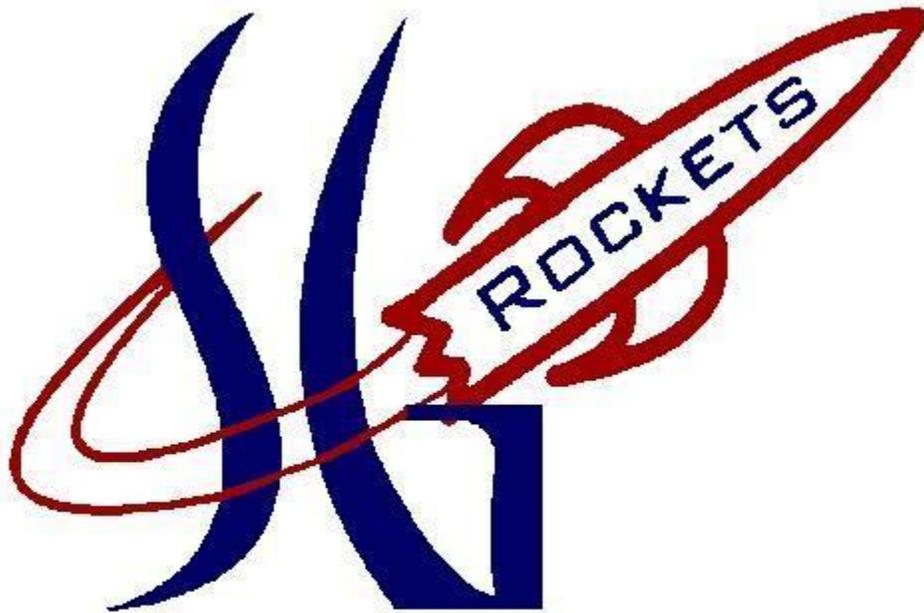


***SPRING GROVE AREA  
HIGH SCHOOL***



**SPRING GROVE**  

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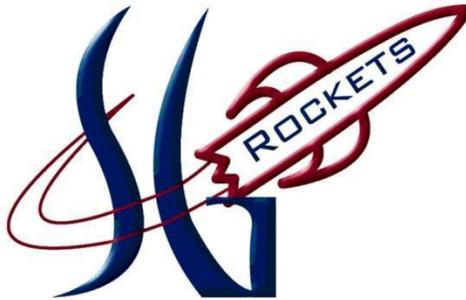
**AREA SCHOOL DISTRICT**

***SPRING GROVE, PA  
CAREER PLANNING  
AND  
COURSE SELECTION GUIDE***

***2022-2023***

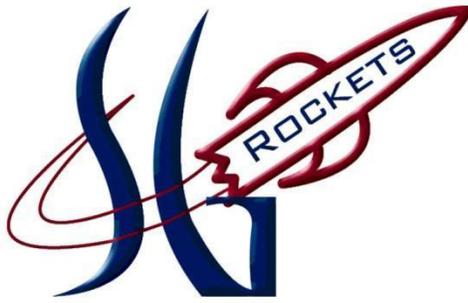
# **DISTRICT MISSION**

**The mission of the Spring Grove Area School District,  
in partnership with families, businesses  
and community organizations,  
is to provide a safe and engaging learning environment  
that will challenge and motivate all students  
to demonstrate continual growth on assessments  
and to attain their full potential  
while preparing for the future.**



# **DIVERSITY STATEMENT**

**We will treat all people with  
equality, dignity, and respect;  
we will educate all students to  
understand, accept, and value  
all members of the world community;  
and we invite the community at large to  
join with us in support of this mission.**



## **SPRING GROVE AREA SCHOOL DISTRICT**

[www.sgasd.org](http://www.sgasd.org)

100 East College Avenue  
Spring Grove, PA 17362  
(717) 225-4731

Dr. George Ioannidis, Superintendent  
Dr. Steven Guadagnino, Assistant Superintendent  
Ms. Karyn Brown, Director of Pupil Services  
Mr. Mark Czapp, Business Manager  
Ms. Kerri Henry, Special Education Supervisor  
Mr. Ryan Lehman, Special Education Supervisor

### **HIGH SCHOOL**

#### **Administration**

Dr. David Dietrich, Principal  
Mr. Christian Ehrhart, Assistant Principal  
Ms. Elysia Ehrich, Assistant Principal

#### **School Counselors**

Ms. Michaela Landis, Last names A-F  
Mr. Christopher Mundy, Last names G-L  
Mr. Christopher Fake, Last names M-R  
Mrs. Carrie Schmoyer, Last names S-Z

#### **School Social Worker**

Mrs. Shannon Engles  
Mr. Carl Barnes

#### **School Psychologist**

Mrs. Lisa Crnovic

#### **Counseling Support Staff**

Mrs. Jaime Eyler  
Ms. Dale Ann McKinney  
Mrs. Leslie Sprenkle  
Ms. Jessica Runk

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# USE OF THE CAREER PLANNING AND COURSE SELECTION GUIDE

The *Career Planning and Course Selection Guide* has been compiled to help students and parents gain a better understanding of the educational program and courses that are offered at Spring Grove Area High School for grades nine through twelve. Careful review of this information will help students to make informed decisions as they plan for their high school program of studies and post-secondary education and training.

Planning a high school program is a collaborative effort involving students, parents, teachers, counselors, and administrators. **Students should carefully read the descriptions of all courses that they plan to select and review their selections with parents.** Specific questions about course content may be answered by consulting homeroom teachers, subject-area teachers, or school counselors.

Each school year is important. Failure in any course at any grade level may jeopardize a student's chance of earning a diploma. Therefore, careful selection of courses must be combined with good study habits, preparation, participation, and positive attitude to attain a well-rounded high school education.

The school counselors at Spring Grove Area High School are available to help students make appropriate decisions for the present and the future. They can help students understand abilities, define educational and occupational goals, and explore careers. Students are encouraged to meet with the school counselors to discuss course selection and to develop an educational plan for high school.

The following steps should be followed prior to finalizing course selections:

A. Consider the factors listed below when selecting courses:

- Graduation requirements
- Educational and occupational goals
- NCAA/NAIA participation guidelines for college-bound athletes
- Interests
- Past and present academic achievement
- Course levels/weights
- Sequential subjects and prerequisites
- Special programs (i.e., Honors; Advanced Placement; Dual Enrollment, College in the High School; gifted support; and learning support)

B. Read the course description and prerequisites (if applicable) for each course under consideration.

C. Discuss selections with parents/guardians, teachers, and school counselors prior to making a final decision. School counselor assignments at the high school are as follows:

Mrs. Michaela Landis:	Last names beginning with letters <i>A-F</i>
Mr. Christopher Mundy:	Last names beginning with letters <i>G-L</i>
Mr. Christopher Fake:	Last names beginning with letters <i>M-R</i>
Mrs. Carrie Schmoyer:	Last names beginning with letters <i>S-Z</i>

D. Plan a tentative sequence of courses for four years of high school.

# GRADUATION REQUIREMENTS

As established by the Board of Directors of the Spring Grove Area School District and the Commonwealth of Pennsylvania, each candidate for graduation shall have earned at least **25 required credits**. Spring Grove Area High School will follow all state mandates regarding assessments and graduation requirements. All students must successfully complete the following minimum requirements to qualify for a diploma:

The minimum requirements for graduation will include:

- Four (4) non-elective courses of Social Studies, which will include American Society
- Four (4) non-elective courses of English
- Three (3) non-elective courses of Mathematics
- Three (3) non-elective courses of Science
- Four (4) courses in Health/Wellness, which will include Health Education and three elective Physical Education courses
- Two (2) courses in the Arts and Humanities (Art, Music, World Language)
- Four (4) courses in any combination of the Arts and Humanities and Practical Arts (Art, Business, Family and Consumer Science, Music, Technology Education, World Language), which will include Career Skills for the Future. (*Beginning with the class of 2020: \*\*8 artifacts for Future Ready PA Index—see below*)

\*Students who score “Basic” or “Below Basic” on the Keystone Literature Assessment are required to take the course **Enhanced Reading Skills 12** during their senior year.

\*\* Students who score “Basic” or “Below Basic” on the Keystone Algebra I Assessment are required to take the course **Enhanced Math Skills 12** during the senior year.

## KEYSTONE PERFORMANCE LEVELS AND PENNSYLVANIA ACADEMIC STANDARDS

The Commonwealth of Pennsylvania has established academic standards that define what students should know and do in a core set of subjects. Standards give students a solid foundation in the basics and provide consistent targets for students, teachers, and parents. Four proficiency levels illustrate students’ achievement of Pennsylvania’s Academic Standards as measured by the Keystone Assessments. The four proficiency levels are as follows:

<b>Advanced:</b>	superior academic performance
<b>Proficient:</b>	satisfactory academic performance
<b>Basic:</b>	marginal academic performance
<b>Below Basic:</b>	inadequate academic performance

As mandated by the Pennsylvania Department of Education, **beginning with the Class of 2022**, students must demonstrate success in one of the five Graduation Pathway Options per Act 158. <https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/GraduationRequirements/Act158/Pages/Requirements.aspx>

Students who score “Basic” or “Below Basic” on the Keystone Literature or Algebra 1 Assessment will be required to take the course *Enhanced Reading Skills 12* or *Enhanced Math Skills 12* respectively. **Spring Grove Area High School will follow all state mandates regarding assessments and graduation requirements.** In order for a student to receive a Spring Grove Area High School diploma, he/she must have fulfilled the graduation requirements established by the Pennsylvania Department of Education and the Board of Directors of the Spring Grove Area School District.

## **\*\*Future Ready PA Index**

An important component of Pennsylvania's [Every Student Succeeds Act](#) (ESSA) Consolidated State Plan is the creation of the Future Ready PA Index, a comprehensive, public-facing school progress report that includes a wide range of meaningful, evidence-based indicators. The Future Ready PA Index moves beyond a single, summative score to increase transparency around school and student group performance.

Each indicator within the Future Ready PA Index was selected based on extensive feedback from stakeholders across the commonwealth, along with careful evaluation of the practices and systems that tie to continuous school improvement.

Indicators fall into three main categories:

- Statewide Assessment Measures
- On-Track Measurements
- College and Career Ready Measures

For the 2018-19 school year and beyond, school entities must demonstrate that students have met the full continuum of career readiness expectations as defined for each grade span. Specifically, evidence shall be collected in a manner that validates all four strands of the Career Education and Work standards have been meaningfully addressed.

### **COURSE REQUIREMENTS BY GRADE LEVEL**

#### **Grade 9**

English  
Social Studies  
Mathematics  
Science I or Biology Honors  
Elective(s)\*/grad requirements  
Physical Education  
**Totals**                      **7.00 credits**

#### **Grade 10**

English  
Social Studies  
Mathematics  
Biology or higher level sciences  
Elective(s)\*/grad requirements  
Physical Education  
Health Education  
**Totals**                                      **7.00 credits**

*Arts and Humanities, and Practical Arts requirements may be scheduled in Grades 9-12. The Career Skills class requirement must be completed by the end of Grade 11.*

#### **Grade 11**

English  
Social Studies  
Mathematics  
Science  
Elective(s)\*/grad requirements  
Physical Education  
**Totals**                                      **7.00 credits**

#### **Grade 12**

English  
American Society  
Elective(s)\*/grad requirements  
**Total remaining credits to equal 25**

### **Grade 12-Senior Release**

The privilege of early release is extended to all seniors who receive parent/guardian permission, and who have consecutive open periods at the beginning and/or end of their schedule. *Senior Release* permits seniors to arrive at school in time for their first assigned class and to leave the campus after their last assigned class of the day. Seniors are reminded that Senior Release is a privilege, and that this privilege can be removed as a result of behaviors or academic standing that fall beneath the expectations of the high school administration or parents/guardians.



# HIGH SCHOOL COURSE INFORMATION

## REQUESTING COURSES

Courses are requested by completing the online course registration. Students should select at least 3 alternative courses that may be substituted in the event that a first-preference class is unable to be scheduled. Once this process is completed, print out a summary of the courses, have a parent/guardian sign this form and submit the form to the homeroom teacher. A parent signature is required on the form. A requirement of 25 interested students must be met in order to offer a course in the 2022-2023 school year. Therefore, some courses in the course selection guide may not be offered. Exceptions may be made by the building principal. A class schedule based on the course selection form will be made available online to each student (in Sapphire) in May.

## DROPPING AND ADDING CLASSES

After the completed schedule is received in May, changes will only be made in the event of conflicts (two classes scheduled at the same time), missing courses, or academic concerns (e.g., course prerequisites not met, courses failed during previous school year, change of academic/career goals, etc.). Requests for adjustments of this nature for first and second semesters must be completed prior to the first day of school.

## GRADING

The grades to be used in reporting student progress are as follows:

A	=	90 -100%
B	=	80 - 89%
C	=	70 - 79%
D	=	65 - 69%
F	=	Below 64.99%
I	=	Work required for grade is incomplete

**Honor Roll:** a weighted grade average of 90-97.9% with no grade lower than 85% in courses of one or more credits and not less than 80% in courses of less than one credit, Advanced Placement courses, College in the High School courses or Dual Enrollment courses.

**Distinguished Honor Roll:** a weighted grade average of 98% or above with no grade lower than 85% in courses of one or more credits and not less than 80% in courses of less than one credit, Advanced Placement courses, College in the High School courses or Dual Enrollment courses.

*All grades received will be averaged using the appropriate weighted value to determine honor roll eligibility.*

## PROMOTION POLICY

The following totals represent the minimum earned requirements necessary for promotion to the next grade:

Grade 09:	5.00 credits
Grade 10:	12.00 credits
Grade 11:	18.00 credits
Graduation:	25.00 credits

## SUMMER SCHOOL

SGAHS offers summer school free of charge in the areas of Math, English, and Biology. Additionally, summer school is available to students at several local high schools at a cost. The courses offered in summer school programs are strictly **remedial** (meaning they are designed as a means for students to attain credit for courses

previously taken and failed). Students are strongly encouraged to attend summer school to earn credit for any failed courses that are graduation requirements.

SGAHS will offer online Health beginning with the summer of 2020 as an opportunity to earn credits beyond the traditional school year. These courses will be offered online. Failure to complete the course(s) during the designated summer term will result in a failing grade. A mandatory student and parent meeting will be required to participate.

## **REPEATING COURSES**

Courses in which students have earned credit may not be rescheduled for additional credit; exceptions may be made by the building principal. If students fail a subject and do not attend summer school, the course may be repeated the following year if it is available for scheduling. Students who fail **any** courses should review their course selections and graduation credits carefully with the school counselors.

## **COURSE LEVELS**

Some courses are offered on levels to provide students with content that is compatible with their abilities, achievement, interests, and educational goals. Although the high school staff will not prevent a student from electing a course if the student has met the required criteria and/or prerequisites, a student may be advised not to select a particular course based on ability, test scores, past grades, and teacher input.

## **SEQUENTIAL SUBJECTS AND PREREQUISITES**

It is strongly recommended that students earn a final grade of "C" or better before advancing to the next year or level of a subject (e.g., *Spanish 1* to *Spanish 2*). Some courses have **prerequisites** or requirements that must be met before the course can be selected. For example, the successful completion of *Algebra I* is the prerequisite for *Physics I*. Students should carefully read the course descriptions to be sure that they have met the prerequisites for their course selections.

## **WEIGHTED COURSES/CLASS RANK/GRADE POINT AVERAGE**

Courses are assigned a value or **weight** according to the degree of difficulty of the course content. Ranking of students within their graduating class begins in ninth grade. Class rank is based on **cumulative weighted averages** and calculated twice each school year. The weighted grade point average is determined by computing the product of the grade, weight, and credit for each course and dividing the sum of the products by the total number of credits. The course weighting system is as follows:

Level One (Normal): 1.0 Courses worth 0.25 credit, semester or year-long courses that cover information at a comprehensive level.

Level Two (College Prep): 1.05 Semester or year-long courses that cover college preparatory information.

Level Three (Honors): 1.1 Semester or year-long courses that cover honors information.

Level Four (AP/CIHS): 1.15 Advanced Placement (AP), Dual Enrollment (see below), or College in the High School courses.

Students also receive a cumulative **unweighted** grade point average (GPA) based on a 4.0 scale [i.e. A=4; B=3; C=2; D=1; F=0]. The unweighted GPA is calculated by converting the letter/percentage grade for each course to the 4.0 scale and dividing the sum of all the courses by the total number of credits.

## HONORS COURSES

Honors courses are offered in grades nine through twelve. To select Honors program courses, it is recommended that students meet specific criteria.

- A. To **enter** the program, it is recommended that the student meet **at least one** of the following criteria\*:
1. Be identified as a **gifted** student.
  2. Have attained a **final** grade of at least **93%** in the subject for the year immediately preceding the Honors course placement (**91%** in Advanced Communication Arts).
  3. Have attained a **final** grade of **90-92%** in the subject for the year immediately preceding the Honors course placement with recommendations from two teachers (**88-90%** in Advanced CA).
  4. Have a written parental request for the honors course(s).
- B. To **remain** in the program, it is recommended that the student meet **at least one** of the following criteria:
1. Be identified as a **gifted** student.
  2. Have earned a **final** grade of at least **86%** in the subject for the year immediately preceding in the program.
  3. Have **recommendations** from the sending and receiving teacher in that subject for the student who has attained **85%** or lower.
  4. Have a written parental request to remain in the honors course(s).
- C. At the conclusion of each school year, the performance of each student will be reviewed to determine if the student may advance to the next level.

## GIFTED PROGRAM

Two courses are available for students who have been identified as "gifted" according to the Pennsylvania Department of Education guidelines. These students may elect *Gifted Seminar* and/or *Gifted Independent Project*. Descriptions for these courses are located on page 42.

# PLANNING FOR LIFE AFTER HIGH SCHOOL

A student's high school academic record is the most important component that will be considered in the college application process because it is an indicator of success in college. Specific courses and the grades the student earned are aspects of the record that will be appraised. Special attention will be given to the number of **challenging** courses the applicant has successfully completed. Overall grade point average will also be considered. An applicant's class rank shows the level of competition the student has encountered and how he/she achieved relative to the competition. Most colleges will expect the applicant to rank (at the very least) in the top half of the class. More selective colleges may expect the student to rank in the top quarter or even the top 10% of the class.

The progression of major courses listed below is suggested for any students who are considering post-secondary education. Students should carefully review course descriptions and prerequisites for these courses. It is also recommended that students meet with their school counselor to ensure that their high school program of studies will meet the requirements for specific college majors.

## **Grade 9**

College Prep English 9 or College Prep English 9 Honors  
United States History 1 or United States History 1 Honors  
Algebra 1, Algebra 2, Geometry or higher  
Science 1 or Biology 1 Honors  
World Language Level 1 or 2

## **Grade 11**

College Prep English 11 or College Prep English 11 Honors  
Global Studies, Global Studies Honors, AP European History or AP World History  
Geometry, Trigonometry or higher  
Science 2 or higher level Lab Science (See Science Sequence Recommendation sheet)  
World Language Level 3 or 4  
Academic Elective(s)

## **Grade 10**

College Prep English 10 or College Prep English 10 Honors  
United States History 2 or AP United States History  
Algebra 2, Geometry or higher  
Biology 1 or higher level Lab Science (See Science Sequence Recommendation sheet)  
World Language Level 2 or 3 (2 years minimum)  
Academic Elective(s)

## **Grade 12**

College Prep English 12, College Prep English 12 Honors, AP English Literature or English Composition 1(CIHS)  
American Society, American Society Honors or Intro to American Government  
Trigonometry, Statistics, Calculus or higher  
Science: See Science Sequence Recommendation sheet  
World Language Level 4 or higher  
Academic Elective(s)

## TESTING PROGRAMS FOR COLLEGE ADMISSION

In order to apply for admission to the majority of colleges and universities across the United States, students are required to take tests issued by the *College Entrance Examination Board* or the *American College Testing Program*. The **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)** is given at Spring Grove High School in October. Students generally take the *PSAT* in the fall of the junior year (although academically talented sophomores may wish to take the test) as a means of preparation for the **Scholastic Aptitude Test (SAT)**. The *SAT* is generally taken in the spring of the junior year and again in the fall of the senior year. The *SAT* is given at the high school in the fall and spring. The **American College Test (ACT)** is given at the high school in the fall of the school year. Additional information about the *SAT* and the *ACT* is available at [www.collegeboard.com](http://www.collegeboard.com) or [www.actstudent.org](http://www.actstudent.org).

## **CAREER INFORMATION**

Students have access to a wealth of career information through the Career Center and guidance office. The school counselors are available to assist students with career exploration. In addition to career and educational reference materials, Spring Grove Area High School students have access to career research and education planning resources which can be used in the Career Center, the guidance office, and at home. See On-line Resources for Students and Parents in the back of this guide for other helpful websites. Spring Grove students utilize the [Naviance system](#) to explore career opportunities, learn what their skills are, and make connections to post secondary opportunities.

## **CAREER CENTER**

The Career Center, located beside the guidance office, is open for student use. It serves as a resource to research career opportunities, local job openings, and post-secondary education options. Students may also receive assistance with the cooperative education program, volunteering, job shadowing, internships, and apprenticeships. The school counselors are available to assist students who are seeking specific information about college majors; programs at trade/technical/business schools; and/or financial aid. Students may also utilize Naviance online through the career center as a school/career search tool.

# **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION**

## **DIVISION I & II STUDENT ATHLETE ELIGIBILITY**

Students who want to compete in intercollegiate athletics at *NCAA* Division I and II colleges are required to meet certain initial-eligibility requirements. All student-athletes must register with the *NCAA* Initial-Eligibility Clearinghouse ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) and meet the standards listed on their website.

### **Spring Grove Area High School Courses Which Meet NCAA Requirements**

(For the most up-to-date list of approved courses, go to [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).)

#### **English**

College Prep English 9  
College Prep English 9 Honors  
College Prep English 10  
College Prep English 10 Honors  
College Prep English 11  
College Prep English 11 Honors  
College Prep English 12  
College Prep English 12 Honors  
English Composition 1  
English Composition 2  
AP English Literature & Composition

#### **Science (1 laboratory science required)**

Science 1  
Biology 1/Biology 1 Honors  
Science 2  
Physics 1/Physics 1 Honors  
Environmental Science  
Chemistry 1/Chemistry 1 Honors  
AP Physics 1  
AP Physics 2  
Anatomy and Physiology  
Environmental Science 2  
AP Biology  
AP Chemistry

#### **Social Studies**

*\*A "core course" is an academic course (as opposed to a vocational or personal-services course) that offers fundamental instruction in a specific area of study.*

United States History 1  
United States History 1 Honors  
United States History 2  
United States History 2 Honors  
AP United States History  
Global Studies  
Global Studies Honors  
American Society  
American Society Honors  
Intro to American Government  
Western Civilization  
Comparative Politics  
Anthropology/Archaeology  
Criminal Justice  
Economics  
Ethics and Philosophy  
AP European History  
Modern World Issues  
Psychology of Human Behavior  
Psychology of Human Development  
Sociology  
AP World History

#### **World Language**

French 1, 2, 3, 4  
Spanish 1, 2, 3, 4  
German 1, 2, 3, 4, 5  
AP German  
AP Spanish

#### **Mathematics**

Algebra 1  
Algebra 1 Honors  
Geometry  
Geometry Honors  
Algebra 2  
Algebra 2 Honors  
Trigonometry  
Trigonometry Honors w/Pre-calculus  
Basic Introduction to Statistics  
AP Statistics  
Calculus  
Calculus Honors  
AP Calculus AB  
AP Calculus BC  
College Algebra

# **COLLEGE PROGRAMS OFFERED IN HIGH SCHOOL**

## **ADVANCED PLACEMENT COURSES AND EXAMINATIONS**

The *Advanced Placement (AP) Program*, sponsored by the College Board, is a cooperative educational endeavor between secondary schools and colleges/universities. The program provides motivated high school students with the opportunity to take college-level courses in a high school setting. Each course in the AP Program is developed by a committee composed of college faculty and AP teachers. Students who take AP courses not only gain college-level skills, but with qualifying AP exam scores, they may also earn college credit, advanced placement, or both at participating colleges/universities in the United States and Canada. The following Advanced Placement courses are offered at Spring Grove Area High School: AP English Literature and Composition; AP Calculus AB; AP Calculus BC; AP Statistics; AP Biology; AP Chemistry; AP Physics 1; AP Physics 2; AP European History; AP United States History; AP World History; AP Music Theory; AP German Language and Culture; and AP Spanish Language and Culture, AP Computer Science A.

The *Advanced Placement Examinations* are administered each year in May and represent the culmination of college-level work in a given subject. Students are required to pay a fee for each AP examination. AP exam scores are reported on a 5-point scale as follows: 5 = extremely well qualified (to receive college credit or advanced placement); 4 = well qualified; 3 = qualified; 2 = possibly qualified; and 1 = no recommendation (to receive college credit or advanced placement). Individual colleges/universities, not the College Board or AP Program, grant course credit and placement. Therefore, it is recommended that students obtain the AP policies from school of interest. More information on the AP Examinations is available at [www.collegeboard.com](http://www.collegeboard.com).

## **COLLEGE IN THE HIGH SCHOOL**

The College in the High School program allows students to select from eight Harrisburg Area Community College (HACC) courses offered on site at Spring Grove Area High School and taught by high school faculty members who have been approved by HACC to teach the courses. These courses will have the same requirements and rigor as courses taught at HACC campuses, and students will receive both high school and college credit for completed coursework. Students who elect any College in the High School courses must submit a HACC application and take placement tests if required. The cost for College in the High School courses is approximately \$75.00\* per college credit plus the cost of books. Students may take as many of the College in the High School courses as interest and scheduling permit. \*(cost subject to change) See more information here <http://www.hacc.edu/Admissions/Apply/HighSchoolStudents/index.cfm>

# **COLLEGE/TRAINING PROGRAMS OFFERED OUTSIDE HIGH SCHOOL**

## **YORK COUNTY SCHOOL OF TECHNOLOGY – 8<sup>th</sup> and 9<sup>th</sup> graders**

Students who wish to pursue a vocational program while in high school and who will be promoted to ninth or tenth grades [with passing grades in the four major subject areas of English, mathematics, science, and social studies] may apply to the York County School of Technology. Ninth and tenth-grade students enter an **academy** area and rotate through the pathways within the academy. Eleventh and twelfth-grade students will be admitted only when a student is transferring from another vocational-technical school. Application for admission must be made through the Spring Grove Area Middle or High School guidance offices. Grades, discipline, attendance, student statement of interest, and an interest inventory are admission criteria, which are reviewed as part of the application process. Once accepted, the applicant will be committed to completing one year at the York County School of Technology unless the student declines the acceptance in writing.

Application is provided online at <http://www.ytech.edu/>

## **YORK COUNTY SCHOOL OF TECHNOLOGY FULL-TIME PROGRAMS FOR SENIORS (applications due by May 1<sup>st</sup>, 2022)**

York County School of Technology offers full-time courses for seniors.

### **[YCST Full Time Programs for Seniors](#)**

Students who enroll in any of the courses must follow all YCST High School and Adult Education rules and regulations. This includes purchasing and wearing school uniforms. Parents should be aware that these are Adult Education programs and adults will be present in the classes.

You will graduate with your class at your sending school with their High School Diploma. An interview with your school counselor will ensure that graduation requirements are met. Any academic courses that you will need to graduate will be taken online. Successful completers would also graduate from Adult and Continuing Education.

## **YORK COUNTY SCHOOL OF TECHNOLOGY PART-TIME PROGRAMS FOR JUNIORS AND SENIORS (applications due by May 1<sup>st</sup>, 2022)**

York County School of Technology offers part-time courses for 11<sup>th</sup> and 12<sup>th</sup> grade students.

### **[YCST Part Time Programs for Juniors and Seniors](#)**

Students who enroll in any of the part-time courses must follow all YCST rules and regulations. This includes purchasing and wearing school uniforms. For more information, call the Student Services Office at 717-741-0820, ext. 5112.

## **DUAL ENROLLMENT**

The Dual Enrollment program permits high school students to enroll in and attend post-secondary courses on a college campus and receive both high school and college credit for the completed coursework. The program provides the opportunity for students to prepare for the transition to postsecondary education by experiencing the academic challenge of college classes.

College credit shall be included in a student's grade point average (GPA) if the credit is a replacement for a high school graduation requirement or follows the next level of progression for individual student achievement in the

subjects of Math, English, Science and/or Social Studies. College credit from one college course shall be the equivalent of one (1) high school credit.

Academic college-level courses shall carry a 1.15 weight except for Physical Education courses, which shall be given the same weight as is given under the district weighted system. For 2 credit or lower courses, the weight assigned shall be 1.05 unless the course is in the student's area of concentration. In this case, the weight shall be 1.1.

- Dual Enrollment opportunities are available at the following campuses:
  - Harrisburg Area Community College
  - Penn State York
  - York College
- Dual Enrollment credit from Harrisburg University is also available for students through *AP Chemistry* and *Human Anatomy/Physiology I*, taken at Spring Grove Area High School. The cost is \$100 per credit. For additional questions regarding Harrisburg University email: [DualEnrollment@HarrisburgU.edu](mailto:DualEnrollment@HarrisburgU.edu).

## **MENTOR/EXPLORATION PROGRAMS DURING THE SCHOOL DAY**

### **Harrisburg Area Community College Automotive Technology (Grade 12)**

Senior students will attend this class at the York HACC campus from 12-4 pm (September-May) each school day in addition to Spring Grove High School classes and must provide their own transportation. This program will train students for entry level automotive technician jobs. Students will be required to pass a written exam and inspect a vehicle as part of the testing procedure to earn a Pennsylvania State Inspection License as well as perform the Pennsylvania emissions test and take the computer based and written PA Emissions Inspection Certification exams. There is a fee for this program which the student will be responsible for paying. Students enrolled in this program must also be enrolled in our Career Exploration Internship course. Students can earn 3 credits as a dual enrollment class.

### **Harrisburg Area Community College-Certified Nursing Assistant Certificate Program (Grade 12)**

Senior students have the opportunity to acquire classroom and on-the-job training as a nurse aid for 7–8 weeks in the fall or spring and sit for the national certification exam. The student must go through his/her school counselor to contact HACC to register for the course so that his or her school schedule is arranged to allow the necessary time to attend the course (12:30 – 4:00 daily for 120 hours or 7 weeks). Students are responsible for paying fee\* to HACC (which may be reimbursable when the student is age 18 and works for a PA Nursing Home), obtaining a physical exam, and providing his or her own transportation to the classes. Students enrolled in this program must also be enrolled in our Career Exploration Internship course. (\*Price subject to change)

### **Harrisburg Area Community College-Patient Care Concepts (Grade 12)**

Senior students may attend this semester 2 HACC class after attending the Nursing Assistant Certificate Program. This class focuses on medical terminology and technique for patient care. Students are responsible for paying the fee\* to HACC (\*price subject to change) and provide own transportation. Students can earn 3 college credits as a dual enrollment class.

### **The HACC Academy Welding Technology program (Grade 12)**

This program is composed of the following three classes:

WELD 101 - Introduces students to basic welding skills that includes the interpretation of typical welding drawings and symbols, orthographic projection, tolerancing, fitting, and dimensioning systems, and math concepts including whole numbers, common fractions, and basic math formulas.

WELD 103 - Provides students with technical information and hands-on experience in flat and horizontal position shielded metal-arc welding. This course covers electrode sizes, common flaws, and types of welds and joints and emphasizes personal safety and proper use of shop equipment and tools.

WELD 105 -Provides students with technical information and hands-on experience in vertical and overhead position shielded metal-arc welding. This course covers the identification of common flaws, the analysis of operating principles, and the principles of non-fusion welding. In addition, the course emphasizes personal safety and proper use of shop equipment.

## **KLK School of Welding and Theory**

Students interested in a welding career have the opportunity to apply for this after school program that is held at South Western High School in conjunction with the KLK School of Welding and Theory. Welding Applications is intended to introduce students to the most common welding applications and theories found in industry. The course will include Basic Shop Safety, Shielded Metal Arc Welding (SMAW), Oxygen-Acetylene Welding (OAW), Oxyfuel Cutting (OFC), Plasma Arc Cutting (PAC), Gas Metal Arc Welding (GMAW), Flux Core Welding (FCAW), and Gas Tungsten Arc Welding (GTAW) in all positions or as a needed by participants. Please see your school counselor if you are interested in this program.

## **CAREER EXPLORATION PROGRAMS**

Spring Grove Area High School has joined with the York County Alliance for Learning (YCAL) and their 16 local member school districts to offer upcoming sophomores, juniors and seniors the following mentor programs offered either as a one day program or a monthly program to be held at an off-site location in the early evening. Interested students should see their school counselor to complete an application at the end of this school year. YCAL also offers three pre-apprenticeship opportunities. Construction pre-apprenticeship through Kinsley, Electrical pre-apprenticeship through York Electricians and Manufacturing pre-apprenticeship through The Manufacturing Association. Students must provide their own transportation. Find an inclusive list of all programs available at this site: <https://ycal.us/>.

## **JOB-SHADOWING**

High school students in any grade may spend time during a school day shadowing (observing) a person working in a job that interests them. If the student follows the school's policy for reporting absences, the time spent out of school in order to job-shadow will count as an excused absence. Observing an employee in the work environment and asking questions about job duties and a typical workday provides valuable career-related information that will assist students in making educated decisions about future plans. School counselors are available to help students schedule job-shadowing experiences, as businesses may require that a school representative contact them to arrange the details of the shadowing experience. All high school students are encouraged to job-shadow employees working in careers that interest them at least once during each of their four years in high school (a total of four different shadowing visits).



# **CLUBS AND ACTIVITIES**

The clubs and activities available to Spring Grove Area High School students are as follows:

## **Academic Booster Club (Grades 9-12)**

The Academic Booster Club (ABC) is looking for students interested in promoting academic excellence at the high school. Student representatives are asked to attend meetings three times per year and help generate ideas to recognize academic success.

## **Academic Team (Grades 9-12)**

Students who participate on the academic team have the opportunity to compete against other schools in a Jeopardy-style competition. Students should have an aptitude for and enjoy trivia and like the pressures associated with competition that has been aired on television. This club starts practices in early fall and runs through early spring with a variety of competitions.

## **Art Club (Grades 9-12)**

Art club is for students who have an interest in art but may not meet all of the requirements for the National Art Honor Society club. Members of the Art Club will have the opportunity to participate in art projects, workshops, and community art events and projects throughout the year. Each year we try to visit one art museum. Past field trips have included the Philadelphia Museum of Art, the MOMA, the National Gallery of Art, and the Baltimore Museum of Art.

## **Aavidum (grades 9-12)**

The word Aavidum means "I've got your back." The Aavidum club at Spring Grove High School works to create a school climate where students feel accepted, appreciated, acknowledged, and cared for. It works to create a place where teachers, students and staff embrace these values and support each other every day. The club sees the importance of starting and continuing conversations about mental health and suicide prevention.

## **Big Buddy Club (Grades 9-12)**

Big Buddy is a program run through the high school in which students are partnered with a little buddy at the elementary school. Through monthly meetings and letters, the student will be a friend to his or her little buddy. They will provide support and a listening ear when needed. Students will help their little buddies with homework and will have fun playing games and making crafts at the meetings.

## **Climate Change Club (9-12)**

The Climate change club is a group of students who are concerned with the impact of human activity on the earth and its climate. The club at SGHS will focus on educating others about the importance of caring for the environment, and ways to do so around the school and the larger community. Students conduct research about ways to conserve energy and use resources at school more efficiently. The club hopes to raise funds to procure solar panels and/or wind turbines to utilize renewable energy technology on campus. The club is also exploring alternatives to plastic water bottles and silverware for use in the school.

## **C3: Computing Competition Club (Grades 9-12)**

Students currently enrolled in one of the Business Computer Technology courses or who have been accepted as an independent study student by the club's advisor are encouraged to join our Computing Competition Club (C3) and enter their projects into local, state, and national competitions.

Competitions will be researched and presented to students throughout the year by both advisor and club members. All competitions and entries must be approved by the club advisor prior to the start of the project. The purpose of the C3 club is to provide students with the opportunity to further explore their area of interest in computer technology as well as the opportunity to compete in any available competitions. Additionally, the C3 club is proud to join other existing clubs in preparing for any competitions with computer related categories. Achievement awards and in some cases stipends and scholarships can be obtained from entered competitions.

## **Dance Team (Grades 9-12)**

The Spring Grove Area High School Dance Team is for any student who enjoys dancing. Students of all levels of dance and training are welcome. Practices are held after school, usually once or twice a week, and performances may include pep rallies, one or two sporting events, and various assemblies.

### **Diversity & Inclusion (Grades 9-12)**

The purpose of the Diversity & Inclusion club is to create a team environment where learners from diverse backgrounds can come together to share experiences and perspectives in a socially and intellectually safe space and work together to spread the message of inclusion and respect throughout the school and community. Learners can partake in exploring various cultures and diversity within the community via field trips, guest speakers, and student led cultural programs.

### **Drama Club (Grades 9-12)**

Do you enjoy performing? Directing? Working behind the scenes of a production? Costuming and Makeup? Well, there's a place for you in Spring Grove's Drama Club. Join us first for the fall play. Auditions, rehearsals and performances run from the end of September through the first weekend in December. In addition, we hold workshops, take part in several activities including the Homecoming Parade, attend and perform at theatre festivals and often have a spring theatrical production after the musical. Come join us for lots of learning and fun.

### **Equine Club (Grades 9-12)**

The Equine Club is the place to be for all students who have ridden, would like to ride or currently do ride horses to come together and share their passion. It is a safe place to learn about different riding styles as well as each other. Experienced riders have the opportunity to lead and share their knowledge with others. Members contribute ideas on how to give back to the equine community and share the love of horses with more people.

### **Film Club (Grades 9-12)**

The club will examine the importance of film by analyzing and interpreting film, primary documents about film, documentaries, American and foreign films. Through the analysis, conviction, and interpretation of film, students will develop critical thinking and writing skills valued in postsecondary pursuits. The Film Club will also use the six elements of film to create concrete products for the school community.

### **Finding Faith (9-12)**

Finding Faith is a Christ centered club that exists to expose students to the love of God and to start a relationship with Him. By providing a safe environment for all students, students will begin to understand who God is and His love for us.

### **Fly Fishing Club (9-12)**

The Fly Fishing club is for students who are interested in the sport of fly fishing, but also the conservation and protection of the environment. Members of this club will have the opportunity to learn the basics of fly fishing, fly tying, and the conservation of cold water fisheries. This club will include many hands-on outdoor activities. Students should be prepared to participate in activities outside of the school day.

### **Four Square Club (9-12)**

Four Square is a game played among four players on a square court divided into quadrants. The objective of four square is to eliminate other players to achieve the highest rank on the court, and this is done by bouncing the ball back and forth between quadrants. In Four Square Club, we play Four Square.

### **Friends and Fun Festival Club (Grades 9-12)**

The Friends and Fun Festival club is for students that are interested in working with special needs students from Spring Grove High School as well as neighboring schools. The FFF is a field day type event that provides a fun and social experience for students in the Autistic Support and Multiple Disabilities classrooms in Spring Grove Area School District and other LIU classes. This club meets throughout the year in order to plan and organize the Friends and Fun Festival that is held in the spring. If you have the desire to learn about various disabilities and work with a variety of special needs students, this club is a great opportunity for you.

### **Future Educators Club (Grades 9-12)**

This club was developed to foster an interest in the teaching profession. Throughout the year, members of this club will have the opportunity to participate in a variety of activities related to the teaching field. Some of these activities include shadowing teachers; assisting students by tutoring them in classes where they are being challenged academically; planning and participating in activities during American Education Week; developing ideas to recognize teachers; and attending "Exploring Teaching as a Career Day" at Millersville University. This club runs throughout the school year.

### **Future Farmers' Club (Grades 9-12)**

This club was developed to foster an interest in the agricultural profession. Throughout the year, members of this club will have the opportunity to participate in a variety of activities related to agriculture. Some of these activities include development of hydroponics and aquaponics environments in the classroom, planting and maintaining of gardens, interactions with community farmers, introduction to various aspects of farming through videos and lessons, sharing agriculture with younger students through community outreach, as well as various volunteer opportunities. This club runs throughout the school year.

### **Gaming (9-12)**

Students are invited to play a myriad of games, from the virtual world of video games to strategy based trading cards games. Students play Dungeons and Dragons, Yu-Gi-Oh!, Magic, and others. All are welcome. This club meets in the Media Center.

### **Gay-Straight Alliance – GSA (Grades 9-12)**

The goal of the Gay-Straight Alliance is to promote a safe community for every person regardless of his/her sexual preference or gender identity. Members of the GSA work to increase awareness while educating the social community in a frank but respectful manner. The GSA is a creative and respectful outlet in which to understand all viewpoints. Most importantly, the GSA is a fun and exciting group in which to reduce social stigmas and lead by example.

### **History Club (Grades 9-12)**

This club is designed for students who are interested in history and government. Activities include the following: York County Mock Trial; Model Legislation; Citizen Bee; and History Week planning and activities. Students have the opportunity to participate in field trips to historical locations.

### **Integrated Arts Center Aides (Gr. 9-12)**

Students volunteer to work before, during, or after school. All available periods must be during a study hall only. Students' responsibilities include, but are not limited to, attending the circulation desk, checking books in and out, shelving books, and working the coffee house. Applications are accepted marking periods 1 and 3.

### **Journalism (Grades 11-12)**

Advisor: Ms. Bowersox (Room 323)

Students in Journalism I and II create the "Rocket Star," which is a monthly school newspaper and an annual literary and arts magazine. Students will have the opportunity to explore the many jobs related to the newspaper and publishing field, including editor, photographer, reporter, layout and design work. Students receive credit for participation and their work is completed during the school day in a scheduled class.

### **Key Club (Grades 9-12)**

Key Club is an international student-led organization providing its members with opportunities to perform services, build character and develop leadership. Its support comes from the Kiwanis Club, which provides adult support to students as they plan their many functions. The club sponsors programs for the school as well as the community. The club runs from September to June with weekly meetings. Membership could require \$13.50 in dues.

### **LINK Crew (Grades 10-12)**

Link Crew is a transition program that will provide social and academic support throughout the year for ninth grade students. This program utilizes upperclassmen as leaders, motivators, role models and teachers. Upperclassmen have the opportunity to apply to become Link Crew Leaders. Selected leaders make a commitment to attend and actively participate in multiple training sessions as well as social events. They will also commit to working with and building relationships with a selected group of freshmen throughout the year.

### **Mini-THON Leadership Team (Grades 9-12)**

The SG Mini-THON is an annual dance marathon that raises funds and awareness for the fight against pediatric cancer. The SG Mini-THON Leadership Team is responsible for completely organizing and running the SG Mini-THON and all Mini-THON related fundraisers. The Mini-THON takes place every year in March and fundraisers occur at various times throughout the year. The Mini-THON Leadership team applications are available in May on the Mini-THON website (<https://sites.google.com/site/sgminithon/home>). Anyone selected for the team will have once a week meeting at 6:30 am throughout most of the year. If you are highly motivated, organized, and interested in helping others, the Mini-THON Leadership team may be for you. Please join us in our fight to conquer childhood cancer. FTK

### **National Art Honor Society (Grades 10-12)**

National Art Honor Society (NAHS) is a national organization that was founded in 1978 for the purpose of inspiring and recognizing those students who have shown an outstanding ability in visual art excellence. NAHS students participate in a variety of art competitions, paint murals, and participate in events like “Chalk it Up.” Students also participate in art workshops and a yearly field trip. Membership in NAHS may qualify students for academic scholarships and national recognition opportunities. To apply, students must have successfully completed one year of high school art classes with a grade of B or better. Applications will be accepted during the fall with an Induction ceremony to be held in March. Students will be required to complete service hours, attend meetings, and maintain a GPA of 80% or above.

**Art Club** is available to students who wish to participate but do not qualify for NAHS.

### **National Honor Society (Grades 11-12)**

National Honor Society (NHS) is a national organization that recognizes and promotes character, scholarship, service, and leadership. Students must meet set criteria in each of the four areas in order to be inducted. Inductions take place annually in the fall. The scholarship requirement consists of a minimum cumulative GPA of 95% and a minimum of four honors class credits (may include courses in which the student is currently enrolled). The faculty evaluates the character and leadership components. The service component is evaluated according to a form completed by the student, listing all service and extracurricular activities. Students who meet the scholarship requirement will receive notification in early fall. Students who wish to continue in the evaluation process for induction must complete required paperwork by a specified due date.

### **National Honor Society for German (Delta Epsilon Phi)**

Delta Epsilon Phi is a national educational honor society for the study of high school German and is sponsored by the American Association of Teachers of German (AATG). The purpose of the organization is to recognize high scholastic achievement in the study of German and to promote interest in the study of German language, literature, and culture. Participation is through invitation only. To be eligible, students must complete three years of German and maintain an overall grade point average of 3.0 and a German grade point average of 3.6 on a 4 point scale.

### **Peer Mentoring Club (Grades 10-12)**

Knowing the importance of the freshman year on high school success, the Peer Mentoring Club was established to assist ninth-grade students in their transition to high school. Ultimately, the club’s objective is to empower students and reduce dropouts. Mentors are paired with freshmen and meet for advisory/tutoring sessions during free time. Peer Mentoring Club members are also active in the community, exhibiting their mission to make a difference in the lives of others. The Peer Mentoring Club has formed a community of caring at Spring Grove Area High School.

### **Rocket Scientists (Grades 9-12)**

Students don’t have to be “rocket scientists” to join this club. Anyone who has an interest in science is invited to join. As a member of this group, students may participate in a bridge building competition, Science Olympiad, Rocketry Challenge or Envirothon. Students are welcome to do one or all four of these activities. The advisors are looking for students who have an interest in any or all areas of science (Environmental Science, Earth Science, Chemistry, Physics or Biology). Students in this club will be assigned to an advisor for homeroom. Competitions are held during the months of February, March, and April. Practices for these competitions are held after school prior to the scheduled competition.

### **SADD (Grades 9-12)**

Join SADD for a great way to meet new people and to help encourage others not to make destructive decisions. Originally, the mission of the SADD chapter was to help young people say “No” to drinking and driving. Today the focus has changed. SADD is a peer leadership organization dedicated to understanding the impact of destructive decisions, particularly underage drinking, other drug use, impaired driving, and teen violence.

### **School SPIRIT Council (Student Problem Identification and Resolution of Issues Together) (Grades 9-12)**

The School SPIRIT council are student leaders that meet to discuss the celebrations and areas of improvement for our school community. Meetings take place during the school day with the building principal. Students are responsible for all class work missed for meetings. Students should contact Dr. Dietrich if interested in joining the council.

### **Student Council (Grades 9-12)**

The purpose of Student Council is to promote citizenship training through student participation in self-government, to create a stronger link of understanding between students and faculty, and to promote worthy activities for the general welfare of the school. These goals are accomplished by those students elected by their peers through organizing such activities as: homecoming, dances, teacher luncheons, fundraisers to promote school spirit, and other activities that promote student involvement. Students are required to attend meetings on Tuesday mornings and are often required to stay after school to plan and organize school events.

### **Tech/Woodworking Club (Grades 9-12)**

For students who are looking to practice and advance their skills in woodworking and fabrication. Time and focus will be spent on designing and creating projects that will be used here in school, sold for fund-raising, or created for your own personal use. **Interested students should have either taken materials fabrication or be currently enrolled in the course.**

### **Tri-M Music Honor Society (Grades 10-12)**

The Tri-M Music Honor Society is the international music honor society for high school students. It is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities, and to inspire other students to excel at music and leadership. Through more than 5,500 chartered chapters, Tri-M has helped thousands of young people provide years of service through music in schools throughout the world. Tri-M is a program of the National Association for Music Education.

### **Yearbook Staff (Grades 10-12)**

The members of this club will publish the *Forge*, which is the yearbook for the school. Students will function in the many roles needed to publish a yearbook. Students will be asked to collect, organize, and select pictures to appear in the yearbook. They will be responsible for the layout and design, as well as the captions and information contained within the book. Students will be required to proof their work before submitting it to the publishers, as well as proof of the work done by the publishing company prior to printing the book. Some students will be involved in the organization and solicitation for the ads that appear in the yearbook. Students will be responsible for organizing and taking orders for the yearbook. Students have the opportunity to receive credit for their work if scheduled into the Yearbook class. All students are welcome to participate because some of the work is done after the school day and school year.

### **York County Science and Engineering Fair (Grades 9-12)**

Students have the opportunity to design and complete an experiment in the area of science and engineering. Students will be able to enter their project into the county fair held each spring.

# COURSE LIST

<u>COD</u>	<u>ART</u>	<u>GR LEVEL(S)</u>	<u>SEM</u>	<u>CR</u>	<u>LEV</u>	<u>WT</u>
<u>E</u>						
3012	Art 1	0 1 11 1	2	1.00	1	1.0
		9 0 2				
3020	Art 2	1 11 1	2	1.00	1	1.0
		0 2				
3022	Fine Art Photography & Film 1	1 11 1	1	.50	1	1.0
		0 2				
3030	Art 3	11 1	2	1.00	2	1.05
		2				
3040	Art 4	1	2	1.00	2	1.05
		2				
3046	Digital Art and Design	1 11 1	1	.50	1	1.0
		0 2				
3048	Digital Art and Painting	1 11 1	1	.50	1	1.0
		0 2				
3168	Computer Animation 1	1 11 1	1	.50	1	1.0
		0 2				
3169	Computer Animation 2	1 11 1	1	.50	1	1.0
		0 2				

<u>COD</u>	<u>BUSINESS EDUCATION</u>	<u>GR LEVEL(S)</u>	<u>SEM</u>	<u>CR</u>	<u>LEV</u>	<u>WT</u>
<u>E</u>						
3103	Computer Applications Level 1	0 1 11 1	1	.50	1	1.0
		9 0 2				
3104	Computer Applications Level 2	0 1 11 1	1	.50	2	1.05
		9 0 11 2				1.1
3105	Computer Applications Level 3	1 1	1	.50	3	
		0 2				
3110	Business 1	0 1 11 1	1	.50	1	1.0
		9 0 2				
3111	Keyboarding Techniques & Computer Applications	0 1 11 1	1	.50	1	1.0
		9 0 2				
3114	Specialized Marketing [Sports/Entertainment]	1 11 1	1	.50	2	1.05
		0 2				
3115	Career Skills	1 11 1	1	.50	1	1.0
		0 2				
3116	Web Page Design	1 11 1	1	.50	2	1.05
		0 2				
3124	Entrepreneurship	0 1 11 1	1	.50	2	1.05
		9 0 2				
3132	Accounting 1	1 11 1	2	1.00	2	1.05
		0 2				
	<b><u>College in the High School - BUSINESS</u></b>					
3145	Principles of Financial Accounting	11 1	1	1.00	4	1.15
		2				
3109	Business 101	11 1	1	1.00	4	1.15
		2				
	<b><u>RISE UP CERTIFICATION</u></b>					
3150	Rise Up Certification	11 12	1MP	.25	4	1.0

<u>COD</u> <u>E</u>	<u>CAREER EDUCATION</u>	<u>GR LEVEL(S)</u>	<u>SEM</u>	<u>CR</u>	<u>LEV</u>	<u>WT</u>
3180	Career Exploration Internship	11 12	1	.25	2	1.05
3190	Diversified Occupations	1 2	2	.500	1	1.0
3195F /S	D.O. Work Release Fall/Spring	1 2	1	1.00	1	1.0
3185	HACC Academy – Automotive Technology	1 2	2	2.00	1	1.0
3186	HACC Academy – Nurse Aide Program	1 2	1	1.00	1	1.0
3187	HACC Academy - Welding	1 2	1	1.00	1	1.0

<u>COD</u> <u>E</u>	<u>ENGLISH LANGUAGE ARTS</u>	<u>GR LEVEL(S)</u>	<u>SEM</u>	<u>CR</u>	<u>LEV</u>	<u>WT</u>
3210	English 9	0 9	2	1.50	1	1.00
3212	College Prep English 9	0 9	2	1.00	2	1.05
3214	College Prep English 9 Honors	0 9	2	1.00	3	1.1
3215	Creative Writing	0 1 11 1 9 0 2	1	.50	1	1.0
3217	Creative Writing II	0 1 11 1 9 0 2	1	.50	1	1.0
3216	Drama	0 1 11 1 9 0 2	1	.50	1	1.0
3220	English 10	1 0	2	1.50	1	1.0
3222	College Prep English 10	1 0	2	1.50	2	1.05
3224	College Prep English 10 Honors	1 0	2	1.00	3	1.1
3230	English 11	11	2	1.00	1	1.0
3232	College Prep English 11	11	2	1.00	2	1.05
3234	College Prep English 11 Honors	11	3	1.00	3	1.1
3236	Journalism I	0 1 11 1 9 0 2	2	1.00	1	1.0
3238	Journalism II	1 11 1 0 2	2	1.00	1	1.0
3239	Journalism III/Mass Media	11 1 2	2	1.00	1	1.0
3240	English 12	1 2	2	1.00	1	1.0
3242	College Prep English 12	1 2	2	1.00	2	1.05
3009	Yearbook	0 1 11 1 9 0 2	2	1.00	1	1.00

<u>COD</u> <u>E</u>	<u>ENGLISH LANGUAGE ARTS</u>	<u>GR LEVEL(S)</u>	<u>SEM</u>	<u>CR</u>	<u>LEV</u>	<u>WT</u>
3247	AP English Literature and Composition	11 1 2	2	1.50	4	1.15
3248	SAT Preparation	1 11 1 0 2	1	.50	1	1.0

**COD  
E**      **College in the High School - ELA**

3245	English Composition I			1	1	1.00	4	1.15
				2		1.00		1.15
3246	English Composition 2			1	1		4	
				2				
<b><u>COD</u></b>	<b><u>DRIVERS/SAFETY EDUCATION</u></b>			<b><u>GR LEVEL(S)</u></b>	<b><u>SEM</u></b>	<b><u>CR</u></b>	<b><u>LEV</u></b>	<b><u>WT</u></b>
<b><u>E</u></b>								
3070	Driver and Safety Education			1 11 1	1	.25	1	1.0
				0 2				
<b><u>COD</u></b>	<b><u>FAMILY &amp; CONSUMER SCIENCES</u></b>			<b><u>GR LEVEL(S)</u></b>	<b><u>SEM</u></b>	<b><u>CR</u></b>	<b><u>LEV</u></b>	<b><u>WT</u></b>
<b><u>E</u></b>								
3512	Child Care			0 1	1	.25	1	1.0
	Skills for the 21 <sup>st</sup> Century Family:			9 0				
3513	Nurturing Children & Sewing			0 1 11 1	1	.50	1	1.0
				9 0 2				
3516	Stitchery Crafts			0 1 11 1	1	.25	1	1.0
				9 0 2				
3518	Clothing 1			0 1 11 1	1	.50	1	1.0
				9 0 2				
3519	Clothing 2			0 1 11 1	1	.50	1	1.0
				9 0 2				
3500	Intro to Culinary Arts			0 1 11 1	1	.50	1	1.0
				9 0 2				
3517	Home Cooking Basics			0 1 11 1	1	.50	1	1.0
				9 0 2				
3521	Housing and Interior Design			1 11 1	1	.50	1	1.0
				0 2				
3522	Multicultural Cuisine			1 11 1	1	.50	1	1.0
				0 2				
3523	Pastry Arts			1 11 1	1	.50	1	1.0
				0 2				
3524	Fashion Marketing and Merchandising			1 11 1	2	1.00	1	1.0
				0 2				
3525	Lifestyles for the Future			11 1	1	.50	2	1.05
				2				
3532	Child Development			11 1	1	.50	1	1.0
				2				
3535	Culinary I- Fund. Of Food Preparation			1 11 1	1	.50	1	1.0
				0 11 2				
3536	Culinary II- Menu Planning & Meal Construction			1 1	1	.50	1	1.0
				2				
<b><u>COD</u></b>	<b><u>GIFTED EDUCATION</u></b>			<b><u>GR LEVEL(S)</u></b>	<b><u>SEM</u></b>	<b><u>CR</u></b>	<b><u>LEV</u></b>	<b><u>WT</u></b>
<b><u>E</u></b>								
3091	Gifted Independent Project			0 1 11 1	2	.50	1	1.0
				9 0 2				
3093	Gifted Seminar			0 1 11 1	2	.50	1	1.0
				9 0 2				
<b><u>COD</u></b>	<b><u>MATHEMATICS</u></b>			<b><u>GR LEVEL(S)</u></b>	<b><u>SEM</u></b>	<b><u>CR</u></b>	<b><u>LEV</u></b>	<b><u>WT</u></b>
<b><u>E</u></b>								
3610	Algebra 1 Concepts			0 9	2	1.50	1	1.0

3614	Algebra 1	0			2	1.50	1	1.0	
		9							
3616	Algebra 1B	0			2	1.00	1	1.0	
		9							
3618	Geometry Concepts		1	11	2	1.00	1	1.0	
			0						
3620	Geometry	0	1	11	2	1.00	2	1.05	
		9	0						
3622	Geometry Honors	0	1	11	2	1.00	3	1.1	
		9	0						
3630	Algebra 2 Concepts		1		2	1.00	1	1.0	
			0						
3626	Algebra 2	0	1		2	1.00	2	1.05	
		9	0						
3627	Algebra 2 Honors	0	1		2	1.00	3	1.1	
		9	0						
3632	Trigonometry		1	11	1	2	1.00	2	1.05
			0		2				
3634	Trigonometry Honors with Pre-calculus		1	11	1	2	1.00	3	1.1
			0		2				
3636	Basic Introductory Statistics			11	1	2	1.00	2	1.05
					2				
3637	AP Statistics			11	1	2	1.00	4	1.15
					2				
3638	Consumer Economics & Personal Finance				1	2	1.00	1	1.0
					2				
3640	Calculus			11	1	2	1.00	2	1.05
					2				
3643	AP Calculus AB			11	1	2	1.50	4	1.15
					2				
3645	AP Calculus BC				1	2	1.00	4	1.15
					2				
3248	SAT Preparation		1	11	1	1	.50	1	1.0
			0		2				
3681	Mathematics Independent Study		1	11	1	1	.25	3	1.1
			0		2				

**COD      College in the High School - Math**

<b><u>E</u></b>									
3641	College Algebra			11	1	1	1	4	1.15
					2				

<b><u>COD</u></b>	<b><u>MUSIC</u></b>	<b><u>GR LEVEL(S)</u></b>				<b><u>SEM</u></b>	<b><u>CR</u></b>	<b><u>LEV</u></b>	<b><u>WT</u></b>
<b><u>E</u></b>									
3712	Chorus	0	1	11	1	2	.70	2	1.05
		9	0		2				
3713	Jazz Ensemble	0	1	11	1	2	.35	2	1.05
		9	0		2				
3714	Stage Band	0	1	11	1	2	.35	1	1.0
		9	0		2				
3717	String Orchestra	0	1	11	1	2	.70	2	1.05
		9	0		2				
3715	Symphonic Band	0	1	11	1	2	.70	2	1.05
		9	0		2				
3721	History of American Pop Music	0	1	11	1	1	.25	1	1.0
		9	0		2				
3723	Introduction to Broadway Musicals	0	1	11	1	1	.25	1	1.0
		9	0		2				
3724	AP Music Theory		1	11	1	2	1.00	4	1.15
			0		2				

3719	Music Theory 1	0	1	11	1	2	.50	2	1.05
		9	0		2				
3726	Modern Band Level 1	0	1	11	1	2	.50	1	1.0
		9	0		2				
3728	Modern Band Level 2		1	11	1	2	.50	1	1.0
			0		2				
3727	Select Modern Band	0	1	11	1	2	.50	1	1.0
		9	0		2				
3732	Concert Choir	0	1	11	1	2	.70	2	1.05
		9	0	11	2				1.0
3729	Songwriting		1		1	2	.50	1	
			0		2				

<b>COD</b>	<b>SCIENCE</b>	<b>GR LEVEL(S)</b>				<b>SEM</b>	<b>CR</b>	<b>LEV</b>	<b>WT</b>
<b>E</b>									
3812	Biology 1		1			2	1.50	2	1.05
			0						
3814	Biology 1 Honors	0	1			2	1.50	3	1.1
		9	0						
3818	Science 1	0				2	1.00	1	1.0
		9							
3820	Physics 1		1	11	1	2	1.00	2	1.05
			0		2				
3820	Self Paced Physics 1		1	11	1	2	1.00	2	1.05
SP			0		2				
3827	Physics 1 Honors		1	11	1	2	1.00	3	1.1
			0	11	2		1.50		
3822	AP Physics 1		1		1	2		4	1.15
			0		2				
3826	Environmental Science		1	11	1	2	1.00	1	1.0
			0		2				
3830	Chemistry 1		1	11	1	2	1.00	2	1.05
			0		2				
3832	Chemistry 1 Honors		1	11	1	2	1.00	3	1.1
			0		2				
3823	Applied Physics-Aerospace Engineering		1	11	1	1	.50	3	1.1
			0	11	2				
3836	Wildlife Studies				1	2	1.00	1	1.0
					2				
3837	AP Physics 2			11	1	2	1.50	4	1.15
					2				
3829	Science Lab Assistant			11	1	1	.50	1	1.0
					2				
3841	AP Chemistry			11	1	2	1.50	4	1.15
					2				
3843	AP Biology			11	1	2	1.50	4	1.15
					2				
3844	Environmental Science 2			11	1	2	1.00	2	1.05
				11	2		.50		1.05
3848	Organic Chemistry 1				1	1		2	
					2				
3849	Science Independent Study		1	11	1	1	.25	3	1.1
			0		2				
3842	Human Anatomy & Physiology 1			11	1	2	1.0	3	1.1
					2				
3801	Human Anatomy & Physiology 2			11	1	2	1.0	3	1.1
					2				
3880	Launch Into Aviation	0				1	.50	3	1.1
		9							

3881	Exploring Aviation & Aerospace - 9	0			1	.50	3	1.1
		9						
3882	Exploring Aviation & Aerospace - 10	1			1	.50	3	1.1
		0						
3883	Aircraft Systems & Performance	1			1	.50	3	1.1
		0						
3884	AOPA Level 5- The Flight Environment			11	1	.50	3	1.1
3885	AOPA Level 6- Manned Flight- Flight Planning			11	1	.50	3	1.1
3886	AOPA Level 6- Unmanned Flight- UAS Operations			11	1	.50	3	1.1

<u>COD</u>	<u>SOCIAL STUDIES</u>	<u>GR LEVEL(S)</u>			<u>SEM</u>	<u>CR</u>	<u>LEV</u>	<u>WT</u>	
3912	United States History 1	0			2	1.00	2	1.05	
		9							
3914	United States History 1 Honors	0			2	1.00	3	1.1	
		9							
3915	Mock Trial	0	1	11	1	2	1.00	3	1.1
3922	United States History 2	9	0		2	1.00			
			1			2	1.00	2	1.05
3924	United States History 2 Honors		0					1.1	
			1		2			3	
			0						
3923	AP United States History	1	11	1	2	1.50	4	1.15	
		0		2					
3932	Global Studies			11	2	1.00	2	1.05	
3934	Global Studies Honors			11	2	1.00	3	1.1	
3935	AP World History			11	1	2	1.00	4	1.15
				11	2	.50		1.05	
3936	Sociology				1		2		
					2				
3937	AP European History			11	1	2	1.00	4	1.15
					2				
3900	AP Art History			11	1	2	1.00	4	1.15
					2				
3901	AP Human Geography			11	1	2	1.00	4	1.15
					2				
3938	Modern World Issues	1	11	1	1	.50	2	1.05	
		0			2				
3940	American Society				1	2	1.00	2	1.05
					2				
3942	American Society Honors				1	2	1.00	3	1.1
					2				
3944	Psychology of Human Development	1	11	1	1	.50	2	1.05	
		0			2				
3945	Psychology of Human Behavior	1	11	1	1	.50	2	1.05	
		0			2				
3946	Economics	1	11	1	1	.50	2	1.05	
		0			2				
3947	Anthropology and Archaeology	1	11	1	1	.50	2	1.05	
		0			2				
3948	Criminal Justice	1	11	1	1	.50	2	1.05	
		0			2				
3949	Ethics and Philosophy			11	1	1	.50	2	1.05
					2				
3950	Fiction, Film and History			11	1	1	.50	2	1.05
					2				

<b><u>COD</u></b> <b><u>E</u></b>	<b><u>College in the High School - SOCIAL STUDIES</u></b>	<b><u>GR LEVEL(S)</u></b>				<b><u>SEM</u></b>	<b><u>CR</u></b>	<b><u>LEV</u></b>	<b><u>WT</u></b>
3957	Intro to American Government	11	1			1	1.00	4	1.15
			2						
3958	Western Civilization I	11	1			1	1.00	4	1.15
			2						
3939	Comparative Politics		1			1	1.00	4	1.15
			2						

<b><u>COD</u></b> <b><u>E</u></b>	<b><u>STEM (Technology)</u></b>	<b><u>GR LEVEL(S)</u></b>				<b><u>SEM</u></b>	<b><u>CR</u></b>	<b><u>LEV</u></b>	<b><u>WT</u></b>
3162	Introduction to CAD 1	0	1	11	1	1	.50	1	1.0
		9	0		2				
3164	Introduction to CAD 2		1	11	1	1	.50	1	1.0
			0		2				
3569	Introduction to Small Engine Repair		1	11	1	1	.50	1	1.0
			0		2				
3551	Materials Fabrication	0	1	11	1	1	.50	1	1.0
		9	0		2				
3560	Power Technology	0	1	11	1	1	.25	1	1.0
		9	0		2				
3566	Electricity/Electronics	0	1	11	1	1	.25	1	1.0
		9	0		2				
3568	Home Maintenance Technology	0	1	11	1	1	.25	1	1.0
		9	0		2				
3573	Materials Design		1	11	1	2	1.00	1	1.0
			0		2				
3581	Machine Automation		1	11	1	1	.50	1	1.0
			0		2				
3583	Engineering 1	0	1	11	1	1	.50	2	1.05
		9	0		2				
3584	Engineering 2		1	11	1	1	.50	2	1.05
			0		2				
3585	Independent Study			11	1	2	1.00	1	1.0
					2				
3570	Applied Trades Mathematics	0	1	11	1	1	.50	1	1.0
		9	0		2				
3587	Robotics	0	1	11	1	1	.50	1	1.0
		9	0		2				
3588	Robotics 2		1	11	1	1	.50	1	1.0
			0		2				
3571	Pre-Apprenticeship: Commercial & Industrial Trades			11	1	1	1.00	1	1.0
					2				

<b><u>COD</u></b> <b><u>E</u></b>	<b><u>STEM (ELA)</u></b>	<b><u>GR LEVEL(S)</u></b>				<b><u>SEM</u></b>	<b><u>CR</u></b>	<b><u>LEV</u></b>	<b><u>WT</u></b>
3226	Advanced Video Journalism		1	11	1	2	1.00	1	1.0
			0		2				
3227	Advanced Video Journalism 2			11	1	2	1.00	1	1.0
					2				

<b><u>COD</u></b> <b><u>E</u></b>	<b><u>STEM (Math)</u></b>	<b><u>GR LEVEL(S)</u></b>				<b><u>SEM</u></b>	<b><u>CR</u></b>	<b><u>LEV</u></b>	<b><u>WT</u></b>
3574	IT Essentials: PC Hardware and Software	0	1	11	1	2	1.00	2	1.05
		9	0		2				
3633	Introduction to Computer Programming	0	1	11	1	1	.25	1	1.0
		9	0		2				

3628	Computer Programming 1	0	1	11	1	1	.50	1	1.0
		9	0		2				
3629	Computer Programming 2		1	11	1	1	.50	2	1.1
			0		2				
3680	AP Computer Science A			11	1	2	1.00	4	1.15
					2				
3647	Web Programming 1	0	1	11	1	1	.50	2	1.05
		9	0		2				
3648	Web Programming 2		1	11	1	1	.50	3	1.1
			0		2				
3649	Cyber Defense Principles & Practices	0	1	11	1	1	.50	1	1.0
		9	0		2				

<b><u>COD</u></b>	<b><u>WELLNESS EDUCATION</u></b>	<b><u>GR LEVEL(S)</u></b>				<b><u>SEM</u></b>	<b><u>CR</u></b>	<b><u>LEV</u></b>	<b><u>WT</u></b>
<b><u>E</u></b>									

3411	Health Education		1			1	.50	1	1.0
			0						
3412	Adventure Curriculum	0	1	11	1	1	.50	1	1.0
		9	0		2				
3413F	Strength Training for Sports Level 1	0	1	11	1	1	.50	1	1.0
/S	Fall/Spring	9	0		2				
3415	Lifetime Sports & Recreation	0	1	11	1	1	.50	1	1.0
		9	0		2				
3417	Personal Fitness	0	1	11	1	1	.50	1	1.0
		9	0		2				
3418	Team Aerobic Games	0	1	11	1	1	.50	1	1.0
		9	0		2				
3419	Aquatics	0	1	11	1	1	.50	1	1.0
		9	0		2				
3420F	Strength Training for Sports Level 2		1	11	1	1	.50	1	1.0
/S	Fall/Spring		0		2				
3422	Fitness Fusion	0	1	11	1	1	.50	1	1.0
		9	0		2				
3423	Indep. Study Athletic Perf. Training				1	2	1.0	1	1.0
					2				
3424F	Strength Training for Sports Level 3		1	11	1	1	.50	1	1.0
/S			0		2				
				11					
3425	Yoga	0	1		1	1	.50	1	1.0
		9	0		2				

<b><u>COD</u></b>	<b><u>WORLD LANGUAGE</u></b>	<b><u>GR LEVEL(S)</u></b>				<b><u>SEM</u></b>	<b><u>CR</u></b>	<b><u>LEV</u></b>	<b><u>WT</u></b>
<b><u>E</u></b>									

3311	World Language Experience	09	10	11	12	1	.50	1	1.0
3310	French 1	0	1	11	1	2	1.00	2	1.05
		9	0		2				
3320	French 2		1	11	1	2	1.00	2	1.05
			0		2				
3330	French 3			11	1	2	1.00	3	1.1
					2				
3340	French 4				1	2	1.00	3	1.1
					2				
3312	German 1	0	1	11	1	2	1.00	2	1.05
		9	0		2				
3322	German 2	0	1	11	1	2	1.00	2	1.05
		9	0		2				

3332	German 3	1	11	1	2	1.00	3	1.1	
		0		2					
3342	German 4		11	1	2	1.00	3	1.1	
				2					
3343	Panorama of German Culture		11	1	2	1.00	2	1.05	
				2					
3346	AP German Language & Culture			1	2	1.00	4	1.15	
				2					
3314	Spanish 1	0	1	11	1	2	1.00	2	1.05
		9	0		2				
3324	Spanish 2	0	1	11	1	2	1.00	2	1.05
		9	0		2				
3334	Spanish 3		1	11	1	2	1.00	3	1.1
			0		2				
3344	Spanish 4			11	1	2	1.00	3	1.1
					2				
3345	Panorama of Spanish Culture			11	1	2	1.00	2	1.05
					2				
3347	AP Spanish Language & Culture				1	2	1.00	4	1.15
					2				

# COURSE DESCRIPTION

## ART

### **ART 1**

Grades 9, 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

*Art 1* will give students an introduction to drawing and painting media with an emphasis on such topics as perspective, proportion, line, value, shading, and more. Students will explore traditional materials such as graphite pencil, pastel, pen and ink, and paint, among others. Emphasis will be placed on fundamental drawing techniques both in class and with outside sketchbook projects. Lessons will incorporate aspects of art history and criticism. This is a foundation level course for students who have an interest in art and/or are seeking to take Art 2, and possibly Art 3 and 4. Students will need to purchase supplies for this course.

### **ART 2**

Grades 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

#### ***Prerequisite: Art 1***

*Art II* is a full-year course open to those students who successfully completed Art 1. Skills learned in *Art 1* will be explored in greater depth. Students will explore new areas or expand on skills already mastered. An awareness of and appreciation for important artistic works will be developed, explored, and discussed. A continuation of the study of the history of art will also be included. A variety of materials will be used to study the various ways one can communicate ideas artistically. Students will be challenged in the areas of color theory and mixing, calligraphy, sculpture, two-dimensional design, arrangement, and portraiture.

### **ART 3**

Grades 11, 12

2 semesters

1.00 credit

6 pds/cycle

#### ***Prerequisite: Art 2***

*Art III* is a full year course open to those students who successfully completed Art 2. Individual creative expression will be the purpose of this course. Students will be challenged to create quality work with respect to the various processes and skills mastered previously. A continuation of the study of art history as it relates to artistic developments will be included. Principles of design, craftsmanship, presentation of work, and art careers will be explored. Portfolio preparation will be available for interested students.

### **ART 4**

Grade 12

2 semesters

1.00 credit

6 pds/cycle

#### ***Prerequisite: Art 3***

*Art 4* is a full year course open to those students who successfully completed Art 3. Problem solving will be the emphasis in this course, as well as independent study. Culture, as reflected in the arts of a civilization, will be studied along with art of the modern era. This class will allow individual expression in an art area that could lead to career opportunities. Portfolio preparation will be available for interested students.

### **COMPUTER ANIMATION 1**

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

This course is designed to give students experience with animation in both 2-D and 3-D. The student will learn the various jobs of computer animators along with getting basic experience of the programs. This class is designed to do simple animation projects to last approximately 15-30 seconds in length. Flash and Blender will be the primary programs used. File size limits the complexity of each file.

## **COMPUTER ANIMATION 2**

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

### ***Prerequisite: Computer Animation 1***

This course is designed to give students a continuation of Computer Animation 1, getting more involved with animation and each of the individual areas of an animation studio. Backdrops will be introduced along with more advanced modeling techniques. Blender will be the primary program used. The class will be geared towards making final 3-D animation shorts for commercials, sport entertainment and television spots (such as station breaks) and products.

## **DIGITAL ART AND DESIGN (formerly Graphic Design 1)**

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

This class is designed to instruct students on the basic elements and principles of design that will assist them in creating successful layouts, designs, and artwork for print and digital media. Instruction and application of Adobe Illustrator or other graphic design/layout software will allow students to gain real-world experience in the fields of graphic design, product marketing, desktop publishing, and vector illustration.

## **DIGITAL ART AND PAINTING (formerly Graphic Design 2)**

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

This class is designed to instruct students on the basic elements and principles of design that will assist them in creating successful layouts, designs, and artwork for print and digital media. Instruction and application of Adobe Photoshop or other pixel-based/paint programs will allow students to gain real-world experience in the fields of digital illustration, design, and media. Focus will be placed on image manipulation as well as the creation of original works of art using digital paint software.

## **FINE ART PHOTOGRAPHY AND FILM 1**

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

This course is a survey of photographic methods and techniques for the fine arts. The emphasis in this course will be on observational skills, composition, design, and presentation of finished photographic works. Students will learn how to utilize the elements and principles of design in an effort to make strong compositions. Students will learn the history of photography as an art and historical record. Students will learn to shoot subject matter such as still life, landscape, portraits, and close-up photography. Students will create photographs showing their understanding of lighting and contrast, point of view, emphasis, repetition and texture. Students will learn to use digital photographic equipment and editing software to produce fine art prints. Students will also explore the fundamentals of storyboarding in preparation for digital video in Fine Art Photography and Film 2. **Students must provide their own digital camera.**

## **BUSINESS EDUCATION**

### **ACCOUNTING 1**

Grades 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

This course includes instruction in the fundamentals of maintaining business records, journal entries, use of ledgers, preparation of financial statements, maintaining of payroll records and reconciling bank statements. Instruction in the use of computers in accounting is also an integral part of the class. This course does **not** fulfill a mathematics credit.

### **BUSINESS 1**

Grades 9, 10, 11, 12

1 semester

.50 credit

6 pds/cycle





## CAREER EDUCATION

### **CAREER EXPLORATION INTERNSHIP**

Grades 11, 12

1 semester

.25 credit

3 pds/cycle

The purpose of this course is to provide practical experience for students to explore their career goals in the workplace or classroom. Students will be responsible for arranging their transportation and establishing their workplace intern sites but may solicit ideas from Career Center staff or school counselors. Assistance will be given to students to locate classroom sites in the district if they are considering the teaching profession as a career goal. Selection criteria will include no more than 3 absences or 2 tardy passes per marking period; grades of 70% or higher in all required courses; and no more than 1 referral to ISS in the semester prior to the scheduled internship. Students will be required to keep a journal and check in with the school representative once per cycle during pd. 11. The student will be scheduled to visit the workplace intern site at least four times in a six-day cycle during pd. 11 or may use these periods as compensatory time if the internship is after school hours. Students who cannot schedule a pd. 11 site visit will still be invited to participate for .50 credit if the internship is arranged after school hours.

### **DIVERSIFIED OCCUPATIONS**

Grade 12

2 semesters

.50 credit

3 pds/cycle

Students will develop working knowledge and behaviors, enhancing their ability to acquire and retain employment in the 21<sup>st</sup> century. This class contributes to the eligibility requirements for Diversified Occupations work release.

### **DIVERSIFIED OCCUPATIONS WORK RELEASE**

Grade 12

2 semesters

1.00 or 2.00 credits

12-18 pds/cycle

***Prerequisite: Concurrent registration in Diversified Occupations class and completion of at least 18 credits. During the junior year, students must pass all required subjects with a minimum of 70%; and have no more than 9 days of absence (including 3 unexcused days and 5 days tardy).***

In this program work experience can be gained during work release time from school. Students can be released for two periods per day during the 6-day cycle to get on-the-job training and experience and receive 1 elective credit upon acceptable employer evaluation. If students' jobs necessitate their earlier release, and they have completed required credits for graduation, they may be released a maximum of 3 periods per cycle and achieve 2 elective credits. This course is open to 12<sup>th</sup> grade students in all career pathways. Students are required to take the Diversified Occupations class concurrently with Co-op Work Release.

### **HACC ACADEMY—AUTOMOTIVE TECHNOLOGY**

Grade 12

2 Semesters

2.00 credits

18 pds/cycle

***Prerequisite: Concurrent registration in Career Exploration Internship course and completion of at least 18 credits. During the junior year, students must pass all required subjects with a minimum of 70%; and have no more than 9 days of absence (including 3 unexcused days and 5 days tardy).***

Senior students will attend this class at the York HACC campus from 12-4 pm (September—May) each school day in addition to Spring Grove High School classes and must provide their own transportation. This program will train students for entry level automotive technician jobs. Students will be required to pass a written exam and inspect a vehicle as part of the testing procedure to earn a Pennsylvania State Inspection License as well as perform the Pennsylvania emissions test and take the computer based and written PA Emissions Inspection Certification exams. There is a fee for this program. Students enrolled in this program must also be enrolled in our Diversified Occupations course and Work Release program.

## HACC ACADEMY—NURSE AIDE PROGRAM

Grade 12

1 Semester

1.00 credits

18 pds/cycle

***Prerequisite: Concurrent registration in Career Exploration Internship course and completion of at least 18 credits. During the junior year, students must pass all required subjects with a minimum of 70%; and have no more than 9 days of absence (including 3 unexcused days and 5 days tardy).***

Senior students have the opportunity to acquire classroom and on-the-job training as a nurse aid. This program includes a blending of classroom instruction at HACC and clinical experience (12-4:30 daily for 120 hours). Upon successful completion students are eligible to take the National Nurse Aide Assessment Program (NNAAP) Competency Exam and be enrolled on the Pennsylvania Nurse Aide Registry, which is required to work as a nurse aid in the long-term care industry. During the training, students learn numerous skills; including taking and recording the patients' blood pressure, temperature, pulse rate, and respirations; assisting with the activities of daily living, including bathing and hygiene, exercise; applying safe and correct techniques to assist patients with moving, walking, and positioning; recording vital information on appropriate medical forms and bedside charts, and responding properly to emergencies. Training requirements include a criminal history report, free of prohibitive offenses, a physical exam dated within one year of the start of the program which includes evidence that the participant is free of communicable diseases and a negative PPD-Two-step-Tuberculin. Students are responsible for paying a fee to HACC (which is reimbursable when the student is age 18 and works for a PA Nursing Home), and providing his or her own transportation to the classes. This class is scheduled in conjunction with the Diversified Occupations class so the student will receive credit toward HS graduation for the coursework completed.

## HACC ACADEMY - WELDING TECHNOLOGY

Grade 12

1 Semesters

1.00 credits

18 pds/cycle

***Prerequisite: Concurrent registration in Career Exploration Internship course and completion of at least 18 credits. During the junior year, students must pass all required subjects with a minimum of 70%; and have no more than 9 days of absence (including 3 unexcused days and 5 days tardy)***

This program is composed of the following three classes:

WELD 101 - Introduces students to basic welding skills that includes the interpretation of typical welding drawings and symbols, orthographic projection, tolerancing, fitting, and dimensioning systems, and math concepts including whole numbers, common fractions, and basic math formulas.

WELD 103 - Provides students with technical information and hands-on experience in flat and horizontal position shielded metal-arc welding. This course covers electrode sizes, common flaws, and types of welds and joints and emphasizes personal safety and proper use of shop equipment and tools.

WELD 105 -Provides students with technical information and hands-on experience in vertical and overhead position shielded metal-arc welding. This course covers the identification of common flaws, the analysis of operating principles, and the principles of non-fusion welding. In addition, the course emphasizes personal safety and proper use of shop equipment.

## ENGLISH LANGUAGE ARTS

### ENGLISH 9

Grade 9

2 semesters

1.50 credits

9 pds/cycle

*English 9* is a survey of the following literary genres: short story, drama, and the novel. Emphasis is placed upon the various literary elements of fiction. Composition includes topic sentence and paragraph development, expository and narrative writing, response to literature, and journal writing. Vocabulary







**ENGLISH COMPOSITION 2 (College in the High School course #ENGL102)**

Grade 12	1 semester	1.00 high school credit 3.00 college credits	6 pds/cycle
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**Prerequisites: English Composition 1**

This Harrisburg Area Community College course, which builds on the principles of English Composition I, emphasizes the writing of exploratory and argumentative essays and critical reading for the purpose of academic inquiry. Academic integrity and personal responsibility are expected. The cost of the course is \$225.00\* plus the cost of college textbooks (approximately \$275.00 total). \*Cost subject to change

**ENHANCED READING SKILLS 12**

Grade 12	1 MPd	.25 credit	6 pds/cycle
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This course will review the academic anchors related to the Keystone Literature exam to prepare students who did not score proficiently. The course will only be required for seniors who scored below *proficient* on the Keystone Literature exam. Senior release will not be granted for the first marking period to students scoring below proficient.

**JOURNALISM 1 - <https://www.youtube.com/watch?v=I8y43m5toHY>**

Grades 9, 10, 11, 12	2 semesters	1.0 credit	6 pds/cycle
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Students will learn the different parts of a newspaper including news stories, editorials, entertainment, features, advertising, and sports. Students will also learn about First Amendment issues, copyediting, interviewing, the history of journalism, and design and layout. This is primarily a writing class, and students will submit work to be published in the school newspaper, *The Rocket Star*.

**JOURNALISM 2 - <https://www.youtube.com/watch?v=I8y43m5toHY>**

Grades 10, 11, 12	2 semesters	1.00 credit	6 pds/cycle
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**Prerequisites: 1) Journalism 1 with a B average; 2) a completed staff application.**

Students will review basic journalism skills taught in Journalism I, as well as learn how to use *InDesign* software to complete layout and design. Students will write and produce regular and special editions of the school newspaper, *The Rocket Star*.

**JOURNALISM 3/MASS MEDIA - <https://www.youtube.com/watch?v=I8y43m5toHY>**

Grades 11, 12	2 semesters	1.00 credit	6 pds/cycle
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**Prerequisites: 1) Journalism 1 and 2 with a B average in Journalism 2; 2) a completed staff application.**

This course is recommended for students interested in the fields of journalism and mass media. Students will continue to enhance their knowledge and skills in the area of newspaper publication, as well as review basic journalism skills. Students will provide leadership in publishing the school newspaper, *The Rocket Star*, as well as any special editions published during the year. Students will also be introduced to broadcast journalism, online journalism, and podcasting/vodcasting.

**SAT PREPARATION**

Grades 10, 11, 12	1 semester	.50 credit	6 pds/cycle
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This course will review helpful approaches and strategies for success on the SAT. This semester course will be split between math and verbal preparation. The verbal portion will meet for 45 consecutive days during one marking period and the math portion will meet for 45 consecutive days during the next marking period. The SAT Prep/Verbal section of the course will focus on improving the skills that are tested on the Critical Reading section and the Writing section of the SAT. The Critical Reading section will focus on strategies and skills that will help students on the Sentence Completion (vocabulary) and Passage-Based Reading sections of the SAT. The Writing section will develop the skills and knowledge base for sections that focus on Improving Sentences, Finding Sentence Errors, Improving Paragraphs, and the Essay. In the SAT Prep/Math section of the course, students will work in conjunction with the College Board website





The objective of the class is to provide students with an overview of the manner in which fashion is designed, created, and marketed to the consumer, and to prepare students in the technology of fashion merchandising that will lead to immediate employment and/or become the basis for continuing education. The course would include field trips to a retail establishment and a post-secondary fashion school. The culminating project would be a fashion show produced by the students in the class featuring both self-made creations and ready-to-wear.

### **HOUSING AND INTERIOR DESIGN**

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

This course presents the student with an opportunity to explore a variety of housing and interior design concepts and issues. Falling into 3 distinct yet conjoined parts, the course begins with the student discovering how human needs are met through housing. Green/sustainable design and discovering new technologies will show how housing affects the environment. Career exploration in the interior design field and housing decisions rounds out the introductory part of the course. In part two of the course, housing styles, plans and construction, interior systems, landscape design and legal issues combine to give students a much broader picture and sense of what truly goes into creating a home. The third section of the course invites students to discover the aesthetic and creative aspect of the field of interior design by discussing color, elements and principles of design, backgrounds, furniture and appliances, lighting, accessories, and use of space. The student will be involved in many hands-on activities and projects including designing a house and a landscape, decorating rooms, comparing furnishings, and working as team members.

### **LIFESTYLES FOR THE FUTURE**

Grades 11, 12

1 semester

.50 credit

6 pds/cycle

This course is a fast-paced, yet comprehensive study of concepts and real-life activities that are involved in independent living and becoming a contributing member of our global society. Decision-making; critical thinking and reasoning; communication and team-building skills; conflict-resolution skills; goal-setting; understanding oneself; and career planning are just a few of the basic skills needed for human interaction. More specifically and objectively, the student will gain the skills to prepare a budget, bank successfully, and make wise choices concerning credit, insurance, and investments. Knowing one's rights and responsibilities as a consumer will lead to greater power in making purchasing choices, whether a car, a house or clothing. Much emphasis is placed on family relationships, parenting skills and early child development, complete with the "Real Care Baby" parenting simulation. The course concludes with nutrition across the lifespan and a brief study of diseases and challenges that human beings may face. Using diversified instruction and real-life activities, students will be encouraged to choose those activities best suited to them and their life choices.

### **MULTICULTURAL CUISINE**

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

Students will explore the historical background, common customs, common ingredients, food related language in addition to the preparation techniques for eight countries or regions. We will study German, French, Italian, Israeli, African, Chinese, India, Mexican as well as Regional United States cuisine. Students will be preparing main dishes, vegetables or fruits, breads, desserts, and sometimes even beverages. There will be an opportunity for student directed learning where students can explore countries or areas of special interest.

### **HOME COOKING BASICS**

Grades 9, 10, 11, 12

1 semester

.50 credit

6 pds/cycle

This course is a semester long course in which students will learn how to prepare food for themselves and their families. They will prepare main dishes with meat, poultry, and meat alternatives; side dishes with vegetables and grain products; breads; and desserts. The final activity will be planning and preparing an entire meal. The second half of the course students will explore various careers in Family and Consumer Sciences. Students will spend a week on each of the following careers: Fashion Apparel and









well as a major emphasis on graphing calculator problems. This course is an excellent option for any student who possesses sufficient maturity and quantitative reasoning ability.

### **TRIGONOMETRY**

Grades 10, 11, 12

2 semesters    1.00 credit    6 pds/cycle

***Prerequisite: Algebra 2 or Algebra 2 Honors and Geometry or Geometry Honors or Concurrently with Geometry***

This is a course in modern trigonometry with emphasis placed on the circular functions, their inverses, and their graphs. The course begins with an algebraic examination of functions and continues with a careful and concise study of trigonometric identities, together with trigonometric functions and solutions of triangles. Also included are topics that deal with theory of equations, exponential and logarithmic functions.

### **TRIGONOMETRY HONORS WITH PRECALCULUS**

Grades 10, 11, 12

2 semesters    1.00 credit    6 pds/cycle

***Prerequisites: Honors Program criteria and Algebra 2 or Algebra 2 Honors***

This course offers a similar structural approach to that of Trigonometry, but will require further in-depth analysis of polynomial functions, matrices, and polar coordinates.

### **SAT PREPARATION**

Grades 10, 11, 12

1 semester    .50 credit    6 pds/cycle

This course will review helpful approaches and strategies for success on the SAT. This semester course will be split between math and verbal preparation. The verbal portion will meet for 45 consecutive days during one marking period and the math portion will meet for 45 consecutive days during the next marking period. The SAT Prep/Verbal section of the course will focus on improving the skills that are tested on the Critical Reading section and the Writing section of the SAT. The Critical Reading section will focus on strategies and skills that will help students on the Sentence Completion (vocabulary) and Passage-Based Reading sections of the SAT. The Writing section will develop the skills and knowledge base for sections that focus on Improving Sentences, Finding Sentence Errors, Improving Paragraphs, and the Essay. In the SAT Prep/Math section of the course, students will work in conjunction with the College Board website and use The Official SAT Study Guide to review algebra I, algebra 2, and geometry concepts. Additionally, the class will devote a majority of time to the completion of practice problems similar to those found on the SAT.



and instrumentation needs. The majority of students in this class will be juniors and seniors with a few sophomores and freshmen added to balance the ensemble.

**MODERN BAND LEVEL 1**     <https://www.youtube.com/watch?v=wJ4tcAjxRxc>

Grades 9, 10, 11, 12     2 semesters     .50 credit     3 pds/cycle

Modern Band 1 introduces the skills necessary to play electric guitar, acoustic guitar, electric bass, keyboard, drums and relevant music technology and virtual instruments. This course examines a variety of contemporary musical styles including, but not limited to, pop rock, reggae, hip hop, and blues. The course fosters peer-to-peer development in the band setting while encouraging each band to play as a single unit. This course is open to all students and no previous musical experience is necessary.

**MODERN BAND LEVEL 2**

2 semesters     .50 credit     3 pds/cycle

Grades 9, 10, 11, 12

***Prerequisites: Successful completion of Modern Band 1, successful audition, or prior completion of Modern Band Level 2.***

Modern Band Level 2 is designed for students who have individual experience playing guitar, bass, drums, and keyboard and relevant music technology and virtual instruments as introduced in Modern Band 1. This course builds on the individual foundation set in Modern Band Level 1 with emphasis placed on whole group performance and how each individual functions within a contemporary music ensemble. Modern Band Level 2 examines a variety of contemporary musical styles including, but not limited to, pop, rock reggae, hip hop, and blues. Students in Modern Band 2 will also be introduced to the art of songwriting and composition as a means to further develop the individual musician as it relates to a full contemporary ensemble.

**SELECT MODERN BAND - <https://www.youtube.com/watch?v=wICs840CzEA>**

Grades 10, 11, 12     2 semesters     .50 credit     1 pd/cycle

***Prerequisite: Audition required***

Select Modern Band is designed for students who have advanced experience in playing guitar, bass, drums, and/or keyboard. This course examines a variety of contemporary musical styles including, but not limited to, pop, rock reggae, hip hop, and jazz. Students in Select Modern Band will also be introduced to the art of songwriting and composition. Enrollment in this course requires a successful audition into the course.

**SONGWRITING**

2 semesters     .50 credit     3pd/cycle

Grades 10, 11, 12

***Prerequisite: Modern Band 1***

Songwriting is designed for students who have completed Modern Band Level 1 and want to further their creative output through songwriting. The course helps students develop skills to create song structures, harmonies, melodies, and lyrics that support and enhance the ideas that you want to express. Through listening and analysis, students will be able to recognize and discuss quality elements in musical and lyrical structures. Students will also learn arranging techniques that support the style and structure of a song with appropriate instrumentation. Finally, students will develop their own voice as a songwriter and learn to write more effectively and efficiently, whether by themselves or in collaboration with other songwriters

**MUSIC THEORY I**

Grades 10, 11, 12

2 semesters     .50 credit     3 pds/cycle



String Orchestra meets for full rehearsal three class periods per 6-day cycle in addition to a rotating sectional lesson each cycle, for a total of 4 periods per cycle. **+This course requires a sectional.**



***Prerequisite: The Flying Environment***

This is the sixth course following the AOPA High School Aviation Curriculum. Students who take this course have chosen to pursue the UAS path. This course will cover small, unmanned aircraft performance, ethics, human factors, aeronautical decision-making and judgment, safety protocols, weight and balance, maintenance, aviation weather sources and effects of weather (micro-meteorology) on small, unmanned aircraft performance, small, unmanned aircraft loading and performance, emergency procedures, crew resource management, and preflight inspection procedures. Students will be provided with the opportunity to participate in multiple practice examinations. Students will be prepared to complete the Federal Aviation Administration's Part 107 Remote Pilot Knowledge Test upon completion of this course.

**BIOLOGY 1**

Grade 10

2 semesters

1.50 credits

9 pds/cycle

This course is a program that studies the major biological concepts. The coverage of course content will be more in depth and at a faster pace than for General Biology. Themes covered are biological principles, cells, genetics and evolution, ecology, and the nature and process of science. Corresponding Laboratory activities are incorporated into each unit of study. This is a laboratory science

**BIOLOGY 1 HONORS**

Grades 9, 10

2 semesters

1.50 credits

9 pds/cycle

***Prerequisite: Recommended Honors Program criteria and advanced on the 8<sup>th</sup> grade Science PSSA.***

This course is an honors level program that studies major biological concepts. The coverage of course material will be more in depth and the pace will be faster than in Biology I. Themes covered are biological principles, cells, genetics and evolution, ecology, and the nature and process of science. Extended laboratory activities are incorporated into each unit of study. This is a laboratory science.

**ADVANCED PLACEMENT BIOLOGY**

Grade 11, 12

2 semesters

1.50 credits

9 pds/cycle

***Prerequisites: Biology 1 or Biology 1 Honors, and Chemistry 1 or Chemistry 1 Honors with a minimum passing grade of 75% (in both)***

The AP Biology course is designed to be taken by students after the successful completion of a first course in both high school biology and chemistry (The College Board, 2010). This course is designed to prepare students for the College Board Advanced Placement Exam, which is administered in May; therefore, it is fast-paced and rigorous. In addition to advanced topics of study in biology, AP Biology will offer a variety of in-depth laboratory experiences with the use of biotechnological applications and specimen dissections throughout the year.

**CHEMISTRY 1**

Grades 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

***Prerequisite: Biology***

This course is a scientific study of matter and energy. Topics addressed include the structure, properties, and reactions of matter and their associated energy changes. Critical thinking and problem-solving skills will be emphasized. This is a laboratory science.

**CHEMISTRY 1 HONORS**

Grades 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle





**PHYSICS II** 2 semesters 1.20 credits 7 pds/cycle  
Grades 11, 12

**Prerequisites: 75% in Physics I or 73% in Physics I Honors; successful completion of Algebra II and geometry**

This advanced level physics course is a continuation of topics covered in Physics I and Physics I Honors. Additional topics include rotational dynamics, electricity, and magnetism. This course requires rigorous application of algebra, geometry, and trigonometry. Advanced physics includes extensive laboratory work and is on the level of a non-calculus based first year college course. It is recommended for college-bound students who plan to enter science and engineering related fields.

**ADVANCED PLACEMENT PHYSICS 2** 2 semesters 1.50 credits 9 pds/cycle  
Grades 11, 12

**Prerequisites: AP Physics 1 with a passing grade of 85% or teacher recommendation**

The AP Physics course is designed to be taken by students after the successful completion of Advanced Placement Physics 1. This course is designed to prepare students for the College Board Advanced Placement Exam, which is administered in May, therefore it is fast paced and rigorous. The course will be presented at a much more rapid pace than Physics 1. In addition, AP Physics 2 will offer a variety of in depth laboratory experiences with the use of electronic data gathering equipment such as LabQuest.

**APPLIED PHYSICS – AEROSPACE ENGINEERING** 1 semester .5 credit 6 pds/cycle  
Grades 10, 11, 12

**Prerequisite: Biology 1 or Biology 1 Honors with a minimum grade of 75% and successful completion of or concurrent enrollment in Physics 1 or AP Physics 1**

This advanced level course examines the characteristics of the flight of a rocket including drag, stability margin, and thrust. Newtonian mechanics is used to describe and explain the flight cycle of the rocket and aid in the design of the final project. The course also focuses on all the steps of the engineering cycle including design, prototype, production, testing, and modification. Students have the unique opportunity to participate in the NASA Student Launch Initiative (SLI) and the Team America Rocketry Challenge (TARC) competitions to apply their knowledge from the course. The course is designed to encourage students to ignite an interest in science, technology, engineering, and math, and to pursue careers in aerospace or other Science, Technology, Engineering, and Math education (STEM) fields.

**SCIENCE 1** 2 semesters 1.00 credit 6 pds/cycle  
Grade 9

This course aims to develop scientific skills and concepts in physical science and biology. The course emphasis will be on the nature of science and the application of physical science principles to the living world. This is a laboratory science.

**SCIENCE 2** 2 semesters 1.00 credit 6pds/cycle  
Grade 11

**Prerequisite: Completion of a Biology course and a score of basic or below basic on the Biology Keystone Exam.**

This course will focus on the areas specific to biology and the ecology of living things. In addition, this course will include the impact of humans on the environment and available natural resources.

**SCIENCE LAB ASSISTANT** 1 semester .50 credit 6 pds/cycle  
Grades 11, 12

Science Lab Assistant activities would include the following: preparing and removing lab equipment and materials; running lab trials for sample data; testing lab equipment; assisting other students in completing in-class or make-up labs; aiding in the sharing of equipment between teachers and classrooms. Students apply for a position in a specific subject area at the end of the school year.

**SCIENCE INDEPENDENT STUDY**

Grades 10, 11, 12

1 semester

.25 credit

3 pds/cycle

Science Independent Study is a course designed to allow students to prepare a proposal for learning using the Pennsylvania Academic Standards for Science, Technology, and Engineering, the Next Generation Science Standards, and the science curriculum. Once approved, the proposal will guide the students in learning and creating beyond the currently available curricular study in science. The students will be required to produce a portfolio or equivalent project.

**WILDLIFE STUDIES**

Grades 11, 12

2 semesters

1.00 credit

6 pds/cycle

This course is the study of North American wildlife and their habitats. It includes inquiry into the history and development of wildlife management in America, along with techniques used in the field today. The life story of most of our interesting and important wildlife species will include species description, range, feeding habits, reproductive behavior, and characteristics peculiar to each species. The content of the course does emphasize the value of the world's wild places and the living things that inhabit these areas.

**SPRING GROVE AREA HIGH SCHOOL SCIENCE DEPARTMENT  
TYPICAL COURSE SEQUENCE RECOMMENDATIONS**

<b>College and Career Goals</b>	<b>Grade 9 Course</b>	<b>Grade 10 Course</b>	<b>Grade 11 Course</b>	<b>Grade 12 Course</b>
Engineering/ Physical Science	Bio 1 Honors	AP Physics 1 and Chemistry 1 H	AP Chemistry	AP Physics 2
Engineering/ Physical Science	Biology 1 Honors	AP Physics 1	Chemistry 1 H and AP Physics 2	AP Chemistry
Pre-Medicine/ Biological Science	Biology 1 Honors	Chemistry 1 H	AP Chemistry and Physics 1 or AP Physics 1 Anatomy and Physiology	AP Biology Anatomy and Physiology Organic Chemistry
Pre-Medicine Biological Science Physical or Occupational Therapy	Biology 1 Honors	Chemistry 1 H AP Physics 1 or Physics 1	AP Chemistry Anatomy and Physiology	AP Biology Anatomy and Physiology 2 Organic Chemistry
Nursing (BS RN) PT/OT Exercise Physiology	Biology 1 Honors	Chemistry 1H	Organic Chemistry Anatomy and Physiology	Anatomy and Physiology 2
Non-Science Major with interest in science and strong math skills.	Biology 1 Honors	Chemistry 1 H or AP Physics 1	Chemistry 1 H or Physics 1 H or 1 credit Science Elective	Any Science Elective
Nursing (BS RN or LPN)	Science 1	Biology 1	Chemistry 1	Anatomy and Physiology Organic Chemistry
College Bound Non- Science Major	Science 1	Biology 1	Physics 1 Chemistry 1 Environmental Science 1 or Wildlife	Physics 1 Chemistry 1 Environmental Science 1 or Environmental Science 2 or Wildlife
Technical School or School to Work	Science 1	Biology 1	Environmental Science 1 or Wildlife	Environmental Science 1 or Environmental Science 2 or Wildlife

*The course sequences listed above are suggestions only. There are other combinations which may be chosen for a given interest area or career goal. The choice and sequence of science courses should be selected by considering college program requirements, and student interest and ability level.*

*Although only three credits of Science are required for graduation, we strongly recommend that college bound students take four science credits.*







## **PSYCHOLOGY OF HUMAN DEVELOPMENT**

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

The student will explore topics related to the biological processes of human behavior and development. These topics include: the brain; sensation; human development; personality; mental disorders; and therapies. Course objectives will be met through class discussions, projects, and activities.

## **PSYCHOLOGY OF HUMAN BEHAVIOR**

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

The class will deal with topics related to what motivates human behavior. A variety of human experiences will be explored. These topics include methods of research; motivation; emotions; learning; intelligence; creativity; memory; stress; and coping mechanisms. Class objectives will be met through group work, projects, class demonstrations, and class discussions.

## **SOCIOLOGY**

Grades 11, 12

1 semester

.50 credit

6 pds/cycle

*Sociology* is a study of human group relations. A large part of a human's life is spent with other people; thus, sociology is a look at group interaction as people influence each other. Customs, habits, and social needs are an integral part of this study of society. Topics covered include cultural diversity; the American value system; social control; the individual in society; social inequality; crime; and deviance.

## **UNITED STATES HISTORY 1**

Grade 9

2 semesters

1.00 credit

6 pds/cycle

This course is an examination of the people, events, and movements which have significantly contributed to the nation's political, economic, and social history. Importance will focus on students using their critical and analytical thinking skills. This course is an examination of the people, events, and movements which have been significant in America's political, economic, and social development. U.S. History I will explore America's past from the *Articles of Confederation* up to and including America's role in the latter part of the 19<sup>th</sup> century. Students will gain an appreciation of the Founding Fathers, their struggles to form a capitalist & democratic society, and understand how their ideals evolved to shape the American experience. Students will explore topics including: The Articles of Confederation to the United States Constitution, launching a New Republic, the Jefferson Era, National and Regional Growth, the Age of Jackson, Manifest Destiny, the Nation Breaking Apart, the American Civil War, Reconstruction, and Populism, Industrialization, and the Birth of the Middle Class.

## **UNITED STATES HISTORY 1 HONORS**

Grade 9

2 semesters

1.00 credit

6 pds/cycle

### ***Prerequisite: Honors Program criteria***

This course is an examination of the people, events, and movements which have significantly contributed to the nation's political, economic, and social history. Importance will focus on students using their critical and analytical thinking skills. This course is an examination of the people, events, and movements which have been significant in America's political, economic, and social development. U.S. History I Honors will explore America's past from the *Articles of Confederation* up to and including America's role in the latter part of the 19<sup>th</sup> century. Students will gain an appreciation of the Founding Fathers, their struggles to form a capitalist & democratic society, and understand how their ideals evolved to shape the American experience. Students will explore topics including: The Articles of Confederation to the United States Constitution, launching a New Republic, the Jefferson Era, National and Regional Growth, the Age of Jackson, Manifest Destiny, the Nation Breaking Apart, the American Civil War, Reconstruction, and Populism, Industrialization, and the Birth of the Middle Class. This class will prepare students for the





**SPRING GROVE AREA HIGH SCHOOL SOCIAL STUDIES DEPARTMENT  
TYPICAL COURSE SEQUENCE RECOMMENDATIONS**

<b>Freshman Core</b>	<b>Freshman Elective</b>
US History I, US History I Honors	Mock Trial
<b>Sophomore Core</b>	<b>Sophomore Elective</b>
US History II, US History II Honors, AP United States History	Mock Trial
<b>Junior Core</b>	<b>Junior Electives</b>
Global Studies, Global Studies Honors, AP European History, AP World History, Western Civilization 1 (HACC)	AP European History, AP World History, AP US History, Western Civilization 1 (HACC), Criminal Justice, Anthropology/Archeology, Ethics and Philosophy, Modern World Issues, Psychology of Human Behavior, Psychology of Human Development, Economics, Mock Trial, Fiction, Film, and History, Sociology
<b>Senior Core</b>	<b>Senior Electives</b>
American Society, American Society Honors, Introduction to American Government (HACC)	AP European History, AP World History, AP US History, Comparative Politics (HACC), Western Civilization 1 (HACC), Criminal Justice, Anthropology/Archeology, Ethics and Philosophy, Modern World Issues, Psychology of Human Behavior, Psychology of Human Development, Economics, Mock Trial, Fiction, Film, and History, Sociology



## INDEPENDENT STUDY

Grade 11, 12

2 semesters

1.00 credit

6 pds/cycle

**Prerequisite:** *Proposals are due to the Technology Education Department by May 1 of the Junior year.*

This is a chance for students to explore advanced topics in Technology. Students will formulate a plan, present this to the Technology Education department. Upon approval, the student will work independently with a teacher to follow through on the plan. Students are responsible for the cost of the projects.

## INTRODUCTION TO SMALL ENGINE REPAIR

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

In this course students will be exposed to the mechanics of small engines. Students will learn the science of a small engine in addition to troubleshooting and maintaining small engines. This course will offer a service to the Spring Grove community. Community members will be able to have small engine machines (mowers, snowblowers, small rototillers, weed whackers, etc.) serviced at the high school.

## MACHINE AUTOMATION

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

This course will provide students with hands-on activities in the areas of Computer Numerical Control (CNC) Operations and Robotics. Students will design and manufacture a variety of parts from wax, plastic, and metal. This course is recommended for students interested in machine manufacturing careers. **Students must pay a lab fee for this course (\$10.00).**

## MATERIALS FABRICATION

Grades 9, 10, 11 and 12

1 semester

.50 credit

6 pds/cycle

This class examines processes used in modern fabrication. Wood, metal, and polymer materials are utilized in conjunction with laboratory safety to explore a variety of manufacturing processes. Students will learn about and experience the fabrication of a variety of materials and processes used in manufacturing. **Students must pay a lab fee for this course (\$30.00).**

## MATERIALS DESIGN

Grades 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

**Prerequisite:** *Materials Fabrication with 70% or better*

This class uses Computer Aided Design techniques to manufacture and fabricate, student and teacher designed projects. Students will design and fabricate using wood, metal, and polymers. Real world problems will be solved using the theory of a Computer Aided Design lab. After a solution is proposed, the student will realize that design in a materials lab. This class will replicate the design and fabrication process used in many manufacturing industries. Students will pay a lab fee for this course.

## PRE-APPRENTICESHIP - COMMERCIAL & INDUSTRIAL TRADES

Grade 11, 12

2 semesters

1.00 credit

6 pds/cycle

This class is the first class in the National Center for Construction Education & Research (NCCER) apprenticeship program. This class teaches students how to safely work and communicate on an industrial job site. Topics such as Basic Safety, Communication Skills and Introduction to Construction Drawings and Job Site Math are some of the topics taught. Successful completion of this class gives students the basic skills needed to continue their education in any craft area he or she chooses. This





## **COMPUTER PROGRAMMING 2**

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

### ***Prerequisite: Computer Programming 1 and teacher approval.***

This is an intermediate class in computer programming/software engineering and applications. It reviews and builds on the concepts introduced in Computer Programming I. The course introduces students to more complex data structures and their uses, including sequential files, arrays, and classes. Students will learn to create more powerful programs. The course will have a culminating project in place of a final exam.

## **ADVANCED PLACEMENT COMPUTER SCIENCE A**

Grades 11, 12

2 semesters

1 credit

6 pds/cycle

### ***Prerequisite: Algebra 1 and Introduction to Computer Programming***

Advanced Placement Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The Advanced Placement Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

## **WEB PROGRAMMING 1**

Grades 9, 10, 11, 12

1 semester

.50 credit

6 pds/cycle

### ***Prerequisite: Algebra 1 and Computer Programming 1***

Web Programming 1 is an introductory course in web programming. The course introduces students to the fundamentals of web programming. Students learn to design, code, and test their own web programs while applying mathematical concepts. Teachers introduce concepts and problem-solving skills to beginning students through a programming language such as HTML, PHP, Java Script, Perl, Python, or ASP.

## **WEB PROGRAMMING 2**

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

### ***Prerequisite: Web Programming 1***

This is an intermediate class in web programming. Web Programming 2 reviews and builds on the concepts introduced in Web Programming 1. It introduces students to more complex data structures and their uses, including sequential files, arrays, and functions as well as database basics. Students learn to create more powerful programs.

## **WELLNESS/FITNESS**

### **YOGA**

Grade 9, 10, 11, 12

1 semester

.50 credit

6pds/cycle

This coeducational, low impact course offers a combination of flexibility, strength, balance, breathing, and mindfulness training through exposure of various Yoga practices. Activities may include: Vinyasa Yoga, Yin Yoga, Bikram Yoga, PiYo (Pilates/Yoga to music), Stretching, and Meditation. In addition, students will work in partnership with local fitness facilities to attend a Yoga class outside of SGAHS. Students will also learn to create and lead their own series of yoga asanas for the class. The purpose of this class is to

expose students to various types of Yoga and its many physical and mental health benefits. Yoga is a terrific way to stay physically and mentally healthy for your entire life.

### **HEALTH EDUCATION**

Grade 10 1 semester .50 credit 6 pds/cycle

This course is designed so that each student will acquire the knowledge and skills necessary to make positive lifestyle choices. The student will comprehend cognitive information regarding behaviors and issues relating to first aid/ CPR, teen pregnancy, marriage, parenthood, birth control methods, sexually transmitted diseases, alcohol, drugs, tobacco, conflict resolution, domestic violence, abusive relationships, addiction, codependency, communicable and non-communicable diseases, aging, and dealing with grief. The student will demonstrate knowledge and skills in the practice of researching personal health issues and understanding self-advocacy in regard to personal health.

### **HEALTH EDUCATION (Online)**

Grade 10 1 semester .50 credit 6 pds/cycle

This course is designed so that each student will acquire the knowledge and skills necessary to make positive lifestyle choices. The student will comprehend cognitive information regarding behaviors and issues relating to first aid/ CPR, teen pregnancy, marriage, parenthood, birth control methods, sexually transmitted diseases, alcohol, drugs, tobacco, conflict resolution, domestic violence, abusive relationships, addiction, codependency, communicable and non-communicable diseases, aging, and dealing with grief. The student will demonstrate knowledge and skills in the practice of researching personal health issues and understanding self-advocacy in regard to personal health. Due to the nature of online learning, the student must accept the personal accountability that comes with independent online learning.

### **HEALTH EDUCATION (Summer Online)**

Grade 10 1 semester .50 credit 6 pds/cycle

This course is designed so that each student will acquire the knowledge and skills necessary to make positive lifestyle choices. The student will comprehend cognitive information regarding behaviors and issues relating to first aid/ CPR, teen pregnancy, marriage, parenthood, birth control methods, sexually transmitted diseases, alcohol, drugs, tobacco, conflict resolution, domestic violence, abusive relationships, addiction, codependency, communicable and non-communicable diseases, aging, and dealing with grief. The student will demonstrate knowledge and skills in the practice of researching personal health issues and understanding self-advocacy in regard to personal health. Due to the nature of online learning, the student must accept the personal accountability that comes with independent online learning. Failure to complete this course during the designated summer term will result in a failing grade.

### **ADVENTURE CURRICULUM - <https://youtu.be/lq38thCh0CQ>**

Grades 9, 10, 11, 12 1 semester .50 credit 6 pds/cycle

This coeducational course is designed for students who are interested in a variety of lifelong outdoor activities and to form strong relationships and bonds in the process. Students would first learn how to work as a team. Students would learn about and participate in other lifetime outdoor activities that include team building, snowshoeing, hiking/backpacking, safe boating/kayaking, orienteering/geocaching, archery, repelling, and mountain biking. The goal of this course is to help students to make healthy decisions and be healthy for life.

### **STRENGTH TRAINING FOR SPORTS – Level 1 (Fall and Spring) -**

<https://www.youtube.com/watch?v=MfKcU4YQgAs>

Grades 9, 10, 11, 12 1 semester .50 credit 6 pds/cycle





**FRENCH, GERMAN, AND SPANISH – LEVEL 2**

Grades 9, 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

***Prerequisite: Level 1***

This course is designed to present the language in its natural order: listening, speaking, reading, and writing. The student will develop communication skills through vocabulary dealing with daily situations. Proper pronunciation and intonation will also be stressed.

**GERMAN AND SPANISH – LEVEL 3**

Grades 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

***Prerequisite: Level 2***

This course is designed to present the language in its natural order: listening, speaking, reading, and writing. The student will acquire vocabulary and grammar while applying listening, speaking, reading, and writing skills to fundamental daily expressions of the target language. The student will identify and recognize cultural aspects of several places where the target language is spoken. The student will use both regular and irregular verbs to communicate in the present, past, imperfect, future, conditional, and command forms of the target language. Proper pronunciation and intonation will also be stressed.

**FRENCH – LEVEL 3**

Grades 11, 12

2 semesters

1.00 credit

6 pds/cycle

***Prerequisite: Level 2***

This is an intermediate course. It continues to reinforce communicative skills introduced in the first two levels, and acts as a bridge to upper-level study. Reading and writing skills are given additional emphasis at this level. Students continue to study and compare the cultures of the countries where the target language is spoken and make connections with other disciplines. Students will expand their communicative skills by describing events in the past and future in a variety of ways.

**GERMAN LEVEL 4**

Grades 11, 12

2 semesters

1.00 credit

6 pds/cycle

***Prerequisite: Level 3***

This course is designed to present the language in its natural order: listening, speaking, reading, and writing. It is designed to serve as a preparatory class for those students planning on pursuing AP German as a senior. The student will acquire vocabulary and grammar while applying listening, speaking, reading, and writing skills to fundamental daily expressions of the target language. The student will identify and recognize cultural aspects of several places where the target language is spoken. The student will use both regular and irregular verbs to communicate in the present, past, imperfect, future, conditional, command forms, and subjunctive tenses of the target language. Proper pronunciation and intonation will also be stressed.

**SPANISH LEVEL 4**

Grades 11, 12

2 semesters

1.00 credit

6 pds/cycle

***Prerequisite: Level 3***

This course is designed to present the language in its natural order: listening, speaking, reading, and writing. It is designed to serve as a preparatory class for those students planning on pursuing AP Spanish as a senior. The student will acquire vocabulary and grammar while applying listening, speaking, reading, and writing skills to fundamental daily expressions of the target language. The student will identify and recognize cultural aspects of several places where the target language is spoken. The student will use both regular and irregular verbs to communicate in the present, past, imperfect, future, conditional, command forms, and subjunctive tenses of the target language. Proper pronunciation and intonation will also be stressed.

**FRENCH 4**

Grade 12

2 semesters

1.00 credit

6 pds/cycle

**Prerequisite: Level 3**

This course is a fast-paced, advanced course. Discussion and in-depth analysis of literature representative of different styles, time periods, and geographic regions provide an avenue for language application. The student will also engage in the writing process, producing extensive written products on a variety of topics. Advanced grammar usage is an additional key aspect of this course, with the student gaining exposure to and practice using a variety of past, present, and future tenses. The student continues to study and compare the cultures of the countries where the target language is spoken and make connections with other disciplines. The course is presented with the continuum of listening, speaking, reading, and writing skills as the background for learning.

**PANORAMA OF GERMAN CULTURE - [https://www.youtube.com/watch?v=rq1sV\\_spLQc](https://www.youtube.com/watch?v=rq1sV_spLQc)**

Grade 11, 12

2 semesters

1.00 credit

6 pds/cycle

**Prerequisite: Successful completion of German 4 with a 70% or higher OR 11th graders in German 3 – successful completion of German 3 with a 70% or higher**

This course is designed to use the language in its natural order: listening, speaking, reading, and writing. The students will use vocabulary and grammar while applying listening, speaking, reading, and writing skills to fundamental daily expressions of the target language. The students will identify and recognize cultural aspects of the German culture. The students will explore art, literature, music, history and more in the target language.

**PANORAMA OF SPANISH CULTURE**

Grade 11, 12

2 semesters

1.00 credit

6pds/cycle

**Prerequisite: Successful completion of Spanish 4 with a 70% or higher OR 11th graders in Spanish 3 – successful completion of Spanish 3 with a 70% or higher.**

This course is designed to use the language in its natural order: listening, speaking, reading, and writing. The students will use vocabulary and grammar while applying listening, speaking, reading, and writing skills to fundamental daily expressions of the target language. The students will identify and recognize cultural aspects of the Hispanic culture. The students will explore art, literature, film, history and more in the target language.

**ADVANCED PLACEMENT GERMAN LANGUAGE AND CULTURE**

Grade 12

2 semesters

1.00 credit

6pds/cycle

**Prerequisite: German 4 with an 85% or better.**

This is an advanced course taught entirely in German. It is comprised of six thematic units organized around essential questions and authentic materials. It requires students to improve their language skills in all modes of communication. The course focuses on using authentic resources including online/traditional print, audio, and visual resources to provide a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication.

**ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**

Grade 12

2 semesters

1.0 credit

6 pds/cycle

**Prerequisite: Spanish 4 with an 85% or better.**

Advanced Placement Spanish Language and Culture is an advanced course taught entirely in the target language, Spanish. This course requires students to improve their language skills in all modes of communication. The course consists of six thematic units organized around the essential questions of the AP Spanish Language and Culture Exam and focuses on using authentic resources including online/traditional print (literature, essays, and magazine/newspaper articles), audio and visual resources in order to provide a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication.

## APPENDIX A

# PLANNING FOR POST-SECONDARY TRAINING AND EDUCATION

If you have made the decision to continue your education or training after graduation from high school, you may be asking yourself, *"Which option is best for me?"* This decision requires careful consideration of many factors, some of which will be more important than others. Starting to explore options and plan early is the best way to ensure that you choose the option that is right for you. The purpose of this section of the guide is to present information to assist you in directing your interests and abilities toward an appropriate decision.

## TYPES OF POST-SECONDARY TRAINING

### OJT (On-the-job Training)

OJT is employer-designed training established for the worker to gain the necessary work skills while getting paid on the job. Training may last weeks to months.

### Apprenticeship Programs

Apprenticeships are industry-based programs which train workers on the job and in a classroom setting as well. Upon completion the worker will gain journeyman status in the specific industry (3-4 years in length). Apprentices are paid as they go to school.

### Military Training

All branches of the military have skilled training for three years or more. Students can use the GI Bill to pay for college after discharge or serve for twenty (20) years until retirement with full benefits.

### Diploma/Certificate Programs

These are short-term programs of six (6) months to one year to gain specific skills to gain employment at the entry level. These programs can be found at technical schools, community colleges, and even some colleges and universities.

### Associate Degree Programs

Degrees granted after a two-year program of study, allowing the person to gain entry level employment in a specific career. Many times, these workers will begin employment after two years of school and then go for future degrees at the employer's expense. Typical locations are community and junior colleges. Many colleges/universities have some associate degree programs.

### Bachelor Degree Programs (or Baccalaureate)

Degrees received after the completion of a four- or five year program of study combining general education coursework and a specific major. Bachelor degrees can be earned at liberal arts colleges, private colleges, public colleges, or universities.

### Graduate and Professional Degree Programs

Degrees pursued after earning a bachelor degree. The master's degree usually requires one to three years of study beyond the bachelor's degree. Law, medicine, Ph.D or other professional fields require further study.

## **TYPES OF POST-SECONDARY SCHOOLS**

### **TRADE, TECHNICAL, AND BUSINESS SCHOOLS**

These schools specialize in trades or vocations, teaching skills required in specific occupations (e.g., welding, cosmetology, and word processing). There are some 9,000 schools in the United States offering more than 500 different courses and 200 occupational programs. Programs vary in length from intensified training programs lasting a few weeks to diploma- or certificate-granting programs, which may take up to two years. Instruction is directed to skill training for a specific job. Because hands-on learning is emphasized, these schools are less likely to offer non-vocational or general subject matter. Program and institutional accreditation distinguish the better trade, technical, and business schools from those that have not served students adequately.

Trade, technical, and business schools may be selective in their admissions because they offer programs that are highly specialized and not available at many other institutions. Early application to these schools is important because admission to these programs may be fairly competitive.

### **COMMUNITY AND JUNIOR COLLEGES**

These schools are two-year colleges specializing in vocational programs and/or college-transfer programs. Usually conveniently located in the community, many of these schools respond to local employment demand by offering courses in needed areas. There are more than 1,600 community and junior colleges in the United States, offering certificates or associate degrees. Programs may last anywhere from six months to two years. Many of these schools offer **open admission**, meaning that all students who apply are usually admitted.

Many students who begin their college education at a two-year school do so because it is convenient, economical, or academically beneficial. Two-year college tuition is generally low compared to four-year schools. Students who do not have a strong academic record in high school may enroll in a two-year college to see if they are able to handle college coursework; after a year, if they are successful, they may want to look into transferring to a four-year college. **Note: Students who enroll at one college with the intention of transferring credits to another college should study the catalogue and work with the admissions staff of the second college to verify the acceptability of coursework for transfer.**

### **NURSING SCHOOLS**

There are four kinds of nursing schools. In **one-year programs** students receive L.P.N. (Licensed Practical Nurse) certification. In **two-year programs** (junior/community colleges) students receive an AA (Associate in Arts) degree and a R.N. At **schools affiliated with hospitals** students receive R.N. (Registered Nurse) degrees upon completion of their training (usually a three-year program). At **schools affiliated with four-year colleges**, students receive both a BS degree and R.N. and have the possibilities of entering either the field of nursing administration or teaching.

### **COLLEGES AND UNIVERSITIES**

Colleges and universities are geared toward preparation for professional occupations (e.g., engineering, accounting, teaching, health services) through a traditional classroom setting. There are over 3,600 colleges and universities in the United States. These institutions are comprised of divisions called **schools** or **colleges** and offer programs leading to a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree after four years of study.

**Liberal arts colleges** offer degree programs that combine a broad four-year education in the arts, humanities, social sciences, or sciences. The study of liberal arts is intended to develop general knowledge and reasoning ability as opposed to specific preparation for a career. Large proportions of liberal arts schools are private colleges with fewer than 5,000 students.

**Specialized colleges** offer degree programs with less emphasis on a broad liberal arts education and more focus on preparation for a specific career (e.g., education, music, art, agriculture, business)

**Universities** usually include a liberal arts college and several other specialized colleges, such as business, engineering, education, law, or medicine. Each of these individual colleges may have its own set of entrance requirements for freshmen. In addition to the bachelor's degree programs for undergraduate students, universities may offer graduate programs leading to the Master of Arts (MA) or Master of Science (MS) degree, the Doctor of Philosophy degree (Ph.D.), or to other professional degrees, such as law (LL.D.) or medicine (M.D.).

### **MILITARY SCHOOLS**

Federal military academies prepare officers for the U.S. Armed Forces. Candidates for these institutions (U.S. Military Academy @ West Point; U.S. Naval Academy @ Annapolis; U.S. Air Force Academy @ Colorado Springs) require recommendations and appointment by members of Congress or the Vice President of the United States, and competition is rigorous. The application process begins in the spring of the junior year and ends around November 15 of the senior year.

Private and state-supported military institutions operate on a college application basis. They all offer degree programs in engineering and technology with concentration in various aspects of military sciences.

## **WHERE TO GATHER INFORMATION ABOUT POST-SECONDARY TRAINING AND EDUCATION**

### **THE SCHOOL COUNSELOR**

Students should see their counselor for assistance as they begin their exploration. The counselor can acquaint the student with the resources available in the Guidance Office and help him/her locate the needed information. Because the counselor has knowledge of the student's academic background, he/she can be helpful in steering the student toward the appropriate programs or schools.

### **COLLEGE WEBSITES, PUBLICATIONS, AND GUIDES**

Each college and university produces a variety of written materials including catalogues, view books, and brochures. Colleges will usually mail these materials directly to the student. A call to the college admissions office or visit to the college's website will enable a student to acquire these materials. College guides or reference books like *The College Handbook* (available in the Career Center) can provide students with a great deal of basic information. Reference books are a good starting point for a college search because a student can quickly read the synopsis of any given school and then decide whether he/she wishes to do more in-depth research on the school.

### **COLLEGE FAIRS AND VISITS BY ADMISSIONS REPRESENTATIVES**

One of the most direct methods of obtaining information about colleges and universities is through face-to-face meetings with their admissions counselors. Local college fair and college night programs make it easy for such meetings to occur. Representatives from over one hundred colleges and universities are present at these fairs to explain their curricular programs and to answer questions. College admission counselors also set up visitation dates in the high school through the Career Center. These sessions may be especially helpful to students who are just beginning the college search process.

### **CAMPUS VISITS**

Students should plan on making visits to the campuses of the colleges to which they intend to apply. Neither reading about a school nor meeting with an admission representative can compare with seeing the campus firsthand. Most colleges offer tours of their campuses at least once a week when classes are in session. Prospective applicants should sit in a class or two, see the student union and library, and eat in the dining hall during the visit. Some colleges have accommodations for students to stay in the dormitories with other students. Try to arrange interviews with an admission officer and a representative from the financial aid office.

Plan the college visit carefully. There is not necessarily a "best" time to visit a campus, but avoid times such as vacation periods, examination periods and big weekends (such as homecoming weekend), as they do not offer a true perspective of life on the campus. Most students begin visiting colleges in the

spring of their junior year, continuing their visits over the summer and into the fall of their senior year. A student should always visit a college or university before making the final decision to study there.

## **TESTING PROGRAMS USED FOR COLLEGE PLANNING AND ADMISSIONS**

### **Scholastic Aptitude Test (SAT)**

The SAT is comprised of two sections reading/writing and math with an optional essay. SAT scores are required for admission to many colleges.

Scores indicate anticipated college performance. A student may compare his/her scores with those normally considered acceptable by a particular college.

Most students take their first SAT in the spring of their junior year and take it a second time in the fall of their senior year.

The SAT is administered several times a year in numerous high schools; Spring Grove Area High School is a test center. Spring Grove offers the exam on a Saturday in November and “the SAT School Day” is offered in April.

Students register for Saturday exams on-line and for the SAT School Day in the guidance office. The online registration site is [www.collegeboard.com](http://www.collegeboard.com)

Scores on the SAT range from 200 - 800 on each section (average score = 500).

### **SAT Subject Tests**

The SAT *Subject Tests* are given in various subject areas and measure a student's knowledge in that area as well as her/his ability to apply that knowledge.

Each test is one hour in length; a student may take one, two, or three tests on one test date.

Students should check if the colleges to which they are applying require SAT *Subject Tests*.

### **American College Test (ACT)**

The ACT *Assessment* is required by some colleges for admission or placement. The tests are administered throughout the nation several times a year; Spring Grove Area High School is a test center (October administration).

The ACT consists of four multiple-choice academic tests, each thirty-five to fifty minutes in length, designed to test a student's background in English, mathematics, reading, and science. Students may register for one of two test options: the ACT *Assessment* or the ACT *Assessment Plus Writing*, which includes a 30-minute Writing Test for an additional fee.

A pamphlet entitled, *Preparing for the ACT Assessment*, and registration materials are available in the guidance office, or students may register on-line at [www.actstudent.org](http://www.actstudent.org).

## **THE ADMISSIONS DECISION**

Listed below are some of the criteria used by the college admissions staff in making the decision of whether to make an admission offer to an applicant.

## **Application**

The completed application form is the first contact with a prospective college. Most colleges and universities now offer the option of an on-line application which is the preferred method for submitting an application. The application provides a representation of a student, her/his aspirations, and scholastic record. It will be a major source of reference for those who must choose between you and hundreds of other candidates. Therefore, be sure to complete it thoroughly, and follow all directions exactly.

Applications usually require three types of responses: biographical data; brief lists or mini-essays; or a lengthy, detailed sample of the applicant's writing. Public and less selective institutions may not require a writing sample. Some colleges, usually highly selective ones, may encourage applicants to submit additional material to support the application. This could be in the form of a term paper, poetry or other creative writing, a taped musical performance, or a handcrafted item.

The *Common Application* has been adopted by over 500 colleges and universities to make it easier for students to apply to a variety of schools. It may be completed once on-line and submitted to participating colleges at [www.commonapp.org](http://www.commonapp.org).

## **High School Academic Record**

The most important factor that admissions staff will consider is the applicant's academic record from high school. Many consider it to be the best indicator of success in college. The program of study, specific courses, and the grades the student earned are aspects of the record that will be appraised. Special attention will be paid to the challenging courses the applicant has successfully completed. The student's overall grade point average will also be considered. An applicant's class rank is an important means of showing the level of competition the student has encountered and how she/he achieved relative to the competition. Most colleges will look for the applicant to rank in (at the very least) the top half of the class. More selective colleges may expect the student to rank in the top quarter or even the top 10% of the class.

## **Admissions Test Scores**

A student's scores on the *SAT* (or *ACT*) are often next in importance to the academic record as a means of evaluating the applicant. The scores are useful in predicting college performance, they allow a college to compare students who come from similar backgrounds, and they may be used to help place students in appropriate courses.

SAT scores can be sent for free prior to your scheduled test date. After your scheduled test date, there will be a fee to send scores to your selected colleges. Most colleges require the scores directly from the College Board.

## **Recommendations**

The recommendations that are required by some colleges offer a dimension to the application that cannot be reflected by grades or test scores. Teachers, counselors, and others who write the recommendations are able to describe the student's unique qualities, strengths, and potential for college success.

## **Student Activities and Employment**

A student's record of activities can be a significant supporting credential to consider. Generally, quality of participation in one or two activities is more important than superficial involvement in many activities.

# **ADMISSIONS PLANS**

College admissions departments realize that no single admissions program can adequately serve the needs of all applicants. Listed below are explanations of the admissions plans found at schools throughout the country. The profile of any given college will explain the types of admissions plans used at the institution.

### **Regular Admission**

Students apply by a mid-winter deadline; hear from colleges in early April; make a decision and notify colleges by May 1. Private, competitive colleges often use this type of admission plan

### **Rolling Admission**

An increasing number of institutions review applications on a rolling or continuous basis. An admissions committee reviews the application and makes a decision as soon as a group of applications has accumulated. Each student is evaluated in relation to others in that group and is compared to applicants already processed. It is to a student's advantage to apply early under a rolling admissions plan, as there is less competition.

### **Admission Pools**

Many institutions make use of admission pools for reviewing applications. Admissions offices which use this system will pool the applications received up to a certain date (e.g., November 30). All the applications in this pool will then be processed. Any applications received after the cutoff date will go into the next pool.

### **Early Application**

Competitive colleges that use regular admission plans may also offer two additional plans:

- **Early Action: This** nonbinding plan requires students to submit their applications in early fall. The college responds by early January, but students have the right to wait until May 1 before responding. An early action application does not commit a student to enroll if offered admission.
- **Early Decision: The** early decision plan is designed for students who have determined their first-choice institution at an early date. Under this plan, students apply early in the fall of their senior year with the understanding that they will receive their acceptance or rejection by early January. **By applying under an Early Decision plan, a student makes the commitment to attend that college and surrenders the right to wait until May 1 to make a decision. While regular applications may be submitted to other colleges, most Early Decision plans stipulate that if a student is accepted, other applications must be withdrawn immediately.**

### **Deferred Entrance**

The deferred entrance plan was initiated for students who do not want to move directly from high school to college. Once a college accepts a student, he/she has the option of deferring admission for up to two years. If this plan is selected, the student submits a deposit to reserve a space in a future class. The time between high school and college can be used to earn funds for college, to travel, or just to identify goals.

Colleges usually do not require a student to indicate her/his intention to defer admission on the application; the decision can be made after acceptance. Students who plan to consider deferred admission should check to make sure their colleges of choice offer the plan.

## **COLLEGE PROGRAMS THAT GIVE A HEAD START ON A CAREER**

### **Cooperative Education (Co-op Program)**

This program allows a student to alternate between periods of full-time study and full-time employment. A salary is paid for the periods of employment. Typically, five years are required to complete a bachelor degree program.

## Internships

Internships are short-term work experiences related to the major. Academic credit is usually earned during internship programs. The work may be paid or unpaid, full-or part-time, on or off campus. Student teaching is an example of an internship.

## Combined Undergraduate-Graduate Programs

These programs allow highly motivated students to combine undergraduate and graduate studies. Examples are BA and M.B.A, pre-law, and law combinations, as well as accelerated seven-year medical programs. The programs are usually very intensive but can save a talented student both time and money.

## COLLEGE TERMS

Many college-bound students are overwhelmed and confused by the terms used by admissions representatives, counselors, and college students in their conversations with them, yet they hesitate to ask the meanings of these terms. The glossary that follows is a useful reference for students and their parents as they begin their college search.

**Accreditation** is approval given to a college if it meets standards concerning its academic programs, library facilities, faculty, policies, physical plant, financial assets, etc. There are six regional associations that judge colleges periodically: New England, Middle States, North Central, Northwest, Western and Southern Associations.

A **course catalogue** gives such information as requirements for admission, courses of study, facilities, extracurricular activities, tuition, fees, majors, degrees, and the faculty roster. This information can be found on the college's website.

**College credits** are determined by the number of class hours per week. For example, if a class meets three times a week, the number of credits is three.

**Curriculum** is a set of courses offered by an educational institution.

### **Degrees:**

Community and junior colleges grant an associate degree after completion of two years of college study. If a student completes the liberal arts course, he/she receives an Associate in Arts (AA) or Associate in Science (AS) degree; if she/he completes a career course, she/he receives the Associate in Applied Science (A.A.S) degree.

A **Bachelor** or **baccalaureate degree** is a degree received after completion of a four-year course with a major in a specific field.

- a. The **Bachelor of Arts** degree (BA) is granted to students who have majored in liberal arts subjects such as history, English languages, sociology, etc.
- b. The **Bachelor of Science** degree (BS) is granted to students who have majored in specific scientific fields or mathematics.
- c. The **Bachelor of Fine Arts** Degree (BFA) is designed for students who have majored in art or music.

- d. The **Bachelor of Science in Education** degree (BS Ed.) is granted at special schools of education to students planning to teach.
- e. The **Master's Degree** (MA or MS) is a degree granted for graduate studies beyond the Bachelor's degree.
- f. The **Doctor of Philosophy** degree (Ph.D.) is the degree granted for graduate studies beyond the Master's degree.

**Fees** are fixed sums of money required by colleges for such items as applications, registration, room and board, and science laboratories. These are in addition to tuition costs.

**Grade point average** is the average of marks the student receives at college. This average may be in the form of letters or numbers (A=4, B=3, C=2, D=1)

**Graduate courses** refer to any work taken beyond the Bachelor's degree.

A **grant** is a sum of money provided usually by a government agency to students who have extreme financial need.

An **honors program** is designed for students with superior high school records and includes some type of honors work: special sections, courses, seminars, individual conferences with a faculty member, independent research.

**Humanities** refer to subjects such as literature, languages, social sciences, and philosophy as distinguished from science, business, or technical courses.

An **independent study program** is one in which superior students' study intensively in particular areas by doing independent research and experimentation under the individual guidance of advisors rather than in regular classes.

**Ivy League colleges** are eight highly selective private colleges: Harvard; Yale; Princeton; Brown; Dartmouth; Cornell; Columbia; and the University of Pennsylvania.

A **major** is a concentration in a specific field of studies in one department. Each college determines the number of credits it requires for a major.

**Rank in class** is the academic place of a student in his school among all students of the graduating class for that year.

A **semester** is a period of instruction into which an academic year is usually divided. Most colleges have two semesters annually, although some have three or four.

A **transfer program** is the equivalent of the first two years of a four-year college and leads to an AA or AS degree. Students may be admitted to a third year of senior college upon graduation in order to earn a Bachelor's degree.

A **transcript** is an official record of grades and credits earned in high school or college.

**Tuition** refers to the charges for courses given by a college and is generally based on the cost of each credit taken in a semester. However, some colleges charge a flat rate.

**Undergraduate program** refers to a four or five-year program of study at a college or university leading to a Bachelor's degree.

## GRADE 9

-  Select courses in the college preparatory track.
-  Take a world language.
-  Get involved in school activities that develop leadership skills.
-  Read at least one unassigned book each month. Avid readers tend to do better in high school.
-  Realize that calculation of grade point average and class rank begins in ninth grade!
-  Use a career exploration program to explore careers and post-secondary training and education.

## GRADE 10

-  Take a college preparatory science course.
-  Continue with a world language.
-  Continue with Algebra II or take Geometry.
-  Use a career exploration program to explore careers and post-secondary training and education.
-  Consider visiting local colleges.
-  Continue to read!
-  Work hard to earn the best grades of which you are capable.
-  Meet with your school counselor to select courses for Grade 11 and to discuss post-graduation plans.

## GRADE 11

### September

-  Take the most challenging science class available.
-  Take the most challenging math class available.
-  Continue with a world language.
-  Inquire about the *PSAT/NMSQT (National Merit Scholarship Qualifying Test)* test date, time, and place in October.

### October

-  Take the *PSAT/NMSQT*.
-  Attend the York County regional college fair at York College of Pennsylvania.
-  Meet with college representatives who visit the Career Center.
-  Continue to use a career exploration program to explore careers and post-secondary training and education.

### December

-  Lenfest Scholarship Application available for those interested in pursuing a four-year college degree.
-  The results of the *PSAT/NMSQT* will be emailed to the student. The ELA teacher will review scores and return test booklets. Follow up with a school counselor for further questions regarding scores.

### January

-  Begin to think about colleges you would like to research.
-  Register for the *Scholastic Aptitude Test (SAT Reasoning Test)*, which is given in the spring.

### February

-  Meet with your counselor to acquaint yourself with the resources available in the Guidance Office for career exploration and college research.

### March

-  Take the *SAT*. (We recommend taking the *SAT* at least once in the spring of your junior year and once in the fall of your senior year.)
-  Telephone or email colleges in which you are interested and evaluate the literature sent to you.
-  Register for the May/June *SAT Subject Tests* or the April *ACT (American College Test)* if either of

- these is required for admission by colleges in which you are interested.
- When selecting your senior year courses, be sure to continue to select **challenging** courses.

## April

- Continue to evaluate colleges. Begin to narrow your list.
- Take the *SAT*.

## May

- Take the *SAT*.
- Look into summer jobs.
- Make appointments at colleges for summer visits and interviews.

## June/July/August

- Take the *SAT* (June)
- Visit colleges over the summer.
- Narrow and finalize the list of schools to which you will apply.
- Register for fall *ACT* test

## GRADE 12

### September

- Take *ACT* test.
- Take an advanced science course.
- Take a challenging mathematics course.
- Continue with a world language.
- Continue to read!
- Register for the October *ACT* or November *SAT Reasoning Test* (or *Subject Tests* if required by your colleges).
- Meet with college representatives who visit the Guidance Office.
- Review your school records with your school counselor to ensure their accuracy.
- Work on your application essay (if required).
- Check websites of schools/universities in which you are interested to determine the application process.
- Line up your teacher recommendations (if required).

### October

- Attend the York County regional college fair at York College of Pennsylvania.
- Attend the **FAFSA Workshop** at Spring Grove Area High School and submit financial aid forms as soon as possible.
- Begin to gather the information needed for applications.
- Work with your counselor to begin sending your applications and transcripts.
- Be aware of application deadlines!
- Take the *ACT* or *SAT Reasoning Test*.

### November

- Take the *SAT* (if you did not take it in October) and/or *SAT Subject Tests* (if needed).
- Continue filing applications to colleges.
- Begin using internet searches for scholarships for which you may be eligible. Review the Scholarship Bulletin on the school website compiled by the guidance office.
- Meet deadlines for early decision applications

### December

-  Take the *ACT* or *SAT*.
-  File your last college application.
-  Consult with your counselor as needed to review your final list of colleges.
-  Continue your search for scholarships.

### January

-  Take the *SAT*
-  Keep working on your grades. Courses continue to count throughout the senior year!
-  Apply for local scholarships listed on the Scholarship Bulletin compiled by the guidance office.

### February/March/April

-  Don't be disappointed if you are not accepted into your first-choice college. Colleges choose from many qualified applicants. Your second choice may turn out to be the best situation for you.
-  Continue to check the Scholarship Bulletin and apply for local scholarships.

### Before May 1

-  Decide which college you will attend.
-  Send your tuition deposit.
-  Decline offers of admission by other colleges.

### May/June

-  If you have not received any acceptance letters, meet with your counselor to explore other opportunities.
-  Look forward to graduation.
-  Let your counselor know to which college or school your final transcript should be sent.
-  Celebrate high school graduation and enjoy summer vacation!

## POINTS TO CONSIDER WHEN CHOOSING A COLLEGE

How do you go about picking the school, college, or university that is right for you? Begin the search by considering the following points:

- ❖ **Academic Programs:** *Does the college offer the program(s) or major(s) in which you are interested? Are honors programs available? Who is eligible?*
- ❖ **Quality of Programs:** *Is the college known for a particular program? What are the strengths and weaknesses of the program in which you are interested?*
- ❖ **Selectivity:** *How selective are the admission standards?*
- ❖ **Chances of Admission:** *What are your chances of acceptance? Is the school a "reach" or a "sure thing"?*
- ❖ **Level of Difficulty:** *Will the work be challenging, too rigorous, or too easy?*
- ❖ **Costs:** *What is the total cost, including tuition, fees, room and board, books, transportation, and spending money?*
- ❖ **Financial Aid:** *Does the school offer merit-based aid or is all financial aid based on need? Are financial aid offers negotiable?*
- ❖ **Location:** *Is the school close to home, in another state, or across the country? Could you easily go*

home for a weekend? Is it within driving distance or must you fly?

- ❖ **Living Conditions:** Is campus housing available and guaranteed for all four years? Are the dormitories co-ed? Are there single-sex dormitories?
- ❖ **Campus Safety:** Are the dormitories secure? What type of campus-wide security is provided? Are there police telephones on campus?
- ❖ **Environment - Rural, Suburban or Urban:** Is the college located in a large city? a small town? a remote setting far from any major city?
- ❖ **Size:** Is the school small (fewer than 1,000 students), medium, or large (more than 20,000 students)? Does the size of the school matter to you?
- ❖ **Curriculum:** Is there a required core curriculum for all students in your chosen major? How much freedom do students have in choosing courses?
- ❖ **Faculty:** What is the educational background of the faculty? Do professors or teaching assistants teach most classes? How many faculty members are there in your department or major?
- ❖ **Study Abroad:** Does the school offer a foreign study program?
- ❖ **Graduation Rates:** What percentage of students graduate? How long does it take most students to complete a degree in your program of interest?
- ❖ **Internships:** Are there opportunities for internships or work/study programs? Are students paid for these experiences?
- ❖ **Graduate Programs:** Does the school offer a large number of graduate programs? What percentage of students goes on to graduate school?
- ❖ **Placement:** How many graduates secure immediate employment? Is there a Career Center or Placement Office to assist students in finding employment? Do firms recruit on campus?
- ❖ **Library:** Does it provide a quiet place for study?
- ❖ **Facilities:** Are there adequate sports and recreational facilities? a swimming pool? weight/exercise room? music practice rooms?
- ❖ **Athletic Programs:** Does the school offer a wide variety of intercollegiate and intramural sports programs?
- ❖ **Social Life:** Does the school offer a wide range of activities on campus? Are there fraternities and sororities?

# **RESOURCE INFORMATION**

# **AND**

# ***SPECIAL PROGRAMS***

## ONLINE RESOURCES FOR STUDENTS AND PARENTS

TOPICS	RESOURCES	WEB ADDRESS
Apprenticeships	<i>Office of Apprenticeships</i>	
	<i>Training, Employer &amp; Labor Services</i>	<a href="http://www.doleta.gov/oa/">www.doleta.gov/oa/</a>
Career Planning Assessments	<i>America's Career School</i> <i>(Select Skills Profiler, Testing &amp; Assessment, or Resource Library followed by Occupational Information and Career Assessment)</i>	<a href="http://www.acinet.org">www.acinet.org</a>
	<i>Career Key</i>	<a href="http://www.careerkey.org">www.careerkey.org</a>
	<i>World of Work Map</i>	<a href="http://www.act.org/wwm">www.act.org/wwm</a>
Career Exploration	<i>Mapping Your Future</i>	<a href="http://www.mappingyourfuture.org">www.mappingyourfuture.org</a>
	<i>Occupational Outlook Handbook</i>	<a href="http://www.bls.gov/ooh/">www.bls.gov/ooh/</a>
	<i>Riley Guide</i>	<a href="http://www.rileyguide.com">www.rileyguide.com</a>
College Planning	<i>College Planning</i>	<a href="http://www.gocollege.com">www.gocollege.com</a>
College Search	<i>The Princeton Review</i>	<a href="http://www.review.com">www.review.com</a>
	<i>College Board</i>	<a href="http://www.collegeboard.com">www.collegeboard.com</a>
	<i>Education Planner</i>	<a href="http://www.educationplanner.org">www.educationplanner.org</a>
	<i>Choices Planner</i>	<a href="http://www.accessbridges.com">www.accessbridges.com</a>
	<i>College Net</i>	<a href="http://www.collegenet.com">www.collegenet.com</a>
	<i>Fast Web</i>	<a href="http://www.fastweb.com">www.fastweb.com</a>
Directories of Websites About Jobs	<i>America's Career InfoNet</i>	<a href="http://www.acinet.org">www.acinet.org</a> <i>(Select Career Resource Library)</i>
	<i>Job Hunt</i>	<a href="http://www.job-hunt.org">www.job-hunt.org</a>
Fastest-growing Jobs	<i>America's Career InfoNet</i>	<a href="http://www.acinet.org">www.acinet.org</a>
Financial Aid	<i>Free Application for Federal Student Aid</i>	<a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>

**Pennsylvania Higher Education  
Assistance Agency** [www.pheaa.org](http://www.pheaa.org)

**Financial Aid for On-Line Colleges** [www.affordablecollegesonline.org](http://www.affordablecollegesonline.org)

**High Tech Jobs**

**High Tech Jobs Online**

[www.dice.com](http://www.dice.com)

**Intercollegiate Athletics**

**National Collegiate Athletic Association**

[www.ncaa.org](http://www.ncaa.org)

**Interviewing**

**Monster Board**

[www.monster.com](http://www.monster.com)

*(select Career Advice,*

*then Interview*

*Tips)*

**Job Banks**

**America's Job Bank**

[www.ajb.org](http://www.ajb.org)

**Career Searches**

**Career Search**

[www.careersearch.com](http://www.careersearch.com)

**Career Builder**

[www.careerbuilder.com](http://www.careerbuilder.com)

**Scholarship Searches**

**College Board**

[www.collegeboard.org](http://www.collegeboard.org)

**College Net**

[www.collegenet.com](http://www.collegenet.com)

**Fast Aid**

[www.fastaid.com](http://www.fastaid.com)

**Go College**

[www.gocollege.com](http://www.gocollege.com)

**Scholarships**

[www.scholarships.com](http://www.scholarships.com)

**Sallie Mae**

[www.collegeanswer.com](http://www.collegeanswer.com)

**Special Needs**

**National Center on Secondary  
Education and Transition**

[www.ncset.org](http://www.ncset.org)

**Office of Vocational Rehabilitation**

[www.portal.state.pa.us](http://www.portal.state.pa.us)

**Volunteer Opportunities**

**United Way of York County**

[www.unitedway-york.org](http://www.unitedway-york.org)

**College Admissions Testing Prep**

**The Princeton Review**

[www.review.com](http://www.review.com)

**College Board**

[www.collegeboard.org](http://www.collegeboard.org)

**Live Chat Opportunities**

**College Week Live**

[www.collegeweeklive.com](http://www.collegeweeklive.com)

Allied Associates Management Inc.'s American Hotel/Lodging Training

- Hospitality Skills Certificate
  1. Food & Beverage Specialist
  2. Room Division Specialist

Apprenticeship Program

- Kinsley Education Center

Cortiva Institute (formerly known as Baltimore School of Massage)

Broadcasting Institute of Maryland

Empire Beauty School

- Cosmetologist
- Nail technician

Finch Services, Inc. (Westminster, MD)

Harrisburg Area Community College

Lincoln Technical Institute

Pennsylvania College of Technology

Pittsburgh Technical Institute

Pittsburgh Institute of Aeronautics

The Art Institutes

World-A-Cuts Barber Institute

York County School of Technology Adult and Continuing Education Center

York Technical Institute – PA School of Culinary Arts

## **ASSURANCE STATEMENT**

**The Spring Grove Area School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, sex, religion, or disability in any of its activities, programs, or employment practices as required by Title VI, Title IX, Section 504 and the American Disabilities Act. For information regarding civil rights or grievance procedures, contact Dr. George Ioannidis, Superintendent, 100 East College Avenue, Spring Grove, PA 17362 (717-225-4731)**