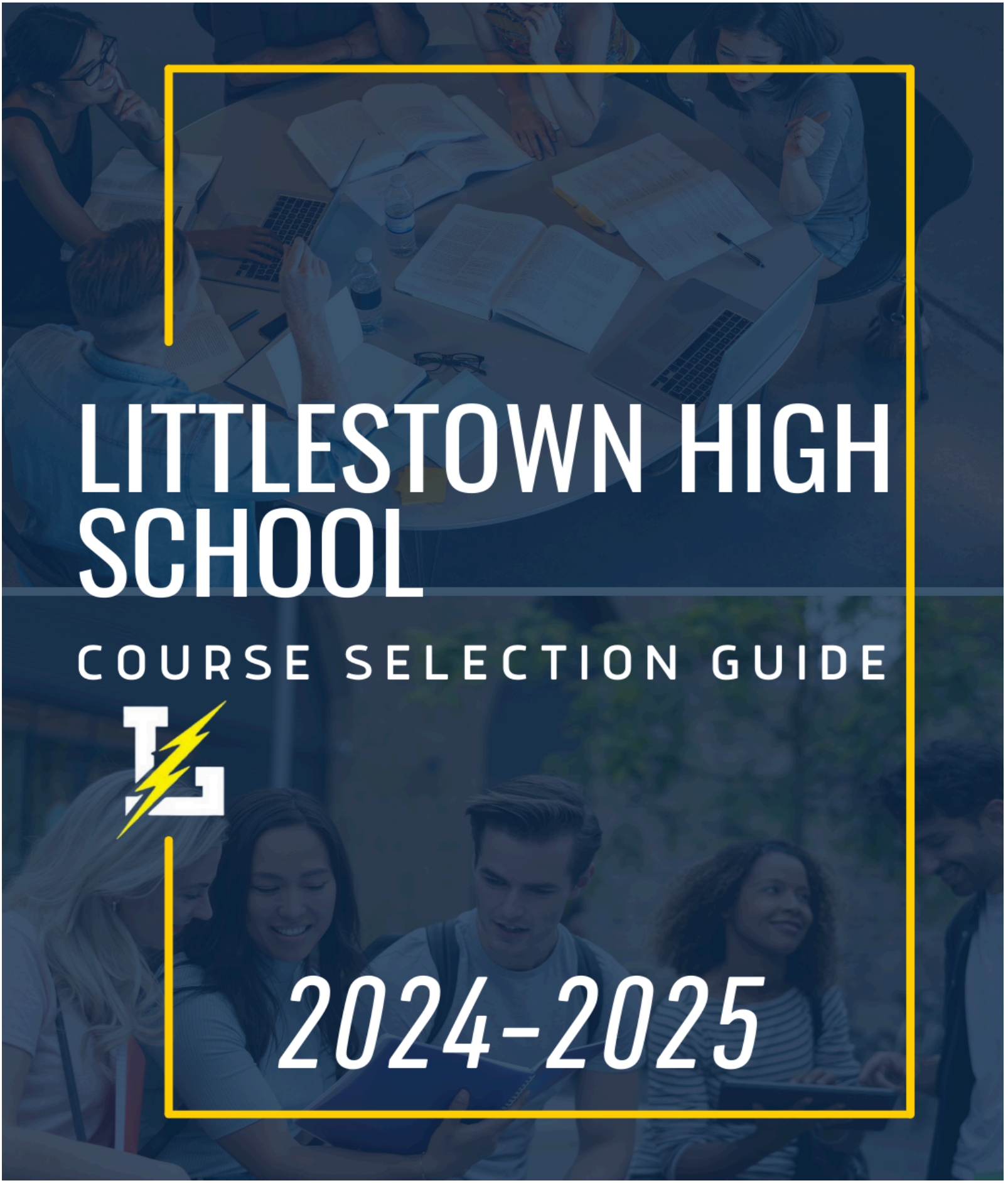


LITTLESTOWN HIGH SCHOOL

COURSE SELECTION GUIDE

2024-2025

200 E Myrtle Street
Littlestown, PA 17340
717-359-4146
or
717-334-7094

Welcome to the 2024-2025 school year! We would like to recognize the dedication to excellence of all our staff, students, parents, and administrators as Littlestown Senior High School earned the ranking of silver in the latest Best High Schools awards by U.S. News. The criteria for this recognition is based on students proficiency in mathematics, reading and science, taking and earning a 3 or higher on at least one AP exam, and overall graduation rate.

We remain committed to providing our students with a world class education. We aim to provide academic development in the areas of advanced placement and college credit through high school and dual enrollment courses. Students will be able to earn industry based certifications and opportunities in apprenticeship and internships to further grow academically in their career choice. Students pursuing their passions and acquiring global skills necessary to become successful in an ever increasingly competitive world is our vision for all Thunderbolts!

More than ever, it is vitally important for parents to engage with their students about preparation for future success. By partnering with teachers and school counselors, families can support their students in choosing their path through high school. We ask that you consider the 2024-2025 Course Selection Guide carefully.

We are confident in the quality of preparation we provide for students of LHS. We ask students and parents to work with our teachers and school counselors to choose courses and experiences that best match their students' aptitudes and interests.

We are pleased to announce beginning with the Class of 2026 and beyond students must fulfill the graduation requirements as outlined in District Policy 217. In addition to meeting the minimum graduation requirements as established for instructional programming in a student's pathway, all students shall be required to earn either:

- a minimum of 9.0 academic credits as they appear on a college transcript, and/or
- successfully complete at least three (3) AP courses (College Board Certified), and/or
- a nationally recognized industry certification, and/or
- successful completion of a career apprenticeship/internship

Sincerely,

Judy Berryman *Trinh Sudak*

Dr. Judy Berryman, Principal Mrs. Trinh Sudak, Assistant Principal

The Littlestown Area School District complies with Title VI, Title IX, Section 504, ADA Title I, IDEA and Public Law 90-202 which prohibits discrimination on the basis of sex, disabilities, race, color, religion, or national origin in its educational and vocational programs, activities or employment.

Littlestown Area School District will take steps to assure the lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information on your rights or grievance procedures, contact **Dr. Carolyn Fiascki**, Compliance Officer, Littlestown School District Office, 162 Newark St., Littlestown, Pa. Telephone (717-359-4146 Ext. 1210)



Graduation Requirements

In addition to Pennsylvania Department of Education specifications, high school graduation requirements are aligned to LASD School Board policies 215 and 217.
All School Board policies are available for reference on the school district website.

KEYSTONE EXAMS:
Students are required to achieve a proficient or advanced level on the Keystone exams listed below. This level can be achieved by either passing the exam or after remediation passing a retake exam:

- Algebra I
- Literature
- Biology

Due to periodic changes at the state level regarding Keystone proficiency requirements, we will communicate all changes to parents and students. PA Act 158 provides additional information on keystone proficiency requirements. Here you will find a graphic on PA Act 158 and here you will find additional information.

COURSE COMPLETION:
School counselors will assist students in course selection and post high school planning. In accordance with school board policy 215 students will progress based on individual student achievement in a continuous and systematic manner.

CORE COURSE GRADUATION REQUIREMENTS:

English	4 credits
Social Studies	3 credits
Science	3 credits
Math	3 credits
Additional Core Course	1 credit
Health and Physical Education	3 credits
Electives	8 credits
Personal Finance	.5 credits
Career Realization	.25 credits

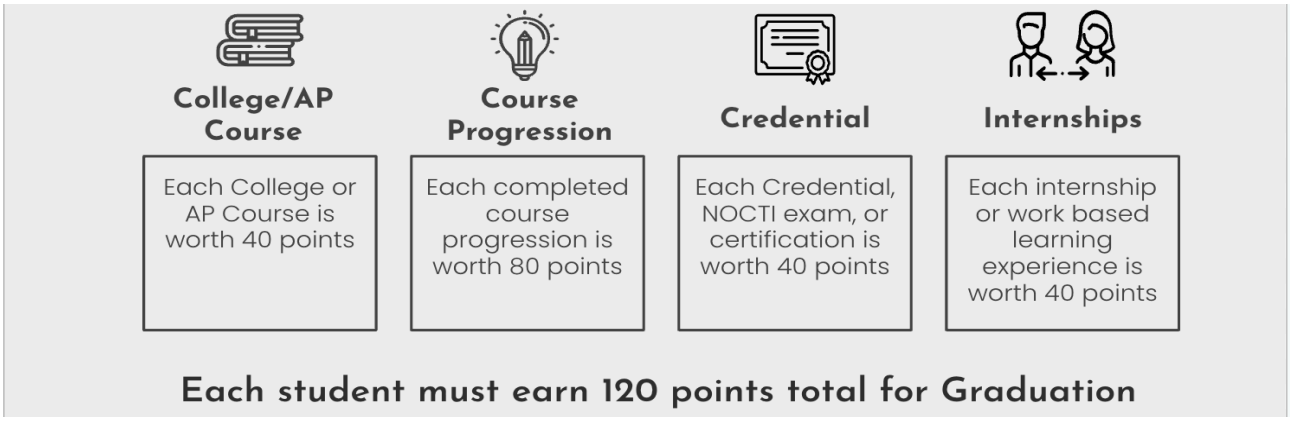
GRADUATION REQUIREMENTS FOR THE CLASS OF 2025:
Students graduating in the class of 2025 will need to meet the original core course requirements along with statewide expectations in the keystone exams. Students will have various college and career opportunities within the core course requirements and electives to help them be successful post-graduation.

GRADUATION REQUIREMENTS FOR THE CLASS OF 2026 AND BEYOND:

Students graduating in the class of 2026 and beyond will meet the core course requirements and will achieve a minimum of 120 points in the AP/College Course/Credential menu. As students work toward meeting graduation requirements, they are able to select from a menu or courses and experiences to ensure requirements are met.

Graduation Requirements Menu		
Advanced Placement Courses (40 Points Each)		
AP Biology AP Calculus AB & BC AP Chemistry AP Computer Sciences A AP Computer Science Princ.	AP 2D Art & Design AP 3D Art & Design AP English Literature AP English Language AP US History AP US Gov. & Politics	AP Physics I & II AP Environmental Science AP Psychology AP Macroeconomics AP Microeconomics
College in the High School (CIH) & Dual Enrollment Courses (40 Points Each)		
Public Speaking AP Environmental Science Marketing I Accounting II	Intro to Business Entrepreneurship AP English Literature	Statistics College Algebra English Composition I CIH courses through ACTI
Credentials: 80 Points per Progression, 40 Points per Certification		

- Culinary :
  - Basic, Unique, & Gourmet = NOCTI
- Carpentry:
  - Carpentry I, Carpentry II = NOCTI
- Graphic Arts:
  - Commercial Art I, Commercial Art II = Adobe, Commercial Art
  - Photography I, Photography II = Adobe
- Business:
  - Introduction to Business + 1 Business Course = Various
- Agriculture:
  - Completer & Concentrator: See school counselor for details
    - Progression/Cert: Any Ag course(s) combing with:
      - Animal Science = Beef Quality Assurance Certificate
      - Advanced Horticulture = Pesticide Application License
      - Wildlife/Natural Resources = Hunter/Trapper Certificate
- ACTI: Dependent upon programming
- Apprenticeships/Internships: dependent on individual student goals/programming



Advanced Placement

Benefits, Commitments, and Expectations

Littlestown High School's Advanced Placement (AP) program allows students to take college level courses in high school. Students enrolled in AP courses have the opportunity to earn college credit depending on the score they earn on the AP exam and the college they attend. Regardless of earning college credit, these courses prepare students for college as each course is designed to mirror a college course in precision, independence and work load. Every AP course taught at LHS is comparable to an introductory level college course in that subject.

Students, especially those planning on attending a 4-year college or university, are encouraged to challenge themselves with at least one AP course. Students who take an AP course are encouraged to take at least one AP exam. Additionally, seeing the AP designation on a high school transcript has a positive impact on college admissions counselors.

LHS offers a wide variety of AP courses. Full course descriptions are available in the Academic Departments section of this Guide. Additional AP courses are available on-line; contact the School Counseling Office for more information.
<u>If an AP course is offered in the classroom and on-line, students are required to take the classroom course.</u>

College in the High School

Dual Enrollment and College in the High School are both opportunities for High School students to receive college credit for courses they take while in High School. These opportunities are a great way to save money and get a head start on general education requirements that students will need in college.

Dual Enrollment	College in the High School
● College courses taught by college staff ● Cost is covered by the family ● Can be online or Face to Face (at the college) ● Eligible for all High School Extracurriculars ● Can be taken through any college, most common is Harrisburg Area Community College	● College courses taught by our teachers ● Cost is shared with the school ● Face to Face courses ● Eligible for all High School Extracurriculars ● Courses through one of the following schools: Harrisburg Area Community College, Delaware Valley University, Iowa State University

Questions on Transferring Credits?

Planning ahead to make sure that the credits your student is taking will transfer to their chosen college/university is a great idea. First step is to check out if their chosen college/university has a transfer credit database. Many schools will list the courses they are willing to take as transfer credits and what course(s) they will count it as. If a course is not listed OR a college/university isn't listed on their transfer credit database, it does not immediately mean that the credit won't transfer. In these instances it is best to reach out to the admissions department at those schools and inquire if the credits will transfer. If you have further questions or require additional assistance, reach out to your assigned School Counselor.

Career Readiness

APPRENTICESHIP/INTERNSHIP **Course - 306177** **1 credit minimum**
GRADE(S) 10-12
Prerequisites:

- Students will complete an application/interview to demonstrate enthusiasm and initiative for career experience
- Students will possess an academic, behavioral, and attendance record that satisfies school and workplace expectations
- Students will provide their own transportation to and from the work experience site, unless otherwise arranged with the school counselor
- Students complete appropriate courses leading to an experience

The Apprenticeship/Internship is a work-based learning experience provided to students by an employer to meet their career goal. This creates an extension to the existing high school learning experience. These experiences allow students to integrate academic learning with real-world activities within a given career choice. The career experience may be paid or unpaid, based on the desires of the business partner and the student. Students will arrange the apprenticeship/internship with the Career Ready counselor and will write a proposal that clearly defines the outcomes of the experience.

Programs of Study

The Agricultural Productions, Operations, Program of Study is offered to provide students training in a specific field. **Programs of Study** are officially recognized by the Pennsylvania Department of Education and may qualify for college credits through articulation agreements with colleges.

AGRICULTURAL PRODUCTION OPERATIONS, GENERAL

The Agricultural Productions program meets the needs of a student pursuing a career in Agriculture, Agribusiness, Agricultural Economics, Horticulture, Conservation, General Farming, Agriculture Mechanics, Horse Science, Soil, and Plant Science. It will also play a very important part in preparing a student to go on to college in the agricultural field.

Students will complete 5 credits from the following sequence of courses:

Introduction to Agriculture	Pennsylvania Natural Resources
Horticulture	Agricultural Mechanics
Advanced Horticulture & Crop Production	Agricultural Construction
Horse Science	Small Gasoline Engines
Plant and Animal Science	Supervised Agricultural Experience (SAE)
Pennsylvania Wildlife	

Course Selections

Use links below for Course Selections for each Department:

- ENGLISH/LANGUAGE ARTS
- FAMILY AND CONSUMER SCIENCE
- HEALTH
- BUSINESS EDUCATION
- MATHEMATICS
- MUSIC
- PHYSICAL EDUCATION
- SCIENCE, COMPUTING AND ENGINEERING
- SOCIAL STUDIES
- AGRICULTURE
- TECHNOLOGY EDUCATION
- VISUAL ART AND GRAPHIC COMMUNICATIONS AND EDUCATION
- WORLD LANGUAGE

Littlestown High School partners with other area high schools to provide five 2-year programs for students beginning their junior year: TECHNICAL CENTERS

Independent Study

A student wishing to participate in an independent study must procure a teacher willing to be his or her mentor. The student and instructor must submit in writing the course objectives (signed by the mentor teacher) to the School Counseling Office. The course must be approved by the Principal, Superintendent and the Board of Education. Submission must be by May of the year preceding the actual course.

Guidelines for Repeating a Course

1. Any course may be repeated regardless of grade. During the academic year this must be approved by the School Counseling Office
2. Only one (1) unit of credit will be awarded for any one (1) subject.
3. If a course is repeated: Both the original course and the new course will appear on the record.
4. For ranking purpose: the highest grade will be averaged with the lowest grade to determine Quality Point Credit/Unit for that subject repeated.
5. Summer School courses <u>will not</u> be averaged into the Quality Points for class rank.

Withdrawal from a Course

1. No one is allowed to withdraw from a required course.
2. No credit will be awarded to any withdrawn course.
3. <u>During the first two weeks of school</u> a student's schedule adjustment may be made at the discretion of the Administration and School Counselors.
4. When a student withdraws from a course within the first two weeks of school, there will be no mark recorded. If a student withdraws from a course at any time from the beginning of the third week to the end of the year, a grade of either WP (Withdraw Pass) or WF (Withdraw Fail) will appear on the report card and will be recorded on his or her permanent record.
6. Summer School courses <u>will not</u> be averaged into the Quality Points for class rank.

Grade Point Average (GPA)
Weighted Grade Point Average (WGPA)
Class rank

GPA (Grade Point Average) is determined by adding the quality point for each course together and dividing by the total number of courses. The weighted GPA adds additional points with a multiplier for the quality points based on the weight of the course.

Quality Point Breakdown

Grade	% Range	Quality Point Value
A+	97-100	4.3
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	71-76	2.0
C-	70-72	1.7
D+	68-69	1.3
D	66-67	1.0
D-	65	0.7
F	0-64	0.0

Unweighted GPA Example:

Grade	Numerical Grade	Total Points
Academic English 10: A+	98	4.3
AP 2D Art & Design: B+	88	3.3
Global Studies: C+	91	3.7
College Algebra: B	79	2.3
		Added together: 13.6
		Divided by 4 = 3.4 GPA

Weighted GPA

Weighted GPA adds an additional multiplier to the quality point value of certain courses. If a course has a different weight, it is indicated on the course descriptions.

Weighted GPA Example

Grade	Points	Multiplier	Total Points
Acad English 10: A+ (98)	4.3	1.1	4.73
AP 2D Art & Design: B+ (88)	3.3	1.2	3.96
Global Studies: A- (91)	3.7	1.0	3.7
College Algebra: C+ (79)	2.3	1.2	2.76
			Added Together: 15.15
			Divided by 4 = 3.787 GPA

Class Rank

Class rank is determined by weighted GPA. A student with the highest weighted GPA ranks first in the class, the student with the second highest ranks second, etc. Students must be enrolled at Littlestown High School during their senior year to be considered for most graduation honors. Graduation honors are based on weighted GPA at the end of the 3rd marking period with allowances for unique circumstances.

Distinguished and Regular Honor Roll Guidelines

(See School Board Policy 212)

To be listed on the Honor Roll, a student shall have earned a 3.0 or higher (to a 3.49) quality point average (QPA). A grade of D or F in any subject will prevent a student from achieving honor roll distinction.

1. DISTINGUISHED HONORS - Grade Point Average 4.0 or Above
2. MERITORIOUS HONOR ROLL - Grade Point Average 3.5 to 3.99
3. HONOR ROLL - Grade Point Average 3.0 to 3.49

Special Education

- The needs of the individual student determine the pattern of his or her special education program. In some instances additional specialized services are required for the student in the regular classrooms. These services are supplied by special education teachers or therapists so that those pupils may continue to benefit from attendance in the regular class.
- However, some individual students cannot function in or profit from a full time program in a regular classroom. For these students classes have been established which provide special curricula, instructional techniques, facilities and teachers with specialized training.
- This program provides for an orderly sequence of learning skills designed to meet each individual student's needs. Whenever possible the students are integrated academically and socially with students in regular classes.
- Eligibility for admission to such classes is based upon the results of a complete individual psychological examination which includes the assessment of ability, learning skills, and personality. Psychological re-evaluations of pupils are made periodically when specific needs arise.
- There are curriculum areas not specified in this curriculum course selection guide which may be required because of the student's Individualized Education Plan (IEP). Specially designed classes will count for credits toward graduation but may not meet certain criteria for the end of the year academic awards.

Gifted Education

- Gifted program at the high school is an academic support program. This program encourages gifted students to pursue intellectual, artistic, or career interests beyond what is offered in the present high school curriculum. Students may select from a list of previously-approved topics for independent study, or they may choose their own topic.
- The course is designed to challenge the academic student with a varied and stimulating curriculum that is based on the student's individual interest. Each experience is unique and designed to fit the needs and talents of the student. In-depth analysis and exploration in this type of environment is a non-traditional approach to learning that encourages critical thinking and strong student involvement.
- Independent study builds on student interest, taps into high motivation, and provides opportunity for student choice through products, strategies of presentation, and approach to topic/problem. It provides important experience for students to develop planning and research skills at advanced levels. It also encourages independence, while allowing students to work with complex and abstract ideas with guidance.
- The ultimate objective of the Independent Study Program is to encourage and prepare the individual student, working on his/her own initiative, to undertake, to direct and to successfully complete his/her own study activities in areas which are of interest and value to him/her.
- Students may complete the independent study course either during school hours in an assigned period or outside of school. A student should have at least 60 hours of independent study for one semester credit (.5) or 120 hours of independent study for a full year credit (1.0), if the study is done outside of school. If a student enrolls in the seminar class during school hours, .5 credit is assigned upon satisfactory completion of a one semester study, and one credit is assigned upon satisfactory completion of a one year study.

Monitoring:

Gifted students who are not participating in an independent study will meet with the gifted education teacher about once a month to evaluate progress. The student is not responsible for any gifted program units or projects. The student may change his or her status if there is sufficient time for the student to complete a project or seminar unit.

NOREP:

This document is available for parents who no longer wish to have their child in the Gifted Education Program. Parents may choose to have their son or daughter removed from the Gifted Program. It is a binding action. The only way for a student to participate in the program at a later date is to be retested for admission into the Gifted Education Program. This should be considered for a student that has not participated in the program for a few years and does not wish to participate in the program in the future.

Lincoln Intermediate Unit #12
Special Education Work Experience Program

- The Work Experience Program is a cooperative effort by the Lincoln Intermediate Unit, participating school districts, and the community to provide the opportunity for special education students to receive practical on-the-job training. Development of career objectives and preparation of students for a broad range of occupations are two important goals of the program.
- The Intermediate Unit program is an alternative method of providing vocational education for students not receiving such a program in an area vocational-technical school, a regular program of vocational education, or the regular Diversified Occupation program operated by the school district.
- Students involved in the Intermediate Unit Work Experience Program receive an individualized educational program in cooperation with the classroom teacher and Diversified Occupations coordinator from the Intermediate Unit. Instruction is offered in job attitudes, job safety, job behavior, etc. Integration into the regular Diversified Occupation theory class operated by the district is encouraged where feasible.
- The program should recognize participant employment without regard to the hours of the school day as long as the participant is employed for a minimum of 15 hours per week and on at least three or four days on which school is held.
- The importance of employment is recommended as a learning experience, and the need for rest, relaxation, and recreation by a student is further understood. Worthy employment may not necessarily be obtained during the school day but could become available in late afternoon and evening. This employment could be just as beneficial to the participant in the evening as during the school day, and releasing the student from some school time would provide the opportunity for relaxation and recreation. Because the student is involved in his or her job a minimum of fifteen hours of time each week, credit towards graduation for this experience is possible.