



**Capital Area School for the Arts  
Charter School**

**COURSE DESCRIPTION BOOKLET  
2024-2025**

[www.casa-arts.org](http://www.casa-arts.org)

717-732-8450

## A MESSAGE FROM THE CEO/PRINCIPAL...

Dear Student,

Welcome to Capital Area School for the Arts Charter School! You are embarking on an exciting educational experience where premier arts education meets high-quality, standards-based academics.

Capital Area School for the Arts was created in 2001 through a unique partnership between Open Stage of Harrisburg and the Capital Area Intermediate Unit. In 2013, the school received charter status and is now an intensive, all-day academic and arts high school. Located in the heart of downtown Harrisburg, the school is an integral part of the economic, cultural, and artistic renaissance that has swept the city in recent years. The students enrolled in CASA have an extraordinary opportunity to participate in and contribute to that growth.

This course selection guide contains important information that will assist you in planning your next school year. We urge you and your parents to read it carefully and to direct any questions that you may have to Mrs. Resto, the school counselor at [tresto@casa-arts.org](mailto:tresto@casa-arts.org). The administration and staff of Capital Area School for the Arts Charter School strive to provide excellence in arts and academics and encourage active communication with students and families.

Warm Regards,

Dr. Rhonda Brunner  
Interim CEO

Erica Leonard  
Principal



Capital Area School for the Arts  
Charter School

Harrisburg, PA 17101  
[www.casa-arts.org](http://www.casa-arts.org)

## Table of Contents

<b>Counseling Services.....</b>	<b>4</b>
<b>Graduation Requirements.....</b>	<b>4</b>
<b>Progress Towards Graduation and Senior Status.....</b>	<b>4</b>
<b>Proficiency Courses/Experiences.....</b>	<b>5</b>
<b>ACT 158 (Keystone requirements) .....</b>	<b>6</b>
<b>Changing Courses.....</b>	<b>7</b>
<b>Teacher recommendation – All Major Subject Areas.....</b>	<b>7</b>
<b>Summer School.....</b>	<b>7</b>
<b>Advanced Placement Courses.....</b>	<b>7</b>
<b>Course Descripts.....</b>	<b>7</b>
<b>Core Art Courses.....</b>	<b>8</b>
<b>English .....</b>	<b>11</b>
<b>Mathematics.....</b>	<b>14</b>
<b>Science.....</b>	<b>17</b>
<b>Social Studies.....</b>	<b>20</b>
<b>World Language.....</b>	<b>23</b>
<b>Health, Physical Education, Drivers Education.....</b>	<b>26</b>
<b>Art Electives.....</b>	<b>28</b>
<b>Internship Program.....</b>	<b>32</b>
<b>Dual Enrollment Program.....</b>	<b>32</b>
<b>Additional Electives.....</b>	<b>34</b>
<b>Arts &amp; Communication Electives.....</b>	<b>34</b>

## Counseling Services

A counselor at CASA Charter School is available to help students understand their abilities and pursue interests. The counselor can help students define goals and learn about occupational areas. Most importantly, the counselor aims to help students develop as individuals. Students are encouraged to meet with the counselor to discuss course selection. Services are provided to aid students with personal, academic, and career goals.

## CASA's Credit Requirements for Graduation

The chart below shows the required minimum number of credits a student needs to graduate from the Capital Area School of the Arts.

Curricular Area	Planned Courses	Credits for Graduation
English	4	4.00
Social Studies: US Gov, World History & US History	3	3.00
Science: Biology Req	3	3.00
Mathematics	3	3.00
Health/Physical Education	1	1.00
CASA Arts	6	6.0
Art Electives	1	1.0
<b>TOTAL</b>		<b>21.00</b>

## Grade Level Promotion

**Students attending CASA are required to sign up for six (6) credits per year for 9<sup>th</sup> & 10<sup>th</sup> grade. Juniors must take a minimum of 5.5 credits. Seniors must take a minimum of 4 credits.**

**To be promoted from one grade level to the next, students must earn the following credits:**

- Five (5) credits to move from freshman to sophomore status
- Ten (10) credits to move from sophomore to junior status
- Sixteen (16) credits to move from junior to senior status (credits must be earned prior to the senior year)

**All 21 credits must be earned prior to graduation to participate in graduation ceremonies.**

- **Tapering into change of required credits by graduating (year) class:**

Class of 2024 must earn 25 credits

Class of 2025 must earn 23 credits

Class of 2026 must earn 22 credits

Class of 2027 must earn 21 credits

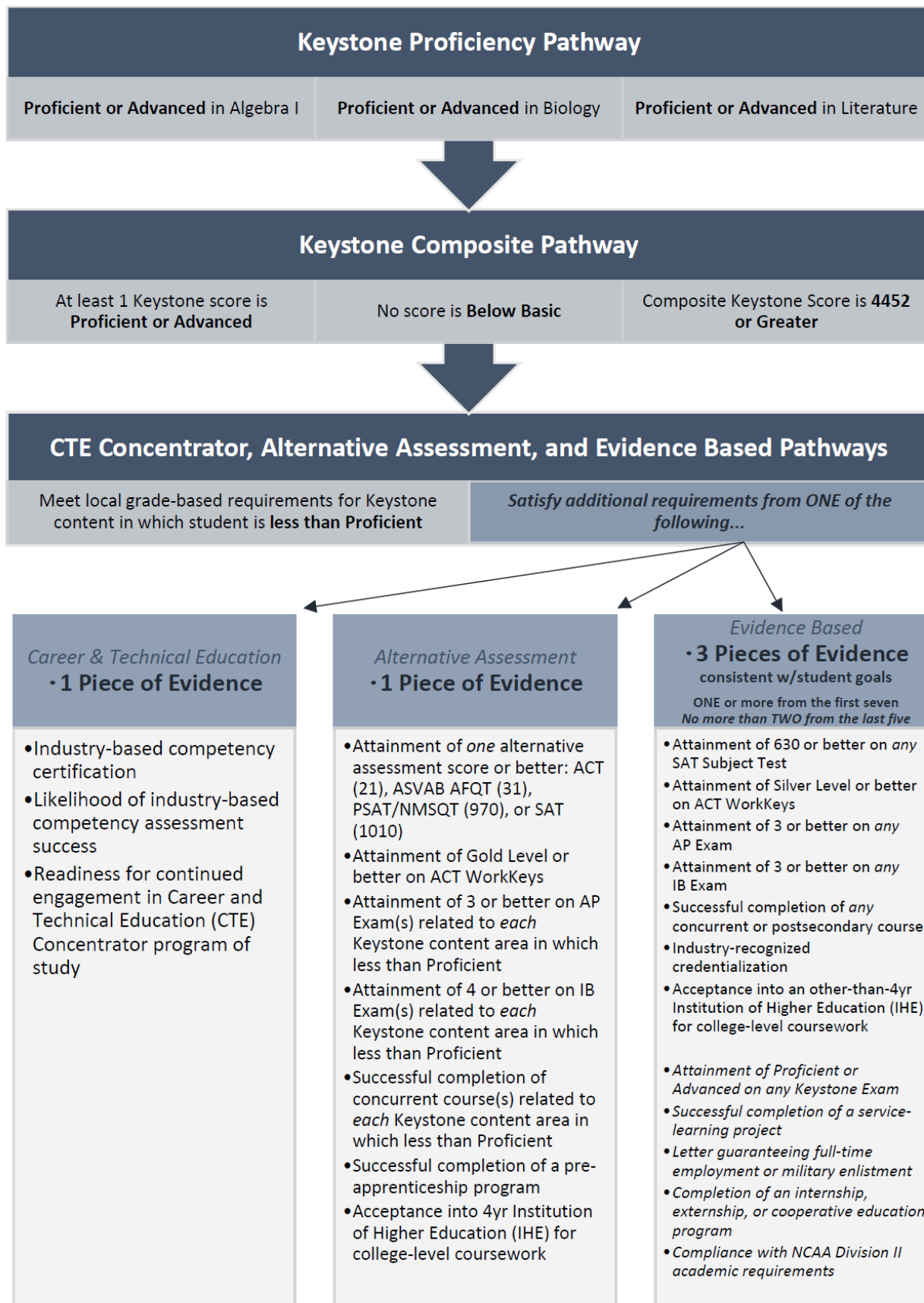
**In accordance with state requirements, students will be required to complete a minimum of eight activities that demonstrate College & Career Readiness by the end of their junior year. CASA will host activities that will help students complete this requirement. Activities include field trips, master classes, college visits, job shadowing, workshops, etc. Assignments within various courses may also help fulfill this requirement.**

**To graduate, students must meet CASA's graduation requirements and must either score proficient or advanced on the Biology, Algebra I, and English Literature Keystone Exams or meet the state graduation requirements through another pathway. The five pathways are in the graphic on the next page.**

### **Proficiency Courses / Experiences**

Students who have not achieved proficiency on the Keystone Exams may be placed in a Keystone Remediation Course. These courses are designed to continue instruction in these academic areas to further develop the skills needed to attain the level of performance required by the Pennsylvania Department of Education.

# Act 158 Pathway Graphic



## **Changing Courses**

Courses may not be dropped or changed once the school year begins. If a CAOLA course is dropped after the two-week period, the student will be charged for the course. Course changes will only be considered if meeting one of the following criteria:

- Academic misplacement as determined by previous subject grades, related standardized test scores, teacher information, evidence of sufficient student effort, and/or principal approval
- Missing a graduation requirement
- Missing a course prerequisite
- Dropping a less difficult course for a more difficult course as approved by classroom teacher and principal

Any course dropped after this two-week period must have substantial justification, extenuating circumstances, approval from administration, and written parental permission. If permission is granted, the course will reflect a WF or WP depending upon whether the student was passing or failing the course at that time. A W on a transcript will not affect a student's GPA.

It is strongly suggested that careful consideration to course selection be given. Students should choose courses and levels appropriate to their needs, abilities, and the competitive realities of college admissions and employment opportunities.

## **Sequential Subjects and Prerequisites**

It is strongly recommended that students earn a grade average of "C" or better before advancing to the next level of a subject (example – French I to French II). Students must also realize that some courses have prerequisites. Course descriptions identify these recommendations and prerequisites.

## **Teacher Recommendation – All Major Subject Areas**

All students must have their current teacher's recommendation when selecting major courses for the following year. Please understand that the teacher recommendations are made in the student's best academic interest. Students are strongly encouraged to follow these recommendations. If a student chooses not to, however, there is no assurance that a schedule adjustment will be made later. Please refer to the course change information found in the "Changing Courses" section of this booklet.

## **Summer School**

If a student fails a subject, they are STRONGLY encouraged to participate in summer school. If this is not possible, courses may be repeated the following year if available for scheduling. Students are reminded to review their graduation credits with the counselor. Students are required to pay for summer school classes. Summer school classes are offered through CAOLA, our online learning partner.

## **Advanced Placement Courses**

Students who plan to take any AP courses are advised to check with their potential colleges of choice regarding acceptance of AP exam scores for credit. Advanced Placement courses offered may vary from year to year and may be predominantly online. Students who sign up for an AP course must be prepared to complete work at the college level. Homework is extensive and students should plan accordingly.

## **Course Descriptions**

CASA Charter School utilizes a blended learning environment for all academic courses. Courses may be offered in the traditional classroom setting with a “live” instructor, through the Capital Area Online Learning Association (CAOLA), or a combination of both. Please be aware that scheduling conflicts may arise which could necessitate 100% enrollment on-line.

### **Core Communication Arts**

Grade 9-12   1.5 Credits   1 Year   Weight 1.0

Prerequisite: Meet audition requirements

The under-classmen Creative Writing Program immerses beginners into a menagerie of assorted styles of writing including short stories, folklore, poetry, prose, horror, and more. In this highly interactive program, students are expected to workshop, and peer review their work with their fellow classmates and instructor. Under-classmen creative writing students are granted the opportunity to present their work at CASA’s Midyear and End of Year showcases.

The upper-class students Creative Writing Program introduces a wide variety of different writing styles but focuses on editing and designing CASA’s own literary magazine, *Genre*. Over the academic year, students will learn and workshop poetry, prose, flash fiction, mystery, monologues, soliloquies, playwriting, screenwriting, and more. The upper-class student program plays a vital role in the construction of CASA’s End of Year production, *CASALive!*

### **Core Dance**

Grade 9-12   1.5 Credits   1 Year   Weight 1.0

Prerequisite: Meet audition requirements

Creativity, individuality, and precise technical skills are the focus of the dance curriculum at CASA. Emphasis is placed on modern dance due to its expressive nature, classical ballet for its discipline and structure, and classical jazz techniques to achieve a well-rounded experience. Cultural forms are also introduced through guest artists. Various colleges, such as Harrisburg Area Community College partner with the CASA dance program by providing master classes, workshops, and mentoring opportunities through the Performing Artists Series. The program’s academic thrust is based on the study of dance history, technique theory, and health awareness. Choreography and performance production are explored through academic study, active participation, and collaboration with other areas of the arts in creating original dance compositions and formal performance. Resume and portfolio development focus on each student’s future aspirations.



## **Core Film and Media Arts**

Grade 9-12 1.5 Credits 1 Year Weight 1.0

Prerequisite: Meet audition requirements

This course introduces the student to the creation of expressionistic and realistic video and film productions. Students are given theoretical and practical experiences in traditional and state-of-the-art video equipment. Using digital video cameras and Adobe Premiere editing software, the students create short narrative, artistic, documentary, and music style films and videos. The film and video department has an updated editing lab, which allows each student to edit independently on Adobe Premiere. Emphasis on composition, camera angles, creative content, and effective editing allow the students to create a strong body of work. They use this body of work to create a personal DVD and/or virtual demo reel that can be shown during college visits, internships, job interviews, film festivals, and to friends and family. Film and video students also collaborate with dance, music, theatre, visual art, and creative writing students to create film and video pieces for incorporation into live performances.

## **Core Music**

Grade 9-12 1.5 Credits 1 Year Weight 1.0

Prerequisite: Meet audition requirements

Individual and collective creativity are the focus of the music program. Combining study in content-based (music theory, ear training, solfege, music analysis) and performance-based (improvisation, technique, expression) areas, vocalists and instrumentalists collaborate with each other to create original compositions and arrangements in a variety of styles. Additionally, students develop skills in reading music for his or her voice or instrument and engage in interdisciplinary collaborations. Music students receive study and training to better prepare them for post-secondary music study and/or a career in the music industry.

## **Core Theatre**

Grade 9-12 1.5 Credits 1 Year Weight 1.0

Prerequisite: Meet audition requirements

Theatre students receive conservatory style training, studying acting techniques, improvisation, voice, movement, styles of acting, and performance. The history of theatre from the Elizabethan Era to the present is also explored. Special emphasis is placed on audition preparation for college training programs and local and regional professional auditions, internship opportunities, and more. CASA Theatre students also are provided with opportunities to explore devised theatre, write original work, and direct. Special master classes taught by performing arts professionals are held throughout the year in areas such as acting, stage combat, auditioning, musical theatre, improvisation, theatre as a career, and more. Students also collaborate and create with their peers in multi-disciplinary projects to develop and broaden skills valued in the workplace, whether arts related or not. All theatre students develop a professional portfolio annually consisting of monologues, scenes, headshot photographs, and a performing arts resume.

## **Core Visual Art**

Grade 9-12 1.5 Credits 1 Year Weight 1.0

Prerequisite: Meet audition requirements

Visual Art introduces philosophy of art; art criticism and art history, while art production classes in drawing, painting, and mixed media build knowledge and technical skill for creative artworks. Through projects such as still-life, landscape, the figure, abstraction and conceptual concerns, students will develop personal approaches that enhance their formal and individual growth as artists. Working independently and collaboratively, students are encouraged to develop personal direction, to experiment with novel approaches to art making, and provide meaningful critiques. Supplementing the course will be pertinent art history, philosophical writings about art, video and audio clips, artist references and field trips. Students will exhibit their work and collaborate with their colleagues in other art areas. Students are expected to keep a sketchbook as part of their daily practice.

## English

### **English 9 – College Prep**

Grade 9      1.0 Credit      1 Year      Weight 1.0

**College Prep** - College Prep English 9 introduces the student to the various genres of literature. The course emphasizes the writing process and composition skills in a variety of writing assignments. Students are required to read fiction and nonfiction texts independently and complete culminating projects. Research skills are emphasized, including citation of sources, outlines, parenthetical documentation, plagiarism, and digital tools for research. A culminating research paper is required.

### **English 10 – Honors/College Prep**

Grade 10      1.0 Credit      1 Year      Weight 1.0

Prerequisite: 90% or better in 9<sup>th</sup> grade English to qualify for Honors.

**College Prep** - College Prep English 10 reviews the various genres and structures of literature. Analyzing literature and supporting writing with textual evidence are emphasized. Students are required to read fiction and non-fiction texts independently and complete culminating projects. The writing process is emphasized in a variety of writing assignments. Research skills are reviewed, and a culminating research paper is required. Emphasis is placed on preparation for successful performance on the Keystone literature test.

**Honors** - Honors English 10 enriches the College Prep English II content and accelerates instruction. Since greater emphasis is placed on independent reading, study, and research, students are expected to assume greater responsibility for mastery of the course content. The course provides the student with experience in literary analysis. Student writing is more challenging in quality, variety, and volume, and greater emphasis is placed on preparation for the SAT and AP English courses.

### **English 11 – Honors/College Prep**

Grade 11      1.0 Credit      1 Year      Weight 1.0

Prerequisite: 90% or better in H English 10, 95% or better in CP English II, and teacher-recommendation to qualify for Honors

English 11 covers American literature that has shaped the direction of American culture, intellectual thought, and government. English students will be challenged to think critically about texts that relate to the human condition and the American Experience. Students will develop a critical and analytical understanding of the evolution of the American Experience as presented through literature, poetry, art, and informational text written in the time period. In addition, we will compare texts across genres, time periods, and themes to look for critical issues related to the human condition. The texts we study help students see how each period in American life was portrayed through the eyes of those experiencing, studying, and writing about that life, and how this American Experience is reflected in the 21<sup>st</sup> century. As a writing intensive course, these works of literature will be the subject of writing assignments and the source of the skills learned to help students improve their own writing. The goal

in this class is to help students become successful critical thinkers and communicators, which are the foundational skills that lead to success in college and the global community.

### **English 12 – Honors/College Prep**

Grade 12    1.0 Credit    1 Year    Weight 1.0

Prerequisite: Prerequisite: 90% or better in H English 11, 95% or better in CP English 11, and teacher-recommendation to qualify for Honors.

To prepare students for postsecondary education and to become productive citizens in a global community, students in English 12 will read critically, write effectively, synthesize complex information, and engage in sophisticated conversations. Reading experiences include grade-appropriate complex literary fiction, nonfiction, poetry, drama, and non-print texts. Throughout the year, students will enrich their understanding of literature by analyzing an author's implicit and explicit philosophical assumptions and beliefs about a variety of subjects. Writing instruction builds upon previous years, allowing students to master the following modes: response, argument, analysis, synthesis, and exposition. Additionally, students will work extensively with both short and sustained research projects, focusing on the research and drafting processes. Students will also be given the opportunity to develop their oral communication skills through seminar-style class discussions and formal presentations.

### **AP\* English Language and Composition**

Grade 11,12    1.0 Credit    1 Year    Weight 1.05

Prerequisite: 93% or higher in Honors English course, teacher recommendation, and writing sample.

In AP English Language and Composition, students investigate rhetoric and its impact on culture through analysis of notable fiction and nonfiction texts, from pamphlets to speeches to personal essays. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition. Students explore a variety of textual forms, styles, and genres. By examining all texts through a rhetorical lens, students become skilled readers and analytical thinkers. Focusing specifically on language, purpose, and audience gives them a broad view of the effect of text and its cultural role. Students write expository and narrative texts to hone the effectiveness of their own use of language, and they develop varied, informed arguments through research. Throughout the course, students are evaluated with assessments specifically designed to prepare them for the content, form, and depth of the AP Exam. AP English Language and Composition is recommended for 11th and 12th grade students. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

### **AP\* English Literature and Composition**

Grade 11,12    Credit 1 Year    Weight 1.05

Prerequisite: 93% or higher in previous English course and teacher recommendation / Completion of summer work required

This course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. This course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in this course will deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. Annotation of text will be a major aspect of this course and as such, students taking this course will be required to provide their own hardcopy text of any materials read in class.

Both above listed AP courses are organized according to the requirements and guidelines of the current *AP English Course Description* and therefore students will be expected to:

- Analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies.
- Analyze images and other multimodal texts for rhetorical features.
- Use effective rhetorical strategies and techniques when composing.
- Write for a variety of purposes.
- Respond to different writing tasks according to their unique rhetorical and composition demands and translate that rhetorical assessment into a plan for writing.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Evaluate and incorporate sources into researched arguments.
- Demonstrate understanding of the conventions of citing primary and secondary sources.
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.
- Converse and write reflectively about personal processes of composition.
- Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.
- Revise a work to make it suitable for a different audience.

The equivalent of an introductory college-level survey class, these courses prepare students for the AP exam which they are expected to take. *\*AP English Language & Composition and AP English Literature & Composition will be offered on an every-other year rotating schedule. For example, if AP English Language & Composition is offered in the current school year, AP English Literature and Composition will be offered the next school year.*

## **Mathematics**

### **General Mathematics (CAOLA)**

Grade 9-12 1.0 Credit 1 Year Weight 1.0

Prerequisite: N/A

The goal of this course is to motivate students while helping them establish a solid foundation for success in developmental and consumer mathematics. The course leads students through basic mathematics and its applications, focusing on whole numbers, integers, decimals, and percentages. Students make sense of the mathematics they encounter each day, including wages, banking, interest, credit, and consumer costs. At the end of this course, students have a knowledge and appreciation for mathematics and problem-solving that prepares them for the future.

Prerequisite: None

Length: Four Parts

Recommended Materials: Graphing Calculator

### **Algebra IA**

Grade 9-10 1.0 Credits 1 Year Weight 1.0

Prerequisite: N/A

Algebra 1A is the first part in a two-part course that is designed to give students the requisite skills that provide a foundation for all future mathematics courses. Students will explore writing and solving linear equations, graphing on the Cartesian plane, and solving linear inequalities, functions, and geometry.

### **Algebra IB**

Grade 9-10 1.0 Credits 1 Year Weight 1.0

Prerequisite: N/A

Algebra 1B is the second part in a two-part course that is designed to give students the requisite skills that provide a foundation for all future mathematics courses. Students will explore writing and solving systems linear equations, powers and exponents, quadratic equations, polynomials and factoring, graphing and solving absolute value linear inequalities, functions, and geometry.

### **Geometry – College Prep**

Grade 11-12 1.0 Credits 1 Year Weight 1.0

Prerequisite: Algebra I

Through real-world examples and problems, this course encourages students to see how geometry is useful in everyday life. The course focuses on parallel lines, perpendicular lines, triangles, circles, polygons, area, volume, similarity, trigonometry, geometric reasoning, and proofs. This course also highlights building critical thinking skills and problem-solving techniques required to help students grasp geometric concepts. By the end of this course students have knowledge of and appreciation for geometry and problem-solving that prepares them for future mathematics courses.

### **Algebra II – Honors/College Prep**

Grade 9-12 1.0 Credit 1 Year Weight 1.0

Prerequisite: Algebra I and Geometry; 85% or higher and/or teacher recommendation for Honors.

In this course, students learn algebraic concepts such as linear functions, linear systems, matrices, quadratic functions, polynomial functions, polynomials, exponential functions, logarithmic functions, rational functions, radical functions, conic sections, probability, statistics, sequence, series, and trigonometric functions. Throughout the course, students develop critical thinking skills and problem-solving techniques. By the end of this course, students gain knowledge of and appreciation for algebra and problem solving that prepares them for future mathematics courses.

### **Algebra II – College Prep**

Grade 9-12 1.0 Credit 1 Year Weight 1.0

Prerequisite: Algebra I and Geometry

In this course, students learn algebraic concepts such as linear functions, linear systems, matrices, quadratic functions, polynomial functions, polynomials, exponential functions, logarithmic functions, rational functions, radical functions, conic sections, probability, statistics, sequence, series, and trigonometric functions. Throughout the course, students develop critical thinking skills and problem-solving techniques. By the end of this course, students gain knowledge of and appreciation for algebra and problem solving that prepares them for future mathematics courses

### **Precalculus**

Grade 9-12 1.0 Credit 1 Year Weight 1.0

Prerequisite: Algebra II and Geometry; teacher recommendation

Precalculus helps students gain the knowledge they need for success in calculus and college math courses. The course focuses on rational, polynomial, exponential, and logarithmic functions; trigonometry; probability and statistics; vectors; and analytical geometry. Throughout the course, students work to improve their critical-thinking skills and problem-solving techniques. By the end of this course, students gain knowledge of and appreciation for calculus and its applications.

### **Calculus (CAOLA)**

Grade 10-12 1.0 Credit 1 Year Weight 1.0

Prerequisite: Precalculus; teacher recommendation

A study of functions with applications, and an introduction to differential calculus. Topics include a review of algebra and functions, mathematical modeling with elementary functions, rates of change, inverse functions, logarithms and exponential functions, the derivative, differential equations, and Euler's method. Precalculus topics are reviewed when they are needed in the development of calculus. Topics include graphical interpretations of the derivative, zeroes of functions, optimization, related rates, anti-differentiation, initial value problems, review of trigonometry, modeling with trigonometric functions, geometric sums and series, and the Fundamental Theorem of Calculus. Upon completion of this course a student will have studied much of the material on the Fundamental Theorem of Calculus.

**AP Calculus (CAOLA)**

Grade 11, 12 1.0 Credit 1 Year Weight 1.05

Prerequisite: Precalculus; 85% or higher and/or teacher recommendation.

In AP\* Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics.

Required Materials TI-84 Plus, TI-83, or TI-83 Plus Calculator \*\*Purchased by the student\*\*

**Statistics (CAOLA)**

Grade 11,12 .25 Credit Weight 1.0

Prerequisite: Teacher recommendation or completion of Algebra II.

This course opens students' eyes to the many uses of statistics in the real world—from sports and the weather to health and politics. Students learn basic concepts, how to use graphs to represent data, and ways to analyze data. They explore statistical relationships, including the use of correlations, residuals and residual plots, and scatter plots. Finally, students learn how to model nonlinear relationships using exponential and logarithmic functions and how to design a sample to produce the correct type of data (observational vs. experimental). At the end of this course, students gain a knowledge of and appreciation for the field of statistics and its application in the real world.



## Science

### **Biology College Prep**

Grade 9-11 1.0 Credit 1 Year Weight 1.0

This course provides a general introduction to students in the major areas of biology: living things and their classification, functions and importance of prokaryotic & eukaryotic systems, organization of life, cellular processes, energy flow, reproduction, and heredity. This course teaches students to appreciate the value of life and how it exists and reproduces to be maintained. Emphasis is on the practical and functional aspects to make the students more aware of their environment, its changes, and man's place therein. At the course's end, students will take the Pennsylvania Biology Keystone exam; passing at the proficient or advanced level is required for graduation in Pennsylvania. This course is offered to students in grades 9 and/or 10.

#### **Units of Study:**

- The Nature of Science and Living Things
- The Chemical Basis for Life
- Basic Biological Principles
- Bioenergetics
- Homeostasis and Cellular Transport
- Cell Growth and Reproduction
- Genetics
- Biological Diversity and Evolution
- Ecology

### **Chemistry – College Prep**

Grade 10-12 1.0 Credit 1 Year Weight 1.0

Prerequisite: 80% or higher in Algebra I and Biology. Proficient on Algebra I keystones and/or teacher recommendation.

Chemistry is an important science that challenges students to apply their studies in previous sciences to new theories, models, and problems. The course begins with a discussion of the history and importance of chemical principles; moves through the various models of the atom and chemical reactions; explores relationships among liquids, gases, and solids; and investigates the role of energy in these relationships. The course ends with a unit on organic chemistry, a branch of science that focuses on the molecules that are important to living things. Lab activities throughout the course reinforce the material and provide an opportunity for students to apply their knowledge through hands-on experiments and activities.

## **Chemistry – Foundations**

Grade 10-12 1.0 Credit 1 Year Weight 1.0

Prerequisite: Algebra 1

The foundations course is an introductory course that exposes students to the basic principles of physical science. . Students begin with an exploration of the history and importance of chemical principles and the basic structure of matter. Then they learn the various models of the atom and how they combine to make compounds in chemical reactions. Students apply the principles of conservation of mass in chemical equations and mass balance processes. Next, students explore relationships among liquids, gases, and solids and investigate the role of energy in these relationships and the changes from one phase to another. Students then examine the various types of mixtures and how solutions are made. They also explore how different factors affect the rate of a reaction. Finally, they will learn about the interactions between acids and bases.

## **Physics (CAOLA)**

Grade 11,12 1.0 Credit 1 Year Weight 1.0

Prerequisite: Algebra II; Chemistry; teacher recommendation.

This course is designed to provide students with an overview of traditional physics and the latest, most modern research in the field today. Beginning with Newtonian mechanics, students learn that every object is acted upon by multiple and predictable forces. The course moves on to investigate the laws of thermodynamics, covering fluid mechanics and the relationships between matter and energy. The course also explores the various models used to explain and apply the universal forces of electricity and magnetism. Students learn the characteristics of waves and the basics of optics before the final set of lessons on atomic physics. Here, students review the characteristics of the atom and its elemental particles and apply their knowledge to modern physics.

## **Environmental Science (Taught rotated years)**

Grade 10-12 .1 Credit Weight 1.0

Prerequisite: Biology

Environmental Science, sometimes referred to as Ecology, is the study of the relationships and interdependence of organisms and their connection to the nonliving, or abiotic factors in the natural world. This course provides students with an advanced profile of the living relationships, abiotic factors, human influences, and current state of Earth's ecosystems. First, population ecology, evolution and community ecology, and biomes are studied in order to investigate how life on Earth depends on interactions among organisms and their environments. Next, the course will cover the cycle of matter throughout the ecosystems to provide the basic materials to support life, as well as how humans impact these cycles through energy extraction, production, and use. Lastly, we will focus on environmental health and how we can use science to understand the complex interactions between humans and their environment which will include Earth's limited resources, environmental sustainability, economics, and environmental policy.

## **Anatomy and Physiology (Taught rotated years)**

Grade 10-12 1.0 Credit 1 Year Weight 1.0

Prerequisite: Biology and proficiency on the Biology Keystones.

Students will survey the different systems of the human body, with an emphasis on the relationship between structure and function. The course begins by teaching the language of anatomy and familiarizing students with the building blocks of the human body: cells and tissues that combine to create the complex organs and support structures of the body. The course will then focus on the major systems of the body: the integumentary, Musculo-skeletal, cardiovascular, respiratory, urinary, digestive, nervous, endocrine, and reproductive systems and will identify the structures and functions associated with each system. Interwoven throughout many lessons is information about diseases and disorders that disrupt the normal workings of the body.

## **Keystone Biology Remediation (CAOLA)**

Grade 10, 11 .5 Credit Weight 1.0

Prerequisite: Remediation course mandatory for all students who did not demonstrate proficiency on Biology Keystone Exam.

This course helps students prepare for the state of Pennsylvania's Keystone Exam in Biology. The content of this course is focused on the assessment anchors for the Biology exam as outlined by the Keystone Exam Program and focuses on four key Biology topics: cells, cell processes, continuity, and unity of life. The course integrates assignments and problem-solving exercises throughout the lessons that reinforce the key concepts and help the student prepare for the end of course exam.

The Keystone assessment anchors that are covered in this course include:

- Basic Biological Principles
- The Chemical Basis for Life
- Bioenergetics
- Homeostasis and Transport
- Cell Growth and Reproduction
- Genetics
- Theory of Evolution
- Ecology

## **Social Studies**

### **U.S. Government (Required for graduation)**

Grade 9      1.0 Credit      1 Year      Weight 1.0

Prerequisite: N/A

This stimulating course offers students a comprehensive examination of the US government. Students explore the evolution of American democracy, from its birth in the 18th century to the expansive role of federal, state, and local governments today. The course covers topics such as changes to the Constitution, the function of the Supreme Court, the structure of Congress, and the importance of the media in providing a basis for the functions of government. The course explores the relationship between the political parties and lobbyists, and the process of monitoring and funding federal elections. Students understand the roles of state and local governments and their impact on our daily lives. At the end of this course, students have a knowledge of and appreciation for the workings and history of the US government and its impact on American society.

### **World History (Required for graduation)**

Grade 10      1.0 Credit      1 Year      Weight 1.0

Prerequisite: N/A

This survey World History course takes students on a journey from the foundations of human civilizations to the 21st century. The scope of the course provides insight into all aspects of the human experience: economics, science, religion, philosophy, politics, conflict, literature, and art. In this course, students will analyze and evaluate connections between our lives and those that came before. Students will examine primary and secondary sources to develop historical thinking skills such as continuity and change over time, contextualization, argumentation, and comparison. Historical themes addressed in the course are change over time, contributions of many types of people, economic transformations/globalization, revolutions, war, diplomacy, and the changing role of government.

### **American History (Required for graduation)**

Grade 11,12      1.0 Credit      1 Year      Weight 1.0

Prerequisite: N/A

The focus of the American History course is the study of American ideas and institutions from the Age of Exploration to the present. Fundamental concepts in civics, economics, and global interactions will also be reinforced. Students will obtain a basic knowledge of American culture through a survey of major issues, movements, people, and events in United States history. Students will also be exposed to historical thinking skills such as continuity and change over time, contextualization, comparison, and analysis.

## **World Geography (CAOLA)**

Grade 11,12 1.0 Credit 1 Year Weight 1.0

Prerequisite: N/A

This course explores the world's geographical divisions, and the differences between Earth and the other planets in our solar system. In addition to Earth's geographical divide, the course explores how the cultural divide between countries impacts international relations. Through the study of geography, students analyze energy usage and explore ways to make the most of our planet without abusing its resources. The study of world geography through historical, cultural, physical, and economic lenses offers students a different perspective and understanding of our world.

## **AP US History (Taught Rotated Years)**

Grade 11,12 1.0 Credit 1 Year Weight 1.05

Prerequisite: 93% or higher in previous Social Studies course and teacher recommendation

In AP U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law. Through the examination of historical themes and the application of historical thinking skills, students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history. Critical-reading activities, feedback-rich instruction, and application-oriented assignments hone students' ability to reason chronologically, to interpret historical sources, and to construct well-supported historical arguments. Students write throughout the course, responding to primary and secondary sources through journal entries, essays, and visual presentations of historical content. In discussion activities, students respond to the positions of others while staking and defending claims of their own. Robust scaffolding, rigorous instruction, relevant material, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam.

## **AP US Government (CAOLA)**

Grade 11,12 1.0 Credit Weight 1.05

Prerequisite: 90% or higher in previous Social Studies course and teacher recommendation

This course examines the U.S. political system. Students in this course will discuss political ideology, the development of the political system and democratic institutions. Students should, according to the College Board, gain an "analytical perspective on government and politics in the United States." Furthermore, students will study "both the general concepts used to interpret U.S. politics and the analysis of specific examples" throughout history. The class discussion will require that students acquire a "familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics." The main emphasis of the course, however, is to be able to apply a basic comprehension of the U.S. political system to contemporary events.

## **AP Psychology (CAOLA)**

Grade 11,12 1.0 Credit 1 Year Weight 1.05

Prerequisite: 90% or higher in previous Social Studies course and teacher recommendation

This course will be utilized for students wishing to take the AP Psychology exam. All modules in this course are geared towards a content area covered on the AP exam. The course begins with an introduction to the course and the origins of psychology to strengthen students' scientific foundations that other modules will build on. The semester then focuses on biology with an emphasis on the brain. Having a strong grasp of neuropsychology, students will then expand their knowledge to learning with topics such as operant and classical conditioning and cognitive psychology with topics like storing and retrieving memories. The semester ends with reviewing testing, bias, and individual differences. Throughout the semester, there will be progress checks sprinkled in each module to help the students conduct a self-check of their knowledge. The second semester kicks off with development psychology from prenatal all the way to adulthood. Next, students will be guided into theories of motivation and emotions and how these can impact happiness. Moving along to the next module, students will be introduced to different theories of personality including different approaches to analyzing personality. Once students have understood happiness and theories of personality, students will then take an in-depth look at clinical and abnormal psychology focusing on different types of therapies for different types of disorders. The last area that students will learn about is social psychology covering topics such as conformity, attraction, and aggression. The semester ends with a thorough review of the course and MC and FRQ practice in preparation for the AP Exam.

## **World Language**

*\*Please note that taking a world language online can be quite difficult. Students have the opportunity to slow down the pacing of their language courses by stretching out one year of a foreign language over a period of two years; i.e. Spanish 1A and 1B, in which .5 credit will be awarded for each course.*

### **French I**

Grade 9-12   1.0 Credit   1 Year   Weight 1.0

Prerequisite: N/A

French I is a comprehensive and engaging introduction to French language and culture. After mastering the French alphabet and numbers, students study French culture, events, and people. By the end of the course, students have a foundation in study of French, are able to engage in French conversation, and have built a solid foundation for further French language study.

### **French II**

Grade 9-12   1.0 Credit   1 Year   Weight 1.0

Prerequisite: French I

In French II, students continue their virtual tour through France and other French-speaking countries and regions. This second-level French course takes a historical perspective in teaching the language, covering historical events and historical figures. By the end of this course, students have gained a deeper knowledge of and appreciation for the French culture and language.

### **French III**

Grade 9-12   1.0 Credit   1 Year   Weight 1.0

Prerequisite: French II

This course continues to build students' vocabulary, grammar, and communication skills with the objective of improving student achievement in reading, writing, and speaking French. Students apply what they have learned in previous French courses to French conversation. At the end of this course, students are able to express themselves in French.

### **French IV**

Grade 10-12   1.0 Credit   1 Year   Weight 1.0

Prerequisite: French III

In this level four French course, students apply the knowledge they gained in previous French courses to become true Francophones. Students explore exciting eras of French history, from the Crusades to the Renaissance to modern day, learning about famous authors and historical figures along the way. The course provides students with an advanced knowledge and deep appreciation of the French language and culture. At the end of this course, students are able to speak, read, and write in French with basic fluency.

**German I (CAOLA)**

Grade 9-12 1.0 Credit 1 Year Weight 1.0

Prerequisite: N/A

German I is a comprehensive and engaging look at the German language and culture and focuses on the most essential information needed to communicate in German. After mastering the German alphabet and numbers, students study German culture, events, and people. By the end of the course, students have a foundation in the study of German and can engage in conversational German.

**German II (CAOLA)**

Grade 9-12 1.0 Credit 1 Year Weight 1.0

Prerequisite: German I

Building upon the content learned in German I, students are immersed in the language, while learning cultural aspects of German-speaking countries. The course emphasizes increasing students' skills in understanding spoken German, and writing, reading, and speaking in German. German II provides a comprehensive review of German grammar while improving students' vocabulary skills. At the end of this course, students have a knowledge of and appreciation for the German people and language.

**Spanish I**

Grade 9-12 1.0 Credit 1 Year Weight 1.0

Prerequisite: N/A

This introductory course provides a solid foundation for students to build proficiency in listening, speaking, reading and writing in Spanish, and provides students with basic skills and contextual information for using Spanish. Each unit presents added information including useful vocabulary and grammatical structures and introduces relevant cultural information. At the end of this course, students have the basic skills and contextual information required for using Spanish in their professional and daily lives, and when traveling abroad.

**Spanish II**

Grade 9-12 1.0 Credit 1 Year Weight 1.0

Prerequisite: Spanish I

In Spanish II, students are immersed in the Spanish language and in the cultural aspects of Spanish-speaking countries. Students build on what they learned in Spanish I, with a study of Spanish grammar and emphasis on increasing their skills in listening, writing, reading, and speaking in Spanish. At the end of this course, in addition to improving their Spanish language skills, students have a knowledge of and appreciation for the culture of Spanish-speaking countries, including the events and people that have impacted its growth.



**Spanish III**

Grade 9-12   1.0 Credit   1 Year   Weight 1.0

Prerequisite: Spanish II

In this level three Spanish course, students apply what they learned in previous courses to conversational Spanish. Students explore cultural aspects of Spanish-speaking countries ranging from schools and careers to sports and authors. At the end of this course, students have improved Spanish language skills, and can express themselves in Spanish conversation.

**Spanish IV**

Grade 10-12   1.0 Credit   1 Year   Weight 1.0

Prerequisite: Spanish III

From the Caribbean to South America, and Mexico to Spain, students continue their exploration of Spanish and Latin American language and culture. The course provides students with an advanced knowledge and deep appreciation of the many Spanish-speaking peoples and countries around the world. At the completion of this course, students will have gained the knowledge and skills to speak, read, and write in the Spanish language with basic fluency.

## **Health, Physical Education, Driver Education**

### **Fitness (CAOLA)**

Grade 9-12 .5 Credit

Weight 1.0

Prerequisite: N/A

This Fitness course is all about the latest ways to lead an active, healthy life. The course provides up-to-date information to help students establish healthier lifestyles and a better understanding of the close relationship between physical activity, nutrition, and overall health. This course supports and encourages students to develop an individual optimum level of physical fitness, acquire knowledge of physical fitness concepts, and understand the importance of a healthy lifestyle. At the end of this course, students have knowledge of and appreciation for fitness and its impact on everyone.

### **Health (CAOLA)**

Grade 9-12 .5 Credit

Weight 1.0

Prerequisite: N/A

Imagine the healthiest people you know. What are their secrets? While some health traits are genetically determined, we all can make positive changes to better our physical health. In Health, you will learn how to promote better health by decreasing stress and finding a fuller vision of your life. Explore different lifestyle choices that can influence your overall health, from positively interacting with others to choosing quality health care and making sensible dietary choices. You will have the opportunity to build your own plan for improvement and learn how to create the type of environment that will ensure your overall health, happiness, and well-being.

### **Pennsylvania High School Physical Education (CAOLA)**

Grade 9-12 1.0 Credit

1 Year

Weight 1.0

Prerequisite: N/A

What does it mean to be healthy and fit? How can physical activity help an individual to become healthy and fit? This course allows students to become acquainted with several types of movements and enables them to understand how they are used within different instances of physical activity, while working toward their own, personal, physical activity goals. The course will encourage students to reach out into the community for examples of physical activities and try their luck by participating in these activities, which will be used in an innovative, hands-on, assessment style. This course is personalized to the likes, dislikes, and performance of each individual student, and will encourage students to reflect on accomplishments and struggles as a method for improvement and success. On their journey, students will understand the connection between fitness and proper nutrition, and will get involved in group and team sports, as well as those that can be completed independently. How to practice good sportsmanship, methods used to help students with having a good relationship with others, and different fitness components will also be addressed. The course touches upon health basics that affect physical activity and addresses the sport science related principles that pertain. The course closes by enabling students to look at their own personal accomplishments, as it is encouraged for them to keep a fitness log, and the relationship between the value of physical activity and lifelong fitness is explained.

### **Nutrition and Wellness (CAOLA)**

Grade 10-12 .5 Credit 1 Semester Weight 1.0

Prerequisite: N/A

Additional Pathways: Human Services

Have you ever heard the phrase “your body is your temple” and wondered what it means? Keeping our physical body healthy and happy is just one of the many challenges we face, and yet, many of us don’t know how to best achieve it. Positive decisions around diet and food preparation are key to this process, and you will find the essential skills needed to pursue a healthy, informed lifestyle in Nutrition and Wellness. Making sure you know how to locate, buy, and prepare fresh delicious food will make you, and your body, feel amazing. Impressing your friends and family as you nourish them with your knowledge? That feels even better!

### **Keys to Driving (Driver Education) (CAOLA)**

Grade 10-12 . 25 Credit Weight 1.0

Prerequisite: N/A

Additional Pathways: N/A

The 30 Hour Course meets and exceeds the standards set forth by the Department of Education. Following is a snapshot of many topics covered in each chapter: Chapter 1: Licensing Procedures, getting your permit and Graduated License, Seatbelt and Child Restraint Safety, Driving Without Insurance and Other Regulations, Anti-Littering Laws, Pedestrian Rights and Responsibilities and Important Issues. Chapter 2: Signals, Signs, Speed Regulations, Pavement Markings, Special Circumstances, Types of Conditions, scanning your Environment, Defensive Driving, Point System. Chapter 3: What to look for in the Exterior and Interior of the Car, Tires, Vehicle Malfunctions and When to see a Mechanic, Information Systems and Starting the Car with an Automatic or Manual Transmission, Steering. Chapter 4: Pre and Post Trip Procedures, Safety Devices, Emergency Techniques, Alcohol, Drugs and Medication, Implied Consent and DUI Laws, Consequences of Actions, Emotional and Drowsy Driving, Colorblind and Trip Planning.

## **Arts Electives**

*Students are required to take two live art electives as a graduation requirement.  
Please see the counselor for more information.*

### **Music Elective – Making the Band**

Grade 9-12 .50 Credit Weight 1.0

Prerequisite: N/A

This course will explore what it takes to produce and release music in today's industry. Students will get hands-on experience either performing in a recording studio environment or being the one(s) recording the musicians. Topics for exploration will be recording studio software, equipment, techniques, and processes; promoting and merchandising your music; and releasing/publishing your music.

### **Music Elective – Stagecraft and Performance**

Grade 9-12 .50 Credit Weight 1.0

Prerequisite: N/A

This course offers a detailed study and exploration of how to provide an engaging music performance for an audience. How well you sing or play an instrument is crucial, but so is how you look, move, and visually express the music that you are performing. Topics include solo performance techniques, performing with an ensemble, creating an exciting set list, and creating an engaging stage environment.

### **Dance Elective – Body Conditioning**

Grade 9-12 .50 Credit Weight 1.0

Prerequisite: N/A

This class is designed as an introduction to basic body conditioning techniques including Pilates, Yoga, and Gyro kinesis as well as more aerobic based techniques. The goal is to increase overall flexibility and strength, while understanding the major muscle groups and joints to avoid injury.

### **Dance Elective - Intro to Dance, an Exploration of Style**

Grade 9-12 .50 Credit Weight 1.0

Prerequisite: N/A

This a course that will provide students with exposure to Ballet, Hip Hop, Jazz, and Modern dance techniques, philosophies, and background. Students will be immersed in each of these techniques, understanding the terminology, movement qualities, key performances, and the cultural significance of each style. At the end of the semester, students will put on an informal production in the dance room highlighting the styles and choreography they have mastered. This course is not for students whose core art is dance.

### **Film and Media Arts Elective – American Film History & Analysis**

Grade 9-12 .50 Credit Weight 1.0

Prerequisite: N/A

This course is designed to bring American film into clear focus as an art form, a business, and a cultural phenomenon. The course will probe the deeper meaning of American movies – the hidden messages of genres, the social and psychological effects of Hollywood film style, and mutual influence of society and popular culture.

### **Film and Media Arts Elective – Photography**

Grade 9-12 .50 Credit Weight 1.0

Prerequisite: N/A

This course introduces students to the basics of photography, including camera functions and photo composition. Students will learn what it takes to create a good photograph and how they can improve their photographs. Students will also practice using photo-editing software on their photographs. Through a variety of assigned projects, students will engage their creativity by photographing a range of subjects and learning to see the world through the lens of their cameras.

### **Theatre Elective – Comedy Improvisation**

Grade 9-12 .50 Credit Weight 1.0

Prerequisite: N/A

In this course, students explore the fundamentals of improvisation. Particular focus is paid to numerous exercises and games for the purposes of engaging in group warmups, shortform improv, and longform improv. Additional work is focused on analyzing sketch comedy, improv comedy, and stand-up comedy from popular culture. Motivated classes have the option of carrying this introductory training forward to the development of a troupe, marketing strategies, and a final show performed for a live audience.

### **Theatre Elective – Intro to Theatre**

Grade 9-12 .50 Credit Weight 1.0

Prerequisite: N/A

The **Intro to Theatre elective** offers students an exploration of fundamental theatre principles, culminating in a performance to showcase their knowledge and artistic development. The class is relaxed, eliminating the need for nervousness or intimidation. Instead, participants will acquire essential theatre and acting skills, audition techniques, knowledge of theatre literature, and confidence-building strategies.

## **Yearbook**

Grade 9-12 .50 Credit

Weight 1.0

Prerequisite: Students must obtain a recommendation from academic teachers and major art area teacher.

In this entry level graphic design course, students will work independently and collaboratively to create our CASA School Yearbook. Assignments are built to introduce design thinking, critical discussion, and personal decision. Students will need to write, edit, design, photograph, and promote events/fundraisers for the Yearbook. A few students are needed from each discipline.

## **Visual Art Elective – Introduction to Mixed Media**

Grade 9-12 .50 Credit

Weight 1.0

Prerequisite: N/A

In this hands-on mixed media course students will be introduced to process-based artwork. Students will experiment and create using sewing, dyeing, book making, calligraphy, graphic design, printmaking, papermaking, drawing, and painting. Contemporary and historical art exemplars will be used to emphasize the incredible diversity of styles and expressiveness that can be achieved with different media. At the end of this course students will have a large sample portfolio of different media.

## **Visual Art Elective – Painting on the Brink**

Grade 9-12 .50 Credit

Weight 1.0

Prerequisite: N/A

In this course, we will investigate abstract painting. Each week we will explore different themes designed to embrace failure and trade polished products for process-based work. Students are encouraged through readings, artist presentations, and local gallery visits to develop their own personal approach to abstract painting. Students will also learn about painting tools, basic color-mixing, and artistic voice. Together we will find and push the limits of painting.

## **Intro to Musical Theatre 1 Elective**

Grade 9-12 .5 Credit

Weight 1.0

Prerequisite: none

About the Course: Intro to Musical Theatre I is an exploration of American Musical Theatre. Students will study the work of the actor/singer/dancer and use their gained knowledge to develop as performers. Students will prepare and present as soloists as well as members of small groups and larger ensembles. Students will prepare material for class presentation and critique. The course will include individual acting coaching, musical theater dance, and vocal technique training.

## **Musical Theatre Audition Technique**

Grade 9-12 .5 Credit

Weight 1.0

Prerequisite: Intro to Musical Theatre 1 and/or teacher recommendation

Musical Theatre Audition Technique will build on the skills learned in Musical Theatre I. Students should have taken that course or should have extensive prior musical theatre experience. Students will study the work of the actor/singer/dancer and use their gained knowledge to develop as performers. This course will focus on the audition process, including both dance and singing auditions. Students will build an audition repertoire as part of this course.

## **Internship Program**

### **Internship**

Grade 11-12    .25 – 2 Credits    Semester    Weight 1.0

Prerequisite: 80% GPA

Students who have attained most of their credits by Grades 11 or 12 may participate in the internship program. This program provides the student with real-world work experience. The student would be responsible for working with the program coordinator to set up an internship experience and then would need to complete the program manual requirements. Internship students are responsible for: a timecard and a log of activities, experiences, and reflections; quarterly goals and an evaluation by their mentor.

### **Dual Enrollment Program/Guidelines**

Dual Enrollment is a CASA program that allows qualified juniors and seniors to enroll in courses at Harrisburg Area Community College (HACC), Harrisburg University (HU) and Messiah University.

**All costs for dual enrollment (tuition, materials, fees, etc.) are the responsibility of the student or student's parent/guardian.**

- Students must be in grades 11 or 12 with a minimum GPA of 80% and have earned a minimum of 13 credits to be considered eligible for dual enrollment.
- Students must display good attendance habits. To enter/maintain enrollment in the program, the student may have no more than 10 days of absence at CASA or the higher education facility.
- Students must display good school citizenship. Discipline records will be considered before approval to the student is given. Permission to enroll is at the discretion of the CEO/Principal and School Counselor.
- Eligible students can take college classes to earn credit at both CASA and the college. In this case, the high school transcript will show the letter grade and the high school credit earned. Students generally will earn 3.0 college credits (which shows on your college transcript) and 1.0 weighted high school credit per class (which shows on your high school transcript and calculates into your high school GPA). NOTE: There is no guarantee that your college course credits will transfer to the college you plan to attend after high school. Contact your chosen college's admissions office if you have questions about credits that will transfer.
- Colleges may limit the number of college credits high school students can earn during their high school years.
- There is no guarantee that a high school student will be admitted into a college course because of seat count limits and/or the class not fitting into the student's high school schedule.
- There may be pre-requisite limitations for some college classes.
- College courses taken in the summer will NOT count for credit at CASA. They will only be reflected on the college transcript.



## **Registration Procedures for Students/Parents/Guardians**

- The students must meet with Mrs. Resto and share that they are interested in taking a college class. A student cannot register for a college class without meeting with Mrs. Resto.
- Dual Enrollment applications must be completed/submitted the Spring prior to the school year wishing to take a college course.  
<https://www.hacc.edu/Admissions/HighSchoolStudents/DualEnrollment/index.cfm>  
<https://www.messiah.edu/dual>  
<https://www.harrisburgu.edu/academics/non-degree/dual-enrollment/>
- Acceptance letters/emails should be forwarded to Mrs. Resto ([tresto@casa-arts.org](mailto:tresto@casa-arts.org)).
- Once a student is registered, the college will contact the student directly regarding enrollment status, bill, and notice about orientation and/or placement testing. A copy of the registered class/classes must be given to Mrs. Resto.
- Exact course offerings and meeting times will be available based on the college course offerings timeline. Students must have availability in their schedule for courses.
- College transcripts must be submitted to CASA for high school credit to be given.
- Students must obtain a final grade of “C” or above to receive those credits.

**Transportation to and from the college campus is the sole responsibility of the student/parent/guardian.**

### **Dual Enrollment Grade Conversion**

<b>College Grade</b>	<b>High School Equivalent (Transcript)</b>
A	97%
B	89%
C	81%
D	73%
F	65%

## **Additional CAOLA Electives**

### **Personal Finance (CAOLA)**

Grade 10-12 .25 Credit

Weight 1.0

Prerequisite: N/A

Introduction to Personal Finance provides students with a foundation for understanding personal budgeting and long-term financial planning. Students compare and contrast types of financial institutions, learn how to open a bank account and reconcile a monthly bank statement, and understand the importance of establishing a savings account. Students explore investments, taxes, and debt, and complete activities to develop and balance a budget. Lessons also explain credit scores and suggest ways to maintain a healthy credit score. The course also looks to the future with information about long-term financial planning and planning for large expenditures such as houses, cars, and higher education.

## **Arts & Communications Pathway Electives**

### **Art History A: Introduction (CAOLA)**

Grade 10-12 .5 Credit

Weight 1.0

Prerequisite: N/A

Additional Pathways: N/A

Who do you think is the greatest artist of all time? Leonardo da Vinci? Michelangelo? A more modern artist like Claude Monet or Pablo Picasso? Or is it possible that the greatest artist of all time is someone whose name has been lost to history? In Art in World Cultures, you'll learn about some of the greatest artists in the world while creating your own art, both on paper and digitally. This course explores basic principles and elements of art and teaches you how to critique different art works art. And along the way, you will get to discover some traditional art forms from various regions of the world including the Americas, Africa, and Oceania.

### **Art History B: World Cultures (CAOLA)**

Grade 10-12 .5 Credit

Weight 1.0

Prerequisite: Art History A

Additional Pathways: N/A

Art tells a story. Go on a journey of when humans began creating art in prehistoric times to ancient Roman, early Christian, and Medieval periods. Explore the artistic characteristics of the Renaissance, Americas, Baroque, Romantic, and more. Learn the elements and design principles of art, and about some of the greatest artists in the world, while creating your own art, both on paper and digitally. It's time to tell your story through art.

### **Music Theory and Appreciation (CAOLA)**

Grade 10-12 .5 Credit                      Weight 1.0

Prerequisite: N/A

Have you ever wondered why some notes sound great together and others don't? Or how musicians translate the symbols of sheet music into the music you hear? Music theory—the study of how music works—is essential to any aspiring composer or performer. Students develop their knowledge through listening exercises, drawing and identifying notation, creating basic compositions, and analyzing music samples. In the second part of the course, students focus on music appreciation as they survey the development of music, beginning in ancient Greece and ending with modern western music. Students learn how to distinguish music from different periods and describe how music relates to its historical, cultural, and social context. By the completion of this course, students have a strong foundational understanding of music, preparing them to learn how to play an instrument or continue to more advanced music studies.

### **Advanced Music Theory (CAOLA)**

Grade 10-12 .5 Credit                      Weight 1.0

Prerequisite: N/A

In this course, students will be immersed in the world of music and the technical details of how music works. The course is designed to provide students with a comprehensive and engaging look at music theory and the notation and structure important to its development. Students learn about various aspects of music theory, including the different types of musical staves, notes, scales, and chords. Students are also exposed to the use of harmony to produce melodic structure. At the completion of this course, students will have gained knowledge of and appreciation for music theory.

### **3D Modeling A: Introduction (CAOLA)**

Grade 10-12                      .5 Credit                      Weight 1.0

Prerequisite: N/A

Additional Pathways: Business, Finance, & Information Tech; Engineering & Industrial Tech

Are you interested in a career in technology? Are you curious about working in fields like virtual reality, video game design, marketing, television and motion pictures, or digital imaging? If so, this course in 3D Modeling is a wonderful place to start as it is the foundation for all these career paths. Gain a deeper understanding of graphic design and illustration as you use 3D animation software to create virtual three-dimensional design projects. Hone in on your drawing, photography, and 3D construction techniques and develop the skills needed to navigate within a 3D digital modeling workspace. This course is an excellent introduction to careers in the fast-growing field of technology and design. Required materials: Compatible operating system such as Windows Vista or above, Mac OSX 10.6 or above, or Linux.

### **3D Modeling B: Rendering Your Creativity (CAOLA)**

Grade 10-12      .5 Credit      Weight 1.0

Prerequisite: 3D Modeling A

Additional Pathways: Business, Finance, & Information Tech; Engineering & Industrial Tech  
Building on the prior prerequisite course, students will delve deeper into the complex world of 3D modeling. Students will explore more advanced modeling principles, such as geometrics, rendering, lighting, shading, and environmental models. Students will also learn to create and build an e-portfolio while expanding industry knowledge which is then applied to developing a future career in 3D modeling. Required materials: compatible operating system such as Windows Vista or above, Mac OSX 10.6 or above, or Linux

### **Web Design (CAOLA)**

Grade 9-12      .5 Credit      1 Semester      Weight 1.0

Prerequisite: N/A

Additional Pathways: N/A

In this course, students will learn how to design a beautiful and functional website. Students will learn how to take their design and translate it into a live website using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) programming languages. HTML5 and CSS3 will be the standard versions used in the class. Students will understand design components of websites, including the use of color, layout and when to use different techniques, typography rules, and the importance of imagery. At the conclusion of the course, students will present a website to the class. Upon completion of this course, each student will have hands-on experience creating a fully functioning website.

\*Students do not need to have a previous technical background with HTML or CSS prior to taking this course.

\*Students will need a computer or laptop for this course; tablets are not sufficient.



**Capital Area School for the Arts  
Charter School**