

SPRING GROVE AREA HIGH SCHOOL

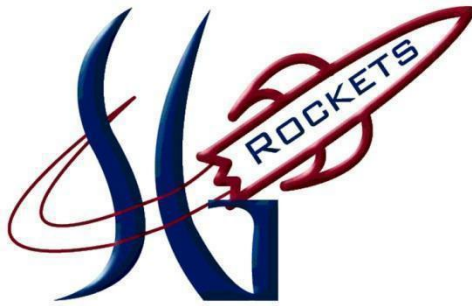


SPRING GROVE, PA CAREER PLANNING AND COURSE SELECTION GUIDE

2023-2024

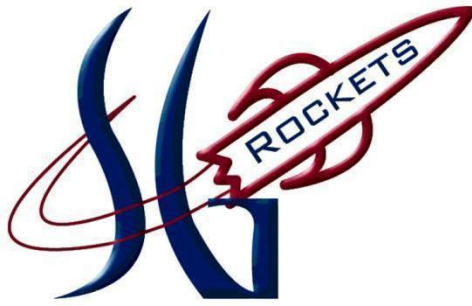
DISTRICT MISSION

**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

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

Dr. George Ioannidis, Superintendent
Dr. Steven Guadagnino, Assistant Superintendent
Ms. Michelle Ludwig, 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, Associate Principal
Ms. Elysia Ehrich, Assistant Principal
Mr. Michael Snell, 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. Jessica Runk
Ms. DaleAnn Wright
Ms. Erin Ramsay

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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 A-F
Mr. Christopher Mundy:	Last names beginning with letters G-L
Mr. Christopher Fake:	Last names beginning with letters M-R
Mrs. Carrie Schmoyer:	Last names beginning with letters S-Z

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 or approved college/university equivalent
- 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
- 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.

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:

Advanced:	superior academic performance
Proficient:	satisfactory academic performance
Basic:	marginal academic performance
Below Basic:	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 or 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) and meet the standards listed on their website.

Spring Grove Area High School Courses Which Meet NCAA Requirements

<u>ENGLISH</u>	<u>SCIENCE (1 laboratory science required)</u>
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 Biology 1/Biology 1 Honors Physics 1/Physics 1 Honors Environmental Science Environmental Science 2 Chemistry 1/Chemistry 1 Honors Human Anatomy and Physiology 1 Human Anatomy and Physiology 2 AP Biology AP Chemistry AP Physics C-Mechanics Applied Physics-Aerospace Engineering Earth Science
<u>SOCIAL STUDIES</u>	<u>MATHEMATICS</u>
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 AP Art History AP Human Geography	Algebra 1B (NCAA awards this course .50 credits only) 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 AP Computer Science A
<u>WORLD LANGUAGE</u>	
French 2,3,4 Spanish 1,2,3,4 German 1,2,3,4,5 AP German AP Spanish AP Panorama of German Culture AP Panorama of Spanish Culture	<i>*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.</i>

(For the most up-to-date list of approved courses, go to www.ncaaclearinghouse.net.)

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.

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 – 8th and 9th 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 1st, 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 1st, 2022)

York County School of Technology offers part-time courses for 11th and 12th 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.

MENTOR/EXPLORATION PROGRAMS DURING THE SCHOOL DAY

HACC Academy Automotive Technology Program (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.

HACC Academy Physician Assistant Program (Grade 12)

The Physician Office Assistant program prepares the student for an entry-level position in an outpatient healthcare setting such as a medical practice or health-related call center. Students will become familiar with the general workflow of an outpatient medical practice, gain an understanding of medical insurance, and will be exposed to basic PC skills and the use of electronic medical records. Critical thinking concepts and customer service skills and activities will be infused throughout the curriculum, as will generational and cultural diversity, where appropriate. Students will have the opportunity to take the *Certified Medical Administrative Assistant (CMAA)* exam at the end of the course.

- Program Requirements:
 - Students must be 18 years of age by the time they complete the program.
 - Students must interview with staff from Healthcare Education – Workforce Development before they can be accepted into the program.

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 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 enjoying trivia and like the pressures associated with competition that has been aired on television. This club starts in early fall with practices and runs through early spring with a variety of competitions.

Aevidum (grades 9-12)

The word Aevidum means “I’ve got your back.” The Aevidum club at Spring Grove Area 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.

Art Club (Grades 9-12)

Art club is a place where students can practice the arts and hone their individual skills. Students will also be able to create group art projects to display around the school. In art club, students can find where their unique talents lie and explore new avenues of enrichment and expression. All students are welcome!

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 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.

Board Games and Brain Puzzles Club (Grades 9-12)

The Board Games and Brain Puzzles Club plays games like backgammon, Othello, Clue, Chess, Checkers, Scrabble and any other games that students want to play. We also do sudoku puzzles, crossword puzzles, and other brain puzzles.

Book Club (Grades 9-12)

We are a club that focuses on the literature arts. Our main goal is to encourage the members to read books together. We will discuss a wide range of topics in our readings, such as the following: mental health, classics, mystery, and adventure, etc... With this being said, all books will be school appropriate. We will not read a book if people are uncomfortable with the material. If enough people join, we can create a google classroom and assign books through there, have discussion posts, and have PDF versions of books (if there aren't enough physical copies).

Climate Change Club (9-12)

The club will focus mostly on finding ways to use renewable resources around the school and take the time to inform others about the importance of caring for the environment around us. We will research ways to conserve and efficiently use energy in the school and find better ways to preserve the environment around the school and the world. We could even build different items like windmills to produce our own energy for the school.

Cornhole Club (Grades 9-12)

Students involved in this club will have the opportunity to learn the game of cornhole and design their own boards and bags. This club will meet throughout the year to work on cornhole skills and techniques necessary to master the game in preparation for an end of year tournament.

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.

Disc Golf Club (Grades 9-12)

Members of the Disc Golf club recognize this amazing sport that many Spring Grove students enjoy playing on our campus disc golf course. Students joining this club need no prior knowledge of the game of disc golf, only the willingness to promote an inexpensive, healthy, outdoor sport. This club's overall goal is to continue the development and improvement of the Grove DC course into one of the premier courses in South Central PA. Our Spring Grove Disc Golf course was the dream of several students who secured grants and awards to design, build, and install an 18-hole course covering the Roth Church campus. Further goals of the club are listed below in no specific order.

1. continued development of the Grove DC course, including tee pad installation
2. maintenance and clearing of vegetation for course play
3. promotion of the game of disc golf to the students and community
4. organizing and promoting a yearly disc golf tournament
5. organizing and promoting disc golf to younger student through community outreach offerings

Diversity & Inclusion Club (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. The goal of the club will be to expand awareness of differing viewpoints of the Spring Grove community members by sharing experiences and promoting active listening among the club members. Members should have a desire to promote acknowledgement, acceptance, and respect of the various diverse backgrounds that make up the Spring Grove student body.

Dodgeball Club (Grades 9-12)

Students participating in Dodgeball club have the opportunity to practice the 5 D's of dodgeball in an environment of friendly competition. Each club meeting, we will dodge, duck, dip, dive, and dodge our way through the competition, improving both athletic and social skills throughout the year.

Drama Club (Grades 9-12)

Do you enjoy performing? Directing? Working behind the scenes of a production? Costuming? Well, there's a place for you in Spring Grove's Drama Club. Join us first for the fall play. Practices and performances run from the end of September through the first week of December. Beginning in March, the Drama club offers weekly sessions to work on characterization, improvisation, movement, and stage presence. Future plans include attending local productions and possibly putting together pieces for competition. If you'd like to be the person who runs things behind the scenes, we need you, too. Keep an eye and an ear open for announcements about auditions and activities.

E-Gaming Club (Grades 9-12)

The E-Gaming club is an after school extra-curricular that any student can be a part of. We are trying to create teams to compete in a variety of competitive games, as well as recreational games that we play in-house. This is a new and growing program, looking for people who love playing games and want to enjoy that passion with others.

Film Club (Grades 9-12)

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

Finding Faith Club (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.

Fishing Club (9-12)

The goal of the Fishing club is to help students understand and expand their knowledge and proficiency in the sport of fly fishing and other forms of fishing. This will include topics on needed equipment, casting

techniques, stream and way way ecology and field experiences. Students will have the opportunity to participate in after-school activities through service projects, equipment demonstrations and good old fishing.

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 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. Members have the opportunity to participate in a variety of activities related to the teaching field, including shadowing teachers, assisting students by tutoring them in classes where they are being challenged academically, planning and participating in activities during American Education Week, and developing ideas to recognize teachers. This club runs throughout the school year.

Future Farmers' Club (Grades 9-12)

This club was developed to foster an interest in the farming profession. Throughout the year, members of this club will have the opportunity to participate in a variety of activities related to farming. 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. This club runs throughout the school year.

GSA (Grades 9-12)

The goal of the Gender and Sexuality Alliance at Spring Grove Area High School is to promote a safe community for every person regardless of his/her sexual preference or gender identity. Members of the GSA will 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; Renaissance faire, Model Legislation, Citizen Beem Model UN, and History events and activities at school. Students have had the opportunity to participate in field trips to historical locations. Leadership positions are offered.

IAC Leadership Club (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.

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, who provides adult support to students as they plan their many functions. The club sponsors programs for the school as well as the community and runs during the school year, with volunteer opportunities occurring during the school day, evenings, and weekends. 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](#). Anyone selected for the team will have weekly meetings on Tuesdays at 6 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

Mountain Biking Club (Grades 9-12)

The mission of the Spring Grove Mountain Biking club is to expose students to the sport of mountain biking. This includes bike maintenance, riding techniques (ie: gear shifting, braking, accelerating, etc.), benefits of physical activity, bikes as a mode of transportation, and working as a team. The club will also support the activities of the after-school SG Mountain Biking club which includes race promotion, recruitment of new members, and trail maintenance.

National Honor Society (Grades 11-12)

National Honor Society (NHS) is a national organization that recognizes and promotes scholarship, service, character, and leadership in students. Students must qualify for induction based on requirements in the following categories: scholarship, service, character, and leadership. Inductions take place annually in the fall. Meetings occur during homeroom and before and after school. Students in NHS will be assigned to the NHS homeroom.

National Honor Society for German (Grades 11-12)

Delta Epsilon Phi is a national educational honor society for the purpose of recognizing high scholastic achievement in the study of German and promoting interest in the study of German language, literature, and culture. Participants organize and offer a variety of activities to expand their knowledge of the German language and culture, including a movie night, a game night, and a dinner night. Participants also have the opportunity to participate in an annual field trip. To be eligible, students must complete three years of German and maintain an overall GPA of 3.0 and a German GPA of 3.6 on a 4-point scale. After acceptance, students will be expected to complete service hours, attend meetings, and maintain their grades.

Nutrition Council (Grades 9-12)

The purpose and mission of the Spring Grove High School Nutrition Council is to promote healthy choices to students and to explore new items for school meals, and to provide assistance for school activities associated with food preparation and distribution. The Nutrition Council shares and promotes the benefits of choosing balanced school meals with students of Spring Grove and provides volunteer opportunities to students interested in the culinary arts, food, or serving others.

Peer Mentoring Club (Grades 10-12)

Knowing the importance of the freshman year on high school success, the Peer Mentoring program was established to assist freshmen students in their transition to the high school. Ultimately, the mission of the program is to empower students and reduce school dropouts. Junior and senior students are paired with freshmen and meet for advisory/tutoring sessions during free time. The peer mentoring club has formed a community for caring at Spring Grove High School.

Rocket Scientists (Grades 9-12)

You don't have to be a rocket scientist to join this club; anyone who has an interest in science is invited to join. As a member, you 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 of the area 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, teen violence, and teen depression. SADD meets every club day.

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

The 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.

Strength Club (Grades 9-12)

The mission of the Spring Grove Strength Club is to create an environment of hard work and self-discipline, while unifying students with the common goal of optimizing physical performance. Members in the Strength Club will meet during high school club meetings to plan and prepare for strength competitions. Additionally, the Strength Club will be used to provide career exploration opportunities to students interested in the fields of athletic training, sports nutrition, personal training, etc.

Student Council (Grades 9-12)

The purpose of the 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, sponsoring fundraisers to promote school spirit, and other activities that promote student involvement.

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.

Volleyball Club (Grades 9-12)

The Volleyball club allows students to actively participate in the sport of volleyball. During out club time, we utilize both indoor volleyball courts as well as the sand volleyball courts. This club is open to all students, regardless of experience and athletic ability.

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 fundraising or created for your own personal use. Interested students should have either taken materials fabrication or be currently enrolled in the course.

Yearbook Staff (Grades 10-12)

The members of this club will publish the “Forge,” which is the yearbook for the school. Students will 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 to the publishers as well as proof the work done by the publishing company prior to printing the book. Some students will be involved in the organization and solicitation of ads that appear in the yearbook. Students will be responsible for organizing and taking orders for the yearbook. Yearbook meets 12th period on days 2, 4, and 6. Some of the work must be done after school. Interested students should see the advisor for an application.

COURSE LIST

CODE	ART	GRADE LEVEL(S)				SEM	CR	LEV	WT
3012	Art 1	09	10	11	12	2	1.00	1	1.0
3020	Art 2		10	11	12	2	1.00	1	1.0
3030	Art 3			11	12	2	1.00	2	1.05
3040	Art 4				12	2	1.00	2	1.05
3022	Fine Art Photography& Film 1		10	11	12	1	.50	1	1.0
3031	Sculpture 1		10	11	12	1	.50	1	1.0
3046	Digital Art & Design		10	11	12	1	.50	1	1.0
3048	Digital Art & Painting		10	11	12	1	.50	1	1.0
3168	Computer Animation 1		10	11	12	1	.50	1	1.0
3169	Computer Animation 2		10	11	12	1	.50	1	1.0
CODE	BUSINESS EDUCATION	GRADE LEVEL(S)				SEM	CR	LEV	WT
3103	Computer Applications Level 1	09	10	11	12	1	.50	1	1.0
3104	Computer Applications Level 2	09	10	11	12	1	.50	1	1.0
3105	Computer Applications Level 3		10	11	12	1	.50	3	1.1
3110	Business 1	09	10	11	12	1	.50	1	1.0
3111	Keyboarding Techniques & Computer Applications	09	10	11	12	1	.50	1	1.0
3114	Specialized Marketing (Sports Entertainment)		10	11	12	1	.50	2	1.05
3115	Career Skills		10	11		1	.50	1	1.0
3124	Entrepreneurship	09	10	11	12	1	.50	2	1.05
3132	Accounting 1		10	11	12	2	1.00	2	1.05
College in the High School - BUSINESS									
3145	Principles of Financial Accounting			11	12	1	1.00	4	1.15
3109	Business 101			11	12	1	1.00	4	1.15
RISE UP CERTIFICATION									
3150	Rise Up Certification			11	12	1MP	.25	4	1.0
CODE	CAREER EDUCATION	GRADE LEVEL(S)				SEM	CR	LEV	WT
3180	Career Exploration Internship			11	12	1	.25	2	1.05
3182	Student Instructional Assistant Internship Program		10	11	12	1	.50	1	1.0
3190	Diversified Occupations				12	2	.50	1	1.0
3195F/S	D.O. Work Release Fall/Spring				12	1	1.00	1	1.0
3183	Student Leadership & Mentorship				12	2	1.00	1	1.0
3185	HACC Academy - Automotive Technology				12	2	2.00	1	1.0
3187	HACC Academy - Welding				12	1	1.00	1	1.0
3188	HACC Academy - Physician Assistant				12	1	1.00	1	1.0

CODE	ENGLISH LANGUAGE ARTS	GRADE LEVEL(S)				SEM	CR	LEV	WT
3210	English 9	09				2	1.00	1	1.0
3212	College Prep English 9	09				2	1.00	2	1.05
3214	College Prep English 9 Honors	09				2	1.00	3	1.1
3215	Creative Writing	09	10	11	12	1	.50	1	1.0
3217	Creative Writing II	09	10	11	12	1	.50	1	1.0
3216	Drama		10	11	12	1	.50	1	1.0
3220	English 10		10			2	1.50	1	1.0
3222	College Prep English 10		10			2	1.50	2	1.05
3224	College Prep English 10 Honors		10			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	09	10	11	12	2	1.00	1	1.0
3238	Journalism II		10	11	12	2	1.00	1	1.0
3239	Journalism III/Mass Media			11	12	2	1.00	1	1.0
3240	English 12				12	2	1.00	1	1.0
3242	College Prep English 12				12	2	1.00	2	1.05
3009	Yearbook		10	11	12	2	1.00	1	1.0
3247	AP English Literature & Composition			11	12	2	1.50	4	1.15
3248	SAT Preparation		10	11	12	1	.50	1	1.0
College in the High School - ENGLISH LANGUAGE ARTS									
3245	English Composition 1				12	1	1.00	4	1.15
3246	English Composition 2				12	1	1.00	4	1.15
CODE	DRIVERS/SAFETY EDUCATION	GRADE LEVEL(S)				SEM	CR	LEV	WT
3070	Driver & Safety Education		10	11	12	1	.25	1	1.0
CODE	FAMILY & CONSUMER SCIENCES	GRADE LEVEL(S)				SEM	CR	LEV	WT
3512	Child Care	09	10			1	.25	1	1.0
3516	Stitchery Crafts	09	10	11	12	1	.25	1	1.0
3518	Clothing 1	09	10	11	12	1	.50	1	1.0
3519	Clothing 2	09	10	11	12	1	.50	1	1.0
3500	Intro to Culinary Arts	09	10	11	12	1	.50	1	1.0
3517	Home Cooking Basics	09	10	11	12	1	.50	1	1.0
3521	Housing & Interior Design		10	11	12	1	.50	1	1.0
3522	Multicultural Cuisine		10	11	12	1	.50	1	1.0
3523	Pastry Arts		10	11	12	1	.50	1	1.0

CODE	FAMILY & CONSUMER SCIENCES continued	GRADE LEVEL(S)				SEM	CR	LEV	WT
3524	Fashion Marketing & Merchandising		10	11	12	2	1.00	1	1.0
3532	Child Development			11	12	1	.50	1	1.0
3535	Culinary I - Fundamentals of Food Preparation		10	11	12	1	.50	1	1.0
3536	Culinary II - Menu Planning & Meal Construction			11	12	1	.50	1	1.0
CODE	GIFTED EDUCATION	GRADE LEVEL(S)				SEM	CR	LEV	WT
3091	Gifted Independent Project	09	10	11	12	2	.50	1	1.0
3093	Gifted Seminar	09	10	11	12	2	.50	1	1.0
CODE	MATHEMATICS	GRADE LEVEL(S)				SEM	CR	LEV	WT
3601	Mathematics & Sports		10	11	12	1	.50	1	1.0
3616	Algebra 1B	09				2	1.00	1	1.0
3618	Geometry Concepts		10	11		2	1.00	1	1.0
3620	Geometry	09	10	11		2	1.00	2	1.05
3622	Geometry Honors	09	10	11		2	1.00	3	1.1
3630	Algebra 2 Concepts		10	11		2	1.00	1	1.0
3626	Algebra 2	09	10	11		2	1.00	2	1.05
3627	Algebra 2 Honors	09	10	11		2	1.00	3	1.1
3632	Trigonometry		10	11	12	2	1.00	2	1.05
3634	Trigonometry Honors with Pre-Calculus		10	11	12	2	1.00	3	1.1
3636	Basic Introductory Statistics			11	12	2	1.00	2	1.05
3637	AP Statistics			11	12	2	1.00	4	1.15
3638	Consumer Economics & Personal Finance				12	2	1.00	1	1.0
3640	Calculus			11	12	2	1.00	2	1.05
3643	AP Calculus AB			11	12	2	1.50	4	1.15
3645	AP Calculus BC				12	2	1.00	4	1.15
3681	Mathematics Independent Study		10	11	12	1	.25	3	1.1
College in the High School - MATHEMATICS									
3641	College Algebra			11	12	1	1.00	4	1.15
CODE	MUSIC	GRADE LEVEL(S)				SEM	CR	LEV	WT
3712	Chorus	09	10	11	12	2	.70	2	1.05
3713	Jazz Ensemble	09	10	11	12	2	.35	2	1.05
3714	Stage Band	09	10	11	12	2	.35	1	1.0
3717	String Orchestra	09	10	11	12	2	.70	2	1.05
3715	Symphonic Band	09	10	11	12	2	.70	2	1.05
3715	Symphonic Band	09	10	11	12	2	.70	2	1.05
3721	History of American Pop Music	09	10	11	12	1	.25	1	1.0

CODE	MUSIC continued	GRADE LEVEL(S)				SEM	CR	LEV	WT
3723	Introduction to Broadway Musicals	09	10	11	12	1	.25	1	1.0
3724	AP Music Theory		10	11	12	2	1.00	4	1.15
3719	Music Theory 1		10	11	12	2	.50	2	1.0
3726	Modern Band Level 1	09	10	11	12	2	.50	1	1.0
3728	Modern Band Level 2	09	10	11	12	2	.50	1	1.0
3727	Select Modern Band		10	11	12	2	.50	1	1.0
3732	Concert Choir	09	10	11	12	2	.70	2	1.05
3729	Songwriting		10	11	12	2	.50	1	1.0
CODE	SCIENCE	GRADE LEVEL(S)				SEM	CR	LEV	WT
3812	Biology		10			2	1.50	2	1.05
3814	Biology Honors	09	10			2	1.00	3	1.1
3818	Science 9	09				2	1.00	1	1.0
3820	Physics		10	11	12	2	1.00	2	1.05
3820SP	Self Paced Physics		10	11	12	2	1.00	2	1.05
3827	Physics Honors		10	11	12	2	1.00	3	1.1
3826	Environmental Science		10	11	12	2	1.00	1	1.0
3830	Chemistry		10	11	12	2	1.00	2	1.05
3832	Chemistry Honors		10	11	12	2	1.00	3	1.1
3833	Intro to Agriculture, Food & Natural Resources	09	10			2	1.00	1	1.0
3836	Wildlife Studies			11	12	2	1.00	1	1.0
3829	Science Lab Assistant			11	12	1	.50	1	1.0
3831	AP Physics C			11	12	2	1.50	4	1.15
3841	AP Chemistry			11	12	2	1.50	4	1.15
3843	AP Biology			11	12	2	1.50	4	1.15
3844	Environmental Science 2			11	12	2	1.00	2	1.05
3848	Organic Chemistry			11	12	1	.50	2	1.05
3849	Science Independent Study		10	11	12	1	.25	3	1.1
3842	Human Anatomy & Physiology 1			11	12	2	1.00	3	1.1
3801	Human Anatomy & Physiology 2			11	12	2	1.00	3	1.1
3854	Earth Science		10	11	12	2	1.00	1	1.0
3855	Forensic Science		10	11	12	1	.50	1	1.0
3880	Launch Into Aviation	09				1	.50	3	1.1
3881	Exploring Aviation & Aerospace - 9	09				1	.50	3	1.1
3882	Exploring Aviation & Aerospace - 10		10			1	.50	3	1.1
3883	Aircraft Systems & Performance		10			1	.50	3	1.1

CODE	SCIENCE continued	GRADE LEVEL(S)				SEM	CR	LEV	WT
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
3887	Pre-flight Your Career				12	1	.50	3	1.1
3889	Aviation Capstone				12	1	.50	3	1.1
CODE	SOCIAL STUDIES	GRADE LEVEL(S)				SEM	CR	LEV	WT
3912	United States History 1	09				2	1.00	2	1.05
3914	United States History 1 Honors	09				2	1.00	3	1.1
3915	Mock Trial	09	10	11	12	2	1.00	3	1.1
3922	United States History 2		10			2	1.00	2	1.05
3924	United States History 2 Honors		10			2	1.00	3	1.1
3923	AP United States History		10	11	12	2	1.50	4	1.15
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	12	2	1.00	4	1.15
3936	Sociology			11	12	1	.50	2	1.05
3937	AP European History			11	12	2	1.00	4	1.15
3938	Modern World Issues		10	11	12	1	.50	2	1.05
3900	AP Art History			11	12	2	1.00	4	1.15
3901	AP Human Geography			11	12	2	1.00	4	1.15
3940	American Society				12	2	1.00	2	1.05
3942	American Society Honors				12	2	1.00	3	1.1
3944	Psychology of Human Development		10	11	12	1	.50	2	1.05
3945	Psychology of Human Behavior		10	11	12	1	.50	2	1.05
3946	Economics		10	11	12	1	.50	2	1.05
3947	Anthropology & Archeology		10	11	12	1	.50	2	1.05
3948	Criminal Justice		10	11	12	1	.50	2	1.05
3949	Ethics & Philosophy			11	12	1	.50	2	1.05
3950	Fiction, Film & History			11	12	1	.50	2	1.05
College in the High School - SOCIAL STUDIES									
3957	Intro to American Government			11	12	1	1.00	4	1.15
3958	Western Civilization I			11	12	1	1.00	4	1.15
3939	Comparative Politics				12	1	1.00	4	1.15

CODE	STEM (Technology)	GRADE LEVEL(S)				SEM	CR	LEV	WT
3552	Introduction to the Trades	09				1	.50	1	1.0
3553	STEM Design and Fabrication	09				1	.50	1	1.0
3554	Design and Fabrication 1		10	11	12	2	1.00	1	1.0
3555	Design and Fabrication 2			11	12	1	1.00	1	1.0
3556	Electronics and Robotics 1		10	11	12	1	.50	1	1.0
3557	Electronics and Robotics 2			11	12	1	.50	1	1.0
3569	Introduction to Small Engine Repair		10	11	12	1	.50	1	1.0
3581	Machine Automation		10	11	12	1	.50	1	1.0
3570	Applied Trades Mathematics	09	10	11	12	1	.50	1	1.0
3589	Capstone Course				12	2	1.00	1	1.0
3571	Pre-Apprenticeship: Commercial & Industrial Trades			11	12	1	1.00	1	1.0
3575	Metal Fabrication		10	11	12	1	.50	1	1.0
3576	Woodworking		10	11	12	1	.50	1	1.0
CODE	STEM (ELA)	GRADE LEVEL(S)				SEM	CR	LEV	WT
3226	Advanced Video Journalism		10	11	12	2	1.00	1	1.0
3227	Advanced Video Journalism 2			11	12	2	1.00	1	1.0
CODE	STEM (Math)	GRADE LEVEL(S)				SEM	CR	LEV	WT
3574	IT Essentials: PC Hardware & Software	09	10	11	12	2	1.00	2	1.05
3628	Computer Programming 1	09	10	11	12	1	.50	1	1.0
3629	Computer Programming 2		10	11	12	1	.50	2	1.1
3680	AP Computer Science A			11	12	2	1.00	4	1.15
3647	Web Programming 1	09	10	11	12	1	.50	2	1.05
3648	Web Programming 2		10	11	12	1	.50	3	1.1
3649	Cyber Defense Principles & Practices		10	11	12	1	.50	1	1.0
CODE	WELLNESS EDUCATION	GRADE LEVEL(S)				SEM	CR	LEV	WT
3411	Health Education		10			1	.50	1	1.0
3412	Adventure Curriculum	09	10	11	12	1	.50	1	1.0
3413F/S	Strength Training for Sports Level 1 Fall/Spring	09	10	11	12	1	.50	1	1.0
3415	Lifetime Sports & Recreation	09	10	11	12	1	.50	1	1.0
3417	Personal Fitness	09	10	11	12	1	.50	1	1.0
3418	Team Aerobic Games	09	10	11	12	1	.50	1	1.0
3419	Aquatics	09	10	11	12	1	.50	1	1.0

CODE	WELLNESS EDUCATION continued	GRADE LEVEL(S)				SEM	CR	LEV	WT
3420F/S	Strength Training for Sports Level 2 Fall/Spring		10	11	12	1	.50	1	1.0
3422	Fitness Fusion	09	10	11	12	1	.50	1	1.0
3423	Independent Study Athletic Performance Training				12	2	1.00	1	1.0
3424F/S	Strength Training for Sports Level 3 Fall/Spring		10	11	12	1	.50	1	1.0
3425	Yoga	09	10	11	12	1	.50	1	1.0
CODE	WORLD LANGUAGE	GRADE LEVEL(S)				SEM	CR	LEV	WT
3311	World Language Experience	09	10			1	.50	1	1.0
3320	French 2		10	11	12	2	1.00	2	1.05
3330	French 3			11	12	2	1.00	3	1.1
3340	French 4				12	2	1.00	3	1.1
3312	German 1	09	10	11	12	2	1.00	2	1.05
3322	German 2	09	10	11	12	2	1.00	2	1.05
3332	German 3		10	11	12	2	1.00	3	1.1
3342	German 4			11	12	2	1.00	3	1.1
3343	Panorama of German Culture				12	2	1.00	2	1.05
3346	AP German Language & Culture				12	2	1.00	4	1.15
3314	Spanish 1	09	10	11	12	2	1.00	2	1.05
3324	Spanish 2	09	10	11	12	2	1.00	2	1.05
3334	Spanish 3		10	11	12	2	1.00	3	1.1
3344	Spanish 4			11	12	2	1.00	3	1.1
3345	Panorama of Spanish Culture				12	2	1.00	2	1.05
3347	AP Spanish Language & Culture				12	2	1.00	4	1.15

COURSE DESCRIPTIONS

ART

ART 1 [Click Here to Learn More About 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

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

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.**

SCULPTURE 1

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

Prerequisite: Art 1

Students will explore the concepts of space, form, weight, mass, and design through sculpture. In Sculpture 1, they are introduced to creating tangible objects by combining basic techniques of carving, assembling, modeling, and casting. Various hands-on approaches of gluing and fastening, mass/weight distribution, hanging/mounting, surface/finishing, and types of materials are addressed. In addition to the hands-on application of sculptural techniques, class time is spent looking at various concepts and approaches to the understanding and development of sculptural ideas, from sculpture as a unified project, digital design, and projection in sculpture as well as sculpture as a fragmentary process.

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

This course is designed for all students interested in learning more about business concepts that affect our everyday lives. The course focuses on business and economics: Topics include the following: The Economic Environment, Businesses in the U.S. Economy and Global Economy, Management Strategies, Consumerism, Finance, and the Stock Market. Each topic covered will integrate a related project, mathematics connection, international application, and current event connection into the overall theme of the lesson.

BUSINESS 101 (College in the High School course #BUS101)

Grades 11, 12

1 semester

1.00 credits

6 pds/cycle

Prerequisite: Completion of Business 1, HACC Placement Test, and Completion of HACC Application

Introduces students to the broad field of business. This course covers an overview of the basic functions of business including management, marketing, finance, accounting, and human resources. The course also introduces students to basic economic systems and discusses the importance of ethics and corporate social responsibility to business success. The cost of the course is \$229.50 plus the cost of college textbooks. *Cost is subject to change.

CAREER SKILLS

Grades 10, 11

1 semester .50 credit 6 pds/cycle

Students will conduct personal research, career research, post-secondary education/training research, and career exploration. They will learn basic employability skills, business networking skills, decision-making and planning skills, and customer service skills. They will also prepare cover letters, employment applications, resumes, and thank-you letters. They will learn about appropriate dress, as well as interview techniques. Each student will have the chance to demonstrate his/her knowledge in the above areas by participating in a mock Interview experience with a businessperson from the community.

COMPUTER APPLICATIONS LEVEL 1

Grades 9, 10, 11, 12

1 semester .50 credit 6 pds/cycle

This course prepares students with beginning content needed to obtain the Microsoft Office Specialist: Microsoft Office (MOS) Certification. Focus-MS Word, Excel, and PowerPoint. There is no prerequisite for this course. * Please note, MOS Certification is not offered until Completion of COMPUTER APPLICATIONS LEVEL 2.

COMPUTER APPLICATIONS LEVEL 2

Grades 9, 10, 11, 12

1 semester .50 credit 6 pds/cycle

Prerequisite: Computer Applications Level 1

This course prepares students with advanced content needed to successfully obtain the Microsoft Office Specialist: Microsoft Office (MOS) Certification. Focus- MS Word, Excel, and PowerPoint. *MOS Certification is given at the completion of this course at no cost to students.

COMPUTER APPLICATIONS LEVEL 3

Grades 10, 11, 12

1 semester .50 credit 6 pds/cycle

Prerequisite: Computer Applications Level 1 and Level 2

This course prepares students with content needed to obtain the Microsoft Office Specialist (MOS) Access Certification. Students are presented with the opportunity to earn the MOS Access Certification after successful completion of the course and at no cost to the student.

ENTREPRENEURSHIP

Grades 9, 10, 11, 12

1 semester .50 credit 6 pds/cycle

Prerequisite: Business 1

Students will learn the characteristics of successful entrepreneurs and the steps needed to start their own businesses. This course is designed to allow students to experience project-based learning by developing a product, creating a complete business plan, and presenting that plan to a panel of peers and community members.

KEYBOARDING TECHNIQUES & COMPUTER APPLICATIONS

Grades 9, 10, 11, 12

1 semester .50 credit 6 pds/cycle

This course is designed to introduce students to the proper techniques of keyboarding and operating of the PC in order to maximize word processing capabilities and improve speed and

accuracy. In this *Microsoft Word*-based course, students will learn proper formatting of commonly used documents, including letters, memos, reports, and tables.

PRINCIPLES OF FINANCIAL ACCOUNTING

(College in the High School course #ACCT150, #ACCT151)

Grades 11, 12

1 semester

1.00 credit

6 pds/cycle

***Prerequisite:* HACC Course Requirements – Passing Grade on HACC English Placement Test and HACC Mathematics Placement Test, HACC Application for Admission, plus admission requirements**

Principles of Financial Accounting introduces commonly accepted accounting principles as they pertain to external financial reports. This course addresses the accounting cycle, accounting systems, theories, and policies relative to asset valuation, liability measurement, and income determination. Emphasis is placed on accounting for sole proprietorships and partnerships. The cost of the course is \$306.00* plus the cost of college textbooks (approximately \$350.00 total).

*Cost subject to change

SPECIALIZED MARKETING – SPORTS & ENTERTAINMENT

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

***Prerequisite:* Business 1**

This course combines marketing with the dynamic and exciting area of sports and entertainment. The relationship that exists between celebrities, sports, and business will be explored. Topics will include the following: sponsorship, agencies, promotion, endorsements, public relations, selling, conducting marketing research, ethics, and sports and entertainment event management. Career opportunities in sports and entertainment marketing will be explored.

RISE UP CERTIFICATION

RISE UP CERTIFICATION

Grade 11, 12

1 Marking Pd .25 credit

6 days/cycle

This course will allow students to earn a customer service and sales certification, which is industry recognized and used by many companies. Students will understand the customer life cycle, develop effective strategies to engage customers, assess customer needs and closing sales. Best practices for building resumes and navigating job searches are also covered.

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

DIVERSIFIED OCCUPATIONS

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

Grade 12	2 semesters	1.00 or 2.00 credits	12-18 pds/cycle
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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 12th grade students in all career pathways. Students are required to take the Diversified Occupations class concurrently with Co-op Work Release.

Grades 10, 11, 12	1 semester	.50 credit	6 pds/cycle
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HACC ACADEMY—AUTOMOTIVE TECHNOLOGY PROGRAM

Grade 12

2 Semesters 2.00 credits 6 pds/cycle

Prerequisite: Concurrent registration in Career Exploration Internship course. Fee may be required.

Senior students will attend this class at the York HACC campus from 12-4 pm 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.

HACC ACADEMY - PHYSICIAN ASSISTANT PROGRAM

Grade 12

1 Semester 1.00 credit 6 pds/cycle

Prerequisite: Concurrent registration in Career Exploration Internship course. Fee may be required.

The Physician Office Assistant program prepares the student for an entry-level position in an outpatient healthcare setting such as a medical practice or health-related call center. Students will become familiar with the general workflow of an outpatient medical practice, gain an understanding of medical insurance, and will be exposed to basic PC skills and the use of electronic medical records. Critical thinking concepts and customer service skills and activities will be infused throughout the curriculum, as will generational and cultural diversity, where appropriate. Students will have the opportunity to take the Certified Medical Administrative Assistant (CMAA) exam at the end of the course.

Program Requirements:

- Students must be 18 years of age by the time they complete the program.
- Students must interview with staff from Healthcare Education – Workforce Development before they can be accepted into the program.

HACC ACADEMY - WELDING TECHNOLOGY PROGRAM

Grade 12

1 Semester 1.00 credit 6 pds/cycle

Prerequisite: Concurrent registration in Career Exploration Internship course. Fee may be required.

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 development, grammar, and oral communication are also emphasized. This course is recommended only for students who scored below proficient on the 8th grade PSSA.

COLLEGE PREP ENGLISH 9

Grade 9

2 semesters 1.00 credit 6 pds/cycle

The focus of this course will be on developing communication skills necessary for post-secondary education. *College Prep English 9* is a survey of the following literary genres: short story, drama, epic poetry, 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 development, grammar, and oral communication are also emphasized.

COLLEGE PREP ENGLISH 9 HONORS

Grade 9

2 semesters 1.00 credit 6 pds/cycle

Prerequisite: Honors Program criteria

This course offers a similar structural approach as that of *College Prep English 9* but will require further in-depth analysis of the literature, a more extensive written output, and a greater understanding of grammatical structure. This course will require the completion of a summer assignment prior to the start of the course.

ENGLISH 10

Grade 10

2 semesters 1.50 credits 9 pds/cycle

English 10 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 development, grammar, and oral communication are also emphasized. This course is recommended only for students who scored below proficient on the 8th grade PSSA.

COLLEGE PREP ENGLISH 10

Grade 10

2 semesters 1.50 credit 9 pds/cycle

The focus of this course will be on developing communication skills necessary for post-secondary education. World literature, a survey of all literary genres, is designed to expose students to literature from a variety of cultures throughout history. Other course objectives are to expand vocabulary and develop writing skills with emphasis on exposition and applied grammar.

COLLEGE PREP ENGLISH 10 HONORS

Grade 10

2 semesters 1.00 credit 6 pds/cycle

Prerequisite: Honors Program criteria

This course offers a similar structural approach as that of *College Prep English 10* but will require further in-depth analysis of the literature and history of the world, a more extensive written output, and a greater understanding of grammatical structure. Students are required to type, or computer generate all final pieces of writing. This course will require the completion of a summer assignment prior to the start of the course.

ENGLISH 11

Grade 11

2 semesters 1.00 credit 6 pds/cycle

For this course, students will read and analyze American Literature from the Early American Period through the Contemporary Period. This literature will be the vehicle for building college and career preparatory skills including notetaking, close reading and analysis, written expression, discussion, and research skills. Students can expect to create at least one research project. Independent reading will also be assigned. This class will also place an emphasis on developing and mastering skills necessary to score proficient on the Keystone Literature exam. This course is recommended only for students who scored below proficient on the Keystone Literature exam.

COLLEGE PREP ENGLISH 11

Grade 11

2 semesters 1.00 credit 6 pds/cycle

For this course, students will read and analyze American Literature from the Early American Period through the Contemporary Period. This literature will be the vehicle for building college and career preparatory skills including notetaking, close reading and analysis, written expression, discussion, and research skills. The course will also emphasize practice for the Reading and Writing sections of the SAT. Students can expect to create at least one research project. Independent reading will also be assigned.

COLLEGE PREP ENGLISH 11 HONORS

Grade 11

2 semesters 1.00 credit 6 pds/cycle

Prerequisite: Honors Program criteria

For this course, students will read and analyze American Literature from the Early American Period through the Contemporary Period. This course will be more rigorous than College Prep English 11 because students will read, discuss, and analyze more selections and in more depth than the students in College Prep English 11. More emphasis will be placed on extensive analytical writing. This reading, writing, and discussion will be the vehicle for building college-preparatory skills including notetaking, close reading and analysis, written expression, discussion, and research skills. This course will also emphasize practice for the Reading and Writing sections of the SAT. Students can expect to create at least one research project, and independent reading will be assigned. This course will require the completion of a summer assignment prior to the start of the course.

ENGLISH 12

Grade 12

2 semesters 1.00 credit 6 pds/cycle

The focus of this course will be on developing communication skills necessary for entering the workforce or attending a trade school. *English 12* is a course with a chronological approach to British literature from the Anglo-Saxon to modern times. This literature will be the vehicle for building skills including notetaking, close reading and analysis, written expression, discussion, and research. Students can expect to create at least one research project. Independent reading will also be assigned.

COLLEGE PREP ENGLISH 12

Grade 12

2 semesters 1.00 credit 6 pds/cycle

The focus of this course, students will read and analyze British literature from the Anglo-Saxon era through contemporary British authors. This literature will be the vehicle for building college-preparatory skills including notetaking, close reading and analysis, written expression, discussion, and research skills. Students can expect to create several research projects. Independent reading will also be assigned.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Grades 11, 12

2 semesters 1.50 credit 9 pds/cycle

This course engages students in the careful reading and critical analysis of imaginative literature. Through close reading of a broad range of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Writing is an integral part of the course. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Students are expected to take the three-hour AP English Literature and Composition Exam in May.

CREATIVE WRITING I

Grades 9, 10, 11, 12

1 semester .50 credit 6 pds/cycle

This course will provide a creative writing outlet for the students of Spring Grove. In Creative Writing, students develop their own narratives through intense writing and enhance them through peer presentation and evaluation. This course will also explore the various venues and media for narrative publication.

CREATIVE WRITING II

Grades 9, 10, 11, 12

1 semester .50 credit 6 pds/cycle

Prerequisite: Creative Writing I

This course will provide a creative writing outlet for the students of Spring Grove. In Creative Writing II, students develop their own narratives through intense writing and enhance them through peer presentation and evaluation. This course will also explore the various venues and media for narrative publication. This second course for Creative Writing will focus on peer review and writing workshop, as well as new genres such as mythology, fairy tales, and professional business writing.

DRAMA

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

This is an experiential drama course, which focuses on improvisation, creative problem solving, and the beginnings of work on developing character. The course is aimed at increasing students' self-confidence and self-awareness, as well as developing group work skills. The course may include some scene work, the presentation of memorized scripts, video projects, dance pieces, and other drama skills.

ENGLISH COMPOSITION 1 (College in the High School course #ENGL101)

Grade 12

1 semester

1.00 HS credit

6 pds/cycle

3.00 college credits

Prerequisites: HACC course requirements and completion of HACC Application for Admission, plus admission requirements

This Harrisburg Area Community College course emphasizes the development of fluency in writing clear, forceful, effective prose. Academic integrity and personal responsibility are expected. The cost of the course is \$229.50* plus the cost of college textbooks (approximately \$275.00 total). *Cost subject to change.

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

Grade 12

1 semester

1.00 HS credit

6 pds/cycle

3.00 college credits

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 \$229.50* plus the cost of college textbooks (approximately \$275.00 total). *Cost subject to change

JOURNALISM 1 - [Click Here to Learn More About Journalism](#)

Grades 9, 10, 11, 12

2 semesters

1.0 credit

6 pds/cycle

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 - [Click Here to Learn More About Journalism](#)

Grades 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

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 - [Click Here to Learn More About Journalism](#)

Grades 11, 12

2 semesters

1.00 credit

6 pds/cycle

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

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.

YEARBOOK

Grade 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

Yearbook combines aspects of photography, journalism, graphic design, and advertising to create and sell the High School's publication of 'The Forge.' Students interested in Yearbook should be prepared to work collaboratively, attend extracurricular activities, revise, and edit written work, photograph events, and interview peers.

DRIVER/SAFETY EDUCATION**DRIVER AND SAFETY EDUCATION**

Grades 10, 11, 12

1 semester

.25 credit

3 pds/cycle

This course will review the academic standards as specified by the Pennsylvania Department of Education. The course will contain the information students will need to pass the written component of the test for a Pennsylvania driving license. In addition, the course will review the safety education requirements as identified by the state.

FAMILY AND CONSUMER SCIENCES

[Click Here to Learn More About our Family Consumer Science Courses](#)

CHILD CARE

Grades 9, 10

1 semester .25 credit 3 pds/cycle

This course is designed to enable the student to identify the physical, emotional, social, and intellectual needs of children from birth through preschool age with emphasis on several child development theories, including Gardner's theory on multiple intelligences. From prenatal development through the developmental stages of infants, toddlers, and preschoolers, the student will discuss pregnancy, childbirth, and childhood illnesses; learn the basic care of children; explain how to choose childcare; and discuss safety issues and discipline. As a culminating project, the students will be involved in planning and preparing activities to provide for the needs of preschoolers.

CHILD DEVELOPMENT

Grades 11, 12

1 semester .50 credit 6 pds/cycle

This course is designed to help students better understand pre-school children and help prepare them for their future roles as parents. The course will focus on children ages 2 – 5. Students will discuss planning safe learning environments, human development, relationships with children and parents, and theories about the development of children. A nursery school program will be operated to give the students the opportunity to observe and work with young children.

CLOTHING 1

Grades 9, 10, 11, 12

1 semester .50 credit 6 pds/cycle

This course is a sewing course for students from limited to advanced sewing skills. Clothing construction will be taught with a focus on pattern selection, pattern guidelines, and modern concepts of clothing construction techniques. Garments constructed will be made from woven or knit fabric at the individual skill level of the student. Time will be spent researching textiles, design, and care of garments. Information to help students shop more wisely for sewing equipment will be presented. **Students must purchase supplies for garments.**

CLOTHING 2

Grades 9, 10, 11, 12

1 semester .50 credit 6 pds/cycle

Prerequisite: Clothing 1 (or with teacher permission)

Clothing 2 is designed to build on the skills learned in *Clothing 1*. Students will be required to construct several projects that involve advanced sewing techniques. These may include the use of more varied procedures or advanced techniques. The use of a sewing machine is required. Studies will also include repair, alterations, original design, and career exploration. **Students must purchase fabric and supplies for all projects.**

INTRODUCTION TO CULINARY ARTS

Grades 9, 10, 11, 12

1 semester .5 credit 6 pds/cycle

This course is a semester-long course in which students will be introduced to the basics of food preparation including food safety and sanitation; kitchen equipment and tools; and measuring and equivalents. We will also explore the USDA MyPlate nutritional information and prepare food within each MyPlate category.

Grades 10,11,12	1 semester	.50 credit	6 pds/cycle
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This course is a semester-long course in which students will expand upon the techniques that were introduced to them in the Introduction to Culinary class. They will have the opportunity to obtain a ServSafe Food Handler Certificate. Topics that will be covered in Culinary I include knife skills, egg preparation, vegetable and fruit preparation, dairy and dairy alternatives, grains, and pastas, and five kinds of cookies.

Grades 11, 12	1 semester	.50 credit	6pds/cycle
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This course is a semester-long course in which students will expand upon the techniques that were introduced to them in Introduction to Culinary and Culinary I. The topics that will be discussed in Culinary II are yeast breads and quick breads, beef, poultry, seafood, soups, sandwiches, salads, appetizers, hors d'oeuvres, garnishes, and food plating.

Grades 10, 11, 12	1 semester	.50 credit	6 pds/cycle
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This course will allow students who are interested in the culinary arts field to expand their knowledge of Pastry Arts. This class will describe the science behind baking and allow the students to experiment with the different elements of baking to create unique dishes. The class will also focus on baking as a career and allow students to run and operate a bake shop open to faculty during lunches and students after school.

Grades 10, 11, 12	2 semesters	1.00 credit	6 pds/cycle
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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.

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

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 Textile Design and Merchandising, Food and Nutrition Sciences/Dietetics, Hospitality, Interior Design, Culinary and Pastry Arts, Consumer Economics, Child Care Services, and Education.

STITCHERY CRAFTS

Grades 9, 10, 11, 12

1 semester

.25 credit

3 pds/cycle

Small projects are completed using a variety of stitching techniques geared to each student's skill level. Projects include needlepoint, embroidery (crewel and floss), cross-stitch (stamped and counted), quilting of various types, and seasonal decorations. Students are introduced to the use of their work as a leisure-time activity for recreation or how to develop this interest into a business to include consignment, contract, or direct sales. **Students must purchase supplies for this course.**

GIFTED EDUCATION

GIFTED INDEPENDENT PROJECT

Grades 9, 10, 11, 12

2 semesters

.50 credit

1 pd/cycle

Prerequisite: Identified as "gifted" according to Pennsylvania Department of Education guidelines

This course is designed for students who have been identified as gifted and would like to pursue in depth one or more topics of their own special interest. Students enrolled in Independent Project never formally meet as a class. The student agrees to work on a project and meets with the instructor once per cycle. This course is Pass/Fail. Examples of projects completed in the past are as follows: art-related, photography, scientific demonstrations, music-related, competitions, creative writing, a mentorship at a local business, volunteering, medical research, and career exploration.

GIFTED SEMINAR

Grades 9, 10, 11, 12

2 semesters .50 credit 2 pds/cycle

Prerequisite: Identified as "gifted" according to Pennsylvania Department of Education guidelines

This course is an elective for identified gifted students. The course provides students an opportunity to utilize and further develop higher-order thinking skills. The program is designed to be highly individualized to meet the needs of students with diverse interests and advanced levels of skills in various disciplines. Students are required to complete enrichment assignments/projects of their choice. Students are scheduled to meet with the instructor two times per cycle. This course is Pass/Fail.

MATHEMATICS**ALGEBRA 1B**

Grade 9

2 semesters 1.00 credit 6 pds/cycle

Prerequisite: Algebra 1A

This course is a continuation of Algebra 1A. This course is designed to help the students understand the basic structure of Algebra, perceive the role of deductive reasoning in Algebra, appreciate the need for precision of language.

ALGEBRA 2 CONCEPTS

Grades 10, 11

2 semesters 1.00 credits 6 pds/cycle

Prerequisite: Algebra 1B

This course will cover the standard Algebra 2 curriculum as well as review helpful approaches and strategies for success on the Algebra 1 Keystone exam. Students will work in class on Algebra 2 concepts. Additionally, the class will devote an ample amount of time to the completion of practice problems similar to those found on the Algebra 1 Keystone exam. This course is recommended for students who scored below proficient on the Algebra 1 Keystone exam.

ALGEBRA 2

Grades 9, 10, 11

2 semesters 1.00 credit 6 pds/cycle

Prerequisites: Algebra 1B

This is a rigorous approach to the second course in modern algebra, which stresses the structure of the real number system and complex numbers. The course is also designed to help students to do the following: recognize the techniques of algebra; acquire facility in applying deductive reasoning in algebra; and appreciate the need for precision of language.

ALGEBRA 2 HONORS

Grades 9, 10, 11

2 semesters 1.00 credit 6 pds/cycle

Prerequisite: Honors Program criteria and Algebra 1B

This course offers a similar approach to Algebra 2 but will require a more in-depth analysis of the concepts in the second course in modern algebra. This course stresses the structure of the real number system and complex numbers, along with helping students to do the following: recognize techniques of algebra; acquire facility in applying deductive reasoning in algebra; and appreciate the need for precision of language.

Grades 11,12	1 semester	1.0 credits	6 pds/cycle
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The course covers the fundamental algebraic operations, exponents and radicals, systems of equations, higher degree equations, logarithms, and inequalities. The cost of the course is \$229.50* plus the cost of college textbooks (approximately \$275.00 total). *Cost subject to change

Grades 10, 11, 12	1 semester	.50 credit	6 pds/cycle
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Grades 10, 11, 12	1 semester	.25 credit	3 pds/cycle
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Grades 11, 12	2 semesters	1.00 credit	6 pds/cycle
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This is an advanced course in modern mathematics for college bound students. The course covers topics on the algebra of functions, analytic geometry, the concepts of limits and continuity, as well as an introduction to basic integral and differential calculus.

Grades 11, 12	2 semesters	1.50 credits	9 pds/cycle
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This is an advanced course designed to prepare students for the AP Calculus AB College Board examination. The course goals in compliance with College Board include the following: working with functions represented in a variety of ways: graphical, numerical, analytical, or verbal; understanding the meaning of the derivative in terms of a rate of change and local linear approximation and using derivatives to solve a variety of problems; understanding the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and using integrals to solve a variety of problems; understanding the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus; communicating mathematics both orally and in well-written sentences and learning how to explain solutions to problems; modeling a written description of a physical situation with a function, a differential equation, or an integral; using technology to help solve problems.

experiment, interpret results, and verify conclusions; determining the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement; and ultimately developing an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

ADVANCED PLACEMENT CALCULUS BC

Grade 12

2 semesters

1.00 credit

6pds/cycle

Prerequisite: AP Calculus AB

This course will review the entire AP Calculus AB curriculum, which includes, but is not limited to, Limits, Continuity, Derivatives, Rates of Change, Optimization, Integration, Area Between Curves, Volume of a Solid of Revolution, and Differential Equations. In addition, the following topics will be introduced: Sequences and Series, Parametric and Polar Equations, Taylor Series, and Integration by Parts. The course will also delve deeper into the application of Integration and Differential Equations.

CONSUMER ECONOMICS AND PERSONAL FINANCE

Grade 12

2 semesters

1.00 credit

6 pds/cycle

Prerequisites: Two credits earned in mathematics

This course is designed for students who desire to be a more educated consumer. The course will cover topics in personal finance, checking accounts, consumer purchasing, credit cards, borrowing money, investing in mutual funds and other relevant topics.

GEOMETRY CONCEPTS

Grade 10, 11

2 semesters

1.00 credit

6 pds/cycle

Prerequisite: Algebra 1B

This course will cover the standard Geometry curriculum as well as review helpful approaches and strategies for success on the Algebra 1 Keystone exam. Students will work in class on Geometry concepts. Additionally, the class will devote an ample amount of time to the completion of practice problems similar to those found on the Algebra 1 Keystone exam. This course is recommended for students who scored below proficient on the Algebra 1 Keystone exam.

GEOMETRY

Grades 9, 10, 11

2 semesters

1.00 credit

6 pds/cycle

Prerequisite: Algebra 1B

This is a course in modern geometry which is designed to help the student to do the following: understand the basic structure of Euclidean geometry; develop spatial visualization while building the knowledge of the relationships among geometric elements; grow in understanding of the deductive method; appreciate need for precision of language; use and strengthen algebraic skills; and experience the stimulation and satisfaction that come from clear thinking.

GEOMETRY HONORS

Grades 9, 10, 11

2 semesters 1.00 credit 6 pds/cycle

Prerequisite: Honors Program criteria and Algebra 1 and Algebra 2

This course offers a similar approach to that of *Geometry* but will require further in-depth analysis of all geometric concepts and structure.

BASIC INTRODUCTORY STATISTICS

Grades 11, 12

2 semesters 1.00 credit 6 pds/cycle

Prerequisites: Any Algebra and any Geometry courses

This course is designed for students to grasp important concepts in statistics: descriptive statistics, probability, estimation, hypothesis testing and linear regression. This course will help students master concepts, techniques, and applications of statistics appropriate to an introductory statistics course.

ADVANCED PLACEMENT STATISTICS

Grades 11, 12

2 semesters 1.00 credit 6 pds/cycle

Prerequisite: Trigonometry or Honors Algebra 2

The purpose of this AP course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to three broad conceptual themes: *Exploring Data*: observing patterns and departures from patterns; *Planning a Study*: deciding what and how to measure; *Anticipating Patterns*: producing models using probability theory and simulation. The work in this course involves a high level of critical thinking through the application of word problems as 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, Geometry or (H) 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.

MUSIC

CHORUS+ - https://www.youtube.com/watch?v=_7rp4H02gF8

Grades 9, 10, 11, 12

2 semesters

.70 credit

4 pds/cycle

Chorus members are selected from students in grades nine through twelve. The majority of students in Chorus will be freshmen and sophomores with upperclassmen added for balance and often taking on leadership roles within the ensemble. Membership is at the director's discretion. However, any student committed to working hard and performing at a high caliber of musicianship is encouraged to enroll. Chorus is a performing group that emphasizes good tone production, music sight-reading and the performance of music of various styles from each historical period. Participation is required at all school concerts.

Chorus 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.**

CONCERT CHOIR+

Grades 9, 10, 11, 12

2 semesters

.70 credit

4 pds/cycle

Members of the choir are selected from students in grades nine through twelve, through audition or at the director's discretion. The majority of students in Concert Choir will be upperclassmen with a few underclassmen added to balance the ensemble. In this more advanced choral group, students continue their vocal development, as attention to tone; choral blend, interpretation and balance are emphasized. Choral repertoire is broadened through the singing of music of various styles from all historical periods. Participation of members is required at all school concerts.

Since different music is sung in both ensembles, students may enroll in both Chorus and Concert Choir, as their schedules allow. As membership is at the director's discretion, 9th and 10th graders should schedule Chorus first and dual-enroll in Concert Choir only if they have received a recommendation from the music director and their schedules allow. Concert Choir 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.**

HISTORY OF AMERICAN POP MUSIC

Grades 9, 10, 11, 12

1 semester

.25 credit

3 pds/cycle

This course is designed to explore American pop music from the early 1950s to the present.

INTRODUCTION TO BROADWAY MUSICALS

Grades 9, 10, 11, 12

1 semester

.25 credit

3 pds/cycle

This course will trace American musical theater's history from the advent of Broadway to modern shows such as "Wicked". Students learn the details of theatre vocabulary prior to viewing culturally significant Broadway landmarks such as "Oklahoma!" and "West Side Story". Throughout the course, students will be expected to complete multiple projects, both individually and in small groups.

JAZZ ENSEMBLE

Grades 9, 10, 11, 12

2 semesters

.35 credit

2 pds/cycle

Prerequisite: Must be a member of the Symphonic Band

Jazz Ensemble is organized to give students an opportunity to study and become knowledgeable of the styles of jazz music. Attention is given to the study of jazz from the big band era to the present day. This class studies the various types of rhythm patterns used in jazz and the overall "sound" of current trends in stage band instrumentation. Opportunities to perform before an audience are given in assemblies, the Jazz Festival, various community functions and stage band festivals. Membership is based on audition 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

Grades 9, 10, 11, 12

2 semesters

.50 credit

3 pds/cycle

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 - [Click Here to Learn More About Select Modern Band](#)

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

Grades 10, 11, 12

2 semesters

.50 credit

3pd/cycle

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

Prerequisite: Students who have not participated in a school musical performing group must have the approval of a staff member in the music department.

This course is open to students who have a definite background and ability in the field of music and are looking forward to a career or avocation in one of the many fields of music. Areas of study include sight-reading and ear training; basic elements of theory used in composition such as major and minor scales, key signatures, simple and complex meters, and rhythms; and harmonizing with chords using figured bass and transposition.

ADVANCED PLACEMENT MUSIC THEORY

Grades 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

Prerequisite: Students must be a current member of a performing music ensemble at Spring Grove High School or have signed permission from a current high school music teacher.

This course is designed to give students a deep understanding of all compositional aspects of vocal and instrumental music. The students will study elements of pitch, rhythm, harmonic progression, inverted chords, non-chord tones, cadences, phrases, secondary functions, and musical forms in relationship to music composition.

STAGE BAND

Grades 9, 10, 11, 12

2 semesters

.35 credit

2 pds/cycle

Prerequisite: Must be a member of the Symphonic Band

Stage Band is organized to allow students the opportunity to study the jazz style of music. Attention is given to various styles of jazz from early blues to music heard on contemporary recordings and on the radio. Complex rhythms found in jazz are studied, as well as the unique

sound of this type of music. Opportunities to perform before an audience are given in assemblies, the Jazz Festival, various community functions and stage band festivals.

SYMPHONIC BAND+

Grades 9, 10, 11, 12

2 semesters .70 credit

4pds/cycle

Symphonic Band is designed to prompt technical proficiency on the student's individual instrument and at the same time attain the techniques of an ensemble performance. Fundamentals of music are stressed to extend and broaden the student's knowledge of scales, keys, breath control, rhythm, articulation, and intonation. The Symphonic Band is open to all students at the Senior High School who were in the Middle School band or who have had equivalent experience on their instrument. It is the object of this class to challenge the members with concert literature that is within their performing capabilities.

Symphonic Band members will perform in three concerts throughout the school year as well as at commencement at the end of the school year. Those students who elect band are expected to participate in all the performances. The only possible exceptions would be the following: a) participation in a sport (exceptions are worked out between coach, director, and student); b) cheerleading responsibilities; c) any student who just recently began the study of an instrument and is not yet capable of proficient performance; d) on a student-to-student basis as class loads permit.

Symphonic Band meets for rehearsal three class periods per cycle in addition to a rotating sectional lesson each cycle, for a total of 4 periods per cycle. **+This course requires a sectional.**

STRING ORCHESTRA+

Grades 9, 10, 11, 12

2 semesters .70 credit

4 pds/cycle

Orchestra is for all students who play an orchestral instrument (violin, viola, cello, or string bass). The orchestra has the opportunity to appear in various programs during the year, as well as individual opportunities to audition for advanced community ensembles. Study will be directed toward development of technique, sight reading, and orchestral fundamentals such as tone, intonation, and rhythmic accuracy. Participation of members is required at all school concerts.

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.**

SCIENCE

EXPLORING AVIATION AND AEROSPACE - 9

Grade 9

1 semester .50 credit

6 pds/cycle

Prerequisite: Participation in entire four-year aviation curriculum

Students will explore aviation safety and oversight, careers in aviation and aerospace, innovation and problem-solving, and careers in aviation. Students will write a personal mission statement to help guide their future decisions.

EXPLORING AVIATION AND AEROSPACE - 10

Grade 10

1 semester

.50 credit

6 pds/cycle

Prerequisite: Participation in entire four-year aviation curriculum

Exploring the regulatory and safety organizations and infrastructure that are essential to today's aviation environment, students will define safety and examine concepts such as perceived and accepted risk before developing their own safety management systems. They'll go on to investigate the role of regulation and oversight in creating and maintaining safety and efficiency within the aviation system and gain an understanding of the mission and responsibilities of the FAA.

AIRCRAFT SYSTEMS AND PERFORMANCE

Grade 10

1 semester

.50 credit

6pds/cycle

Prerequisite: Participation in entire four-year aviation curriculum

This course will introduce students to the primary systems found on most manned and unmanned aircraft. Students will learn about the variety of powerplants used in manned and unmanned aircraft including piston combustion engines, turbine combustion engines, and electric motors. Students will learn how aircraft powerplants are classified and understand the basic fundamentals of how different types of powerplants operate. This course is the fourth course of eight courses over a four-year program to prepare students for careers in aviation.

AOPA LEVEL 5- THE FLYING ENVIRONMENT

Grade 11

1 semester

.50 credit

6pds/cycle

Prerequisite: Aircraft Systems & Performance

This is the fifth course following the AOPA High School Aviation Curriculum. This course is foundational for both manned and unmanned aviation and will prepare students to take either of two Federal Aviation Administration tests: the Private Pilot Knowledge Test or the Part 107 Remote Pilot Knowledge Test. Topics include pre-flight procedures, airspace, radio communications, aviation phraseology, regulations, airport operations, aviation safety, weather, cockpit management, and emergency procedures.

AOPA LEVEL 6- MANNED FLIGHT- FLIGHT PLANNING

Grade 11

1 semester

.50 credit

6pds/cycle

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 private pilot path. This course will cover the remaining topics necessary for students to take the Federal Aviation Administration's Private Pilot Knowledge Test. Students will review regulations, cross-country flight planning, weight and balance, performance and limitations, human factors, chart use, night operations, navigation systems, and aeronautical decision making. At the end of this course, a school may choose to arrange for students to be signed off to take the Federal Aviation Administration's Private Pilot written exam.

AOPA LEVEL 6- UNMANNED FLIGHT- UAS OPERATIONS

Grade 11 1 semester .50 credit 6pds/cycle

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.

PRE-FLIGHT YOUR CAREER

Grade 12 1 semester .50 credit 6 pds/cycle

After having prepared for the Private Pilot Knowledge Test and Part 107 Remote Pilot Test in the previous year, students will examine advanced aviation topics and aviation career options. Instrument flight, commercial aviation, and advanced aircraft systems begin the semester. Looking into the future, students then explore new horizons in the aerospace industry. What might aviation look like five, ten, or twenty years into the future? The focus then turns to business development opportunities in aviation. Finally, students learn about and conduct different types of research in preparation for their capstone project in the second semester.

AVIATION CAPSTONE

Grade 12 1 semester .50 credit 6 pds/cycle

This course will be a capstone course in the aviation curriculum. The students will complete an in-depth project related to aviation and present their project to a selected panel.

BIOLOGY

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 HONORS

Grades 9, 10 2 semesters 1.50 credits 9 pds/cycle

Prerequisite: Recommended Honors Program criteria and advanced on the 8th 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

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 HONORS

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, and critical thinking and problem-solving skills will be emphasized. Students considering Advanced Placement Chemistry in their 11th or 12th grade year should consider enrollment in Chemistry I Honors. This is a laboratory science.

ADVANCED PLACEMENT CHEMISTRY

Grades 11, 12

2 semesters 1.50 credits 9 pds/cycle

Prerequisite: Chemistry 1 or Chemistry 1 Honors is required. 80 % in Chemistry 1 or 75% in Chemistry 1 Honors is recommended for success in the class

This rigorous college-level chemistry course is designed to prepare the student to succeed on the Advanced Placement Chemistry Examination. Course content will deal with intermediate to advanced concepts in chemistry. Lab work and course content will be aligned with guidelines established by The College Board for Advanced Placement Chemistry. Analysis skills and higher order thinking are required for success in this class.

ORGANIC CHEMISTRY

Grades 11, 12

1 semester .50 credit 6 pds/cycle

Prerequisite: 85% in Chemistry 1, or 80% in Chemistry 1 Honors, or completion of Advanced Placement Chemistry with a passing grade

This is an introductory course in organic chemistry. Course topics will include nomenclature, structure, and reactions of organic molecules. Labs will be an integral part of this course.

EARTH SCIENCE

Grades 10, 11, 12

2 semesters 1.00 credit 6 pds/cycle

Students will learn about Earth and the intricate workings of Earth's systems. Major topics covered include the history of Earth and the formation of Earth's features, Earth's systems and the cycling of matter, weather and climate, and human impact/sustainability on Earth and Earth's resources.

ENVIRONMENTAL SCIENCE

Grades 10, 11, 12

2 semesters 1.00 credit 6 pds/cycle

Prerequisite: Biology

This course is a study on the ecology of living things. Topics explored will include basic ecological interactions, available resources, present and future energy consumption, and the impact of humans on the environment. Students will apply course concepts to current environmental issues. This is a laboratory science.

ENVIRONMENTAL SCIENCE 2

Grade 12

2 semesters 1.00 credit 6 pds/cycle

Prerequisites: 75% in Environmental Science, 70% in Chemistry 1 or 68% in Chemistry 1 Honors

This advanced course in environmental science is an in-depth study of the inter-relationships between organisms and their physical surroundings, focusing on the effects humans have within the worldwide ecosystem. Because environmental issues often lack black-and-white answers, students will work on critical thinking skills in analysis of the gray areas of science, policy, and ethics related to this field. Extended laboratory activities will be included within each unit of study.

HUMAN ANATOMY AND PHYSIOLOGY I (Offered on a Rotating Basis)- Can be taken 1st or 2nd in Sequence

Grades 11, 12

2 semesters 1.00 credit 6 pds/cycle

Prerequisite: Successful completion of Chemistry or Chemistry Honors.

This advanced-level course will examine human anatomy and physiology. It is designed for students wishing to pursue a career in the medical sciences. This course will study the following body systems: Integumentary, Skeletal, Muscular, Nervous, and Special Senses, Digestive, Blood and Cardiovascular. This course will also examine basic biochemistry and cellular processes which are essential to understanding human physiology. A variety of laboratory experiences will be offered including specimen dissections.

HUMAN ANATOMY AND PHYSIOLOGY II (Offered on a Rotating Basis)- Can be taken 1st or 2nd in Sequence

Grades 11,12

2 semesters 1.00 credit 6 pds/cycle

Prerequisite: Successful completion of Chemistry or Chemistry Honors

Human Anatomy & Physiology II would offer students who are pursuing a medical career the opportunity to gain concepts that are designed to help them in a nursing or pre-medical major in college. Concepts to be covered include the following: Anatomical Pre-fixes & Language, Nervous System, Special Senses, Endocrine System, Renal/Urinary System, Digestive System, Reproductive System, and Microbiology. Dissection of specimens would include various organs

that correlate with body systems. Microbiology would include working with microbes and analyzing growth and behavior patterns of such species.

FORENSIC SCIENCE

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

Prerequisite: Biology

Students will explore the Biology, Physics, and Chemistry behind crime scene investigations. They will be introduced to and demonstrate scientific procedures used in current forensic science practices and apply scientific knowledge and skills to solving criminal and civil cases. Topics to be explored include, but are not limited to, the history of forensic science, fingerprint analysis, toxicology, biological evidence, ballistics, chromatography, and more. Career exploration opportunities will also be provided

INTRO TO AGRICULTURE, FOOD, AND NATURAL RESOURCES

[**Click Here to Learn More about Intro to Ag!**](#)

Grades 9, 10

2 semesters

1.00 credit

6 pds/cycle

Students will explore the many facets of agriculture, food, and natural resources. They will learn about the environment and natural resources, animal science, plant science, biotechnology, food science and processing, agricultural mechanics, and agricultural communications, business, and leadership. This course will replace Science 9 for incoming freshman, should they opt to take it, and it will prepare students for Biology during their sophomore year. Students can take this course as a sophomore after completion of Biology or in concurrency with Biology. Students enrolled in this course are eligible for Future Farmers of America participation.

LAUNCH INTO AVIATION

Grade 09

1 semester

.50 credit

6 pds/cycle

Students will explore the different types of aviation in the modern world. They will learn the uses and benefits of various forms of aviation, including commercial, military, private and drone flying as well as space exploration. Students will also learn different types of aircraft, from drones and rockets to airliners and general aviation airplanes.

PHYSICS

Grades 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

Prerequisites: a Biology course; 80 % or higher in Algebra 1 or science department approval. Completion of or concurrent enrollment in one of the following is highly recommended: Algebra 2, Geometry, or Trigonometry.

This course is a study of matter, energy, forces, and motion. Laboratory activities are included in each unit of study. Emphasis is placed on integrating mathematical and algebra skills into the science of physics. This is a laboratory science.

SELF PACED PHYSICS

Grades 10, 11, 12

2 semesters 1.00 credit 6pds/cycle

Prerequisites: a Biology course; 80 % or higher in Algebra 1 or science department approval. Completion of or concurrent enrollment in one of the following is highly recommended: Algebra 2, Geometry, or Trigonometry.

In this course students work at their own pace with the direction of the teacher. When the curriculum is completed, the student is finished the course. This course is a study of matter, energy, forces, and motion. Laboratory activities are included in each unit of study. Emphasis is placed on integrating mathematical and algebra skills into the science of physics. This is a laboratory science.

PHYSICS HONORS

Grades 10, 11, 12

2 semesters 1.00 credit 6 pds/cycle

Prerequisites: Honors Program criteria (page 13) and 90% or higher in most recent algebra course

This course is a study of matter, energy, forces, and motion. The coverage of course material will be more in depth and the pace will be faster than in Physics 1. Additional topics will include general wave motion, sound, and optics. Extensive Laboratory activities are included in each unit of study. This is a laboratory science. Emphasis is placed on integrating mathematical skills into the science of physics.

AP PHYSICS C

Grades 11, 12

2 semesters 1.50 credit 9 pds/cycle

Prerequisites: Concurrent enrollment in or successful completion of Calculus AB.

The AP Physics C - Mechanics course is designed to replace the current AP Physics 1 course. 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 C - Mechanics will offer a variety of in-depth laboratory experiences with the use of electronic data gathering equipment such as the Labquest.

SCIENCE 9

Grade 9

2 semesters 1.00 credit 6 pds/cycle

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 LAB ASSISTANT

Grades 11, 12

1 semester .50 credit 6 pds/cycle

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

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

SOCIAL STUDIES

Writing Expectations in Social Studies

9th Grade: All students will learn appropriate application of parenthetical citations, develop a works cited (MLA) sheet, analyze primary and secondary sources, formulate a complex thesis, evaluate bias in text and media, understand mood, purpose, and point of view in historical writing, complete a five-paragraph essay, and learn constructed-response writing implementing the ACED writing model.

10th Grade: Build upon 9th grade writing skills; minimum 3-page research paper with print-based sources.

11th Grade: Build upon 10th grade writing skills; minimum 5-page research paper with print-based sources.

12th Grade: Build upon 11th grade writing skills; synthesize information to write analytically and critically by creating a five-paragraph essay (greater than 10 essays per academic year).

AMERICAN SOCIETY

Grade 12	2 semesters	1.00 credit	6 pds/cycle
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This course is an examination of democracy, political science, economics, executive branch, judicial branch, and legislative branch. Major emphasis will be placed on the workings of government and the political system.

AMERICAN SOCIETY (Online)

Grade 12	2 semesters	1.00 credit	6 pds/cycle
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This course is an examination of democracy, political science, economics, executive branch, judicial branch, and legislative branch. Major emphasis will be placed on the workings of government and the political system. Due to the nature of online learning, the student must accept the personal accountability that comes with independent online learning. If a student's grade falls below a certain percentage, the student may be asked to return to the traditional classroom.

AMERICAN SOCIETY HONORS

Grade 12	2 semesters	1.00 credit	6 pds/cycle
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Prerequisite: Honors Program criteria

This course is an examination of democracy, political science, economics, executive branch, judicial branch, and legislative branch. Major emphasis will be placed on the workings of government and the political system. Special activities will include building your perfect society, simulating an election, performing a mock trial, conducting model legislation, and debating social issues. In addition to meeting the goals of the American Society curriculum, the student will complete a variety of assignments to build a base of skills and knowledge necessary to perform on an advanced level. American Society Honors will prepare students for the various required college courses at most universities.

Grades 10, 11, 12	1 semester	.50 credit	6 pds/cycle
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COMPARATIVE POLITICS (College in the High School course #GP208)

Prerequisite: Completion of HACC Application for Admission, Completion of Intro to American Govt. with a grade of C or higher

CRIMINAL JUSTICE

This course will examine the criminal justice system. The four main components are laws and procedures, Police Academy (learning the tools of law enforcement), the court system and the prison system. The class will feature a real-life crime scene using DNA profiling techniques and a trip to a local law enforcement center. Topics that are emphasized include Ethics, Diversity, Careers Opportunities, the Media, and Criminal Justice in the World.

Grades 11, 12	1 semester	.50 credit	6 pds/cycle
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The student will become familiar with economics as a science. The student will analyze and compare economic systems, determine how income is distributed in the United States, analyze, and attempt to understand inflation, recession, depression, unemployment, consumption, and the gross domestic product. A problematic approach will be used in the analysis of current problems, including those encountered as consumers.

Grades 11, 12	1 semester	.50 credit	6 pds/cycle
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Grades 11, 12	1 semester	.50 credit	6 pds/cycle
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GLOBAL STUDIES

Grade 11	2 semesters	1.00 credit	6 pds/cycle
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GLOBAL STUDIES HONORS

Grade 11	2 semesters	1.00 credit	6 pds/cycle
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This course is an examination of the people and cultures from the past to the present throughout the world. Major emphasis is placed on Europe, Africa, Asia, and the Modern Era. This course will include analyzing the elements of culture, religion, government, geography, music from around the world experiencing food from many cultures. In addition to meeting the goals of the Global Studies curriculum, the student will complete a variety of assignments to build a base of skills and knowledge necessary to perform on an advanced level. Global Studies Honors will prepare students for the various required college courses at most universities.

Grade 11, 12	1 semester	1.00 HS credit 3.00 college credits	6 pds/cycle
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This Harrisburg Area Community College course is an introduction to American government. It includes in-depth discussion of the U.S. Constitution; the Congress, President and Supreme Court; civil rights and civil liberties; foreign policy; and economic policy. The cost of the course is \$225.00* plus the cost of college textbooks (approximately \$275.00). *(cost subject to change)

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

Grades 9, 10, 11, 12

2 semesters 1.00 credit 6 pds/cycle

This course explores our legal system with skill-building in communication. Students learn about the core elements of a trial from the perspectives of lawyers, judges, bailiffs, and witnesses, and then practice communicating in a courtroom through a Mock Trial that they lead. Course content exposes students to legal concepts, vocabulary, and opportunities to practice communicating through a variety of roles in a trial. The course then shifts into preparation for a Mock Trial where students will analyze a specific case, select roles to play in the trial, and develop persuasive presentations of their role. After participating in an actual courtroom students reflect on the experience and prepare a presentation. This includes an explanation and analysis of the Mock Trial they lead as well as an interactive presentation on our legal system that allows students to become teachers for their community: sharing information about how to navigate trials. This course embeds communication skill-building that is essential for college and a variety of careers within content about the court system

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 19th 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 19th 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 various required college courses at most universities. This course will require the completion of a summer assignment prior to the start of the course.

UNITED STATES HISTORY 2

Grade 10

2 semesters 1.00 credit 6 pds/cycle

This course is an examination of the people, measures, and movements that have been significant to America's political, economic, and social development from World War I (1914) to the present.

UNITED STATES HISTORY 2 HONORS

Grade 10

2 semesters 1.00 credit 6 pds/cycle

Prerequisite: Honors Program criteria

United States History 2 Honors is an examination of the social, cultural, political, intellectual, and economic movements that have shaped American History from 1900 to the present. Students will gain an appreciation of America's role in a global society with an emphasis on its historical involvement in the following eras of United States History in the 20th and 21st centuries: Progressivism, Imperialism and Nationalism, World War I and its Implications, the "Roaring Twenties," the Great Depression, America and World War II, the Cold War, Civil Rights Movement & the Great Society, an Era of Social Change, Vietnam War, An Age of Limits—Nixon, Ford, and Carter Years, Reagan-Bush and the End of the Cold War, the Clinton Years, September 11, 2001 and the Global War on Terror, and Current Political, Social, and Economic movements experienced in the early 21st century. In addition to meeting the goals of the required United States History curriculum, students will demonstrate their knowledge **at an advanced level** through a variety of critical thinking and writing assessments. There may be a summer assignment for this course.

ADVANCED PLACEMENT UNITED STATES HISTORY

Grade 10, 11, 12

2 semesters

1.50 credits

9 pds/cycle

Prerequisite: Honors Program criteria

This course is a survey of the history of the United States from the pre-colonial period to the present. The course is designed to provide students with the analytic skills and factual knowledge necessary to prepare for the Advanced Placement Examination in United States History administered by the College Board in May of each year. As an equivalent to a college level course, students will be able to demonstrate the superior skills necessary to succeed in a post-high school academic setting. There will be a summer work requirement.

ADVANCED PLACEMENT EUROPEAN HISTORY

Grades 11, 12

2 semesters

1.00 credit

6 pds/cycle

Prerequisite: Honors criteria

Advanced Placement European History is a college-level survey course dating from approximately 1450 to the present that concentrates on major political, social, economic, intellectual, and cultural themes throughout Europe. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop a) an understanding of the principal themes in modern European history; b) an ability to analyze historical evidence and historical interpretation; and c) an ability to express historical understanding in writing. Students have the opportunity in May to take the College Board AP Exam for college credit. There will be a summer work requirement. *Note: AP European History can be taken in lieu of Global Studies junior year.*

ADVANCED PLACEMENT WORLD HISTORY

Grades 11, 12

2 semesters

1.00 credit

6 pds/cycle

Prerequisite: Honors criteria

Advanced Placement World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 Before Common Era to the present while applying historical thinking, critical writing, and critical reading skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. Advanced Placement World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. There will be a summer work requirement. *Note: AP World History can be taken in lieu of Global Studies junior year.*

ADVANCED PLACEMENT ART HISTORY

Grades 11, 12

2 semesters

1.00 credit

6pds/cycle

Prerequisite: Honors Criteria

AP Art History puts students into the global art world to engage with its forms and content as they research, discuss, read, and write about world history and its interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, students will develop in-depth, holistic understanding of world history and art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across world history.

ADVANCED PLACEMENT HUMAN GEOGRAPHY

[**Click Here to Learn More About AP Human Geography!**](#)

Grades 11, 12

2 semesters

1.00 credit

6pds/cycle

Prerequisite: Honors Criteria

AP Human Geography introduces high school students to college-level introductory human geography and/or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented; meaning the content will be analyzed through a physical perspective (maps, globes, etc.) but also thematic problems facing humanity in various sectors (industry, agriculture, politics, culture, etc.). Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

WESTERN CIVILIZATION I (College in the High School course #HIST201)

Grade 11,12

1 semester

1.00 HS credit

6 pds/cycle

3.00 college credits

Prerequisite: Completion of HACC Application for Admission

This Harrisburg Area Community College course is a survey of the development of civilization in the Middle East, Greece, Rome, and Europe from ancient times through the Reformation. The cost of the course is \$225.00* plus the cost of college textbooks (approximately \$275.00). *(cost subject to change)

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

Freshman Core	Freshman Elective
US History I, US History I Honors	Mock Trial
Sophomore Core	Sophomore Elective
US History II, US History II Honors, AP United States History	Mock Trial, Criminal Justice, Economics, Ethics and Philosophy, Modern World Issues, Psychology of Human Behavior, Psychology of Human Development, Sociology
Junior Core	Junior Electives
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
Senior Core	Senior Electives
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

STEM (SCIENCE, TECHNOLOGY, ENGINEERING, & MECHANICS)

APPLIED TRADES MATHEMATICS

[Click Here to Learn More About Applied Trades Mathematics](#)

Grades 9, 10, 11, 12

1 semester

.50 credits

6 pds/cycle

Prerequisite: Completion of Algebra 1

Students will explore the application of algebra and geometry concepts in industry. Students will complete projects and solve problems within Industrial Arts, Engineering, Architecture, and Design career areas by applying algebra and geometry concepts.

CAPSTONE COURSE

Grade 12

2 semester

1.00 credit

6 pds/cycle

This course fosters and develops student led initiatives pertaining to STEM. Students will focus on advanced studies in numerous STEM areas including, but not limited to, computer science, carpentry, metal, woodworking, droning, robotics, small engines, project management, masonry, etc. Students will initiate the research, use their creativity, and hone their skills to create a direct correlation to a career in STEM. Students may work as individuals, or they may work in teams on projects that will have a positive impact on their community, the high school, or another organization. The Capstone Course may focus on the individual student's needs, but the course also has the ability to promote the team concept of synergy—every student relying on each other to complete an impactful mission and/or legacy project. An example could be a go-kart racing team or a community-based project like the Veterans' Memorial at the high school.

DESIGN AND FABRICATION 1

Grades 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

A combination of a Computer Aided Design class and a cabinetry class where students create detailed blueprints of their proposed solutions to a design challenge in a Computer Aided Design lab then build and test the student's solution by creating it in a materials lab using a combination of wood, metal, and other materials.

DESIGN AND FABRICATION 2

Grades 11, 12

2 semesters

1.00 credit

6 pds/cycle

A continuation of the Design and Fabrication 1 class. In this class, learning will focus on student design where students design the items in a Computer Aided Design lab then build the advanced designs in a materials lab using a combination of wood, metal, and other materials.

ELECTRONICS AND ROBOTICS 1

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

Electromechanical functions based off design challenges centered around various robotic uses. Learn how electronics and mechanics are combined. Learn basics of machine automation.

ELECTRONICS AND ROBOTICS 2

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

Automation basic functions based off design challenges centered around various robotic uses. Learn how electronics and mechanics are combined. Learn basics of machine automation.

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.

INTRODUCTION TO THE TRADES

Grade 9

1 semester

.50 credit

6 pds/cycle

This class explores the essential elements of skilled trades. Students will explore manual skills, special training and/or certifications associated with the skilled trades. Some examples include, but not limited to Construction, Transportation, Manufacturing, Computer Science, Audio/Visual, IT, etc.

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).**

METAL FABRICATION

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

This course provides the opportunity to investigate and experiment with various metal materials and processes while observing their properties. A strong emphasis will be placed on the application of math and scientific principles, building connections with local business and trade groups, as well as technological impacts on industry and society. Students will also develop an understanding of the economic and business aspects of the supply chain, bidding, project lists, finite resources, sustainability, etc.

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 class is recognized by NCCER; when the

student successfully passes trade competencies during the class, the first six months of a nationally recognized apprenticeship program are completed.

STEM: DESIGN AND FABRICATION

Grade 9 1 semester .50 credit 6 pds/cycle

This class explores the essential elements of theory, problem solving, and design. Students will apply the design process in real-world situations, including but not limited to Construction, Transportation, Manufacturing, Audio/Visual, IT, etc.

WOODWORKING

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

This course provides the opportunity to investigate and experiment with various wood materials and processes while observing their properties. A strong emphasis will be placed on the application of math and scientific principles, building connections with local business and trade groups, as well as technological impacts on industry and society. Students will also develop an understanding of the economic and business aspects of the supply chain, bidding, project lists, finite resources, sustainability, etc.

STEM (ELA)

STEM courses that have connections to the HS English Curriculum.

ADVANCED VIDEO JOURNALISM

[Click Here to Learn More About Advanced Video Journalism \(AVJ\)](#)

Grades 10, 11, 12 2 semesters 1.00 credit 6 pds/cycle

Prerequisite: Ninth Grade English Language Arts and Ninth Grade History

Students develop creative solutions to visual storytelling scenarios as they learn to leverage the expressive power of multimedia-based video journalism. Through film studies and the creation of video segments, students explore dramatic structure, advanced video composition, editing techniques, and the foundations of media writing and reporting. Projects may include, but are not limited to, movies, video-based advertising/infomercials, documentaries, sports coverage, community relations, human interest, and film critiques. Students develop a wide array of research methods, interpretive techniques, analytical strategies, and presentation approaches regarding journalism.

ADVANCED VIDEO JOURNALISM 2

Grades 11, 12 2 semesters 1.00 credit 6pds/cycle

Prerequisite: Ninth Grade English Language Arts, Ninth Grade History and Advanced Video Journalism

The study of broadcast media (television, film, and Internet) aims to analyze and criticize the mass media through the perspective of the humanities. The course will include technical instruction in the media, including: a daily school broadcast, bias in the media, differentiating among media sources, editing news script, video-editing, camera operation, lighting, and news show production. Students will examine the substantive and scholarly aspects of all three mediums. The main goal of the course is to prepare students to produce SG Live! and will be a resource for the community to share events and interesting programming. Through film studies and the creation of video segments, students will explore dramatic structure, advanced video

composition, editing techniques, and the foundations of media writing and reporting. For editing purposes, Adobe Premiere and After Effects will be used to implement the story.

STEM (Math)

STEM courses that have a connection to the math curriculum

CYBER DEFENSE PRINCIPLES AND PRACTICES

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

In this course students learn how to keep computer systems safe and secure using operating system features in both Windows and Ubuntu. Topics of study will include user policies, computer security, networking, and others. Students use virtual images of operating systems to perform the required tasks for the course. This course will have a written test as well as a computer simulation as part of the final exam

INFORMATIONAL TECHNOLOGY (IT) ESSENTIALS: PC HARDWARE AND SOFTWARE

Grades 9, 10, 11, 12 2 semesters 1.00 credit 6pds/cycle

This course will give students an opportunity to earn an industry recognized certification in the IT field of study. The Cisco course, IT Essentials, provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level ICT (Information and Communication Technology) professionals. The curriculum covers the fundamentals of PC computer technology, networking, and security, and introduces advanced concepts. At the completion of the course, students will be given the opportunity to take the CompTIA A+ certification test, which helps students differentiate themselves in the marketplace to advance their careers. In addition, the course provides a learning pathway to the Cisco CCNA Discovery curriculum.

COMPUTER PROGRAMMING 1

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

9th grade STEM courses or survey course completed independently

This is an introductory course in computer programming/software engineering and applications. The course introduces students to the fundamentals of computer programming. Students will learn to design, code, and test their own programs while applying mathematical concepts. Teachers will introduce concepts and problem-solving skills to beginning students through a programming language such as Delphi, C++, Java, Python, or VB. The course will have a culminating project in place of a final exam.

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 9th grade STEM courses or survey course completed independently

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 - [Click Here to Learn More About Adventure Curriculum](#)

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.

[Click Here to Learn More About Strength Training for Sports](#)

During this course, students develop and expand on personal fitness program development. An essential part of all physical education is monitoring cardiovascular fitness. This class emphasizes sport specific training and requires that students perform various cardiovascular and strength training techniques during class meetings. Students develop anatomy and physiology principles of the human body through classroom lab experiences. Students develop skills to use the cardio-fitness center and weight room of the high school safely and efficiently.

Grades 10, 11, 12	1 semester	.50 credit	6 pds/cycle
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Extended Strength Training Level 2 is a course designed to build on skills learned in Strength training for sports level 1 class. During this class, students expand on personal fitness program development.

This course emphasizes sport specific training and requires students to perform various cardiovascular and strength training techniques during class meetings. Students learn advanced biological and anatomical principles through classroom experiences. Level 2 students use prior program design early in this course to develop personalized programs for physical performance improvements. Participants have altered days of strength/endurance and speed/agility training. Students spend most of their class time in active sport specific training.

Grades 10, 11, 12	1 semester	.50 credit	6pds/cycle
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In this course students will use skills learned in level one and level two strength courses to elevate their training for high school level athletics. Students will use Nationally recognized strength and conditioning resources through the Volt training program to improve athletic performance. Students will have the opportunity to use this app-based programming and assessment program year long. In-class performance will ensure that students understand the application of the program and develop the skills necessary for full appreciation of the program's value to performance enhancement. **There is a \$55 cost associated with this course.**

Grades 9, 10, 11, 12	1 semester	.50 credit	6 pds/cycle
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This co-educational course is a combination of aerobic fitness, muscle toning, flexibility, and balance training. Students will participate in activities that will enhance cardiovascular fitness, muscular strength and endurance, flexibility, and body composition. Activities may include ZUMBA, step aerobics, aerobic dance, water aerobics, PiYo (Pilates/Yoga to music), Yoga, washboard abs and muscle toning exercises, cycling, and interval training.

Grades 9, 10, 11, 12	1 semester	.50 credit	6 pds/cycle
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This coeducational course emphasizes physical fitness and life-long recreational activities including biking, tennis, archery, softball, ultimate Frisbee, golf, table tennis, wall ball,

WORLD LANGUAGE

[Click Here to Learn More About World Languages!](#)

WORLD LANGUAGE EXPERIENCE

Grades 9, 10

1 semester

.50 credit

6pds/cycle

World Language Experience is designed to introduce students to world languages. The students will take 30 days of each language French, German, and Spanish. The students will be introduced to basic vocabulary and language structures necessary to begin to communicate. Topics address familiar surroundings and the cultures of people who speak the target language.

GERMAN, AND SPANISH – LEVEL 1

Grades 9, 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

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

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 -[Click Here to Learn More About Panorama of German Culture](#)

Grade 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 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 or 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
-  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.

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.

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.

PREPARING FOR POST SECONDARY EDUCATION CALENDAR

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 & Labor Services</i>	www.doleta.gov/oa/
Career Planning Assessments	<i>America's Career School</i> (Select Skills Profiler, Testing & Assessment, or Resource Library followed by Occupational Information and Career Assessment) <i>Career Key</i> <i>World of Work Map</i>	www.acinet.org www.careerkey.org www.act.org/www
Career Exploration	<i>Mapping Your Future</i> <i>Occupational Outlook Handbook</i> www.bls.gov/ooh/ <i>Riley Guide</i>	www.mappingyourfuture.org www.rileyguide.com
College Planning	<i>College Planning</i>	www.gocollege.com
College Search	<i>The Princeton Review</i> <i>College Board</i> <i>Education Planner</i> <i>Choices Planner</i> <i>College Net</i> <i>Fast Web</i> www.fastweb.com	www.review.com www.collegeboard.com www.educationplanner.org www.accessbridges.com www.collegenet.com
Directories of Websites About Jobs	<i>America's Career InfoNet</i> (Select Career Resource Library) <i>Job Hunt</i>	www.acinet.org www.job-hunt.org
Fastest-growing Jobs	<i>America's Career InfoNet</i>	www.acinet.org
Financial Aid	<i>Free Application for Federal Student Aid</i> <i>Pennsylvania Higher Education Assistance Agency</i> <i>Financial Aid for On-Line Colleges</i>	www.fafsa.ed.gov www.pheaa.org www.affordablecollegesonline.org

High Tech Jobs	<i>High Tech Jobs Online</i>	www.dice.com
Intercollegiate Athletics	<i>National Collegiate Athletic Association</i>	www.ncaa.org
Interviewing	<i>Monster Board</i> (Select Career Advice, then Interview Tips)	www.monster.com
Job Banks	<i>America's Job Bank</i>	www.ajb.org
Career Searches www.careersearch.com	<i>Career Search</i> <i>Career Builder</i> www.careerbuilder.com	
Scholarship Searches	<i>College Board</i> <i>College Net</i> www.collegenet.com <i>Fast Aid</i> <i>Go College</i> <i>Scholarships</i> <i>Sallie Mae</i>	www.collegeboard.org www.fastaid.com www.gocollege.com www.scholarships.com www.collegeanswer.com
Special Needs	<i>National Center on Secondary Education and Transition</i> <i>Office of Vocational Rehabilitation</i> www.portal.state.pa.us	www.ncset.org
Volunteer Opportunities	<i>United Way of York County</i>	www.unitedway-york.org
College Admissions Testing Prep www.review.com	<i>The Princeton Review</i> <i>College Board</i>	 www.collegeboard.org
Live Chat Opportunities	<i>College Week Live</i>	www.collegeweeklive.com

UNIQUE OPPORTUNITIES FOR POST-SECONDARY EDUCATION

*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)