

Harrisburg High School
Career & Educational Planning Guide
2025-2026



HARRISBURG R-VIII HIGH SCHOOL

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Harrisburg, MO 65256

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2024-2025

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STUDENT GRADUATION REQUIREMENTS

Students must earn 24 units of credit to be eligible for graduation. Students earn credit through both regular attendance and completing required class work. They must pass the United States and Missouri Constitution tests and a Civics exam while in high school. They must receive CPR training. Students also must take End Of Course (EOC) exams in applicable courses.

Communication Arts	4 credits
Mathematics	3 credits
Social Studies	3 credits
Science	3 credits
Fine Art	1 credit
Practical Art	1 credit
Physical Education	1 credit
Health	.5 credit
Electives	7.5 credits
Total	24 credits

SPECIAL SERVICES

Courses are available for individual students with diagnosed special needs.

CREDIT RECOVERY

Students who get behind in earning credits may discuss options for credit recovery with the School Counselor and/or Principal.

GRADE POINT AVERAGES

Grade point averages are calculated on a four-point scale. This scale is as follows:

Letter Grade	Percent	GPA
A	100-95	4.00
A-	94-90	3.70
B+	89-87	3.30
B	86-84	3.00
B-	83-80	2.70
C+	79-77	2.30
C	76-74	2.00
C-	73-70	1.70
D+	69-67	1.30
D	66-64	1.00
D-	63-60	.70
F	59-0	0

A+ SCHOOLS PROGRAM

Students who meet A+ requirements will be eligible for 2 years of reimbursed tuition and general activity fees at many Missouri community colleges, vocational or technical schools. This funding is based on annual allotments made by the Missouri legislature.

Student Requirements

1. 2.5 Grade Point Average (cumulative over 4 years)
2. 95% attendance rate (cumulative over 4 years)
3. 50 hours of mentoring and tutoring
4. Score of proficient or higher on the Algebra I EOC or equivalent exam
5. Good citizenship as outlined in the HHS A+ citizenship agreement
6. Attend a designated A+ high school for 3 consecutive years.
7. Make a good faith effort to secure federal post-secondary funds by submitting the FAFSA.
8. A+ students must have the appropriate signed agreements on file with the School Counselor and the A+ Data Coordinator.

ASVAB, PSAT, ACT, WORK KEYS

The ASVAB (Armed Services Vocational Aptitude Battery) is a multiple aptitude test developed and maintained by the Department of Defense. All HHS students will take the ASVAB during their 10th and 12th grade years (sophomores cannot use their scores for enlistment eligibility). Students may also retake the test at any time by coordinating with a military recruiter.

The PSAT is a pre-SAT assessment offered by College Board. HHS will administer the PSAT exam to 11th grade students who elect to register and pay for the exam. The PSAT serves as the National Merit Scholar Qualifying Test (NMSQT). Additional information about the PSAT/NMSQT and SAT can be found at www.collegeboard.org. Sophomores who wish to be considered for application to the Missouri Scholars Academy should take the PSAT.

The ACT is a college entrance assessment used by most colleges throughout the United States and by many scholarship programs for eligibility determination. The assessment is administered nationally seven Saturdays a year during the months of September, October, December, February, April, June and July at various test centers. Additional information about the ACT and preparation can be found on the HHS school counselor webpage.

ACT WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. This series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs. HHS offers the ACT WorkKeys exam to students through funding provided by the Missouri Department of Economic Development.

DUAL CREDIT

Harrisburg High School offers a variety of dual credit courses through Moberly Area Community College (MACC). Dual credit allows 11th and 12th grade students to earn high school and college credit at the same time. Students who meet MACC's and Harrisburg High School's eligibility requirements will have the opportunity to register and pay for dual credit courses. Courses with the potential for dual credit are indicated in this course guide. Dual credit classes are contingent upon staffing and student demand.

In addition to dual credit courses taught by HHS staff, students may have the opportunity to take dual credit courses online for dual credit through MACC. Online dual credit course offerings vary by semester. Online dual credit courses are also indicated in this course guide.

SCHEDULE REQUEST

In the spring of every year, your school counselor will visit each grade level to discuss scheduling for the following school year. The schedule requests give you the opportunity to review your plans that will align with your post-secondary goals and select courses that work best for those goals/plans. The counselor will use your requests to build your schedule and will do their best to fulfill your wishes. In the event that you change your mind after schedule requests have been completed, schedule changes will be allowed during the first week of each semester. However, it's best to make the most accurate request from the beginning to attempt to secure your spot in your selected courses.

Harrisburg High School does not discriminate in its educational programs or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender, gender identity and/or expression, sexual orientation, or any other characteristic protected under applicable federal, state or local law.

COURSE DESCRIPTIONS

ART

Art I

Course Length:	2 Semesters
Grade(s):	9 th , 10 th , 11 th , 12 th
Prerequisite(s):	None
Description:	Art 1 students will gain an appreciation of art through the study of the formal qualities of art, produce artworks that communicate meaning, and study art history from ancient Greece and Rome, the Renaissance, Impressionists, Post Impressionists, Pop and Op Art. Students will formulate answers to aesthetic questions about the nature of art, interpret and evaluate artwork using art criticism methods, create artwork in drawing, sculpture, printmaking, fibers, and multimedia that communicate ideas about identity, power, time, nature, and illusion.
Main Objectives:	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Students will create original artwork.2. Students will analyze and critique artworks.3. Students will discuss aesthetic issues.4. Students will understand how art is related to history and culture.

Art II

Course Length:	2 Semesters
Grade(s):	10 th , 11 th , 12 th
Prerequisite(s):	To enroll in Art II, students must have completed Art I with a B+ or higher.
Description:	Art 2 students will build upon previously learned skills of art production in a variety of media, will further explore topics in culture and social ideas and art movements, and will demonstrate understanding of advanced qualities such as composition, unity and perspectives. Students will create artworks in a variety of media that communicate ideas about cultural identity, social commentary, rituals, myths, and reflections. Students will study artworks in Cubism, American Regionalism, Abstract Expressionism, Native-American, Latin and Asian Art.
Main Objectives:	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Students will develop technical skills in the use of various media.2. Students will express themselves through the themes of observation.3. Students will analyze and critique artworks.4. Students will discuss aesthetic issues.5. Students will understand how art is related to history and culture.

Art 3/4

Course Length:	2 Semesters
Grade(s):	11 th & 12 th
Prerequisite(s):	Art 1 & Art 2
Description:	<p>These two courses are to strengthen your artistic knowledge and skill set that studio artists possess to have a successful career. The focus of this course is to visually express your concentration area in a well developed Art Portfolio. You will be given a list of topics to choose from or can share your own area of focus that falls under the categories given. Students must create thoughtful, detailed, meaningful pieces that take time and effort in order to be accepted by the instructor. An Artist statement will be written to show why you create this type of art and what materials you use and why you use them for this subject. 12 main pieces will be mandatory for the course, but it is highly encouraged to create work inbetween and after these assignments are finished. Self regulation and time management is a big factor in this course because multiple assignments will be worked on at the same time throughout the year. Sketchbooks will be recommended and this is where your concepts, ideas, thumbnail sketches will be produced to formulate your bigger projects. Lastly but most important, students need to present a thoughtful concentration for their 12 works, not generalized. For example, "I want to do portraits." A better example of this would be " I want to do portraits of my sister who has an eating disorder and struggles daily with her self image."</p> <p>https://uploads.theartofeducation.edu/2016/07/99ConcentrationTopics.pdf This link shows the concentration areas just for example for students who need ideas to focus their work on. They can always present a new idea or use an original idea. I will have handouts at the beginning of the month and have numerous examples of artist statements that will need to be presented and refined before artwork gets started.</p>

BUSINESS/COMPUTER EDUCATION

Accounting

Course Length:	Semester
Grade(s):	10 th , 11 th , 12 th
Prerequisite(s):	Must have taken Algebra 1 and received a grade of "C" or higher
Description:	This course will provide a thorough background in the basic accounting procedures used to operate a business. The accounting procedures presented will include recording transactions from source documents,

posting journal entries to ledger accounts, checking accuracy, and preparing financial statements.

Main Objectives: Students will be able to demonstrate the following:

1. Apply Accounting concepts
2. Complete the Accounting cycle
3. Maintain cash control
4. Complete payroll procedures
5. Complete special accounting procedures
6. Maintain computerized accounting systems
7. Demonstrate employability skills

Computer Science

Course Length: Semester

Grade: 9th

Prerequisite(s): None

Description: A basic, introductory course in personal computers using Microsoft Windows and Office 2016 Suite applications. This course also covers PC history, hardware, software and operating concepts. The student will receive hands-on experience in MS Windows, Word, Excel, PowerPoint and Publisher.

Main Objectives: Students will be able to demonstrate the following:

1. Knowledge of basic computing concepts
2. The ability to perform fundamental operating system functions
3. The ability to use common software applications, such as:
 - a. Word processing
 - b. Spreadsheet program
 - c. Presentation software
4. The ability to use the computer for Internet Access and electronic communication, specifically the ability to:
 - a. Gain access to school email
 - b. Conduct Internet research

Business Law:

Course Length: Year

Grade(s): 10th, 11th, 12th

Prerequisite(s): None

Description: This course is designed to introduce students with basic legal principles relevant to their roles as citizens. Students will learn a mixture of personal, business and consumer law. The content includes basic criminal laws, lawsuits, rights you have as an employee, and basic elements of

contracts including: renting a home, buying a home, bankruptcy, marriage, and divorce.

Main Objectives: Students will be able to demonstrate the following:

1. Apply ethical rules to the law
2. Analyze criminal law
3. Analyze tort law
4. Create personal and business contracts
5. Practice safe consumer law
6. Demonstrate employment and family law

Introduction to Business

Course Length: Semester

Grade: 9th, 10th, 11th, & 12th

Prerequisite(s): None

Description: This course is designed as an introductory class to learn general business concepts that are relevant to the future workforce and business leaders. Students will learn about relevant topics in areas of finance, marketing, operations, and management.

Main Objectives: Students will be able to demonstrate the following:

1. Identify and understand the factors that shape the stock market and overall industry
2. Describe how other countries run their businesses, looks at what's acceptable and what is not
3. Define and understand business etiquette as it is in the US
4. Analyze the challenges to manage oneself in the business world
5. Identify and understand what are the different personality traits and cultures of business through a cultural diversity activity
6. Describe, analyze and present a business of the student's choice
7. Explore how famous entrepreneurs became who they are today
8. Explore and create your own business

Personal Finance

Course Length: Semester

Grade(s): 11th, 12th

Prerequisite(s): None

Description: Personal Finance is a requirement for graduation. This semester-long course allows students to explore a variety of topics designed to help them meet the challenges of life after high school. The curriculum includes principles and techniques for handling personal financial decisions: personal budgeting, obtaining credit, insurance, renting an apartment, buying a car, savings and investments, and more.

Main Objectives: Students will focus on these main areas of Personal Finance:

1. Checking and Savings
2. Paying for College
3. Types of Credit and managing credit
4. Investing
5. Budgeting
6. Insurance
7. Taxes

COMMUNICATION ARTS

English 9

Course Length: Yearlong

Grade(s): 9th

Prerequisite(s): None

Description: This year-long required course focuses on building the foundational writing skills essential for success in high school. Students will explore writing through daily journaling, low-stakes prompts, narrative writing, a full length research paper, informative writing, and both formal and informal essay writing. We will outline the necessary skills to focus and support a piece of writing with examples and critical thinking skills. Correct grammar and punctuation will be emphasized throughout the year. Accompanying their writing students will read a collection of short stories, *Romeo and Juliet*, *Of Mice and Men*, and a YA novel. As we read we will focus on the Elements of Literature, such as plot, character development, setting, dialogue and conflict, which together create a complete story. Throughout the semester we will stress how reading and writing are first and foremost forms of communication, and how communication is a powerful tool that we can use to understand and empathize with others, to discover new things, and to express ourselves and share our opinions and stories.

Main Objectives: Upon successful completion of this course, students will be able to:

1. Examine various elements of literature through fiction, nonfiction, poetry, and drama.
2. Acquire basic grammar skills needed for everyday and academic writing.
3. Write across a variety of genres and for different audiences and purposes.
4. Glean meanings and connotations for new words through context clues and incorporate acquired vocabulary in their own writing.

English 10

Course Length	Yearlong
Grade(s)	10 th
Prerequisite(s)	Students must pass English 9 to take English 10.
Description:	English 10 builds on the skills, strategies, and practices that English 9 introduced. The methodology for writing instruction starts with introducing the classical focus on Ethos, Logos, and Pathos. Those guides require students to observe, understand, and evaluate their world and local societies, and even more so, themselves. The class discussions are designed to introduce the students to such evaluations and then apply that knowledge to analyzing text and expressing their own ideas. In addition to this writing methodology of contextualizing and analysis, students learn the ethics and best practices of research and MLA documentation. The reading components of the class serve as the vehicle, along with the discussions, to acquire the wherewithal to analyze and write effectively. The centerpiece of the first semester is <i>1984</i> by George Orwell; however, students will also read several poems and several short stories. Second semester, the students will read <i>The Crucible</i> by Arthur Miller, <i>The Great Gatsby</i> by F. Scott Fitzgerald, and many essays and short stories. Essential components of effective language development such as grammar, vocabulary, and others will be introduced and reinforced throughout the year.
Main Objectives:	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Examine various elements of literature through fiction, nonfiction, poetry, and drama.2. Build on grammar skills needed for everyday and academic writing.3. Write across a variety of genres and for different audiences and purposes.4. Glean meanings and connotations for increasingly challenging words through context clues and incorporate acquired vocabulary in their own writing.

English 11

Course Length:	Yearlong
Grade(s):	11th
Prerequisite(s):	Students must pass English 10 to take English 11.
Description:	Students will begin the course with a focus on empathy and perspective. To aid our understanding of these concepts we will read <i>Tuesdays with Morrie</i> and learn to shift our perspectives. Throughout this course we will examine two literary classics including <i>The Adventures of Huckleberry</i>

Finn by Mark Twain as well as several other books and short stories. Students will respond to reading prompts and learn to think critically about the assigned reading. Students will be expected to participate in online and in person socratic seminars to find deeper meaning and engage in critical thought with their peers. Students will study context to better understand the perspective of the authors and interpret the meaning behind their works. Students will examine the ideas of utopia and dystopia and relate them to class readings. Students will learn to self-author to help guide their lives after secondary education. Students will, of course, continue to learn and practice correct grammar and punctuation so that their everyday and academic writing will look and sound professional. Some course time will be devoted to practicing and improving ACT scores.

- Main Objectives: Upon successful completion of this course, students will be able to:
1. Examine various elements of literature through fiction, nonfiction, poetry, and drama.
 2. Build on grammar skills needed for everyday and academic writing.
 3. Practice and improve writing skills with daily journal entries.
 4. Glean meanings and connotations for increasingly challenging words through context clues and incorporate acquired vocabulary in their own writing.
 5. Work on speaking, listening, presentation, and collaboration skills.
 6. Apply lessons from assigned readings.

Fiction & Film

- Course Length: Yearlong
- Grade(s): 10th, 11th, 12th
- Prerequisite(s): Students must have completed English 9, 10 or 11 with a grade of C or higher.
- Description: Students will begin the year by conducting research over the history of film and elements within a motion picture. Students are expected to participate in group discussions, group work, and use various forms of multimedia for student led projects. Students will read several books with films made about them, then watch those movies. Some books that will be read in the class include *Where the Crawdads Sing*, *The Hunger Games*, *Jurassic Park*, and a unit over *Dune*. Students will examine directing styles, cinematography, and reflect on the cultural significance of film in the modern world. Students will be expected to write essays about the various messages and meanings behind films, the goal of which is to have students begin to appreciate the art behind films. Students will

leave this course with a greater appreciation of film in our modern society.

Creative Writing

Course Length: Yearlong
Grade(s): 10th, 11th, 12th
Prerequisite(s): None
Description: Students will focus in this course on expressing creativity as well as developing writing and communication skills. They will write short stories based on different genre prompts like Sci-Fi, Historical Fiction, Comedies, etc. They may practice interview skills focusing on their ability to express their strengths through interpersonal interaction. There will be an emphasis on looking toward post-graduation plans and how English can serve students' needs in the future.

Speech

Course Length: 2 Semesters
Grade(s): 9th, 10th, 11th, 12th
Prerequisite(s): Students may not have repeated behavior offenses - ISS or OSS - or multiple principal referrals to participate in this elective course. The team and the instructor require a high level of good, indirectly supervised behavior at other schools during competitions and a high level of self-initiative during preparation of pieces during class that requires the trust built by good behavior sustained over a long period of time. Students must earn a B or higher in Speech in order to repeat the course.
Description: The elective Speech class at Harrisburg High School is tied closely to the extracurricular Speech team. Taking the class means you participate on the team, which requires attendance and participation at speech tournaments around the state on Saturdays from October to April. Tournaments are often an all-day commitment. While students understandably may not be able to attend *every* tournament, they should attend the *majority* of the tournaments to contribute to the team's success. Additionally, class time will also prioritize developing bravery and confidence in various contexts through the use of acting exercises, challenges, debates, and other opportunities to employ best practices.

Class time is also spent preparing performance pieces for tournaments: interpretation, movement, in some cases memorization, presenting to peers and teacher, and improvement based on constructive criticism.

Performance events include dramatic and humorous interpretation, prose fiction, poetry, duet acting, duo interpretation, storytelling, radio speaking, extemporaneous speaking and original oratory. Students will be expected to develop and hone up to 4 to 5 pieces per semester.

Although we have a lot of fun on the speech team, it is a lot of work and it takes a particular type of student to fit in well with these parameters: a self-starter, someone who can remain on task, someone who can take feedback well and incorporate it, someone who is willing to commit all Saturday day and evenings at least 6-8 times throughout the school year, and, finally, someone who is willing to put the team first.

Public Speaking (Dual Credit Course)

Course Length:	Semester
Grade(s):	11 th , 12 th
Prerequisite(s):	Students must have completed English 10 with a C or higher.
Description:	The primary objective of this course is to increase a student's confidence level and to prepare a student to present his or her ideas in a public setting, whether that is a speech to compete for a scholarship or a class project or an interview for college or a presentation for one's supervisor at work. This is a practical course that colleges require; an effective performance in Public Speaking will impact you for the rest of your life. You never know when you will have to speak in public. To prepare for this eventuality, students will present multiple speeches, given time constraints and the number of people enrolled: introduction of self, introduction of a partner, a demonstration or "how-to" speech, an informative speech, a persuasive speech and a variety of impromptu speeches. The written scripts for the informative and persuasive will require MLA cited sources. Students will outline, write scripts, practice and deliver with limited notes these speeches following direct instruction and modeling by the teacher. Since this is a dual credit through a separate, accredited college, there may be additional requirements beyond this course description.

American Literature 1870-Present (Dual Credit Course)

Course Length:	Semester
Grade(s):	11 th , 12 th
Prerequisite(s):	Students must meet MACC eligibility requirements for taking online dual credit courses.
Description:	(LAL 121) The student is introduced to the subject of American Literature with emphasis placed on its relevance to interpretation of both literature and art. Through a chronological

Composition I (Dual Credit Courses)

Course Length:	Semester (each)
Grade(s):	12 th
Prerequisite(s):	Students must have completed Public Speaking and American Literature with grades of C or higher to enroll in this course.
Description:	Composition I focuses on elements of effective writing: clarity, concision, power, authenticity, relevance and focus. Students will read models of effective writing, mostly nonfiction essays, and then we will debate their merits. The purpose of this, of course, is to learn from the best. Students will write and revise at least once (if not more) no fewer than 20 pages of original material. Assignments will vary, though some will be abstract and creative, focused on prompts that nudge students to think outside the parameters of the traditional 5 paragraph essay; other essays are more personal, such as the NPR-inspired "This I Believe" essay, which focuses on a deeply-held conviction. The primary goal, however, is to develop analytical writing skills, so the majority of the essays will require students to break down another source into its parts and comment on how they are constructed and why they are made that way before putting them back together again. Therefore, we will write a classic compare/contrast essay using textual evidence as support; we will write a literary and a cultural analysis using texts the students choose. In this course, we will not write summaries; we are focused on what a writer <i>does</i> (methods and forms) not what the writer <i>says</i> (content). Since this is a dual credit through a separate, accredited college, there may be additional requirements beyond this course description.

Composition II (Dual Credit Courses)

Course Length:	Semester (each)
Grade(s):	12 th
Prerequisite(s):	Students must have completed Composition I with a grade of C or higher to enroll in Composition II.
Description:	Whereas Composition I focused on analysis, Composition II will focus on argumentation. We will begin with the study of classical appeals: logos, pathos, ethos and kairos as well as common logical fallacies. We will also study effective rhetorical strategies in writing, including parallel structure. We will practice these through a variety of writing assignments, including a creative piece in which the students personify a rhetorical appeal and a persuasive essay in which the students argue for or against a topic of their choice. We will also respond to timed prompts to hone the ability to develop points-of-view and arguments on the spot. Finally, we will spend the majority of the semester on a researched, argumentative essay of the student's choice. This essay requires multiple, MLA cited sources and counterarguments in which the author imagines what the opposition would propose instead, conceding then rebutting that argument to strengthen his or her own. In the process of developing this piece, the student will select a shorter argumentative essay to help organize his or her thoughts: a causal argument, a resemblance argument, an evaluation paper, a proposal paper, or an ethical argument paper. We will host a debate and conduct a variety of on-your-feet workshops in this class to keep it lively. Plan to revise your work. Good writing is rewriting. Since this is a dual credit through a separate, accredited college, there may be additional requirements beyond this course description.

FOREIGN LANGUAGE

Spanish I

Course Length:	2 Semesters
Grade(s):	9 th , 10 th , 11 th , 12 th
Prerequisite(s):	To enroll in this class, students must have earned a B- or higher in Communication Arts for both semesters prior to enrollment.
Description:	This is an introductory course in which students will learn to communicate at a beginner level through active speaking, listening, writing and reading practice using authentic resources and classroom materials in Spanish. Students will learn the fundamentals of the Spanish language, including accurate Spanish alphabet sounds and pronunciation, and will compare the structure of Spanish and English languages to understand how they overlap and where/how they differ. Students will be

engaged in learning activities on a variety of topics to build curiosity and connection to the Spanish language and also to Hispanic peoples and cultures within and beyond U.S. borders.

- Main Objectives: Upon successful completion of this course, students will be able to:
1. Practice basic Spanish conversations including asking and answering questions.
 2. Establish a basic working vocabulary of high frequency words.
 3. Develop confidence with speaking in Spanish as well as working with the language in written form.
 4. Broaden students' understanding of cultures throughout the Hispanic world.

Spanish II

Course Length: 2 Semesters

Grade(s): 10th, 11th, 12th

Prerequisite(s): Students must have completed a full year of Spanish I with a C or higher OR passed the Spanish 1 final exam with a 80% or higher.

Description: Students will continue their studies of the Spanish language and Hispanic cultures to develop improved speaking, listening comprehension, writing and reading practice with authentic resources and classroom materials in Spanish. Students will reinforce and expand the prior year's knowledge of culturally-appropriate Spanish language expressions and practices.

- Main Objectives: Upon successful completion of this course, students will be able to:
1. Identify and use more sophisticated parts of speech
 2. Practice conversing in Spanish
 3. Enhance working vocabulary
 4. Further broaden students' understanding of cultures throughout the Hispanic world.

Spanish III

Course Length: 2 Semesters

Grade(s): 11th, 12th

Prerequisite(s): Students must have completed a full year of Spanish II with a C or higher.

Description: Spanish III is an advanced course that builds upon knowledge from Spanish II. Students will strengthen their overall ability to communicate in Spanish through speaking, writing, listening and reading. Focus is on the use of authentic Spanish-language sources. Students will further develop their abilities to communicate in a variety of tenses. Students will also deepen their knowledge of Hispanic cultural practices and perspectives.

- Main Objectives: Upon successful completion of this course, students will be able to:
1. Communicate in multiple tenses
 2. Participate and present in Spanish
 3. Enhance working vocabulary
 4. Develop a more nuanced understanding of Hispanic practices and perspectives through the study of a variety of topics and projects

Elementary Spanish (Spanish IV) (Dual Credit Course)

- Course Length: Semester (FLN101 Fall, FLN102 Spring)
- Grade(s): 11th, 12th
- Prerequisite(s): Students must meet MACC eligibility requirements for taking online dual credit courses. If taking in seat Spanish IV with Dr. Weathers, you must have taken Spanish I, II, & III.
- Description: (FLN 101) This course is an introduction to the Spanish language and will include pronunciation, vocabulary, grammar, and culture. Focus will be on learning to speak, understand, read, and write in Spanish.

HEALTH

Health

- Course Length: Semester
- Grade(s): 9th
- Prerequisite(s): None
- Description: The class will cover many aspects of health including the health triangle, importance of staying physically active, proper nutrition/dieting, positive mental and social health, violence prevention, communicable and non-communicable diseases along with other important health topics.
- Main Objectives: After completion of this course the student will:
- 1) describe behaviors that promote individual wellness.
 - 2) explain the functions and interrelationships of the body, social, and communication skills.
 - 3) describe how to enhance human growth and development.
 - 4) develop a plan that promotes health and prevention concepts.
 - 5) evaluate ideas about nutritional health.
 - 6) show how to maintain a safe environment.
 - 7) evaluate health related information, product, and services.
 - 8) determine how to influence change in environments.
 - 9) investigate key careers related to family/individual health

MATHEMATICS

Concepts of Algebra and Geometry I

Course Length:	Yearlong
Grade(s):	9 th
Prerequisite(s):	Passing grade in 8th grade math course.
Description:	This is a course designed to help students relate and apply algebraic concepts to geometry, statistics, data analysis, probability, discrete mathematics, and problem solving. Students will be encouraged to communicate and reason mathematically to assist students in problem solving, develop logical thinking skills and recognize geometric relationships and properties. Geometry combines plane and Euclidean Geometry. Emphasis is on understanding the deductive reasoning process and using geometric relationships to solve problems.
Main Objectives:	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Reasoning in Geometry2. Segment Measure and Coordinate Graphing3. Angles4. Parallels5. Triangles and Congruence6. Polygons and Area7. Solving Linear Equations8. Exponents and Polynomials9. Factoring10. Linear Equations and Inequalities in the Coordinate Plane11. Data, Statistics and Probability12. Systems of Equations

Concepts of Algebra & Geometry II

Course Length:	Yearlong
Grade(s):	10 th , 11 th , 12 th
Prerequisite(s):	To enroll in this course, students must have either completed Concepts of Algebra and Geometry I, Algebra I or Geometry with a passing grade.
Description:	Students spend 1 st semester learning algebra, then second semester is spent learning geometry concepts.
Main Objectives:	In the fall semester, students will solve and graph linear and quadratic equations. Then students will simplify radical expressions and expressions with exponents. Students will find the probability of independent and dependent events, convert odds to probability and use permutation and combinations to find probability. During the Geometry Semester, Students will learn about 2-D shapes, quadrilaterals, polygons and circles,

specifically finding the area and perimeter of each type of shape. Then the class moves on to Solid 3-D shapes, and students learn how to find the surface area, and volume of pyramids, spheres, and prisms. Then students graph shapes using transformations.

Algebra I

Course Length:	Yearlong
Grade(s):	9 th , 10 th , 11 th , 12 th
Prerequisite(s):	Students can be placed in Algebra through the placement test given at the end of 8th grade or with a B average in their previous math course.
Description:	Algebra 1 is a first course in high school algebra. Algebra is a symbolic language, which mathematicians use to communicate the ideas of arithmetic. Included is the study of variables, equations, inequalities, polynomials, functions, and graphing. Students taking Algebra 1 should have mastered the basic arithmetic operations of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals and should have a working knowledge of percents. It is highly recommended that students bring a graphing calculator to class.
Main Objectives:	Algebra is designed to provide students with the knowledge and skills they will need to continue their college preparatory mathematics education. Mathematics courses also foster analytic and critical thinking skills that students need to make educated and informed decisions in life. By teaching skills and applications, students recognize that mathematics is a useful and necessary tool in their everyday lives. Students who develop these marketable critical thinking skills will be benefited after high school when they enter college or the workforce.

Geometry

Course Length:	Yearlong
Grade(s):	9 th , 10 th , 11 th , 12 th
Prerequisite(s):	A prerequisite for this course is a grade of C or better in Algebra 1.
Description:	This course is designed to make students more aware of the geometric world by introducing the study of geometric figures, including polygons and circles. It is a course with a variety of problems that enable students to learn to think logically and demonstrate step-by-step solutions to problems using inductive and deductive reasoning.
Main Objectives:	The purpose of Geometry is to assist students in problem solving, develop logical thinking skills and recognize geometric relationships and properties. Geometry combines plane and Euclidean Geometry. Emphasis is on understanding the deductive reasoning process which involves the

student in writing proofs of theorems and giving geometric relationships by reasoning from accepted facts to a conclusion.

Algebra II

Course Length:	Yearlong
Grade(s):	10 th , 11 th , 12 th
Prerequisite(s):	To enroll students must have completed Algebra I and Geometry with a B average or better, or with teacher recommendation.
Description:	Building on their work with linear, quadratic, and exponential functions, students extend their knowledge to include polynomial, rational, and radical functions.
Main Objectives:	Students will graph the parent functions of absolute value, quadratic, polynomial, radical, rational, and exponential functions. In addition students will transform those parent functions to make a new graph. Students continue to learn how to solve equations specifically using factoring and the quadratic formula. Students will be able to state the domain and range for each type of function, and have a general concept of the properties of each type of function by seeing a graph, or an equation.

Calculus (Dual Credit Course)

Course Length:	Yearlong
Grade(s):	12 th
Prerequisite(s):	To enroll in this course students must have completed College Algebra and preferably Trigonometry with a B average or better.
Description:	A study of functions with applications, and an introduction to differential calculus. Topics include a review of algebra and functions, rates of change, inverse functions, logarithms and exponential functions, limits, continuity, trigonometric functions, techniques and applications of differentiation, indefinite and definite integrals, the fundamental theorem.
Main Objectives:	Students build on their mathematical knowledge to find the limits, and derivatives of equations. Students extend their definition of slope to include derivatives and use derivatives to solve a variety of problems. Students will understand the meaning of an integral and will find the integral of several types of functions. Students will understand the relationship between derivatives and integrals then use their knowledge of both to solve application problems

College Algebra (Dual Credit Course)

Course Length:	Semester
Grade(s):	11 th , 12 th
Prerequisite(s):	Students must earn a C or higher in Algebra II to take College Algebra.
Description:	Topics include a review of basic algebra; various functions and their graphs, including polynomial and rational functions and exponential and logarithmic functions; and an introduction to analytic geometry.
Main Objectives:	Upon successful completion of this course, students will be able to understand and solve problems involving: <ol style="list-style-type: none">1. Linear and quadratic equations, inequalities, and absolute values2. Relations, functions, and graphs3. Polynomial and rational functions4. Exponential and logarithmic functions5. Systems of equations (as time permits)

Statistics (Dual Credit Course)

Course Length:	Semester
Grade(s):	11 th , 12 th
Prerequisite(s):	Students must meet MACC eligibility requirements for taking dual credit courses.
Description:	(MTH 160) Elementary Statistics includes elementary probability and statistical inference, descriptive statistics, testing hypotheses and estimation, t-distribution, chi-square distribution, correlation and significance.

Trigonometry (Dual Credit Course)

Course Length:	Semester
Grade(s):	11 th , 12 th
Prerequisite(s):	Students must earn a C or higher in Algebra II to take Trigonometry. Students must complete College Algebra in order to take Trigonometry.
Description:	This course includes angle-based trigonometric functions and their inverses, multiple angle formulas, identities, trigonometric equations, radian measure, arc length, angular velocity, graphs of trigonometric functions, and solution of right triangles.
Main Objectives:	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Identify the basic facts about angles and triangles.2. Define the six trigonometric functions in the rectangular coordinates, in the unit circle, and in a right triangle.3. Find the trigonometric values of the trigonometric functions.

4. Find the missing values in a right triangle with the given conditions.
5. Convert from degrees to radians and from radians to degrees.
6. Find the arc length and the area of a sector of a circle.
7. Draw the graphs of the trigonometric functions.
8. Find the linear and angular velocity of an object traveling in circular motion.
9. Establish trigonometric identities.
10. Find the values of the six trigonometric functions using the trigonometric formulas.
11. Define the inverse trigonometric functions.
12. Find the values of the inverse trigonometric functions.

MUSIC

Marching Band

Course Length:	Semester (Fall)
Grade(s):	9-12
Prerequisite(s):	If not previously enrolled in band for the spring, you must meet with Mr. Fearn to discuss options and set up an audition.
Description:	The marching band is a musical marching unit that meets during the first semester. The ensemble consists of woodwinds, brass, percussion and color guard. Membership requires total dedication and maximum effort in all aspects of marching, playing, rehearsal and performance. Failure to meet these requirements can result in dismissal from the ensemble.
Main Objectives:	The marching band provides entertainment at home football games, local parades and events. The color guard and percussion sections may be required to hold additional rehearsals outside of the regular practices after school. Obligations to this class include some performances and rehearsals in the evenings and weekends. This includes local parades, home football games and pre-festival invitationals. Students are also obligated to attend summer marching camp. A calendar with all obligations are provided in the preceding spring.

Concert Band

Course Length:	Semester (Spring)
Grade(s):	9-12
Prerequisite(s):	Middle School or High School band experience with a successful audition or recommendation.
Description:	The concert band is a performance ensemble, and a full year course. This band is comprised of woodwinds, brass and percussion. The band will

perform a wide variety of music and styles. Obligations to this class include after school performances, winter and spring concerts, pre-festival concerts, graduation and participation at the CMU Music Festival.

Main Objectives: Perform at winter and spring concerts, pre-festival concerts, graduation and participation at the CMU Music Festival.

Choir

Course Length: Yearlong

Grades(s): 9-12

Prerequisite(s): Students must pass a Music Theory test. Mr. Fearn will provide the study guide.

Description: This is a year-long, upper-level performance opportunity offered to students who are interested in vocal performance.

Main Objectives: Students will continue to develop vocal technique and musicianship, as well as, develop critical thinking skills through the analysis of musical elements including form and text. Students are expected to participate in every concert each semester as a major part of their grade, as well as a few other performance opportunities that arise throughout the year.

Music Appreciation

Course Length: Semester

Grade(s): 9th, 10th, 11th, 12th

Prerequisite(s): Students must meet MACC eligibility requirements for taking online dual credit courses.

Main Objectives: (MUS 102) This course is an introduction to music, emphasizing the various phases of musical beauty, designed to furnish a rational basis for intelligent listening to music. Focus is on basic elements of music and listening techniques; representational Renaissance, Classicism, Romanticist, and Post-Romanticist composers and their music; and discussion of extra-musical factors that bear upon lives and works.

PHYSICAL EDUCATION

Team Sports

Course Length: Semester (Fall)

Grade(s): 9th, 10th, 11th, 12th

Prerequisite(s): No prerequisites for initial physical education credit. Students must earn a B or higher in order to take more than one year of physical education. Seniors may only take aerobic fitness or team sports during the spring semester with instructor approval.

Description: This class will consist of activities that students can participate in lifelong. There is an emphasis on the team aspect of sports as well as the fundamentals of weight training.

Main Objectives: Students will be able to participate in activities with knowledge of the rules, etiquette and strategies of each sport. Students will also be able to put together a resistance training program that can keep them physically fit throughout life.

Lifetime Sports

Course Length: Semester (Spring)

Grade(s): 9th, 10th, 11th, 12th

Prerequisite(s): No prerequisites for initial physical education credit. Students must earn a B or higher in order to take more than one year of physical education.

Description: This class consists of individual, team and lifetime activities. Team concept and lifelong activities will be emphasized.

Main Objectives: Students will be able to participate in activities with knowledge of the rules, etiquette and strategies of each sport. Students will also be able to participate in physical activities throughout their lives.

Strength Training

Course Length: Semester

Grade(s): 9th, 10th, 11th, 12th

Prerequisite(s): No prerequisites for initial physical education credit. Students must earn a B or higher in order to take more than one year of physical education. However, Student-Athletes will have precedence over those who do not participate in Harrisburg Athletics. 2+ sport student-athletes will have precedence over 1 sport student-athletes.

Description: Strength & Conditioning is a rigorous course designed for the student who wishes to achieve an optimum level of physical fitness through weight lifting, speed training as well as other anaerobic and cardiovascular exercises.

Main Objectives: Upon successful completion of this course, students will be able to:

1. Learn & master weight room safety and technique.
2. Improve confidence through progress.
3. Improve, strength, power, speed and body composition

Walk Jog Run

Course Length: Semester

Grade(s): 9th, 10th, 11th, 12th

Prerequisite(s): No prerequisites for initial physical education credit. Students must earn a B or higher in order to take more than one year of physical education.

Description: Students will walk a minimum amount daily.
Main Objectives: Students will walk, jog, and/or run to achieve daily goals.

SCIENCE

Physical Science

Course Length: Yearlong
Grade(s): 9th
Prerequisites: None
Description: Physical Science seeks to explain the main physics and chemistry concepts of the material world. Basic theories and conventions will be introduced. Hence, this course seeks to help students understand the fundamental workings of science, so students can be successful in higher level courses.
Main Objectives: Upon successful completion of this course, students will be able to:

1. Students will review the principles of the scientific method.
2. Students will understand how math is used in science.
3. Students will learn about the basic concepts of physics and chemistry.

Biology

Course Length: Yearlong
Grade(s): 10th
Prerequisite(s): To enroll in this course students must have completed Physical Science with a passing grade.
Description: Biology is an introductory high school science course that covers the principles governing all life. This course includes topics such as cell function and reproduction, genetics, natural selection, ecology, and environmental issues.
Main Objectives: Upon successful completion of this course, students will be able to:

1. Students will demonstrate basic knowledge of the unifying biological principles
2. Analyze the impact of these principles on issues of current concern
3. Describe a diversity of organisms and ecosystems with their characteristics and interactions using appropriate vocabulary
4. Demonstrate basic skills in critical thinking, reading, and writing.

Biology (Dual Credit Course)

Course Length:	Yearlong
Grade(s):	10 th , 11 th , 12 th
Prerequisite(s):	To enroll in this course students must have completed Sophomore Biology with a passing grade, OR sophomores with a 3.5 or higher cumulative GPA can take Dual Credit Biology in place of Biology with teacher's consent. 11th and 12th grade students must also meet eligibility requirements for dual credit enrollment.
Description:	The central purpose of this course in general biology is that the student will develop a foundation for understanding our biological heritage and how it affects his or her life. Specifically, the student will increase his or her knowledge of the unity and diversity of organisms and appreciation of their importance by participating in lecture/discussion, reading, library work, group and individual projects and laboratory and field investigations.
Main Objectives:	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate basic knowledge of the unifying biological principles. 2. Analyze the impact of these principles on issues of current concern. 3. Describe a diversity of organisms and ecosystems with their characteristics and interactions using appropriate vocabulary. 4. Demonstrate basic skills in critical thinking, reading, and writing.

Chemistry

Course Length:	Yearlong
Grade(s):	11 th , 12 th
Prerequisites:	Course Length: Yearlong
Grade(s):	11 th , 12 th
Prerequisites:	To enroll in Chemistry students must have completed Biology with a B- or better and have completed Algebra I with a B or better.
Description:	Chemistry is an entry level course for understanding chemicals and their interactions. Through the use of formulas, equations, and mathematical analysis, it seeks to explain how substances react and why materials have certain properties. Students will learn to utilize laboratory materials appropriately and explain how mathematical concepts can be related to laboratory exercises. Topics covered include scientific measurement, atomic and molecular structure, chemical nomenclature, stoichiometry, solutions and gasses.
Main Objectives:	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Students will understand mathematical conversions and their relation to applied science.

2. Students will learn to apply their mathematical computations to real-life lab applications and relate this information to relatable situations.
3. Students will understand the basic components of atoms and how they interact to create molecules and compounds.
4. Students will learn how a change in chemical composition can result in a change in chemical properties
5. Students will identify and understand the different chemical reactions.

Earth Space Science

Course length:	Yearlong
Grade(s):	10th, 11th, 12th
Prerequisite(s):	To enroll in this course students must have completed Sophomore Biology with a passing grade.
Description:	This course will focus on the composition, history, and evolution of earth and space. It will start with a basic unit on the history of the earth and how it was formed (plate tectonics, weather, etc.) and then move onto cosmic phenomena such as life of stars, Kepler's law, and energy. During each unit we will relate human impact on earth and space and study the relationship between all three
Main Objectives:	Upon successful completion of the course, students will be able to: <ol style="list-style-type: none"> 1. Explain basic principles of Earth formation, including plate tectonics, soil formation and rock identification, and history of Earth. 2. Describe weather patterns and read a weather map. Explain how the Greenhouse Effect works and how it is impacting global warming. 3. Explain major factors that contribute to ocean movement, biodiversity, and ecology. 4. Describe planetary creation, components, composition, objects, and relationships.

Zoology

Course Length:	Year long
Grade(s):	10th, 11 th , 12 th
Prerequisite(s):	To enroll in this course students must have completed Sophomore Biology with a passing grade.
Description:	Zoology will lead to discuss the diversity of both invertebrate and vertebrate animal life and the fascinating adaptations that enable animals

to inhabit nearly all conceivable ecological niches. Students will study organisms starting with primitive sponges and going through the advanced chordates using comparative anatomy dissections to observe structures on a detailed level.

- Main Objectives: Upon successful completion of this course, students will:
1. Become familiar with fundamental properties of life, theories of evolution and heredity.
 2. Recognize taxonomic characters, theories of taxonomy and major divisions of life.
 3. Identify the various animal groups, position relative to the animal kingdom and their biological contribution.
 4. Learn morphology and anatomy of some invertebrates and vertebrates by using dissection and field techniques.

Forensics

- Course Length: Yearlong
Grade(s): 11th & 12th
Prerequisite(s): To enroll in this course students must have completed Sophomore Biology with a passing grade.
Description: Forensics is an upper level science course where students use knowledge and skills from biology, chemistry and physics to study and apply science to matters of the law through examination of physical evidence. Students will have the opportunity to explore how scientific principles are used in analyzing physical evidence found in crime scenes and to be introduced to the wide array of career choices in forensics.

Anatomy (Dual Credit Course)

- Course Length: Year long
Grade(s): 11th, 12th
Prerequisite(s): To enroll in Anatomy students must have completed Biology with a B or better.
Description: (BIO 205) Human Anatomy is a general study of the structure and function of the human body and considers all major organ systems. Significant laboratory work is required to identify various systems of the human body by flag-spotting. Dissection is included in this course to provide the student with knowledge of the structures that comprises the 11 major organ systems. This includes cellular, tissue, organ, and organ system levels of organization.
Main Objectives: Upon successful completion of this course, students will be able to:

1. Correctly use anatomical terms to describe locations and directions in the human body.
2. Identify the location and contents of major body cavities.
3. Identify the major organelles of a cell and describe their function.
4. Describe the steps in mitosis and meiosis and describe their purpose.
5. Identify the major tissues of the body and describe their structure.
6. Identify and describe the location of components and organs of the 11 major organ systems.

Physiology (Dual Credit Course)

Course Length: Year long
 Grade(s): 11th, 12th
 Prerequisite(s): To enroll in Physiology, students should be passing or passed Dual Credit Biology with a 3.5 GPA or higher
 Main Objectives: (BIO 209) This course studies metabolic function of the cell; diffusion physiology; and the nervous, muscular, respiratory, digestive, excretory, reproductive, and endocrine systems. Physiology lab is a very important part of this course

Course Objectives: Upon successful completion of this course, students will be able to:

1. Describe basic atomic and molecular structure and bonding.
2. Identify the structure and function of examples of carbohydrates, lipids, proteins, and nucleic acids.
3. Describe the metabolic processes involving the catabolism and anabolism of carbohydrates, lipids, proteins, and nucleic acids.
4. Describe the functions and processes involved with the 11 major organ systems.
5. Relate organ system function with basic clinical physiology

Zoology (Dual Credit Course)

Course Length: Semester
 Grade(s): 11th, 12th
 Prerequisite(s): To enroll in this course students must have completed Sophomore Biology with a passing grade. Students must also meet eligibility requirements for dual credit enrollment.
 Description: Zoology will lead to discuss the diversity of both invertebrate and vertebrate animal life and the fascinating adaptations that enable animals to inhabit nearly all conceivable ecological niches. Students will study organisms starting with primitive sponges and going through the advanced chordates using comparative anatomy dissections to observe structures on a detailed level.

- Main Objectives: Upon successful completion of this course, students will:
1. Become familiar with fundamental properties of life, theories of evolution and heredity.
 2. Learn that the cells are the basic units of life, which contribute to form tissue, organs, and organ systems.
 3. Recognize taxonomic characters, theories of taxonomy and major divisions of life.
 4. Identify the various animal groups, position relative to the animal kingdom and their biological contribution.
 5. Learn morphology and anatomy of some invertebrates and vertebrates by using microscopic and dissection techniques.

Introductory Conservation Biology (Dual Credit Course) BIO105

- Course Length: Semester
- Grade(s): 11th, 12th
- Prerequisite(s): To enroll in this course students must have completed Sophomore Biology with a passing grade. Students must also meet eligibility requirements for dual credit enrollment.

Description: This course involves a study of the earth's ecosystems and biodiversity as well as historical and current human impacts on these systems. The importance of conserving the earth's biodiversity is also discussed. As the weather warms, a majority of the class will take place outside in the field applying what we learn in class while practicing sampling and conservation techniques such as seine netting, catch and release, pit fall traps, soil testing, water quality testing, random plot sampling, and animal tracking to name a few.

- Main Objectives: Upon successful completion of this course, students will be able to:
1. Define and give examples of the world's biodiversity
 2. Appreciate how current attitudes toward the natural world and its conservation have been shaped by events in world and U.S. history.
 3. Identify and describe interactions between organisms and their environment including the role of individual organisms in the overall ecological stability of the planet.
 4. Assess and compare levels of biodiversity and describe what influences the level of biodiversity in various ecosystems.
 5. Determine factors that contribute to the extinction of species in an ecosystem.
 6. Identify the role of soil in terrestrial ecosystems and identify factors that contribute and deplete soil fertility.
 7. Identify and describe the global effects of 5 major environmental

threats - Human population growth, energy policy, habitat loss, pollution, and global climate change.

8. Identify and discuss the components and contribution to the world's biodiversity of the world's major terrestrial and aquatic biomes.
9. Identify the effects of and propose solutions to the major human disturbances facing the world's major biomes.

SOCIAL STUDIES

World History

Course Length: Yearlong
Grade(s): 9th
Prerequisite(s): None
Description: This course will examine world history from the start of the Roman Republic through the end of the Napoleonic era. Students will be expected to take notes during class lectures and discussions. Students will participate in organized socratic class discussions. Students will write essays and complete projects over various world history topics. Students are expected to participate in assigned groups and learn to effectively work with their peers. Students will learn to see history as a tool for solving modern problems and apply critical thinking techniques to historical topics. Students will examine and understand the foundations of the western world to better prepare them for future American History and Government courses.

American History

Course Length: Yearlong
Grade(s): 10th
Prerequisite(s): Students must have completed World History with a passing grade.
Description: American History is a required class for sophomores. American History is a survey of history from 1861 to present. The class will explore the impact of key people and events that have shaped American History. The class will go in-depth with events such as the Civil War, the Great War, World War II, and the Cold War. We will analyze the decisions made by presidents in domestic and foreign policies.
Main Objectives: Unit 1: The Union in Crisis
Unit 2: An Industrial Nation
Unit 3: Becoming a World Power
Unit 4: A Modern Nation
Unit 5: A Champion of Democracy

Unit 6: A Nation Facing Challenges

Unit 7: Looking Toward the Future

Government

Course Length: Yearlong

Grade(s): 11th

Prerequisite(s): None

Description: This year-long course covers the Missouri government and the U.S. government. This course fulfills the state requirement for graduation. Students will learn about the foundations of our nation and state. The focus of this course is to instill a knowledge and understanding of how government works so students become productive citizens and know how to participate in the government. Both the U.S. and Missouri Constitution will be tested in accord with the state graduation requirements.

Main Objectives: Unit 1: Essentials of U.S. Government
Unit 2: Interactive U.S. Government

Current Events

Course Length: Yearlong

Grade(s): 11th, 12th

Prerequisite(s): World History/Geography, American History

Main Objectives: Students will apply prior social studies knowledge to modern U.S. and World issues. Students will learn to unpack and understand the implications of current events on their lives. We will examine the key differences between the 20/20 vision of history and the muddied waters of current events and how we can apply historical precedent to emerging issues. Students are expected to stay up to date on current events by using various forms of media including news media, social media, news print, podcasts, talk radio, and anything else that gives us insight into the happenings of the world. Students are expected to fully participate and respond in class socratic seminars. Students will propose solutions to modern issues and justify their positions through logical reasoning and research. Students will learn to fact check and identify bias in the modern news cycle. Students will work to keep an open mind and study cultural differences that add context to complex contemporary issues.

Civics and Leadership

Course Length:	Year Long
Grade(s):	9th, 10th, 11th, & 12th
Prerequisites:	Students must be enthusiastic about performing acts of service and devoting time to practice individual growth.
Main Objective:	Provide students the opportunity to learn and practice leadership skills while positively impacting their school and community.
Description:	Students will explore the concept of leadership and how it positively impacts individuals, institutions, and communities. Students will learn about the philosophy of leadership, the impact of effective and ineffective leadership, and research examples of leadership from the past and present. After students have become acquainted with the theories of leadership they will identify ways in which they can apply those concepts in life, school and their community. Students will plan individual leadership projects for self improvement and transition to group projects designed to improve their school and community. Student grades will be determined by participation, effort and evidence of their influence.

Dual Credit Social Studies

Various dual credit social studies classes (Government, Geography, American History to 1865, and American History from 1865) will be offered as they become available.

ELECTIVES

****Any credit earning course can serve as an elective credit****

Yearbook

Course Length:	Yearlong
Grade(s):	10th, 11th, and 12th
Prerequisite(s):	Introduction to Yearbook and/or must have at least a C or higher in all English courses previously taken to be eligible to be in Yearbook.
Description:	In this class the yearbook for Harrisburg School District is produced. Students will learn design elements and apply the principles of design to create the yearbook pages. Photography skills will be taught and applied on the pages. Class members will be assigned various Harrisburg events to attend outside of class to photograph.
Main Objectives:	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Gather advertising for the yearbook.2. Take pictures of events in Harrisburg.3. Edit pictures.4. Apply design principles and create yearbook pages.5. Learn to work on a team.

Athletic Wellness & Nutrition

Course Length: Yearlong
Grade(s): 9th, 10th, 11th, and 12th
Prerequisite(s): None
Description: Athletic Wellness and Nutrition explores the intersection of physical fitness, dietary habits, and overall well-being tailored specifically for athletes. This course delves into the physiological demands of sports and activities, emphasizing the role of nutrition in enhancing performance, recovery, and injury prevention. Students will study macro and micronutrient requirements, dietary planning, and the impact of hydration and supplementation on athletic performance. Practical applications include developing personalized nutrition plans and understanding the psychological factors affecting athletic wellness. By integrating theory with practical exercises, students will gain essential skills to optimize health and performance in athletic settings.

Sociology

Course Length: Yearlong
Grade(s): 11th, and 12th
Prerequisite(s): None
Description: Sociology is a scientific study of society and the interaction between society and its human environment. Emphasis is on an explanation of the importance of values and norms and their significance in the development of attitudes and resulting social behavior. Course includes such concepts as social organization and culture, socialization, institutions, and collective behavior.

MISCELLANEOUS

A+ Tutoring

Course Length: Semester
Grade(s): 12th
Prerequisite(s): Students must be A+ tutors with all A+ paperwork on file. Students must be meeting all graduation requirements to have an A+ tutor hour.
Description: Senior A+ tutors have the opportunity to use a class hour for tutoring. Students may be assigned to tutor at the elementary, middle or high school.
Main Objectives: The purpose of the A+ tutoring hour is to give students an opportunity to earn the tutoring/mentoring hours needed for the A+ Schools Program.

Classroom/Office Aide

- Course Length: Semester
- Grade(s): 12th
- Prerequisite(s): Students must be meeting all graduation requirements to be a Classroom or Office Aide.
- Description: Seniors may have the opportunity to assist in a classroom, the library or office and complete tasks as assigned by the classroom teacher, principal/secretary or librarian. Responsibilities may include, but are not limited to the following: making copies, sorting mail, updating bulletin boards, shelving books and filing.
- Main Objectives: Students will learn to follow instructions and complete assigned tasks effectively and in a timely manner.

MOBERLY AREA TECHNICAL CENTER

Students may choose to enroll in courses at Moberly Area Technical Center during their junior and senior year of high school. Students will earn three practical art and/or elective credits per year and have the opportunity to earn an additional language arts credit and/or mathematical credit.

Programs are designed to provide the student entry-level job skills and give the students a head start at the postsecondary level in a particular program of study. Most of the programs are two years in length and meet three periods a day. Some programs do allow students to combine courses from different program areas. Visit MATC's website to find detailed course descriptions at <http://moberly.k12.mo.us>.

Programs include:

Architecture, Engineering, & Design

Automotive Technology

Building Technology

Business and Technology

Collision Repair Technology

Computer Information Technology

Machine Tool Technology

Marketing

Medical Technology

Welding Technology

MATC also provides the opportunity for students to get additional Math and CA credits that are earned through embedded credit for .25 of a credit each semester. So, over the course of two years in an MATC program, students can earn a full credit of Math and CA, but it is only a quarter credit of each per semester rather than the traditional .50 of a credit in regular Math and CA classes.