Hanover High School

Educational Planning Guide 2016 - 2017

Revised 1/19/2016

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GENERAL INFORMATION

NOTES TO STUDENTS AND PARENTS

This Educational Planning Guide is designed to assist you in planning for a successful high school experience. The selection of your courses is an important responsibility that will prepare you to meet your educational goals. Courses offered are determined by student selection and enrollment. The administration retains the right of final approval for courses offered to our students.

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

Career (Level 1) – designed for those students who will be seeking employment upon graduation, and also for those students planning to attend a trade/tech school or community college. These courses often use an applied/hands-on approach to instruction.

Academic (Level 2) – designed for the student who plans to attend a four-year college or university upon graduation. These courses explore theoretical concepts as well as their applications.

Honors (Level 3) – designed for those students who meet the specific Honors criteria and who desire a highly rigorous preparation for a four-year college or university.

Advanced Placement (Level 4) – designed to meet the specific College Board criteria as equivalent to college level credit courses.

Dual Enrollment – Pennsylvania's Dual Enrollment program allows school districts to partner with colleges and universities to offer high school juniors and seniors the chance to earn college credit while completing their high school requirements. Students have the opportunity to take college courses on campus at a reduced tuition rate. These courses are offered in cooperation with post-secondary institutions such as Harrisburg Area Community College, Penn State York, and York College. Please see the school counselor for more information.

SCHEDULE CHANGES

Since teaching assignments are based upon the selections made by students, changes to student schedules will only be made based on conflicts or administrative error.

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

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

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

GRADUATION REQUIREMENTS

In order to graduate, a student must successfully complete a total minimum of 26 credits. Every student in grades 9-11 must be enrolled in no fewer than 7 credits per year. Students in grade twelve must be enrolled in at least 4 credits during the academic year. Students are permitted on campus only during scheduled class periods. Additionally, a fourth year student must enroll in all courses necessary to meet graduation requirements.

The principal has the authority to grant credit for courses taken at the college level or related educational experiences provided the student has been given prior approval to participate in such a program for credit. *(These courses and experiences must be provided at the parent's expense. The school is in no way liable for educational costs associated with college courses or other programs offered within or outside of the regular high school curriculum.)* Credit may be awarded to regularly enrolled students who successfully complete an evaluation that assesses mastery of a planned course.

Subject Area	**Credits**
English	4.0
Social Studies	3.0
Mathematics	3.0
Science	3.0
Health	1.0
Physical Education	2.0
Family and Career Development	0.5
*Electives	9.5
Total Required	**26.0**

- A fourth credit must be obtained in the area of Math, Science, or Social Studies. STEAM Academy courses may be substituted as a 4th credit in one of the core areas.

- Transcript review for graduation is afforded to those students having difficulty attaining the academic standards if the student has earned the required 26 credits with 13 credits successfully completed in the core areas.
- Beginning with the class of 2019, students must score proficient or advanced on the Literature, Biology and Algebra 1 Keystone Exams. The Pennsylvania Department of Education (PDE) is currently re-examining the current system of assessment and is developing the requirements for graduation as it relates to the Keystone exams. Hanover High school continues its commitment to providing students with quality instruction in all areas, and will keep students and families informed of legislation regarding the Keystone Exams.
- 6 credits are required to be a sophomore
- 12 credits are required to be a junior
- 19 credits are required to be a senior
- The fourth year of high school shall not be required for graduation if a student has completed all requirements for graduation.

RECOMMENDATIONS FOR THE COLLEGE BOUND

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

- English - 4 years (Honors English and AP English preferred by most colleges and required by many)
- Social Studies - 3 years (AP U.S. History and AP European History preferred for admission into competitive colleges)
- Science - 3 years, including at least 1 life science and 1 physical science. If majoring in a science, medical, or technical field, 4 science credits are recommended, especially one second year course such as: AP Chemistry, AP Physics, or AP Biology.
- Math – 3-4 years of academic math (Algebra I, Algebra II, Geometry, Pre-Calculus, Statistics, AP Statistics or AP Calculus)
- World Language – At least 2 years of the same language (AP French and AP Spanish preferred)

Please keep in mind that these are minimum requirements. Students seeking admission to highly selective colleges are encouraged to choose the most rigorous courses available.

ADVANCED PLACEMENT

One of the most helpful items for college admission for a student is successful achievement in high level courses. Advanced Placement or AP is a curriculum developed by The College Board to be taught in high schools at a college level. The teacher instructs on the highest level and follows the curriculum as designed by The College Board. Hanover High School currently offers 14 AP courses for our students.

Students enrolled in AP courses may, but are not required to, take the Advanced Placement exams. Some colleges award credit with scores of 4 or 5 on the exam, and a few may accept a score of 3. Some colleges advance the student to the next level of a subject. Check with the guidance counselor to obtain specific information about the colleges of choice.

ONLINE COURSES

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

NCAA ELIGIBILITY

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

AWARDING CREDITS

Students in the high school earn credits toward graduation beginning in grade nine (9). Credits are earned through the successful completion of course requirements offered during the regular school year, or credits transferred from another school. Credits earned at the high school by Hanover Middle School students will be transcripted, but not calculated into the G.P.A. Credits may also be earned in an approved summer school, Cyber School, or through Independent Study. Credits earned in summer school are for credit recovery only, not course advancement. Independent Study is used primarily for student enrichment, but may also be used to assist in credit deficiencies in unusual circumstances. Students will be awarded credit for the successful completion of an Independent Study course only under the following circumstances:

- The student, the student's parents, the student's counselor, and the teacher of the course approve the enrollment in the independent study course.
- Independent study will only be approved for those courses that are offered in the Educational Planning Guide. Independent study for these classes will only be considered if
    A. The course is not being offered due to low enrollment.
    B. The course cannot be scheduled due to a conflict with another required course.
    C. The course is approved by the building principal.
- The independent study course is an approved course of instruction that is equivalent in credit value to regular classroom courses of similar content.
- The independent study courses will receive a grade of O (Outstanding), S (Satisfactory), or U (Unsatisfactory).
- The request to participate in a year-long or semester-long independent study course is submitted in writing to the principal before the start of the school year. Requests for independent study courses will not be approved after the school year begins, except in extenuating circumstances.
- Independent study will not be used for students who have dropped a course earlier in the semester or school year with a "WF" grade.

- Written requests for independent study must include a copy of the curriculum and a scope and sequence of instruction. Approval will not be granted without these documents.

GRADING SYSTEM

The grading system in the high school is a rigorous system that includes percentages (%) for all academic classes except Physical Education, internships, and Keystone Preparation courses. These classes/requirements have alphabetical ratings. The grading system in the high school includes the following:

Numeric Value	Grading Scale	GPA	Quality of Work
90 to 100%	97-100	4.33	Superior quality
	93-96	4.00	
	90-92	3.67	
80 to 89%	87-89	3.33	Above average quality
	83-86	3.00	
	80-82	2.67	
70 to 79%	77-79	2.33	Average quality
	73-76	2.00	
	70-72	1.67	
65 to 69%	67-69	1.33	Below average
	65-66	1.00	
Below 65%	0-64	0.00	Failing

Alphabetical Value	Quality of Work
O	Outstanding quality
S	Satisfactory quality (minimum passing)
U	Unsatisfactory quality (no credit awarded)
WF	Withdraw Failing (no credit awarded)
WP	Withdraw Passing (credit up to the time of withdrawal awarded)
P	Passing all requirements
F	Failing one or more requirements
I	*Incomplete work

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

COURSE WEIGHTING

Course weights are assigned to all courses that are graded on a percentage scale. Course weights have the purpose of denoting rigor on transcripts and calculating grade point averages (GPA). Course levels are noted in each course description found in this Educational Planning Guide.

Level	Descriptor	Weight
Level 1	Career	1.0
Level 2	Academic	1.10
Level 3	Honors	1.20
Level 4	Advanced Placement (AP)	1.35

Sample Unweighted GPA

Course	Grade	4 pt scale	Multiply	Credit	Product
Honors English	90	3.67	x	1	3.67
AP US History	85	3.0	x	1	3.0
Honors Geom.	95	4.0	x	1	4.0
Academic Chem	90	3.67	x	1	3.67
Spanish II	80	2.67	x	1	2.67
Metals I	95	4.0	x	1	4.0
Health II	85	3.0	x	0.5	1.5
Psychology	88	3.33	x	0.5	1.66
				7	24.17

Unweighted GPA: 24.17÷ 7 = 3.45

Sample Weighted GPA

Course	Grade	4 pt scale		Credit		Weight	Product
Honors English	90	3.67	x	1	x	1.2	4.40
AP US History	85	3.0	x	1	x	1.35	4.05
Honors Geom.	95	4.0	x	1	x	1.2	4.8
Academic Chem	90	3.67	x	1	x	1.1	4.037
Spanish II	80	2.67	x	1	x	1.00	2.67
Metals I	95	4.0	x	1	x	1.00	4.0
Health II	85	3.0	x	0.5	x	1.00	1.5
Psychology	88	3.33	x	0.5	x	1.1	1.8
				7			27.257

Weighted GPA: 27.257 ÷ 7 = 3.894

CLASS RANK

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

- The final average for each course (converted to 4 point scale) **X** credit earned **X** course level factor.
- Each course point total (as calculated above) is added for a cumulative total, which is then divided by credits attempted.
- Courses receiving failing grades do not accumulate points, but do count as a credit attempted.
- Courses graded as Outstanding (O), Satisfactory (S), or Unsatisfactory (U) will not count toward rank or GPA.
- Summer school remedial courses will not be used in the calculation of GPA & class rank.

HONOR ROLL

Academic recognition is given to students through our Honor Roll. Both Honor Rolls are published and posted in the high school each marking period.

First Honors

- Maintain a 90% average or higher
- No more than one grade below an 80%
- No grade less than 70%
- Adequate progress on cyber courses

Second Honors

- Maintain an 80% average or higher
- No more than two grades below an 80%
- No grades less than 70%
- Adequate progress on cyber courses

PLACEMENT FOR THE HONORS/ADVANCED PLACEMENT COURSES

Students are eligible for placement in Honors/Advanced Placement courses following a review of academic records. Considerations include academic achievement, and recommendations from a teacher, counselor, or administrator. Students desiring to take AP courses need to be highly motivated and should have experienced success in pre-requisite courses. Summer assignments are required for participation in some Honors and AP courses.

METALS PROGRESSION AND WELDING CERTIFICATION

In the 2014-2015 school year a new Metals Program was established with the cooperation and teamwork of both the Hanover Public School District and local businesses to address the lack of future skilled workers entering into the field of metal manufacturing. Metalworking incorporates four areas: machining, welding, sheet metal, and foundry, which are all covered thoroughly on a yearly basis. Presently, students may enroll in Metals classes for three full year electives. It is recommended they enroll in them consecutively.

Any metals student may attempt a welding certification performance test. The cost to the student for the examination is $50.00. The remaining $100.00 is contributed by HPSD and the Hanover Foundation for Excellence to cover the $150.00 for the performance and inspection of the welds. The performance test is Pass/Fail only. Successful completion will earn the student an American Welding Society (AWS D1.1) certification for either a B-U2a or B-U2a-GF weld in flat, horizontal, vertical, or overhead positions.

HANOVER HIGH SCHOOL STEAM ACADEMY

Hanover High School is proud to offer a STEAM Academy, a new and innovative program for talented Hanover High School students with an interest in the fields of ***Science, Technology, Engineering, Art, and Mathematics.*** Student enrolled in STEAM Academy courses receive an individualized, Project-Based Learning experience supported by the intense use of state-of-the-art technology as a learning tool.

Students also focus on developing the critical 21st Century workplace skills known as the 4 C's:

Collaboration – Working together to reach a goal
Creativity – Trying new approaches to get things done
Communication – Sharing thoughts, ideas, questions and solutions
Critical Thinking – Looking at problems in a new way

Courses offered through the STEAM Academy are rigorous electives that require strong work habits and a commitment to learning. Students who enroll in the introductory level courses should be committed to completing the course progressions. **Teacher recommendations will be required to enroll in any STEAM Academy courses.**

The Hanover High School STEAM Academy offers courses in the following:

- **ENTERTAINMENT TECHNOLOGY**
  Game Maker Programming I
  Game Maker Programming II
  Game Design
  3D Modeling I
  3D Modeling II
  Mobile Game Design (2017-2018)
  Unity 3D Programming (2017-2018)
  Game Production and Marketing (2017-2018)
  Screenwriting (offered in 2017-2018)
  Real World Projects (offered in 2017-2018)
  Virtual Reality Applications

- **DESIGN AND ENGINEERING**
  Introduction to Design and Engineering
  Design and Engineering Project I
  Design and Engineering Project II

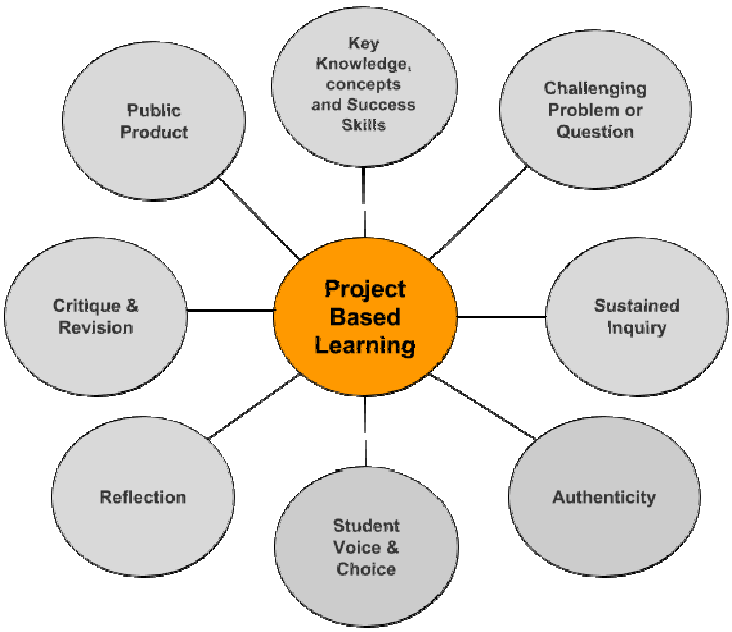
- **ROBOTICS**
  Introduction to Robotics
  Competitive Robotics Project I
  Competitive Robotics Project II

- **BIOTECHNOLOGY**

- **MUSIC TECHNOLOGY**

All courses offered in the STEAM Academy are taught using Project Based Learning. Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Essential project design elements include:

- **Key Knowledge, Understanding, and Success Skills** - The project is focused on standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry** - Students engage in a rigorous, extended process questioning, finding resources, and applying information.
- **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact (speaks to students' personal concerns, interests, and issues in their lives.)
- **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique & Revision** - Students give, and receive feedback to improve their process and product.
- **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom. (http://bie.org/about/what_pbl)



COURSE OFFERINGS

Course	Grade	Credits
ART		
Foundations of Art I	9, 10	1
Foundations of Art II	10, 11, 12	1
Art III	11, 12	1
AP 2D Design	11, 12,	1
AP Drawing	11, 12	1
3D Modeling I STEAM	9, 10	0.5
3D Modeling II STEAM	9, 10	0.5
Graphic Arts and Design I	11, 12	0.5
Graphic Arts and Design II	11, 12	0.5
Sculpture	10, 11, 12	0.25
Art of Camera Phone Photography	10, 11, 12	0.25
Art of Transforming Photos	10, 11, 12	0.25
Jewelry Design	10, 11, 12	0.25
BUSINESS		
Accounting I	9, 10, 11, 12	1
Accounting II	10, 11, 12	1
Marketing	11, 12	0.5
ENTERTAINMENT TECHNOLOGY STEAM		
Evolution of Games	10	Summer/ Online
Game Maker Programming I	9, 10	0.5
Game Maker Programming II	9, 10	0.5
Game Design	9, 10	0.5
3D Modeling I	9, 10	0.5 (Art credit)
3D Modeling II	9, 10	0.5 (Art credit)
Mobile Game Design	9, 10	0.5
Unity 3D Programming (2017-2018)	9, 10, 11	0.5
Game Production and Marketing (2017-2018)	11, 12	0.5
Screenwriting (offered in 2017-2018)	9, 10, 11	0.5 (Eng credit)
Real World Projects (offered in 2017-2018)	11, 12	0.5
Virtual Reality	9, 10, 11	0.5
FAMILY AND CONSUMER SCIENCE		
Family and Career Development	10	0.5
Culinary Arts I	9, 10, 11	1
Advanced Culinary Exploration	10, 11, 12	1

PHYSICAL EDUCATION		
Health Education I	9	0.5
Health Education II	11	0.5
Physical Education I	9, 10, 11, 12	0.5
Personal Fitness	11, 12	0.5
INTERDISCIPLINARY COURSES		
Diversified Occupations Theory	11, 12	1
Diversified Occupations Program	11, 12	1 - 3
HACC Nurses Aid Training	11, 12	1
Internship Program	11, 12	1-3
Introduction to Manufacturing Dual Enrollment	11, 12	1
Tutoring, Counseling, Assisting	11, 12	1-2
Spark Squad	9, 10, 11, 12	1
LANGUAGE ARTS		
Academic English I	9	1
Honors English I	9	1
Academic English lI	10	1
Honors English II	10	1
Academic English III	11	1
AP English Language and Composition	11	1
Academic English IV	12	1
AP English Literature and Composition	12	1
Read 180	9, 10, 11	1
Reading (System 44)	9, 10, 11	1
Modern Communications	10, 11, 12	0.5
Shakespeare in Depth I	10, 11, 12	0.5
Shakespeare in Depth II (offered in 2017-2018)	11, 12	0.5
Creative Writing	10, 11, 12	0.5
Creative Writing II (offered in 2017-2018)	11, 12	0.5
Mythology (offered in 2017-2018)	10, 11, 12	0.5
Sports Lit and Society (offered in 2017-2018)	10, 11, 12	0.5
Screenwriting (offered in 2017-2018) 	9, 10, 11	0.5
MATHEMATICS		
Academic Algebra 1	9	1
Algebra I Block	9	2
Algebra I Keystone Preparation	10, 11, 12	1
Academic Algebra II	10, 11, 12	1
Algebra II	9, 10, 11, 12	1
Honors Algebra II	9, 10	1
Academic Geometry	10, 11, 12	1
Geometry	10, 11, 12	1
Honors Geometry	10, 11	1

Real World Mathematics	11, 12	1
Academic PreCalculus	11, 12	1
Honors PreCalculus	11, 12	1
AP Calculus AB	12	1
Statistics	11, 12	1
AP Statistics	12	1
MUSIC		
Band	9, 10, 11, 12	0.5
Orchestra	9, 10, 11, 12	0.5
Guitar I	9, 10, 11, 12	0.5
Guitar II	9, 10, 11, 12	0.5
Chamber Choir	9, 10, 11, 12	0.5
Women's Chorus	9, 10, 11, 12	0.5
Voice Class	9, 10, 11, 12	0.5
Music Appreciation	9, 10, 11,12	0.5
Music Theory	10, 11, 12	1
AP Music Theory	11, 12	1
Music and Musicians of the Holocaust	9, 10, 11, 12	0.5
Music in the Theater	9, 10, 11, 12	0.5
Music Technology	10, 11, 12	0.5
SCIENCE		
Physical Science	9, 10	1
Academic Biology	9, 10	1
AP Biology	10, 11, 12	1
Biology Keystone Preparation	10, 11	1
Biotechnology	11, 12	0.5
Academic Chemistry	10, 11, 12	1
Honors Chemistry	10, 11, 12	1
AP Chemistry	10, 11, 12	1
Earth and Space Science	11, 12	1
Environmental Science	11, 12	1
Academic Physics	10, 11 12	1
Honors Physics	10, 11, 12	1
AP Physics	11, 12	1
Introduction to Robotics	11, 12	0.5
Competitive Robotics I & II	11, 12	0.25
Anatomy	11, 12	1
Zoology (offered in 2017-2018)	11, 12	0.5
Botany (offered in 2017-2018)	11, 12	0.5
SOCIAL STUDIES		
Foundations of America	9	1
American History	10	1

World History	11, 12	1
AP European History	11, 12	1
AP US History	10, 11, 12	1
American Government	11, 12	0.5
Economics	11, 12	0.5
Humanities	11, 12	1
Psychology	11, 12	0.5
Sociology (offered in 2017-2018)	11, 12	0.5
Reel History (offered in 2017-2018)	11, 12	0.5
TECHNOLOGY EDUCATION		
Introduction to Design & Engineering	9, 10, 11	0.5
Design and Engineering Project I	9, 10, 11, 12	0.25
Design and Engineering Project II	9, 10, 11, 12	0.25
Metals I	9, 10, 11	1
Metals II	10, 11, 12	1
Metals III	11, 12	1
Construction Technology I	9, 10, 11,	1
Construction Technology II	10, 11, 12	1
WORLD LANGUAGES		
French I	9, 10, 11	1
French II	10, 11, 12	1
French III	11, 12	1
AP French	12	1
Spanish I	9, 10, 11	1
Spanish II	9, 10, 11, 12	1
Spanish III	10, 11, 12	1
Spanish IV	11, 12	1
AP Spanish	11, 12	1

ART

Course: **Foundations of Art I** **Full Year** **1 credit** **(Level 1)**
Grades: 9, 10
Prerequisites: None

Foundations of Art I is a general art class, introducing students to various techniques, processes, and media. Students will become familiar with classroom art procedures and basic art skills.
The primary technical focus will be on drawing, which is fundamental to all areas of art. Drawing can be learned. Students will increase their ability to draw realistically. Drawings in many different media will be produced. Subjects will include still life, portraits, figures, landscapes, and architecture. Students will also be given an introduction to color, perspective, printmaking and ceramics.

Art history will be interwoven into some lessons, so that a student may start to understand the relevance of time and culture to the art that it produced. By the end of the course, students will be familiar with the Elements of Art and how to use them in original works of art.

Course: **Foundations of Art II** **Full Year** **1 credit** **(Level 2)**
Grades: 10, 11, 12
Prerequisites: Foundations of Art I

Students in Foundations of Art II should arrive very prepared to learn the Principles of Design and create original works of art. Even though this course has a strong studio production emphasis, students also study aesthetics, history, and criticism. Students will complete self-assessment worksheets after each major project. Through questionnaires, they will evaluate their work in areas such as: creativity, composition, effort and presentation.

Students will build the skills that they developed in Art I, but there will be more of an emphasis on creativity. Students will be exposed to a variety of two-dimensional drawing and painting media. Media may include value pencils, pen and ink, colored pencil, charcoal, marker, and scratchboard, watercolor painting, acrylic painting and pastels. Three-dimensional skills will also be developed through an extensive experience with clay.

Course: **Art III** **Full Year** **1 credit** **(Level 3)**
Grades: 11, 12
Prerequisites: Foundations of Art II

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

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

Course: **AP 2-D Design** **Full Year** **1 credit** **(Level 4)**
Grades: 11, 12
Prerequisites: Art I, Art II, Teacher Recommendation - See AP Placement, page 5

AP 2-D Design is a year-long course offered to students who are seriously interested in the practical experience of art and desire to work towards mastery of concepts, processes, and the execution of original ideas. AP 2-D Design is based on building a portfolio of original art work that showcases high-quality art, a concentration or theme, and "breadth"/or range of experiences in art. AP 2-D Design does not require a written exam or test, but rather a submission of a portfolio toward the end of the course which will be scored by the College Board. Through the building of this portfolio, students will experience a variety of art mediums, concepts, processes designed to support them in finding their artistic "voice".

The 2-D design portfolio is intended to address purposeful decision-making about using the elements and principles of art in an integrative way. In the 2-D design portfolio, the student will demonstrate their understanding of design principles as applied to a two-dimensional surface, whether physical or virtual. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and figure/ground relationship) can be articulated through the visual elements (line, shape, color, value, texture, space). Any two-dimensional process or medium may be submitted, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, illustration, painting, printmaking, etc. Video clips, DVDs, CDs and three-dimensional works may not be submitted. However, still images from videos or films are accepted.

Course: **AP Drawing** **Full Year** **1 credit** **(Level 4)**
Grades: 11, 12
Prerequisites: Art I, Art II, Teacher Recommendation - See AP Placement, page 5

AP Drawing is a year-long course offered to students who are seriously interested in the practical experience of art and desire to work towards mastery of concepts, processes and the execution of original ideas. AP Drawing is based on building a portfolio of original art work that showcases high-quality art, a concentration or theme, and "breadth"/or range of experiences in art. AP Drawing does not require a written exam or test, but rather a submission of a portfolio toward the end of the course which will be scored by the College Board. Through the building of this portfolio, students will experience a variety of art mediums, concepts, processes designed to support them in finding their artistic "voice".

The Drawing portfolio is intended to address a wide range of approaches and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed through a variety of means, which could include painting,

printmaking, mixed media, etc. Abstract, observational and inventive works may be submitted. The range of marks used to make drawings, the arrangement of the marks and the materials used to make the marks are endless. Any work submitted in the Drawing portfolio that incorporates digital or photographic processes must address drawing issues such as those above, as well as mark-making.

Course: **Graphics Art & Design I** **Semester** **0.5 credit** **(Level 1)**
Grades: 11, 12
Prerequisites: Foundations of Art I

This course is designed to introduce students to current computer art software. The software currently being used is Adobe Creative Suite4, (CS4). The purpose of this class is to provide students with instruction to acquire a basic knowledge of the tools offered in Photoshop. Students will become familiar with the entire tool bar and after practice exercises will be given problems to solve that will incorporate many of these tools. At the end of the semester, Illustrator is introduced and students begin acquiring skills in that program.

Course: **Graphics Art & Design II** **Semester** **0.5 credit** **(Level 2)**
Grades: 11, 12
Prerequisites: Graphic Art & Design I

Students who have successfully completed the Graphics Art & Design I class and wish to further develop skills on CS4 should sign up for this class. Adobe Suites is the software that the majority of design firms utilize. Having knowledge and skills in this software will be a plus to students who wish to pursue a degree in any of the associated fields.

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

Course: **3D Modeling I** **Semester** **0.5 Art credit** **(Level 2)**
Grades: 9, 10
Prerequisites: Evolution of Games (Grade 8 or summer course), Teacher recommendation

Learn the 3D modeling techniques used in movies, visual effects, video games, cartoons, commercials, and animation! Using 3DS Max, you will work in this highly skill-based art form to manipulate and sculpt pure imagination into substantial forms.

Course: **3D Modeling II**  **Semester 0.5 Art credit (Level 3)**
Grades: 9, 10
Prerequisites: 3D Modeling I, Teacher recommendation

This course is a continuation of 3D modeling I. By the end of the course, you will have developed a portfolio of original projects that you can use when applying for an internship, higher education, or a job.

Course: **Sculpture** **9 Weeks** **0.25 credits** **(Level 1)**
Grades: 10, 11, 12
Prerequisites: None

Do you like to work with your hands? Would you like to experience using your creativity to make three-dimensional art? This course will help you learn the principles of design and create original art work that reflects your understanding of objects and the space around them. You will explore traditional and experimental methods of making sculpture using a variety of different materials.

Course: **The Art of Camera Phone Photography** **9 Weeks** **0.25 credits** **(Level 1)**
Grades: 10, 11, 12
Prerequisites: None

Most of us carry a powerful camera in our pocket or purse. Wouldn't you like to learn how to take better photos? In this course you will learn the basic principles of photography and basic photo editing, storage, and management of your photos. You will learn to use your device to a fuller potential and develop a more creative approach to capturing a variety of subjects in the world around you.

Course: **The Art of Transforming Photos** **9 Weeks** **0.25 credits** **(Level 1)**
Grades: 10, 11, 12
Prerequisites: The Art of Camera Phone Photography

Now that you have the skills to take artistic photographs--what can you do with them? This course will allow to you experiment with more advanced photo editing and manipulation. Using technology and software, you will be challenged to take your skills to a more creative level.

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Course: **Jewelry Design** **9 Weeks** **0.25 credits** **(Level 1)**
Grades: 10, 11, 12
Prerequisites: None

Wear your own creations! Be exposed to different cultures and how they embellished their bodies. This course appeals to both male and females. You will experience different ways to create different wearable objects. You will make jewelry using a wide variety of techniques and processes. Glass fusing, metal working, beading and more!

*** Two nine week courses per year are preferred.**

BUSINESS

Course: **Accounting I** **Full Year** **1 credit** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: None

This course provides an opportunity for the student to learn the fundamentals of double entry accounting systems as used in most businesses. The orderly procedures of analyzing and recording information about transactions are discussed. This one-year course addresses the meaning and purpose of accounting, including the balance sheet, the income statement, books of original entry, adjusting and closing entries, controlling accounts, and general and subsidiary ledgers, as well as basic business practices and procedures.

Course: **Accounting II** **Full Year** **1 credit** **(Level 2)**
Grades: 10, 11, 12
Prerequisites: Accounting I

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

Course: **Marketing** **Semester** **0.5 credit** **(Level 1)**
Grades: 11, 12
Prerequisites: None

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

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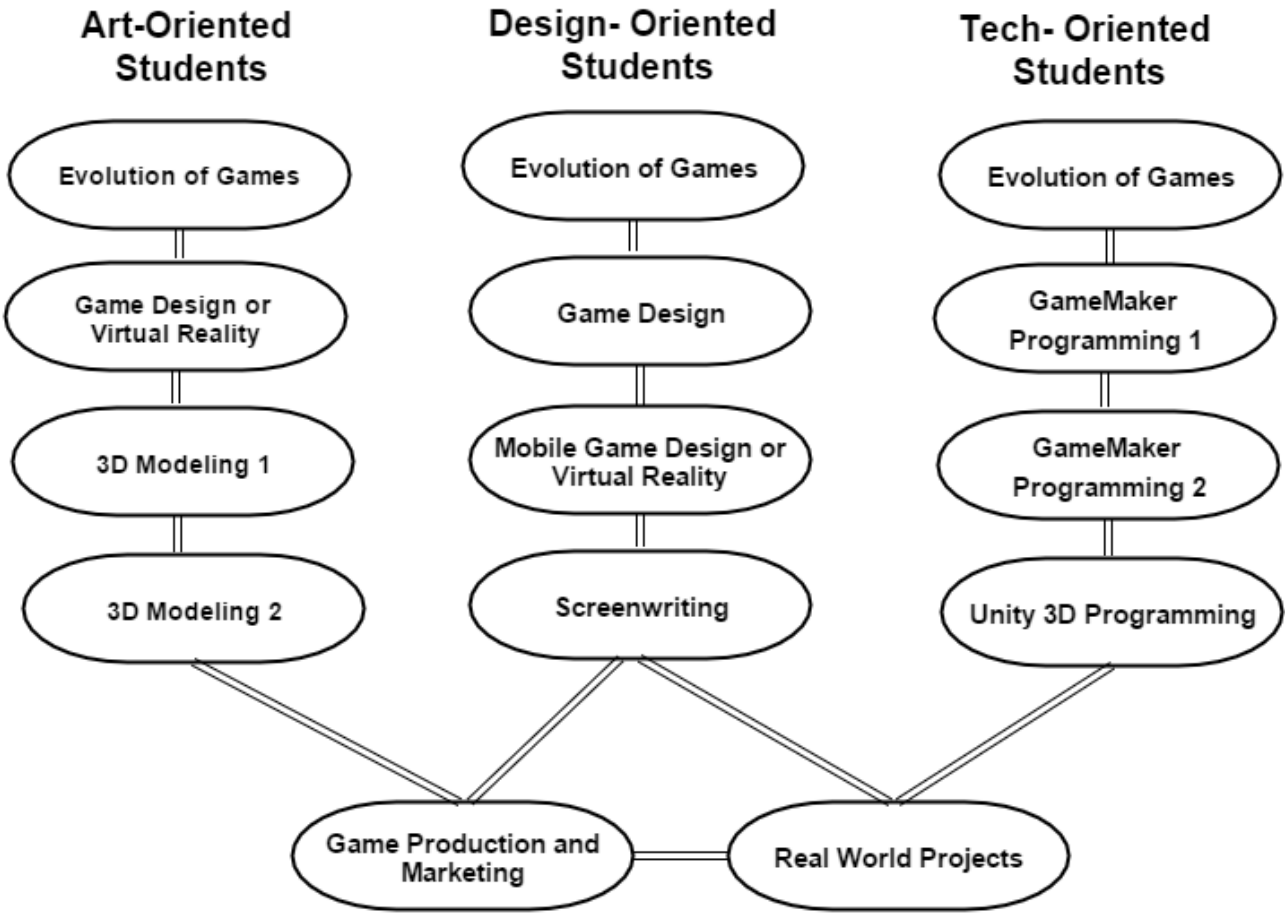
ENTERTAINMENT TECHNOLOGY



The curriculum, developed by educators from Carnegie Mellon University, provides high school students the opportunity, through hands-on, project based learning, to develop portfolios and skills needed to establish careers in a digital world. Students are prepared to pursue careers not only in the Gaming Industry, but a wide variety of fields that combine creativity with Science, Technology, Engineering, Art and Mathematics. Courses include hybrid learning, project-based activities, class discussions and authentic assessments. Nine courses will be introduced over the next three years:

- Game Maker Programming I & II
- Game Design
- 3D Modeling I & II
- Mobile Game Design
- Unity 3D Programming
- Game Production and Marketing
- Screenwriting
- Real World Projects

Course: **Evolution of Games** **July 12, 13, 14**
Hanover Middle School -9:00-11:30 AM

Grades: 10
Prerequisites: None

Additional Summer sessions and on-line courses will be offered.

The Evolution of Games Summer Workshop will provide students the opportunity to gain an understanding of how games reflect historical context and culture and determine how game designers made use of available technology and resources. Students will explore the components of game design, prototype and play games as well as get hands-on experience modding an existing game to create a game of their own. This course is a prerequisite to all Entertainment Technology students for those who did not take Evolution of games at HMS in 2015- 2016.

Course: **Game Maker Programming I** **Semester** **0.5 credit** **(Level 2)**
Grades: 9, 10
Prerequisites: Evolution of Games (Grade 8 or online course), Teacher recommendation

Learn the concepts taught in a college-level "Programming 101" course, but all of the projects are games! You will receive an introduction to basic programming by building two dimensional (2D) games. GameMaker™, the 2D game engine you'll be using, is based on a scripting language that builds techniques that can be transferred to any other programming language such as Python, Java and C++.

Course: **Game Maker Programming II** **Semester** **0.5 credit** **(Level 3)**
Grades: 9, 10
Prerequisites: GameMaker Programming I, Teacher recommendation

This course is a continuation of GameMaker Programming I. You will explore complex 2D programming concepts, learn how to build increased difficulty into games, and explore advanced data structures. You will finish complete stand-alone executable games that can be played with friends and added to your digital portfolio**.**

Course: **Unity 3D Programming** (Offered in 17-18) **Semester** **0.5 credit** **(Level 3)**
Grades: 9, 10
Prerequisites: Game Maker Programming II, Teacher recommendation

Are you ready to take your programming skills into the next dimension? Learn how to create dynamic Unity™ 3D games using the same industry-standard developing engine as professionals. You will create two fully executable games that can be played on many platforms and added to your digital portfolio.

Course: **Screenwriting (Offered in 2017-2018)** **Semester 0.5 credit (Level 2)**
Grades: 9, 10

Prerequisites: Evolution of Games (Grade 8, summer or online course), Teacher recommendation

Why do we cry at movies? Or cheer? Why do thrillers put us on the edge of our seats? This course will help you understand, critique, and write dramatic stories for modern media including movies, games, and television. You'll develop skills in creative writing, awareness, provisional acting, collaborative storytelling, and creative self-confidence as you craft your own original story.

Course: **Game Design** **Semester 0.5 credit (Level 2)**
Grades: 9, 10

Prerequisites: Evolution of Games (Grade 8 or summer course), Teacher recommendation

"Gaming" doesn't only mean video games. Gamers also play board games, card games, simulations, and participate in interactive stories. This course breaks down the design process step by step. You will learn the fundamentals through hands-on modding, prototyping, and iteration of a variety of games. Your final project will include building, playtesting, and revising your own original game that can be played with friends and added to your game portfolio.

Course: **3D Modeling I** **Semester 0.5 Art credit (Level 2)**
Grades: 9, 10

Prerequisites: Evolution of Games (Grade 8 or summer course), Teacher recommendation

Learn the 3D modeling techniques used in movies, visual effects, video games, cartoons, commercials, and animation! Using 3DS Max, you will work in this highly skill-based art form to manipulate and sculpt pure imagination into substantial forms.

Course: **3D Modeling II** **Semester 0.5 Art credit (Level 3)**
Grades: 9, 10

Prerequisites: 3D Modeling I, Teacher recommendation

This course is a continuation of 3D modeling I. By the end of the course, you will have developed a portfolio of original projects that you can use when applying for an internship, higher education, or a job.

Course: **Mobile Game Design** **Semester 0.5 credit (Level 2)**
Grades: 9, 10

Prerequisites: Evolution of Games (Grade 8 or summer course), Teacher recommendation

It seems as if everyone has an idea for an "app" these days! In this course, you will use professional game design techniques to create playable mobile games that you can add to your game design portfolio. Using GameSalad, you will learn the fundamentals of game balance, apply competition and playfulness, demonstrate a working knowledge of triangularity, and debug using iterative game design.

Course: **Game Production & Marketing** **Semester 0.5 credit (Level 3)**
(offered 2017-2018)
Grades: 10, 11, 12

Prerequisites: Evolution of Games, Two or more Skills courses, Teacher recommendation

Find out how the video game industry really works by learning the tools, skills, and methodologies used to create and produce video games. You'll divide into teams to create, market, and sell your game while battling for the title of "Most Games Sold" using a virtual- dollar system. Commercially viable board and card games may result, and recommendations are given at the end of the course for taking them to market.

Course: **Real-World Projects** (Offered 2017-2018) **Semester 0.5 credit (Level 3)**
Grades: 10, 11, 12

Prerequisites: Two or more Skills courses, Game Production and Marketing, Teacher recommendation

After students have completed the Evolution of Games, two or more Skills courses, and Game Production and Marketing, it's time to put their new skills to use for an outside client! Students will work with businesses, non-profits, schools, and other community organizations to gain experience with "real world" clients. Pay back to your community by creating apps, art, games, website, and more for local businesses.

Course: **Virtual Reality Applications** **Semester 0.5 credit (Level 2)**
Grades: 9, 10

Prerequisites: Evolution of Games (Grade 8 or summer course), Teacher recommendation

Virtual Reality Applications is a fun and exciting entry-level graphics course that introduces students to the unreal world of Virtual Reality (VR). The necessary hardware and software components of interactive 3D systems as well as human factors are discussed. The material is reinforced by practical assignments and projects. Skills learned can be applied to a variety of careers including: film production; television; music videos; video game design and development; virtual reality; medical and military simulation; scientific visualization and more. Hands-on experience using video game and VR content authoring tools.

FAMILY AND CONSUMER SCIENCE

Course: **Family & Career Development (Required)** **Semester** **0.5 credit** **(Level 1)**
Grades: Grades 10 (Recommended), 11, 12
Prerequisites: None

This required course will emphasize two areas of learning: personal development as a consumer, and child/family development. Course topics that will be covered are personal readiness for parenting, parental skills, child/family development, pregnancy, and birth. Personal development will include exploring personality, jobs skills, career exploration, developing a resume and interview preparation.

Course: **Culinary Arts I** **Full Year** **1 credit** **(Level 1)**
Grades: 9, 10, 11
Prerequisites: None

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

Course: **Advanced Culinary Exploration** **Full Year** **1 credit** **(Level 2)**
Grades: 10, 11, 12
Prerequisites: Culinary Arts I (Scheduling preference is given to seniors and then juniors)

This course continues the skills taught in Culinary Arts I, but on a more advanced level. The primary focus will be career preparation for the culinary industry. Skills and concepts will include knife skills, food presentation, decorative cooking, regional and ethnic cooking, as well as additional concepts needed for a culinary career.

HEALTH AND PHYSICAL EDUCATION

Course: **Health Education I** **Semester** **0.5 credit** **(Level 1)**
Grades: Grades 9 (recommended), 10
Prerequisites: None

The class will cover various health topics from overall well-being, consumer health, stress management, and mental health. Other topics will include a few body systems, nutrition, violence education, peer relationships, and human sexuality. Additionally, crucial problems facing society such as alcohol and drug abuse, tobacco use, and sexually transmitted diseases will also be discussed.

Course: **Health Education II** **Semester** **0.5 credit** **(Level 1)**
Grades: Grades 11 (Recommended), 12
Prerequisites: Health I

Health Education II includes the study of standard first aid, CPR, and most body systems. The ultimate goal is to make health relevant to the point of personal involvement. During this course, students will also examine those skills required to successfully research an assigned topic(s). Other possible topics might include: medicines/supplementation, communicable/non-communicable diseases, and personal health assessment.

Course: **Physical Education (Limit one per year)** **Semester** **0.5 credit** **(Level 1)**
Grades: 9, 10, 11, 12 Separate course for grades 9-10 and 11-12 as schedule permits
Prerequisites: None

Physical education includes both male and female students in grades 9 through 12. Students will practice skills and play competitive games in a variety of sports. Activities include tennis, badminton, table tennis, football, soccer, softball, volleyball, basketball, hockey, disc golf and Ultimate Frisbee. Fitness activities such as Cross Fit, yoga, aerobics, and use of the weight room will also be included at times.

Course: **Personal Fitness** **Semester** **0.5 credit** **(Level 1)**
Grades: 11, 12
Prerequisites: None (Successful completion of 1 year of PE preferred)

Personal fitness includes male and female students in grades 10 through 12. Students will set personal fitness goals and develop a plan to reach their goals. Daily activities will include use of the weight room machines, fitness bands, weighted bars and dumbbells. Cardiovascular endurance will be developed through games, cycling, running, circuit training and aerobics. Yoga, Pilates and stretching routines will be performed regularly to increase flexibility.

Course: **Personal Fitness** **Year** **1 credit** **(Level 1)**
Grades: 11, 12
Prerequisites: None (Successful completion of 1 year of PE preferred)

Personal fitness includes male and female students in grades 10 through 12. Students will set personal fitness goals and develop a plan to reach their goals. Daily activities will include use of the weight room machines, fitness bands, weighted bars and dumbbells. Cardiovascular endurance will be developed through games, cycling, running, circuit training and aerobics. Yoga, Pilates and stretching routines will be performed regularly to increase flexibility.

INTERDISCIPLINARY COURSES

SCHOOL – TO – WORK EXPERIENCES

One of the easiest and most effective ways to expose students to real world career opportunities is to allow students to follow, or shadow, workers in a variety of careers. There are several types of job shadowing experiences coordinated and supported by the high school. There are job shadowing experiences (typically one day, non-credit) as well as daily, for credit opportunities such as the Diversified Occupations Program, HACC Nurse Aide Training Program, Introduction to Manufacturing Program-Dual Enrollment, and the Tutoring-Counseling-Assisting (TCA) Program. Student attendance and an interview process may be used as a measure for acceptance or denial into one or any of the programs. Students will be responsible for their own transportation and cost for programs when required.

Course: **Diversified Occupations Theory Course** **Full Year** **1 credit** **(Level 1)**
Grades: 11, 12
Prerequisites: None

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

Course: **Diversified Occupations Program** **Full Year** **1 - 3 credits** **(Level 1)**
Grades: 11, 12
Prerequisites: Diversified Occupations Theory Course

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

Course: **HACC Nurse Aide Training** **Semester** **1 credit** **(Level 1)**
Grades: 11, 12 (Non-college credit, approved by the PA Department of Education)
Prerequisites: None

The purpose of this 120-hour course is to provide the long term care nurse aide trainee with a basic level of knowledge and skills needed to care for an elderly resident/client as set forth by the profession of nursing and regulated by the Commonwealth of Pennsylvania. The course content includes: Nursing Theory, Safety, Communication, Individuality, Infection Control, Privacy, ACT 14—Abuse, Vital Signs—T.P.R./B.P., Restorative Care, Activities of Daily Living, Personal Hygiene, Sub-acute Care, Psychosocial, Dementia, Death & Dying, First Aid, Changes of Aging, Body Functions, NA Role, Employability Skills, and Resident Rights. The program will run in both the fall and the spring semester. Transportation and tuition costs must be provided by the student.

Course: **Internship Program** **Full Year** **1 - 3 credits** **(Level 2)**
Grades: 11, 12
Prerequisites: None

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

Course: **Introduction to Manufacturing-Dual Enrollment** **Fall Semester** **1 credit** **(Level 2)**
Grades: 11, 12
Prerequisites: None

By taking this course, students will gain a fundamental knowledge of traditional manufacturing systems such as business planning, forecasting, master scheduling, master resource planning, to just in time manufacturing. In addition, students will become familiar with challenges facing American and local business today. Part I will include approximately 5 weeks of discussion/classroom preparation, follow by Part II, which will include onsite workplace observations at 8-10 local companies. Students enrolled in this course have the option of applying for three college credits through Harrisburg Area Community College articulation agreement (General Technology Course: 106). Upon successful completion of the course a student may elect to enroll in the Diversified Occupations Program (1-credit), as long as the student has a job that meets the school and state requirements. Transportation and any costs associated (if electing to earn college credit) must be provided by the student.

Course: **Tutoring-Counseling-Assisting (TCA Program)** **Full Year** **1 - 2 credits** **(Level 1)**
Grades: 11, 12
Prerequisites: None

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

Course: **ILC Spark Squad** **Full Year** **1 credits** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: None

The Student *Technology Innovation and Integration* course is open to students in grades 9 through 12. It is a year long, hands on study of technology integration in an educational context. Students are required to assess problem sets throughout the day and define the best approach to addressing or solving the problem. In addition to solving problems for students and teachers, students will be required to complete and maintain several running projects that address problems or solutions in educational technology integration.

COLLEGE CREDIT OPPORTUNITY
Harrisburg Area Community College (HACC) – Early College Academy

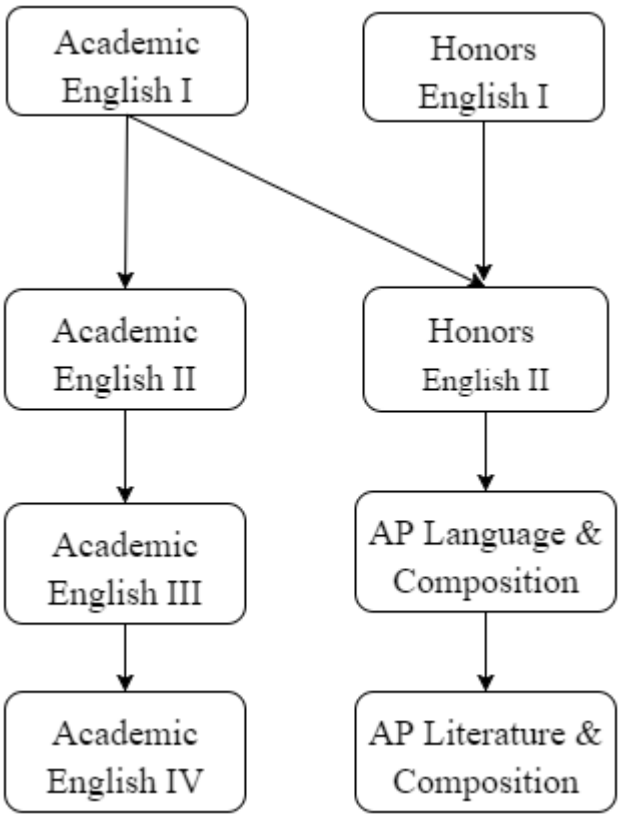
HACC Early College Academy is a new program offered by Harrisburg Area Community College's Gettysburg Campus and the Hanover School District. Selected students will take two courses during each semester (6 credits) at HACC and receive credit at the high school. As a regular part of their experience, students will also build skills in academic, career and life skills areas. Students may choose courses in English, Government & Politics, Communication, Math, Biology, Philosophy, Theatre, Sociology, and others. Course contents and syllabus are identical to "regular" HACC courses, as they are taught on the campus, and ECA students will be in classrooms with other HACC students.

Students must be seniors (ready for college-level work) at Hanover High School and recommended by HHS administration. Other requirements include an application for admission, a $35 non-refundable application fee, release of information form, student Memorandum of Understanding, official High School Transcript, and a letter of recommendation (signed by high school counselor or administrator). Students pay HACC's prevailing tuition rates (currently $229 per credit). The costs of the textbooks and/or additional course fees (i.e. lab fees) are not included. HACC expects to be able to offer a nominal tuition subsidy to students with financial need.

Please see your guidance counselor or High School Transition Coordinator for additional information.

LANGUAGE ARTS

Flow chart for Hanover High School's Language Arts pathways:



Students enrolled in English III Literature and Composition, or AP Language and Composition will take the Literature Keystone Exam during the spring testing window. Students who do not score proficient or advanced will be provided with Keystone Preparation materials in English IV, and will retake the exam during the winter testing window.

Course: **Academic English I** **Full Year** **1 credit** **(Level 2)**
Grades: 9
Prerequisites: None

The course is designed to develop proficiency in language arts. It includes grammar skills, writing, vocabulary, and literature. Grammar is taught as part of writing. Writing develops the paragraph into longer essays and creative writing and culminates in a short research paper. Some vocabulary study is based on the literature of the course. The literature is approached through the genres with a focus on short story, novel, and narrative non-fiction. Common core standards will also be addressed throughout the course.

Course: **Honors English I** **Full Year** **1 credit** **(Level 3)**
Grades: 9
Prerequisites: Successful completion of grade 8 English, See Honors Placement, page 5

The freshman honors course is a preparatory course for the Advanced Placement English Language and/or Advanced Placement English Literature Courses. This course is designed for high achieving students. It includes grammar skills, writing skills, and vocabulary and literature terms. This is a much faster and more in-depth course covering topics to include: short stories, poems, novels, essays, and higher level vocabulary. We will cover an equal amount of fiction and nonfiction to prepare students to be successful in Advanced Placement courses. Suggested students should have successfully completed English classes in 7th and 8th grades. Expectations of homework nightly to reinforce class discussions and literature work. Students taking this course must complete the summer assignment.

Course: **Academic English II** **Full Year** **1 credit** **(Level 2)**
Grades: 10
Prerequisites: English I

Students read literary and informative texts with a focus on the areas of key ideas and details, craft and structure, integration of knowledge and ideas, and vocabulary acquisition and use, as outlined in the Common Core State Standards. Writing is argumentative, informational/explanatory, and narrative. Communication skills are a focus, especially participation in a range of collaborative discussions. Students read independently along with reading and discussing whole-class texts. A summer reading book is required.

Course: **Honors English II** **Full Year** **1 credit** **(Level 3)**
Grades: 10
Prerequisites: Successful completion of English I - See Honors Placement, page 9

This accelerated class is taken in lieu of Academic English II and offers numerous opportunities for literary analysis and creative expression. The honors course is a preparatory course for the Advanced Placement English Language and/or Advanced Placement English Literature Courses. Students read literary and informative texts with a focus on the areas of key ideas and details, craft and structure, integration of knowledge and ideas, and vocabulary acquisition and use, as outlined in the Common Core State Standards. Writing is argumentative, informational/explanatory, and narrative. Communication skills are a focus, especially participation in a range of collaborative discussions. Students read independently along with reading and discussing whole-class texts. It is essential to note that this course requires a two-novel summer reading and writing assignment. Students taking this course must complete the summer assignment.

Course: **Academic English III** **Full Year** **1 credit** **(Level 2)**
Grades: 11
Prerequisites: English II

This class examines the syntax, language, and subject matter of American literature with an emphasis on

the Puritan fathers; the revolutionaries of the 1770s; the essays of Emerson, Thoreau, and other "enlightened" writers; the tales coming out of the new West; and the poets, novelists, and non-fiction writers of the 20th century. Further emphasis is placed on the use of figurative language by the writers to express their ideas in the rhetoric of their times. Their ideas, then, are correlated to reflect, in a literary way, the history of our country. Expository, creative, and critical writing is expected. Students will write a research paper. Students will read multiple books per quarter. Units studied will be: Historical Drama, Writing to Persuade, Reading Non-Fiction, American Short Stories, Fictional Writing, Multicultural and Historic Novels, Researching for Life, Commanding an Audience through Speaking, Vocabulary Acquisition, Poetry as an Expression of Life, and Writing to Inform. The Common Core and The Pennsylvania State Standards will be the focus of the school year.

Course: **AP Language and Composition** **Full Year** **1 credit** **(Level 4)**
Grades: 11
Prerequisites: Honors English II; See AP Placement, page 5

The Advanced Placement Language and Composition is designed to be a college-level course, presenting students with the academic challenges and the workload that goes along with a typical university-level English course. Students taking this course must complete the summer assignment. The AP English Language and Composition course aligns to introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.
** The College Board, AP Advanced Placement Program Course Description*

Course: **Academic English IV** **Full Year** **1 credit** **(Level 2)**
Grades: 12
Prerequisites: English III

This course covers British literature with selections from Anglo-Saxon literature, to Shakespeare, to 20th Century writings. Students will read, independently, several books from a list of British authors. The writing of the course runs the gamut from journal entries based on reading assignments, to analytical pieces, to creative pieces. The course is designed to prepare students for college. Students read and reflect on British literature with a focus on the areas of key ideas and details, craft and structure, integration of knowledge and ideas, and vocabulary acquisition and use, as outlined in the Common Core State Standards. Students will gain insight into the British literature tradition by drawing from different genres such as the novel, short story, poetry, nonfiction, and drama. The Culminating Project paper is written as part of English class.

Course: **AP English Literature and Composition** **Full Year** **1 credit** **(Level 4)**
Grades: 12
Prerequisites: AP Language and Composition See AP Placement, page 5

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

Course: **Read 180** **Full Year** **1 credit** **(Level 1)**
Grades: 9, 10, 11,
Prerequisites: (by Administrative Placement)
Read 180 is a blended learning approach to help students become better readers. In this course, teachers begin and end each session with Whole-Group Instruction that engages the entire class. In between, students break into groups and rotate through three stations for small-group and independent learning. Following the *READ 180* Instructional Model is proven to result in significant gains in reading achievement for students after one or two years' participation. If a student has demonstrated proficiency through course curriculum, the student will be permitted to exit the course, with approval from the principal.

Course: **Reading (System 44)** **Semester** **0.5 credit** **(Level 1)**
Grades: 9, 10, 11,
Prerequisites: (by Administrative Placement)

This course is meant to build basic literacy skills. The course will utilize *System 44*, a foundational reading program for the most challenged readers. *System 44* is proven to help students master the foundational reading skills required for success with the Common Core through explicit instruction in phonics, comprehension, and writing. The course will address those areas specified in the Pennsylvania Standards for Reading, Speaking, and Listening. If a student has demonstrated proficiency on the Keystone Literature exam or proficiency through course curriculum (Study Island), the student will be permitted to exit the course, with approval from the principal.

Course: **Modern Communications** **Semester** **0.5 credit** **(Level 2)**
Grades: 10, 11, 12
Prerequisites: None

This course is focused solely on student interest and participation. Gain confidence and showcase your talents and passion as you participate in various communication opportunities. Together, we will explore how effective communicating looks, sounds, and feels in a modern context. Preparation for college and workplace interviews, post-secondary coursework, and digital communication will be the primary focus of this active, student-centered course.

Course: **Shakespeare in Depth I** **Semester** **0.5 credit** **(Level 2)**
Grades: 10, 11, 12
Prerequisites: None

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

Course: **Shakespeare in Depth II** **Semester** **0.5 credit** **(Level 3)**
(Offered in 2017-18)
Grades: 10, 11, 12
Prerequisites: Successful completion of Shakespeare in Depth I

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

Course: **Creative Writing I** **Semester** **0.5 credit** **(Level 2)**
Grades: 10, 11, 12
Prerequisites: None

This workshop course will provide an opportunity for students to do original imaginative writing based on the study of models from observation, experience, and literature. Students will work on descriptive, narrative and persuasive prose, as well as dialogue and poetry. Student writing will be shared with the class, evaluated and critiqued by both the instructor and the class.

Course: **Creative Writing II** **Semester** **0.5 credit** **(Level 3)**
(Offered in 2017-2018)
Grades: 11, 12
Prerequisites: Creative Writing I

This workshop course will provide further opportunity for students to do original imaginative writing. Much of the writing will still be based on the study of models from observation, experience, and literature, but the students will have more of an opportunity to work on individual projects or consider a form in depth. Student writing will be shared with the class, evaluated and critiqued by both the instructor and the class.

Course: **Mythology** (Offered in 2017-2018) **Semester** **0.5 credit** **(Level 1)**
Grades: 10, 11, 12
Prerequisites: None

This one-semester elective course will expose students to a global view of mythology. Students will explore the universal qualities of man's search for meaning and understanding. Readings will include Greek, Roman, Norse, Arthurian, and modern mythologies. Students will read selections and view films as a class. Afterwards, students will respond through writing, group discussions, and individual and group projects.

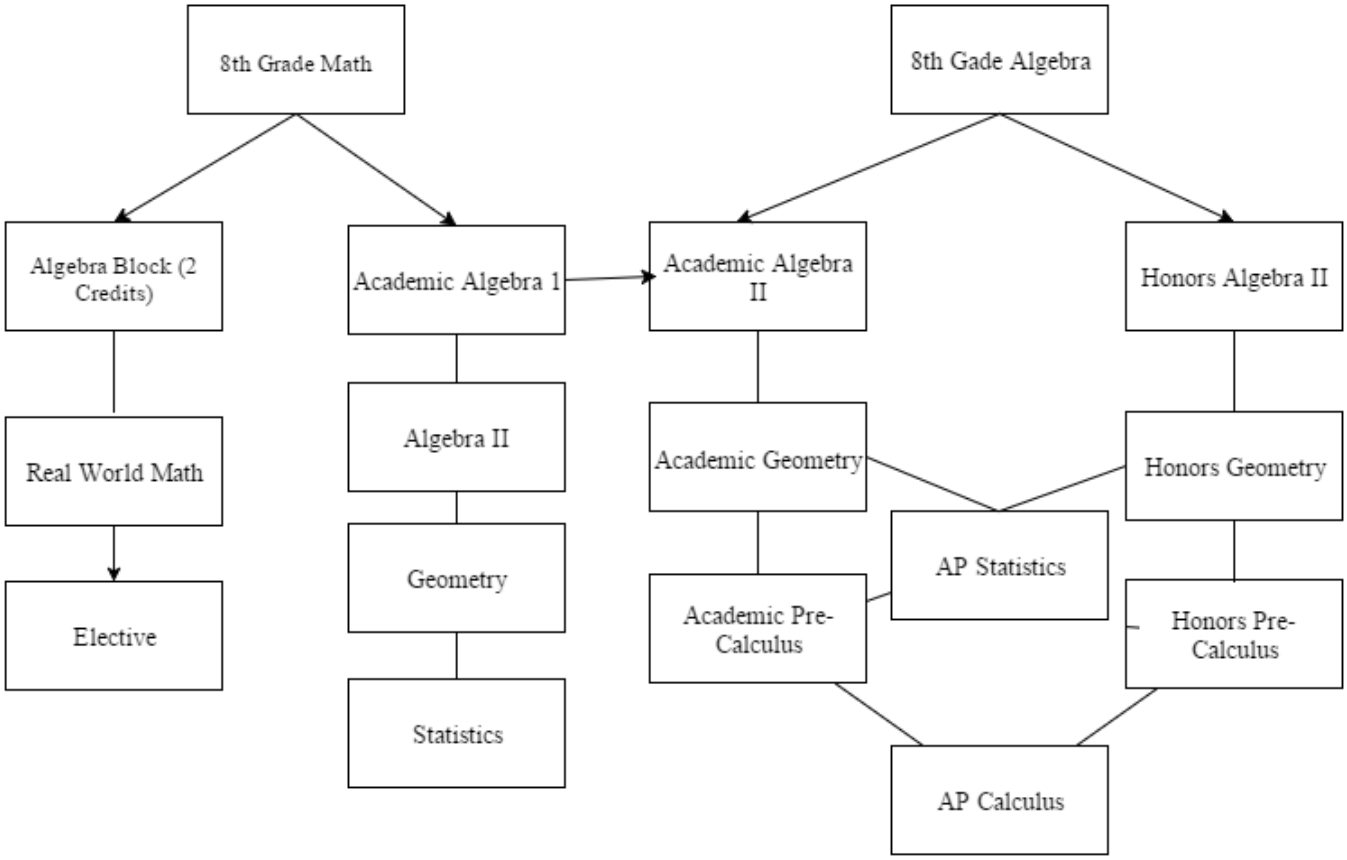
Course: **Sports Literature and Society** **Semester** **0.5 credit** **(Level 1)**
(Offered in 2017-2018)
Grades: 10, 11, 12
Prerequisites: None

Throughout the semester we will study each sport in separate units. Sports functions as its own literature complete with its distinct language, characters, conflicts, themes, symbols, setting, and, of course, points of view. We will be using a wide array of non-fiction sports writing, including articles, columns, and essays, in addition to a variety of clips from TV journalism and cinematic documentaries to examine and analyze how language and image are used to establish a story; the always changing, always controversial story of sport.

Naturally we will be reading and dissecting an expansive collection of sports novels, short stories and poems and viewing an assortment of sports films en route to discovering how and why authors and directors use the world of sports to tell their stories.

MATHEMATICS

Flow chart for Hanover High School's mathematics pathways.



Any students who are enrolled in Algebra I will be required to take the Algebra Keystone Exam during the Winter testing window of Algebra II. Any student who does not score proficient on the Algebra Keystone Exam will be required to take a Keystone Preparation course. These students will retake the Keystone Exam upon completion of the preparation course.

Course: **Algebra I Keystone Preparation** **Full Year** **1 credit** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: Did not score proficient or advanced on Algebra Keystone Exam

Algebra I Keystone preparation is designed for those students who have not scored Proficient on the Keystone Algebra I Assessment. Students will review Algebra I topics to prepare for the Keystone retake. Students will be evaluated on a pass/fail basis. Proficiency must be shown on all Algebra I Keystone topics in order to receive a passing grade.

Course: **Algebra I Block** **Full Year** **2 credit** **(Level 1)**
Grades: 9
Prerequisites: (by Administrative Placement)

Algebra I Block will meet for a double period each day and is designed to review important prerequisite skills and introduce students to the key material for the Algebra I Keystone Exam. These topics include Operations with Real Numbers and Expressions, Linear Equations and Inequalities, Linear Functions, Coordinate Geometry, and Data Analysis. Reading, problem solving, application, and error analysis will be emphasized throughout the course.

Course: **Academic Algebra I** **Full Year** **1 credit** **(Level 2)**
Grades: 9
Prerequisites: None

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

Course: **Algebra II** **Full Year** **1 credit** **(Level 1)**
Grades: 10, 11, 12
Prerequisites: Algebra I

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

Course: **Academic Algebra II** **Full Year** **1 credit** **(Level 2)**
Grades: 9, 10, 11, 12
Prerequisites: Successful completion of Algebra 1

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

Course: **Honors Algebra II** **Full Year** **1 credit** **(Level 3)**
Grades: 9, 10
Prerequisites: Successful completion of Algebra I - See Honors Placement, page 9

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

Course: **Geometry** **Full Year** **1 credit** **(Level 1)**
Grades: 10, 11, 12
Prerequisites: Algebra II

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

Course: **Academic Geometry** **Full Year** **1 credit** **(Level 2)**
Grades: 10, 11, 12
Prerequisites: Successful completion of Algebra II

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

Course: **Honors Geometry** **Full Year** **1 credit** **(Level 3)**
Grades: 10, 11
Prerequisites: Successful completion of Honors Algebra II - See Honors Placement, page 9

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

Course: **Mathematics in the Real World** **Full Year** **1 credit** **(Level 1)**
Grades: 11, 12
Prerequisites: Algebra II

Mathematics in the Real World will provide for a hands-on applicable, useful, and experiential way of learning and using mathematics. The overall course will include material that focuses on arithmetic operations, problem solving, estimation, measurement, geometry, probability and statistics, algebraic

principles, and the applications of mathematics. The emphasis will be on the ability to understand and apply functional mathematics to solve problems in the world of work.

Course: **Academic Pre-Calculus** **Full Year** **1 credit** **(Level 2)**
Grades: 11, 12
Prerequisites: Successful completion of Academic Geometry

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

The primary objectives are: to help students to truly understand the fundamental concepts of algebra, trigonometry, and analytic geometry, to foreshadow important ideas of calculus, and to show how algebra and trigonometry can be used to model (and solve) real-life problems. A principal feature of this course is the balance among the algebraic, numerical, graphical, and verbal methods of representing problems, or the rule of four. This approach reinforces the idea that to understand a problem fully, students need to understand it algebraically as well as graphically and numerically.

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

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

Course: **Honors Pre-Calculus** Full Year 1 credit (Level 3)
Grades: 11, 12
Prerequisites: Successful completion of Honors Geometry
See Honors Placement, page 9

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

Course: **AP Calculus AB** **Full Year** **1 credit** **(Level 4)**
Grades: 12
Prerequisites: Honors Pre-Calculus - See AP Placement, page 5

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

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

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

Course: **Statistics** **Full Year** **1 credit** **(Level 2)**
Grades: 11, 12
Prerequisites: Algebra II and Geometry

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

Course: **AP Statistics** **Full Year** **1 credit** **Level 4**
Grades: 12
Prerequisites: Academic Geometry, Algebra II - See AP Placement, page 5

This is designed to be a college level course for students whose plans include college after graduation. Many academic programs at the college level include statistics as a requirement. Students should consider their educational goals and interests when determining whether this course is appropriate for them. Upon successful completion of the AP Examination, students are eligible to earn college credits and/or advanced placement for the course. The course consists of the following four broad topics:

The topics for AP Statistics are divided into four major themes: exploratory analysis (20–30 percent of the exam), planning and conducting a study (10–15 percent of the exam), probability (20–30 percent of the exam), and statistical inference (30–40 percent of the exam).

I. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. In examining distributions of data, students should be able to detect important characteristics such as shape, location, variability and unusual values. From careful observations of patterns in data, students can generate conjectures about relationships among variables. The notion of how one variable may be associated with another permeates almost all of statistics, from simple comparisons of proportions through linear regression. The difference between association and causation must accompany this conceptual development throughout.

II. Data must be collected according to a well-developed plan if valid information is to be obtained. If data are to be collected to provide an answer to a question of interest, a careful plan must be developed. Both the type of analysis that is appropriate and the nature of conclusions that can be drawn from that analysis depend in a critical way on how the data was collected. Collecting data in a reasonable way, through either sampling or experimentation, is an essential step in the data analysis process.

III. Probability is the tool used for anticipating what the distribution of data should look like under a given model. Random phenomena are not haphazard; they display an order that emerges only in the long run and is described by a distribution. The mathematical description of variation is central to statistics. The probability required for statistical inference is not primarily axiomatic or combinatorial but is oriented toward using probability distributions to describe data.

IV. Statistical inference guides the selection of appropriate models. Models and data interact in statistical work; models are used to draw conclusions from data, while the data are allowed to criticize and even falsify the model through inferential and diagnostic methods. Inference from data can be thought of as the process of selecting a reasonable model, including a statement in probability language, of how confident one can be about the selection.
** The College Board, AP Advanced Placement Program Course Description*

Course: **Band** **Full Year** **0.5 credit** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: Membership in the Middle School Band Program or audition

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

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

Course: **Chamber Choir** **Full Year** **0.5 Credit** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: Audition

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

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

Course: **Women's Chorus** **Full Year** **0.5 Credit** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: None

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

Course: **Music Appreciation** **Semester** **0.5 credit** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: None

This course is an elective class that meets every school day for a semester. It is open to any student interested in various types of music. The music appreciation course is designed to help students understand and enjoy music through history. Students will become familiar with major composers and their music from medieval times to 20th Century. They will learn to evaluate and respond objectively to music, demonstrating an understanding of the important features of pieces. In addition, students will learn to use the proper terminology in discussing what they hear. This course is a mixture of lecture, listening, and discussion. Students will be graded on notes, in-class worksheets, and unit tests.

Course: **Music Theory** **Full Year** **1 credit** **(Level 2)**
Grades: Grades 10, 11, 12
Prerequisites: Must be a vocal student or play an instrument

Music Theory gives students the opportunity to recognize, understand and describe the basic materials and processes of music that are heard and presented in a score. Students will develop aural skills through listening exercises, performance skills, notation skills, compositional skills and analytical skills. The following elements will be covered; scale patterns, rhythmic devices, tonality and basic part writing. There will be melodic and harmonic dictation, chord analysis and the development of theory elements to music history.

Course: **AP Music Theory 2017-2018** **Full Year** **1 credit** **(Level 4)**
Grades: 11, 12
Prerequisites: See AP Placement, page 5
The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of: aural skills, listening exercises, sight-singing skills, performance exercises, written skills through written exercises, compositional skills, creative exercises, analytical skills and analytical exercises.

Content
The course should seek first to instill mastery of the rudiments and terminology of music, including hearing and notating:

- •pitches
- •intervals
- •scales and keys
- •chords
- •meter
- •rhythm

It is advisable to address these basic concepts through listening to a wide variety of music, including not

only music from standard Western tonal repertoire, but also twentieth-century art music, jazz, popular music, and the music of non-Western cultures. Although beginning college courses focus primarily on the system of major–minor tonality, they often incorporate at least a brief introduction to modal, pentatonic, whole-tone, and other scales; moreover, there is increasing emphasis throughout colleges on equipping students to deal with music of their own time and of various world cultures.
** The College Board, AP Advanced Placement Program Course Description*

Course: **Orchestra** **Full Year** **0.5 credit** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: Membership in the Middle School/High School Orchestra or audition

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

Course: **Voice Class** **Semester** **0.5 credit** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: One year of Chorus or Chamber Choir

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

Course: **Guitar I** **Semester** **0.5 credit** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: None
This class is open to any high school student. It is designed for those with beginning to intermediate guitar skills. No prior guitar experience is necessary. Students already having upper intermediate to advanced guitar skills will not benefit from this class. Students will participate in both group and individualized instruction, with weekly playing evaluations given by the instructor. This class will learn guitar chords in a few basic keys, basic strum patterns and picking patterns, reading guitar tablature, and basic guitar music theory and history. Students are expected to practice on their own daily and to have materials prepared for each class. Students will be graded on class participation, performance evaluations, and occasional written exams.

Course: **Guitar II** **Semester** **0.5 credit** **(Level 2)**
Grades: 9, 10, 11, 12
Prerequisites: Successful completion of Guitar I, or Teacher Recommendation/Audition

This class is open to any high school student with prior guitar experience. It is designed for those with intermediate guitar skills looking to improve to an upper-intermediate or advanced level. Students will participate in both group and individualized instruction, with regular playing evaluations given by the instructor. This class will learn advanced guitar chords, barre chords, basic and advanced strumming and finger picking patterns, music reading in both standard notation and guitar tablature, and basic music theory and history. At minimum, students should be fluid in the use of basic chords and chord transitions, basic strumming patterns, and have been introduced to standard notation and/or tablature notation for guitar. Students will be expected to practice on their own daily and to have materials prepared for each class. Students will be graded on class participation, performance, evaluations, and occasional written exams.

Course: **Music and Musicians of the Holocaust** **Semester** **0.5 credit** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: None

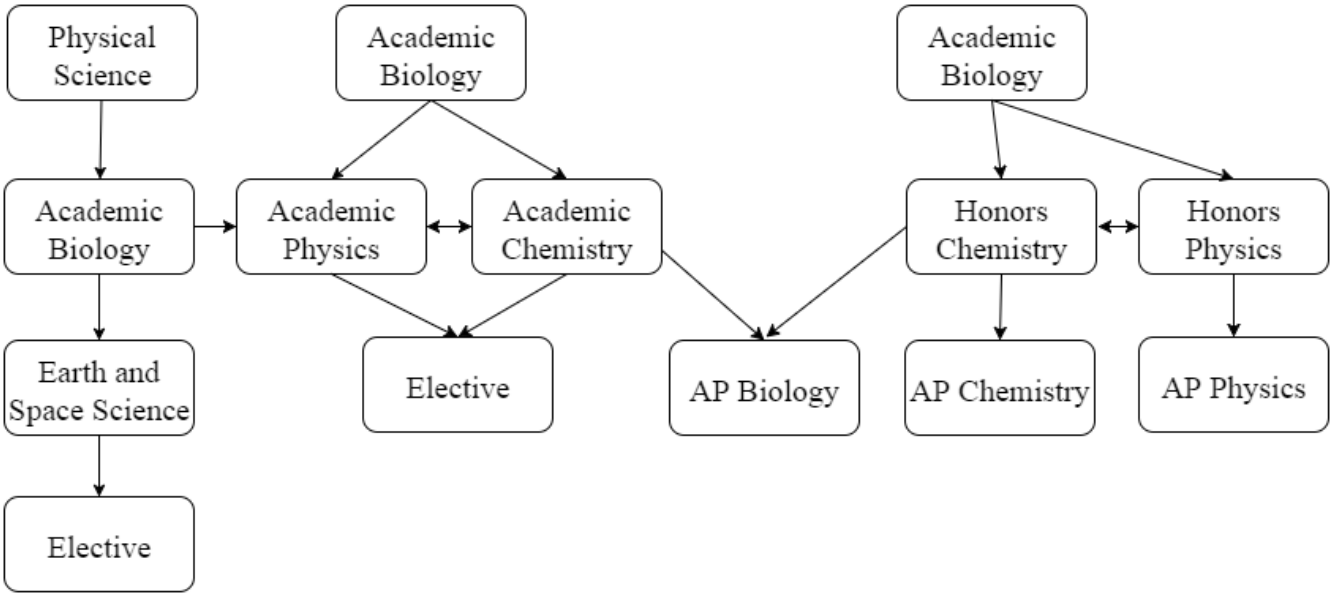
The Holocaust was the systematic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. The influence and importance of music during this time period will be studied. During this course, students will focus on the following areas: Music of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

Course: **Music in the Theater** **Semester** **0.5 credit** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: None

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

Course: **Music Technology & Sound Recording**  **Semester** **0.5 credit** **(Level 2)**
Grades: 10-12
Prerequisites: 1 year in a music ensemble or Teacher recommendation
This course will introduce the principles of audio and sound recording. Students will explore concepts used in music sequencing, notation and recording. This course will also teach basic music theory, editing techniques and mixing techniques. Students will use mixing, equalization, effects and a final mix of tracks to create a finished product.

Flow chart for Hanover High School's science pathways.



Students enrolled in Biology will take the Biology Keystone Exam during the spring testing window. Students who do not score proficient or advanced in the Biology Keystone exam will be enrolled in a Biology Keystone Preparation course and will be administered the assessment for a second attempt.

Course: **Physical Science** **Full Year** **1 credit** **(Level 1)**
Grades: 9
Prerequisites: None

This course explores the physical world around us. The interaction of matter and energy in the physical world is the foundation for this course. Real life applications will be the focus throughout this course. This course is designed to prepare students with fundamental skills such as measuring, data collection and manipulation, observing, and application of the scientific method. Students will explore the how and why of general science with the emphasis that science is a process, not just learned facts. Chemistry is the focus for the one half of the year with an emphasis on Physics during the other half of the year.

Course: **Academic Biology** **Full Year** **1 credit** **(Level 2)**
Grades: 9, 10
Prerequisites: None

This course takes an applied and theoretical approach to topics in biology. It is an in-depth course studying living things and the processes that occur within and between organisms. This course is designed to increase students' understanding, awareness, and interest in the living things around them. Students will use lab experiments, online computer tools, class lectures, group exercises and biohunts to accomplish their investigations into the living things around them. This course will give students an exposure into the various disciplines within biology such as chemistry, the cell, genetics, ecology, and evolution. This course culminates in a Keystone Exam.

Course: **AP Biology** **Full Year** **1 credit** **(Level 4)**
Grades: 11, 12
Prerequisites: Successful completion of Academic Biology, Academic/Honors Chemistry - See AP Placement, page 9

Given the speed with which scientific discoveries and research continuously expand scientific knowledge, many educators are faced with the challenge of balancing breadth of content coverage with depth of understanding. The revised AP® Biology course addresses this challenge by shifting from a traditional "content coverage" model of instruction to one that focuses on enduring, conceptual understandings and the content that supports them. This approach will enable students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and will help them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Biology. Students will study the core scientific principles, theories, and processes governing living organisms, biological systems, and natural phenomena. Understand key science practices you can use to develop explanations and predictions of natural phenomena, which you will test and refine through laboratory investigations. Develop advanced reasoning and inquiry skills as you design experiments, collect and analyze data using mathematics and other methods, and interpret that data to draw conclusions. Topics will include evolution, energy and growth, cells, genetics, and ecology. Upon successful completion of the AP Examination, students are eligible to earn college credits and/or advanced placement for the course.
** The College Board, AP Advanced Placement Program Course Description*

Course: **Biology Keystone Preparation** **Full year** **1 credit** **(Level 1)**
Grades: 10, 11 (by Administrative Placement)
Prerequisites:

Biology Keystone Preparation is designed for those students who have not scored Proficient on the Keystone Biology Assessment. Students will review biology topics to prepare for the Keystone retake. Students will be evaluated on a pass/fail basis. Proficiency must be shown on all biology topics in order to receive a passing grade. Students who have not scored Proficient after the second attempt will begin working on the Keystone Project Based Assessment.

Course: **Biotechnology**  **Semester** **1 credit** **(level 3)**
Grades: 11, 12
Prerequisites: Successful completion of biology, chemistry, Teacher recommendation

This course is designed to provide you with a broad overview of the science of biotechnology as well as basic laboratory skills needed by the Biotechnology industry. Biotechnology is best explained by how it is being used in the industry: forensic investigations through DNA fingerprinting, recombinant DNA technology to make insulin, transgenic organisms, GMO's (Genetically Modified Organisms), and gene therapy to treat genetic diseases. Biotechnology is the field of science that uses products of living organisms to make new products. If you are interested in the newest growing field in science, than this is your course.

Course: **Academic Chemistry** **Full Year** **1 credit** **(Level 2)**
Grades: 10, 11, 12
Prerequisites: Biology

Chemistry is designed to give students practical background in chemistry concepts. This course will teach students that chemistry is part of our everyday world and will teach students to be smart consumers, responsible citizens and educated voters.

Course: **Honors Chemistry** **Full Year** **1 credit** **(Level 3)**
Grades: 10, 11, 12
Prerequisites: Algebra I, Biology - See Honors Placement, page 9

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

Course: **AP Chemistry** **Full Year** **1 credit** **(Level 4)**
Grades: 11, 12
Prerequisites: Successful completion of Honors Chemistry, Algebra II - See AP Placement, page 9

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

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

areas of chemistry must be covered by May.

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

Course: **Earth and Space Science** **Full Year** **1 credit** **(Level 1)**
Grades: 11, 12
Prerequisites: None

Students will be able to explore various aspects of Earth and Space study such as geology, meteorology, oceanography, and astronomy. Topics of study may include the following: the history of the universe, humans' use of natural resources, the shaping of Earth's landscape, the dynamic Earth, weather forecasting, Earth's water, Earth's atmospheric properties, our solar system, and characteristics of the universe. Students will also be exposed to career opportunities in this field.

Course: **Environmental Science** **Full Year** **1 credit** **(Level 2)**
Grades: 11, 12
Prerequisites: Biology

Environmental science will be offered as a hybrid course. This format combines the best of both online and face to face learning. The class will have off-campus days allowing students to complete the online components at a time that works best for them. Students will need to be current in their work and maintain a satisfactory GPA in the course to take advantage of off-campus days.

Environmental scientists search for viable solutions to environmental problems, solutions that are based as much as possible on solid scientific knowledge. The main focus of this course will be to understand how the biosphere changes naturally and how human activities are altering it. Specifically we will look at ecological relationships, risks associated with population growth in a developing world, our uses of renewable and nonrenewable resources, and how our individual actions affect the big picture. Environmental issues will be a major part of the discussion.

The hybrid format of this class will allow us to explore the scientific principles during off-campus days, while the classroom experience will allow more time for classroom discussions and projects. Students taking this course should be willing to work in small groups, and apply what they are learning to projects they help develop.

Course: **Academic Physics** **Full Year** **1 credit** **(Level 2)**
Grades: 10, 11, 12
Prerequisites: Biology, Algebra II (concurrently)

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

Course: **Honors Physics** **Full Year** **1 credit** **(Level 3)**
Grades: 10, 11, 12
Prerequisites: Biology, Geometry (concurrently)- See Honors Placement, page 9

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

Course: **AP Physics** **Full Year** **1 credit** **(Level 4)**
Grades: 11, 12
Prerequisites: Geometry - See AP Placement, page 9

AP Physics includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course. The basic ideas of calculus are introduced in connection with physical concepts such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems are the major goals of the course. This course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills. This course provides instruction in each of the five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and atomic and nuclear physics.
** The College Board, AP Advanced Placement Program Course Description*

Course: **Zoology** **offered in 2017-2018** **Semester** **0.5 credit** **(Level 2)**
Grades: 11, 12
Prerequisites: Biology

This semester course will take students on a journey through the animal kingdom. Topics include basic concepts of general zoology including the origin of animal life, phylogeny, animal architecture, ecosystems, classification of major phyla of animals and cryptozoology.

Course: **Botany (Offered in 2017-18)** **Semester** **0.5 credit** **(Level 2)**
Grades: 11, 12
Prerequisites: Biology

Botany is a 1-semester, project-based, biology course with a focus on plants. Introduction to plant structure, function, reproduction, and evolution will be studied. The course also looks at applications of plant science including: indoor plant care, integrated pest management, propagation, and plants in relation to the environment and human activities. Many different kinds of activities combine to help the student build knowledge and skills in biological concepts as they relate to plants. This course will prove to be challenging each day as students will be expected to work responsibly as individuals and cooperatively in groups.

Course: **Anatomy** **Full Year** **1 credit** **(Level 2)**
Grades: 11, 12
Prerequisites: Biology

This course will explore the parts of the human body and how it works. There will be a major dissection of an animal that will be comparable to a human being. We also will use Internet resources to learn more about the human body. Some students will also have the opportunity to shadow and spend time in a health related field. This is a great course for those interested in any health related field**.**

Course: **Introduction to Robotics** **Semester** **0.5 credit** **(Level 2)**
Grades: 11, 12
Prerequisites: Teacher Recommendation

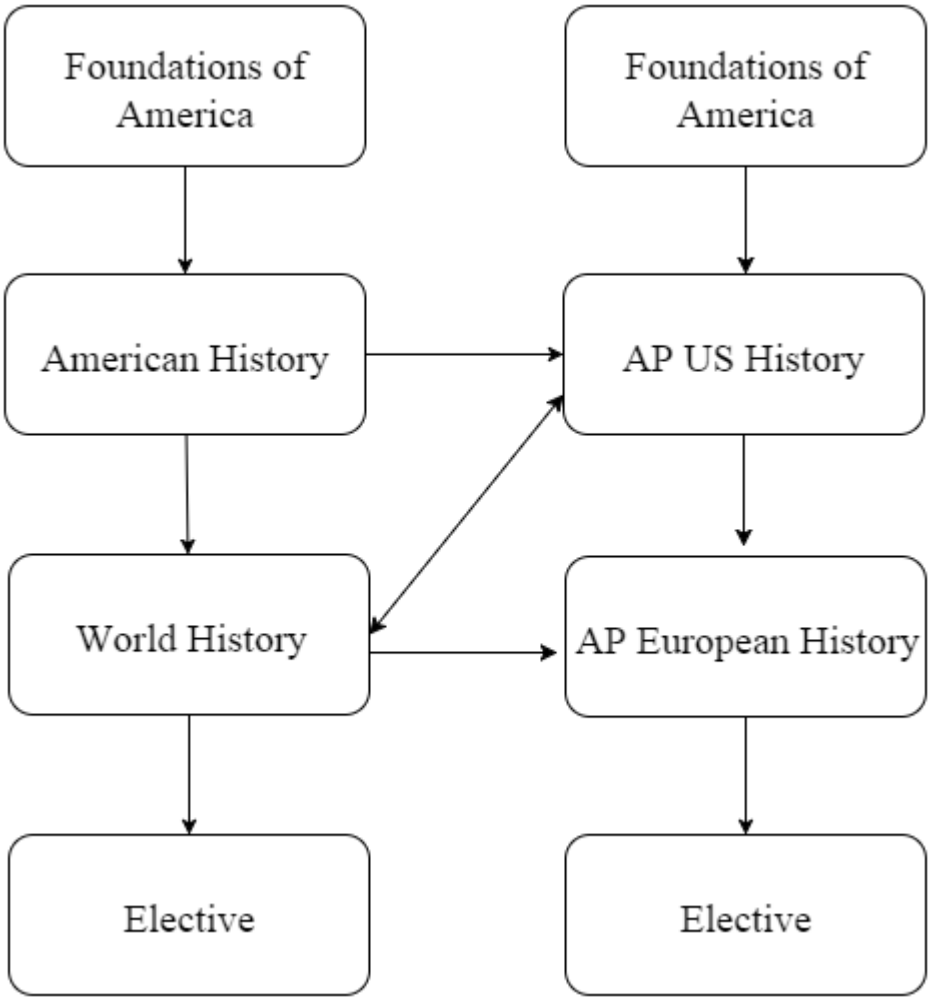
Robotics is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of autonomous mobile robots. Course information will be tied to lab experiments; students will work in groups to build and test increasingly more complex mobile robots, culminating in an end-of-semester robot contest. We will be using the VEX Robotic System as our platform. Students will be divided into groups and complete a variety of robot construction and programming activities within the confines of these groups.

Course: **Competitive Robotics I** **9 weeks** **0.25 credit** **(Level 3)**
Grades: 11, 12
Prerequisites: Robotics 1, Teacher recommendation

This course is a continuation of Robotics 1, and will be taught using Project Based Learning. This course will focus on collaborating in teams to create a robot. The course will culminate in an end-of-course robotics competition.

Course: **Competitive Robotics II**  **9 Weeks** **0.25 credit** **(Level 3)**
Grades: 11, 12
Prerequisites: Robotics 1, Teacher recommendation

This course is a continuation of Robotics 1, and will be taught using Project Based Learning. This course will focus on collaborating in teams to create a robot. The course will culminate in an end-of-course robotics competition.



Course: **Foundations of America** **Full Year** **1 credit** **(Level 2)**
Grades: 9
Prerequisites: None

This course will provide students with a solid foundation for the United States' creation and governmental and economic systems. Points of emphasis will be placed on Exploration, Colonization, and foundation of American Government, the U.S. Constitution, The Three Branches of Government, the Bill of Rights, Civil Rights, and Civil Liberties, and the Election Process. The students will also examine the U.S. Economics system and its development through Jeffersonian and Hamiltonian points of view in comparison to other systems found throughout the world.

Course: **American History** **Full Year** **1 credit** **(Level 2)**
Grades: 10
Prerequisites: Foundations of America

This required course will focus on American history beginning from the 1850's. It is presented as a survey course from the eve of the civil war to present. There will be a concentration on foreign wars, major domestic issues, and changing ways of American life. Writing assignment will be required throughout, and knowledge of geography will be emphasized.

Course: **World History** **Full Year** **1 credit** **(Level 2)**
Grades: 11, 12
Prerequisites: None

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

Course: **AP European History** **Full Year** **1 credit** **(Level 4)**
Grades: 11, 12
Prerequisites: Successful completion of English - See AP Placement, page 5

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

Course: **AP U.S. History** **Full Year** **1 credit** **(Level 4)**
Grades: 10, 11, 12
Prerequisites: Successful completion of English - See AP Placement, page 5

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course

thus develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Course: **American Government** **Semester** **0.5 credit** **(Level 1)**
Grades: 11, 12
Prerequisites: None

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

Course: **Economics** **Semester** **0.5 Credit** **(Level 1)**
Grades: 11, 12
Prerequisites: None

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

Course: **Humanities** **Full Year** **1 credit** **(Level 3)**
Grades: 11, 12
Prerequisites: Successful completion of English and Social Studies with a "B" average

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

Course: **Psychology** **Semester** **0.5 credit** **(Level 2)**
Grades: 11, 12
Prerequisites: Successful completion of English and Social Studies with a "B" average

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

Course: **Sociology** **Semester** **0.5 credit** **(Level 2)**
Grades: 11, 12
Prerequisites: Successful completion of English and Social Studies courses with a B average

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

Course: **Reel History** **Semester** **0.5 credit** **(Level 1)**
Grades: 11, 12
Prerequisites: None

Hollywood films are an interpretation of their society. This course will examine Hollywood films as historical evidence. We will view movies on various topics and complete a project or movie review comparing the film to traditional sources such as books or articles. Through this course you should develop an understanding of American culture and society, develop the ability to analyze movies and other cultural artifacts, and gain an understanding of the historical development of film making in the US.

TECHNOLOGY EDUCATION

Course: **Introduction to Design and Engineering** **Semester** **0.5 credit** **(Level 2)**
Grades: 9, 10, 11
Prerequisites: Successful completion of Algebra I, Teacher recommendation

Activities will be competitive hands-on design and building activities. Usage of the Internet for project research and exploration will be used with a strong emphasis on creativity and problem solving using a problem solving model to guide learning. Utilization of CADD (Computer Aided Drawing & Design) will be used throughout the course including advanced exposure to 3-D Modeling using Inventor software. Design, construction and assembly of proto-type models will be generated using 3D printers and/or CNC routers and including many shop processes for creating projects.

Course: **Design and Engineering Project I** **9 Weeks** **0.25 credit** **(Level 3)**
Grades: 9, 10, 11, 12
Prerequisites: Successful completion of Introduction to Design and Engineering, Teacher recommendation

This course is structured as a project based learning experience with a strong emphasis on creativity and problem solving using a problem solving model to guide learning. Activities will be competitive hands-on design and building activities.

Course: **Design and Engineering Project II** **9 Weeks** **0.25 credit** **(Level 3)**
Grades: 10, 11, 12
Prerequisites: Successful completion of Introduction to Design and Engineering, Teacher recommendation

This course is structured as a project based learning strong emphasis on creativity and problem solving using a problem solving model to guide learning. Activities will be competitive hands-on design and building activities. Projects will be more complex than those in Project A.

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Course: **Metal I** **Full Year** **1 credit** **(Level 1)**
Grades: 9, 10
Prerequisites: None

This course is open to any student with no previous high school metal working experience. Students enrolled in the course will work in areas of machine shop, welding, and sheet metal. During the course, students will be involved in producing their own required projects, developing skills in blueprint reading, precise measurements including tolerances, machine and hand tool usage, practicing safe techniques, working cooperatively, and developing employable skills. Costs for the individual projects are covered by the students.

Course: **Metal II** **Full Year** **1 credit** **(Level 2)**
Grades: 10, 11, 12
Prerequisites: Metal I

Metals II is a year long course offering further development of basic skills introduced in level I. Students will broaden their experiences in the four areas of metal including sheet metal, machining, foundry, and welding during the year. Students will be required to manufacture a project/product incorporating all the areas covered. Upon completion of all required assignments, students may choose a specific area of concentration in order to prepare for future career opportunities. Concepts to be covered include but are not limited to, sheet metal pattern development, machining tapers, face, shoulder and slot milling, horizontal, vertical, and overhead welding positions, molding and pouring patterns.

Course: **Metal III** **Full Year** **1 credit** **(Level 3)**
Grades: 11, 12
Prerequisites: Metal I and Metal II

This course is a continuation of Metals I and II. Students will be concentrating in the areas of each individual student's strengths and interests. Students will be intensifying their educational experience in machining, sheet metal fabrication, welding and fabrication, or foundry casting and mold development. Approximately 75% of the year will be concentrated in one of the four areas. However, each of the four disciplines are interdependent upon each other and will be incorporated into their area of concentration throughout the year.

Course: **Construction Technology I** **Full Year** **1 credit** **(Level 1)**
Grades: 9, 10, **11**
Prerequisites: None

This year-long elective course will provide students with opportunities to participate in the construction of several different introductory projects using machining techniques. Additionally, students will receive instruction in estimating building costs, electrical wiring and plumbing applications, reading blueprints, determining materials to be used, using tools and machines of construction, practicing safe techniques, working cooperatively, and developing employable skills.

Course: **Construction Technology II** **Full Year** **1 credit** **(Level 2)**
Grades: 10, 11, 12
Prerequisites: Construction Technology I

This year long elective course is available to students in grades 10-12 who have received a 75% or better grade in the Construction Technology I course. This course emphasizes shop safety, basic and advanced machine operations, furniture construction techniques and applied construction techniques on a whole collaborative class project. In addition, each student is required to construct a piece of furniture of his/her own choosing. Students will work more independently than in the Construction Technology I course.

Course: **French I** **Full Year** **1 credit** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: None

French I is an introductory course that establishes the foundation for further studies. Students will attain basic proficiency in the four areas of communication (reading, writing, listening, speaking) and will develop an understanding of, and appreciation for, the French-Speaking world. Some topics include school, likes and dislikes, numbers, pastime activities, family, food and culture.

Course: **French II** **Full Year** **1 credit** **(Level 2)**
Grades: 10, 11, 12
Prerequisites: French I

French II continues to develop basic concepts in French language and culture including grammar, vocabulary, and pronunciation. Students will enhance and further develop skills in the four areas of communication (reading, writing, listening, speaking), including the use of past tense. Units to be presented include food, problems and advice, vacation, clothing, geography, and home.

Course: **French III** **Full Year** **1 credit** **(Level 3)**
Grades: 11, 12
Prerequisites: French I, II

French III focuses on strengthening the skills acquired in French I and II. Students will begin to learn more advanced concepts to express thoughts, ideas and experiences about upcoming and memorable events. Some topics of study include health and wellness, childhood, entertainment, and traveling. French is spoken for the majority of instruction. Students are expected to demonstrate their ability to produce the language through extensive speaking and writing in the target language.

Course: **AP French Language and Culture** **Full Year** **1 credit** **(Level 4)**
Grades: 12
Prerequisites: Successful Completion of French III

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages

students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).
** The College Board, AP Advanced Placement Program Course Description*

Course: **Spanish I** **Full Year** **1 credit** **(Level 1)**
Grades: 9, 10, 11, 12
Prerequisites: None

Students learn vocabulary and grammar, using the present tense of verbs, to speak and write about themselves and their lives in Spanish. The geography of the Spanish-speaking world is fully investigated. Customs and holidays of Spanish-speaking peoples are experienced. Oral presentations occur on a regular basis and a carefully executed notebook must be maintained and presented for grading several times each marking period.

Course: **Spanish II** **Full year** **1 credit** **(Level 2)**
Grades: 9, 10, 11, 12
Prerequisites: Spanish I

Students perfect their knowledge of speaking Spanish in the present tense before moving on to the various tenses of the past. More detailed geography and culture of selected countries is explored. Oral presentations occur on a regular basis and a carefully executed notebook (including all notes from Spanish I) must be maintained and presented for grading several times each marking period.

Course: **Spanish III** **Full Year** **1 credit** **(Level 3)**
Grades: 10, 11, 12
Prerequisites: Spanish II

This course is for students who are truly interested in perfecting their oral and written Spanish. Present and past tenses are reviewed before moving on to the various future tenses. Students continue to explore in detail the geography and customs of select Spanish-speaking countries. All essays and oral presentations will be conducted in Spanish. Spanish is spoken in instruction. Students continue to maintain an organized and thorough notebook, which contains all of their notes from Spanish I and II.

Course: **Spanish IV** **Full Year** **1 credit** **(Level 3)**
Grades: 11, 12
Prerequisites: Spanish III

This course is for students fully committed to using Spanish in their future education and career. Students will write their resumes in Spanish, take part in a Spanish interview, write about future goals in Spanish, and use Spanish to talk about themselves in a variety of advanced ways. Spanish vocabulary will be tailored to the career goals of the students in this class. Grammar will delve into the subjunctive

tense which allows students to talk about what they want or hope for. Contemporary art and music will be studied and analyzed in Spanish by students. Oral presentations in Spanish are a weekly occurrence. The notebooks will be perfected for use in college. Spanish is spoken in instruction.

Course: **AP Spanish Language and Culture** **Full Year** **1 credit** **(Level 4)**
Grades: 11, 12
Prerequisites: Successful completion of Spanish III

This course will prepare students for the AP Spanish Language and Culture exam. Taught entirely in Spanish, the course is a study of the sociology of the Spanish-speaking world. Students will read, write and speak in Spanish in an analytical fashion on a wide variety of topics. Formal compositions and oral presentations are a weekly occurrence. Summer coursework will be assigned to all students who sign up for this course.

High School Administration

Mrs. Rina Houck, Principal
Mr. Marc Abels, Assistant Principal

401 Moul Avenue
Hanover, PA 17331
Phone: (717) 637-9000 – Fax: (717) 630-4634

High School Guidance Office

Mrs. Theresa Henry (717) 637-9000 Ext. 305 – Counselor Grades 9, 11
Mrs. Kari Hively (717) 637-9000 Ext. 3016 – Counselor Grades 10 and 12

District Office Administration

Dr. John Scola, Superintendent
Dr. Susan Seiple, Assistant to the Superintendent
Mrs. Lois Gunnet, Director of Special Education

Board of School Directors

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