

SPRING GROVE AREA HIGH SCHOOL



SPRING GROVE AREA SCHOOL DISTRICT

***COURSE SELECTION
and
CAREER PLANNING GUIDE***

2024-2025



Our Mission

- To challenge and motivate all students to attain their full potential.

Our Vision

- All students experience Learning Without Limits every day.

Our Values

- We believe that students should experience Learning Without Limits in a safe, respectful, and inclusive environment where they can connect with others, engage in rigorous learning, own the learning, and solve complex problems.

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

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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
Mrs. Chrissy Kenney

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

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

GRADUATION REQUIREMENTS

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

The minimum requirements for graduation will include:

- Four (4) non-elective courses of Social Studies, which will include American Society or approved college/university equivalent
- Four (4) non-elective courses of English
- Three (3) non-elective courses of Mathematics taken in high school
- 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.

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 2024-2025 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	=	64% and below
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. Students are only able to complete two courses for credit recovery reasons over the summer.

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 Creative Writing 1 Creative Writing 2 Journalism 1	Science 1 Biology 1 Biology 1 Honors AP Biology Physics 1 Physics 1 Honors Physics 1 Self-Paced AP Physics C-Mechanics Environmental Science Environmental Science 2 Chemistry 1 Chemistry 1 Honors Organic Chemistry 1 AP Chemistry Human Anatomy and Physiology 1 Human Anatomy and Physiology 2 Forensic Science Exploring Aviation & Aerospace 9/10 The Flying Environment 11 Applied Physics-Aerospace Engineering Robotics 1 Robotics 2 Engineering 1 Engineering 2
<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 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 Computer Programming 1 Computer Programming 2
<u>WORLD LANGUAGE</u>	
Spanish 1,2,3,4 AP Spanish AP Panorama of Spanish Culture German 1,2,3,4 AP German AP Panorama of German Culture	<i>Note: 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 \$83.50* 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 <https://www.ytech.edu/admissions>

YORK COUNTY SCHOOL OF TECHNOLOGY FULL-TIME PROGRAMS FOR SENIORS (applications open 2/1/2024, due 3/31/2024)

York County School of Technology offers full-time courses 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 open 2/1/2024, due 3/31/2024)

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

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.

[Info on Part Time/Full Time Flex Programs at YCST](#)

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
 - PA College of Health Sciences
 - Commonwealth University of PA
 - Thaddeus Stevens College of Technology
 - Earlbeck Gases & Techology

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. There is a fee associated with this course that students are required to pay.

- 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.

There is a fee associated with this class that students are required to pay.

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. There are fees associated with this program that students would be required to pay.

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).

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

CODE	RISE UP CERTIFICATION	GRADE LEVEL(S)				SEM	CR	LEV	WT
3150	Rise Up Certification	-	-	11	12	1 MP	.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	Diversified Occupations: Work Release (Fall/Spring)	-	-	-	12	1	1.00	1	1.0
3193	Rocket Leadership 1	-	10	11	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	DRIVER/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
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	-	-	11	12	2	1.00	1	1.0

3640	Calculus	-	-	11	12	2	1.00	2	1.05
3643	AP Calculus AB	-	-	11	12	2	1.00	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
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CODE	MUSIC	GRADE LEVEL(S)				SEM	CR	LEV	WT
3712	Chorus	09	10	11	12	2	.70	2	1.05
3732	Concert Choir	09	10	11	12	2	.70	2	1.05
3733	Vocal Studio	09	10	11	12	1	.50	1	1.00
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	1.20	2	1.05
3715	Symphonic Band	09	10	11	12	2	1.20	2	1.05
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
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 rotating 2025-26	-	-	11	12	2	1.00	3	1.1
3801	Human Anatomy & Physiology 2 rotating 2024-25	-	-	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
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-rotating	-	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 -rotating	-	10	11	12	1	.50	2	1.05
3947	Anthropology & Archeology- rotating	-	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-rotating	-	-	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	GRADE LEVEL(S)				SEM	CR	LEV	WT
TECHNOLOGY STEM Courses									
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 Courses	-	-	-	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
ENGLISH LANGUAGE ARTS STEM Courses									
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
MATHEMATICS STEM Courses									
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
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
3426	Unified Physical Education	09	10	11	12	1	.50	1	1.0

CODE	WORLD LANGUAGE	GRADE LEVEL(S)				SEM	CR	LEV	WT
3312	German 1	09	10	11	12	2	1.00	1	1.00
3322	German 2	09	10	11	12	2	1.00	2	1.05
3332	German 3	-	10	11	12	2	1.00	2	1.05
3342	Pre-AP German (4)	-	-	11	12	2	1.00	3	1.1

3343	Panorama of German Culture	-	-	11	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	1	1.00
3324	Spanish 2	09	10	11	12	2	1.00	1	1.00
3334	Spanish 3	-	10	11	12	2	1.00	2	1.05
3344	Pre-AP Spanish (4)	-	-	11	12	2	1.00	3	1.1
3345	Panorama of Spanish Culture	-	-	11	12	2	1.00	2	1.05
3347	AP Spanish Language & Culture	-	-	-	12	2	1.00	4	1.15

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.

FASHION MARKETING AND MERCHANDISING

Grades 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

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

HOUSING AND INTERIOR DESIGN

Grades 10, 11, 12

1 semester

.50 credit

6 pds/cycle

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

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.**

ADVANCED PLACEMENT CALCULUS AB

Grades 11, 12

2 semesters

1.50 credits

9 pds/cycle

Prerequisite: Trigonometry Honors

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 11, 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

Grade 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.

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+ -

Grades 9, 10, 11, 12

2 semesters

.70 credit

4 pds/cycle

[Chorus Info Video](#)

Chorus members are selected from students in grades nine through twelve. Most 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 applied music study period each cycle, for a total of 4 periods per cycle. **This course requires one period of Applied Music Study.**

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 applied music study period each cycle, for a total of 4 periods per cycle. **This course requires one period of Applied Music Study.**

VOCAL STUDIO

Grades 9, 10, 11, 12

1 semester

.50 credit

6 pds/cycle

The primary goal of this course is to strengthen students' vocal abilities in both solo and small group musical settings. Students will learn the fundamentals of singing from a physical perspective, learn and extend their vocal range, and apply their singing skills to various musical styles. This course aims to nurture independent, confident, and versatile vocalists equipped to perform a diverse portfolio of vocal repertoire.

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

Grades 9, 10, 11, 12

2 semesters

.50 credit

3 pds/cycle

[Modern Band Info Video](#)

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

Grades 10, 11, 12

2 semesters

.50 credit

1 pd/cycle

[Select Modern Band Info Video](#)

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.

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 one period of Applied Music Study.**

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.

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 one period of Applied Music Study.**

SCIENCE

EXPLORING AVIATION AND AEROSPACE - 9

Grade 9

1 semester

.50 credit

6 pds/cycle

[Aviation Program Info Video](#)

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.

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.

COMPARATIVE POLITICS

(College in the High School course #GP208)

Grades 11, 12

1 semester

1.00 HS/3.00 College credit

6 pds/cycle

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

Comparative Politics introduces students to the political institutions and politics of both democratic and non-democratic countries. This course examines the organizational structures of various political systems and how political problems are solved. Special attention is given to constitutions, parliaments, political leaders, elections, social and economic policies, political culture, history, and geography. The countries studied include the United Kingdom, France, Germany, Russia, and China. The cost of the course is \$225.00* plus the cost of college textbooks (approximately \$275.00). There are no placement test requirements for this course. *(cost subject to change)

CRIMINAL JUSTICE

Grades 10,11, 12

1 semester

.50 credit

6 pds/cycle

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.

ECONOMICS

(offered on a rotating basis; available 2025-2026)

Grades 11, 12

1 semester

.50 credit

6 pds/cycle

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.

ETHICS AND PHILOSOPHY

Grades 11, 12

1 semester

.50 credit

6 pds/cycle

This elective class will focus on debate and discussion in understanding life's most basic questions. Students will analyze both historical and contemporary arguments regarding the traditional branches of philosophy as well as current topics ranging from acceptable/unacceptable behavior in society; culture; war; genocide; poverty; religion; and homelessness. Through developing critical reading and writing skills, students will gain an understanding of philosophical theories and apply them to everyday situations.

FILM, FICTION, AND HISTORY

(offered on a rotating basis; available 2024-2025)

Grades 11, 12

1 semester

.50 credit

6 pds/cycle

Students will explore the themes of history by analyzing and interpreting historical fiction, scholarly articles, documentaries, and film. Students will conduct research while viewing film as a social commentary. Students will construct their own conclusions regarding what is fact, what is fiction, and what constitutes history. Furthermore, students will develop the ability to critically interpret and write about history and film.

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

Grades 11, 12

2 semesters

1.00 credit

6pds/cycle

[AP Human Geography Info Video](#)

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/3.00 College credit

6 pds/cycle

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, Anthropology, 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) Intro to American Govt. (HACC) <u>AND</u> Comparative Politics (HACC) (Govt. is prerequisite to comparative politics)	AP European History, AP World History, AP US History, Western Civilization 1 (HACC), Intro American Govt (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

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

Grades 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

[Advanced Video Journalism Info Video](#)

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

1.00 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

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

Grades 9, 10, 11, 12

1 semester

.50 credit

6 pds/cycle

[Adventure Curriculum Info Video](#)

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.

AQUATICS

Grades 9, 10, 11, 12

1 semester

.50 credit

6 pds/cycle

[Aquatics Info Video](#)

This coeducational course is designed to offer a variety of activities in the pool. Students first learn basic swim strokes and progress to swimming for endurance and fitness. Students learn about and participate in a variety of aquatic activities including, but not limited to: basic swim strokes, water polo, snorkeling, pool sports, relays, water aerobics and games, water rescue skills, and boating safety.

FITNESS FUSION

Grades 9, 10, 11, 12

1 semester

.50 credit

6 pds/cycle

[Fitness Fusion Info Video](#)

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.

LIFETIME SPORTS AND RECREATION

Grades 9, 10, 11, 12

1 semester

.50 credit

6 pds/cycle

This coeducational course emphasizes physical fitness and life-long recreational activities including biking, tennis, archery, softball, ultimate Frisbee, golf, table tennis, wall ball, introduction to self-defense, volleyball, and badminton. This course is designed to help students experience the social and wellness aspects of physical fitness and participate in activities that promote an active, healthy lifestyle throughout a lifetime.

PERSONAL FITNESS

Grades 9, 10, 11, 12

1 semester

.50 credit

6 pds/cycle

[Personal Fitness Info Video](#)

This coeducational course is a combination of classroom, weight training, and cardiovascular fitness activities.

Students will take part in activities that will enhance cardiovascular fitness, muscular strength and endurance, flexibility, and body composition. The benefits of exercise and its effect on the systems of the body will be incorporated. The primary objectives of this course are to improve the health-related components of fitness and to introduce the student to the concepts of fitness program design and application. Students wishing to use the district weight room and cardio facilities must achieve certification within this course.

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.

INDEPENDENT STUDY ATHLETIC PERFORMANCE TRAINING

Grades 12

2 semesters

1.00 credit

6 pds/cycle

Prerequisite: Strength Training Level 1 and 2, and instructor recommendation

Students participating in the course will work toward specific athletic performance goals for the sport of their preference. Students will use specific workout protocols from high school coaches and collegiate-level programs to guide their training. Students will be enrolled in this course for the entire year to allow for specific training phases related to their sports peak performance times. In addition to independent study training, students will be required to participate in an independent learning project outside the classroom setting related to their sport or activity. Students will set individual goals specific to their present levels of performance and periodically evaluate personal progress.

WORLD LANGUAGE

[World Languages Info Video](#)

GERMAN, AND SPANISH – LEVEL 1

Grades 9, 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

Level 1 is a foundational language and culture course in which students will embark on a journey to cultivate fundamental skills in speaking, writing, reading, and listening. The language instruction revolves around practical, everyday life topics, fostering a holistic understanding of both communication and culture.

GERMAN, AND SPANISH – LEVEL 2

Grades 9, 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

Prerequisite: Successful completion of Level 1 (70% or higher is recommended)

Level 2 builds upon the foundation laid in Level 1, propelling students further into the language's intricacies with a focus on enhancing comprehension and fluency in reading, writing, listening, and speaking. A notable shift from Level 1, this course embraces a more immersive experience, conducted partially in the target language.

GERMAN AND SPANISH – LEVEL 3

Grades 10, 11, 12

2 semesters

1.00 credit

6 pds/cycle

Prerequisite: Successful completion of Level 2 (70% or higher is recommended)

Level 3, students delve deeper into language acquisition. They will acquire a rich vocabulary, grasp intricate grammar structures, and master the art of comprehending and producing spoken and written language without resources. With a heightened emphasis on advanced grammar, pronunciation, and intonation, this immersive course stresses fluency. Conducted predominantly in the target language, it encourages students to express themselves both verbally and in writing, fostering a heightened command of the language.

PRE-AP GERMAN LEVEL 4

Grades 11, 12

2 semesters

1.00 credit

6 pds/cycle

Prerequisite: Successful completion of Level 3 with an 85% or higher

Designed as a Pre-AP course, this program aims to equip students for progression into the AP German Language and Culture course the following year. Conducted primarily in German, students are expected to actively engage in both spoken and written communication in the language. Pre-AP German IV fosters meaningful conversations, comprehension of spoken and written language, and the ability to present information, concepts, and ideas.

Emphasizing cultural perspectives, students explore connections between German language and culture, drawing comparisons with their own experiences. The curriculum integrates German short films/shows, German readings, essays, and discussions to provide a comprehensive and immersive learning experience.

PRE-AP SPANISH LEVEL 4

Grades 11, 12

2 semesters

1.00 credit

6 pds/cycle

Prerequisite: Successful completion of Level 3 with an 85% or higher

This course is designed as a Pre-AP course with the intention of preparing students to continue in the AP Spanish Language and Culture course the following year. This course will be taught primarily in Spanish and students will be expected to speak/write in Spanish.

All students in Pre-AP Spanish IV will engage in meaningful conversation, understand and interpret spoken and written language, and present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through the study of Spanish, they will also make connections with other content areas, compare the language and culture studied with their own. This will be done through the study of Spanish short films/shows, readings in Spanish, essays in Spanish, and discussions in Spanish.

PANORAMA OF GERMAN CULTURE -

Grade 11, 12

2 semesters

1.00 credit

6 pds/cycle

[Panorama of German Culture Promo Video](#)

Prerequisite: successful completion of German 3 with a 75% or higher

In the Panorama of German Culture course, students will explore the facets of architecture, art, music, literature, history, geography, science, and festivals. German serves as the primary mode of communication, with occasional use of English for more complex discussions. The aim is to broaden cultural understanding while concurrently expanding vocabulary.

PANORAMA OF SPANISH CULTURE

Grade 11,12

2 semesters

1.00 credit

6pds/cycle

Prerequisite: successful completion of Spanish 3 with a 75% or higher.

In Panorama Spanish, students delve into the rich tapestry of history, customs, art, and music across diverse Spanish-speaking countries. Spanish takes center stage as the primary mode of communication. The course promises an in-depth exploration of specific locales and events within the 'mundo hispano.' Encouraging active participation, students are expected to express themselves predominantly in Spanish, honing their use of appropriate vocabulary and verb conjugations.

ADVANCED PLACEMENT GERMAN LANGUAGE AND CULTURE

Grade 12

2 semesters

1.00 credit

6pds/cycle

Prerequisite: German 4 with an 85% or better.

An advanced course conducted exclusively in German, this program comprises six thematic units centered on essential questions and authentic materials. Designed to elevate students' language proficiency across all modes of communication, the course emphasizes the use of authentic resources, blending online and traditional print, audio, and visual materials to create a diverse learning experience. Through the exploration of rich, advanced vocabulary and linguistic structures, students engage in meaningful communication, honing their skills in speaking, writing, listening, and reading. Those enrolled are also urged to take the AP German Language and Culture Exam in May, with registration available in October.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

Grade 12

2 semesters

1.00 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. Students in this class are encouraged to take the AP Spanish Language and Culture Exam in May. Registration for the exam is in October.

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 catalog and work with the admissions staff of the second college to verify the acceptability of coursework for transfer.***

NURSING SCHOOLS

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

COLLEGES AND UNIVERSITIES

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

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

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

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

MILITARY SCHOOLS

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

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

WHERE TO GATHER INFORMATION ABOUT POST-SECONDARY TRAINING AND EDUCATION

THE SCHOOL COUNSELOR

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

COLLEGE WEBSITES, PUBLICATIONS, AND GUIDES

Each college and university produces a variety of written materials including catalogs, 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. Many colleges are now test optional so please confirm with the specific schools you wish to apply.
- 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.
- Students register for Saturday exams on-line. The online registration site is www.collegeboard.com
- Scores on the *SAT* range from 200 - 800 on each section (average score = 500).
- The SAT is now fully digital.

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.
- 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 1,000 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	Office of Apprenticeships Training, Employer, & Labor Services	www.doleta.gov/oa/
Career Planning Assessments	America's Career School <i>*Click on Skills Profiler, Testing, & Assessment, or Resource Library followed by Occupational Information and Career Assessment (also helps with Career Searches)</i>	www.acinet.org
	Career Key	www.careerkey.org
Career Exploration	Mapping Your Future	www.mappingyourfuture.org
	Occupational Outlook Handbook	www.bls.gov/ooh/
	Riley Guide	www.rileyguide.com
College Planning	College Planning <i>(also helps with Scholarships)</i>	www.gocollege.com
College Search	The Princeton Review <i>(also helps with Admissions Testing Prep)</i>	www.review.com
	College Board <i>(also helps with Admissions Testing Prep & Scholarships)</i>	www.collegeboard.com
	Education Planner	www.educationplanner.org
	College Net <i>(also helps with Scholarships)</i>	www.collegenet.com
	College Live Chat Opportunities	www.collegeweeklive.com
Financial Aid & Scholarships	Fast Web	www.fastweb.com
	Free Application for Federal Student Aid (FAFSA)	www.studentaid.gov
	Pennsylvania Higher Education Assistance Agency (PHEAA)	www.pheaa.org
	Financial Aid for Online Colleges	www.affordablecollegesonline.org
	Sallie Mae	www.salliemac.com
	Scholarships	www.scholarships.com
Intercollegiate Athletics	National Collegiate Athletic Association	www.ncaa.org
Interview Help	Monster Board <i>(Click Career Advice, then Interview Tips)</i>	www.monster.com
Job/Career Search	America's Job Bank	www.ajb.org
	Career Builder	www.careerbuilder.com
	Career Search	www.careersearch.com

	High Tech Jobs	www.dice.com
	Job Hunt	www.job-hunt.org
Special Needs Assistance	Office of Vocational Rehabilitation	www.dli.pa.gov
Volunteer Opportunities	United Way of York County	www.unitedway-york.org

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).