



DAUPHIN COUNTY TECHNICAL SCHOOL
COURSE CATALOG
2024 - 2025

DAUPHIN COUNTY TECHNICAL SCHOOL

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Danielle Robinson, JOC

Brian Carter, 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 (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.....	652-3170 ext 7433
Mrs. Sandie Pensiero.....	652-3170 ext 7452
Mrs. Denise Short.....	652-3170 ext 7435
Mr. Jamal Wells	652-3170 ext 7435
Ms. Samantha Babcock	Secretary 52-3170 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
			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[Inclusion#01001I][Direct Instruction #S1001]

Credit 1.0 (Weight1.0)

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 (Weight1.02)

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 (Weight1.04)

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 (Weight1.0)

Grade Placement: 9

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 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 [Inclusion #01002I] [Direct Instruction #S1002]

Credit 1.0 (Weight1.0)

Grade Placement: 10

Prerequisite: English 9

This course is designed for students to develop foundational skills for the study and application of English. Writing assignments will be extensive and varied. 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 (Weight1.02)

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 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.**

HonorsEnglish10;#00158H

Credit 1.0 (Weight1.04)

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. 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. Students will be required to read and write on a regular basis outside of the classroom. **This course will culminate with a Keystone exam in May.**

ESL English 10; #E0101

Credit 1.0 (Weight1.0)

Grade Placement: 10

Prerequisite: none

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 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 [Inclusion#01003I] [Direct Instruction #S1003]

Credit 1.0 (Weight1.0)

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 Prep American Literature; #01055

Credit 1.0 (Weight1.02)

NCAA Approved

Grade Placement: 11

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 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 (Weight1.04)

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. 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.

ESL English11; #E0111

Credit 1.0 (Weight1.0)

Grade Placement: 11

Prerequisite: none

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.

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

Credit 1.0 (Weight1.0)

Grade Placement: 12

Prerequisite: English 11

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 (Weight1.02)

NCAA Approved

Grade Placement: 12

Prerequisite: CP English11 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 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.



AP English 12 - Language & Composition; #01005

Credit 1.0 (Weight1.06)

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 and the policies of the student's college or university, this exam may result in college credits. The workload for this course will be extensive. There will be a required Summer reading 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.

College English Composition I; #011021

Credit 1.0 (Weight1.06)

NCAA Approved

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.

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

College English Composition II; #011022

Credit 1.0 (Weight1.06)

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



ENGLISH

- Employ grammatical conventions suitable to audience and purpose.

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

ESL English 12; #E0112

Credit 1.0 (Weight1.0)

Grade Placement: 12

Prerequisite: none

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.

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 (Weight1.0)

NCAA Approved

Grade Placement: 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 (Weight1.0)

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 (Weight1.0)

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 (Weight1.0)

Grade Placement: 9, 10, 11, 12

Note: Offered every even numbered year

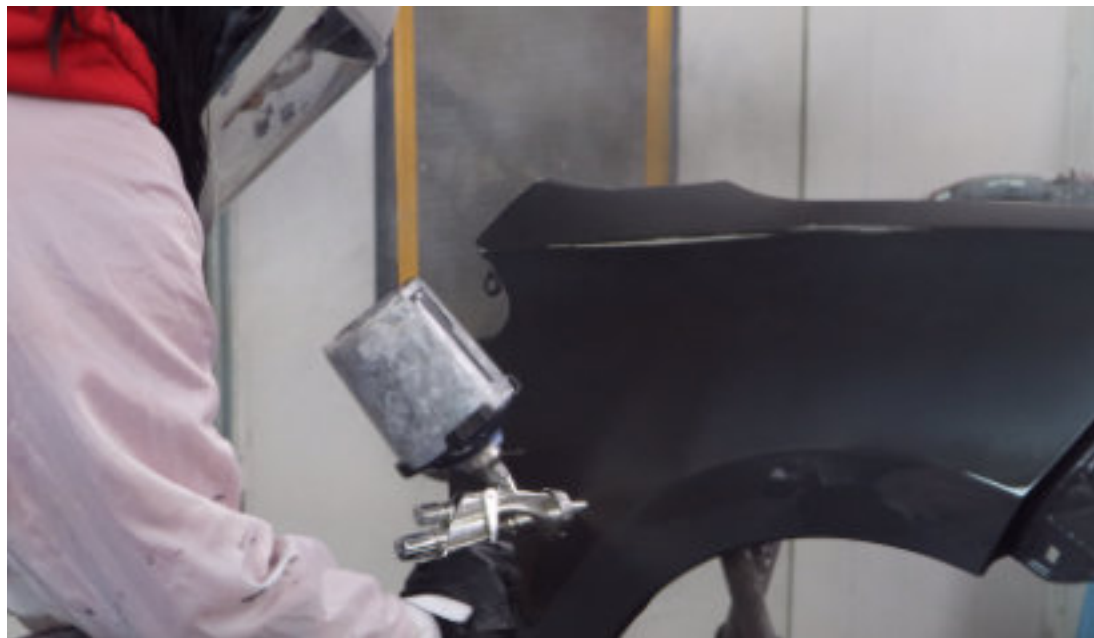
In this course, students will be given the chance to analyze, interpret, evaluate, discuss, create, and reinvent modern films. In the beginning of the course, students start out with foundational knowledge about films and film analyzing techniques. Once a basic understanding of film has been grasped, 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 (Weight1.0)

Grade Placement: 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 (Weight1.02)

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 (Weight1.02)

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 (Weight1.02)

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 (Weight1.0)

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 reading. Content focuses on comprehension, literacy skills, and fluency. The Houghton Mifflin Harcourt READ 180 Program is used for this course.

Reading Decoding C; #01067A

Credit .50 or 1.0 (Weight1.0)

Grade Placement: 9

Prerequisite: This course is a recommended reading course for students in grade 9 whose reading assessment scores indicate 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 groups with a focus on decoding, fluency and comprehension.



MATHEMATICS CURRICULUM SEQUENCE

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

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

Credit: 1.0 (Weight1.0)

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.

Algebra1; #02052 [Inclusion#02052I] [Direct Instruction #S2052]

Credit 1.0 (Weight1.0)

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. 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 (Weight1.02)

NOT NCAA Approved

Grade Placement: 11,12

Prerequisite: Algebra 1 and Geometry

Intermediate Algebra offers a bridge from Algebra 1 to Algebra 2 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 (Weight1.02)

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.

AP Calculus AB; #02124

Credit 1.0 (Weight1.06)

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]

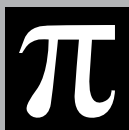
Credit: 1.0 (Weight1.0)

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.



MATHEMATICS

Financial Math; #S2157 [Direct Instruction]

Credit 1.0 (Weight1.0)

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 (Weight1.0)

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.

College Algebra; #D0023

Credit 1.0 (Weight1.06)

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."

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

Honors Algebra 2; #02056H

Credit: 1.0 (Weight1.04)

NCAA Approved

Grade Placement: 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 (Weight1.04)

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 (Weight1.04)

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 (Weight1.02)

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 (Weight1.02)

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. 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.



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

Science; #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 (Weight1.0)****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 (Weight1.04)****NCAA Approved****Grade Placement: 9, 10**

Prerequisite: 9th grade students: 95% 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 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.

Chemistry; #03101**Credit 1.0 (Weight1.02)****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

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 (Weight1.04)

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 may be required for this course.

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

Credit 1.0 (Weight1.0)

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.

**Physics; #03151****Credit 1.0 (Weight1.02)****NCAA Approved****Grade Placement: 11, 12**

Prerequisite: Completion of both a Biology course AND a Geometry 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 (Weight1.04)****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 1.0 (Weight1.06)****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 AP Psychology	Honors World History AP Psychology	AP European History College Psychology

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

Credit 1.0 (Weight1.0)

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 (Weight1.04)

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 #04151I] [Direct Instruction #S4151]

Credit 1.0 (Weight1.0)

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 (Weight1.04)

NCAA Approved

Grade Placement: 10

Prerequisite: 85% in 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 [Inclusion #04062I] [Direct Instruction #S4062]

Credit 1.0 (Weight1.0)

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 (Weight1.04)

NCAA Approved

Grade Placement: 11

Prerequisite: 85% in 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

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 even numbered years.

Economics is a one-half credit elective course that begins with basic economic concepts such as scarcity, factors of production, economic systems, and supply and demand. As time permits moves on to diverse aspects of economics such as money and banking, international business 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 individual 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.

AP Psychology/College Psychology; #04256

Credit 1.0 (Weight 1.06)

NCAA Approved

Grade Placement: 10, 11, 12

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.

AP European History; #04056

Credit 1.0 (Weight 1.06)

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:

PHYSICAL EDUCATION/ HEALTH



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; #08001

Credit 0.5 (Weight1.0)

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 (Weight1.0)

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 (Weight1.02)

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.)



BUSINESS

Personal Finance; #12103

Credit 0.5 (Weight1.0)

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.

Entrepreneurship; #12053

Credit 0.5

Grade Placement: 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 product idea.

Accounting I ;#12101

Credit 1 (Weight1.0)

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 (Weight1.0)

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: 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.

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

Drafting & Design Technology

Electrical Construction & Maintenance

Electronics Engineering

Emergency & Protective Services

Engineering & Machining Design

Heating Ventilation & Air Conditioning

Landscaping & Greenhouse Production

Masonry

Medical Assistant

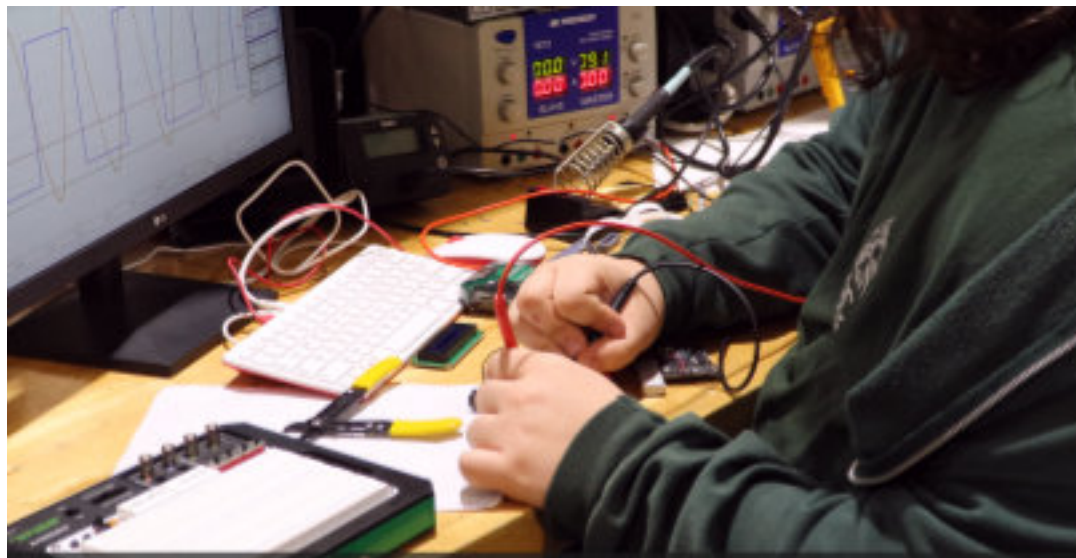
Nursing Foundations

Small Engine Equipment Technology

Veterinary Assistant

Web Development & Design

Welding Technology



SPECIAL EDUCATION

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.

Itinerant Autistic Support

The Itinerant Autistic Support program is designed for those students who have been identified with a diagnosis

SPECIAL EDUCATION

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

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 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.

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

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.

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 activities and development 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 for development 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 development 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 Gifted Education Students; #22997

Credit 0.5

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 indepth research activity will span a full school year. At the end of their research, students will deliver a formal written 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 Cooperative Education program will spend part or all of their Career and Technical program day at an approved Cooperative Education employment site.

Note: Prerequisite: Seniors Only

Students enrolled in programs such as Cosmetology, Health Careers, and Medical Assistant must meet program hour and/or certification requirements before participating in Cooperative Education.

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

COLLEGE EARLY ADMISSION/DUAL ENROLLMENT

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

Please refer to Policy 204.2 for complete guidelines.

COLLEGE IN THE HIGH SCHOOL

CHS (College in the High School) courses are available to eligible juniors and seniors 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.

ADVANCED PLACEMENT

AP (Advanced Placement) courses are offered at DCTS. Currently, we offer AP English, AP Calculus AB, AP Chemistry, AP Psychology, AP European History and AP Computer Science Principles. Online courses are also available and must be approved by the high school principal. At the end of the course, students have the option of taking the AP Exam for potential college credit.

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. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 [core-course GPA](#).
5. Ask your high school counselor to upload your [final official transcript](#) with proof of graduation to your Eligibility Center account.

EARLY ACADEMIC QUALIFIER

If you meet [specific criteria](#) after 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.



ELIGIBILITY CENTER

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GRADE

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REGISTER

- » If you haven't yet, [register](https://eligibilitycenter.org) for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's [interactive map](#) to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/counselist to ensure you're taking the right courses, and earn the best grades possible!

GRADE

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PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, [transition](#) it to the required [certification account](#).
- » Monitor the [task list](#) in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding [approved courses](#) you can take.

GRADE

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STUDY

- » Ensure your [sports participation](#) information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved [core courses](#) and graduate on time with your class.
- » Share your [NCAA ID](#) with NCAA schools recruiting you so each school can place you on its [institutional request list](#).
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE

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GRADUATE

- » [Request your final amateurism certification](#) beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final [official transcript](#) with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:


9 th GRADE	10 th GRADE	11 th GRADE	12 th 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 other	(1) Social Science and/or other	(1) Social Science and/or other	(1) Social Science and/or other
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

4 x 4 = 16



CONTACT THE NCAA ELIGIBILITY CENTER
 U.S. and Canada (except Quebec):
 877-262-1492 (toll free), Monday-Friday
 9 a.m. to 5 p.m. Eastern time
 International (including Quebec):
on.ncaa.com/IntlContact

@ncaaec
 @ncaaec
 @ncaaec
 @playcollegesports









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. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
					
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

EARLY ACADEMIC QUALIFIER

If you meet **specific criteria** after 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.



ELIGIBILITY CENTER

GRADE

9

REGISTER

- » If you haven't yet, [register](#) for a free Profile Page account at [eligibilitycenter.org](#) for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's [interactive map](#) to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/counselist](#) to ensure you're taking the right courses, and earn the best grades possible!

GRADE

10

PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, [transition](#) it to the required [certification account](#).
- » Monitor the [task list](#) in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding [approved courses](#) you can take.

GRADE

11

STUDY

- » Ensure your [sports participation](#) information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved [core courses](#).
- » Share your [NCAA ID](#) with NCAA schools recruiting you so each school can place you on its [institutional request list](#).
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE

12

GRADUATE

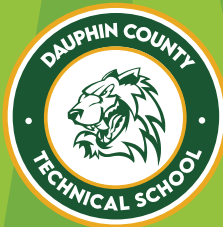
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- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final [official transcript](#) with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement: 4 x 4 = 16

9 th GRADE	10 th GRADE	11 th GRADE	12 th 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 other	(1) Social Science and/or other	(1) Social Science and/or other	(1) Social Science and/or other
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

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