related to their chosen fields, strengthening communication skills while exploring cultural practices and professional contexts from Spanish-speaking counties. These projects promote collaboration, problem-solving, and authentic language use, helping students see Spanish as a practical tool for future careers and global engagement.
Students engage in **comparisons** between Spanish and English language structures and cultural norms to build linguistic awareness. Through the **communities** standard, students begin using Spanish in authentic and practical contexts beyond the classroom.
Daily use of Spanish is expected through collaborative activities, technology-enhanced instruction, and regular practice. Spanish I fulfills a college- admission elective requirement and prepares students for Spanish II.

Spanish II; #06102

Credit 1.0 (Weight 1.02)
NCAA Approved
Grade Placement: 9, 10, 11, 12
Prerequisite: Spanish 1-passed with 80% average
Spanish II expands upon the language foundation established in Spanish I through continued alignment with the **five C's of World Language** and **the ACTFL World-Readiness Standards**. Students work toward **Novice Mid to Novice High proficiency** by strengthening communication skills and increasing accuracy and complexity in listening, speaking, reading, and writing.
Students **communicate** using expanded vocabulary and more complex grammatical structures, including multiple time frames while reinforcing previously learned concepts. Cultural study remains a central focus of the course, with deeper exploration **of traditions, customs, historical influences, and cultural connections among Spanish-speaking counties**, highlighting both regional diversity and global interconnectedness.
Spanish II emphasizes **connections** by integrating language learning with academic disciplines, technical pathways, and real-world applications. Spanish II incorporates project-based learning experiences that connect language study to the school's 24 technical and career programs. Through interdisciplinary projects, students apply Spanish to real-world scenarios related to their chosen fields, strengthening communication skills while exploring cultural practices and professional contexts from Spanish-speaking countries. These projects promote collaboration, problem-solving, and authentic language use, helping students see Spanish as a practical tool for future careers and global engagement. Students continue to make **comparisons** between Spanish and English to refine language use and cultural understanding. The **communities** standard is addressed by encouraging students to view Spanish as a tool for participation in local, national, and global communities.
Students are expected to use Spanish daily and demonstrate growing confidence and independence in the target language. Instruction includes technology-enhanced activities, hands-on learning, daily practice, and active class participation. Successful completion of Spanish I with a final average of 80% or higher is required. Spanish II is a rigorous academic course that fulfills a college-admission elective requirement

Spanish III; #06103

Credit 1.0 (Weight 1.02)
NCAA Approved
Grade Placement: 10, 11, 12
Prerequisite: Spanish II - Students must have passed Spanish II with an 80% final average to enroll, no quarter grade below an 75%, and teacher recommendation.
The Spanish III course will introduce more complex structures, review and expand the vocabulary previously learned. Students are expected to engage in using the target language (Spanish) on a daily basis, with minimal use of English in class. Students should be comfortable speaking in Spanish using a variety of tenses (present, past, future, conditional, subjunctive). More complex tenses are introduced at this level. Students should be able to work independently, read, write and keep a journal in Spanish. Use of technology (web-based activities), hands on activities, daily homework for practice and active involvement in class is expected. Spanish is a highly academic course that fulfills an elective for college admission .NOTE: Based on enrollment, course could be offered online only.

Other world languages are available through the CAOLA online program. Speak to your school counselor for more information.



READING

READ 180; #01068

Credit 0.50 (Weight 1.0)

Grade Placement: 9, 10, 11. 12

READ 180 is a recommended reading course for students in grades 9, 10, 11 or 12 whose reading assessment scores indicate the student is more than two years below grade level proficiency. Placement is based on PSSA, CDT and other reading assessments, as well as teacher and/or parent recommendations. Instruction consists of small group instruction, READ 180 computer-based instruction, and modeled and independent reading. Content focuses on comprehension, literacy skills, and fluency. The Houghton Mifflin Harcourt READ 180 Program is used for this course.

MATHEMATICS

9th Grade	10th Grade	11th Grade	12th Grade
Introduction to Algebra*	Algebra 1	Geometry	Intermediate Algebra* Algebra 2 Statistics Financial Algebra
Algebra 1	Geometry Honors Geometry	Intermediate Algebra* Algebra 2 Honors Algebra 2 Statistics	Algebra 2 Precalculus Honors Precalculus College Algebra College Statistics Statistics Financial Algebra
Geometry Honor Geometry	Algebra 2 Honors Algebra 2	Precalculus Honors Precalculus Statistics	AP Calculus AB College Algebra College Statistics Financial Algebra Statistics Financial Math
Algebra 2 Honors Algebra 2	Precalculus Honors Precalculus	AP Calculus AB Statistics	Ap Calculus AB College Algebra College Statistics Statistics Financial Algebra
Precalculus Honors Precalculus	AP Calculus AB	AP Calculus BC Statistics	College Algebra College Statistics Statistics Financial Algebra

** These courses are NOT NCAA Approved.*

Introduction to Algebra; #02051 [Direct Instruction #S2051]

Credit: 1.0 (Weight 1.0)
Grade Placement: 9
Prerequisite: None
Part of the school year will be spent strengthening students' Pre-Algebra skills and those skills critical for success in many Career and Technical Areas. These skills will include using numbers and symbols to represent mathematical ideas, operations with integers, operations with rational numbers, powers and exponents, and ratios, proportions, and percentages. The remaining part of the year will focus on Algebra skills. These skills will include algebraic expressions, equations and inequalities, linear functions, and statistics and probability. The goal for this course is to prepare students for Algebra 1.
*Students entering 9th grade will be given a diagnostic test in the spring of their 8th grade year to determine their placement in Introduction to Algebra versus Algebra 1.

Algebra 1; #02052 [Direct Instruction #S2052]

Credit 1.0 (Weight 1.0)
NCAA Approved
Grade Placement: 9, 10
Prerequisite: 8th grade math course
Algebra 1 is intended for students who have successfully completed a pre-Algebra style course. The topics for this course include linear equations, linear inequalities, functions, operations with real numbers and expressions, coordinate geometry, and data analysis. There will be a focus on using graphing calculators to explore Algebra 1 concepts. This course will culminate with a Keystone exam in May.
*Students entering 9th grade will be given a diagnostic test in the spring of their 8th grade year to determine their placement in Introduction to Algebra versus Algebra 1.

Intermediate Algebra; #02058

Credit 1.0 (Weight 1.0)
Grade Placement: 11,12
Prerequisite: Algebra 1 and Geometry
Intermediate Algebra offers a bridge from Geometry to Algebra 2. This course is designed with college bound students in mind.
This course develops and strengthens algebraic skills in the following areas: polynomials, factoring rational expressions, functions, radical equations, functions, quadratic equations, logarithmic equations and functions.

Algebra 2; #02056

Credit 1.0 (Weight 1.02)
NCAA Approved
Grade Placement: 10,11,12
Prerequisite: Algebra 1 and Geometry and Teacher recommendation
A college preparatory course, Algebra 2 is meant to follow Geometry or Honors Geometry. Algebra 2 includes a review of linear equations, systems and inequalities. Students will work on exponent rules, radical expressions, simplifying expressions and applications. Students will also work on concepts related to quadratic, rational, exponential and logarithmic functions.

Honors Algebra 2; #02056H

Credit: 1.0 (Weight 1.04)
NCAA Approved
Grade Placement: 9, 10, 11
Prerequisite: 90% Final average or higher in Algebra 1, completed Geometry, score at least proficient on the Algebra 1 Keystone, AND teacher recommendation.
This course is for students who have achieved a 90% or higher in Algebra 1 and successfully complete a Geometry course. Topics will include functions (quadratic, rational, radical, exponential and logarithmic), polynomials, matrices, rational and radical expressions and equations; and irrational and complex numbers.

MATHEMATICS

AP Calculus AB; #02124

Credit 1.0 (Weight 1.06)
NCAA Approved
Grade Placement: 11, 12
Prerequisite: Honors Pre-Calculus OR Pre-Calculus AND teacher recommendation
**Students taking this course are required to take the AP exam and will be responsible for the associated cost.*
***Requirements for participation include completion of a summer assignment.*
This course is approximately equivalent to the first semester of college calculus, providing students with an opportunity to earn college credit or advanced placement. The course starts with a discussion of functions, graphs and limits, then moves to the topic of derivatives and finishes with a study of integrals. A major focus of the course is to represent functions verbally, numerically, graphically and analytically. In the spring students will be prepared to take the Advanced Placement Calculus AP Exam. Depending on a student's score on this exam, it may result in college credits. (Visit your college's website for details)
Special note: A graphing calculator is required for this course. If you cannot purchase one, you can sign out one of the schools graphing calculators. Lessons will be taught using a TI-84, if you choose to use a different graphing calculator you will be responsible for learning how to use its functions.

AP Calculus BC; #02125

Credit 1.0 (Weight 1.06)
NCAA Approved
Grade Placement: 12
Prerequisite: AP Calculus AB
**Students taking this course are required to take the AP exam and will be responsible for the associated cost.*
This course is equivalent to a full year regular college course, covering both Calculus I and II. The course starts with a discussion of advanced techniques of integration, differential equations, applications of integration and finishes with a study of parametric, polar, vector-valued functions and infinite sequences and series. Many classes will focus on review for the AP Calculus BC exam. A major focus of the course is to represent functions verbally, numerically, graphically and analytically. In the spring students will be prepared to take the Advanced Placement Calculus BC exam. Depending on a student's score on this exam, it may result in college credits. (Visit your college's website for details)

Financial Algebra; #02154

Credit: 1.0 (Weight 1.0)
NCAA Approved
Grade Placement: 12
Prerequisite: Algebra 1 & Geometry
Financial Algebra is an algebra-based, applications-oriented course that covers: Banking, Investing, Employment, Income Taxes, Automobile Ownership, Independent Living, Retirement Planning and Household Budgeting. Students use a variety of problem solving skills and strategies in real-world contexts. The mathematics topics contained in this course are introduced through inquiry and applied in an as needed format in the financial settings covered.

Financial Math; #S2157 [Direct Instruction]

Credit 1.0 (Weight 1.0)
Grade Placement: 12
Prerequisite: Algebra 1 and Geometry
Financial Math is a math based application course focusing on daily living finances and covers: gross/net income, banking accounts, household and personal budgeting, cash purchases, sales tax, credit, automobile ownership, and housing costs. Students will use a variety of problem solving skills and strategies to simulate real-word scenarios. The mathematics used in the course are taught explicitly and are applied to project based learning outcomes.

Geometry; #02072 [Direct Instruction #S2072]

Credit 1.0 (Weight 1.0)
NCAA Approved
Grade Placement: 9, 10, 11
Prerequisite: Algebra 1
Geometry is a study of sets of points called geometric figures, and their shapes, sizes and properties. The course is based in the theorems of Euclidean Geometry. Whenever possible, students will be shown where these theorems can be used in the workplace and everyday life. The topics of the course include properties of polygons, polyhedral, circles and spheres; congruence and similarity; coordinate geometry and right triangles; and measurements of 2-D and 3-D shapes. Algebra 1 skills are incorporated into the course to prepare students for Intermediate Algebra or Algebra 2.

Honors Geometry; #02079H

Credit 1.0 (Weight 1.04)
NCAA Approved
Grade Placement: 9, 10
Prerequisite: 90% final average or higher in Algebra 1 AND score at least proficient on the Algebra 1 Keystone OR teacher recommendation
Honors Geometry is taught to a group of students who have very strong math and reasoning skills. This course will develop the same topics as those Geometry using reasoning and proof. Strong reading comprehension is recommended.

College Algebra; #D0023 (HACC CHS)

Credit 1.0 (Weight 1.06)
NCAA Approved
Grade Placement: 11, 12
Prerequisite: Must have an overall GPA of at least 3.0 and an Algebra II grade of at least a B or better, AND teacher recommendation (Review HACC's website for requirements)
Course transfers as Core C electives to PSU, check for transferability to other institutions
**Must be enrolled in course before the first day of class.*
***Will require a course fee through the partnering college.*
Upon successful completion of the course the student will be able to:

- •Analyze quantitative data to solve problems
- •Solve equations and inequalities and application problems
- •Graph and identify characteristics of algebraic and transcendental functions
- •Perform function operations.
- •Solve systems of equations

Pre-Calculus; #02110

Credit 1.0 (Weight 1.02)
NCAA Approval
Grade Placement: 10, 11,12
Prerequisite: Algebra 2
This course bridges topics between Algebra 2 and Calculus. This course will cover the algebraic topics of polynomial, rational, and exponential functions. Trigonometry concepts covered will include trigonometric functions, analytical trigonometry, applications of trigonometry, Law of Sines and Cosines and an introduction to Calculus.

MATHEMATICS

Honors Pre-Calculus; #02110H

Credit: 1.0 (Weight 1.04)
NCAA Approved
Grade Placement: 10, 11
Prerequisite: Honors Algebra 2 OR Algebra 2 with a 90% or above AND teacher recommendation.
This course bridges the topics between Honors Algebra 2 and Calculus with a focus on multiple representations and analysis. Students will study more in depth and algebraic topics of polynomial, rational and exponential functions, as well as the nature of graphs. Trigonometry concepts covered will include trigonometric functions, analytical trigonometry, applications of trigonometry, Law of Sines and Cosines and an introduction to Calculus. Honors Pre-Calculus is a faster pace and covers content more in depth than the Pre-Calculus course.
Special note: A TI-84 Graphing Calculator is the recommended but not required.

Statistics; #02201

Credit 1.0 (Weight 1.02)
NCAA Approved
Grade Placement: 11, 12
Prerequisite: Algebra 1 and Geometry
The focus of this course is an understanding of how to analyze and draw conclusions from data sets. Students will be introduced to major concepts in the subjects of statistics such as measures of variation, probability, the normal distribution, and binomial distributions. There is an emphasis on reading and vocabulary.
**Students who take Statistics their 11th grade year, cannot take College Statistics.*

College Statistics; #02203

Credit 1.0 (Weight 1.06)
Grade Placement: 12
Prerequisite: Must have an overall GPA of at least 3.0 and an Algebra II grade of at least a B or better, AND teacher recommendation (Review HACC's website for requirements)
This course covers describing and summarizing single and bi-variate data, both graphically and numerically. Also, discrete and continuous probability distributions are covered. In addition, parametric estimation and tests of significance are studied.
**Students who took Statistics their 11th grade year cannot take College Statistics.*

SCIENCE

9th Grade	10th Grade	11th Grade	12th Grade
Science	Biology or Honors Biology (Keystone Exam)	Chemistry Physics Human Behavior and the Environment Foundations of Chemistry	Chemistry Physics Human Behavior and the Environment AP Chemistry Foundations of Chemistry Anatomy & Physiology
Honors Science	Biology or Honors Biology (Keystone Exam)	Chemistry or Honors Chemistry	Honors Physics AP Chemistry Anatomy & Physiology
Honors Biology (Keystone Exam)	Chemistry or Honors Chemistry	Physics or Honors Physics	AP Chemistry Anatomy & Physiology

Science; #39992 [Direct Instruction #S39992]

Credit 1.0 (Weight 1.0)
NCAA Approved
Grade Placement: 9
Prerequisite: none
This course is required for 9th grade students not enrolled in Honors Science or Honors Biology. Science is an introductory lab course that relates principles and processes from environmental, biological and physical science to the student's everyday life. This course will cover important foundational concepts that are necessary for successful completion of the Biology Keystone Exam in 10th grade and the higher level science courses in future years.

Honors Science: #39992H

Credit-1.0 (Weight 1.04)
NCAA Approved
Grade Placement: 9
Prerequisites: 90% or higher in 8th grade Advanced Science AND student must be taking a con- current Geometry, or higher, math course.
Honors Science is a more in-depth and detailed, laboratory & experience-based course that incorporates principles and processes from environmental,
biological and physical sciences. This course covers important foundational concepts that are necessary for successful completion of the Biology Keystone Exam in 10th grade and will require a significant amount of independent study and homework outside of the classroom. Detailed projects and lab reports will be completed by the students taking this course.

SCIENCE

Biology; #03051 [Direct Instruction #S3051]

Credit 1.0 (Weight 1.0)
NCAA Approved
Grade Placement: 10
Prerequisite: Science
This laboratory and project-based course is designed to promote active student participation in the biological sciences. Topics covered include water's importance in living systems; biochemistry; cellular structures and processes including transport, photosynthesis, cellular respiration and division; nucleic acids and protein synthesis; genetics and biotechnology; evolution; and a brief review of ecological structure and relationships. This course will culminate with the PA Keystone Exam in Biology during the month of May

Honors Biology; #03051H

Credit 1.0 (Weight 1.04)
NCAA Approved
Grade Placement: 9, 10
Prerequisite: 9th grade students: 90% or higher in 8th grade Advanced Science AND concurrent math must be Honors Geometry or higher. 10th grade students: 85% or higher in Honors Science or 90% or higher average in Science 9 with concurrent Honors Geometry or higher math.
Honors Biology is a fast-paced, inquiry-driven course that will examine biological systems at the cellular level in detail. This Honors course involves demanding college-preparatory coursework at an accelerated pace and is intended for academically advanced and self-motivated students who are looking to be challenged. Topics covered include water's properties & importance in living systems, biochemistry, cellular structure and energy, cellular membranes and transport, cell division, nucleic acids & protein synthesis, genetics, biotechnology, evolution, and ecological relationships. This course will require a significant amount of independent study outside of the classroom. A Holiday assignment is required of all students. This course will culminate with the PA Keystone Exam in Biology during the month of May. In this course, 9th grade students will be placed based on performance on CDT testing upon arrival to DCTS.

Foundations of Chemistry; #03105

Credit 1.0 (Weight 1.0)
Grade Placement: 11, 12
Prerequisite: Successful completion of a Biology course.
This course is designed to teach a general overview of chemistry concepts by integrating in-class lecture with hands-on activities and laboratory investigations. Topics to be covered include: scientific method, characteristics of matter, atomic theory, periodicity, chemical nomenclature, chemical bonding, chemical reactions, gas laws, chemical quantities, water and solutions, acids and bases. Students will be expected to develop critical thinking and problem-solving skills as well as proper laboratory techniques. This course is taught without the advanced math component of Chemistry and is NOT designed for four-year college bound students.

Chemistry; #03101

Credit 1.0 (Weight 1.0)
NCAA Approved
Grade Placement: 10, 11, 12
Prerequisite: Completion of both a Biology course AND Geometry with a 70% or higher average grade. The student must be taking Intermediate Algebra or a higher level math course while taking Chemistry.

This course is designed to teach chemistry concepts by integrating lecture with hands-on activities and laboratory investigations. Topics to be covered include: scientific method, matter, atomic theory, periodicity, nomenclature, bonding, reactions, gas laws, chemical quantities, dimensional analysis, reaction rates, equilibrium, water and solutions, acids and bases. Students will be expected to develop critical thinking and problem solving skills as well as proper laboratory techniques. This course should be taken by any student considering post-secondary education.

Anatomy and Physiology; #03053

Credit 1.0 (Weight 1.02)
NCAA Approved
Grade Placement: 11, 12
Prerequisite: 70% or better in a Biology course AND Chemistry course; Students may take this course concurrently with Chemistry.

This elective course will explore the basic biological principle of how 'form' allows 'function' in the study of human body systems. The course will emphasize normal/abnormal functioning of 10 organ systems of the human body. Hands-on laboratory experiences, including the dissection of representative preserved organs and mammalian specimens, will complement the course content. Students enrolled in this course should understand that this course requires an extensive amount of time, effort, reading and memorization. This course is strongly recommended for students pursuing a career in the health field.

Honors Chemistry; #03101H

Credit 1.0 (Weight 1.04)
NCAA Approved
Grade Placement: 10, 11
Prerequisite: The student must have completed a Geometry course with 70% or higher, earned an 85% average in Honors Biology or 90% average in Biology, AND have a teacher recommendation. The student MUST be taking Algebra 2 or a higher level math course while taking Honors Chemistry. This course is a lab-oriented, fast-paced, in-depth study of chemistry designed for the student with possible plans to take AP Chemistry at a later date. Topics covered in Honors Chemistry will include but are not limited to chemical nomenclature, chemical equations and stoichiometry, solution chemistry, thermodynamics, kinetics and equilibrium, gas laws, atomic theory, electrochemistry, aspects of nuclear chemistry, and advanced problem-solving using dimensional analysis. This Honors course involves demanding college-preparatory coursework at an accelerated pace and is intended for academically advanced and motivated students who are looking to be challenged. Students will be expected to use critical thinking skills and proper laboratory techniques. Students will also be expected to write formal laboratory reports and complete independent projects. A summer assignment is required for this course.

Human Behavior and the Environment; #33003 [Direct Instruction #S33003]

Credit 1.0 (Weight 1.0)
NCAA Approved
Grade Placement: 11, 12
Prerequisite: Successful completion of a Biology course.
This course will explore the relationship between human activities and the environment. Examples of topics discussed in this course are: ecosystems, energy, resources, pollution, climate, endangered species, and environmental ethics. This course is designed to be applicable to a student's everyday life and to help students develop a more environmentally sound lifestyle. An ongoing project involving composting with worms is a part of the course.



SCIENCE

Physics; #03151

Credit 1.0 (Weight 1.02)
NCAA Approved
Grade Placement: 11, 12
Prerequisite: Completion of both a Biology course AND a Geometry course with a 80% or higher average grade. The student must be taking Algebra 2 or a higher-level math course while taking physics. This laboratory course is designed to provide a conceptual and contextual understanding of the fundamental principles that relate matter and energy. Topics explored in this course include kinematics in one dimension, Newton's laws of motion and force, gravity, momentum, work, energy, conservation of mechanical energy, circular motion, rotation, planetary motion, waves, wave motion, sound, magnetism, electricity and circuits. A major goal of this course is to help students improve their problem-solving skills. This course is recommended to any student planning to attend college.

Honors Physics; #03151H

Credit-1.0 (Weight 1.04)
NCAA Approved
Grade Placement: 11, 12
Prerequisite: 85% in Biology / Honors Biology AND 85% in both Geometry AND Algebra 2
This laboratory course is designed to provide an understanding of the fundamental principles that relate matter and energy. This Honors course involves demanding college-preparatory coursework and is intended for academically advanced and self-motivated students who are looking to be challenged. Students are expected to use advanced math and critical thinking skills. Topics explored in this course include kinematics in one and two dimensions, Newton's laws of motion and force, gravity, momentum, work, energy, conservation of mechanical energy, circular motion and rotation, planetary motion, magnetism, waves and wave motion, sound, electricity and circuits. A major goal of this course is to help students improve their problem-solving skills. This course is recommended to students planning on attending college for computer science, engineering, mathematics, or any of the sciences. A summer assignment is required for this course.

AP Chemistry; #03106H

Credit 1.0 (Weight 1.06)
NCAA Approved
Grade Placement: 11, 12
Prerequisites: 85% or better in Biology/Honors Biology, Chemistry/Honors Chemistry, AND Algebra 2/Honors Algebra 2; plus a teacher recommendation and completion of the summer assignment is required for this course.
**Students taking this course are required to take the AP exam and will be responsible for the associated cost.*
Advanced Placement Chemistry is designed to be the equivalent of an introductory chemistry college course. A college textbook is used and the laboratory work is college level. The material covered in this course will include atomic theory and structure, solution chemistry, molecular geometry, gas laws, chemical equilibrium, chemical kinetics, thermodynamics, and organic chemistry. Collaborative work, lecture, and independent study outside of school mastering the content will enhance the laboratory portion of this course. Students who plan on attending college in a medical, engineering, or other STEM field are encouraged to take this course. This course will also prepare students to take the AP Chemistry exam. Satisfactory AP test results may result in college credit or placement into an advanced course. A summer assignment is required for this course.

SOCIAL STUDIES

9th Grade	10th Grade	11th Grade	12th Grade
American History II	American Government	World History	AP European History College Psychology
Honors American History	Honors American Government	Honors World History College Psychology	

American History II; #04103 [Direct Instruction #S4103]

Credit 1.0 (Weight 1.0)
NCAA Approved
Grade Placement: 9
Prerequisite: none
American History II traces the development of the United States into a modern nation by examining the historical, political, economic, geographic, cultural, governmental and sociological events which have influenced the development of the United States from the eve of the Industrial Revolution to the present. Students will identify and evaluate the significance of a wide variety of historical events while also examining the contributions of various individuals and groups who have impacted the history of our Commonwealth and our nation.

Honors American History II; #04103H

Credit 1.0 (Weight 1.04)
NCAA Approved
Grade Placement: 9
Prerequisite: 90% or higher in middle school social studies
Honors American History II traces the development of the United States into a modern nation by examining the historical, political, economic, geographic, cultural, governmental and sociological events which have influenced the development of the United States from the eve of the Industrial Revolution to the present. Students will identify and evaluate the significance of a wide variety of historical events while also examining the contributions of individuals and groups who have impacted the history of our Commonwealth and our nation. Honors American History II moves at a faster and more rigorous pace in order to provide students with opportunities for more in-depth coverage of key topics, events, or significant figures studied throughout the course.

American Government; #04151 [Direct Instruction #S4151]

Credit 1.0 (Weight 1.0)
NCAA Approved
Grade Placement: 10
Prerequisite: none
Students enrolled in this course will study principles of the American system of government, including the role of the Constitution and Bill of Rights in setting up the various branches of government and in protecting the rights of citizens. Students will examine political ideologies and the evolution of the two party system. Students will analyze our federal system of government and the responsibilities and duties that citizens have to be productive members of our democratic society. Contemporary issues of local, state, and national importance will be explored.

Honors American Government; #04151H

Credit 1.0 (Weight 1.04)
NCAA Approved
Grade Placement: 10
Prerequisite: Honors American History II OR 90% or higher in American History II AND teacher recommendation
This course will establish a knowledge base for students that support their development of skills needed to be citizens in a participatory democracy. Students will be encouraged to develop an historical understanding of the foundation of our democratic government and to apply that knowledge through analysis of current events and issues that affect our life as citizens of the United States. Students enrolled in this course will study principles of the American system of government, including the role of the Constitution and Bill of Rights in setting up the various branches of government and in protecting the rights of citizens. Students will examine political ideologies and the evolution of the two party system. Contemporary issues of local, state, and national importance will be explored. As a student in honors American Government, mature reading, writing, and analytical skills are necessary.

World History; #04062 [Direct Instruction #S4062]

Credit 1.0 (Weight 1.0)
NCAA Approved
Grade Placement: 11
Prerequisite: none
This course is a study of modern world history (1450 – present), including the foundation of world religions and beliefs, intellectual revolutions, violent revolutions, industrial revolution, nationalism/imperialism through the world wars, cold war, the quest of countries seeking independence, and changes in current global patterns. We will discuss how people, events and moments in the early modern and modern periods have affected belief systems and religions, commerce and industry, innovations, settlement patterns, social organizations, transportation, and the roles of women in society.

Honors World History; #05043H

Credit 1.0 (Weight 1.04)
NCAA Approved
Grade Placement: 11
Prerequisite: Honors American government or 90% or higher in American government and teacher recommendation
This course is a study of modern world history (1450 – present), including the foundation of world religions and beliefs, intellectual revolutions, violent revolutions, industrial revolution, nationalism/imperialism through the world wars, cold war, the quest of countries seeking independence, and changes in current global patterns.
We will discuss how people, events and moments in the early modern and modern periods have affected belief systems and religions, commerce and industry, innovations, settlement patterns, social organizations, transportation, and the roles of women in society. This course will place a higher emphasis on reading and writing about historical documents and artifacts. Additionally, the pace of the delivery of the course content is increased as well.

SOCIAL STUDIES ELECTIVES

These courses may only be taken if a student is scheduled for the required social studies course for the year, or if all credit requirements for social studies have been fulfilled.

Sociology; #04260

Credit 0.5 (Weight 1.0)
NCAA Approved
Grade Placement: 10, 11, 12
Prerequisite: None
Sociology is a one-half credit elective focusing on the study of the development, structure and functioning of human society. In this course, students will explore how and why people interact with each other the way they do both in American society and in other cultures. Sociology explores the role of groups and group behavior including race, ethnicity, gender and age. As social beings living in an increasingly interconnected world, it is imperative to understand the effects and consequences of society and socialization as it relates to human interaction and behavior.

Psychology; #04270

Credit 0.5 (Weight 1.0)
NCAA Approved
Grade Placement: 10, 11, 12
Prerequisite: None
Psychology is a half-credit elective course which studies behavior and mental processes. Psychology provides students an opportunity to become more self-aware, improve critical thinking skills, and be introduced to psychologists and their beliefs and theories. Topics covered include approaches to psychology, the working of the mind and body, learning and cognitive processes, personality and individuality, and abnormalities. Class participation is a critical element of this course. Students in psychology will be expected to apply psychological concepts to authentic, in-life situations.

College Psychology; #04256 (Penn Tech College CHS)

Credit 1.0 (Weight 1.06)
NCAA Approved
Grade Placement: 11, 12
Prerequisite: Previous experience in an honors course
The College Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology.
Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The work load of this course will be comparatively greater than a traditional honors social studies course.

AP European History; #04056

Credit 1.0 (Weight 1.06)
NCAA Approved
Grade Placement: 11, 12
Prerequisite: 85% in Honors American Government OR 85% in Honors World History OR AP Psychology
**Students taking this course are required to take the AP exam and will be responsible for the associated cost.*
In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.



PHYSICAL EDUCATION/ HEALTH

Physical Education; #08001

Credit 0.5 (Weight 1.0)
Grade Placement: 9, 10, 11, 12
Prerequisite: None
The objective of this course is to provide students with a wide range of physical activities that are essential for the physical, mental, and social development of the adolescent student.

Health Education: #08051

Credit 0.5 (Weight 1.0)
Grade Placement: 9, 10,11, 12
Prerequisite: None
This course is designed to give the adolescent student the skills and knowledge necessary to make healthy lifestyle choices and avoid risky behaviors as they enter adulthood. Topics will include Wellness, Social and Emotional Health, Personal Safety, Nutrition, Disease Prevention, Substance Abuse, and Sexual/Reproductive Health. Each unit will expose students to the current health related issues and trends as well as attempt to promote healthful living.

Advanced Health: #08057

Credit 0.5 (Weight 1.02)
Grade Placement: 11, 12
Prerequisite: Course is open to 11th and 12th grade students who have earned a 70% or higher in their basic level health class.
This course is for those students who are interested in gaining knowledge and confidence to respond in an emergency situation with skills that can save a life. There is a large focus on medical terminology and anatomy. Additional training regarding CPR/AED and first aid through American Red Cross materials will also be highlighted. (Student may opt to purchase their certifications earned at the end of the course.)

Personal Finance; #12103

Credit 0.5 (Weight 1.0)
Grade Placement: 11, 12
Prerequisite: none
This course is designed to prepare high school students to make wise financial decisions in personal situations. The program helps students realize that they are already making financial decisions and shows them how their decisions affect their future. The following topics are covered in the course: behavioral finance, taxes, checking/saving, paying for college, types of credit/managing credit, investing, insurance, and budgeting.

Entrepreneurship and Professional Selling; #12053

Credit 0.5 (Weight 1.0)
Grade Placement: 10, 11, 12
Prerequisite: none
Entrepreneurship is designed to provide students with skills needed to effectively organize, develop, create, and manage a business. This course examines business management and entrepreneurship, communication and interpersonal skills, economics, and professional development foundations. Instructional strategies include lean startup method and design thinking processes. Students will develop their own lean product idea.

Accounting I; #12101

Credit 1.0 (Weight 1.0)
Grade Placement: 10, 11, 12
Prerequisite: none
Accounting is the language of business. Accounting provides instruction in modern record keeping, business terminology, preparation of financial reports, and the application of the complete accounting cycle. Hundreds of career fields require knowledge of Accounting.
Objectives include an understanding and application of accounting concepts.

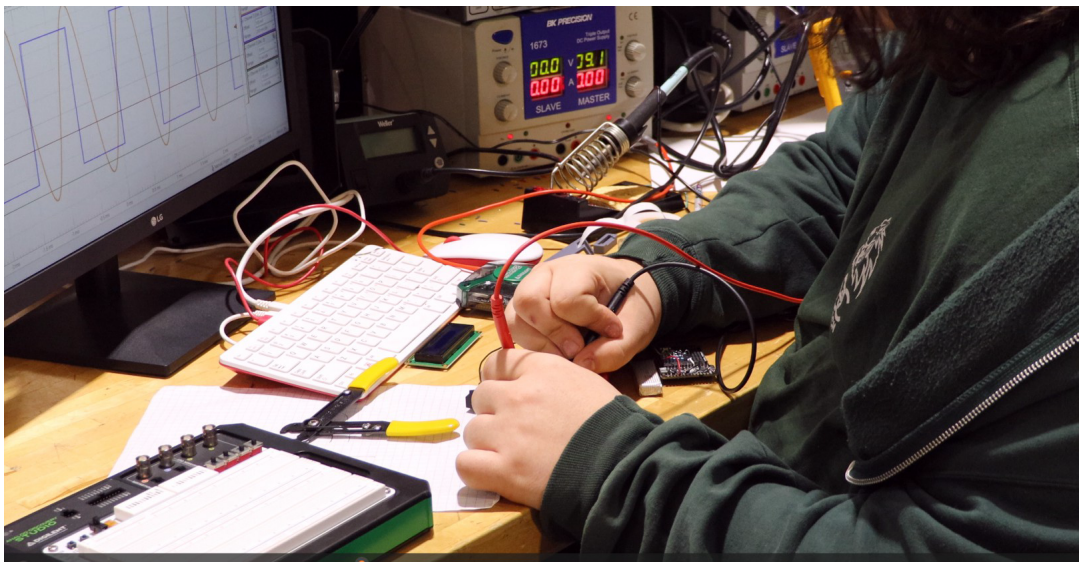
Introduction to Business and Marketing; #12054

Credit 0.5 (Weight 1.0)
Grade Placement: 10, 11, 12
Prerequisite: none
This course introduces students to the world of business and sets a solid foundation for high school, college, and career. Students will work individually and as a part of various teams making presentations, participating in computer-related activities, and examining pertinent current events while learning about the following topics: business ownership, obtaining and maintaining employment, business management and organization, business communication, product development and marketing.

PROGRAMS OF STUDY

Dauphin County Technical School offers students Career and Technical Education in 24 different exciting “High Priority Occupations.” Our CTE programs focus on state-of-the-art training and providing students with multiple opportunities to earn industry certifications, putting them ahead of the curve as they enter the workforce. Below is a list of programs offered at DCTS. Please contact our School Counseling Department for more information.

Automotive Technology Building Construction Technology Carpentry Collision Repair Technology Commercial Art Computer Networking Technology Cosmetology Culinary Arts Dental Assistant Diesel Technology Electrical Construction & Maintenance Emergency & Protective Services	Engineering & Drafting Design Engineering & Machining Design Exercise & Sport Science Heating Ventilation & Air Conditioning Landscaping & Greenhouse Production Masonry Medical Assistant Nursing Foundations Small Engine Equipment Technology Veterinary Assistant Web Development & Design Welding Technology



INDIVIDUALIZED EDUCATION SERVICES

SPECIAL EDUCATION PROGRAMS

In compliance with federal and state laws, Dauphin County Technical School provides a free and appropriate public education. Students deemed eligible for special education as required by the state regulation (22PA. CODE CHS.14 and 342.)

The Special Education program at DCTS serves students with widely varied needs and abilities. Students' educational programs are individualized based on their academic, emotional, and/or physical needs.

All students participate in the programs and activities within the regular school setting. Various levels of instruction range from accommodations within the regular education classrooms to small group instruction in special education classrooms.

Students are assigned a special education case manager to oversee their educational program. This teacher completes the necessary special education documents, collaborates with the guidance department to schedule classes, and is the main communication link between the school, the student, and the student's parent(s)/ guardian(s).

To determine eligibility for Special Education services, a student must participate in a 60-day evaluation process. If a need for special education services is found, the school and parent/guardian work together to develop an appropriate program of education. The appropriate program is defined through the development of an Individualized Education Plan (IEP).

Level of Support for Students with a Disability

A continuum of school services is available to meet each individual student's needs. Support in the regular education classroom exists in the form of specially designed instruction implemented within the regular education classroom OR special education supports with a special education teacher providing inclusion services in a regular education classroom. Students may also receive instruction and support in a small group setting with a special education teacher; this class follows the general education curriculum but includes specific modifications and moves at a more regulated pace. The IEP team determines the level of support a student with a disability will receive.

Itinerant Learning Support

The Itinerant Learning Support program is designed for those students who can keep the pace and perform at grade level if provided with accommodations within the regular education classroom. Each student will receive the support needed to progress in this regular education setting as specified in the student's IEP.

Supplemental Learning Support

The Supplemental Learning Support program is designed for those students who need a small group environment, more regulated pace of instruction, and frequent intervention. Instruction, modifications, and accommodations are provided within a special education classroom. Each student will receive the support needed to progress in this special education setting as specified in the student's IEP.

Itinerant Emotional Support

The Itinerant Emotional Support program is designed for those students who have been identified with an emotional disturbance and may demonstrate a need for social and behavioral interventions. Students are provided with support via a push-in or pull-out model, whichever is determined most beneficial to the student. Support can include behavior modification, instruction in social skills, development of strategies to compensate for anger, anxiety, inattention, or other areas that interfere with learning.

INDIVIDUALIZED EDUCATION SERVICES

Itinerant Autistic Support

The Itinerant Autistic Support program is designed for those students who have been identified with a diagnosis of autism and may demonstrate a need for instruction on such topics as perspective-taking, understanding social cues, and flexible thinking or other areas that interfere with learning. Students are provided with support via a push in or pull out model, whichever is determined most beneficial to the student.

Itinerant Specialized Services

Students who are eligible based on the evaluation process can receive speech and language services, occupational therapy, vision support, deaf and hard of hearing support, nursing care, and other specialized services within the general education setting and deemed necessary through their IEP.

COURSE OFFERINGS

Direct Instruction Learning Support

The Direct Instruction Learning Support classes are designed for students who need a high level of support through a modified curriculum.

Direct Instruction: English

Prerequisites: Placement in appropriate learning support program with a supporting IEP

S1001	Grade 9	English	1 credit
S1002	Grade 10	English	1 credit
S1003	Grade 11	American Literature	1 credit
S1004	Grade 12	Multicultural Literature	1 credit

In these courses, students will work to improve skills in the following areas: spelling, vocabulary, reading comprehension, grammar and usage, and writing. Classes follow a modified curriculum.

Direct Instruction: Mathematics

Prerequisites: Placement in appropriate learning support program with a supporting IEP

S2051	Grade 9	Introduction to Algebra 1	1 credit
S2052	Grade 10	Algebra I	1 credit
S2071	Grade 11	Basic Geometry	1 credit
S2157	Grade 12	Financial Math	1 credit

In these courses, students will be presented with the range of concepts and skills across the mathematics curriculum. Classes will offer an approach that will build a solid foundation upon which to expand. The approach is systematic and continually reviews and reinforces concepts that lead to higher-order thinking skills. Instruction is skill-based.

Direct Instruction: Science

Prerequisites: Placement in appropriate learning support program with a supporting IEP

S39992	Grade 9	Science	1 credit
S3051	Grade 10	Biology	1 credit
S33003	Grades 11, 12	Human Behavior	1 credit

In these courses, students will be presented with the full range of concepts and skills across the science curriculum. Classes follow a modified curriculum.

Direct Instruction: Social Studies

Prerequisites: Placement in appropriate learning support program with a supporting IEP

S4103	Grade 9	American History II	1 credit
S4151	Grade 10	American Government	1 credit
S4062	Grades 11, 12	World History	1 credit

In these courses, students will be presented with the full range of concepts and skills across the social studies curriculum. Classes follow a modified curriculum

Life Management

Prerequisite: Placement in appropriate learning support or emotional support program with a supporting IEP

01009	Grades 9, 10, 11, 12	Life Management	1.0 credit

The primary goal of this course is to increase the students' basic social and behavioral skills which are necessary for them to function in a mainstream setting and in the community. The class will focus on transitioning from high school to the world of work or post-secondary training, along with personal responsibility, organizational skills, coping skills, team building skills and time management skills. This curriculum asks life's most challenging questions and then provides practical applications that prepare teenagers for life beyond school. The course is offered every other day for a semester for one period as an elective course. In order to be enrolled in this course it needs to be written into the student's IEP. The course can be taken for credit more than one time.

GIFTED EDUCATION

GIFTED EDUCATION

To become eligible for the Gifted Education program, a student must have been approved by the Gifted Individualized Educational Program (GIEP) planning process. The process is designed to address the learning needs of students as determined through an evaluation process using established criteria. If the need for gifted education is found, the student, parent, and school work together to develop an appropriate program of education. This program is defined through the development of a GIEP.

The Gifted Education program at DCTS serves students that have a need for enrichment and acceleration in social and academic areas that are above and beyond what is provided in the general education curriculum. Such activities are individualized and tailored to fit the specific needs of each gifted student.

Gifted students participate in the programs and activities of the regular school setting. Enrichment activities are provided in academic and vocational programs whenever possible to meet the needs of each gifted student. Opportunities can also occur outside the classroom. These opportunities may include, but are not limited to field trips, activity shadowing, volunteer opportunities, performance opportunities, and competitions and program events; can be academic, vocational and/or social in nature.

Students are assigned a gifted support teacher to oversee their educational program according to their type and level of need. This teacher completes the necessary paperwork, oversees enrichment opportunities, scheduling and placement, and is the main communication link between the school, the student, and the student's parent(s)/ guardian(s).

Independent Study Project for the Gifted Education Students; #22997

Credit 0.5 (Weight 1.0)

Grade Placement: 10, 11, 12

Prerequisite: Acceptance in the gifted education program and the approval from gifted program instructor Students in the Gifted Program will do independent research on an approved topic of their choice. This in-depth research activity will span a full school year. At the end of their research, students will deliver a formal written or physical project as well as an oral presentation using technology. As this is an independent study project, students will need to have good time management skills, be self-motivated and self-directed and work well without constant supervision. Students will meet with their adviser at least bi-weekly to discuss any issues and review timelines and progress. This elective course and grades are recorded.

WORK BASED LEARNING

Work Based Learning

Work Based Learning opportunities at Dauphin County Technical School include: Job Shadowing, Service Learning, and Capstone Cooperative Education.

Job Shadowing- The student-learner is an observer of what goes on during a typical day in business and/or industry. Job Shadowing visits can be for several hours, the entire day or, in some instances, more than one day.

Service Learning- Students are given the opportunity to extend their Career and Technical instruction with a real-world experience. Service Learning experiences are for a limited amount of time and provide no job or wage entitlement. Service Learning:

- Benefits the community
- Is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities
- Promotes learning through active participation
- Provides structured time for students to reflect
- Provides opportunities to use skills and knowledge in real-life situations
- Fosters a sense of caring for others by providing a service to the community as volunteers
- Does not displace regular employees
- Provides no job or wage entitlement
- Provides established guidelines
- Provides outlined roles and responsibilities
- Requires a contract/agreement/plan needed between employer and school sponsor.

Capstone Cooperative Education(Co-Op) - Cooperative Education is one segment of the Work Based Learning program that enables seniors to combine academic instruction with Career and Technical instruction through on-the-job training. The Cooperative Education experience may be paid or unpaid. Cooperative Education at Dauphin County Technical School is referred to as “CAPSTONE” or a completing element of a secondary Career and Technical Education experience. Co-Op employment must be related to the student’s Program of Study. Participation in the Cooperative Education Program at DCTS is a privilege extended to qualified students to enhance their employability and to gain skills and experience. The program provides a valuable connection when the student graduates and continues with post-secondary education or enters directly into the workforce.

Students who qualify for the Work Based Learning program will spend part or all of their Career and Technical program day at an approved Work Based Learning employment site.

Eligibility: Students must earn Program of Study instructor recommendation and must meet Work Based Learning requirements, Senior - Juniors (Eligible to apply at the start of the 3rd quarter)

Please Note: All Work Based Learning opportunities require the supervisors/volunteers of our students to obtain PA State Police, PA State Child Abuse, and/or Federal Criminal History Check/Child Protective Services Volunteer Affidavit.

COLLEGE CREDITS

COLLEGE CREDIT OPPORTUNITIES AT DCTS

*Please refer to Policy 204.2 for complete guidelines.

DUAL ENROLLMENT

Students in good academic standing have the opportunity to enroll in college courses through Harrisburg Area Community College (HACC) and Penn College during their junior and senior year.

Criteria:

- A cumulative grade point average of 80% or higher
- Good academic standing with credits in line for graduation
- Students must complete the College Placement Testing and demonstrate the ability to perform at the college level.
- It is expected that classes will be scheduled outside of DCTS school hours so that the student can attend DCTS for the career and technical program.
- It is the student's responsibility to submit a copy of grades to the Counseling Office at the end of each semester. An official transcript must be received from the college before the college classes can be counted for high school credits and added to the high school transcript.

Interested students should see their school counselor for eligibility and application information. Permission to enroll in college courses must be granted by the DCTS administration.

COLLEGE IN THE HIGH SCHOOL

CHS (College in the High School) courses are available to eligible students attending DCTS. CHS students earn concurrent high school and college credits at a reduced rate. Courses are taught at DCTS by high school teachers who qualify as adjunct faculty members of accredited colleges. Student must meet the college's admissions requirements in order to enroll in a CHS course at DCTS.

ADVANCED PLACEMENT

AP (Advanced Placement) courses are offered at DCTS. Currently, we offer AP Calculus AB, AP Calculus BC, AP Chemistry and AP European History. At the end of the course, students have the option of taking the AP Exam for potential college credit.

Online courses are also available and must be approved by the high school principal.

COLLEGE CREDITS

HACC COURSES	PENN TECH COLLEGE COURSES
ACADEMIC - College Algebra - English Composition II - Intro to Statistics	**ACADEMIC** - English Composition I - College Psychology
PROGRAM - CAD 154: Computer-Aided Drafting & Design - WEB 110: Website Creating and CMS - CIS 126: Computer Hardware - CIS 131: Operating Systems - CNT 125: Network Communications Tech II - CISE 100: Info Security Fundamentals - CNT 120: Communications Technology - CNT 140: The Physical Network - CIS 105: Intro to Software for Business	**PROGRAM** - AMT 109: Automotive Electrical Fundamentals - AMT 112: Brake Systems - AMT 113: Steering and Suspension - ABC 100: Introduction to Non-Structural Collision Repair - ABC 104: Introduction to Non-Structural Collision Repair Applications - BEM 101: Introduction to Emergency Management Operations - BEM 103: The History & Evolution of Emergency Management - MTR 104: Basics of Medical Terminology

Division I Academic Standards

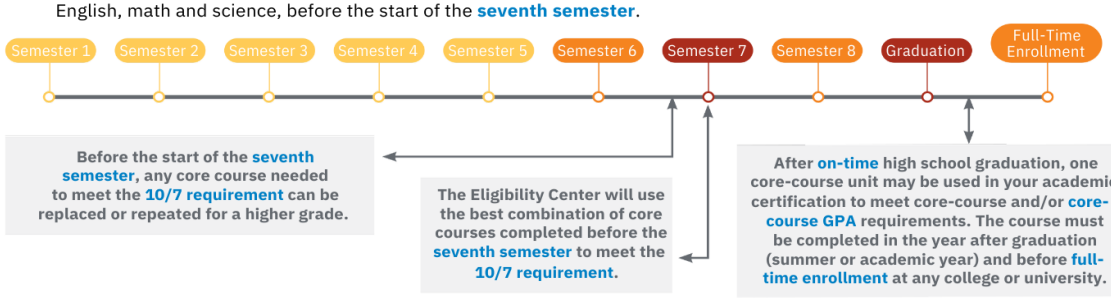
Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of **full-time enrollment**, you must meet the following requirements:

DIVISION I

1. **Register** for an Academic and Athletics Certification account.
2. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (AlgebraI or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA ENGLISH, MATH OR SCIENCE	SOCIAL SCIENCE	ADDITIONAL Any arealistedtothe left or world language, comparative religion or philosophy
4 years	3 years	2 years	1 year	2 years	4 years

3. Complete 16 NCAA-approved core-course credits in four consecutive academic years (eight semesters) from your initial start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
4. Meet the **10/7 requirement** by completing 10 of your 16 NCAA-approved core-course credits, including seven in English, math and science, before the start of the **seventh semester**.



» Students with solely **international** academic credentials are not required to meet the 10/7 requirement.

5. Earn a minimum 2.3 **core-course GPA**.
6. Ask your high school counselor to upload your **final official high school transcript** with **proof of graduation** to your Eligibility Center account.
7. Receive academic and athletics certifications from the Eligibility Center.

Example Schedule

HowTo Plan HighSchoolCourses To Meet the 16 Core-Course Requirement

4 x 4 = 16

9th GRADE	10th GRADE	11th GRADE	12th GRADE
(1) English	(1) English	(1) English	(1) English
(1) Math	(1) Math	(1) Math	(1) Math
(1) Science	(1) Science	(1) Science	(1) Science
(1) Social science and/or additional	(1) Social science and/or additional	(1) Social science and/or additional	(1) Social science and/or additional
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES



What if You Don't Graduate on Time?

InDivision I, if you do not **graduate on time**,the Eligibility Center will still use your grades and core courses completed in the first four consecutive academic years (eight semesters) for your certification. You will still need to provide proof of graduation (once you graduate) but may not use any core courses taken after your fourth consecutive academic year (eighth semester).

What if You Don't Meet Division I Standards?

Ifyou have not metall the Division I academic standards, you may not compete in your first year of **full-time enrollment** at a Division I school. However, if you qualify as an **academic redshirt**, you may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment.

Division I Worksheet

Use the**Division I Worksheet**to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The Eligibility Center will determine your **academic status** after you graduate. Remember to check your high school's list of **NCAA-approved core courses** for courses you have taken or plan to take.

ACADEMIC CERTIFICATION DECISIONS

Academic certifications are required for all college-bound student-athletes planning to compete at an NCAA Division I school. If you're being **recruited** by a Division I school, below are the most common decisions you may receive once your academic certification has been completed.

Early Academic Qualifier

If you meet **specific criteria** after three consecutive academic years (six semesters) of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

Qualifier

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

Academic Redshirt

You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of full-time enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

Nonqualifier

You will not be able to practice, compete or receive an athletics scholarship during your first year of full-time enrollment.

Division II Academic Standards

Division II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of **full-time enrollment**, you must meet the following requirements:

DIVISION II

MAKE IT YOURS

1. **Register** for an Academic and Athletics Certification account.
2. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (AlgebraI or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA ENGLISH, MATH OR SCIENCE	SOCIAL SCIENCE	ADDITIONAL Any arealistedtothe left or world language, comparative religion or philosophy
3 years	2 years	2 years	3 years	2 years	4 years

3. Earn a minimum 2.2 **core-course GPA**.
4. Ask your high school counselor to upload your **final official high school transcript** with **proof of graduation** to your Eligibility Center account.
5. Receive academic and athletics certifications from the Eligibility Center.

What if You Don't Meet Division IIStandards?

If you have not met all the Division II academic standards, you may not compete in your first year of **full-time enrollment** at a Division II school. However, you will be deemed a partial qualifier. All Division II partial qualifiers may practice and receive an athletics scholarship but may NOT compete during their first year of full-time enrollment.

Division II Worksheet

Use the **Division II Worksheet** to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The Eligibility Center will determine your **academic status** after you graduate. Remember to check your high school's list of **NCAA-approved core courses** for courses you have taken or plan to take.

ACADEMICCERTIFICATIONDECISIONS

Academic certifications are required for all college-bound student-athletes planning to compete at an NCAA Division II school. If you're being **recruited** by a Division II school, below are the most common decisions you may receive once your academic certification has been completed.

Early Academic Qualifier

If you meet **specific criteria** after three consecutive academic years (six semesters) of high school, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

Qualifier

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

Partial Qualifier

You may practice and receive an athletics scholarship but may NOT compete during your first year of full-time enrollment.





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