



DAUPHIN COUNTY TECHNICAL SCHOOL
COURSE CATALOG
2022 - 2023

DAUPHIN COUNTY TECHNICAL SCHOOL

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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 (27.5) 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
Career/Technical Education (9-12)	12.0*
TOTAL: 27.5 CREDITS	

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

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

- Ms. Shelly Milbrand-Smith 652-3170 ext 7433
- Mrs. Sandie Pensiero 652-3170 ext 7452
- Mr. Brian Deal 652-3170 ext 7460
- Ms. Samantha Babcock, Secretary 652-3170 ext 7432



9th Grade	10th Grade	11th Grade	12th Grade
English 9	English 10	American Literature	Multicultural Literature
College Prep English 9	College Prep English 10	College Prep American Literature	College Prep Multicultural Literature
Honors English 9	Honors English 10	Honors American Literature	AP English 12
			DCTS/CIHS ENGL 101,102

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

English 9; #01001 [Inclusion #01001I] [Direct Instruction #S1001]

Credit 1.0 (Weight 1.0)

Grade Placement: 9

Prerequisite: 8th grade English

This course is designed for students to develop communication skills in preparation for entering business and industry or a post-secondary school following graduation. 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 the 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 primarily for students who possess strong communication skills and 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 sophisticated writing skills and will be expected to write effective essays, journals, and research papers and reports from career and technical programs and the academic areas. Speech will focus on the extemporaneous mode, and 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 desires to be academically challenged. Students will study various genres including drama, novels, essays, and poetry. Writing instruction will focus on the domains of effective writing, and the students will develop 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.

English 10; #01002 [Inclusion #01002I] [Direct Instruction #S1002]

Credit 1.0 (*Weight 1.0*)

Grade Placement: 10

Prerequisite: English 9

This course is designed for students to develop communication skills in preparation for entering business and industry or a post-secondary school after graduation. Writing assignments will be extensive and varied. Proper note-taking and research skills will be required, culminating in research papers of various lengths. Literature will emphasize great authors and literature from diverse cultures throughout the world. 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 70% or higher average in English 9 AND teacher recommendation

This course is designed for college bound students with strong communication skills who anticipate attending a two- or four-year post-secondary school following graduation. The study of World Literature will be comprehensive. Independent reading skills, reading comprehension, and the interpretation and analysis of fiction and non-fiction will be emphasized. Vocabulary and grammar will help to prepare students for more advanced literary study and the Keystone exam. 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 as they deliver various extemporaneous speeches. **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: 90% or higher in Honors English 9 or College Preparatory English 9 with no individual marking period grade below 90% 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. Students will continue to develop time management skills in order to stay on top of the workload both inside and outside of the classroom. Strong independent study skills are beneficial and useful for this class.



Literature analysis and study will cover authors and texts found both in and outside the traditional literary canon. It is expected that students have a strong foundation in their writing abilities as the focus will be to improve those skills in preparation for college-level courses. Students will be required to read and write on a regular basis outside of the classroom.

American Literature; #01003 [Inclusion #01003I] [Direct Instruction #S1003]

Credit 1.0 (Weight 1.0)

Grade Placement: 11,12

Prerequisite: English 10

This course is designed primarily for students entering business and industry or a 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 their works in addition to a variety of non fiction texts. Vocabulary and grammar will be emphasized through the contents of read and writing. Students will also be prepared for standardized test taking.

College Prep American Literature ; #01055

Credit 1.0 (Weight 1.02)

NCAA Approved

Grade Placement: 11

Prerequisites: CP English 10 OR 70% or higher average in English 10

AND teacher recommendation

This course is designed primarily for students who have demonstrated advanced communication skills and plan to attend a two- or four-year post-secondary school following graduation. Students electing to take this course will prepare to complete university level studies. The course is writing intensive and students are expected to use appropriate grammatical skills. Vocabulary will focus upon SAT preparation. Students will also be prepared for standardized test taking. Literature will focus upon American authors and their works.

Honors American Literature; #00159H

Credit 1.0 (Weight 1.04)

NCAA Approved

Grade Placement: 11

Prerequisites: Prerequisites: 90% average in CP English 10 or Honors 10 English, no quarter grade below an 85%, 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. Vocabulary will focus on terminology recommended for SAT and AP preparation. 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.

Multicultural Literature ; #01004 [Inclusion #01004I] [Direct Instruction #S1004I]

Credit 1.0 (Weight 1.0)

Grade Placement: 11, 12



ENGLISH

Prerequisite: English 10

Students read and respond to historically or culturally significant works of world literature including a wide variety of classic and contemporary 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 in 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 Prep Multicultural Literature; #01057

Credit 1.0 (Weight 1.02)

NCAA Approved

Grade Placement: 11, 12

Prerequisite: CP English10 OR 70% 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 will study British authors, their backgrounds and their masterpieces. Writing and reading assignments will be lengthy and frequent. The students will acquire knowledge in the field of career writing using resumes, cover letters, references and letters of request, thank-you letters and job applications as components of the DCTS Culminating Project. Vocabulary will center on SAT and college preparation.

AP English 12-Language & Composition; #01005

Credit 1.0 (Weight 1.06)

NCAA Approved

Grade Placement: 12

Prerequisites: Proficient Score on Literature Keystone exam AND 80% or better in Honors English 11, OR an English teacher's recommendation along with a meeting with the AP instructor

**Students taking this course are required to take the AP exam and will be responsible for the associated cost.*

According to The College Board:

"An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing."

The course will focus on close reading, analysis, and rhetorical strategies and culminates in the AP Exam in the Spring. Depending on the score, this exam may result in college credits. The workload for this course will be extensive. Those students who are unwilling to work should not sign up for this class. There will be a required Summer reading assignment that goes well beyond the existing assignment. Any students who fail to complete this assignment will be dropped from this course. While AP English will be challenging, if you are willing to read and write on a daily basis, and desire to learn in a collegial environment, you should consider this course.

HACC/DCTS College in the High School: English Composition I; #011021

Credit 1.0 (Weight 1.06)

Grade Placement: 12

Prerequisite: Placement through College Placement Testing Program

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.

*Will require the purchase of a textbook.

HACC/DCTS College in the High School: English Composition II; #011022

Credit 1.0 (Weight 1.06)

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.

*May require the purchase of a textbook.

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: 10, 11, 12

Prerequisite: none

Note: Offered every other year beginning 2022-23



ENGLISH

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.

Journalism I; #11101

Credit 0.5 (Weight 1.0)

NCAA Approved

Grade Placement: 10, 11, 12

Prerequisite: none

Journalism I is a requirement for working on the school newspaper. It will begin with instruction in the practice of gathering and writing news, writing features, covering and writing about sports, editing, writing headlines, writing English editorials, planning and writing columns and taking photographs for publications. As the year progresses, students will begin instruction that focuses directly on the publication of the school newspaper. This process will allow the student to extend and refine the skills and concepts learned in the beginning of the semester, while learning and incorporating new concepts such as layout and design, ad space, printing specifications and review writings. Finally, students will have the opportunity to explore careers with the field of journalistic writing.

Yearbook; #11104

Credit 1.0 (Weight 1.0)

Grade Placement: 10, 11, 12

Prerequisite: Journalism I

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

Note: Offered every odd numbered year

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, #01001

Credit 0.5 (Weight 1.0)

Grade Placement: 9, 10, 11, 12

Note: Offered every even numbered year

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: 10, 11, 12

Note: Offered every odd numbered year

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.

English Language Learners

ESL English 9-12

Credit 1.0 (*Weight 1.0*)

Grade Placement: 9, 10, 11, 12

Prerequisite: none

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 will explore strategies that increase language and content learning in all classes. Students will also explore fiction and nonfiction literature. Writing skills focus on word, sentence and discourse level writing to create well-organized paragraphs and essays. ESL English class curriculum is based on data evidence for the individual needs of the English learners.

English as a Second Language

ESL

Students who are identified as ESL based on the Home Language Survey and the W-APT language proficiency test receive ESL services during the week. Services may include the following to give the students the necessary supports to increase their English language skills: grammar, vocabulary, writing and test modifications and support. The supports are provided in each content area and may include math, social studies, science, and the student's program of study when necessary.



WORLD LANGUAGE

Spanish I; #06101

Credit 1.0 (Weight 1.02)

NCAA Approved

Grade Placement: 9, 10, 11, 12

Prerequisite: None

This course introduces the student to the basic skills of speaking, reading, writing and understanding the Spanish language using Comprehensible Input. The student will learn basic grammatical structures of the language focusing on present tense. Students will use the target language (Spanish) on a daily basis. Certain aspects of the culture are discussed. 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.

Spanish II; #06102

Credit 1.0 (Weight 1.02)

NCAA Approved

Grade Placement: 9, 10, 11, 12

Prerequisite: Spanish 1-passed with 80% average

The Spanish II course will introduce structures that are more complex, and expand the vocabulary already learned in Spanish I through Comprehensible Input. Spanish II focuses on the use of various tenses using a natural approach while continuing to review structures in the present. Students will use the target language (Spanish) on a daily basis and are expected to be comfortable using Spanish starting the first day of school. Certain aspects of the culture are discussed. Use of technology (web-based activities), hands on activities, daily homework for practice and active involvement in class is expected. Students must have passed Spanish I with an 80% final average to enroll. Spanish is a highly academic course that fulfills an elective for college admission.

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 .50 or 1.0 (*Weight 1.0*)

Grade Placement: 9, 10, 11, 12

Prerequisite: 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.

Fall placement is based on 7th and 8th grade PSSA scores and any other reading assessments. Instruction consists of small group instruction, READ 180 computer-based instruction, and modeled and independent student reading. Content focuses on comprehension, literacy skills, and fluency. The Scholastic READ 180 Program is used for this course.

Reading Decoding C; #01067A

Credit .50 or 1.0 (*Weight 1.0*)

Grade Placement: 9

Prerequisite: This course is a recommended reading course for students in grade 9 whose reading assessment scores indicated the student is in need of decoding instruction and fluency development.

Fall placement is based on results from 7th and 8th grade PSSA scores and any other reading assessment. Instruction consists of small group with a focus on decoding, fluency and comprehension.



MATHEMATICS CURRICULUM SEQUENCE

9th Grade	10th Grade	11th Grade	12th Grade
Introduction to Algebra	Algebra 1	Geometry	Intermediate Algebra
Algebra I	Geometry	Intermediate Algebra	Algebra II
Geometry	Algebra II	Algebra II	Pre-Calculus
Algebra II		Pre-Calculus	Financial Algebra
		Statistics	Statistics
Honor Geometry	Honor Geometry	Honors Algebra II	Financial Algebra
Honors Algebra II	Honors Algebra II	Honors Pre-Calculus	College in the HS
	Honors Pre-Calculus	AP Calculus A/B	AP Calculus A/B

Students can move to the Honors Math AFTER:

Algebra I and placed into Honors Geometry or

Geometry and placed into Honors Algebra II

****All must have high scores in prerequisites, proficient keystone/PSSA exam score, and teacher recommendation****

Introduction to Algebra; #020551 [Inclusion #02051I] [Direct Instruction #S2051]

Credit: 1.0 (Weight 1.0)

Grade Placement: 9

Prerequisite: None

This course is for students who struggled in 8th grade math and need two years to prepare for the Algebra 1 Keystone Exam. 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.

Algebra 1; #02052 [Inclusion #02052I] [Direct Instruction #S2052]

Credit 1.0 (Weight 1.0)

NCAA Approved

Grade Placement: 9

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. It is recommended that students obtain their own graphing calculator, but if that is not feasible, then one will be provided for the course. This course will culminate with a Keystone exam in May."



Intermediate Algebra; #02058 [Inclusion #02058I]

Credit 1.0 (Weight 1.02)

NOT NCAA Approved

Grade Placement: 11,12

Prerequisite: Algebra 1 and Geometry

Intermediate Algebra offers a bridge from Algebra 1 to Algebra 2 and designed with college bound students in mind. This course develops and strengthens algebraic skills in the following areas: polynomials, factoring rational expressions and functions, radical equations and functions, quadratic 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

This is a fast-paced college preparatory course meant to follow Geometry or Honors Geometry. Algebra 2 is a continuation of the skills taught in Algebra 1 and Geometry. Students will be introduced to the different function families and work with them algebraically and graphically. The course also covers complex numbers, factoring polynomials, and finding roots.

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.*

This course is a college level course that prepares students to take the Advanced Placement Calculus AB exam in the spring. Depending on a student's score on this exam, it may result in college credits. 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.

Special note: It is recommended that students purchase a TI-84 graphing calculator for use in this course. Requirements for participation are the completion of a summer assignment. Students will be assessed on the content of the assignment shortly after the school year begins. Students who score poorly on the assessment may be rescheduled for a different course.

Financial Algebra; #02154 [Inclusion #02154I]

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-world scenarios. The mathematics used in the course are taught explicitly and are applied to project based learning outcomes.

Geometry; #02072 [Inclusion #02072I] [Direct Instruction #S2052]

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.

HACC/DCTS College in the High School: #D0023

MATH 103 - College Algebra

Credit 1.0 (Weight 1.06)

Grade Placement: 12

Prerequisite: Algebra II with a grade of B or better AND teacher recommendation

Course transfers as Core C electives to PSU, check for transferability to other institutions

Covers the fundamental algebraic operations, exponents and radicals, systems of equations, higher degree equations, logarithms, and inequalities."

Honors Algebra 2; #02056H

Credit: 1.0 (Weight 1.04)

NCAA Approved

Grade Placement: 9, 10, 11

Prerequisite: Algebra 1 and Geometry and score at least proficient on the Algebra 1 Keystone

This course is for students who have achieved an 85% or higher in both Algebra 1 and Geometry. Topics will include functions (quadratic, exponential and logarithmic), polynomials, matrices, rational and radical expressions and equations; and irrational and complex numbers.

Special note: A graphing calculator is recommended for this course. If you cannot afford one, you can sign out one of the schools graphing calculators. A TI-84 is the recommended model.

Honors Geometry; #02079H

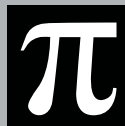
Credit 1.0 (Weight 1.04)

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 AND 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.

Honors Pre-Calculus; #02110H

Credit: 1.0 (*Weight 1.04*)

NCAA Approved

Grade Placement: 10, 11

Prerequisite: Honors Algebra 2

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 will move at a faster pace and cover content more in depth than the Pre-Calculus course.

Special note: A graphing calculator is recommended for this course. If you cannot afford one, you can sign out one of the schools graphing calculators. A TI-84 is the recommended model.

Pre-Calculus; #02110

Credit 1.0 (*Weight 1.02*)

NCAA Approval Pending

Grade Placement: 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.

Statistics; #02201

Credit 1.0 (*Weight 1.02*)

NCAA Approved

Grade Placement: 11, 12

Prerequisite: Algebra 1 and Geometry

Statistics is meant for students who would like an alternative to a strict algebraic course. The focus of this course is an understanding of how to analyze and draw conclusions from statistics. Students will be introduced to major concepts in the subject of statistics, which will give a basic understanding if the student takes a statistics course in college. There is an emphasis on reading and vocabulary.



SCIENCE CURRICULUM SEQUENCE

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 Anatomy & Physiology
Honors Science	Honors Biology (Keystone Exam)	Honors Chemistry	Honors Physics AP Chemistry Anatomy & Physiology
Honors Biology (Keystone Exam)	Honors Chemistry or Chemistry	Honors Physics or Physics	Honors Physics AP Chemistry Anatomy & Physiology

Science 9; #39992 [Inclusion #39992I] [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 concurrent Geometry, or higher, math course.

Honors Science is a faster-paced, 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.

**Biology; #03051 [Inclusion#03051I] [Direct Instruction #S3051]****Credit 1.0 (Weight 1.0)****NCAA Approved****Grade Placement: 10****Prerequisite: Science 9**

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: 95% or higher in 8th grade Advanced Science AND concurrent math should be Honors Geometry or higher. 10th grade students: 85% or higher in Honors Science or 95% 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. Detailed lab reports, projects and a Holiday assignment are required of all students. This course will culminate with the PA Keystone Exam in Biology during the month of May.

Foundations of Chemistry; #03105 [Inclusion#03105I]**Credit 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.



SCIENCE

Chemistry; #03101

Credit 1.0 (*Weight 1.02*)

NCAA Approved

Grade Placement: 10, 11, 12

Prerequisite: Completion of a Biology course 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

NCAA Approved

Grade Placement: 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 the 11 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.

Honors Chemistry; #03101H

Credit 1.0 (*Weight 1.04*)

NCAA Approved

Grade Placement: 10, 11

P80% course average in Honors Biology or 90% average in Biology and teacher recommendation. 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 may be required for this course.

Human Behavior and the Environment; #33003 [Inclusion #33003I] [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

Physics; #03151

Credit 1.0 (Weight 1.02)

NCAA Approved

Grade Placement: 11, 12

Prerequisite: Completion of a Biology course with a 70% or higher average grade. The student must be taking Intermediate Algebra 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 and two dimensions, Newton's laws of motion, gravity, forces, momentum, work, energy, conservation of mechanical energy, circular motion, rotation, planetary motion, waves, wave motion, sound, Archimedes' principle, Hooke's law, magnetism and optics. 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, gravity, forces, momentum, work, energy, conservation of mechanical energy, circular motion and rotation, planetary motion, thermodynamics, magnetism, waves and wave motion, sound, and optics. 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 science education. A summer assignment is required for this course.

AP Chemistry; #03106H

Credit 1.5 (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. In addition to the regularly scheduled class period, AP Chemistry meets for a double period every other day. 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

SOCIAL STUDIES

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

American History II; #04103 [Inclusion #04103I]

[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 [Inclusion#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: 80% in Honors American History II OR 85% or higher in American history 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 [Inclusion #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.



SOCIAL STUDIES

Honors World History; #05043H

Credit 1.0 (*Weight 1.04*)

NCAA Approved

Grade Placement: 11

Prerequisite: Honors American government or 80% or higher in American government

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.

AP European History; #04056

Credit 1.0 (*Weight 1.06*)

Grade Placement: 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.

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.

Economics; #04201

Credit 0.5 (*Weight 1.0*)

NCAA Approved

Grade Placement: 10, 11, 12

Prerequisite: none

Note: Offered every other year beginning 2022-23

Economics is a one-half credit elective course that begins with basic economic concepts such as the law of scarcity, factors of production, economic systems, and supply and demand. As time permits, the course then moves on to diverse aspects of economics such as money and banking, international business, international supply chains and international competition. The ultimate goal is for students to be able to analyze and evaluate the changing nature of our domestic and world economies, and its effects upon individuals and institutions on a local, regional, national, and international level.



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.

Sociology; #04260

Credit 0.5 (Weight 1.0)

NCAA Approved

Grade Placement: 10,11,12

Prerequisite: None

Note: Offered every odd numbered years

Sociology is a 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.

AP Psychology; #04256

Credit 1.0 (Weight 1.06)

NCAA Approved

Grade Placement: 10, 11

Prerequisite: Previous experience in an honors course

**Students taking this course are required to take the AP exam and will be responsible for the associated cost.*

The AP 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. Additionally, preparing for the AP examination will be part of the instruction. The work load of this course will be comparatively greater than a traditional honors social studies course.



PHYSICAL EDUCATION/ HEALTH

Physical Education; #08001

Credit 0.5 (Weight 1.0)

NCAA Approved

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. Students will be given the opportunity to choose between two course directions: team sports or life and leisure activities.

Team Sports – this course option is designed to give students an opportunity to participate in many competitive team sports such as flag football, basketball, volleyball, baseball/softball, soccer, team handball, dodgeball, floor hockey, etc. This course will emphasize sport specific skills as well as team concepts, cooperation skills, and sportsmanship.

Lifetime Fitness & Conditioning; #08002

Credit 0.5 (Weight 1.0)

Grade Placement: 10,11, 12

Prerequisite: Must have completed .5 credit of Physical Education

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Students will complete an individualized fitness plan. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

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 Human Anatomy, Nutrition, Disease Prevention, Drug/Alcohol/Tobacco Awareness, 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. (Completed Biology credit will be beneficial to this course.)

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.) Requirement: Course is open to 11th and 12th grade students who have earned a 70% or higher in their basic level health class. (Completed Biology credit will be beneficial to this course.)

Personal Finance; #12103

Credit 0.5 (Weight 1.0)

Grade Placement: 9, 10, 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. *(Weight 1.0)*

Entrepreneurship; #12053

Credit 0.5

Grade Placement: 11, 12

Prerequisite: none

Note: Offered every even numbered year

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 the development of a business plan, computer and technology applications, real and simulated occupational experiences, and projects related to business ownership. Students will choose a business of their personal interest and develop a working business plan.

Accounting I; #12101

Credit 1 (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; #12054

Credit 0.5 (Weight 1.0)

Grade Placement: 10, 11, 12

Prerequisite: none

Note: Offered every odd numbered year

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: today's economy, business ownership, career exploration, obtaining and maintaining employment, how to be a wise consumer, money management, banking and credit, and various types of insurance. The knowledge obtained in this class is practiced and reinforced throughout the course and is transferable to other courses as well as everyday life.

ENGINEERING

Blueprint Reading; #1790

Credit 0.5 (*Weight 1.0*)

Grade Placement: 10, 11, 12

Prerequisite: none

This course introduces the basic principles of design, print reading, and basic drawing techniques. Topics include the engineering design process, understanding orthographic projection, types of drawings, dimensional analysis, measuring and scales, basic drawing techniques, dimensioning, symbology used in industry, manual drawing tools and equipment, and an introduction to computer-aided drawing (CAD) software. This course is open to everyone but is recommended for students in the Construction, Advanced Manufacturing, and Information Systems Technology Academies.

Residential & Professional Design; #1795

Credit 0.5 (*Weight 1.0*)

Grade Placement: 10, 11, 12

Prerequisite: Beneficial to have taken Blueprint Reading first, but isn't necessary.

Students will learn topics related to architectural drafting in a 3D space. By incorporating models that deal with electrical and architectural engineering, students will be better equipped to read floor plans and plot plans. Students will also gain the knowledge on how to create fully furnished rooms and select the appropriate color scheme. With all of this information combined, students will be expected to read, design, and create functional 3D walkthroughs of different types of houses.

PROGRAMS OF STUDY

Dauphin County Technical School offers students Career and Technical Education in 25 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

Drafting & Design Technology

Electrical Construction & Maintenance

Electronics Engineering

Emergency & Protective Services

Heating Ventilation & Air Conditioning

Landscaping & Greenhouse Production

Masonry

Medical Assistant

Nursing Foundations

Precision Machining Technology

Small Engine Equipment Technology

Veterinary Assistant

Web Development & Design

Welding Technology



SPECIAL EDUCATION PROGRAMS

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

SPECIAL EDUCATION PROGRAMS

compensate for anger, anxiety, inattention, or other areas that interfere with learning.

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

S50092	Grade 9	Introduction to Algebra 1	1 credit
S2052	Grades 9, 10,	Algebra I	1 credit
S2071	Grades 10, 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.

SPECIAL EDUCATION PROGRAMS

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.....	0.5 credit
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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 course will utilize the Steven Covey's Seven Habits and Positive Action high school curriculum. 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 all year 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 year.

Inclusion Learning Support

The Inclusion Learning Support classes are designed for students who are able to keep pace with the rate of instruction and expected content of the regular education curriculum. Both a regular education teacher and a special education teacher or para-professional provide accommodations and modifications within this inclusive classroom.

SPECIAL EDUCATION PROGRAMS

Inclusion: English

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

01001I	..... Grade 9	English 9.....	1 credit
01002I	..... Grade 10	English 10.....	1 credit
01003I	..... Grade 11	American Literature.....	1 credit
01004I	..... Grade 12	Multicultural Literature.....	1 credit

In these courses, students will be presented with a full range of concepts and skills across the English curriculum. For a description of a specific course, please refer to the English section of the Course Selection Guide.

Inclusion: Mathematics

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

02051I	..... Grade 9	Introduction to Algebra 1	1 credit
02052I	..... Grades 9, 10.....	Algebra 1	1 credit
02072I	..... Grades 10, 11.....	Geometry	1 credit
02056I	..... Grades 10, 11.....	Intermediate Algebra.....	1 credit
02157I	..... Grade 12	Financial Algebra	1 credit

In these courses, students will be presented with a full range of concepts and skills across the mathematics curriculum. For a description of a specific course, please refer to the Mathematics section of the Course Selection Guide.

Inclusion: Science

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

39992I	..... Grade 9	Science	1 credit
03051I	..... Grade 10	Biology	1 credit
33003I	..... Grades 11, 12.....	Human Behavior.....	1 credit
03105I	..... Grades 11, 12.....	Foundations of Chemistry	1 credit

In these courses, students will be presented with a full range of concepts and skills across the science curriculum. For a description of a specific course, please refer to the Science section of the Course Selection Guide.

Inclusion: Social Studies

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

04103I	..... Grade 9	American History	1 credit
04151I	..... Grade 10	American Government.....	1 credit
04062I	..... Grade 11	World History.....	1 credit

In these courses, students will be presented with a full range of concepts and skills across the social studies curriculum. For a description of a specific course, please refer to the Social Studies section of the Course Selection Guide.

NCAA REQUIREMENTS



DIVISION I ACADEMIC REQUIREMENTS

CORE-COURSE REQUIREMENTS

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

FULL QUALIFIER

College-bound student-athletes enrolling at an NCAA Division I school need to meet these academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

- Complete 16 core courses in the appropriate areas.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale.
- Submit proof of graduation to the Eligibility Center.

ACADEMIC REDSHIRT

All Division I academic redshirts may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division I school, but may NOT compete.

- Complete 16 core courses in the appropriate areas.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale.
- Submit proof of graduation to the Eligibility Center.

INTERNATIONAL STUDENTS

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

For information on Division II, view the [Division II academic requirements flyer](#).



NCAA REQUIREMENTS

TEST SCORES

If a student-athlete plans to attend an NCAA Division I college or university, they should use the sliding scale to review the core-course GPA and SAT/ACT score they will need to meet Division I full qualifier standards. When registering for the SAT or ACT, students should use code **9999** to ensure their test scores are sent directly to their Eligibility Center account. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall2022.

An SAT combined score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. Students may take the SAT or ACT an unlimited number of times before they enroll full time in college. If a student takes either test more than once, the best subscores from each test are used for their academic certification process.

CORE-COURSE LIST

Student-athletes should check to see if their high school has a list of [NCAA-approved core courses](#). No core-course list means courses taken from that high school will not count toward NCAA eligibility.

ONLINE COURSES/ NONTRADITIONAL

Nontraditional courses are classes taught online or through distance learning, hybrid/ blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on the high school's list of [NCAA-approved core courses](#).

BE AHEAD OF THE GAME

If student-athletes want to get ahead of the game, they need to register with the [NCAA Eligibility Center](#) during their freshman/9th year.

After college-bound student-athletes complete their sophomore, junior and senior years, it is important for them to ask their counselor at each high school or program they attended to upload their official transcript to their Eligibility Center account.

Want more information? Visit
ncaa.org/playcollegesports.

Follow us: [@ncaaec](#) [@playcollegesports](#) [@ncaaec](#)

DIVISION I FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

*Full sliding scale research between the new SAT and ACT is ongoing.

ACADEMIC REDSHIRT



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NCAA REQUIREMENTS



DIVISION II ACADEMIC REQUIREMENTS

CORE-COURSE REQUIREMENTS

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3 years	2 years	2 years	3 years	2 years	4 years

FULL QUALIFIER

College-bound student-athletes enrolling at an NCAA Division II school need to meet these academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

- Complete 16 core courses in the appropriate areas.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale.
- Submit proof of graduation to the Eligibility Center.

PARTIAL QUALIFIER

College-bound student-athletes that do not meet Division II full qualifier standards will be deemed a partial qualifier. All Division II partial qualifiers may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

INTERNATIONAL STUDENTS

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

For information on Division I, view the [Division I academic requirements flyer](#).



NCAA REQUIREMENTS

TEST SCORES

If a student-athlete plans to attend an NCAA Division II college or university, they should use the sliding scale to review the core-course GPA and SAT/ACT score they will need to meet Division II full qualifier standards. When registering for the SAT or ACT, students should use code **9999** to ensure their test scores are sent directly to their Eligibility Center account. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall2022.

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For more information on Division II, visit ncaa.org/D2.

Want more information? Visit
ncaa.org/playcollegesports.

Follow us: [@ncaaec](#) [@playcollegesports](#) [@ncaaec](#)

DIVISION II FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.300 & above	400	37	2.725	730	52
3.275	410	38	2.700	740	53
3.250	430	39	2.675	750	53
3.225	440	40	2.650	750	54
3.200	460	41	2.625	760	55
3.175	470	41	2.600	770	56
3.150	490	42	2.575	780	56
3.125	500	42	2.550	790	57
3.100	520	43	2.525	800	58
3.075	530	44	2.500	810	59
3.050	550	44	2.475	820	60
3.025	560	45	2.450	830	61
3.000	580	46	2.425	840	61
2.975	590	46	2.400	850	62
2.950	600	47	2.375	860	63
2.925	620	47	2.350	860	64
2.900	630	48	2.325	870	65
2.875	650	49	2.300	880	66
2.850	660	49	2.275	890	67
2.825	680	50	2.250	900	68
2.800	690	50	2.225	910	69
2.775	710	51	2.200	920	70 & above
2.750	720	52			

*Full sliding scale research between the SAT and ACT is ongoing.

 **MAKE IT YOURS**



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