

WEST SHORE SCHOOL DISTRICT

2019-2020

Course Selection

**Personalized Academic &
Career Education Roadmap**

Your pathway to a successful future!



TABLE OF CONTENTS

INTERACTIVE TABLE OF CONTENTS

Use Bookmarks Bar on the left to navigate booklet.
Click on colored header to view corresponding section.

Academic and Career Planning

High School Information.....	1
Introduction	2
Career Portfolio Checklist	7
Future Ready Framework.....	9

Career Fields

WSSD Career Fields/Pathways Wheel.....	11
Career Fields Overview.....	12
Agriculture, Food, and Natural Resources.....	13
Arts, Communications, and Information Systems	16
Business, Management and Administration.....	19
Engineering, Manufacturing, and Technology	22
Health Science Technology	26
Human Services	29

Academic Course Offerings

Scheduling Information.....	32
English	41
English Language Development (ELD).....	47
Math.....	48
Science	52
Social Studies.....	57
Special Education.....	61
World Language	68
Art.....	71
Business and Marketing	74
Computer Science	76
Engineering and Technology	79
Health, PE & Drivers Ed.....	83
Junior Reserve Officers' Training Corps (JROTC)	87
Music	89
Dual Enrollment.....	91
Dual Enrollment Application	96
Full-Time Early Admissions Application	97
Academic Enrichment Contract	98

Career Based Learning Experiences

Cumberland Perry Area Vocational Technical School (CPAVTS).....	99
Senior Seminar	110
Cooperative Education (Diversified Occupation Internship)	111
Job Shadow.....	112
Pathway Internship	113

Life After High School

College and Universities.....	114
Checklist for Seniors.....	118
NCAA Eligibility	119
Military	123
Checklist for Seniors.....	127
Workforce.....	128
Checklist for Seniors.....	129
Apprenticeship.....	130



DISTRICT OFFICE: 507 Fishing Creek Road, P.O. Box 803 New Cumberland, Pennsylvania 17070-0803
Phone: 717.938.9577 Fax: 717.938.2779



CEDAR CLIFF
HIGH SCHOOL
1301 Carlisle Road
Camp Hill, PA
17011-6199
717.737.8654
717.737.0874 Fax

RED LAND
HIGH SCHOOL
560 Fishing Creek Road
Lewisberry, PA
17339-9510
717.938.6561
717.932-0886 Fax



ADMINISTRATION

Principal.....Dr. Kevin Fillgrove
Assistant Principal.....Mrs. Tara Lingle
Assistant Principal.....Ms. Dana Schmidt
Assistant Principal.....Mrs. Jody Wickenheiser

COUNSELORS

Grade 9.....Ms. Jennifer Crager
Grade 10.....TBD
Grade 11.....Mrs. Stacy Thorpe
Grade 12..... Mrs. Jessica Alexander-Gray
West Shore Academy..Mrs. Meghan Cummings
Career Coordinator..... Mr. Mark Miller

ADMINISTRATION

Principal.....Mrs. Holly Sayre
Assistant Principal.....Mr. Nathan McGlynn
Assistant Principal.....Ms. Jen Taylor
Assistant Principal.....Mr. Ryan Edwards

COUNSELORS

Grade 9..... Mrs. Tonya Resto
Grade 10..... Mr. Thomas Moore
Grade 11..... Mr. Aaron Walter
Grade 12..... Mrs. Leigh Goas
West Shore Academy..Mrs. Meghan Cummings
Career Coordinator.....Mr. Frank Gay



NAVIGATION/KEY

Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING

CAREER FIELDS



Agriculture, Food & Natural Resources



Arts, Communications, & Information Systems



Business, Management, & Administration



Engineering, Manufacturing, & Technology



Health Science Technology



Human Services

HIGH SCHOOL ACADEMIC COURSE OFFERINGS



ENGLISH



MATH



SCIENCE



SOCIAL STUDIES



SPECIAL EDUCATION



WORLD LANGUAGE



ART



BUSINESS & MARKETING



COMPUTER SCIENCE



ENGINEERING & TECH ED



HEALTH, P.E. & DRIVER ED



JROTC



MUSIC



COLLEGE/DUAL ENROLL

CAREER BASED LEARNING



CPAVTS (Vo-Tech)



Cooperative Education



Pathway Internship



Job Shadowing

LIFE AFTER HIGH SCHOOL



Colleges/Universities



Military Options



Workforce



Apprenticeships

Academic & Career Planning

Dear Cedar Cliff and Red Land High School Parents/Guardians and Students,

West Shore School District is committed to providing this generation with a quality education serving as a foundation for responsible and successful citizenship.

Our goal is to provide a personalized educational experience for all learners in order to meet individual interests, needs, future plans, and career goals. We understand that making program and course decisions in high school can be a challenge but hope this interactive guide will assist you in the process.

This document is designed to help students prepare a four-year academic and career education plan with assistance from parents/guardians and school staff. High school scheduling should occur with an intentional focus on post-secondary goals such as college, military options, and/or entry-level employment opportunities. A personalized academic and career education roadmap will provide the necessary direction and will assure students have been properly prepared to navigate not only high school but also life after high school. Selected coursework should be rigorous and relevant for each student with the academic courses ideally aligned to a selected career field, and program and then ultimately with selected pathways. While a student's plan may be modified at any time, it is recommended that initial planning encompass the four years of high school and beyond.

On behalf of the West Shore School District, I wish each student success during the high school years, and look forward to working with students, parents/guardians, and staff to provide the best educational experience. I welcome your feedback on this new interactive course planning guide, and hope that you will find it to be beneficial.

Sincerely,

Tammi Jones, Ed.D.
Director of Secondary Education



NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

Navigating

The Personalized Academic & Career Education Roadmap

Five (5) Major Components of the PACER

Six (6) Major Career Fields

High School Courses by Department/Curricular Area



Personalized Academic and Career Education Roadmap (PACER)

The goal of the West Shore School District Personalized Academic and Career Education Roadmap (PACER) is to ensure that all students are considering their post-high school goals as they plan and select a sequence of rigorous interconnected courses and experiences upon entering high school. We believe that engaging students in personalized plans of study and connecting them to pathway internships and/or workplace experiences will make their high school education more relevant while also preparing them to make more informed post-high school decisions.

Success in the New Economy

“*Success in the New Economy*” written by Kevin Fleming is a video which helps students, parents and educators to begin to understand preparation today for tomorrow’s labor market realities. The end result is a compelling case for all students to explore career choices early, make informed decisions when declaring their college education goal, and to consider technical skill acquisition, real-world application and academics (career technical programs) in tandem with a classic education. This balanced approach to life and learning results in a well-educated and employed workforce.”

[CTRL+ CLICK ON THE PHOTO TO PLAY THE VIDEO](#)



<https://vimeo.com/67277269>



The Case for Preparing Graduates to be College & Career Ready

ON AVERAGE, a 4-year college degree will provide lower unemployment and 66% higher wages.¹ 93% of middle school students aspire to go on to college, yet only 44% enroll. Nevertheless, many students who pursue a 4-year degree do so without an understanding of what they are investing in for their future. On the other hand, there is an increased demand for jobs that do not require a 4-year degree, but students are not well-informed on how to access them.

Average cost at 4-year public university is \$20,770 (in-state) and \$36,420 (out of state) per year²
Nearly half do not complete a 4-year degree within 6 years¹
48% of college graduates are underemployed³

“Without guidance, the 4 year degree can become the most expensive exercise in self exploration available to our students today.”

1. National Center for Education Statistics, 2015
2. College Board Trends in College Pricing, 2017
3. Center for College Affordability, 2013
Adapted from School District of New Berlin

Prior to graduation, all West Shore School District high school students will chart their own personalized pathway for a future career inclusive of the necessary skills, training and/or college degree necessary for achieving their post-secondary vision and plan.

Each student's Personalized Academic and Career Education Roadmap (PACER) may consist of:

- an entirely academic course of study **or**
- a blend of academic, technical, online, college in the high school or dual enrollment courses
- **and** all students will plan for pathway experiences [learning opportunities] outside of the regular classroom.

West Shore School District will:

- ensure our high schools offer rigorous and relevant academics with flexible scheduling and coursework aimed at multiple pathways for students to become college and/or career ready prior to graduation
- ensure the necessary information and supports are in place along with high quality career and personal counseling
- ensure that students can develop meaningful connections and relationships with adults in the school and within the community

Pennsylvania CareerZone & Naviance

All students in grades seven (7) through twelve (12) will use an online tool called **Pennsylvania CareerZone**. Pennsylvania CareerZone has been developed among the Pennsylvania Department of Education and the Pennsylvania Department of Labor & Industry. Pennsylvania CareerZone is a career exploration and planning system designed especially for students. Our educators and counselors will also benefit from the wealth of information on over 900 occupations from the Occupational Information Network (O*Net) database.



At each grade level, students will practice goal setting, course and career planning. Pathways may change at any time and should be based on the students' interests and growing experiences. To assist in this process, our students will be guided and encouraged to complete the *Interest Profiler*, *Work Importance Profiler*, and *Assess Yourself Assessment* based on the Holland Codes for self-exploration. Pennsylvania CareerZone provides comprehensive information on 900+ occupations and includes state specific wages, worker attributes, job characteristics, and much more. There are 300 career videos that will also give students a snap shot of the featured occupations. Job openings in the Job Central are easily accessible within each occupations profile.

In addition to Pennsylvania Career Zone, the district is currently exploring **Naviance**. Naviance is an American college and career readiness software provider that partners with high schools and other K-12 institutions to provide students with college planning and career assessment tools. Naviance's web-based software provides students with a variety of features, including college research and matching tools, course planning, career assessment and personality tests, and surveys to help students connect what they are doing in school to what they would like to do once they complete their education. Naviance provides additional functionality to school counselors to track the progress of individual students, communicate and collaborate with students and families, or create reports on their entire student population. Additionally, Naviance's integration with "The Common Application" facilitates the submission of college applications, as well as online submission of transcripts, school forms and recommendations through Naviance eDocs. More information will be provided as this tool is made available to our student and guidance staff.

PATHWAY & PORTFOLIO TIMELINE

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Guest Speakers- All Grade Levels					
Career Exploration Activities-All Grade Levels					
JA Yes Program					
Career Fair					
Ready for Work Seminar					
Vo-Tech Visit-Before End of Grade 8		Additional Vo-Tech Visitations			
	Course Selection Process Begins- Utilizing Pathways and 4-year Planning Process				
	E-portfolio Development for Senior Presentation				
		Job Shadow #1	Job Shadow #2	Job Shadow #3	
		Resume Development			Resume Refinement
				Personal Finance	
				Pathway Internships	
					Senior Seminar Presentation/Exit Interview



WEST SHORE SCHOOL DISTRICT

Career Portfolio Checklist

Revised December 2017

Seventh and/or Eighth Grade

MANDATORY DATE(S)

- ☐ Budgeting Lesson _____
- ☐ District Career Day _____
- ☐ Check Writing / Balancing Ledgers Lesson _____
- ☐ Holland Personality Inventory _____
- ☐ Maintain Career Portfolio _____
- ☐ My Interests and Future Goals _____
- ☐ Personal Strengths/Self Advocacy _____
- ☐ Visit to Vo-Tech _____
- ☐ _____
- ☐ _____
- ☐ _____

OPTIONAL DATE(S)

- ☐ _____
- ☐ _____
- ☐ _____

Ninth Grade

MANDATORY DATE(S)

- ☐ Attend Vo-Tech Assembly _____
- ☐ Begin Resume _____
- ☐ Career Inventory (pacareerzone.org) _____
- ☐ Job Shadow Experience _____
- ☐ Maintain Career Portfolio _____
- ☐ My Interest and Future Goals _____
- ☐ Personal Strengths/Self Advocacy _____
- ☐ _____
- ☐ _____

OPTIONAL DATE(S)

- ☐ Complete Vo-Tech Application _____
- ☐ Knowledge of Graduation Requirements _____
- ☐ Review Student Activities Handbook _____
- ☐ Student/Parent Conference _____
- ☐ _____
- ☐ _____

Tenth Grade

MANDATORY DATE(S)

- ☐ Career Inventory (pacareerzone.org) _____
- ☐ Job Applications/Interviewing Skills _____
- ☐ Job Shadow Experience _____
- ☐ Learning Styles Inventory _____
- ☐ Maintain Career Portfolio _____
- ☐ Myers Briggs Personality Inventory _____
- ☐ Take ASVAB _____
- ☐ Update Resume _____
- ☐ _____
- ☐ _____

OPTIONAL DATE(S)

- ☐ Knowledge of Graduation Requirements _____
- ☐ STEM _____
- ☐ Take PSAT _____
- ☐ Visit College/Technical School _____
- ☐ _____
- ☐ _____

Eleventh Grade

MANDATORY	DATE(S)
<input type="checkbox"/> Career Inventory (pacareerzone.org)	_____
<input type="checkbox"/> End of Year Interview to Identify Missing Areas to be Addressed in Grade 12	_____
<input type="checkbox"/> Introduce Senior Project/Co-Op	_____
<input type="checkbox"/> Learning Styles Inventory	_____
<input type="checkbox"/> Maintain Career Portfolio	_____
<input type="checkbox"/> Update Resume	_____
<input type="checkbox"/> _____	_____
<input type="checkbox"/> _____	_____
<input type="checkbox"/> _____	_____

OPTIONAL	DATE(S)
<input type="checkbox"/> Attend College Fair	_____
<input type="checkbox"/> Attend College Information Night	_____
<input type="checkbox"/> Attend Financial Aid Night	_____
<input type="checkbox"/> College Visit	_____
<input type="checkbox"/> Job Shadow Experience(s)	_____
<input type="checkbox"/> Junior Achievement Real Life	_____
<input type="checkbox"/> Junior Achievement Financial Literacy	_____
<input type="checkbox"/> Knowledge of Graduation Requirements	_____
<input type="checkbox"/> Student/Parent Conference	_____
<input type="checkbox"/> Obtain Driver's License/Photo ID	_____
<input type="checkbox"/> Job Shadow Experience(s)	_____
<input type="checkbox"/> Take ASVAB	_____
<input type="checkbox"/> Take PSAT	_____
<input type="checkbox"/> Take SAT / ACT	_____
<input type="checkbox"/> Work Permit	_____
<input type="checkbox"/> _____	_____
<input type="checkbox"/> _____	_____
<input type="checkbox"/> _____	_____

Twelfth Grade

MANDATORY	DATE(S)
<input type="checkbox"/> Career Inventory (pacareerzone.org)	_____
<input type="checkbox"/> Maintain Career Portfolio	_____
<input type="checkbox"/> Register for Selective Service (males age 18)	_____
<input type="checkbox"/> Register to Vote (age 18)	_____
<input type="checkbox"/> NCFCU Reality Fair	_____
<input type="checkbox"/> Student/Parent Conference	_____
<input type="checkbox"/> Senior Exit Interview	_____
<input type="checkbox"/> Update Resume	_____
<input type="checkbox"/> Work Permit	_____
<input type="checkbox"/> _____	_____
<input type="checkbox"/> _____	_____
<input type="checkbox"/> _____	_____

OPTIONAL	DATE(S)
<input type="checkbox"/> Attend College Fair	_____
<input type="checkbox"/> Attend College Information Night	_____
<input type="checkbox"/> Attend Financial Aid Night	_____
<input type="checkbox"/> College Visits	_____
<input type="checkbox"/> Take ASVAB	_____
<input type="checkbox"/> Career Exploration Field Trip	_____
<input type="checkbox"/> College Application	_____
<input type="checkbox"/> Job Shadow Experience(s)	_____
<input type="checkbox"/> _____	_____
<input type="checkbox"/> _____	_____
<input type="checkbox"/> _____	_____



The Future Ready Framework



When high quality teaching is infused with the dynamic use of technology, personalized student learning becomes possible. The [Future Ready District Pledge](#) is designed to set out a roadmap to achieve that success and to commit districts to move as quickly as possible towards a shared vision of preparing students for success in college, career, and citizenship. This roadmap can only be accomplished through a systemic approach to change, as outlined in the Future Ready Framework. With personalized student learning at the center, a district must align each of the seven (7) key categories, called "Gears", in order to ensure a successful digital conversion.

Personalized Student Learning: A Future Ready Vision

Personalized learning is a student-centered approach designed to help all students develop a set of skills collectively known as the deeper learning competencies. These skills include thinking critically, using knowledge and information to solve complex problems, working collaboratively, communicating effectively, learning how to learn, and developing academic mindsets.

Under a personalized learning approach, teachers, school staff and, as appropriate, other adults:

- Develop caring and trusting relationships with their students, who, because of these relationships, are more engaged in their education and put more effort into their school work;
- **Connect the curriculum to students' interests, strengths, and aspirations;**
- Provide students with tools to monitor their progress in mastering critical knowledge and skills, enabling them to take greater ownership (student agency) of their learning;
- Provide students with targeted instruction, practice, and support in areas where they are struggling, while ensuring they learn challenging academic content and skills;
- Create more **flexible learning environments**, incorporating multiple instructional approaches and the effective use of technology; and
- **Connect learning to real-world applications.**

Curriculum, Instruction, and Assessment

In a Future Ready district, curriculum, instruction, and assessment are tightly aligned, redesigned to engage students in 21st Century, personalized, technology-enabled, deeper learning. Curricula and instruction are standards-aligned, research-based, and enriched through authentic, real-world problem solving. Students and teachers have robust and adaptive tools to customize the learning, teaching, and assessment, ensuring that it is student-centered and emphasizing deep understanding of complex issues. Assessments are shifting to be online, embedded, and performance-based. Data and associated analysis serve as building blocks for learning that is personalized, individualized, and differentiated to ensure all learners succeed.

The elements that comprise this Gear are as follows:



- 21st Century Skills/Deeper Learning
- Personalized Learning
- Collaborative, Relevant, and Applied Learning
- Leveraging Technology
- Assessment – Analytics Inform Instruction

Use of Space and Time

Personalized learning requires changes in the way instructional time is used and the learning space is designed. Many schools are shifting away from Carnegie units to competency-based learning. This type of system adapts learning to meet the needs, pace, interests, and preferences of the learner. As the pedagogy shifts, so too must the learning space.



The elements that comprise this Gear are as follows:

- Flexible Learning; Anytime, Anywhere
- New Pedagogy, Schedules, and Learning Environment for Personalized Learning
- Competency-Based Learning
- Strategies for Providing Extended Time for Projects and Collaboration

This transition is made possible through innovative uses of technology for diagnostic, formative and summative assessments, for managing learning, for engaging students in learning, and for providing anywhere, anytime learning. Such transitions required districts to rethink and more effectively leverage the use of instructional time and space.

Community Partnerships

Community partnerships include the formal and informal local and global community connections, collaborative projects, and relationships that advance the school's learning goals. Digital communications, online communities, social media, and digital learning environments often serve as connectors for these partnerships.



The elements that comprise this Gear are as follows:

- Local Community Engagement and Outreach
- Global and Cultural Awareness
- Digital Learning Environments as Connectors to Local/Global Communities
- Parental Communication and Engagement
- District Brand

WEST SHORE SCHOOL DISTRICT | CAREER FIELDS AND PATHWAYS

BUSINESS, MANAGEMENT, & ADMINISTRATION

Marketing

- Merchandising
- Marketing Management
- Marketing Communications
- Marketing Research
- Professional Sales

Finance

- Securities and Investment
- Banking Services
- Business Finance
- Accounting
- Insurance

Business, Management, and Administration

- Administrative Support
- Operations Management
- Business Information Management
- Human Resources Management
- General Management

Hospitality and Tourism Lodging

- Recreation, Amusements, and Attractions
- Restaurants and Food/Beverage Services
- Travel and Tourism

ARTS, COMMUNICATIONS, & INFORMATION SYSTEMS

Arts, Audio/Video Technology, & Communications

- Audio/Video Technology and Film
- Journalism and Broadcasting
- Performing Arts
- Printing Technology
- Communications Technology
- Visual Arts

Information Technology

- Information Support and Services
- Network Systems
- Programming and Software Development
- Web and Digital Communications

Click here to hear about the PACER process.



HEALTH SCIENCE TECHNOLOGY

Health Science

- Biotechnology Research and Development
- Diagnostic Services
- Support Services
- Health Informatics
- Therapeutic Services

AGRICULTURE, FOOD, AND NATURAL RESOURCES

- Animal Systems
- Agribusiness Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural, and Technical Systems

HUMAN SERVICES

Law, Public Safety, Corrections, & Security

- Correction Services
- Emergency and Fire Management Services
- Law Enforcement Services
- Legal Services
- Security and Protective Services

Human Services

- Consumer Services
- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family/Community Services
- Personal Care Services

Government and Public Administration

- Revenue and Taxation
- Foreign Service
- Governance
- National Security
- Planning
- Public Management and Administration
- Regulation

Education and Training

- Administration and Administrative Support
- Professional Support Services
- Teaching/Training

ENGINEERING, MANUFACTURING, & TECHNOLOGY

Architecture and Construction

- Construction
- Design/Pre-Construction
- Maintenance/Operations

Manufacturing

- Production
- Manufacturing Production Process Development
- Maintenance, Installation, and Repair
- Quality Assurance
- Logistics and Inventory Control
- Health, Safety, and Environmental Assurance

Science, Technology, Engineering, & Mathematics

- Engineering and Technology
- Science and Mathematics

Transportation, Distribution, & Logistics

- Facility and Mobile Equipment Maintenance
- Health, Safety, and Environmental Management
- Logistics Planning and Management Services
- Sales and Services
- Transportation Operations
- Transportation Systems/Infrastructure Planning, Management, and Regulation
- Warehousing and Distribution Center Operations



Career Fields Overview

NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

The West Shore School District Personalized Academic and Career Education Roadmap (PACER) ensures that all students are considering their post-high school goals as they plan and select a sequence of rigorous interconnected courses and experiences upon entering high school. We believe that engaging students in personalized plans of study and connecting them to pathway internships and/or experiences will make their high school education more relevant while also preparing them to make more informed post-high school decisions.

The West Shore School District will be utilizing six (6) broad career fields in an effort to group careers into similar occupations and industries. These six fields are adapted from the U.S. Department of Education, which has sixteen (16) career clusters identified as a way to organize career planning for students. The District will continue to enhance its fields of study and will work in collaboration with business and industry and college partnerships for the future expansion of its programs.

CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services

Within the Districts' six career fields, specific programs of study and career pathways are being designed.

Program:

Pathway(s):

A program represents a grouping of occupations and broad industries into the national classification of sixteen (16) clusters that are based upon common knowledge and skills. These clusters or programs contain many occupations that are further grouped into pathways where individualized plans of study can be designed.

Example:

-  Business, Management, & Administration

Program: Hospitality & Tourism

Pathway(s): Lodging or Restaurants & Food/Beverage

The sample plans of study on the following pages should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals.



Agriculture, Food & Natural Resources

NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING



CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

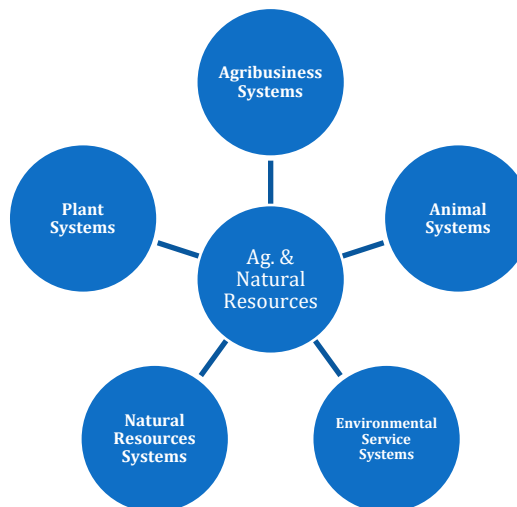
-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

Agriculture, Food and Natural Resources

Production, processing, marketing, distribution, financing, and development of agricultural commodities and resources includes food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.



Agribusiness Systems

Financial Managers, Branch or Department
Purchasing Agents and Buyers, Farm Products

Animal Systems

Animal Scientists
Veterinarians
Veterinary Technologists and Technicians
Zoologists and Wildlife Biologists

Environmental Service Systems

Environmental Engineers
Environmental Science and Protection Technicians, Including Health
Water and Liquid Waste Treatment Plant and System Operators



Natural Resources Systems

Cartographers
Geological and Petroleum Technicians
Geological Sample Test Technicians
Natural Sciences Managers

Plant Systems

Foresters
Soil and Plant Scientists
Soil and Water Conservationists



Agriculture, Food & Natural Resources

Career
Fields

Agricultural Science Program

The West Shore School District has established a partnership with Northern York County School District (NYCSD) for students interested in a program in **Agricultural Science Program**.

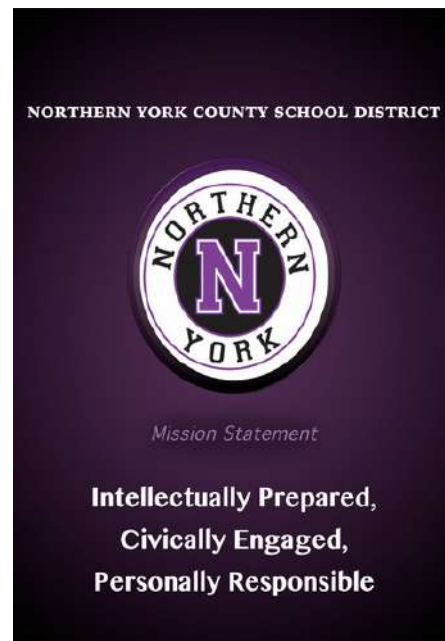


The West Shore School District is committed to providing this generation with a quality education serving as a foundation for responsible and successful citizenship.

This agreement between the WSSD and NYCSD allows select Cedar Cliff and Red Land High School students to attend Northern High School in order to participate in either their Agricultural Science or STEM Engineering program. Select Northern High School students may also attend West Shore School District.

- Agricultural Sciences provides instruction through a series of courses in Animal and Plant Sciences, Environmental Science, Natural Resources Management, Agriculture Mechanics and Agriculture Management.

Two (2) students from each high school may apply each year for the following school year. There are additional requirements governing this agreement. Interested students should contact their counselor prior to the established course selection deadline.



Are you considering a career in agriculture?



If spending time outdoors interacting with nature is a favorite pastime for you, a career in Agriculture & Natural Resources could be a good fit. Careers in the agriculture and natural resources involve planning, managing, and performing agricultural production, horticulture and landscaping services, and related professional and technical services; planning, managing, and performing mining and extraction operations; managing and conserving natural resources; and performing related environmental services.










Agriculture, Food & Natural Resources

Personalized Academic & Career Ed Roadmap (PACER)

Program:

Pathway(s):

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. **Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals.**

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
High School	English I	English II	English III or AP Eng.	English IV or AP/College Comp
	Algebra I or Geometry	Geometry or Algebra II	Algebra II, Pre-Calculus or Statistics	Statistics, Pre-Calculus, Calculus or College Algebra
	Physical Science or Biology	Biology I or Chemistry	Chemistry, Physics or Aquaponics	
	US History Part II	World History	Economics	
	Wellness/Fitness I	Online Driver's Education	Personal Finance	Senior Interview/Presentation
	Career Electives: Refer to the high school course selection guide for all available options: Ecology Anatomy & Physiology DaVinci Program Biology II Populations Chemistry Environmental Science Geology Physics Aquaponics			
Career Enhancement Options	Career Pathway Learning Experiences <input type="checkbox"/> Job-Shadowing #1: _____ <input type="checkbox"/> Job-Shadowing #2: _____ <input type="checkbox"/> Pathway Internship: _____ <input type="checkbox"/> On-The-Job Training: <input type="checkbox"/> Informational Interviews: <input type="checkbox"/> Cooperative Education:		Sample Career Related Learning Opportunities  DCNR  YCAL Ag Day  Pinchot State Park  Yellow Breeches Anglers Association  Roundtop Mountain Resort  West Wind Farms  Leg Up Farms Contact the high school career coordinator for additional information.	
Post-Secondary	High School Diploma/On the Job/ Short Term/ Industry Certification (non-college credit)	2 Year-Community College Associate's Degree		4 Year-College/University Bachelor's Degree
	<input type="checkbox"/> Field Worker <input type="checkbox"/> Maintenance Worker <input type="checkbox"/> Harvester <input type="checkbox"/> Fish and Wildlife Worker <input type="checkbox"/> Animal Herder <input type="checkbox"/> Ranch Hand <input type="checkbox"/> Other _____	<input type="checkbox"/> Bio-Resource Technician <input type="checkbox"/> Hydrology Technician <input type="checkbox"/> Agro forester <input type="checkbox"/> Fish and Wildlife Technician <input type="checkbox"/> Ag & Field Technician <input type="checkbox"/> Bio Technician <input type="checkbox"/> Other _____ <small>Certificates offered or Associate Degree offered Penn College and HACC</small>		<input type="checkbox"/> Environmental Scientist <input type="checkbox"/> Oceanographer <input type="checkbox"/> Marine Biologist <input type="checkbox"/> Agricultural Engineer <input type="checkbox"/> Chemist <input type="checkbox"/> Veterinarian <input type="checkbox"/> Other _____

NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

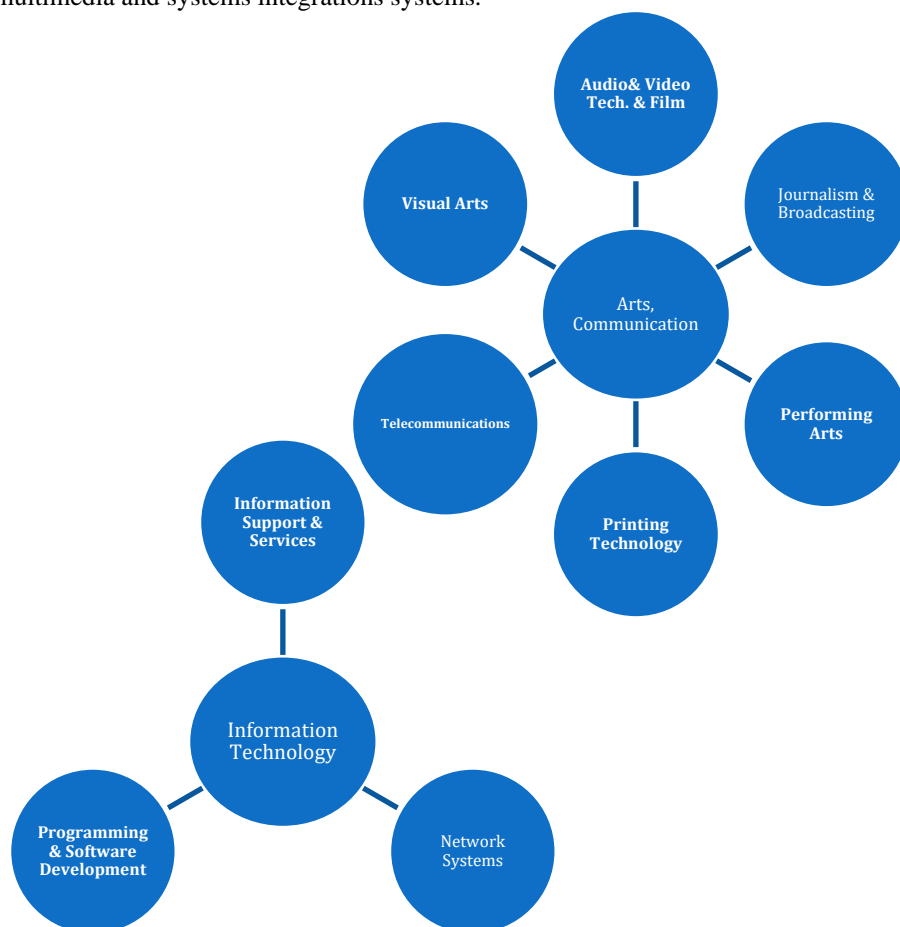
Arts, Communications and Information Systems

Arts, Communications

Designing, producing, exhibiting, performing, writing and publishing of multimedia content including visual and performing arts and design, journalism and entertainment services.

Information Systems

Careers related to the design, development, support and management of hardware, software, multimedia and systems integrations systems.



Careers in this pathway are related to humanities and performing, visual, literary, and media arts. These include architecture, graphics, interior and fashion design, writing, film, fine arts, journalism, languages, media, advertising, and public relations. If you are a creative thinker, imaginative, innovative, and original this may be the career path for you!



Arts, Communications and Information Systems

Career
Fields

Arts, Communications

Audio and Video Technology and Film



Graphic Designers
Sound Engineering
Technicians

Journalism and Broadcasting

Broadcast News Analysts
Copy Writers
Editors

Radio and Television
Announcers, Reporters and Correspondents

Performing Arts

Actors/Choreographers/Dancers
Directors- Stage, Motion Pictures, Television, and Radio
Entertainers and Performers, Sports and Related Workers,
Film and Video Editors
Makeup Artists, Theatrical and Performance
Music Directors and Composers
Musicians and Singers
Musicians, Instrumental
Producers and Directors
Program Directors
Talent Directors
Technical Directors/Managers
Writers and Authors

Printing Technology

Desktop Publishers
Job Printers



Telecommunications

Telecommunications Line Installers
and Repairers

Visual Arts

Commercial and Industrial Designers
Craft Artists/Fine Artists, Including Painters,
Sculptors, and Illustrators
Multi-Media Artists and Animators
Photographers

Information Systems

Information Support and Services

Business Intelligence Analysts
Computer Support Specialists
Computer Systems Engineers/Architects
Document Management Specialists
Information Technology Project Managers
Web Administrators

Network Systems

Computer Security Specialists
Data Warehousing Specialists
Database Administrators
Database Architects
Network and Computer Systems Administrators
Network Designers
Network Systems and Data Communications Analysts
Telecommunications Specialists



Programming and Software Development

Computer and Information Systems Managers
Computer Programmers
Computer Software Engineers
Computer Systems Analysts
Software Quality Assurance Engineers and Testers
Video Game Designers
Web Developers

“The Arts, Information and Communications career learning area includes a wide range of career clusters that involve the creation or transmissions of information through the manipulation of a symbolic language. There is an emphasis on process and the concepts of creativity, integrity and aesthetic awareness. A product is usually associated with that process, but it is the process that retains primary importance.”

—Oregon Department of Education









Arts, Communications & Information Systems

Personalized Academic & Career Ed Roadmap (PACER)

Program:

Pathway(s):

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. **Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals.**

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
High School	English I	English II	English III or AP Eng.	English IV or AP/College Comp
	Algebra I or Geometry	Geometry or Algebra II	Algebra II, Pre-Calculus or Statistics	Statistics, Pre-Calculus, Calculus or College Algebra
	Physical Science or Biology	Biology I or Chemistry	Chemistry or Physics	
	US History Part II	World History	Economics	
	Wellness/Fitness I	Online Driver's Education	Personal Finance	Senior Interview/Presentation
	Career Electives: Refer to the high school course selection guide for all available options: Drawing & Painting Mass Media Photo & Digital Imaging Computer Applications Animation Creative Writing Graphic Tech Music Recording Technology Design & Digital Media Theater CADD Music Ensembles Ceramics/Sculpture Journalism Webpage & Multimedia Design			
Career Enhancement Options	Career Pathway Learning Experiences <input type="checkbox"/> Job-Shadowing #1: _____ <input type="checkbox"/> Job-Shadowing #2: _____ <input type="checkbox"/> Pathway Internship: _____ <input type="checkbox"/> On-The-Job Training: <input type="checkbox"/> Informational Interviews: <input type="checkbox"/> Cooperative Education:		Sample Career Related Learning Opportunities  WITF  And Magazine  Hershey Theater  Cumulus Media  Central Penn Parent Magazine  Mechanicsburg Art Center Contact the high school career coordinator for additional information.	
Post-Secondary	High School Diploma/On the Job/ Short Term/ Industry Certification (non-college credit) <input type="checkbox"/> Entertainer/Performer <input type="checkbox"/> Floral Designer <input type="checkbox"/> Artist <input type="checkbox"/> Camera Operator <input type="checkbox"/> Photographer <input type="checkbox"/> Merchandise Display <input type="checkbox"/> Other _____	2 Year-Community College Associate's Degree <input type="checkbox"/> Architectural Design and Drafting <input type="checkbox"/> Graphic Design Technology <input type="checkbox"/> Multimedia <input type="checkbox"/> Professional Music <input type="checkbox"/> Radio TV Videography <input type="checkbox"/> Technical Writing <input type="checkbox"/> Other _____ <small>Certificates offered or Associate Degree offered Penn College and HACC</small>	4 Year-College/University Bachelor's Degree <input type="checkbox"/> Applied Visual Art <input type="checkbox"/> Dance <input type="checkbox"/> Drawing <input type="checkbox"/> Graphic Design <input type="checkbox"/> Multimedia Design <input type="checkbox"/> Metalsmithing & Jewelry <input type="checkbox"/> Other _____	

NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING



CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

Business, Management & Administration

Business, Management and Administration

Planning, organizing, directing and evaluating of business functions essential to efficient and productive business operations.

Marketing, Sales & Service

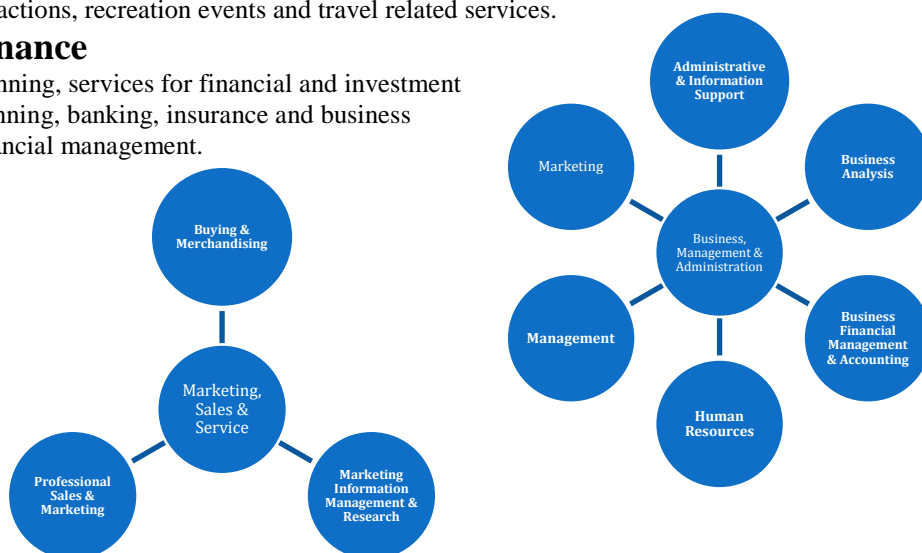
Planning, managing, & performing marketing activities to reach organizational objectives.

Hospitality and Tourism

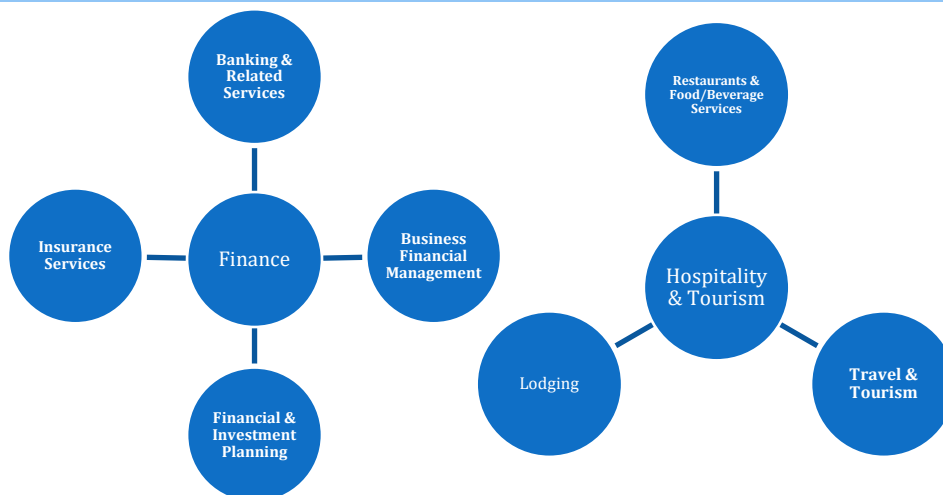
Management, marketing and operation of restaurants and other food services, lodging, attractions, recreation events and travel related services.

Finance

Planning, services for financial and investment planning, banking, insurance and business financial management.



Choosing a focused program of study is an important way to help clarify your goals, provide you with a relevant selection of elective courses, and prepare you for success in post- secondary education and/or careers. By selecting a focused program, you strengthen the opportunity to gain the qualities and skills that are vital for employment and productivity in business, industry and the community. These focus programs and pathways are related to the Business, Management & Administration career field.



Business, Management & Administration

Career
Fields

Business, Management and Administration

Administrative and Information Support

Legal Secretaries/Medical Secretaries

Library Assistants, Clerical, Medical Secretaries



New Accounts Clerks

Order Fillers, Wholesale &

Retail Sales

Public Relations Specialists

Business Analysis

Budget Analysts, Energy

Auditors

Management Analysts, Operations Research Analysts,

Sustainability Specialists

Business Financial Management and Accounting

Accountants and Auditors

Bookkeeping, Accounting, and Auditing Clerks

Chief Executives or Financial Managers

Treasurers and Controllers

Human Resources

Compensation and Benefits Managers

Compensation, Benefits, and Job Analysis Specialists



Human Resources Managers

Training and Development

Specialists

Management

Administrative Services Agents

& Business Managers of Artists,

Performers and Athletes

Chief Sustainability Officers, Compliance Managers

General and Operations Managers

Medical and Health Services Managers

Public Relations Managers, Purchasing Managers

Regulatory Affairs Managers, Wind Energy Project Managers

Marketing

Advertising and Promotions Managers

Advertising Sales Agents

Art Directors, Marketing Managers or Sales Managers

Finance

Banking and Related Services

Credit Analysts, Loan Officers

Title Examiners, Abstractors, and Searchers

Business Financial Management

Financial Analysts, Financial Quantitative Analysts

Fraud Examiners, Investigators and Analysts

Insurance Services

Actuaries, Claims Adjusters, Examiners, and Investigators

Insurance Sales Agents/Insurance Underwriters

Financial and Investment Planning

Brokerage Clerks, Agents, Tax Preparers

Investment Underwriters, Personal Financial Advisors

Risk Management Specialists, Sales Agents,

Financial Services, Securities and Commodities Traders

Securities, Commodities, and Financial Services Sales

Marketing, Sales and Service

Buying and Merchandising

Online Merchants, Procurement Clerks/Stock Clerks,

Sales

Marketing Information Management and Research

Market Research Analysts

Professional Sales and Marketing

Appraisers, Real Estate

Electronic Commerce Specialists, Fashion Designers

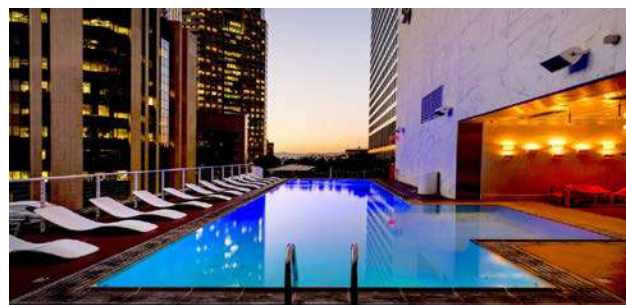
Real Estate Brokers/Real Estate Agents

Sales Representatives/Wholesale and Retail Buyers

Hospitality and Tourism

Lodging

Concierges, First-Line Supervisors/Managers/Lodging



Recreation, Amusements and Attractions

Animal Trainers

Athletes and Sports Competitors

Museum Technicians and Conservators

Self-Enrichment Education Teachers

Set and Exhibit Designers

Umpires, Referees, and Other

Sports Officials

Restaurants and Food/Beverage Services

Bakers/Bartenders/Servers

Executive Chefs, Sous Chefs,

Head Cooks/Food Service Managers



Travel and Tourism

Interpreters and Translators

Meeting and Convention Planners

Reservation and Transportation Ticket Agents and Travel

Clerks/Travel Agents/Travel Guides









Business, Management, Admin. & Finance

Personalized Academic & Career Ed Roadmap (PACER)

Program:

Pathway(s):

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. **Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals.**

High School	9 th Grade	10 th Grade	11 th Grade	12 th Grade
	English I	English II	English III or AP Eng.	English IV or AP/College Comp
	Algebra I or Geometry	Geometry or Algebra II	Algebra II, Pre-Calculus or Statistics	Statistics, Pre-Calculus, Calculus or College Algebra
	Physical Science or Biology	Biology I or Chemistry	Chemistry or Physics	
	US History Part II	World History	Economics	
	Wellness/Fitness I	Online Driver's Education	Personal Finance	Senior Interview/Presentation
Career Electives: Refer to the high school course selection guide for all available options: Intro to Business & Entrepreneurship Skill Development for Careers Business Law Introduction to Business Sports & Entertainment Marketing DaVinci Program Accounting				
Career Enhancement Options	Career Pathway Learning Experiences		Sample Career Related Learning Opportunities	
	<input type="checkbox"/> Job-Shadowing #1: _____ <input type="checkbox"/> Job-Shadowing #2: _____ <input type="checkbox"/> Pathway Internship: _____ <input type="checkbox"/> On-The-Job Training: <input type="checkbox"/> Informational Interviews: <input type="checkbox"/> Cooperative Education:		 Universal Media  The JDK Group  Visiquate  Wells Fargo  Best Authentics  Members 1 st Credit Union Contact the high school career coordinator for additional information.	
Post-Secondary	High School Diploma/On the Job/ Short Term/ Industry Certification (non-college credit)	2 Year-Community College Associate's Degree	4 Year-College/University Bachelor's Degree	
	<input type="checkbox"/> Flight Attendant <input type="checkbox"/> Entrepreneur <input type="checkbox"/> Network Technician <input type="checkbox"/> Website Designer <input type="checkbox"/> Sales Associate <input type="checkbox"/> Data Entry Clerk <input type="checkbox"/> Other _____	<input type="checkbox"/> Bookkeeper <input type="checkbox"/> Paralegal <input type="checkbox"/> Mortgage Broker <input type="checkbox"/> Benefits Specialist <input type="checkbox"/> Network Architect <input type="checkbox"/> Administrative Assistant <input type="checkbox"/> Other _____ <small>Certificates offered or Associate Degree offered Penn College and HACC</small>	<input type="checkbox"/> Accountant <input type="checkbox"/> Chief Financial Officer <input type="checkbox"/> Financial Planner <input type="checkbox"/> Hotel Manager <input type="checkbox"/> Software Engineer <input type="checkbox"/> Sales or Store Manager <input type="checkbox"/> Other _____	

NAVIGATION/KEY

Click the links below to jump to
respective page.

ACADEMIC & CAREER
PLANNING

CAREER FIELDS



Agriculture, Food &
Natural Resources



Arts, Communications, &
Information Systems



Business, Management,
& Administration



Engineering,
Manufacturing, &
Technology



Health Science
Technology



Human Services

HIGH SCHOOL ACADEMIC
COURSE OFFERINGS

ENGLISH



MATH



SCIENCE



SOCIAL STUDIES



SPECIAL EDUCATION



WORLD LANGUAGE



ART



BUSINESS & MARKETING



COMPUTER SCIENCE



ENGINEERING & TECH ED



HEALTH, P.E. & DRIVER ED



JROTC



MUSIC



COLLEGE/DUAL ENROLL

CAREER BASED LEARNING



CPAVTS (Vo-Tech)



Cooperative Education



Pathway Internship



Job Shadowing

LIFE AFTER HIGH SCHOOL



Colleges/Universities



Military Options



Workforce



Apprenticeships

Engineering, Manufacturing, & Technology

Transportation, Distribution and Logistics

Planning, management, and movement of people materials, and goods by road, pipeline, air, rail and water and support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Architecture and Construction

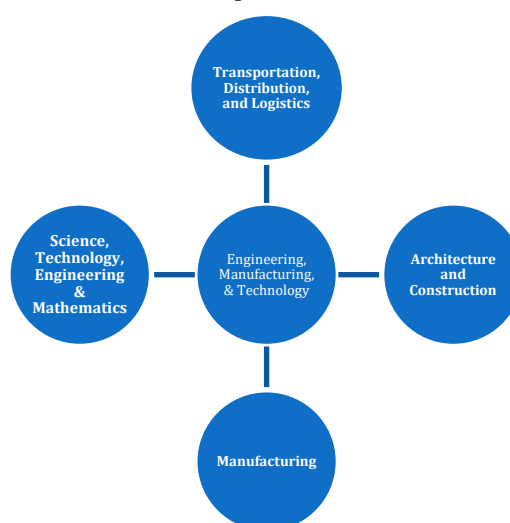
Designing, planning, managing, building and maintaining of the built environment.

Manufacturing

Planning, managing and performing the processing of materials into intermediate or final products and related technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Science, Technology, Engineering and Mathematics

Planning, managing, and providing scientific research and services including laboratory and Testing services and research and development services.



Transportation, Distribution and Logistics

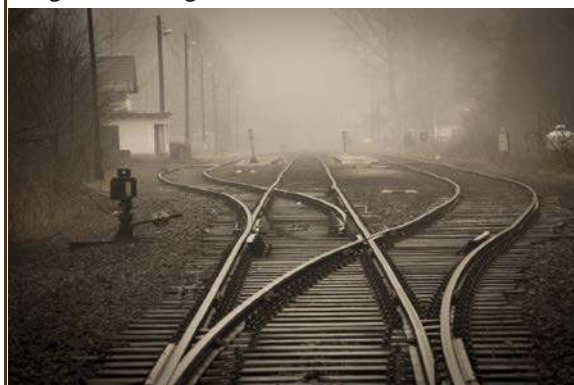
Health, Safety and Environmental Management

Industrial Safety and Health Engineers

Logistics Planning and Management Services

Logistics Analysts

Logistics Managers



Sales and Services

Cargo and Freight Agents

Transportation Operations

Air Traffic Controllers

Airfield Operations Specialists

Airline Pilots, Copilots, and Freight
Engineers

Ship Engineers

Subway and Streetcar Operators



Engineering, Manufacturing, & Technology

Career
Fields

Warehousing and Distribution Center Operations

First-Line Supervisors/Managers of Transportation and Material-Moving
Machine and Vehicle Operators
Laborers and Freight, Stock, and Material Movers, Hand Shipping, Receiving, and Traffic Clerks
Storage and Distribution Managers
Supply Chain Managers
Tank Car, Truck, and Ship Loaders

Transportation Systems/Infrastructure Planning, Management & Regulation



Aviation Inspectors
Customs Brokers
Freight and Cargo Inspectors
Transportation Planners

Architecture and Construction

Construction

Construction Managers
First-Line Supervisors/Managers of Construction Trades
Solar Energy Installation Managers
Solar Photovoltaic Installers

Design/Pre-Construction



Architects, Except Landscape and Naval
Civil Engineers
Interior Designers
Landscape Architects
Mechanical Drafters
Surveyors

Maintenance/Operations

Geothermal Technicians
Stationary Engineers and Boilers Operators
Wind Turbine Service Technicians

Manufacturing

Production

Biofuels Processing Technicians/Biomass Plant Technicians
Chemical Plant and System Operators
Computer-Controlled Machine Tool Operators, Metal & Plastic
Glass Blowers, Molders, Benders, and Finishers
Grinding and Polishing Workers, Hand
Industrial Engineering Technicians
Industrial Production Managers
Mechanical Engineering Technicians
Nuclear Power Reactor Operators
Numerical Tool and Process Control Programmers
Purchasing Agents, Except Wholesale, Retail, and Farm Products

Science, Technology, Engineering and Mathematics

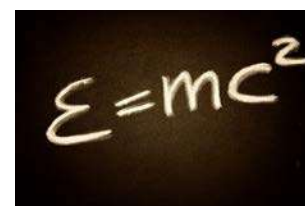
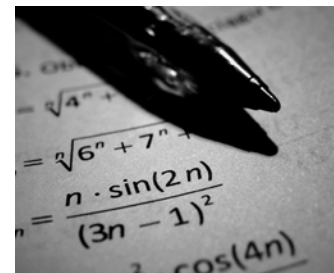
Engineering and Technology

Aerospace Engineers
Architectural and Civil Drafters
Biochemical Engineers
Chemical Engineers
Computer Hardware Engineers
Electrical Engineers
Energy Engineers
Engineering Managers
Fuel Cell Engineers
Industrial Engineers
Logistics Engineers
Manufacturing Engineers
Marine Engineers and Naval Architects
Materials Engineers
Mechanical Engineers
Nanosystems Engineers
Nuclear Engineers
Petroleum Engineers
Product Safety Engineers
Quality Control Systems Managers
Robotics Engineers
Solar Energy Systems Engineers
Technical Writers
Transportation Engineers
Validation Engineers
Water/Wastewater Engineers
Wind Energy Engineers



Science and Math

Atmospheric and Space Scientists
Biochemists and Biophysicists
Biofuels/Biodiesel Technology & Product Development Managers
Bioinformatics Scientists
Biostatisticians
Chemists
Environmental Economists
Environmental Restoration Planners
Geospatial Information Scientists and Technologists
Hydrologists
Industrial Ecologists
Materials Scientists
Microbiologists/Molecular and Cellular Biologists
Non-Destructive Testing Specialists
Park Naturalists
Quality Control Analysts
Statisticians
Survey Researchers
Water Resource Specialists



Engineering, Manufacturing, & Technology

Career
Fields

STEM Engineering Program

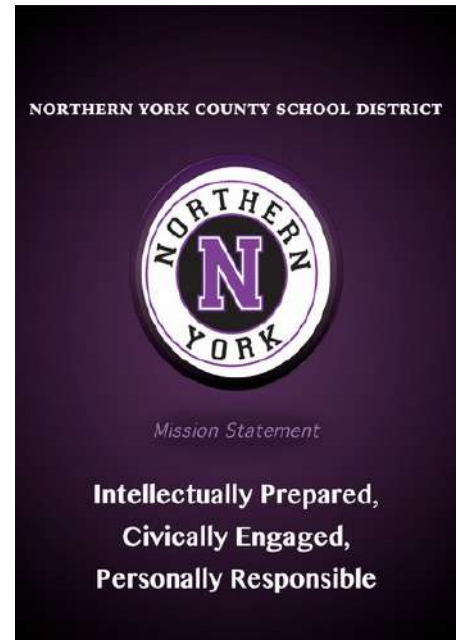
The West Shore School District has established a partnership with Northern York County School District (NYCSD) for students interested in a program in **STEM Engineering Program**.



The West Shore School District is committed to providing this generation with a quality education serving as a foundation for responsible and successful citizenship.

This agreement between the WSSD and NYCSD allows select Cedar Cliff and Red Land High School students to attend Northern High School in order to participate in either their Agricultural Science or STEM Engineering program. Select Northern High School students may also attend West Shore School District.

- The Science, Technology, Engineering and Mathematics (STEM) program, delivered through Project Lead the Way curriculum is a series of courses that are designed for students interested in design and engineering.



Two (2) students from each high school may apply each year for the following school year. There are additional requirements governing this agreement. Interested students should contact their counselor prior to the established course selection deadline.

Are you considering a career in engineering?



If you enjoy problem solving and getting involved in your community, then engineering may be the right career choice for you. Please click the link below to explore all that the engineering field has to offer:

<https://www.engineering4u.org/>









Engineering, Manufacturing, & Technology

Personalized Academic & Career Ed Roadmap (PACER)

Program:

Pathway(s):

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. **Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals.**

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
High School	English I	English II	English III or AP Eng.	English IV or AP/College Comp
	Algebra I or Geometry	Geometry or Algebra II	Algebra II, Pre-Calculus or Statistics	Statistics, Pre-Calculus, Calculus or College Algebra
	Physical Science or Biology	Biology I or Chemistry	Chemistry or Physics	
	US History Part II	World History	Economics	
	Wellness/Fitness I	Online Driver's Education	Personal Finance	Senior Interview/Presentation
	Career Electives: Refer to the high school course selection guide for all available options: Graphic Technology Materials Processing Electrical Engineering Transportation DaVinci Program Intro to Drafting Advanced Woodworking Mechanical Engineering Architectural Drafting/CADD Metal Technology Aeronautical Engineering Construction Technology Basic Home Repair & Maintenance Applied Engineering			
Career Enhancement Options	Career Pathway Learning Experiences <input type="checkbox"/> Job-Shadowing #1: _____ <input type="checkbox"/> Job-Shadowing #2: _____ <input type="checkbox"/> Pathway Internship: _____ <input type="checkbox"/> On-The-Job Training: <input type="checkbox"/> Informational Interviews: <input type="checkbox"/> Cooperative Education:		Sample Career Related Learning Opportunities  Navarro & Wright Internships  Advantage Engineers (possible Internships)  Manufacturer's Days (through YCAL & PCD)  HACC IT Day  Harrisburg University IT Day  TE Connectivity Internships Contact the high school career coordinator for additional information.	
Post-Secondary	High School Diploma/On the Job/ Short Term/ Industry Certification (non-college credit) <input type="checkbox"/> Engineering Aide <input type="checkbox"/> Machine Operator <input type="checkbox"/> Installation/Repair Assistant <input type="checkbox"/> Assembler/Operator <input type="checkbox"/> Electrical Apprentice <input type="checkbox"/> Cable Installer <input type="checkbox"/> Other _____	2 Year-Community College Associate's Degree <input type="checkbox"/> Drafting Technician <input type="checkbox"/> Sheet metal Technician <input type="checkbox"/> Plumber <input type="checkbox"/> Carpenter <input type="checkbox"/> Mason <input type="checkbox"/> Electrician <input type="checkbox"/> Other _____ <small>Certificates offered or Associate Degree offered Penn College and HACC</small>	4 Year-College/University Bachelor's Degree <input type="checkbox"/> Architect/Civil Engineer <input type="checkbox"/> Production Engineer <input type="checkbox"/> Construction/Building Inspector <input type="checkbox"/> Electrical Engineer <input type="checkbox"/> Software Engineer <input type="checkbox"/> Communications Engineer <input type="checkbox"/> Other _____	

NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

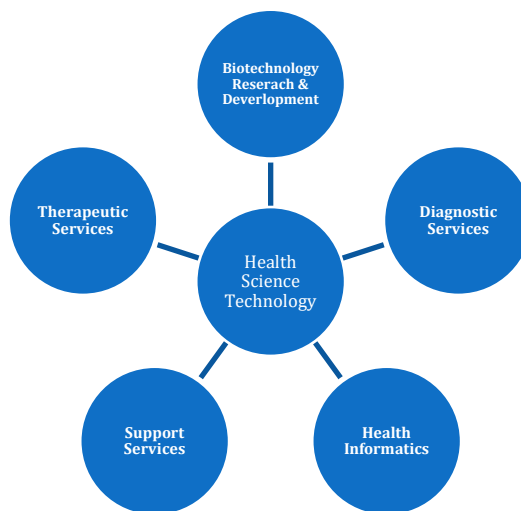
LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

Health Science Technology

Health Science Technology

Planning, managing and providing therapeutic services, diagnostic service, health informatics, support services, and biotechnology research and developments.



Biotechnology Research and Development

Biomedical Engineers
Clinical Data Managers
Clinical Research Coordinators
Medical Scientists

Diagnostic Services

Medical and Clinical Laboratory Technologists
Nuclear Medicine Technologists
Ophthalmic Medical Technologists and Technicians
Radiologic Technologists and Technicians



Health Informatics

Epidemiologists
Health Educators
Informatics Nurse Specialists
Medical Transcriptionists

Support Services

Mental Health and Substance Abuse Social Workers
Patient Representatives

Therapeutic Services

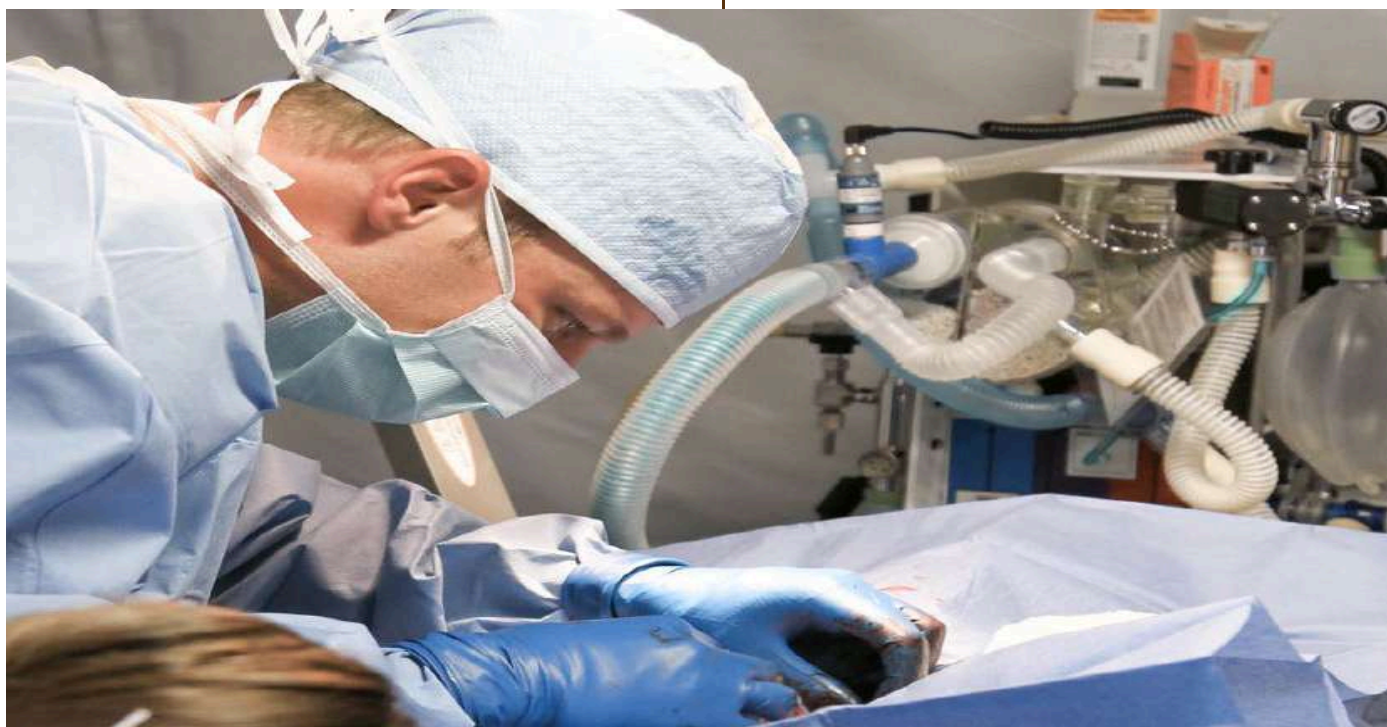
Acupuncturists
Allergists and Immunologists
Anesthesiologists
Athletic Trainers
Audiologists
Chiropractors
Critical Care Nurses
Dental Hygienists
Dentists



Health Science Technology

Dermatologists
Dietitians and Nutritionists
Family and General Practitioners
Genetic Counselors
Hospitalists
Internists, General
Midwives
Naturopathic Physicians
Neurologists
Neuropsychologists and Clinical Neuropsychologists
Nurse Practitioners
Obstetricians and Gynecologists
Occupational Therapists
Ophthalmologists
Optometrists
Orthodontists

Consider the Health Services pathway if you have a curiosity about medical problems and advances, a concern for physical and mental fitness, an aptitude in science, math and social studies, an aptitude for working with computers, desire to work in hospitals, clinics or health and wellness facilities. People attracted to careers in this pathway like to work with people. This career path includes programs related to medicine, dentistry, nursing, therapy and rehabilitation, nutrition, fitness, and hygiene.



“The Health Sciences Career Field orients students to careers that promote health, wellness, and diagnoses as well as treat injuries and diseases. Some of the careers involve working directly with people while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medevac units, sports areas, space centers or within the community.”

—Oregon Department of Education

Orthotists and Prosthetists
Pathologists
Pharmacists
Physical Therapists
Physician Assistants
Podiatrists
Psychiatrists
Psychologists
Registered Nurses
Respiratory Therapists
Speech-Language Pathologists
Surgeons












Health Science Technology

Personalized Academic & Career Ed Roadmap (PACER)

Program:

Pathway(s):

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. **Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals.**

High School		9 th Grade	10 th Grade	11 th Grade	12 th Grade
		English I	English II	English III or AP Eng.	English IV or AP/College Comp
		Algebra I or Geometry	Geometry or Algebra II	Algebra II, Pre-Calculus or Statistics	Statistics, Pre-Calculus, Calculus or College Algebra
		Physical Science or Biology	Biology I or Chemistry	Chemistry or Physics	
		US History Part II	World History	Economics	
		Wellness/Fitness I	Online Driver’s Education	Personal Finance	Senior Interview/Presentation
		Career Electives: Refer to the high school course selection guide for all available options: Biology II Anatomy & Physiology Psychology Sport Medicine Chemistry Biology AP			
Career Enhancement Options	Career Pathway Learning Experiences <input type="checkbox"/> Job-Shadowing #1: _____ <input type="checkbox"/> Job-Shadowing #2: _____ <input type="checkbox"/> Pathway Internship: _____ <input type="checkbox"/> On-The-Job Training: <input type="checkbox"/> Informational Interviews: <input type="checkbox"/> Cooperative Education:		Sample Career Related Learning Opportunities  Holy Spirit Career Exploration Program  Pinnacle Coop Volunteering Program  HACC Health Careers Day  Red Cedar Family Practice  Wellspan Career Days  Premier Eye Care Internships  CPRS  Drayer Physical Therapy  Pulse Hershey Medical Contact the high school career coordinator for additional information.		
Post-Secondary	High School Diploma/On the Job/ Short Term/ Industry Certification (non-college credit)	2 Year-Community College Associate’s Degree	4 Year-College/University Bachelor’s Degree		
	<input type="checkbox"/> Home Care Aide <input type="checkbox"/> Pharmacy Technician <input type="checkbox"/> Massage Therapist <input type="checkbox"/> Lab Aide <input type="checkbox"/> Medical Secretary <input type="checkbox"/> Other _____	<input type="checkbox"/> Emergency Medical Tech <input type="checkbox"/> Respiratory Therapist <input type="checkbox"/> Medical Assistant <input type="checkbox"/> Licensed Practical Nurse <input type="checkbox"/> Medical Biller <input type="checkbox"/> Quality Assurance Tech <input type="checkbox"/> Other _____ Certificates offered or Associate Degree offered Penn College and HACC	<input type="checkbox"/> Radiologist <input type="checkbox"/> Dental Hygienist <input type="checkbox"/> Athletic Trainer <input type="checkbox"/> Physical Therapist <input type="checkbox"/> Biochemist <input type="checkbox"/> Forensic Scientist <input type="checkbox"/> Other _____		

NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING

CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

Human Services

Law, Public Safety, Corrections and Security

Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Human Services

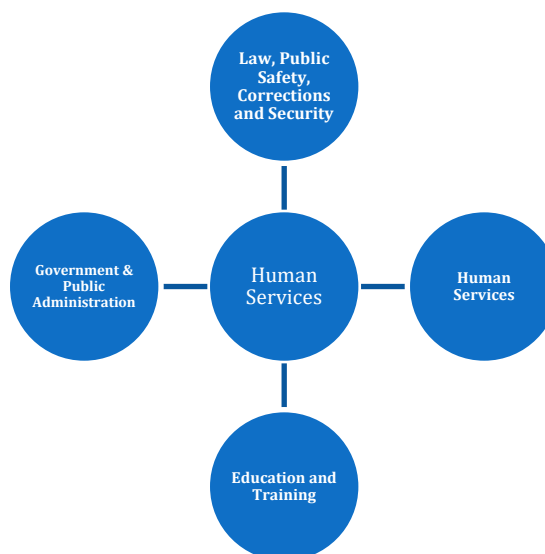
Careers related to serving families and a wide range of human needs.

Education and Training

Planning, managing and providing education and training services and related learning support services.

Government and Public Administration

Governmental functions including Governance; National Security; Foreign Service, Planning: Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.



Law, Public Safety, Corrections and Security

Correction Services

Correctional Officers and Jailers
Probation Officers and Correctional Treatment Specialists
Social Workers, All Other

Emergency and Fire Management Services

Emergency Management Specialists
Emergency Medical Technicians and Paramedics



Fire Fighters
Fire Investigators

Law Enforcement Services

Criminal Investigators and Social Agents
Forensic Science Technicians
Police & Sheriff's Patrol Officers
Police Detectives
Transportation Security Officers



Human Services

Legal Services

Administrative Law Judges, Adjudicators, and Hearing Officers
Arbitrators, Mediators, and Conciliators
Law Clerks
Lawyers
Paralegals and Legal Assistants

Security and Protective Services

Intelligence Analysts
Loss Prevention Managers
Private Detectives and Investigators
Security Management Specialists
Security Managers

Human Services

Consumer Services

Loan Counselors
Property, Real Estate, and Community Association Managers

Counseling and Mental Health Services



Marriage and Family
Therapists
Mental Health Counselors
Rehabilitation Counselors
Social and Community
Service Managers
Substance Abuse/
Behavioral Disorder Counselors

Early Childhood Development and Services

Child Care Workers, Family and Community Services
Child, Family, and School Social Workers, Clergy
Medical and Public Health Social Workers
Residential Advisors

Personal Care Services

Embalmers
First-Line Supervisors/Managers of Personal Service Workers
Fitness Trainers and Aerobics Instructors
Funeral Directors
Hairdressers, Hairstylists, Cosmetologists, Massage Therapists

Education and Training

Administration and Administrative Support

Education Administrators
Instructional Coordinators



Professional Support Services

Clinical, Counseling, and
School Psychologists
Educational, Vocational,
and School Counselors
Instructional Designers
and Technologists
Librarians

Teaching/Training

Adaptive Physical Education Specialists
Adult Literacy, Remedial Education, and GED Teachers
and Instructors
Anthropology and Archeology Teachers, Postsecondary
Architecture Teachers, Postsecondary
Archivists
Coaches and Scouts
Communications Teachers, Postsecondary
Computer Science Teachers, Postsecondary
Curators
Special Education Teachers
Teachers and Instructors
Vocational Education Teachers

Government and Public Administration

Governance

Legislators

Planning

Climate Change Analysts
Economists
Urban and Regional Planners



Public Management and Administration

Court Clerks
Postmasters and Mail Superintendents

Regulation

Compliance Officers
Coroners
Detectives and Criminal Investigators
Financial Examiners
Government Property Inspectors and Investigators
Licensing Examiners and Inspectors

Revenue and Taxation

Appraisers and Assessors of Real Estate
Tax Examiners, Collectors, and Revenue Agents

“Are you able to be flexible and adapt quickly, and to make quality judgments under stressful situations? Do you like working with diverse groups of people and serving the public? Do you possess emotional stability and strong self-esteem? This may be the career pathway for you! Careers in this pathway appeal to people who enjoy interacting with other people and who are interested in helping people solve their problems.”






Human Services

Personalized Academic & Career Ed Roadmap (PACER)

Program:

Pathway(s):

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. **Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals.**

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
High School	English I	English II	English III or AP Eng.	English IV or AP/College Comp
	Algebra I or Geometry	Geometry or Algebra II	Algebra II, Pre-Calculus or Statistics	Statistics, Pre-Calculus, Calculus or College Algebra
	Physical Science or Biology	Biology I or Chemistry	Chemistry or Physics	
	US History Part II	World History	Economics	
	Wellness/Fitness I	Online Driver's Education	Personal Finance	Senior Interview/Presentation
	Career Electives: Refer to the high school course selection guide for all available options: Psychology Psychology AP Business Law Sociology American Citizenship and Government Anthropology Environmental Science JROTC World Language			
Career Enhancement Options	Career Pathway Learning Experiences <input type="checkbox"/> Job-Shadowing #1: _____ <input type="checkbox"/> Job-Shadowing #2: _____ <input type="checkbox"/> Pathway Internship: _____ <input type="checkbox"/> On-The-Job Training: <input type="checkbox"/> Informational Interviews: <input type="checkbox"/> Cooperative Education:		Sample Career Related Learning Opportunities  YCAL Human Services Series  PA Civil Services  PCD Events Contact the high school career coordinator for additional information.	
Post-Secondary	High School Diploma/On the Job/ Short Term/ Industry Certification (non-college credit)	2 Year-Community College Associate's Degree	4 Year-College/University Bachelor's Degree	
	<input type="checkbox"/> Youth Worker <input type="checkbox"/> Administrative Assistant <input type="checkbox"/> Teacher Aide <input type="checkbox"/> Legal Secretary <input type="checkbox"/> Firefighter <input type="checkbox"/> Guest Services/Concierge <input type="checkbox"/> Other _____	<input type="checkbox"/> Preschool Teacher <input type="checkbox"/> Park Police/Ranger <input type="checkbox"/> Paralegal Administrator <input type="checkbox"/> Paramedic <input type="checkbox"/> Research Assistant <input type="checkbox"/> Assistant Manager <input type="checkbox"/> Other _____ <small>Certificates offered or Associate Degree offered Penn College and HACC</small>	<input type="checkbox"/> Psychologist <input type="checkbox"/> Probation Officer <input type="checkbox"/> Lawyer <input type="checkbox"/> Anthropologist <input type="checkbox"/> Political Scientist <input type="checkbox"/> Teacher <input type="checkbox"/> Other _____	

NAVIGATION/KEY

Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING

CAREER FIELDS



Agriculture, Food & Natural Resources



Arts, Communications, & Information Systems



Business, Management, & Administration



Engineering, Manufacturing, & Technology



Health Science Technology



Human Services

HIGH SCHOOL ACADEMIC COURSE OFFERINGS



ENGLISH



MATH



SCIENCE



SOCIAL STUDIES



SPECIAL EDUCATION



WORLD LANGUAGE



ART



BUSINESS & MARKETING



COMPUTER SCIENCE



ENGINEERING & TECH ED



HEALTH, P.E. & DRIVER ED



JROTC



MUSIC



COLLEGE/DUAL ENROLL

CAREER BASED LEARNING



CPAVTS (Vo-Tech)



Cooperative Education



Pathway Internship



Job Shadowing

LIFE AFTER HIGH SCHOOL



Colleges/Universities



Military Options



Workforce



Apprenticeships

Scheduling Information

This section provides detailed information regarding required credits, courses, senior option as well as scheduling instructions.



NCAA Approved Course



Advanced Placement Course



College Credit Course

As a high school student, one of the most serious decisions with which you are faced each year is the selection of courses for the following year. Proper planning is critical if you are to prepare yourself adequately for your future goals whether they may include further education or immediate entry into the job market.

The West Shore School District provides you with many educational opportunities. Areas of study in art, business, cooperative diversified education, music, technology education, vocational-technical trades, and college preparation are available at Cedar Cliff High School, Red Land High School and at Cumberland-Perry Area Vocational Technical School with which West Shore School District is affiliated.

Recommendation for college admission requires a final average of 80 or better in all subjects. Transcripts for college admission include grades for courses taken in grades 9-12. Planning should be a cooperative effort. As a student, you should not feel that you are alone in making your decision. Your counselors, teachers, and parents are ready and willing to help you with your decision; however, ultimately, the choice must be yours. When planning your schedule of courses, consider these four criteria:

Abilities: Carefully consider your academic record for the past several years. While your grades in middle school should not necessarily determine your academic program in high school, a review of your report cards should give you a good indication of your strengths and weaknesses. If you have consistently received "D's" in science, for example, you would probably be wise not to schedule more than the required number of courses in science unless you are willing to devote extra time and effort to your science classes. Conversely, if you have consistently received "A's" in science, you may want to schedule a minimum of one science course every year and even consider applying for some of the advanced courses in that area.

Interests: A high school schedule provides an opportunity not only to prepare for your future but also to explore and develop your individual interests and abilities. If you have always enjoyed or have a specific interest in art, music, computers, or technology, you may want to take as many courses in these areas as you can schedule.

Goals: Ideally, your selection of courses in high school will be based upon future goals you have established for yourself. Your counselor will be discussing a planned program with you to help you to reach those goals. Good advice would be to remain flexible and try not to limit your future options when selecting courses.

Selection of Courses

You should be aware of a number of course requirements when planning your schedule. This guide highlights required courses, the number of credits needed to graduate, the number of periods per cycle that must be scheduled, and other key points.



Scheduling Information

Students are responsible for the selection of courses to fulfill graduation requirements and prepare them for future goals. Courses listed in this booklet may be withdrawn/ canceled because too few students elected them. It likewise may be impossible to schedule all the courses requested by the student. Parents and students should plan for this contingency at the time of course selection by indicating suitable alternates. Teacher recommendations must be solicited by students for specified courses (see course recommendation list) and will be considered in all cases prior to placement of students in those classes.

Course Sequencing

Only one core English course may be scheduled annually, e.g., a student may not complete ninth and tenth grade English in the freshman year. U.S. History Part II is a required 9th grade social studies course. Course options for the remainder of the student's career are listed in the social studies section. Other courses with grade level designations must be scheduled appropriately throughout the student's high school career. Course sequencing exceptions must be approved by the administration.

Credit Recommendations by Grade Level:

Ninth Grade – Class of 2023	
English I	1.00 credit
US History Part II	1.00 credit
Math ¹	1.00 credit
Science ¹	1.00 credit
Wellness/Fitness I: Health/Phys. Ed	.50 credit
Electives ³	<u>1.50 credits</u>
	6.00 credits

Tenth Grade – Class of 2022	
English II	1.00 credit
Social Studies ¹	1.00 credit
Math ¹	1.00 credit
Science ¹	1.00 credit
Phys. Ed. Elective ²	.50 credit
Driver Education Online	.25 credit
Electives	<u>1.25 credits</u>
	6.00 credits

Eleventh Grade – Class of 2021	
English III or AP	1.00 credit
Social Studies ¹	1.00 credit
Math ¹	1.00 credit
Science ¹	1.00 credit
Phys. Ed. Elective ²	.50 credit
Electives ³	<u>1.50 credits</u>
	6.00 credits

Twelfth Grade – Class of 2020	
English IV, World Lit., or AP	1.00 credit
Electives ³	<u>1.00-5.00 credits</u>
Must Earn Total of 22.0 Credits for Graduation	22.00 Credits

¹ Please refer to the tables and references in the Course Selection Manual to determine course sequences.

² A .50 credit of Physical Education or Physical Education Elective must be taken in either junior or senior year.

³ Students not meeting Keystone Proficiency targets may be enrolled in the respective remediation course.

Credit Requirements for Graduation:

Curricular Area	Planned Courses	Credits for Graduation
English	4	4.00
Social Studies	3	3.00
Science	3	3.00
Mathematics	3	3.00
Health/Phys. Ed. (Wellness/Fitness)	3	1.50
Electives	Variable	7.50
TOTAL		22.00

* Successful completion of the Keystone Exams may be required as per Pennsylvania Department of Education.



Grade Level Promotion

Students attending the high school are required to sign up for six (6) credits per year. To be promoted from one grade level to the next, students must earn the following credits:

- Five (5) credits to move from freshman to sophomore status
- Ten (10) credits to move from sophomore to junior status
- Sixteen (16) credits to move from junior to senior status (credits must be earned prior to the senior year)

All 22 credits must be earned prior to graduation to participate in graduation ceremonies.

FOR ALL STUDENTS:

Students who fall behind during their time in high school may be afforded the opportunity to take summer remedial courses where it is feasible and enrollment is sufficient to run such courses. Students are strongly encouraged to pass the courses taken during the school year. There are additional expenses incurred by the student for summer school. The District cannot guarantee that all courses failed will be offered in summer school.

TRANSFER STUDENTS:

Students who move into the district and find themselves below the required credit limit for the expected grade level will be given due consideration for grade placement based upon the successful completion of courses in the areas of English, Social Studies, Science, Math and Physical Education in their previous school.

Make-Up of Failures

Failures are to be made up in summer school if the course is offered. Only a course in which a student achieves a final grade of 50% or higher can be made up in summer school without administrative approval. Required subjects must be repeated if failed. If needed, elective subjects may be made up to fulfill prerequisites or achieve additional credits. Senior year exceptions, with prior administrative approval, will be considered. Subjects failed by underclassmen in the fall semester may not be repeated during the spring semester of the same school year without administrative approval; however, successful summer school efforts will permit more flexibility in scheduling and will allow the student to stay on track toward graduation. Additionally, students may also repeat courses already passed with a grade of 70% to 76%. Students repeating courses because of failure or because they have received a grade of 70% to 76% will receive both grades on the report card and transcript for ranking purposes. Only one (1) credit will be awarded for a given course.

Changes in Schedule

It is important to emphasize to students that they and their parents should devote their most serious attention to the decision making process necessary for valid course selection. **ANY REQUESTS FOR SCHEDULE CHANGES MUST BE MADE BEFORE JULY 1.** Schedule changes will be honored for students enrolled in summer school. However, once school has opened, any request for a change in a student's schedule will be handled on an individual basis and changes will be made only under the most extenuating circumstances.

ADVANCED PLACEMENT COURSES



Advanced Placement (AP) courses are designed for the college-bound student. Such courses have very high academic rigor and may require summer reading/writing. Indeed, these courses are the equivalent of college level courses and can lead to credit being granted at the college level for the successful completion of the program. A student who elects to take one or more of these courses does so with the understanding that there is a personal responsibility involved in attaining success in these courses. Work in the course often begins before the school year starts and is integral to being prepared for the start of the course. If there is assigned prerequisite work, the student is expected to complete it on time. If there is a concern, the student is expected to contact the teacher prior to the deadline for the submission of prerequisite materials. Failure to do so may result in initial difficulty at the start of the course and throughout the course. Failure to complete the prerequisite assignments will not release the student from the obligation to remain in the class, and the missing work may be counted as zeros by the teacher and averaged into the student's class average for the course. It is important to note that as a culminating part of the AP program there is an exam that is offered to students to take which may help them obtain college credit when they apply to college. More information is available from the teacher of the course. The test is not a requirement, but we encourage our students to take advantage of this opportunity.

Academic Contract (Policy 118)

This program is offered to properly qualified students. Contracts will be planned at the building level, follow the requirements for a planned course, include minimal time and report requirements, assessment standards, (written and/or oral), and include regular supervisory conferences between the student and a teacher. The student seeking approval for an academic contract project shall be required to:



1. Request an application from the office. (Form Appendix B)
2. Complete the application with the participating teacher.
3. Submit the application to the building principal for approval.
4. Submit the application for approval to the Director of Secondary Education.

The following guidelines relative to academic contracting are suggested:

1. Contracting to make up a failed course will only be done in summer school if the course is not available through regular summer school offerings and regular school year scheduling.
2. No summer contracting will be offered in co-op or Pathway Internship.
3. Summer school contracts will be available only for remedial purposes.
4. Remedial contracting will only be available for seniors (at least 16 credits after summer school the third year) during the school year. Seniors may only contract for one remedial credit during the school year. A maximum of 7 credits should be earned during a regular school year.
5. Online courses for remedial purposes may be permitted during the school year.

Suggested guidelines for academic year credits are:

1. The maximum number of credits (regular, classroom, and/or contracting) that can be earned during summer school is 2.
2. The maximum number of credits which can be earned by a student between the first day of school and the close of summer school each year is 9 unless prior administrative approval is granted.

Academic Contracting Special Option

1. Contracting for underclassmen will be considered as an option for acceleration purposes when the regular schedule cannot accommodate the student or when the course/class requested is beyond the scope and sequence offered at the high school.
2. Students wishing to access this option must request consideration in writing to the principal of the building by June 1st of the year preceding the planned program. This can be done through the completion of an Academic Enrichment Contract.
3. The student must provide a brochure or pamphlet outlining the program and explaining the course of study when the application is made.
4. A committee from the school will determine approval or disapproval of all requests.
5. It is the student's responsibility to ensure that grades from the program are reported to the school quarterly in time for inclusion on the report card, if deemed appropriate. Otherwise no credit will be given.
6. Final grades for this course must be provided to the school no later than the end of the semester.
7. Failure to meet the above requirements may result in no further requests for future exceptions being considered.
8. No student may take more than 2 credits per year in this manner and must take a minimum of 4 credits per year at the high school.

Early Admissions

A senior student may be granted permission to attend classes at an approved two or four-year college if he/she meets the following requirements:

1. Has satisfactorily completed 16 credits in previous high school years.
2. Has an earned average of 86% in high school courses completed to date.
3. Applied to and been accepted by a college.
4. If attending college on a part-time basis enrolls in a minimum of two credits per year at the home school, including courses required for graduation, or if attending college as a full-time student, elects courses that will meet the high school graduation requirements.
5. Agrees that student's family accepts responsibility for all costs for matriculation at the college.
6. Submits a copy of his/her college grades to the high school at the established intervals observed by the college.
7. Provides transportation to the college at no cost to the District.
8. Maintains a satisfactory standing as determined by the college and high school in the program.
9. Accepts the possibility of withdrawal from the college courses and the ensuing difficulty of returning to full-time classes at the high school.
Informs the high school of his/her intent by January 31 to participate in the graduation ceremony.
10. Realizes that the student will no longer be ranked with his/her graduating class.



A senior may attend on a part-time basis an approved and duly licensed/accredited trade, technical, or vocational school if he/she meets the following requirements:

1. Has satisfactorily completed 16 credits in previous high school years.
2. Is performing satisfactorily as determined by a high school committee composed of one counselor, two faculty members (including one cooperative education teacher), and a building administrator.
3. Has applied and has been accepted at an approved trade, technical or vocational school.
4. Enrolls in a minimum of two credits at his/her high school, including credits in any required courses for graduation.
5. Accepts responsibility for all costs of matriculation at such approved school.
6. Provides transportation to and from approved school.
7. Maintains a satisfactory standing at both schools as determined by the committee and approved school.
8. Submits copies of trade school marks to the high school at the intervals used by the trade school.
9. Recognizes the possibility of withdrawal from the trade school and the ensuing difficulty of returning to full-time classes at the high school.
10. Informs the high school of his/her intent by March 1 to participate in the graduation ceremony.

Early Graduation Option

Students who have reached senior status and want to graduate in January rather than June must notify their counselor in writing by August 1 of their intent to graduate early. The full 22 credits must be earned by the end of semester one (1) for January graduation.

Senior Option

Flexible Scheduling is available for seniors' students in good standing. Students must provide their own transportation to allow for the flexible scheduling. The Senior Option is a privilege given to seniors who are on target to meet the necessary graduation requirements including passing the Keystone Exams or being enrolled in the corresponding remediation course(s). Seniors attending high school on a part-time basis must enroll in a minimum of two (2) credits per year at the home school, including courses required for graduation and must be lawfully employed part-time or officially enrolled in post-secondary coursework. The PIAA requires all athletes to pass four (4) credits for high school athletic eligibility. Potential collegiate athletes seeking NCAA I, II or III eligibility should give serious consideration to taking a full time six (6) credit academic course load and must consult the NCAA Eligibility Center.



Dual Enrollment/Articulation Agreement/Harrisburg Area Community College

The West Shore School District has a dual enrollment agreement with HACC and other colleges and universities. In this agreement, students who apply for and are accepted into such programs may obtain both high school and college credit. See your counselor for details. Courses for this program may change from year to year, so contact with the counselor is essential. **(Board Policy 217 and 912)**

A high school student may attend an approved post-secondary institution or an approved, duly licensed/accredited trade, technical, or vocational school if he/she meets the following criteria:

1. Applied and has been accepted at an approved post-secondary institution.
2. Enrolled, as a part-time student, in a minimum of two (2) credits at the District's high school, including any required credit courses for graduation.
3. Submitted the program of studies for each semester for review and approval by the building administrator and the Director of Secondary Education.
4. Accepted that he/she will continue to be ranked with his/her graduating class with courses counting with the same weight as Advanced Placement courses.
5. Reviews all other guidelines located in Board Policy 217.



Scheduling Information

Students are responsible for tuition costs; reduced tuition is available for WSSD students, per Board Policy 912. Additionally, the student shall be responsible for transportation, books, and incidental expenses. Continuation in the program is dependent upon satisfactory achievement in the program and at the respective high school.

Dual Enrollment Grade Conversion	
College Grade	High School Equivalent (Transcript)
A	97%
B	89%
C	81%
D	73%
F	65%

Keystone Exam Information for All Students

The Keystone Exams are end-of-course assessments designed to assess proficiency in specific subject areas, as predetermined by the state. These exams may become one component of Pennsylvania's new system of high school graduation requirements. In order to graduate, students may be required by the State to demonstrate proficiency on three Keystone Exams (Algebra I, Biology, Literature) while also meeting the district's required graduation credits.

Students Studying Abroad

Students who wish to participate in a study abroad or exchange student program will be expected to meet the following requirements:

1. Undertake a program of studies equivalent to a minimum of six credits.
2. Enroll in courses abroad to parallel the required courses established by the District for graduation (If English is not available, the language of the country may be substituted.).
3. Provide a transcript of grades from the foreign school for review by the home school staff. Determination of credits satisfactorily completed cannot be made until the transcript is received.
4. Have satisfactorily completed the competency requirements of the District.
5. Bear all costs of travel and education while abroad.
6. Notify the District by January 31 of intent to participate in graduation.
7. Recognize that in the event of returning to the home school during the year, difficulties may exist in reentering a full-time program of study.
8. Realize that course work abroad will not be calculated for GPA and class rank.

Teen Parenting Day Care Program

To encourage teen parents to remain in school, West Shore School District works collaboratively with a day care provider for the care of a child of a District student to ensure the child is well cared for during the time the student is attending school. In order for a District student to place his or her child in the day care program, the student must be enrolled in a District school. A student agreeing to place his or her child in the day care program is accepting the established conditions of the program as well as agreeing to abide by all other regulations of the School District. Failure of the student to comply with the rules of the District and day care program will lead to the immediate forfeiture of all day care services.

Weighted Grades

Selected Level 1 and elective courses, Honors Level, and Advanced Placement courses are given additional weight for purposes of calculating a student's class rank and honor roll status (See Appendix A). To obtain the weighted grade, the grade assigned by the teacher is multiplied by the number of credits established for the course and then by a factor of 1.01 for Level 1 and elective courses, 1.03 for Honors Level courses, or 1.06 for Advanced Placement and Dual Enrollment courses. The courses are weighted due to increased student workload and teacher expectations. Weighting for each course is contained within the *Course Selection Manual*. The actual grade assigned by the teacher appears on the report card.



Scheduling Information

Academic Course Offerings

PATHWAY PLANNER

Student Name: _____
 Graduation Year: _____

Pathway: _____
 Career: _____

	Grade 9	Grade 10	Grade 11	Grade 12	Credits Earned
<u>English</u>	English I 1.0 credit				_____ 4.0 Credits Required
<u>Mathematics</u>					_____ 3.0 Credits Required
<u>Science</u>					_____ 3.0 Credits Required
<u>Social Studies</u>	US History Part II 1.0 credit				_____ 3.0 Credits Required
<u>World Language</u>					_____ 3.0 Credits Recommended
<u>Health & PE</u>	Wellness/Fit I .5 credit	PE Elective .5 credit	PE Elective .5 credit		_____ 1.50 Credits Required
<u>Driver Education</u>		Online Driver Education .25 credit			_____ .25 Credits Recommended
<u>Pathway Electives</u>				Pathway Internship recommended	_____ Credits Will Vary
<u>Other Electives</u>			Personal Finance		_____ Credits Will Vary
<u>Credit Status</u>	_____ Total Credits To Be Scheduled Grade 9	_____ Total Credits To Be Scheduled Grade 10	_____ Total Credits To Be Scheduled Grade 11	_____ Total Credits To Be Scheduled Grade 12	Must Earn 22 Credits for Graduation
































PowerSchool Course Request Directions

- Log on to PowerSchool using student login and password.
- Click on the Class Registration icon. 
- The class registration screen will appear. Select course requests from the pop-up menus.

Welcome to the High School Class Registration System

View course requests

English Requirement	Click the edit button to request a course	 
Math Requirement	Click the edit button to request a course	 
Science Requirement	Click the edit button to request a course	 
social studies requirement	Click the edit button to request a course	 
Health/PE/Arts Requirement	Click the edit button to request a course	 
Elective 1	Click the edit button to request a course	 
Elective 2	Click the edit button to request a course	 
Elective 3	Click the edit button to request a course	 
Literature 1	Click the edit button to request a course	 
Literature 2	Click the edit button to request a course	 
Literature 3	Click the edit button to request a course	 
World 1	Click the edit button to request a course	 
Music 1	Click the edit button to request a course	 
Music 2	Click the edit button to request a course	 
Requires between 0 and 7 credit hours. Requesting 0 credit hours		



Edit Button




Required



Optional

Scheduling Information

- Example: English Requirement - Click the  icon for a list of courses.

Sort columns by clicking on the column heading. Place a checkmark in the box next to the requested course. **Make sure it is the correct course number.** Click Okay.

English Requirement

<input type="checkbox"/>	Course Name	Number	Credits	Prerequisite Note	Alerts
<input type="checkbox"/>	English for the ELL I	700760	1	Diagnostic Assessment	
<input type="checkbox"/>	English for the ELL II	700762	1	Diagnostic Assessment	
<input type="checkbox"/>	English for the ELL III	700764	1	Diagnostic Assessment	
<input type="checkbox"/>	English I	888002	1	Current I.E.P.	
<input checked="" type="checkbox"/>	English I - L1	700716	1		
<input type="checkbox"/>	English I - L2	700721	1		
<input type="checkbox"/>	English I - L3	700723	1		
<input type="checkbox"/>	Reading	888425	0.5	Current I.E.P.	
<input type="checkbox"/>	Reading	888424	1	Current I.E.P.	

<< first < prev 1 next > last >>

✓ You may select 1 course. You have selected 1 course.


Cancel Okay

- The selected course will appear in the box next to the category.

English Requirement

English I - L1
700716 - 1 credits

-  Complete all required categories first and then complete optional categories as desired for a minimum of 6 credits and a maximum of 7 credits plus alternates. (Note: alternates do not count towards the 7 credit maximum but are required)
- Click submit at the bottom of the page after entering all requests to see the **Course Request Confirmation** screen.
- Please see guidance counselor with questions about or problems inputting requests.**



ENGLISH

Graduation Requirements: 4.0 Credits

NAVIGATION/KEY















Click the links below to jump to the respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

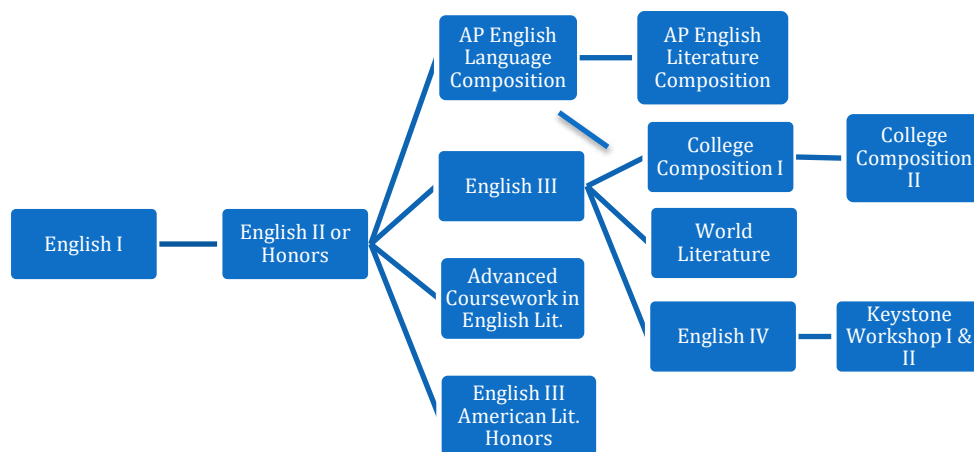
CAREER BASED LEARNING

-  Cooperative Education
-  Pathway Internship
-  Job Shadowing
-  CPAVTS (Vo-Tech)

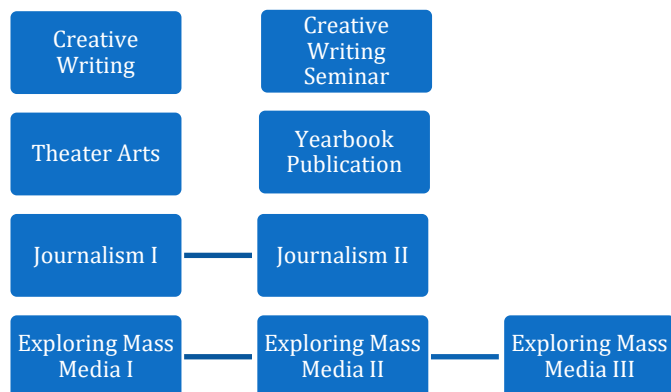
LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

COURSE SELECTION FLOW CHART



ELECTIVES:



CREATIVE WRITING 700705



Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory Completion of English courses and Teacher Recommendation
 This course provides students with a comprehensive study of the creative writing process. Students read and examine professional models in various literary genres including, but not limited to, poetry, short story, and drama, and write creatively in these genres. Student expectations include entering a minimum of one writing contest and submitting to student publications. In addition, students edit, copyright, and publish a class Literary Magazine and coordinate and participate in all activities associated with the magazine.

CREATIVE WRITING SEMINAR 700706



Weight: 1.00 Credit(s):.50

This course increases the creative writing opportunities for ninth and tenth grade students and supplements the English core-writing program. Students explore diverse writing styles and genres using the philosophies of the National Writing Project. Instruction focuses on individualized grammar, mechanics, and writing skills.



ENGLISH

Graduation Requirements: 4.0 Credits

Academic Course Offerings

ENGLISH I – LEVEL 1 700716



Weight: 1.01 Credit(s):1.0

This course emphasizes mastery of the grammar and vocabulary skills necessary for the college-bound student, stresses composition as it relates to grammar and literature, and enhances the understanding and analysis of various literary types.

ENGLISH I – LEVEL 2 700721



Weight: 1.00 Credit(s):1.0

This course increases proficiency in grammar, vocabulary, and composition skills, emphasizes understanding and appreciation of various literary forms and improves reading comprehension.

ENGLISH I – LEVEL 3 700723

Weight: 1.00 Credit(s):1.0

This course is geared toward the vocationally oriented student. Emphasis will be placed on writing clearly and concisely using standard English and proper usage and mechanics. Reading strategies will enable students to increase comprehension skills. Instruction is geared toward building literacy skills necessary for success in the post-secondary workforce.

ENGLISH II HONORS 700717



Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English I and Teacher Recommendation

This course combines grammatical skills and literary concepts necessary for the AP English/college-bound student. In-depth class discussion, reaction essays, supplementary vocabulary, additional literary selections in varying genres, and concentration on composition styles are emphasized. Sentence variation, structure, and focused grammar instruction are key elements of the readings and writings in the course. All Honors students are required to participate in a summer reading/writing program through reading assigned work and written response, by a predetermined date prior to the start of the new school year. Objectives include the completion of the research paper, the fundamentals of speech communication, and the development of narrative, expository, explanatory, and argumentative composition. A student must successfully complete this course and the graduation project in order to meet graduation requirements.

ENGLISH II – LEVEL 1 700739



Weight: 1.01 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English I

This course stresses mastery of the skills and concepts necessary for the student who needs a strong English background. This rigorous course emphasizes an understanding of grammar and its incorporation with composition. Emphasis will be placed on the persuasive and expository use of rhetorical devices. Appreciation of literature is gained through the study of different genres. Related studies include literary terminology, selected vocabulary, book reviews and a critical analysis.

ENGLISH II – LEVEL 2 700726



Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English I

This course promotes an understanding of major types of literature, using selections from class anthologies and supplementary sources. A major aim in composition is the strengthening and broadening of personal language skills needed for successful communication.

ENGLISH II – LEVEL 3 700728

Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English I

This course emphasizes basic reading, vocabulary, spelling, and composition skills. This course stresses comprehension and universal themes in literature as related to real life situations. Composition emphasizes the type of writing that are necessary for the vocationally oriented student and writing that expresses reactions to literature. Language study focuses on standard usage.

ENGLISH LANGUAGE & COMPOSITION ADVANCED PLACEMENT 700748



Weight: 1.06 Credit(s):1.0

Prerequisite(s): Teacher Recommendation; Completion of Summer Reading Assignments

This course helps prepare the college bound student to take the **Advanced Placement Test in Language and Composition** and requires extensive student writing. The related readings are challenging and explore such topics as political writing, persuasive writing, autobiographical works, critical analysis, letters, etc. Students are required to participate in a summer reading/writing program. Each student is expected to read all assigned books and respond, in writing, by a predetermined date prior to taking this course. This course may be taken as the junior English required course or as an elective course in the senior year.



ENGLISH III – LEVEL 1 700743



Weight: 1.01 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English II

Recommended for those students who plan to attend college, this course is comprised of contextual vocabulary study and various aspects of grammar and composition. In composition, the writing of logical, well-developed, mechanically correct sentences, paragraphs, and essays is emphasized. This course examines, analyzes, and interprets the various literary forms within American literature from 1607 to the present day

ENGLISH III – LEVEL 2 700731



Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English II

Through this course, students come to know America's heritage through a thematic study of the American experience, which may begin with the historical exploration of indigenous peoples through the 21st Century. Key American writers and their works are studied and discussed in relation to their historical period. Rules on usage, punctuation, and spelling are emphasized. Compositions consist of various types of writing, including paragraphs, essays, letters, and journals. Oral communication, library skills, and vocabulary improvement are emphasized.

ENGLISH III – LEVEL 3 700732

Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English II

This course is designed for students who need remedial work in English, particularly reading comprehension, punctuation, sentence structure, grammar, word usage, letter writing, and understanding everyday forms. The student also reacts to general literary forms through speech and composition.

ENGLISH III – AMERICAN LITERATURE - HONORS 700744



Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English courses. Students must enroll in American Studies-Honors.

This full-year course runs concurrently with American Studies – Honors and will focus on the American experience, spanning across the centuries of the country's existence from a humanities perspective. Divided into guiding themes, this course, along with American Studies – Honors, explores the American condition through triumph, innovation, identity, and conflict. This course is distinct from the traditional classroom in that it is project driven and students will independently explore each of the course themes and justify their learning in a presentation format. Students will participate in seminar discussions, extemporaneous speaking, and formal individual/group presentations as well as engaging in critical readings and purposeful writing. By the end of the course, students will understand and be able to communicate what it means to be an American, including the personal and collective struggles/triumphs of the American people throughout the centuries. The course is offered to students from both high schools but is taught at Cedar Cliff.

ENGLISH LITERATURE & COMPOSITION ADVANCED PLACEMENT 700749



Weight: 1.06 Credit(s):1.0

Prerequisite(s): Teacher Recommendation; Completion of Summer Reading Assignments

The materials studied in this course prepare college bound students for taking the **Advanced Placement Test in Literature and Composition**. The course aims to pursue the study of literary analysis through examination of selected genres of English and world literature. Students react to the literature through all phases of expository writing, including argumentation, persuasion, précis, cultural review, formal essay, and small group discussion of form, content, and style. All Advanced Placement students are required to participate in a summer reading/writing program in which they are expected to read all assigned books and complete all written assignments by a predetermined date prior to the start of the new school year.

ENGLISH IV – LEVEL 1 700747



Weight: 1.01 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English III

The aims of this course are to enrich vocabulary, to continue the study of literary analysis through reading and appreciation of English literature from the Anglo-Saxon period to the modern period, and to emphasize all phases of expository writing, including argumentation, persuasion, the précis, and the critical review. Elements of research are reinforced, and independent reading is required. This course is recommended for those students planning to enter college or seeking a more challenging English course.



ENGLISH

Graduation Requirements: 4.0 Credits

Academic Course Offerings

ENGLISH IV – LEVEL 2 700735



Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English III

Students in this course will comprehend and analyze a variety of texts and genres according to predesigned thematic units. Emphasis on writing will be focused in the areas of expository, analytical, argumentative, and descriptive approaches. Oral presentations and projects will enhance and solidify learning key concepts and will take the form of teacher created performance tasks, and will model 21st century skills.

ENGLISH IV – LEVEL 3 700736

Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English III

This course is designed to help students explore English literature with increased understanding and clearer expression in both oral and written communication. To achieve these aims, emphasis is placed on reading for comprehension; writing well-organized paragraphs, letters, and essays; learning and practicing life skills; reviewing functional grammar (usage and punctuation); and presenting speeches and oral reports.

MASS MEDIA I 700745

Weight: 1.00 Credit(s):.50

This course stresses the basic operation and function of media tools in the television and film industries. Specific areas include the use of digital video camcorders, state-of-the-art computer hardware/software, storyboarding, and performing. Students explore the use of a media studio and participate in writing, producing, and directing video productions. Students analyze selected television shows and film clips, as well as write and produce various productions in both a group and individual environment.

MASS MEDIA II 700746

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory Completion of Mass Media I and Teacher Recommendation

The focus of this course is on digital video and advanced film and television techniques. Students will build upon the basic structure of filmmaking learned in Mass Media I including preproduction, production and post-production phases. The digital video units include the creation of a public service announcement, a television commercial and a documentary. Advanced production techniques include the use of specialized lighting, sound, and script/storyboard writing. The ability to work independently in class and outside of the school setting is a must.

MASS MEDIA III 700747

Weight: 1.01 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Exploring Mass Media II and Teacher Recommendation

This course is the final building block of the three Mass Media courses. The focus will be the advanced learning of the software packages Final Cut Pro and Motion. Also, students would be using advanced “Depth of Knowledge” level three and four skills when completing long term planning before any project is even filmed. Real world applications include working with local businesses/organizations/associations using the newly learned technology (both hardware and software). The students will also help design individual modules in technology that will be used for both college and/or gaining skills to enter the workforce.

WORLD LITERATURE – LEVEL 1 700742



Weight: 1.01 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English courses and Teacher Recommendation

This course includes the study of works from famous and popular world authors currently not studied in the required English courses. Reading selections include novels, short stories, poetry, and drama. This course meets the senior English requirement.

JOURNALISM I 700750



Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory Completion of English courses and Teacher Recommendation

This course provides a comprehensive study of American journalism. Emphasis is placed on a brief history of the American newspaper, the power and responsibility of the press, and the various means of newsgathering and types of news writing. Students learn to write in various journalistic styles and are able to explain the process of newspaper publication from newsgathering to newspaper distribution. They may work on the school newspaper as reporters, using word processing and desktop publishing technology.



JOURNALISM II 700756

Weight: 1.01 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Journalism I and Teacher Recommendation

This course provides a comprehensive study of American journalism. Emphasis is placed on a brief history of the American newspaper, the power and responsibility of the press, and the various means of news gathering and types of news writing. Students learn to write in various journalistic styles and are able to explain the process of newspaper publication from news gathering to newspaper distribution. They may work on the school newspaper as reporters, using word processing and desktop publishing technology.

COLLEGE COMPOSITION I 700759



Weight: 1.06 Credit(s):1.0

Prerequisite(s): Students must pass the placement exam or attain an acceptable score on the SAT or ACT to meet Harrisburg Area Community College (HACC) requirements. Students must enroll at HACC and pay tuition and required fees as well as purchase textbook.

College Composition I (English 101) is the first level college writing course. Students earn three (3) credits for transfer from HACC at the reduced College in High School rate. Students explore different modes of college essay and research writing with an emphasis on clear, concise prose and effective development of content. Argumentation techniques are emphasized in preparation for writing across the curriculum in higher education.

COLLEGE COMPOSITION II 700765



Weight: 1.06 Credit(s):1.0

Prerequisite(s): Students must earn a C or better in College Composition I or English 101 at Harrisburg Area Community College (HACC). Students must enroll at HACC and pay tuition and required fees.

College Composition II (English 102) builds on English 101, connecting thinking, reading and writing. Research, interpretation and argumentation are emphasized. The course encourages independent, creative, and critical inquiry and prepares students for the practical applications of information by emphasizing effective research strategies and technologies congruent with the field of study. Using seminar discussions and writing models, students apply different critical approaches to classic and contemporary non-fiction writing as well as to some literary works. Students can earn three college credits for transfer from HACC.

ADVANCED COURSEWORK IN ENGLISH LITERATURE 700761



Weight: 1.06 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English courses and Teacher Recommendation. Students must enroll at Harrisburg Area Community College (HACC) and pay tuition and required fees.

This half-year course allows students to pursue college credit in the literary field while still enrolled in high school. This class is a blending of dual-enrollment and independent study. Each student would select to enroll in an online course offered through HACC. This approach allows students to personalize their learning while engaging in subjects with which they have a deep interest. Students would have a dedicated class period each day built into their schedules to work and meet with others who are pursuing similar paths. The classroom teacher will monitor students' progress, keep students engaged in their studies, and help guide them through the rigors of college-level work. The role of the classroom teacher will be more of a mentor/tutor rather than a direct instructor. The course is offered to students from both high schools but is taught at Cedar Cliff.

THEATER ARTS 700776

Weight: 1.00 Credit(s):.50

This introductory course is designed for the student who wants to act in major plays, musicals, and competitive theater at the high school or career level or who simply wants an introduction to the theater. Emphasis is on acting, play analysis, and play directing. Make-up techniques, basic set and costume design, and a brief history of theater are included.

YEARBOOK PUBLICATION 700780

Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of English courses and Teacher Recommendation

The objective of this course is not only to create the school yearbook, but also to prepare students for a journalistic profession. The course involves direct experience with these journalistic skills: organization, drawing and design, layout, financing, and production, as well as writing, editing, and proofreading. Students taking this course should plan to follow through the production cycle through the spring semester.



ENGLISH

Graduation Requirements: 4.0 Credits

Academic Course
Offerings

LITERATURE KEYSTONE WORKSHOP I 700712

Weight: 1.00 Credit(s):.50

This course is designed to provide remediation to any student who does not score at the proficient level or above on the Keystone Exam administered upon completion of the English II course in grade 10. Non-proficient students must participate in remediation and retesting until proficiency is achieved. Successful completion of the Keystone Exams may be required as per Pennsylvania Department of Education.

LITERATURE KEYSTONE WORKSHOP II 700713

Weight: 1.00 Credit(s):.50

This course is designed to provide further focused instruction on areas in need of growth for those students not scoring proficient or above after retesting on the Literature Keystone Exam. The course will prepare students to retake the Keystone and/or successfully complete the project-based assessment. With two unsuccessful Keystone Exam attempts, a student will be eligible to demonstrate proficiency through the completion of a project-based assessment (PBA). Proficiency on this project-based alternative will satisfy the Keystone graduation requirement for all students in the class of 2020 and beyond. Successful completion of the course does not mean successful completion of the PBA.



NAVIGATION/KEY

Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING

CAREER FIELDS



Agriculture, Food & Natural Resources



Arts, Communications, & Information Systems



Business, Management, & Administration



Engineering, Manufacturing, & Technology



Health Science Technology



Human Services

HIGH SCHOOL ACADEMIC COURSE OFFERINGS



ENGLISH



MATH



SCIENCE



SOCIAL STUDIES



SPECIAL EDUCATION



WORLD LANGUAGE



ART



BUSINESS & MARKETING



COMPUTER SCIENCE



ENGINEERING & TECH ED



HEALTH, P.E. & DRIVER ED



JROTC



MUSIC



COLLEGE/DUAL ENROLL

CAREER BASED LEARNING



CPAVTS (Vo-Tech)



Cooperative Education



Pathway Internship



Job Shadowing

LIFE AFTER HIGH SCHOOL



Colleges/Universities



Military Options



Workforce



Apprenticeships

ENGLISH LANGUAGE DEVELOPMENT (ELD)

The English Language Development (ELD) department provides instruction for students whose native language is not English.

ENGLISH FOR THE ENGLISH LEARNER I 700760 Weight:1.00 Credit(s):1.0

Prerequisite(s): Diagnostic Assessment

This course is for English Learners (EL's) with beginning English skills. The class focuses on developing a foundation of reading, writing, speaking and listening comprehension skills. Course content focuses on developing language for both real-world and classroom settings. Students will explore strategies that increase language and content learning in all classes. Writing skills focus on writing clear sentences and organized paragraphs.

ENGLISH FOR THE ENGLISH LEARNER II 700762 Weight:1.00 Credit(s):1.0

Prerequisite(s): Diagnostic Assessment

This course is for English Learners (EL's) with intermediate English skills. The content builds on the reading, writing, listening and speaking skills developed in English for the English Learner I. There is a continued focus on developing reading comprehension strategies that help in real-world and academic settings. Students will explore the components and organization of fiction and nonfiction literature. Writing skills developed include writing well-organized opinion and expository essays.

ENGLISH FOR THE ENGLISH LEARNER III 700764 Weight:1.00 Credit(s):1.0

Prerequisite(s): Diagnostic Assessment

This course is for English Learners (EL's) with advanced skills who will be entering the grade level English classroom the following year or graduating from high school. Class content builds on the reading, writing, listening and speaking skills in English for the English Learner I and II. Various forms of fiction and nonfiction are explored including short stories, novels and plays. Speaking skills focus on writing and delivering speeches and presentations. Writing skills focus on improving essay writing and exploring the process and organization of research writing.

US HISTORY II - ELD 111053

Weight:1.00 Credit(s):1.0

This course is designed to introduce English Learners (EL's) to the second half of the United States history. The content of this course includes information in the post-Civil War era (1865) to the present day. Students will be introduced to the fundamental principles of historical research, interpretation and evaluation.



MATHEMATICS

Graduation Requirements: 3.0 Credits

NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING

CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

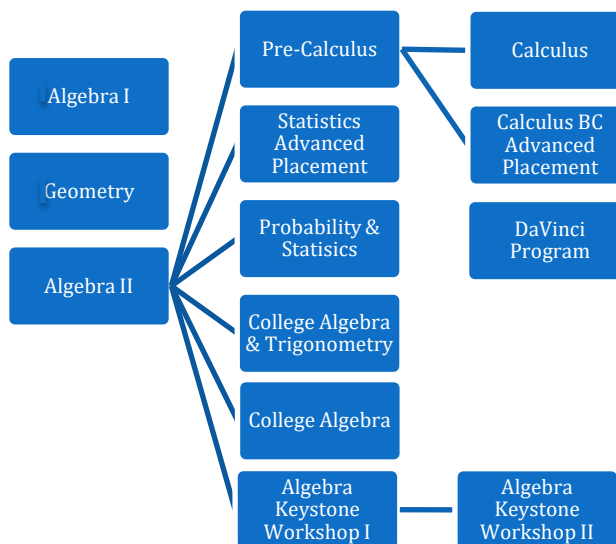
CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

COURSE SELECTION FLOW CHART



ALGEBRA I 800808



Weight: 1.00 Credit(s):1.0

This course helps students understand the structures and techniques of algebra and expects them to become proficient in applying algebraic concepts and skills. Students build their knowledge of number systems and properties of operations that justify simple algebraic skills. Topics include the real number system, solving linear equations and inequalities, polynomial operations, and the rectangular coordinate system. operations with polynomials, factoring of polynomials, operations with rational expressions, operations with quadratic equations, and solving and graphing systems of equations and inequalities.

ALGEBRA II 800809



Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Geometry or concurrent enrollment in Geometry with Teacher Recommendation

This course furthers students' knowledge of algebraic concepts and increase skills in algebraic computations. The first part of the course is designed to review skills and concepts learned in Algebra, as well as to introduce some advanced problems connected with these techniques. Topics covered include relations and functions, irrational numbers, quadratic equations, quadratic systems, complex numbers, and polynomial functions. Matrices and determinants, exponential functions, and logarithms may also be introduced.

ALGEBRA II ESSENTIALS 800810

Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Geometry or concurrent enrollment in Geometry with Teacher Recommendation

This course furthers students' knowledge of algebraic concepts and increase skills in algebraic computations. The first part of the course is designed to review skills and concepts learned, or not learned in Algebra I as well as introduce some advanced problems connected with these techniques. Topics covered include relations and functions, irrational numbers, quadratic equations, quadratic systems, complex numbers, and polynomial functions.



MATHEMATICS

Academic Course
Offerings

Graduation Requirements: 3.0 Credits

ALGEBRA IIA 800816



Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Geometry or concurrent enrollment in Geometry with Teacher Recommendation

This course furthers students' knowledge of algebraic concepts and increases skills in algebraic computations. The first part of the course is designed to review skills and concepts learned in Algebra, as well as to introduce some advanced problems connected with these techniques. Topics covered include relations and functions, irrational numbers, quadratic equations, quadratic systems, complex numbers, and polynomial functions. Concepts and skills in Trigonometry may be part of this course. Matrices and determinants, exponential functions, and logarithms may also be introduced. It is strongly suggested that only students with an "A" average in the previous algebra courses elect this course.

CALCULUS BC ADVANCED PLACEMENT 800830



Weight: 1.06 Credit(s):1.5

Prerequisite(s): Satisfactory Completion of Pre-calculus and Teacher Recommendation

This is a calculus course equivalent to one full year of college work. This course requires considerable effort and rigor on the students' part. Topics covered include, but are not limited to, derivatives, limits, integrals, polar, parametric, and vector functions, infinite series, and differential equations. This course is designed for students who intend to take the BC level of the Advanced Placement Exam in calculus. A graphing calculator is required for this course. The TI-89 Titanium is recommended.

CALCULUS 800837



Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Pre-calculus

Calculus is an advanced mathematics course for students who wish to pursue a career in a field directly related to mathematics or the physical sciences. It provides the equivalent of at least one semester of college work in calculus. Topics covered include algebra of functions, limits, derivatives, and integrals. A graphing calculator is required for this course. The TI-89 Titanium is recommended.

COLLEGE ALGEBRA AND TRIGONOMETRY 800887



Weight: 1.01 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Algebra II and Geometry

This course develops two areas of study: College Algebra and Trigonometry. College Algebra continues the concepts of functions developed in Algebra II. The study of Trigonometry includes the six basic functions, identities, and applications. This course does not meet the prerequisite for Calculus or Calculus Advanced Placement. This course may not be taken concurrently with or after successful completion of Pre-calculus.

COLLEGE ALGEBRA 800803



Weight: 1.06 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Algebra II

This course is designed as a college in the high school course with HACC for college credit. This course covers the fundamental algebraic operations, exponents and radicals, systems of equations, higher degree equations, logarithms, matrices, and inequalities. This course satisfies 1.0 math credits in the West Shore School District, and three (3) transferable (HACC) credits. Students must enroll and be accepted by HACC to participate. Students are responsible for paying tuition fees to HACC as well as purchasing their own textbook. Fees include \$75.00 per credit course. The course is offered to students from both high schools but is taught at Red Land.

STATISTICS ADVANCED PLACEMENT 800820



Weight: 1.06 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Algebra II (preferred Algebra IIA)

Statistics Advanced Placement is a full year, one (1) credit course designed to follow the AP statistics curriculum as outlined by the College Board. The course will provide an introduction to statistical methods and data analyses that are common to a first level collegiate course. Topics in both descriptive and inferential statistics will be addressed.

GEOMETRY 800862



Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Algebra I

This course explores the basic structure of geometry and develops an understanding and appreciation of deductive logic in mathematics. The course is designed to strengthen algebraic skills, develop powers of spatial visualization, and assist students to grow in the understanding of the deductive method and the need for precision of language. Students who satisfactorily complete Geometry in middle school will be granted high school credit.



MATHEMATICS

Graduation Requirements: 3.0 Credits

Academic Course Offerings

GEOMETRY A 800863



Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Algebra I and Teacher Recommendation

This course explores the basic structure of geometry and develops an understanding and appreciation of deductive logic in mathematics. The course is designed to strengthen algebraic skills, develop powers of spatial visualization, and assist students to grow in the understanding of the deductive method and the need for precision of language. The scope of this course goes beyond material covered in the regular course. It is strongly suggested that only students with an "A" average select this course.

GEOMETRY ESSENTIALS 800861

Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Algebra I or concurrent enrollment in Algebra I with Teacher Recommendation

This course explores the basic structure of geometry and develops an understanding and appreciation of deductive logic in mathematics. The course is designed to confirm or strengthen algebraic skills, develop powers of spatial visualization, and assist students to grow in understanding of the deductive method and the need for precision of language.

PROBABILITY AND STATISTICS 800873



Weight: 1.01 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Algebra II and Geometry

This course introduces students to the language and methods of probability and statistics. It provides the basic statistical ideas needed in such areas as sociology, business, ecology, economics, education, medicine, psychology, and mathematics. Probability and Statistics develops a basic understanding of those areas using the mathematical tools of high school algebra.

PRE-CALCULUS 800892



Weight: 1.01 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Algebra II or Algebra IIA

The topics in this course include linear relations and functions, the theory of equations, matrices and determinants, vectors, polar coordinates, polar graphing, complex numbers, exponential and logarithmic functions, and curve sketching. Other topics that may be covered are sequences and series, transformational geometry, conic sections, trigonometric functions and applications, and parametric equations. This course prepares the student for taking Calculus. Graphing Calculators will be used extensively in this course. We recommend the TI-89 (especially if the student plans to take calculus), but the TI-83 or TI-84 are acceptable for this course. A limited number of school-owned calculators are available.

PRE-CALCULUS A 800893



Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Algebra II or Algebra IIA

The topics in this course include linear relations and functions, the theory of equations, matrices and determinants, vectors, polar coordinates, polar graphing, complex numbers, exponential and logarithmic functions, and curve sketching. Other topics that may be covered are sequences and series, transformational geometry, conic sections, trigonometric functions and applications, and parametric equations. This course prepares the student for taking Calculus. Graphing Calculators will be used extensively in this course. We recommend the TI-89 (especially if the student plans to take calculus), but the TI-83 or TI-84 are acceptable for this course. A limited number of school-owned calculators are available. It is strongly suggested that only students with an "A" average in the previous Algebra course elect this course.

DAVINCI PROGRAM (MATH) (FULL YEAR) 800500 800501

Weight: 1.00 Credit(s):.50

Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory completion of Geometry and Algebra II

This course offers students the opportunity to develop personalized projects that align with PA Core Standards in Science, Technology, and Engineering (STEM). Students will participate in problem-based and project-based learning activities that develop the skills of problem-solving, creativity, critical thinking, judgement, and service orientation as they are guided to produce original ideas, objects, and structures. The course provides an interdisciplinary approach to integrating STEM into practice while offering field and/or real-life experience to students. The course is offered to students from both high schools but is taught at Red Land.



MATHEMATICS

Graduation Requirements: 3.0 Credits

Academic Course
Offerings

ALGEBRA I KEYSTONE WORKSHOP I 800827

Weight: 1.00 Credit(s):.50

This course is designed to provide remediation to any student who does not score at the proficient level or above on the Keystone Exam administered upon completion of the Algebra I course. Non-proficient students must participate in remediation and retesting until proficiency is achieved. Successful completion of the Keystone Exams may be required as per Pennsylvania Department of Education.

ALGEBRA I KEYSTONE WORKSHOP II 800828

Weight: 1.00 Credit(s):.50

This course is designed to provide further focused instruction on areas in need of growth for those students not scoring proficient or above after retesting on the Algebra Keystone Exam. The course will prepare students to retake the Keystone and/or successfully complete the project-based assessment. With two unsuccessful Keystone Exam attempts, a student will be eligible to demonstrate proficiency through the completion of a project-based assessment (PBA). Proficiency on this project-based alternative will satisfy the Keystone graduation requirement for all students in the class of 2020 and beyond. Successful completion of the course does not mean successful completion of the PBA.



SCIENCE

Graduation Requirements: 3.0 Credits

NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

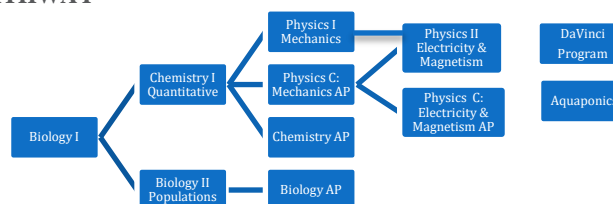
-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

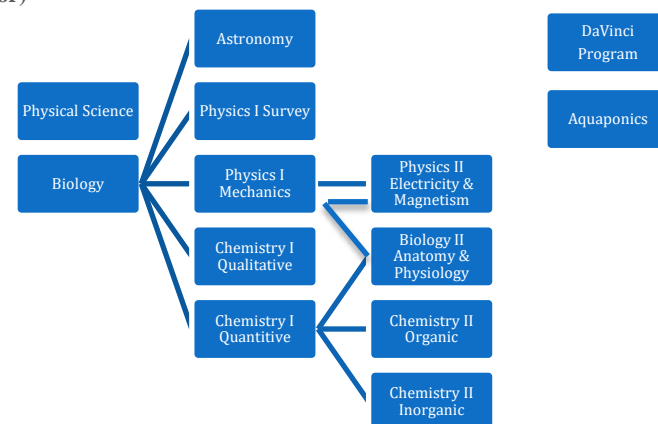
-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

COURSE SELECTION FLOW CHART

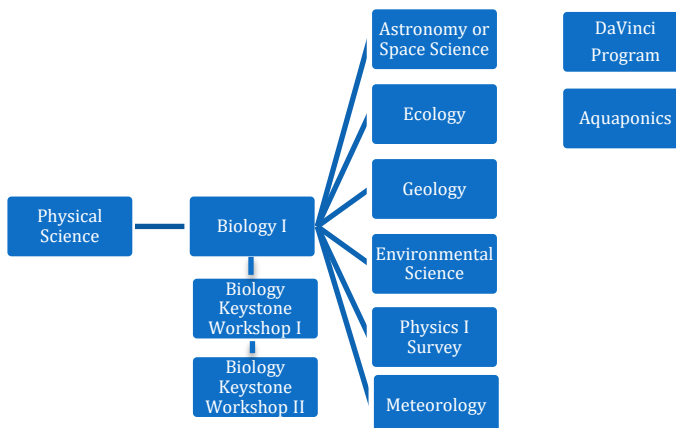
SCIENCE & MATH PATHWAY



COLLEGE & CAREER PATHWAY (Non-Science/Math Major)



CAREER PATHWAY



ASTRONOMY 900901



Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Algebra 1

This course is designed for students who are curious about the mysteries of the universe. The space program, rocketry, constellations, celestial navigation, life cycle of stars, organization and dynamics of the solar system, galaxies and their interactions, black holes and the warping of time and space. Students who have taken Space Science may not take Astronomy.



SCIENCE

Graduation Requirements: 3.0 Credits

Academic Course Offerings

SPACE SCIENCE 900903



Weight: 1.00 Credit(s):.50

This course is designed for students who are interested in the space program, the solar system, life and death of stars, black holes and the organization for the universe. Students who have taken Space Science may not take Astronomy.

BIOLOGY I – LEVEL 1 900917



Weight: 1.01 Credit(s):1.0

This course is designed for academic students whose future plans require a strong background in science. *The level of instruction is rigorous*, with the basic concepts developed in depth. It offers the above average student a classical introduction to structure, function, and interactions of living things. This course provides the necessary background for advanced and abstract conceptual study and a practical and relevant understanding of living things. Concepts in this course include the following: cellular biology, physiology, taxonomy, reproduction, biochemistry, evolution, genetics, microbiology, ecological relationships, and energetics. This course satisfies the prerequisites for any Biology II level courses or Advanced Placement Biology.

BIOLOGY I – LEVEL 2 900911



Weight: 1.00 Credit(s):1.0

This course is designed for those students who may be planning to continue their education beyond high school, but whose career plans are in areas outside those normally requiring an intense biology or science background. Less rigorous than Biology I Level 1, this course includes the following: cellular biology, biochemistry, taxonomy, reproduction, evolution, genetics, and microbiology. This course satisfies the prerequisite for Biology II level courses, but not Advanced Placement Biology courses.

BIOLOGY I – LEVEL 3 900912

Weight: 1.00 Credit(s):1.0

This course stresses the major concepts of biological science that every person should know. A sincere effort is made to present all topics in a manner, which makes them pertinent to the students' own world. Concepts are presented in such a way that they develop a scientific perspective from which they can appraise future events in their lives. This level is best suited for those students whose future plans involve no further formal training beyond high school. This course does not satisfy the prerequisite for any Biology II level courses.

BIOLOGY II ANATOMY & PHYSIOLOGY 900919



Weight: 1.03 Credit(s):.50

Prerequisite(s): Satisfactory Completion of Biology I, Chemistry I Quantitative, or Chemistry I Qualitative

Biology II Anatomy & Physiology is designed for those students with future educational or career plans that require a strong background in biology; or career plans that may include nursing, physical therapy or other related health sciences. This course is a rigorous and comprehension study of the following body systems: digestive, excretory, nervous, skeletal, muscular, circulatory and others. Major content areas include biochemistry, anatomy and physiology. This course will also include a dissection of a fetal pig or a cat.

BIOLOGY II POPULATIONS 900929



Weight: 1.01 Credit(s):.50

Prerequisite(s): Satisfactory Completion of Biology I Level 1 or 2

A continuation of Biology I dealing with the study of life at the population level, Biology II Populations is designed for those student whose future educational or career plans may require a strong background in biology. Major content areas include animal and plant taxonomy, ecology, microbiology, and evolution.

BIOLOGY ADVANCED PLACEMENT (FULL YEAR) 900918



Weight: 1.06 Credit(s):1.5

Prerequisite(s): Satisfactory Completion of Biology I Level 1 and Chemistry I Quantitative

This challenging course includes studies in biochemistry, cell biology, energetics, molecular genetics, evolutionary mechanisms, plant and animal physiology, taxonomy, and ecology. It is designed for students planning to pursue a career in the sciences. This course prepares students to take the Advanced Placement Exam.

ECOLOGY 900956



Weight: 1.00 Credit(s):.50

This course examines all areas of science related to ecology. Students will study biomes and their biotic and abiotic factors. Other areas of study will include population dynamics, biodiversity, conservation and evolution. This course is designed for the student who is interested in learning about organisms in their natural environment.



Graduation Requirements: 3.0 Credits

ENVIRONMENTAL SCIENCE 900946

Weight: 1.00 Credit(s):.50

This course examines all areas of science related to the environment. Students will study the effects of human interaction with the natural world. Environmental issues concerning land, water, and air resources will be explored in terms of resource management, pollution, and conservation efforts. This course is designed for the student who is interested in how their actions impact the environment.

CHEMISTRY I - QUALITATIVE 900931

Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Algebra I

Qualitative Chemistry covers basic chemistry concepts using both descriptive and mathematical skills. This course is designed for the academic student who needs or desires a laboratory science but whose career plans are in areas other than those requiring an analytical science background. Chemistry I – Qualitative is **not** designed to fulfill prerequisites for Chemistry II Inorganic, Advanced Placement Chemistry, or Advanced Placement Biology.

CHEMISTRY I - QUANTITATIVE 900937

Weight: 1.01 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Algebra I

This course is designed for those students whose career plans may include engineering, chemistry, nursing, medicine, physics, biochemistry, dentistry, biology, or other fields requiring a background in quantitative chemistry. This course is taught with considerable emphasis placed upon algebra skills. Topics include atomic structure, bonding, reactions, stoichiometry, solutions, and acid-base chemistry. Students who plan to take Chemistry II Inorganic, Chemistry II Organic, Advanced Placement Chemistry, Advanced Placement Biology, or Biology II Anatomy and Physiology should select Chemistry I – Quantitative.

CHEMISTRY II INORGANIC 900944

Weight: 1.03 Credit(s):.50

Prerequisite(s): Satisfactory Completion of Chemistry I - Quantitative and Algebra II

This rigorous course is designed to meet the needs of those students planning a science-based study in college including such areas as medicine, nursing, engineering, physics, biology, dentistry, or chemistry. Chemistry II Inorganic includes an extensive sequence of laboratory activities and permits the student to apply the generalizations learned in Chemistry I – Quantitative. The skills and knowledge gained in Chemistry I – Quantitative are improved and refined to allow the students to carry out carefully selected quantitative investigations. Topics include thermodynamics, kinetics, ionic reactions, and equilibrium.

CHEMISTRY ADVANCED PLACEMENT (FULL YEAR) 900943

Weight: 1.06 Credit(s):1.5

Prerequisite(s): Satisfactory Completion of Algebra II and Chemistry I Quantitative

This rigorous course is designed to meet the needs of those students planning a science-based study in college including such areas as medicine, nursing, engineering, physics, biology, dentistry, or chemistry. This course includes thermodynamics, bonding, kinetics, equilibrium, acid-base equilibrium, nuclear chemistry, organic chemistry, and electrochemistry. Appropriate labs reinforce information. This class requires summer assignments of review material to ensure all students are prepared to begin the Advanced Placement class. Course content follows the Advanced Placement curriculum and is intended for those students who plan to take the Advanced Placement Test in Chemistry.

CHEMISTRY II ORGANIC 900951

Weight: 1.03 Credit(s):.50

Prerequisite(s): Satisfactory Completion of Chemistry I - Quantitative or Qualitative and Algebra II

This rigorous course is designed to meet the needs of those students planning a science-based study in college including such areas as medicine, nursing, engineering, physics, biology, dentistry, or chemistry. Students take an intensive look at such topics as organic nomenclature, alkanes, alkenes, alkynes, functional groups, aromatics, polymer chemistry, and organic reactions. Chemistry II Inorganic and Chemistry II Organic may be taken in any order. Students planning to take college level chemistry should plan to take both courses.

GEOLOGY 900966

Weight: 1.00 Credit(s):.50

Every rock has a story. Geology students will study the processes that shape and reshape the Earth's surface. Mineral and rock identification and formation will be covered in a lab setting. Plate tectonics, volcanism, earthquakes, and hydrology along with their natural disaster impact will be explored.



SCIENCE

Graduation Requirements: 3.0 Credits

Academic Course Offerings

METEOROLOGY 900967



Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory Completion of Algebra I

Students will start with the atmosphere and how the different layers interact and create weather. From there, we will begin to learn how to forecast weather and interpret weather maps. Students will learn about all the major storms, which includes thunderstorms, tornadoes, hurricanes, and blizzards. The course will end on the topic of climate, which will include topics such as the greenhouse effect and climate change. We will also focus on current weather conditions both locally and nationally on a daily basis.

PHYSICAL SCIENCE – LEVEL 1 900970



Weight:1.00 Credit(s):1.0

This course is designed for the student who did not take Biology I in 9th grade. This course focuses on the practical, physical and chemical applications in daily living. Units include Newton's Laws of Motion, simple machines, waves, electricity, atomic structure, the periodic table and chemical reactions. It is designed for students whose plans for post-secondary education include college.

PHYSICAL SCIENCE – LEVEL 2 900972



Weight:1.00 Credit(s):1.0

This course is similar in content to Physical Science Level 1. It focuses on the practical, physical and chemical applications in daily living. Units include Newton's Laws of Motion, simple machines, waves, electricity, atomic structure, the periodic table and chemical reactions. It is designed for those students who may be planning to continue their education beyond high school but whose career path may not require an intense science background.

PHYSICS I SURVEY 900982



Weight:1.00 Credit(s):.50

Prerequisite(s): Satisfactory Completion of Algebra I

This is a general physics course. It is designed to be a mathematical analysis of the physical laws, which govern our universe. The material and concepts covered make it a suitable course for students of average ability who have diverse academic interests. Laboratory experimentation with computer application is used, as needed, to reinforce and verify basic principles and concepts. Topics include: mechanics, light, waves and electricity.

PHYSICS I MECHANICS 900983



Weight:1.01 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Algebra II and Teacher Recommendation

Physics I Mechanics focuses on the properties of motion. It is designed for those students planning to continue their education in science related fields. It is assumed these students possess a strong mathematical background and logical thinking skills. Course work is similar to the first semester of a college non-calculus physics course. Topics include: Kinematics, dynamics, forces and momentum. The topics to be covered in depth are statics and dynamics.

PHYSICS II ELECTRICITY AND MAGNETISM 900987



Weight:1.03 Credit(s):.50

Prerequisite(s): Satisfactory Completion of Physics I Mechanics or Physics C: (Mechanics) AP

Physics II Electricity and Magnetism is designed for those students planning to continue their education in the fields of applied science or engineering. It is assumed these students possess a strong mathematical background and logical thinking skills. This course work is similar to the second semester of a college non-calculus physics course. This course covers electricity, magnetism, and related topics. Laboratory investigations, light and wave theory, and sound are used to reinforce concepts.

PHYSICS C: (MECHANICS) ADVANCED PLACEMENT 900994



Weight:1.06 Credit(s):1.5

Prerequisite(s): Satisfactory Completion of Pre-calculus

This course is designed for students planning to continue their education in the field of applied science or engineering. It is assumed these students possess an exceptional mathematical background and logical thinking skills. Course work is similar to the first semester of a college calculus-based engineering physics course. Students are not assumed to have any prior knowledge of calculus. Topics include: Kinematics, dynamics, rotation, work and energy and momentum and forces. Course content follows the Advanced Placement curriculum and is intended for those students to take the Advanced Placement-C Mechanics test in Physics.



SCIENCE

Graduation Requirements: 3.0 Credits

Academic Course
Offerings

PHYSICS C: (ELECTRICITY and MAGNETISM)ADVANCED PLACEMENT 900998



Weight:1.06 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Physics I Mechanics or Physics C: (Mechanics) AP

This course is designed for students planning to continue their education in the field of applied science or engineering. It is assumed these students possess an exceptional mathematical background and logical thinking skills. The course work is similar to the second semester of a college calculus-based engineering physics course. Students are not assumed to have any prior knowledge of calculus. Topics include: electrical charge, energy storage, resistance, circuits and sources of magnetic fields. Course content follows the Advanced Placement curriculum and is intended for those students to take the Advanced Placement-C Electricity and Magnetism test in physics.

DAVINCI PROGRAM (SCIENCE) (FULL YEAR) 900500 900501

Weight: 1.00 Credit(s):.50

Weight: 1.00 Credit(s):1.0

Prerequisite(s): Satisfactory completion of Geometry and Algebra II

This course offers students the opportunity to develop personalized projects that align with PA Core Standards in Science, Technology, and Engineering (STEM). Students will participate in problem-based and project-based learning activities that develop the skills of problem-solving, creativity, critical thinking, judgement, and service orientation as they are guided to produce original ideas, objects, and structures. The course provides an interdisciplinary approach to integrating STEM into practice while offering field and/or real-life experience to students. The course is offered to students from both high schools but is taught at Red Land.

INTRODUCTION TO AQUAPONICS 900957

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory Completion of Biology I

Be part of a new and exciting course in the West Shore as well as a global trend into soilless agriculture. Aquaponics utilizes cutting edge technologies married with ancient concepts of agriculture to engage students in career opportunities including farmer, engineer, marketing specialist, advertising representative, conservationist, and biologist just to name a few. Students will maintain the system in order to grow food crops as well as experiment with varying growing techniques and conditions in order to fully interact with the technology. In addition, students will be expected to market and supply their produce to local markets in a safe and professional manner. Students who have taken Biology I, have entrepreneurial tendencies, have a strong interest in ecology and the environment, and who are excited to be part of something new and exciting are encouraged to take this course. The course is offered to students from both high schools but is taught at Cedar Cliff.

BIOLOGY KEYSTONE WORKSHOP I 900991

Weight:1.00 Credit(s):.50

This course is designed to provide remediation to any student who does not score at the proficient level or above on the Keystone Exam administered upon completion of the Biology I course. Non-proficient students must participate in remediation and retesting until proficiency is achieved. Successful completion of the Keystone Exams may be required as per Pennsylvania Department of Education.

BIOLOGY KEYSTONE WORKSHOP II 900992

Weight:1.00 Credit(s):.50

This course is designed to provide further focused instruction on areas in need of growth for those students not scoring proficient or above after retesting on the Biology Keystone Exam. The course will prepare students to retake the Keystone and/or successfully complete the project-based assessment. With two unsuccessful Keystone Exam attempts, a student will be eligible to demonstrate proficiency through the completion of a project-based assessment (PBA). Proficiency on this project-based alternative will satisfy the Keystone graduation requirement for all students in the class of 2020 and beyond. Successful completion of the course does not mean successful completion of the PBA.



SOCIAL STUDIES

Graduation Requirements: 3.0 Credits

NAVIGATION/KEY















Click the links below to jump to the respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

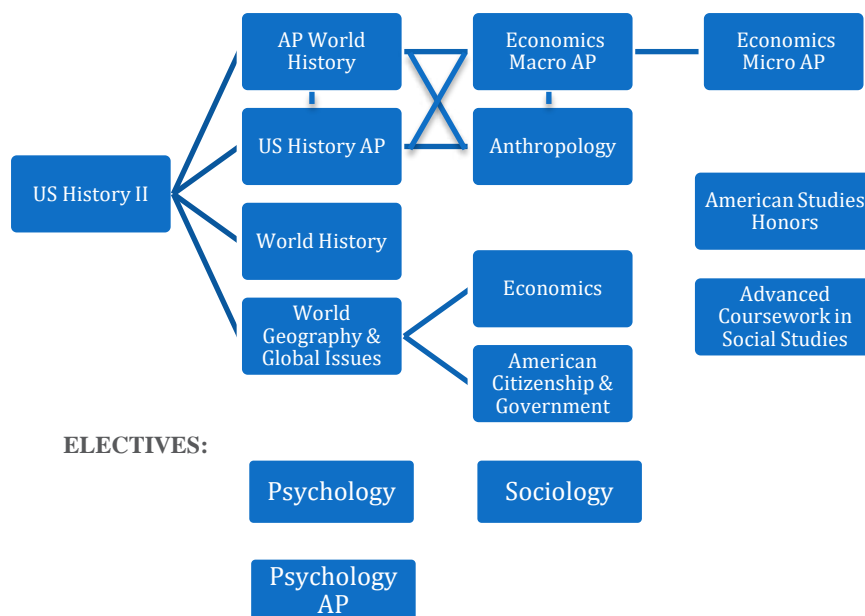
CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

COURSE SELECTION FLOW CHART

**US HISTORY II - LEVEL 1 111051**

Weight: 1.01 Credit(s):1.0

This course is designed to introduce students to the second half of the United States history. The content of this course includes information in the post-Civil War era (1865) to the present day. Students will be introduced to the fundamental principles of historical research, interpretation and evaluation. This course is recommended for those students planning to enter college or seek a more challenging social studies course.

US HISTORY II - LEVEL 2 111052

Weight: 1.00 Credit(s):1.0

This course is designed to introduce students to the second half of the United States history. The content of this course includes information in the post-Civil War era (1865) to the present day. Student will be introduced to the fundamental principles of historical research, interpretation and evaluation.

US HISTORY II - ELD 111053

Weight: 1.00 Credit(s):1.0

This course is designed to introduce English Learners (EL's) to the second half of the United States history. The content of this course includes information in the post-Civil War era (1865) to the present day. Students will be introduced to the fundamental principles of historical research, interpretation and evaluation.

ECONOMICS-MACRO ADVANCED PLACEMENT (SEMESTER) 111141

Weight: 1.06 Credit(s):.50

Prerequisite(s): Teacher Recommendation

This course enables the student to take the Macroeconomics Advanced Placement test. The course examines global economic systems, focusing primarily on the United States economy. Topics of study include, but are not limited to, basic economic concepts,



SOCIAL STUDIES

Graduation Requirements: 3.0 Credits

Academic Course Offerings

economic systems, gross national and domestic products, measurement of economic performance, aggregate supply and demand, and price determination. This course trains students to interpret, analyze, and evaluate economic data. All AP students are required to participate in a summer reading/writing program. Each enrollee completes all assigned readings and responds, in writing, by a predetermined date prior to the start of the school year.

ECONOMICS-MICRO ADVANCED PLACEMENT (SEMESTER) 111140



Weight: 1.06 Credit(s):.50

Prerequisite(s): AP Macroeconomics

This semester length course enables the student to take the Microeconomics Advanced Placement test. The course examines the key components of the United States' economic system. Topics of study include, but are not limited to basic economic concepts, laws of supply and demand, consumer choice, production, costs, competition, efficiency and government policy. The course will train students to interpret, analyze and evaluate economic data. Students must successfully complete AP Macroeconomics prior to this course. To increase a student's chances of success on the AP Micro exam, students are encouraged, but not required, to take AP Macro during the same school year as AP Micro.

ECONOMICS - LEVEL 1 111144



Weight: 1.01 Credit(s):.50

This semester-long course is designed to produce an economically literate citizen. Topics to be investigated include: the market system, supply and demand, types of businesses, the stock market, business cycles, government economic policies, and how to successfully enter the American workforce. Students will also complete a consumer economics unit designed to teach basic credit and money management skills. This course satisfies 0.5 credits of the 3.0 Social Studies credits necessary for graduation. Students may select to take this course and American Citizenship in place of a full-year Social Studies course. American Citizenship and Economics may be taken during different school years. Students may also take Economics as an elective.

ECONOMICS - LEVEL 2 111145



Weight: 1.00 Credit(s):.50

This semester-long course is designed to produce an economically literate citizen. Topics to be investigated include: the market system, supply and demand, types of businesses, the stock market, business cycles, government economic policies, and how to successfully enter the American workforce. Students will also complete a consumer economics unit designed to teach basic credit and money management skills. This course satisfies 0.5 credits of the 3.0 Social Studies credits necessary for graduation. Students may select to take this course and American Citizenship in place of a full-year Social Studies course. American Citizenship and Economics may be taken during different school years. Students may also take Economics as an elective.

AMERICAN CITIZENSHIP & GOVERNMENT – LEVEL 1 111146



Weight: 1.01 Credit(s):.50

This semester-long course is intended to develop an understanding and appreciation of the American Government. This course will expose students to the important principles and documents of our government. Students will examine the rights and responsibilities of citizenship in our society; as well as, how our federal, state and local governments work. Students will develop the skills to be engaged and politically active citizens. This course satisfies 0.5 credits of the 3.0 Social Studies credits necessary for graduation. Students may select to take this course and Economics in place of a full-year Social Studies course. American Citizenship and Economics may be taken during different school years. Students may also take American Citizenship as an elective.

AMERICAN CITIZENSHIP & GOVERNMENT – LEVEL 2 111147



Weight: 1.00 Credit(s):.50

This semester-long course is intended to develop an understanding and appreciation of the American Government. This course will expose students to the important principles and documents of our government. Students will examine the rights and responsibilities of citizenship in our society; as well as, how our federal, state and local governments work. Students will develop the skills to be engaged and politically active citizens. This course satisfies 0.5 credits of the 3.0 Social Studies credits necessary for graduation. Students may select to take this course and Economics in place of a full-year Social Studies course. American Citizenship and Economics may be taken during different school years. Students may also take American Citizenship as an elective.

PSYCHOLOGY 111312



Weight: 1.01 Credit(s):.50

This course is designed to help those students who want to understand human behavior. Topics include biological bases of behavior, learning and memory, states of consciousness, motivation, personality and abnormal disorders. Psychology is a recommended elective for those students going on to higher education.



SOCIAL STUDIES

Graduation Requirements: 3.0 Credits

Academic Course Offerings

WORLD HISTORY ADVANCED PLACEMENT (FULL YEAR) 111415



Weight: 1.06 Credit(s):1.0

Prerequisite(s): Teacher Recommendation

This course focuses on the last thousand years of global history. World History Advanced Placement concentrates on events that have global impact and on the significant interactions between cultures, regions, and institutions. Course material is balanced between the study of Asia, Africa, Europe, and the Americas. The content of World History Advanced Placement reflects the content of a college level world history course. All Advanced Placement students are required to participate in a summer reading/writing program. Each enrollee completes all assigned readings and responds, in writing, by a predetermined date prior to the start of the new school year.

UNITED STATES HISTORY-ADVANCED PLACEMENT (FULL YEAR) 111431



Weight: 1.06 Credit(s):1.0

Prerequisite(s): Social Studies Teacher Recommendation

This course enables students to take the Advanced Placement test. The course involves the intense study of United States history from 1492 to the present. The course trains students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events, as well as building a strong base of historical content. All Advanced Placement students are required to participate in a summer reading/writing program. Each enrollee completes all assigned readings and responds, in writing, by a predetermined date prior to the start of the new school year.

PSYCHOLOGY ADVANCED PLACEMENT (YEAR LONG) 111841



Weight: 1.06 Credit(s):1.0

Psychology AP is a more advanced version of Psychology covering a greater breadth and depth of information. Students will demonstrate a collegiate level of understanding and application of psychological concepts. The coursework of Psychology AP is designed to prepare students to earn college credit. All Advanced Placement students are required to participate in a summer reading/writing program. Each enrollee is expected to complete all assigned readings and responds, in writing, by a predetermined date prior to the start of the new school year.

SOCIOLOGY 111847



Weight: 1.01 Credit(s):.50

This course provides a basic understanding of how society affects people's lives. Sociology focuses on issues such as gender, race, social class, diversity, interdependence, and change. Where psychology attempts to explain behavior from the perspective of the individual within society, sociology focuses on how society molds the individual. Sociology is a recommended elective for those students going on to higher education.

ANTHROPOLOGY 111850



Weight: 1.06 Credit(s):1.0

This half-year course is designed as a college in the high school course with HACC for college credit. This course provides a holistic approach to the study of humankind over time and space that includes both the biological and cultural aspects of human beings. This course addresses human evolution, physical anthropology, archaeology, paleoanthropology, primatology, and the significant role that language plays in the understanding of culture. This course also involves comparing and contrasting individual cultures. This course satisfies 1.0 social studies credits in the West Shore School District, and three (3) transferable (HACC) credits. Students must enroll and be accepted by HACC to participate. Students are responsible for paying tuition fees to HACC as well as purchasing their own textbook. Fees include \$75.00 per credit course.

WORLD HISTORY – LEVEL 1 111416



Weight: 1.01 Credit(s):1.0

Students will examine the advent of the modern world through an exploration of global events beginning with the period around 1500 CE. The course will put a global context on Europe's role in shaping world events leading up to and including the 19th and 20th centuries. Students will analyze the causes and effects of industrialization worldwide, including imperialism and global conflict. The course will conclude with the emergence of Asia and Africa in the post-colonial world. In addition to historical content, the course will enhance the student's critical thinking skills through the analysis of primary source documents, the composition of position papers and the application of cause and effect assessment. This course is recommended for those students planning to enter college or seek a more challenging social studies course.



SOCIAL STUDIES

Graduation Requirements: 3.0 Credits

Academic Course Offerings

WORLD HISTORY – LEVEL 2 111417



Weight: 1.00 Credit(s):1.0

Students will examine the advent of the modern world through an exploration of global events beginning with the period around 1500 CE. The course will put a global context on Europe's role in shaping world events leading up to and including the 19th and 20th centuries. Students will analyze the causes and effects of industrialization worldwide, including imperialism and global conflict. The course will conclude with the emergence of Asia and Africa in the post-colonial world. In addition to historical content, the course will enhance the student's critical thinking skills through the analysis of primary source documents, the composition of position papers and the application of cause and effect assessment.

AMERICAN STUDIES - HONORS 111744



Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Social Studies courses. Students must enroll in English III – American Literature -Honors. This full-year course runs concurrently with English III – American Literature – Honors and will focus on the American experience, from settlement by Europeans to the present day. Taking a humanities approach to social studies, the course is divided into guiding themes revolving around philosophical, intellectual and aesthetic developments. This course, along with English III American Lit. Honors, explores the American condition through triumph, innovation, identity, and conflict. It is distinct from the traditional classroom in that it is project driven. Students will independently explore each of the course themes and justify their learning through formal presentations. Students will participate in seminar discussions, engage in critical reading, purposeful writing, extemporaneous speaking, and formal individual/group presentations. By the end of the course, students will understand and be able to communicate what it means to be an American, including the personal and collective struggles/triumphs of the American people throughout the centuries. The course is offered to students from both high schools but is taught at Cedar Cliff.

ADVANCED COURSEWORK IN SOCIAL STUDIES 111130



Weight: 1.06 Credit(s):1.0

Prerequisite(s): Satisfactory Completion of Social Studies courses and Teacher Recommendation. Students must enroll at Harrisburg Area Community College (HACC) and pay tuition and required fees.

This half-year course allows students to pursue college credit in the Social Sciences while still enrolled in high school. This class is a blending of dual-enrollment and independent study. Each student would select to either enroll in an online course offered through Harrisburg Area Community College (HACC) or independently study one of the Advanced Placement courses not currently offered within WSSD. This approach allows students to personalize their learning while engaging in subjects with which they have a deep interest. Students would have a dedicated class period each day built into their schedules to work and meet with others who are pursuing similar paths. The classroom teacher will monitor students' progress, keep students engaged in their studies, and help guide them through the rigors of college level work. The role of the classroom teacher will be more of a facilitator/mentor rather than a direct instructor. A sample of potential HACC courses includes: Contemporary American History, America in Vietnam, American Civil War & Reconstruction, Introduction to Philosophy, Comparative Religion, and Introduction to American Government. Students opting to take an online HACC course would be responsible for paying HACC tuition. Advanced Placement courses include AP Comparative Government & Politics, AP European History, AP Human Geography, and AP US Government & Politics. Students would be asked to take the AP exam for their designated area of study in May. The course is offered to students from both high schools but is taught at Cedar Cliff.

WORLD GEOGRAPHY AND GLOBAL ISSUES – LEVEL 1 111898



Weight: 1.01 Credit(s):1.0

Students will explore the physical and cultural geography of the many regions of the earth as well as the important events that made and keep each region unique. Students will develop a global perspective by analyzing the events and issues that affect the United States and other world nations. This course is recommended for those students planning to enter college or seek a more challenging social studies course.

WORLD GEOGRAPHY AND GLOBAL ISSUES – LEVEL 2 111897



Weight: 1.00 Credit(s):1.0

Students will explore the physical and cultural geography of the many regions of the earth as well as the important events that made and keep each region unique. Students will develop a global perspective by analyzing the events and issues that affect the United States and other world nations.



NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

SPECIAL EDUCATION

Special education services at the high schools are offered to students identified as Needing learning support, emotional support, life skills or multiple disabilities Support. Specific services, specially designed instruction, location, and level of Intervention are determined by the student's Individualized Education Plan (IEP). Meeting individual needs and abilities are the primary concerns in planning learning sequences and providing educational opportunities for each student. The regular education curriculum is followed and adapted as appropriate. *Any students participating in an alternate curriculum is the decision of the IEP Team.* Special Education courses are listed below. Life Skills Support programs are scheduled on an individual basis.

ENGLISH I 888002

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

Each of the courses listed above is designed to supplement the basic English curriculum during each of four required courses and is open to those students in the learning support resource room. The program is based on diagnosis and remediation. Each student's level is determined by diagnostic testing. The class is designed to assist the student in two ways. The regular English program is modified through direct instruction to suit the particular needs of the student. Secondly, the special education teacher assists the regular classroom teacher in any adaptations necessary in order to have the students succeed in the regular class. This provides remediation in deficit areas. Goals, objectives, and classroom adaptations are specified in the Individualized Education Program (IEP).

ENGLISH II 888013

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

Each of the courses listed above is designed to supplement the basic English curriculum during each of four required courses and is open to those students in the learning support resource room. The program is based on diagnosis and remediation. Each student's level is determined by diagnostic testing. The class is designed to assist the student in two ways. The regular English program is modified through direct instruction to suit the particular needs of the student. Secondly, the special education teacher also assists the regular classroom teacher in any adaptations necessary to have the student succeed in the regular class. This classroom provides remediation in deficit areas. Goals, objectives, and classroom adaptations are specified in the Individualized Education Program (IEP).

ENGLISH III 888014

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

Each of the courses listed above is designed to supplement the basic English curriculum during each of four required courses and is open to those students in the learning support resource room. The program is based on diagnosis and remediation. Each student's level is determined by diagnostic testing. The class is designed to assist the student in two ways. The regular English program is modified through direct instruction to suit the particular needs of the student. Secondly, the special education teacher assists the regular classroom teacher in any adaptations necessary to have the student succeed in the regular class. This classroom provides remediation in deficit areas. Goals, objectives, and classroom adaptations are specified in the Individualized Education Program (IEP).



ENGLISH IV 888017

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

Each of the courses listed above is designed to supplement the basic English curriculum during each of four required courses and is open to those students in the learning support resource room. The program is based on diagnosis and remediation. Each student's level is determined by diagnostic testing. The class is designed to assist the student in two ways. The regular English program is modified through direct instruction to suit the particular needs of the student. Secondly, the special education teacher assists the regular classroom teacher in any adaptations necessary to have the student succeed in the regular class. This classroom provides remediation in deficit areas. Goals, objectives, and classroom adaptations are specified in the Individualized Education Program (IEP).

ACCELERATED MATH LAB 888019

Weight:1.00 Credit(s):.50

Prerequisite(s): Current I.E.P.

The Accelerated Math Lab program is designed to provide instruction and/or support for those special education students who would benefit from additional support in math. Students may request assistance through their special education teacher. This program is provided on an individual basis based upon need and only after consultation with and approval of the students' parents.

FUNCTIONAL MATH I 888142

Weight: Pass/No Pass Credit(s):1.0

Prerequisite(s): Current I.E.P. teacher recommendation/PASA

Eligibility: This course is a 55-minute a day course designed to provide a structured program to help students participating in an alternate curriculum improve their functional math skills. The course is designed to provide direct instruction to address students' I.E.P goals and objectives. Students' progress at their own rate and new skills are taught on an individual need basis.

FUNCTIONAL MATH II 888143

Weight: Pass/No Pass Credit(s):1.0

Prerequisite(s): Current I.E.P. teacher recommendation/PASA

Eligibility: Successful completion of Functional Math I (8142). This course is a 55-minute a day course designed to provide a structured program to help students participating in an alternate curriculum improve their functional math skills. The course is designed to provide direct instruction to address students' I.E.P goals and objectives. Students' progress at their own rate and new skills are taught on an individual need basis.

FUNCTIONAL MATH III 888144

Weight: Pass/No Pass Credit(s):1.0

Prerequisite(s): Current I.E.P. teacher recommendation/PASA

Eligibility: Successful completion of Functional Math II (8143). This course is a 55-minute a day course designed to provide a structured program to help students participating in an alternate curriculum improve their functional math skills. The course is designed to provide direct instruction to address students' I.E.P goals and objectives. Students' progress at their own rate and new skills are taught on an individual need basis.

FUNCTIONAL MATH IV 888145

Weight: Pass/No Pass Credit(s):1.0

Prerequisite(s): Current I.E.P. teacher recommendation/PASA

Eligibility: Successful completion of Functional Math III (8144). This course is a 55-minute a day course designed to provide a structured program to help students participating in an alternate curriculum improve their functional math skills. The course is designed to provide direct instruction to address students' I.E.P goals and objectives. Students' progress at their own rate and new skills are taught on an individual need basis.

CONSUMER MATH 888414

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

Consumer math is a full-year course designed to help students develop competencies in mathematics for business and personal use. Students will begin with a basic math review and use these skills in real-life problem solving. Then, they will proceed to learn how to compute gross and net income, maintain a checking and savings account, fill out tax forms, determine interest payments on credit, and other basic recordkeeping functions. The course focuses on awareness of consumer-related issues and strives to help students become "more informed" consumers now and in the future. Units on purchasing a car, purchasing a home and insurance will also be covered.

MATHEMATICS I 888405

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

This course prepares students with the basic foundation of mathematics skills. Students will prepare for success in future mathematics courses by building content knowledge to meet standards in number and operations, fractions, decimals, percent, and



measurement. The processes of problem solving, reasoning, communication, connections, and representation are interwoven throughout the content standards.

MATHEMATICS II 888415

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

This course prepares students with the basic foundation of mathematics skills. Students will prepare for success in future mathematics courses by building content knowledge to meet standards in the principles of algebra, rational numbers, graphs, functions, and sequences, exponents and roots, ratios, proportions, and similarity, percent perimeter, area, and volume. The processes of problem solving, reasoning, communication, connections, and representation are interwoven throughout the content standards.

PRE-ALGEBRA 888807

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

This course helps students understand the structures and techniques of basic algebra concepts. Students build their knowledge of number systems and properties of operations that justify simple algebraic skills. Topics covered will be language of algebra, order of operations, operations with integers, operations with rational numbers, powers and roots, ratio, proportions, percent, and algebraic expressions

ALGEBRA I 888808



Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

This course helps students understand the structures and techniques of algebra and expects them to become proficient in applying algebraic concepts and skills at a modified pace. Students build their knowledge of number systems and properties of operations that justify simple algebraic skills. Topics include the real number system, solving linear equations and inequalities, polynomial operations, and the rectangular coordinate system, operations with polynomials, factoring of polynomials, operations with rational expressions, operations with quadratic equations, and solving and graphing systems of equations and inequalities.

GEOMETRY 888802



Weight:1.00 Credit(s):1.0

Prerequisite(s): Satisfactory completion of Algebra I and Current I.E.P.

This course explores the basic structure of geometry and develops an understanding and appreciation of deductive logic in mathematics at a modified pace. The course is designed to strengthen algebraic skills, develop powers of spatial visualization, and assist students to grow in the understanding of the terminology within geometry deductive method and the need for precision of language.

READING (FULL YEAR) 888424

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

This course provides a structured program designed to help students improve their reading abilities. This course makes use of individual and small group instruction in comprehension, word study skills, dictionary skills, vocabulary development and literary skills.

READING (SEMESTER) 888425

Weight:1.00 Credit(s):.50

Prerequisite(s): Current I.E.P.

This course provides a structured program designed to help students improve their reading abilities. This course makes use of individual and small group instruction in comprehension, word study skills, dictionary skills, vocabulary development and literary skills.

FUNCTIONAL READING I 888428

Weight: Pass/No Pass Credit(s):1.0

Prerequisite(s): Current I.E.P. teacher recommendation/PASA

Eligibility: This course is a 55-minute a day course designed to provide a structured program to help students participating in an alternate curriculum improve their functional reading skills. The course is designed to provide direct instruction to address students' I.E.P goals and objectives. Students' progress at their own rate and new skills are taught on an individual need basis.



FUNCTIONAL READING II 888429

Weight: Pass/No Pass Credit(s):1.0

Prerequisite(s): Current I.E.P. teacher recommendation/PASA

Eligibility: Successful completion of Functional Reading I (8428). This course is a 55-minute a day course designed to provide a structured program to help students participating in an alternate curriculum improve their functional reading skills. The course is designed to provide direct instruction to address students' I.E.P goals and objectives. Students' progress at their own rate and new skills are taught on an individual need basis.

FUNCTIONAL READING III 888430

Weight: Pass/No Pass Credit(s):1.0

Prerequisite(s): Current I.E.P. teacher recommendation/PASA

Eligibility: Successful completion of Functional Reading I (8429). This course is a 55-minute a day course designed to provide a structured program to help students participating in an alternate curriculum improve their functional reading skills. The course is designed to provide direct instruction to address students' I.E.P goals and objectives. Students' progress at their own rate and new skills are taught on an individual need basis.

FUNCTIONAL READING IV 888431

Weight: Pass/No Pass Credit(s):1.0

Prerequisite(s): Current I.E.P. teacher recommendation/PASA

Eligibility: Successful completion of Functional Reading III (8430). This course is a 55-minute a day course designed to provide a structured program to help students participating in an alternate curriculum improve their functional reading skills. The course is designed to provide direct instruction to address students' I.E.P goals and objectives. Students' progress at their own rate and new skills are taught on an individual need basis.

ECOLOGY 888451



Weight:1.00 Credit(s):.50

Prerequisite(s): Current I.E.P.

This course examines all areas of science related to ecology. Students will study biomes and their biotic and abiotic factors. Other areas of study will include population dynamics, biodiversity, conservation and evolution. This course is designed for the student who is interested in learning about organisms in their natural environment.

ENVIRONMENTAL SCIENCE 888461



Weight:1.00 Credit(s):.50

Prerequisite(s): Current I.E.P.

This course examines all areas of science related to the environment. Students will study the effects of human interaction with the natural world. Environmental issues concerning land, water, and air resources will be explored in terms of resource management, pollution, and conservation efforts. This course is designed for the student who is interested in how their actions impact the environment.

BIOLOGY I 888471



Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

This class is designed to provide students with an awareness and understanding of the working of the body, the environment, and the study of other life forms on earth. A sincere effort is made to present all topics in a manner, which makes them pertinent to the student's own world. The course content follows that which is offered in the regular education curriculum.

PHYSICAL SCIENCE 888171



Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

This course is designed to acquaint the student with the scientific laws and theories in physical science. The course content follows that which is offered in the regular education curriculum.

SPACE SCIENCE 888903



Weight:1.00 Credit(s):.50

Prerequisite(s): Current I.E.P.

This course is designed for students who are interested in the space program, the solar system, life and death of stars, black holes and the organization for the universe. Students who have taken Space Science may not take Astronomy. Students who have taken Astronomy may not take Space Science.



GEOLOGY 888486

Weight:1.00 Credit(s):.50

Prerequisite(s): Current I.E.P.

This course is a non-technical elective in which students study the earth and the processes that alter its surface. Students will analyze earth's resources and evaluate the impact of their extraction and use. Other topics include natural disasters, the rock cycle, hydrology, energy and paleontology.

US HISTORY II 888536



Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

This course is designed to introduce students to the second half of United States history. The content of this course includes information in the post-Civil War era (1865) to the present day. Students will be introduced to the fundamental principles of historical research, interpretation and evaluation.

WORLD HISTORY 888540



Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

Students will examine the advent of the modern world through an exploration of global events beginning with the period around 1500 CE. The course will put a global context on Europe's role in shaping world events leading up to and including the 19th and 20th centuries. Students will analyze the causes and effects of industrialization worldwide, including imperialism and global conflict. The course will conclude with the emergence of Asia and Africa in the post-colonial world. In addition to historical content, the course will enhance the student's critical thinking skills through the analysis of primary source documents, the composition of position papers and the application of cause and effect assessment.

WORLD GEOGRAPHY AND GLOBAL ISSUES I 888555



Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

Students will explore the physical and cultural geography of the many regions of the earth as well as the important events that made and keep each region unique. Students will develop a global perspective by analyzing the events and issues that affect the United States and other world nations. This course is recommended for those students planning to enter college or seek a more challenging social studies course.

ECONOMICS 888210



Weight:1.00 Credit(s):.50

Prerequisite(s): Current I.E.P.

This semester-long course is designed to produce an economically literate citizen. Topics to be investigated include: the market system, supply and demand, types of businesses, the stock market, business cycles, government economic policies, and how to successfully enter the American workforce. Students will also complete a consumer economics unit designed to teach basic credit and money management skills. This course satisfies 0.5 credits of the 3.0 Social Studies credits necessary for graduation. Students may select to take this course and American Citizenship in place of a full-year Social Studies course. American Citizenship and Economics may be taken during different school years. Students may also take Economics as an elective.

AMERICAN CITIZENSHIP & GOVERNMENT 888213

Weight:1.00 Credit(s):.50

Prerequisite(s): Current I.E.P.

This semester-long course is intended to develop an understanding and appreciation of the American Government. This course will expose students to the important principles and documents of our government. Students will examine the rights and responsibilities of citizenship in our society; as well as, how our federal, state and local governments work. Students will develop the skills to be engaged and politically active citizens. This course satisfies 0.5 credits of the 3.0 Social Studies credits necessary for graduation. Students may select to take this course and Economics in place of a full-year Social Studies course. American Citizenship and Economics may be taken during different school years. Students may also take American Citizenship as an elective.

SOCIAL SKILLS I (SEMESTER) 888134

Weight:1.00 Credit(s):.50

SOCIAL SKILLS II (SEMESTER) 888133

Weight:1.00 Credit(s):.50

Prerequisite(s): Current I.E.P./Teacher Recommendation

SOCIAL SKILLS I (FULL YEAR) 888132

Weight:1.00 Credit(s):1.0

SOCIAL SKILLS II (FULL YEAR) 888135

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P./Teacher Recommendation



This course provides a structured program designed to help students improve their social skills with peers, adults and authority figures in the school and community environment. This course also includes day-to-day social events, which need to be discussed to assist students in developing strategies for more successful interactions. Students will work on assessing social situations, managing emotions, community awareness, leisure activities and career awareness activities. Course is designed to fulfill I.E.P. goals.

SPECIAL INTEREST INDEPENDENT STUDY 888600

Weight:1.00 Credit(s):.50

Prerequisite(s): Available to students in the Special Interest Program

Students may fulfill their I.E.P. goals and objectives by completing projects that match their strengths and interests. Projects may be selected by the students and may include, but are not limited to, entries for Scholastic Writing, entries for History Day, and entries for Scholastic Art. Students contract with the Special Interest teacher. The student and teacher develop plans, timeliness, and benchmarks for evaluation.

HUMANITIES 888738

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

Students selecting the Humanities course will be exposed to four separate entities of humanities that include Art, Technology Education, Music, and Family and Consumer Science. Students will participate in a different entity each marking period and will meet every day for a 55-minute time block.

CAREER EXPLORATION I (SEMESTER) 888740

Weight:1.00 Credit(s):.50

CAREER EXPLORATION I (FULL YEAR) 888741

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P./Teacher Recommendation/PASA Eligibility

This course presents a variety of classroom and community based activities that focus on experiences for teaching and enhancing skills needed in the workplace. The emphasis of this course is to provide students with opportunities to learn and apply pre-vocational/vocational skills, interpersonal relationship skills, and job preparation skills (i.e. interviewing, resume building, and personal care) in the natural community environment. A focus of this course includes the generalization of learned skills.

CAREER EXPLORATION II (SEMESTER) 888742

Weight:1.00 Credit(s):.50

CAREER EXPLORATION II (FULL YEAR) 888743

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P./Teacher Recommendation/PASA Eligibility

This course presents a variety of classroom and community based activities that focus on experiences for teaching and enhancing skills needed in the workplace. The emphasis of this course is to provide students with opportunities to learn and apply pre-vocational/vocational skills, interpersonal relationship skills, and job preparation skills (i.e. interviewing, resume building, and personal care) in the natural community environment. A focus of this course includes the generalization of learned skills.

CAREER EXPLORATION III (SEMESTER) 888744

Weight:1.00 Credit(s):.50

CAREER EXPLORATION III (FULL YEAR) 888745

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P./Teacher Recommendation/PASA Eligibility

This course presents a variety of classroom and community based activities that focus on experiences for teaching and enhancing skills needed in the workplace. The emphasis of this course is to provide students with opportunities to learn and apply pre-vocational/vocational skills, interpersonal relationship skills, and job preparation skills (i.e. interviewing, resume building, and personal care) in the natural community environment. A focus of this course includes the generalization of learned skills.

CAREER EXPLORATION IV (SEMESTER) 888746

Weight:1.00 Credit(s):.50

CAREER EXPLORATION IV (FULL YEAR) 888747

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P./Teacher Recommendation/PASA Eligibility

This course presents a variety of classroom and community based activities that focus on experiences for teaching and enhancing skills needed in the workplace. The emphasis of this course is to provide students with opportunities to learn and apply pre-vocational/vocational skills, interpersonal relationship skills, and job preparation skills (i.e. interviewing, resume building, and personal care) in the natural community environment. A focus of this course includes the generalization of learned skills.



SPECIAL EDUCATION

Academic Course Offerings

TRANSITION PLANNING I (SEMESTER) 888750

Weight:1.00 Credit(s):.50

Prerequisite(s): Current I.E.P.

TRANSITION PLANNING I (FULL YEAR) 888752

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

This course is designed to provide services and activities that explore opportunities for students to be self-aware and successful in high school as well as involved in their education, the development of their IEP and future goals. Through this course, students may research an area of disability, explore their current IEP and investigate disability laws.

Students may practice their role as a self-advocate by analyzing and expressing their strengths and needs. The course also includes practice of the independent learning skills needed for a student to succeed academically, socially and emotionally including but not limited to organizational and study skills. Activities from this course may expand their individual Transition Portfolio. Students are recommended to take this course based on IEP teacher recommendation.

TRANSITION PLANNING II (SEMESTER) 888751

Weight:1.00 Credit(s):.50

Prerequisite(s): Current I.E.P.

TRANSITION PLANNING II (FULL YEAR) 888753

Weight:1.00 Credit(s):1.0

Prerequisite(s): Current I.E.P.

This course is designed to provide services and activities that explore opportunities for students to be self-aware and successful in high school as well as involved in their education, the development of their IEP and future goals. Through this course, students may research an area of disability, explore their current IEP and investigate disability laws. Students may practice their role as a self-advocate by analyzing and expressing their strengths and needs. The course also includes practice of the independent learning skills needed for a student to succeed academically, socially and emotionally including but not limited to organizational and study skills. Activities from this course may expand their individual Transition Portfolio. Students are recommended to take this course based on IEP teacher recommendation.

INDEPENDENT LIVING SKILLS I 888760

Weight: Pass/No Pass Credit(s):1.0

Prerequisite(s): Current I.E.P./Teacher Recommendation/PASA Eligibility

This course teaches basic kitchen safety and recipe preparation, basic clothing care skills, and basic home maintenance skills. In addition, there is an emphasis on the development of personal and functional daily living skills (e.g. shopping, personal care, home care skills, etc.). This course incorporates opportunities for enhancing interest in leisure time activities and developing appropriate social skills in and outside of the classroom.

INDEPENDENT LIVING SKILLS II 888761

Weight: Pass/No Pass Credit(s):1.0

Prerequisite(s): Current I.E.P./Teacher Recommendation/PASA Eligibility/Successful completion of Independent Living Skills I

This course teaches basic kitchen safety and recipe preparation, basic clothing care skills, and basic home maintenance skills. In addition, there is an emphasis on the development of personal and functional daily living skills (e.g. shopping, personal care, home care skills, etc.). This course incorporates opportunities for enhancing interest in leisure time activities and developing appropriate social skills in and outside of the classroom.

INDEPENDENT LIVING SKILLS III 888762

Weight: Pass/No Pass Credit(s):1.0

Prerequisite(s): Current I.E.P./Teacher Recommendation/PASA Eligibility/Successful completion of Independent Living Skills II

This course teaches basic kitchen safety and recipe preparation, basic clothing care skills, and basic home maintenance skills. In addition, there is an emphasis on the development of personal and functional daily living skills (e.g. shopping, personal care, home care skills, etc.). This course incorporates opportunities for enhancing interest in leisure time activities and developing appropriate social skills in and outside of the classroom.

INDEPENDENT LIVING SKILLS IV (FULL YEAR) 888763

Weight: Pass/No Pass Credit(s):1.0

Prerequisite(s): Current I.E.P./Teacher Recommendation/PASA Eligibility/Successful completion of Independent Living Skills III

This course teaches basic kitchen safety and recipe preparation, basic clothing care skills, and basic home maintenance skills. In addition, there is an emphasis on the development of personal and functional daily living skills (e.g. shopping, personal care, home care skills, etc.). This course incorporates opportunities for enhancing interest in leisure time activities and developing appropriate social skills in and outside of the classroom.



WORLD LANGUAGE

NAVIGATION/KEY















Click the links below to jump to the respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

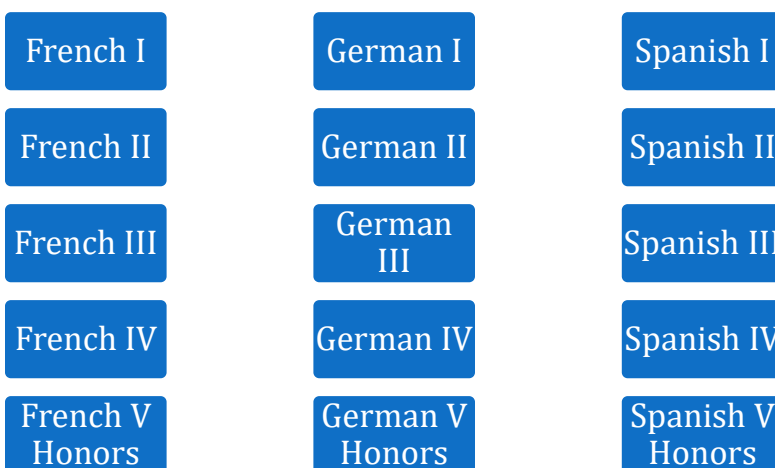
-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

Elective Requirements: 7.50 Credits (total for all curricular departments)

COURSE SELECTION FLOW CHART



Global Scholars Program

The PSMLA Global Scholars Program is now available in West Shore School District. The Global Scholars Program is designed to honor high schools students who successfully achieve academic and extra-curricular goals that help them to develop global awareness or competency to better prepare for personal and professional success in an increasingly global society. For more information: <http://www.psmla.net/global-scholars> or see the high school GSP advisor.

FRENCH I 444210



Weight: 1.00 Credit(s):.50

This course introduces the student to the language through the familiarization with everyday lives of French people. It stresses the systematic development of basic listening, speaking, reading, writing, and grammar skills. French culture and history are introduced through technology-enhanced multimedia instruction.

FRENCH II 444211



Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of French I

French II places an increased emphasis on grammatical structures and vocabulary as aids to improving the listening, reading, speaking, and writing skills. French culture and history are developed through supplementary readings, as well as technology-enhanced multimedia instruction. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place primarily in French.



FRENCH III 444236

Weight: 1.01 Credit(s):1.0

Prerequisite(s): Satisfactory completion of French II

The basic grammatical concepts of French I and II are reviewed and more advanced structures are introduced. Emphasis is on oral/aural skills, as well as on improving composition skills. The development of these skills is enhanced through the use of current periodicals, essays, and technology-enhanced multimedia instruction. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place primarily in French with a higher level of vocabulary building and comprehension.

FRENCH IV HONORS 444241

Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory completion of French III

This course is intended for those students who want a greater foundation of the French language. Students are able to present information and ideas in the French language on a variety of topics while using advanced grammatical concepts. Students express themselves through written and oral means in a variety of ways to include dramatic format, extemporaneous speeches, and written compositions. Teachers will provide technology-enhanced multimedia instruction. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place primarily in French.

FRENCH V HONORS 444247

Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory completion of French IV Honors

The course is intended for those students who wish to continue studying French in college. Students are able to present information and ideas in the French language on a variety of topics while using intermediate grammatical concepts. Students express themselves through written and oral means in a variety of ways to include dramatic format, extemporaneous speeches, and written compositions. Teachers will provide technology-enhanced multimedia instruction. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place primarily in French.

GERMAN I 444310

Weight: 1.00 Credit(s):.50

This course provides the student with a basic foundation of the German language. Areas of emphasis include simple oral and written communication, listening, elementary grammar, vocabulary acquisition, and an introduction to the cultures of the German-speaking nations. Teachers will provide technology-enhanced multimedia instruction.

GERMAN II 444321

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of German I

This course provides the student with the opportunity to increase oral, aural, and written communication, to expand grammar skills, to increase vocabulary to build deeper awareness of everyday German culture. Teachers will provide technology-enhanced multimedia instruction. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place primarily in German.

GERMAN III 444336

Weight: 1.01 Credit(s):1.0

Prerequisite(s): Satisfactory completion of German II

This course provides the student with a review and refinement of German grammar and improved listening comprehension skills. Special emphasis is placed on oral and written communications to prepare students for more advanced language courses. German, music, history, and culture are explored to broaden the student's vocabulary through technology-enhanced multimedia instruction. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place primarily in German.

GERMAN IV HONORS 444341

Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory completion of German III

This course is intended for students who want a greater foundation of the German language. The content covers various types of complex sentences in different tenses in both active and passive voice. Students learn to present information and ideas through written and oral means while studying and using more advanced grammatical concepts. Teachers will provide technology-enhanced multimedia instruction. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place primarily in German.



GERMAN V HONORS 444354



Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory completion of German IV Honors

This course is intended for those students who wish to continue studying German in college. Students are able to present information and ideas in the German language on a variety of topics while using intermediate grammatical concepts. Students express themselves through written and oral means in a variety of ways to include dramatic format, extemporaneous speeches, and written compositions. Teachers will provide technology-enhanced multimedia instruction. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place primarily in German.

SPANISH I 444510



Weight: 1.00 Credit(s):.50

This course emphasizes correct pronunciation and the basic skills necessary for the use of a language. Elementary Spanish grammar and natural and realistic vocabulary are introduced, enabling the student to develop beginning understanding, speaking, reading, and writing skills. The main goal is to encourage the student to attain a measurable degree of communicative competency and proficiency in each of these four language skills through a combination of traditional and oral-aural techniques, and culture is presented through the use of technology-enhanced multimedia technology.

SPANISH II 444521



Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Spanish I

This course briefly reviews the grammar of Spanish I and introduces additional major points of grammar. Additional practice and emphasis are given to reading, writing, speaking, and listening. The main goal is to encourage the student to attain a measurable degree of communicative competency and proficiency in each of the four language skills through a combination of traditional and oral-aural techniques, and culture is presented through the use of technology-enhanced multimedia technology. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place primarily in Spanish.

SPANISH III 444537



Weight: 1.01 Credit(s):1.0

Prerequisite(s): Satisfactory completion of Spanish II

This course includes a review of the grammar of Spanish I and II and introduces advanced grammar, with continued emphasis on oral-aural proficiency. Emphasis is on reading, writing, and speaking by means of short stories and other Spanish literary forms. Teachers will provide technology-enhanced multimedia instruction. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place primarily in Spanish.

SPANISH IV HONORS 444543



Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory completion of Spanish III

This course is intended for students who want a greater foundation of the Spanish language. Students are able to present information and ideas in the Spanish language on a variety of topics while using advanced grammatical concepts. Cultures are studied in-depth. Students express themselves through written and oral means in a variety of ways to include dramatic format, extemporaneous, speeches, and written compositions. Teachers will provide technology-enhanced multimedia instruction. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place primarily in Spanish.

SPANISH V HONORS 444557



Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory completion of Spanish IV Honors

The course is intended for those students who wish to continue studying Spanish in college. Students are able to present information and ideas in the Spanish language on a variety of topics while using intermediate grammatical concepts. Students express themselves through written and oral means in a variety of ways to include dramatic format, extemporaneous speeches, and written compositions. Teachers will provide technology-enhanced multimedia instruction. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place primarily in Spanish.



ART

Elective Requirements: 7.50 Credits (total for all curricular departments)

NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

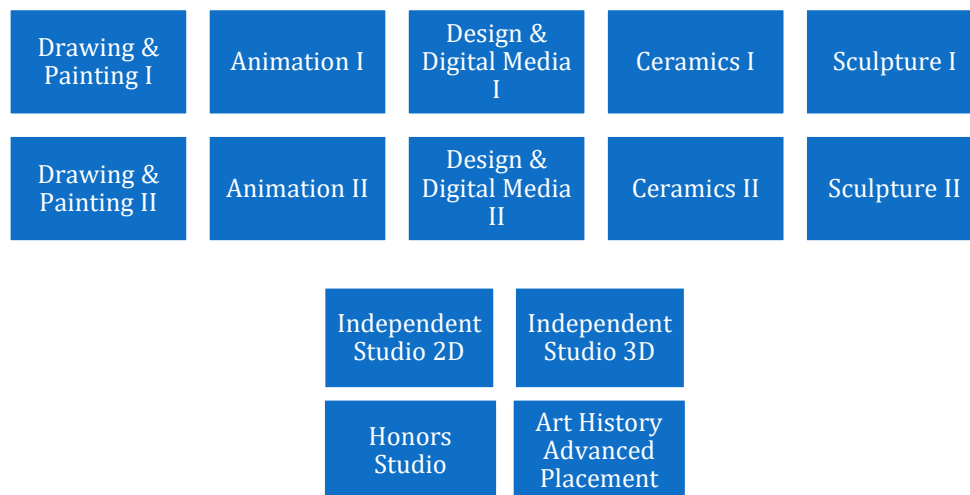
CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

COURSE SELECTION FLOW CHART



DRAWING & PAINTING I (Formerly ART I) 202501 Weight: 1.00 Credit(s):.50

This is the introductory course to the Drawing and Painting Visual Arts Pathway. The activities are intended to provide exposure to a number of studio concepts and experiences pursued in the visual arts program. Observational skill building, spatial analysis and composition development are emphasized using a variety of media and 2-D processes within the framework of aesthetic, historical, and critical understanding.

DRAWING & PAINTING II (Formerly ART II) 202502 Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Drawing & Painting I

This course continues to explore the Drawing & Painting Visual Arts Pathway through drawing, painting, and printmaking. A range of subject matter such as still life, portraiture, landscape, and nature are investigated through a wide variety of techniques and 2D media. Observational drawing and painting continues to be an emphasis in this course. The next step for a student wishing to continue on this Visual Arts Pathways is to enroll in the Independent Studio – 2-D/Digital course.

ANIMATION I 202727

Weight: 1.00 Credit(s):.50

This is the introductory course to the Animation Visual Arts Pathway. The course is designed as an introduction to working creatively with moving images as a communication tool. Students complete several short and long-term projects that utilize both 3-D and 2-D traditional/digital animation techniques. Projects are thematic in nature and deal with personal, social, and environmental issues. Drawing is an emphasis during this course and computer technology is incorporated as a major component of the animation process.

ANIMATION II 202728

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Animation I

This course continues to explore the Animation Pathway by building upon both previously learned 3-D and 2-D traditional/digital animation techniques. Projects become more student centered, collaborative, and continue to be thematic in nature by investigating personal, social, and environmental issues. Projects become more student centered, collaborative, and continue to be thematic in nature by investigating personal, social, and environmental issues.



Elective Requirements: 7.50 Credits (total for all curricular departments)

Drawing is an emphasis during this course and computer technology is incorporated as a major component of the animation process. The next step for a student wishing to continue on this Visual Arts Pathway is to enroll in the Independent Studio – 2-D/Digital course.

DESIGN & DIGITAL MEDIA I 202651

Weight: 1.00 Credit(s):.50

This is the introductory course to the Design and Digital Media Visual Arts Pathway. This course explores computer technologies as a design tool. Original drawings, paintings, and digital imagery are imported and manipulated to develop individual ideas and concepts. The course includes basic computer functions, equipment, language, programs, and activities related to the use of the computer as an expressive, professional, and informative media.

DESIGN & DIGITAL MEDIA II 202652

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Design & Digital Media I

This course continues to explore the Design and Digital Media Pathway by building upon previously learned computer functions, equipment, language, and programs. The emphasis continues to be on developing the students understanding and use of computer technologies as a design tool. Original drawings, paintings, and digital imagery continue to be imported and manipulated while exploring more complex individual ideas, opinions, and concepts. The next step for a student wishing to continue on this Visual Arts Pathways is to enroll in the Independent Studio – 2-D/Digital course.

CERAMICS I 202750

Weight: 1.00 Credit(s):.50

This is the introductory course to the Ceramics Visual Arts Pathway. This course develops basic hand building, wheel throwing, and sculpture skills. Instruction is given in the elements of visual expression such as line, shape/form, space, texture, color, and value as it applies to 3-D design. An introduction to mold making, glazing, staining, and firing with emphasis on developing and analyzing the creative process occurs.

CERAMICS II 202751

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Ceramics I

This course continues to explore the Ceramics Visual Arts Pathway. The first marking period students will build upon prior knowledge of basic hand building, wheel throwing techniques and surface treatments. The second marking period students get to choose to place their concentration on either hand building or throwing or a combination of the two. The next step for a student wishing to continue on this Visual Arts Pathway is to enroll in the Independent Studio – 3-D course.

SCULPTURE I 202871

Weight: 1.00 Credit(s):.50

This is the introductory course to the Sculpture Visual Arts Pathway. This course is designed to provide instruction in a variety of basic sculpture techniques. Through the use of materials, clay, plaster, wood, wire, and found objects, students learn basic mold-making, modeling, carving, assembling, and joining techniques. Students receive exposure to contemporary and historical practices in sculpture.

SCULPTURE II 202872

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Sculpture I

This course continues to explore the Sculpture Visual Arts Pathway by enhancing the skills and processes learned in Sculpture I. Indoor and outdoor sculpture are explored in a variety of materials and processes. Creative growth and problem solving are encouraged in the development of ideas and projects. The next step for a student wishing to continue on this Visual Arts Pathway is to enroll in the Independent Studio – 3-D course.

INDEPENDENT STUDIO – 2-D/DIGITAL 202851

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of any 2-D Level II course and Teacher Recommendation

This course can be viewed as a 3rd level in the Drawing & Painting, Animation or Design & Digital Media Pathways. This course is student centered and each individual will collaborate with their instructor and peers to develop meaningful projects that help investigate and develop their 2-D and Digital artist process. Students will learn to identify and address their artistic strengths and weaknesses while continuing to explore higher order concepts, materials and media in alignment with their individual Visual Arts Pathways. The next step for a student wishing to continue on this Visual Arts Pathways is to enroll in the yearlong Honors Studio course.



Elective Requirements: 7.50 Credits (total for all curricular departments)

INDEPENDENT STUDIO – 3-D 202853

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of any 3-D Level II course and Teacher Recommendation

This course can be viewed as a 3rd level in the Ceramics and Sculpture Pathways. This course is student centered and each individual will collaborate with their instructor and peers to develop meaningful projects that help investigate and develop their own 3-D process. Students will learn to identify and address their artistic strengths and weaknesses while continuing to explore higher order concepts, materials, and media in alignment with their individual Visual Arts Pathways. The next step for a student wishing to continue on this Visual Arts Pathways is to enroll in the yearlong Honors Studio course.

HONORS STUDIO (FULL YEAR) 202850

Weight: 1.03 Credit(s):1.0

Prerequisite(s): Satisfactory completion in either of the Independent Studio courses and Teacher Recommendation

This advanced course focuses on several areas of study in the 2-D, 3-D and Digital Arts. Development of a portfolio reflecting the individual students' interests and artistic strength is a requirement of the course. In collaboration with the instructor(s) and peers, each student is expected to generate their own subject matter and demonstrate creative and analytical thinking. This course is designed for both the college bound student who wishes to major in the arts and the student who wishes to engage their art process and thinking at a higher level. The portfolio developed in this course will satisfy all requirements for college acceptance and once accepted student will continue to create works that align with the art scholarship process.

ART HISTORY ADVANCED PLACEMENT (SEMESTER) 202855

Weight: 1.06 Credit(s):.50

Prerequisite(s): Satisfactory completion of English II Level 1 and Teacher Recommendation

The student gains an understanding and knowledge in architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students are evaluated through written essays, research projects and papers, and objective tests. Art History Advanced Placement is designed to prepare the student for taking the Advanced Placement test in Art History.



NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

BUSINESS & MARKETING

Academic Course Offerings

Elective Requirements: 7.50 Credits (total for all curricular departments)

COURSE SELECTION FLOW CHART



* This elective is highly recommended in Grade 11 for all students

INTRODUCTION TO BUSINESS & ENTREPRENEURSHIP 333001

Weight: 1.00 Credit(s):.50

This course allows students to discover how a business works and how it impacts lives on a daily basis. Topics presented include entrepreneurship, types of business ownership, marketing, promotion, management, and financing your business. Students will go through a step-by-step process of creating a business and developing a feasibility study. This course is an excellent introductory course for students interested in a business career.

ACCOUNTING 333020

Weight: 1.00 Credit(s):.50

Accounting is designed to build a foundation in accounting principles and procedures with emphasis being placed on developing habits of accuracy, legibility, promptness, and thoroughness. Accounting will also provide an introduction to automated accounting techniques. This course provides enough information so the student will be able to analyze and interpret the financial operations of a business. All students who plan to study Business Administration Management or Marketing in college should definitely choose Accounting as an elective.

BUSINESS LAW 333060



Weight: 1.00 Credit(s):.50

Business Law is designed to enhance students' awareness of business relationships, as well as their legal consequences. Students develop an understanding of the differences and similarities of civil and criminal law and the courtroom procedures related to both. Business Law presents a business approach to selected topics such as law for the minor and consumer, law enforcement, landlord and tenant law, bailment's, contracts and law as it relates to automobile and property insurance. Also covered are laws of agency, wills and inheritance, credit and business organization. This course deals with issues that are essential, and relevant, in the lives of all adults, especially to those individuals interested in pursuing careers in accounting and law.

PERSONAL FINANCE 333083

Weight: 1.00 Credit(s):.50

The goal for the students taking this course is to develop the ability to use knowledge and skills to manage their financial resources effectively for a lifetime of financial well-being. Students will cover topics including: paychecks, taxes, financial institutions, budgeting, checking accounts, savings tools, investing, credit cards, credit reports, and insurance. These topics will be applied through project-based learning.



Elective Requirements: 7.50 Credits (total for all curricular departments)

SPORTS & ENTERTAINMENT MARKETING 333665

Weight: 1.00 Credit(s):.50

Students discuss and demonstrate key functions related to sports, entertainment, hospitality, and e-commerce. Multimedia presentations featuring links between the sports and entertainment industries are the clear focus. An e-commerce unit of study allows students to apply textbook and multimedia knowledge to real world situations. Careers in marketing are a central theme throughout the course. Legal and ethical issues are explored.

SKILL DEVELOPMENT FOR CAREERS 303300

Weight: 1.00 Credit(s):.50

The course provides the student with skills necessary to be successful in the competitive job market. Students learn that self-esteem, work success, and life satisfaction depend on strong reading, written, and oral communication skills. Students learn the important traits a new employee brings to a position in the business world. In addition, the transition from school to work is highlighted via topics such as money management, personal legal rights, employment counseling, and child labor laws. It is highly recommended that this course be taken during the junior year. It may be, however, taken concurrently with Cooperative Diversified Occupations during the senior year.

INTRODUCTION TO BUSINESS 333005



Weight: 1.00 Credit(s):.50

This **Penn College** course provides the student with an introduction to a variety of business concepts and practices that impact all organizations, as well as knowledge and skills needed to be successful in an organization. Topics include interpersonal communications, emotional intelligence, economics, accounting, and finance and investments. An integrative approach connects topics and provides context within organizational environments, relevance to current business situations, and advances across various fields of business. There is no credit fee for this college course. Students are responsible for a book fee. The course is taught at both high schools.



COMPUTER SCIENCE

Elective Requirements: 7.50 Credits (total for all curricular departments)

NAVIGATION/KEY















Click the links below to jump to the respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

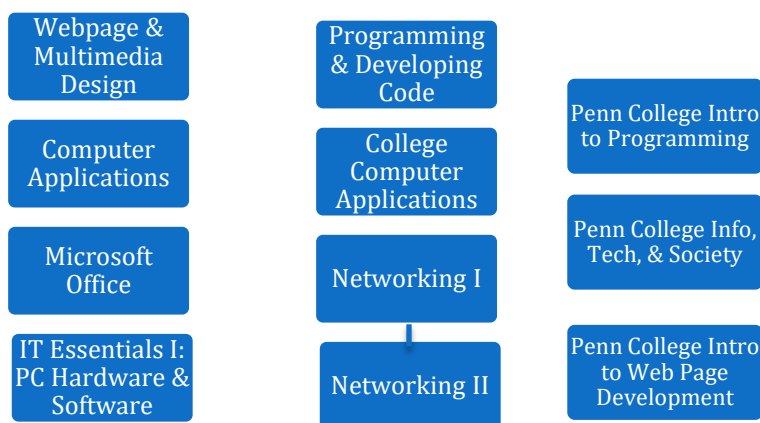
CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

COURSE SELECTION FLOW CHART

**WEBPAGE & MULTIMEDIA DESIGN 333675**

Weight: 1.00 Credit(s):.50

Students work with HTML and applications to create “live” documents, which link text, graphics, animation, sound and video with hypertext and web graphics. This project-based course allows students to produce interactive documents for use with other classes as well as for the internet. Fundamentals of web page design are incorporated into the course. Copyright issues and internet etiquette are also emphasized. The course is offered to students from both high schools but is taught at Cedar Cliff.

COMPUTER APPLICATIONS 333663

Weight: 1.00 Credit(s):.50

Computer Applications is a class designed for students interested in improving their computer, keyboarding and Internet skills. Introductory concepts of Microsoft Word, PowerPoint and other publishing software will be taught. Time to improve keyboarding skills will also be incorporated in this course.

MICROSOFT OFFICE 333674

Weight: 1.00 Credit(s):.50

Microsoft Office is a course designed to prepare students for computing efficiency that is essential for college and in the workplace. This course focuses on Microsoft Word, Excel and PowerPoint and prepares students for the Microsoft Office Specialist (MOS) exams in Word and PowerPoint. Microsoft Office certification can improve skills and distinguish students in today’s competitive academic environments. The MOS exams are an optional part of the course for a fee of approximately \$90 to be paid by the student. Successful completion of the exams will provide a professional credential recognized around the world. This course will also help students earn cost-effective college credit.

**IT ESSENTIALS I: PC HARDWARE & SOFTWARE 606150**

Weight: 1.00 Credit(s):.50

This course introduces students to information technology and data communications. Students develop the necessary skills to enter this field by building a computer, installing the operating system, adding peripherals, connecting the computer to a local area network and to the Internet. This hands-on, lab-oriented course stresses laboratory safety and working effectively in a group environment. At the end of this course, students should possess the academic information and experience necessary to pass Comp TIA’s A+ certification. This certification is to test the student’s knowledge of learning objectives for a career as a Computer Repair Technician. The course is offered to students from both high schools but is taught at Cedar Cliff.



COMPUTER SCIENCE

Academic Course
Offerings

Elective Requirements: 7.50 Credits (total for all curricular departments)

PROGRAMMING & DEVELOPING CODE 606155

Weight: 1.00 Credit(s):.50

Prerequisite(s): Algebra

Course may be used to satisfy .50 credits in Mathematics

This course will explore several common computer-programming languages such as Java, C, C++, Python and HTML. The content will prepare students with a foundation for growth in a career, trade school, two-year or four-year program for continuing education. Students will be expected to learn languages and develop basic programs, applications, and games. The course is offered to students from both high schools but is taught at Cedar Cliff.

COLLEGE COMPUTER APPLICATIONS 333676



Weight: 1.06 Credit(s):.50

This **HACC** course provides a fundamental understanding of computers and familiarizes students with the interaction of computer hardware and software. Emphasis is on the application of microcomputers and “hands-on” use of software applications, including Microsoft Word, Excel and Access. This is one college-computing course; CIS105 as listed in the HACC course catalog. There is a \$75.00 per credit course fee. Upon the successful completion of the course, students will receive three (3) transferable HACC credits. Students will be required to purchase the CIS105 textbook with an approximate cost of \$175.00. Students may also take this course for high school credit at no charge (student still responsible for book fee). Students must pass the reading and writing AccuPlacer test administered by HACC prior to enrolling in this course. The course is offered to students from both high schools but is taught at Red Land.

NETWORKING I: NETWORKING FOR HOME & SMALL BUSINESSES 606111

Weight: 1.00 Credit(s):.50

This course teaches students the skills needed to obtain entry-level home network installer jobs. It also helps students develop some of the skills needed to become network technicians, computer technicians, cable installers, and help desk technicians. It provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in home and small business environments. Instructors are encouraged to facilitate field trips and outside-the-classroom learning experiences. Labs include PC installation of game consoles, scanners, and cameras. The course is offered to students from both high schools but is taught at Cedar Cliff.

NETWORKING II: WORKING AT A SMALL-TO-MEDIUM BUSINESS OR ISP 606121

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Networking I

This course prepares students for jobs as network technicians. It also helps students develop additional skills required for computer technicians and help desk technicians. It provides a basic overview of routing and remote access, addressing, and security. It also familiarizes students with servers that provide e-mail service, Web space, and authenticated access. Students also learn about soft skills required for help desk and customer service positions. Network monitoring and basic troubleshooting skills are taught in context. The course is offered to students from both high schools but is taught at Cedar Cliff.

INTRODUCTION TO PROGRAMMING 606160



Weight: 1.00 Credit(s):.50

Course may be used to satisfy .50 credits in Mathematics

This **Penn College** course provides the student with an introduction to problem-solving techniques, elementary programming, and the application of these techniques in developing structured programs. A current high-level language is used to illustrate the implementation phase of program development. Penn College math and reading placement tests may be required. There is no credit fee for this college course. Students are responsible for a book fee. The course is offered to students from both high schools but is taught at Cedar Cliff.

INFORMATION, TECHNOLOGY, AND SOCIETY 606180



Weight: 1.00 Credit(s):.50

This **Penn College** course provides the student with an introduction to the basic concepts and applications of computer and Internet-related information technology and its impacts on individual users, businesses, groups, organizations, and society. Topics include access, evaluation, and use of digital information, ethical and security implications of information use and storage; human-computer interactions; social aspects of information systems; economic and legal issues; and professional presentation and communication of information. Information literacy skills that promote lifelong learning are developed through exposure to various existing and emerging technologies, including information resources, communication methods and technology. Penn College math and reading placement tests may be required. There is no credit fee for this college course. Students are responsible for a book fee. The course is taught at both high schools.

INTRODUCTION TO WEB PAGE DEVELOPMENT 333803



Weight: 1.00 Credit(s):.50

This **Penn College** course provides the student with introductory coverage of the Internet and online Web technologies. Skills learned will include how to plan, create and maintain static web pages. Penn College math and reading placement tests may be required. There is no credit fee for this college course. Students are responsible for a book fee. The course is offered to students from both high schools but is taught at Red Land.



COMPUTER SCIENCE

Academic Course Offerings

Elective Requirements: 7.50 Credits (total for all curricular departments)

Microsoft Office Certification

“...The purpose of any professional certification is to provide official and public recognition of an individual's competencies and capabilities in a professional subject area....”

“....Certification programs ensure technical competence through a tangible measurement of skills and knowledge. Certification exams go beyond training by providing an objective measurement of a professional's knowledge and skills. Certification programs establish standards in developing a qualified workforce....”

Workforce - Statistics

Microsoft Office Specialist

- 72% of education institutions believe recent graduates are ready for work, but only 42% of employers agree.

Education to Employment, Designing a System that Works, McKinsey Center for Government, 2012

- Staffing agencies report candidates with certifications are:

- Twice as likely to be placed
- 50% more likely to be hired FT
- Average 10-15% higher wage

- 85% of supervisors report:
 - More productive employees
 - Require less supervision

- 93% become valuable team resource

- 89% are more satisfied at work
 - Keeping/staying with their jobs

91% of hiring managers consider employee certification as a criterion for hiring¹

81% of hiring managers feel that certified individuals perform better¹

79% of hiring managers feel that certified individuals are more efficient¹

50% of individuals believe obtaining a certification makes them more marketable²

“It's truly a global marketplace, especially in the IT world. If you don't have a certification that validates you have the needed skills, you're at a significant disadvantage.”

Bill Doherty, @ONE Project, College System of California

Sources

1 MCP Program Satisfaction Study 2010

2 Intrepid Survey

3 Certipoint Research 2009

Microsoft Office Specialist (MOS) Success Badging

Microsoft Office Specialist

- When you achieve your MOS Exam Certification, a digital badge is awarded that you can proudly display in your résumé, in emails, or on your social media profiles.
- MOS-certified students have a lot to be proud of. Badges validate their skills and allow them to show the world what they've accomplished.



NAVIGATION/KEY















Click the links below to jump to the respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

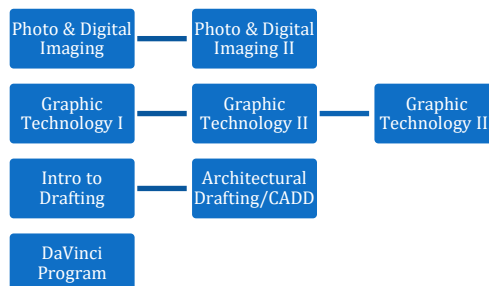
-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

ENGINEERING & TECHNOLOGY

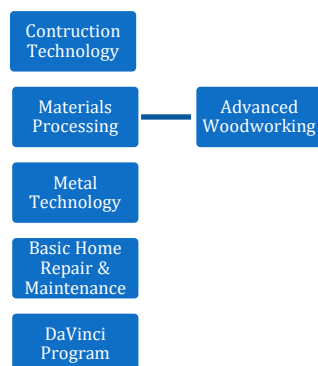
Elective Requirements: 7.50 Credits (total for all curricular departments)

COURSE SELECTION FLOW CHART

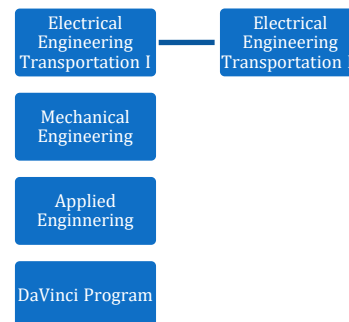
Communications:



Manufacturing/Construction:



Power/Engineering/Transportation:



Specialized Technology: See Computer Science

PHOTO & DIGITAL IMAGING I 606307

Weight: 1.00 Credit(s):.50

Photo and Digital Imaging I is an introductory visual communications course designed for the student who desires to learn about modern photographic and digital imaging skills. Students will learn technical skills involved in the process of creating photographs using equipment and experiences in the 'wet' and 'dry' (using Adobe Photoshop) darkrooms. Areas of study include camera operation, film and printing processing, compositional skills, digital photography and processes, studio portraiture, and videography as it pertains to photography. It is suggested that students have their own digital camera (point and shoot camera) and 4 GB flash drive for digital storage. This is a technology driven course. A small fee may be required.

PHOTO & DIGITAL IMAGING II 606308

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Photo and Digital Imaging I

Photo and Digital Imaging II is curriculum designed to allow students to continue learning advanced photography skills, advanced digital imaging skills and some videography. Students will be introduced to professional photographic applications and equipment.



ENGINEERING & TECHNOLOGY

Elective Requirements: 7.50 Credits (total for all curricular departments)

Students will also have the opportunity to explore various types of photography from commercial to portrait giving them a well-rounded experience in the photographic business area. It is suggested that students have a 4 GB flash drive for digital storage. This is a technology driven course designed to allow the students to experience industry applications and new and emerging photographic technologies. A small fee may be required.

GRAPHIC TECHNOLOGY I 606351

Weight: 1.00 Credit(s):.50

Students experience project activities in binding, screen-printing (t-shirts, etc.), offset printing (notepads, business cards, etc.), and desktop publishing (brochure, deck of playing cards, etc.). This course is designed to stimulate interest and acquaint students with careers related to the graphic technology industry. A small lab fee is required for student projects.

GRAPHIC TECHNOLOGY II 606352

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Graphic Technology I

Students experience project activities in screen-printing (multi-color t-shirts, etc.), offset printing (multi-color notepads, business cards, etc.) and desktop publishing. This course is designed for students that were successful in the introductory course and may want to consider careers related to the graphic technology industry. A small lab fee is required for student projects.

GRAPHIC TECHNOLOGY III 606353

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Graphic Technology II

Students experience project activities in screen-printing (advanced multi-color projects), offset printing (press operation) and desktop publishing (emphasizing color printing). This course is designed for students who are considering potential careers in the graphic technology industry. A small lab fee is required for student projects.

INTRODUCTION TO DRAFTING 606326

Weight: 1.00 Credit(s):.50

This exploratory course is designed to provide students with an opportunity to use and develop an appreciation for methods and equipment used by engineers, architects, and drafters. Practical experience, including computer-aided drafting (CADD), is gained by using drafting tools and methods to produce technical drawings. Students are taught the basic techniques of mechanical drafting. This is the entry-level course and is the prerequisite for Architectural Drafting/CADD.

ARCHITECTURAL DRAFTING/CADD 606330

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Introduction to Drafting

This course provides the student with an opportunity to design a house for a "client" following a set of standards. The course is beneficial to those planning careers in building, building design or mechanical trades. Instruction includes the materials and methods of construction, giving students the opportunity to solve problems and utilize solutions. This course also provides the student with an in-depth look at computer-aided drafting and design (CADD). Computer drafting software reflecting industry, are utilized to produce various types of technical drawings.

CONSTRUCTION TECHNOLOGY 606200

Weight: 1.00 Credit(s):.50

This course provides students with opportunities to participate in the construction of a building using up-to-date construction techniques. Additionally, students receive instruction in estimating building costs, utilizing computer software, reading blueprints, determining materials to be used, and using tools and machines of construction.

MATERIALS PROCESSING 606210

Weight: 1.00 Credit(s):.50

This course is designed to teach students skills in material processes and to give students practical knowledge of the manufacturing industry. Students enjoy working with wood, metal, and plastics and plan and construct projects of their choosing under the guidance of the instructor. The project is also a unit of study within the course. Emphasis is placed on accuracy within the project in an effort to complete a high quality product. Safe and correct use of hand and power tools is emphasized. Students have the opportunity to work with computer-aided design, and computer-aided manufacturing (CAD/CAM) machinery. Students must purchase materials for their individual projects and/or a small fee may be required.



ENGINEERING & TECHNOLOGY

Elective Requirements: 7.50 Credits (total for all curricular departments)

ADVANCED WOODWORKING 606230

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Materials Processing

Emerging technologies require sophisticated equipment in the materials laboratory. Knowledge of computer-controlled machinery is a necessity in the modern day work force. This course enables students to become competitive in the workplace by providing a wide knowledge base in all phases of woodworking. Personal safety, responsibility and good work habits are ingrained into the program. Students will have the opportunity to create projects on the laser engraver in addition to complimenting their skills using the computerized router. Students must purchase materials for their individual projects.

METAL TECHNOLOGY 606205

Weight: 1.00 Credit(s):.50

This course provides students with an overall view of metalworking processes used in industry. Units found in foundry, forging, welding fabrication and machining are explored. Students have the opportunity to design and produce metal projects using a variety of metals and processes. A minimal lab fee is required for this course.

BASIC HOME REPAIR AND MAINTENANCE 606250

Weight: 1.00 Credit(s):.50

This course provides students with the ability to perform basic home repairs as well as how to perform basic home maintenance on appliances and HVAC systems. The students will learn and utilize technical math skills. Students develop specialized skill sets in appliance maintenance, plumbing and air systems. A minimal lab fee is required for this course. The course is offered to students from both high schools but is taught at Red Land.

ELECTRICAL ENGINEERING TRANSPORTATION I 606016

Weight: 1.00 Credit(s):.50

This course provides the student with an understanding of the various aspects of the electricity/electronics and engineering industries. Students use the laboratory experiences and lab equipment to design and create projects that promote safety in the use of electronic equipment. Knowledge of basic electronic components, electrical circuits and design concepts are gained. Students build motors, various transportation vehicles, and use CO₂ cartridges, solar panels, transformers, capacitors, and related electronic components. A small lab fee is required for student projects. The course is offered to students from both high schools but is taught at Red Land.

ELECTRICAL ENGINEERING TRANSPORTATION II 606017

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Electrical Engineering Transportation I

This course offers students an opportunity to construct and experiment with various electronic concepts and design techniques using lab experimentations that utilize various energy sources. Knowledge of design concepts, electronic components, and circuit design is gained. Student selected projects support troubleshooting. A computer simulation system is used to support concepts and designing of electronic schematics. A small lab fee is required for student projects. The course is offered to students from both high schools but is taught at Red Land.

MECHANICAL ENGINEERING 606021

Weight: 1.00 Credit(s):.50

Students learn the skills and tools necessary to completely rebuild a small gas engine and may also learn the basics of home car care. The course is designed for any student interested in learning the skills needed to care for lawn, garden, and automotive equipment. It provides a solid foundation for students seeking further education in mechanical, automotive, or power transportation. The course is taught at Red Land. Cedar Cliff teaches Mechanical Engineering as well, but the course does not focus solely on small gas engines. Areas of study include power, electronics, robotics and pneumatics as well as engines.

APPLIED ENGINEERING 606100

Weight: 1.00 Credit(s):.50

Students will gain experience by researching, designing and producing assignments involving engineering. Students will develop thinking skills, teamwork and problem solving skills. Areas covered will be Civil Engineering, Structural Engineering, Automotive Engineering, Aerospace/Aeronautical Engineering and Biomedical Engineering. This course is designed for the students seeking experience in engineering and wishing to explore the various disciplines of the engineering profession. This course is strongly recommended for any student considering a career in engineering or a related field.



ENGINEERING & TECHNOLOGY

Elective Requirements: 7.50 Credits (total for all curricular departments)

DAVINCI PROGRAM (ENGINEERING & TECHNOLOGY) (FULL YEAR) 606500	Weight: 1.00	Credit(s):.50
606501	Weight: 1.00	Credit(s):1.0

Prerequisite(s): Satisfactory completion of Geometry and Algebra II

This course offers students the opportunity to develop personalized projects that align with PA Core Standards in Science, Technology, and Engineering (STEM). Students will participate in problem-based and project-based learning activities that develop the skills of problem-solving, creativity, critical thinking, judgement, and service orientation as they are guided to produce original ideas, objects, and structures. The course provides an interdisciplinary approach to integrating STEM into practice while offering field and/or real-life experience to students. The course is offered to students from both high schools but is taught at Red Land.



NAVIGATION/KEY















Click the links below to jump to the respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

HEALTH, PHYSICAL EDUC. & DRIVER'S EDUCATION

Graduation Requirements: 1.50 Credits

COURSE SELECTION FLOW CHART

**WELLNESS/FITNESS I 222140**

Weight: 1.00 Credit(s):.50

Wellness/Fitness I is a progressive co-educational program designed to encourage body fitness and to improve individual motor skills through team oriented activities. Sound health practices that encourage a favorable self-image and sensitivity toward others are stressed throughout the entire program. This course emphasizes the development of good attitudes, practices, habits, and the improvement of individual, family, and community health. Students gain knowledge and competence through exposure to teacher elected topics from the following units: Students who do not pass the Wellness/Fitness I course must make up the exact course.

HEALTH UNITS

Growth & Development
Personal Care & Body Systems
Mental & Emotional Health
Drugs
Healthy & Safe Relationships
Nutrition & Physical Activity
Diseases & Disorders
Safety & Environmental Health

ACTIVITY UNITS

Soccer	Softball	Frisbee	Floor/Field Hockey	Strength/Fitness Training
Football	Volleyball	Pickleball	Rock Wall	Fitness Testing/Activities
Basketball	Lacrosse	Badminton	Self-Defense	Recreational Games
Tennis	Wrestling	Walking	Team Handball	Cardiorespiratory Activities



HEALTH, PHYSICAL EDUC. & DRIVER'S EDUCATION

Academic Course
Offerings

Graduation Requirements: 1.50 Credits

PHYSICAL EDUCATION – ADAPTIVE (FULL YEAR) 222160

Weight: 1.00 Credit(s):.50

Prerequisite(s): Doctor or Teacher Recommendation

Activities of this physical education program are designed to meet the needs of individual students who are recommended for the course.

LIFE FITNESS 222506

Weight: 1.00 Credit(s):.50

This course will offer a combination of numerous endurance and aerobic activities to increase student's cardiovascular fitness through a variety of activities. The electives may include, but are not limited to, the activities listed below:

Zumba	HITT	Pilates
Yoga	Step Aerobics	Cross Country
Swimming	Self-Defense	Aerobic Activities

LIFETIME ACTIVITIES 222507

Weight: 1.00 Credit(s):.50

This course will introduce sports and activities that people can participate in throughout their lives. The electives may include, but are not limited to, the activities listed below:

Archery	Tennis	Golf
Backyard Games	Disc Golf	Bowling
Pickleball	Badminton	Walking
Ping Pong	Softball	Weight Room Introduction
Volleyball	Health Concepts	Referee Skills

TEAM SPORTS 222508

Weight: 1.00 Credit(s):.50

This course will introduce various group and team activities. The electives may include, but are not limited to, the activities listed below:

Lacrosse	Soccer	Football
Softball	Basketball	Volleyball
Rugby	Team Handball	Floor Hockey
Ultimate Frisbee	Cardiovascular Games	Recreation Games

SPORTS LEADERSHIP 222462

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of required core physical education course and Teacher Recommendation

This course is designed to meet the needs and interests of those students who may be interested in furthering their knowledge and skills in preparation for a health and physical education career or for those students who may simply enjoy physical education and desire a more in-depth study in that area. The course provides opportunities for students to instruct other students and receive instruction in the mechanics of officiating and coaching, game play, and strategies associated with a variety of sports. Class instruction includes the physiological, biological, and psychological aspects of exercise and sport. This course satisfies .50 credits of Physical Education for grades 11 or 12.

APPLIED SPORTS MEDICINE I 222470

Weight: 1.00 Credit(s):.50

Prerequisite(s): Teacher Recommendation

This course is designed to meet the needs of students who are interested in exploring the field of sports medicine/physical therapy or any other career in the medical field. Basic instruction in regards to athletic training, first aid/CPR, initial injury treatment and taping will be introduced. Students will also be introduced to basic anatomy, rehabilitation of athletic injuries as well as special considerations in athletics which include but are not limited to nutrition, skin diseases, drug use, and heat/cold related illnesses. Many of the pre-mentioned topics have practical applications in a lab setting and students may be required to assist in the athletic training room after school.

APPLIED SPORTS MEDICINE II 222471

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Applied Sports Medicine I and Teacher Recommendation

This course is designed to further advance the knowledge and information previously acquired in Applied Sports Medicine I. Students who are interested in pursuing a career in the medical field are highly encouraged to enroll in this class due to the extensive



HEALTH, PHYSICAL EDUC. & DRIVER'S EDUCATION

Academic Course
Offerings

Graduation Requirements: 1.50 Credits

and detailed coverage of anatomy. After a brief, but comprehensive review of Applied Sports Medicine I, students will thoroughly cover the anatomy, athletic injuries, rehabilitation, taping and wrapping, and the evaluation process for the ankle, knee, hip, thorax/abdomen, spine, shoulder and elbow/wrist. Practical lab instruction in the training room allows students to apply classroom knowledge in a sports medicine setting. Some applications may be required of students after school.

PERSONAL FITNESS & STRENGTH TRAINING I 222481

Weight: 1.00 Credit(s):.50

Prerequisite(s): Teacher Recommendation

This course introduces, builds, and maintains strength and endurance with the objective to make the body healthier. The course molds and changes attitudes about exercise physiology, benefits of exercise, exercise and weight loss, and exercise programs. Students achieve fitness through involvement in individually designed physical fitness routines that include components of cardiovascular, flexibility, muscular, strength steps, and aerobic training. This course satisfies .50 credits of Physical Education for grades 11 or 12.

PERSONAL FITNESS & STRENGTH TRAINING II 222482

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Personal Fitness and Strength Training I and Teacher Recommendation

Personal Fitness and Strength Training II is designed to go beyond the basic training fundamentals applied to Personal Fitness and Strength Training I. This course will offer students the opportunity to work towards stabilizing and increasing the flexibility of joints, thus increasing the physical strength and power of the body. Students will target specific muscle groups, training each with safe techniques through a full range of motion using isotonic application. This course satisfies .50 credits of Physical Education for grades 11 or 12.

PERSONAL FITNESS & STRENGTH TRAINING III 222483

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Personal Fitness and Strength Training II and Teacher Recommendation

Personal Fitness and Strength Training III is designed to go beyond the basic training fundamentals applied to Personal Fitness and Strength Training II. This course will offer students the opportunity to work towards stabilizing and increasing the flexibility of joints, thus increasing the physical strength and power of the body. Students will target specific muscle groups, training each with safe techniques through a full range of motion using isotonic application.

PERSONAL FITNESS & STRENGTH TRAINING IV 222484

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of Personal Fitness and Strength Training III and Teacher Recommendation

Personal Fitness and Strength Training IV is designed to go beyond the basic training fundamentals applied to Personal Fitness and Strength Training III. This course will offer students the opportunity to work towards stabilizing and increasing the flexibility of joints, thus increasing the physical strength and power of the body. Students will target specific muscle groups, training each with safe techniques through a full range of motion using isotonic application.

ENDURANCE TRAINING IN THE POOL 222491

Weight: 1.00 Credit(s):.50

This program will offer a challenging endurance training session for athletes or experienced swimmers of all abilities. This course satisfies .50 credits of Physical Education for grades 11 or 12. Students will become a certified lifeguard after successfully completing this course (students must be 15 years old to take this course). A small lab fee of (\$35) is required.

SWIMMING AND SKILL PROFICIENCY 222492

Weight: 1.00 Credit(s):.50

Refines the basic swim strokes so participants swim them with ease, efficiency, power and smoothness over greater distances. The course is designed with "menu" options that focus on preparing students for more advanced swimming courses, including Water Safety instructor, or other aquatic activities, such as competitive swimming or diving. This course satisfies .50 credits of Physical Education for grades 11 or 12.



HEALTH, PHYSICAL EDUC. & DRIVER'S EDUCATION

Academic Course
Offerings

Graduation Requirements: 1.50 Credits

DRIVER EDUCATION 224010

Weight: 1.00 Credit(s):.25

Theory: This theory portion of driver's education is offered as an online course only. Students are expected to complete the course during their tenth (10th) grade year at their own pace, on their own time. Students not successfully completing the course may be required to be scheduled during their flex period for assistance in course completion. The theory course includes the study of good driving habits, judgment and foresight, as well as defensive driving techniques. Students also study the state driving manual and the laws of nature as they apply to driving. In order to understand the complexity of driving, students study the effects of alcohol and drugs on driving performance and the physical, mental, and emotional factors that affect performance.

Behind-the-Wheel*: This practical phase is not offered by West Shore School District. Students may opt to pay for this experience, which involves six (6) hours of behind-the-wheel training to meet the Pennsylvania Department of Education requirements. Students are exposed to most driving situations and conditions relating to local, rural, expressway, and city driving. Students must contact the driver education instructor for information on how to schedule Behind-the-Wheel time.

***NOTE:** Upon satisfactory completion of theory and behind-the-wheel requirements, students may qualify for an insurance rate reduction and/or a senior license at age 17 ½.



NAVIGATION/KEY

Click the links below to jump to the respective page.

ACADEMIC & CAREER PLANNING

CAREER FIELDS



Agriculture, Food & Natural Resources



Arts, Communications, & Information Systems



Business, Management, & Administration



Engineering, Manufacturing, & Technology



Health Science Technology



Human Services

HIGH SCHOOL ACADEMIC COURSE OFFERINGS



ENGLISH



MATH



SCIENCE



SOCIAL STUDIES



SPECIAL EDUCATION



WORLD LANGUAGE



ART



BUSINESS & MARKETING



COMPUTER SCIENCE



ENGINEERING & TECH ED



HEALTH, P.E. & DRIVER ED



JROTC



MUSIC



COLLEGE/DUAL ENROLL

CAREER BASED LEARNING



CPAVTS (Vo-Tech)



Cooperative Education



Pathway Internship



Job Shadowing

LIFE AFTER HIGH SCHOOL



Colleges/Universities



Military Options



Workforce



Apprenticeships

JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

COURSE SELECTION FLOW CHART



JROTC Program emphasizes character education, student achievement, wellness, leadership, citizenship, service to community and diversity. Its focus is reflected in its mission “To motivate young people to be better citizens.” It prepares high school students for responsible leadership roles while fostering in each school a more constructive and disciplined learning environment. The attributes of self-discipline, teamwork, self-confidence, responsiveness to constituted authority and patriotism are developed. JROTC III and IV Honors Curriculum with appropriate .5 quality point have been added to all CMS JROTC Programs. Integrated-curricular activities include drill teams, athletic/orienteering/academic competitions, community parades, summer camps, and field trips to Service installations and national historical sites. Each cadet is issued a uniform, earns leadership promotions and has the opportunity to exercise command. Uniforms, textbooks, and training materials are furnished by the Services at no cost to the student. There is no military obligation as a result of participation in JROTC.

JROTC I, II, III, and IV

Includes instruction in Army history, leadership and managerial skills, geography, character development, effective communication skills, goal setting and time management, global and cultural studies, military drill and ceremonies. Students in the Army JROTC program have increased opportunity for Service Academy appointments and ROTC scholarships. Each level in the courses offers a continuation of previous subjects and increased opportunities for leadership development in the art of decision-making and problem solving.

Prerequisite: In 9th grade or above, good moral character, physical fit, and Senior Army Instructor approval. Levels II, III, and IV require the successful completion of the previous levels and Senior Army Instructor approval.

JUNIOR RESERVE OFFICERS' TRAINING COURSE (JROTC) I 000050

Weight: 1.00 Credit(s):.50

The first year of the Leadership, Education, and Training (LET) course provides an introduction into the Junior Reserve Officers' Training Corps (JROTC). The program's mission is to motivate young people to be better citizens. Activities to develop leadership and management skills are stressed. This course uses military skills to teach self-discipline, confidence, and pride in communications skills, promotes and encourages citizenship through participation in community service projects, and develops leadership potential. Students are required to wear uniforms once a week.

JUNIOR RESERVE OFFICERS' TRAINING COURSE (JROTC) II 000055

Weight: 1.00 Credit(s):.50

Prerequisite(s): Satisfactory completion of JROTC I

The second year of the Leadership, Education, and Training (LET) course builds on what was learned during JROTC I, with an emphasis placed on further development of leadership ability, oral communications, drill and ceremonies, first aid skills and map reading.



JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

Academic Course
Offerings

Students are placed in leadership positions and are expected to demonstrate the ability to work cooperatively with others. Course content prepares students to succeed both in school and after graduation. Students are required to wear uniforms once a week.

JUNIOR RESERVE OFFICERS' TRAINING COURSE (JROTC) III 000060

Weight: 1.01 Credit(s):.50

Prerequisite(s): Satisfactory completion of JROTC II

The third year of the Leadership, Education, and Training (LET) course places more emphasis on leadership within the JROTC cadet battalion. By taking on added responsibility, students gain more leadership skills to help them succeed during and after high school. Duties and responsibilities of a leader are applied to the areas of drill and ceremonies and American citizenship. Students are required to wear uniforms once a week.

JUNIOR RESERVE OFFICERS' TRAINING COURSE (JROTC) IV 000065

Weight: 1.03 Credit(s):.50

Prerequisite(s): Satisfactory completion of JROTC III

The final year of the Leadership, Education, and Training (LET) course places primary emphasis on the practical application of the student's leadership duties and responsibilities with the cadet battalion. Students receive practical experiences in problem-solving, group management, and challenges in leadership. Students apply the principles of the planning process, decision making/problem-solving process, and supervisory techniques in fulfilling course requirements. The importance of American history through the 20th Century is covered. The course uses group dynamics to plan and conduct inspections and ceremonies. Continued emphasis is placed on community service projects. Students are required to wear uniforms once a week.



MUSIC

Elective Requirements: 7.50 Credits (total for all curricular departments)

NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

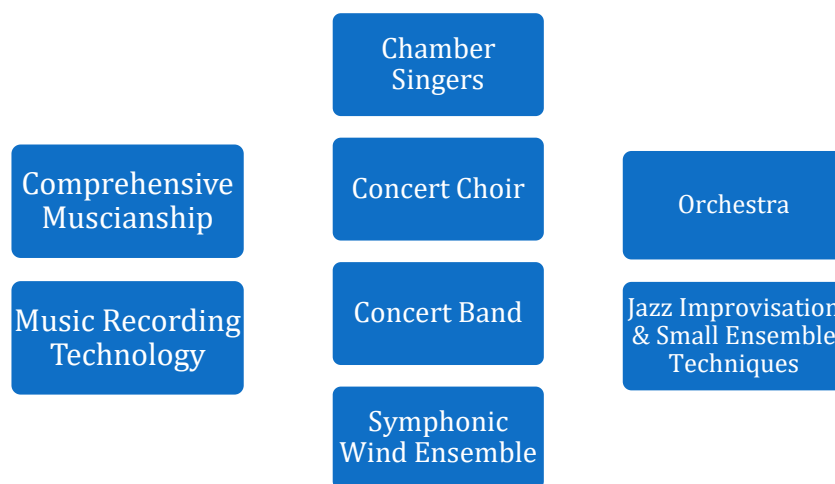
CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

COURSE SELECTION FLOW CHART



CHAMBER SINGERS (FULL YEAR) 777006

Weight:1.01 Credit(s):1.0

Prerequisite(s): Audition

Chamber Singers is an advanced level performance-oriented course. Students have the opportunity to study and perform various styles of choral music, which are considerably more difficult than those in lower level courses. Because of the nature of this course, students are required to devote out-of-school time to rehearsal and performance as outlined by the instructor at the beginning of the year. Sectional rehearsals are a part of this experience and are scheduled on an individual or small group basis.

CHAMBER SINGERS (FULL YEAR) 777008

Weight:1.01 Credit(s):.50

Prerequisite(s): Audition

This half-credit course mirrors the content of Chamber Singers and should be selected only in conjunction with symphonic wind ensemble.

CONCERT CHOIR (FULL YEAR) 777010

Weight:1.00 Credit(s):1.0

Prerequisite(s): Discussion with Guidance Counselor/Ability to Match Pitch

This course offers students an opportunity to study and perform various styles of choral music. Solo singing techniques, sight-reading, and part-singing are presented. Sometime after school is required for rehearsals and performances. These are outlined by the instructor at the beginning of the year. Sectional rehearsals are a part of this experience and are scheduled on an individual or small group basis.

CONCERT CHOIR (FULL YEAR) 777015

Weight:1.00 Credit(s):.50

Prerequisite(s): Discussion with Guidance Counselor/Ability to Match Pitch

This half-credit course mirrors the content of Concert Choir.

CONCERT BAND (FULL YEAR) 777100

Weight:1.00 Credit(s):1.0

Concert Band is a performance-oriented course that aims to develop a high degree of musicianship in each student using band literature from all areas, including classical transcriptions, Broadway shows, marches, and contemporary educational experiences.



MUSIC

Academic Course Offerings

Elective Requirements: 7.50 Credits (total for all curricular departments)

Other groups offering additional opportunities as an outgrowth of the band include jazz ensembles, brass ensembles, and woodwind ensembles. Students must demonstrate an ability to perform on an instrument at an acceptable level to allow for success or, in some instances, a desire to learn how to play a musical instrument. Due to the nature of this course, it is understood that rehearsals and concerts outside of the school day are required. Sectional rehearsals are a part of this experience and are scheduled on an individual or small group basis.

CONCERT BAND (FULL YEAR) 777105

Weight:1.00 Credit(s):.50

This half-credit course mirrors the content of Concert Band. This course option is intended for those students who share their time with chorus or orchestra.

COMPREHENSIVE MUSICIANSHIP (SEMESTER) 777311

Weight:1.01 Credit(s):.50

Prerequisite(s): Recommendation of Instructor

Comprehensive Musicianship I explores multiple facets of music in order to provide students with a solid foundation for superior performance skills and a fundamental understanding for the art form. Students will be involved in music theory and composition, ear training, music technology, piano, and the history and literature of music.

SYMPHONIC WIND ENSEMBLE (FULL YEAR) 777512

Weight:1.01 Credit(s):.50

Prerequisite(s): Audition

This half-credit course mirrors the content of Symphonic Wind Ensemble and should be selected only in conjunction with Chamber Singers.

JAZZ IMPROVISATION & SMALL ENSEMBLE TECHNIQUES (SEMESTER) 777313

Weight:1.00 Credit(s):.50

Prerequisite(s): Audition and Teacher Recommendation

Jazz Improvisation and Small Ensemble Techniques engages students in small group explorations of repertoire and exercises designed to develop musicianship, self-expression and creativity through improvisation.

ORCHESTRA (FULL YEAR) 777400

Weight:1.00 Credit(s):1.0

This performance-oriented course, offers string students an opportunity to study and perform a wide variety of music literature from the standard orchestra repertoire in addition to contemporary and popular music. Orchestra members are encouraged to study solo literature and to participate in small in-school ensembles as well as audition for groups such as the Harrisburg Symphony Youth Orchestra and PMEA District 7 Orchestra. Lessons and sectional rehearsals are part of this experience and are scheduled on an individual basis. Due to the nature of the course, it is understood that rehearsals and concerts outside of the school day are required.

ORCHESTRA (FULL YEAR) 777405

Weight:1.00 Credit(s):.50

This half-credit course mirrors the content of Orchestra. This course is intended for students who share their time with chorus or band.

SYMPHONIC WIND ENSEMBLE (FULL YEAR) 777510

Weight:1.01 Credit(s):1.0

Prerequisite(s): Audition

This course is an advanced level performance-oriented course, which aims to further an already proficient level of musicianship in those students who are interested in performing advanced band literature. All aspects of literature are examined, with special emphasis on those areas that offer a challenge to each musician. Additional ensembles are an outgrowth of this group as offered above. Due to the nature of this course, it is understood that rehearsals and performances outside of the school day are required. Sectional rehearsals are a part of this experience and are scheduled on an individual or small group basis.

MUSIC RECORDING TECHNOLOGY 777515

Weight:1.00 Credit(s):1.0

This course is designed to familiarize the student with the current uses of computers, synthesizers and software associated with the contemporary music industry while developing a foundation of music theory and musicianship.



NAVIGATION/KEY

Click the links below to jump to the respective page.

ACADEMIC & CAREER PLANNING

CAREER FIELDS



Agriculture, Food & Natural Resources



Arts, Communications, & Information Systems



Business, Management, & Administration



Engineering, Manufacturing, & Technology



Health Science Technology



Human Services

HIGH SCHOOL ACADEMIC COURSE OFFERINGS



ENGLISH



MATH



SCIENCE



SOCIAL STUDIES



SPECIAL EDUCATION



WORLD LANGUAGE



ART



BUSINESS & MARKETING



COMPUTER SCIENCE



ENGINEERING & TECH ED



HEALTH, P.E. & DRIVER ED



JROTC



MUSIC



COLLEGE/DUAL ENROLL

CAREER BASED LEARNING



CPAVTS (Vo-Tech)



Cooperative Education



Pathway Internship



Job Shadowing

LIFE AFTER HIGH SCHOOL



Colleges/Universities



Military Options



Workforce



Apprenticeships

DUAL ENROLLMENT

EARLY COLLEGE PATHWAY (DUAL ENROLLMENT)



An early college pathway with a local college or university allows qualified West Shore School District students to earn college credits through Advanced Placement (AP) courses in the home school, HACC's College in the High School (CHS) and Dual Enrollment (DE) courses offered on-campus at approved post-secondary institutions. Dual enrollment courses may take place at the college or university as well through on-line or distance learning options. The Early college options allow students to simultaneously enroll in coursework that fulfills high school graduation requirements while also meeting general education or elective requirements in approving post-secondary colleges and universities.

Each student's path may be uniquely different based upon his/her future goals and abilities. This personalized learning plan for each student should be developed in collaboration with the high school counselor and the college advising department. An Early College Pathway may result in significant savings in time and tuition for Cedar Cliff High School and Red Land High School students.



College in the High School Options for 2019-2020 with Harrisburg Area Community College include the following courses:

- **Advanced Coursework in English Literature**
- **College Composition I**
- **College Composition II**
- **College Algebra**
- **Anthropology**
- **College Computer Applications**

All other HACC courses are available for Dual Enrollment and HACC course descriptions can be found in the HACC course catalog. Please see your school counselor for more information and look for new certification based pathways being developed for West Shore School District this spring. Sample HACC Pathways are included in the subsequent Dual Enrollment pages.





Harrisburg University of Science & Technology
326 Market Street
Harrisburg, PA 17101
717-901-5100

The District is entering into an affiliation agreement with Harrisburg University for students interested in Dual Enrollment with HU. Please see your school counselor for additional information. High school students who wish to attend HU on a full-time basis prior to high school graduation may also be admitted through the Early College program at HU.

Harrisburg University of Science and Technology offers you a chance to earn college credit while still in high school through the Dual Enrollment program. This program provides a student the opportunity to be introduced to the college environment, explore majors, and get a head start on a Bachelor of Science degree. The dual enrollment program helps to promote success in college by providing the students with exposure to a college level course and motivating students to pursue college enrollment after graduation from high school. By participating in Harrisburg University's Dual Enrollment program, you may earn high school and college credit simultaneously. Once you successfully complete your courses, you will earn conditional acceptance to Harrisburg University for admission to a degree program. The credits you earn and the grades you receive are recorded in your University transcript. If you choose not to attend Harrisburg University upon graduation from high school, the credits earned may transfer to another college or university.

Summer Credit Opportunities: Visit <http://harrisburgu.edu/summer-camps-2/> to examine the Summer Exploration Camps offered in Summer 2018. Options for Summer 2019 will be posted to the district web page when available. Each of the Harrisburg University Summer Exploration Camps takes a unique look at a field of science or technology, or the business of science and technology. While learning is the key goal for these day camps, you'll be surprised how much fun you can have letting your imagination run wild with the potential inventions, technologies, or scientific issues you can explore. Many of these non-residential camps allow you to earn high school and/or college credits. All the camps are day camps. Registration for these camps closes 30 days prior to the start of each camp.



Pennsylvania College of Technology
One College Avenue
Williamsport, PA 17701
570-326-3761
800-367-9222

The Penn College NOW program provides the opportunity for qualified high school students to earn Pennsylvania College of Technology credits during the school day at career and technology centers and high schools across Pennsylvania at no cost to the student.

Course options for 2019-2020 include the following courses:

- **Introduction to Business**
- **Introduction to Programming**
- **Information, Technology, and Society**
- **Introduction to Web Page Development**

Penn College NOW Courses Benefit Students and Saves you money!

Tuition for Penn College NOW is free for students! The more Penn College NOW courses a student takes (*at no per-credit cost*), the less money a student has to spend once it's time to earn a degree after high school.



DUAL ENROLLMENT

Academic Course Offerings



Central Penn College
600 Valley Rd.
P.O. Box 309
Summerdale, PA 17093-0309
1-800-759-2727

Central Penn College's mission is to provide degree-seeking students from a variety of academic backgrounds a rigorous, flexible, and holistic education to support student success, and to bridge theory and application, fostering graduates who have a positive impact on their professions and communities.

Central Penn College offer's [associate, bachelor's and master's degree programs](#) that can put you on the fast track to career success in a wide variety of fields. With classes held year round, you can finish your degree in just three years, plus an internship. 84.7% of Central Penn graduates were employed in their chosen field or continuing their education within one year of graduation.



Your College of Choice:

Many other options exist for students interested in an Early College Pathway. Please see your school counselor for additional information.

Earn College Credit through Certification

Microsoft
Office Specialist

The American Council on Education's College Credit Recommendation Service (ACE CREDIT®) has evaluated and recommended college credit for 3 of Certiport- A Pearson VUE Business, Microsoft Office Specialist certification exams.

College credit can be earned in the 2013 version of Microsoft Office Specialist in the following products: Microsoft Word, Excel and PowerPoint.

In the summer of 2017, candidates that certify in the 2016 version of Microsoft Office Specialist will be able to earn college credit through ACE CREDIT®. Visit www2.acenet.edu/credit to learn more.



West Shore School District/HACC Sample Early College Pathway

The West Shore School District Early College Pathway with HACC allows qualified WSSD students to gain college credits through Advanced Placement (AP), HACC's College in the High School (CHS) and Dual Enrollment (DEHS) programs. Students simultaneously enroll in coursework that fulfills high school graduation requirements and associate degree requirements at HACC. This program results in significant savings in time and tuition for today's student. The courses selected specifically line up with Shippensburg University's general education requirements.

Save time and money with Dual Enrollment programs



	Penn State Mont Alto	Shippensburg University	HACC Dual Enrollment Programs	
<i>(2018-2019 tuition rates)</i>	<i>Undergraduate in-state</i>	<i>Undergraduate in-state</i>	<i>College in the High School</i>	<i>Dual Enrollment</i>
Tuition (per credit)	\$524	\$319	\$75	\$125
Tuition (3 credits)	\$1,572	\$957	\$225	\$375
Fees (3 credits)	\$155	\$393	None <i>(other than course fees)</i>	None <i>(other than course fees)</i>
Total Cost	\$1,727	\$1,350	\$225	\$375

How can I get started with the Early College Pathway?

Consult with your high school counselor to see if the Early College Pathway is right for you.

How do I enroll in the Early College Pathway?

1. Complete the HACC Application.
2. Complete the HACC placement assessments.
3. Meet with your high school counselor.
4. Attend a New Student Orientation at HACC (includes academic advising and registration).
5. Pay your tuition and fees.
6. Take classes on campus, online or at your high school.

How does the Early College Pathway work?

Each student's path at HACC may look different, depending on goals, skills and ability. At the start of the student's enrollment in the Early College Pathway, this educational planning document will be used collaboratively with the high school counseling office and HACC's academic advising department. This *dual advising* relationship is key to the student's success in the program.

What is dual advising and why is it important?

To ensure maximum success, students should be advised both by HACC staff and the high school counseling office. This open, collaborative advising relationship can ensure that students are both selecting classes appropriate for HACC and suitable for application to high school graduation requirements.

For more information, contact Allen Norton, admissions counselor, ajnorton@hacc.edu 717.780.2409

West Shore School District/HACC
Sample Liberal Arts Pathway
 Visit the WSSD website after January 2019 for HACC Pathways

Student Name _____ Grad Year _____

Subject Area <i>High School Credit Requirements</i>	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Courses taken in summer on-campus or online
English (ENGL 101, 102, and COMM 101)				ENGL 101 & 102 (CHS)	COMM 101 (dual enrollment course offered online or at HACC)
Social Studies (HACC Core B)			AP World History AP Psychology AP Econ	AP US History ANTH 101 (CHS)	
Math One class required, other courses fulfill Open Elective requirements				AP Calculus or AP Statistics MATH 103 (CHS)	
Science with lab One class required, other courses fulfill Open Elective requirements			AP Science (Biology, Chemistry, Physics)	AP Science (Biology, Chemistry, Physics)	
Phys. Ed.					
Art/Humanities (HACC Core A)				HUM 101 (CHS) and AP Art History	
Other courses			CIS 105 (CHS)		Humanities transfer electives
DRAFT SUBJECT TO CHANGE		PSATs/HACC placement test	SATs		

KEY	
<ul style="list-style-type: none"> • AP – Advanced Placement • CHS – College in the High School • T – Transfer Elective 	HACC Core Credits: <ul style="list-style-type: none"> • A – Humanities and Arts • B – Social & Behavioral Sciences • C – Math & Natural/Physical Sciences

APPLICATION to PARTICIPATE in DUAL ENROLLMENT PROGRAM

FOR USE BY STUDENT AND PARENT(S)/GUARDIAN(S) IN APPLYING FOR PERMISSION TO ENTER INTO THE DUAL ENROLLMENT PROGRAM PER BOARD POLICY 217. **INSTRUCTIONS:** A STUDENT WHO WISHES TO APPLY FOR PARTICIPATION IN THE DUAL ENROLLMENT PROGRAM, FOR WHICH THE WEST SHORE DISTRICT HAS A VALID AGREEMENT WITH AN INSTITUTION OF HIGHER LEARNING, MUST FILL OUT THIS APPLICATION IN FULL TO BE CONSIDERED. IF AN AREA DOES NOT APPLY TO THE STUDENT, THE AREA SHOULD BE MARKED N/A. OTHERWISE ALL REQUESTS FOR INFORMATION MUST BE PROVIDED AS PART OF THE PROCESS. THE INFORMATION REQUESTED ON THIS FORM IS REQUIRED INFORMATION TO BE CONSIDERED FOR REIMBURSEMENT IF GRANT FUNDS ARE FORTHCOMING FROM THE STATE. WITHOUT THIS INFORMATION, WHICH IS KEPT IN STRICTEST CONFIDENCE, THE APPLICATION CANNOT BE PROCESSED. **PLEASE PRINT OR TYPE**

SCHOOL YEAR _____

- ☐ Student is applying for admission to: **Harrisburg Area Community College (HACC)**
- ☐ Student is applying for admission to: _____

Student Name _____ School _____

Parent(s)/Guardian(s) Name _____

Home Address _____

Home Phone _____

Student's Current Grade Level _____ Student's GPA _____ Current Credits Earned _____
(Grade level as of the date this is completed)

Name and Number of the College Course(s) you are applying for (fall and spring if applicable):

FALL SEMESTER

SPRING SEMESTER

1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____

Please indicate with which high school course(s) the above college course(s) will be coupled. Make sure that number (1) matches number (1) etc.

Requirements: The student and parent(s)/guardian(s) understand and agree that all registration fees, tuition fees, application fees and textbook requirements are their responsibility. The West Shore School District is not responsible for transportation if the student finds he/she must travel to the college campus for the course. The student must meet the minimum entrance requirements of the college offering the course to be considered for this program. This means that the student and parent(s)/guardian(s) are responsible to contact the college for this information and be willing to comply with those requirements.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

This form must be completed and returned to the counselor by Jun. 1 for fall enrollment and Oct. 1 for spring enrollment of the year prior to the beginning of the program.

***Please refer to Board Policy 217 Graduation Requirements and Early Admission to Postsecondary Schools**

ADMINISTRATIVE USE ONLY

Yes	No		Signature	Date
<input type="checkbox"/>	<input type="checkbox"/>	School Counselor	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Building Principal	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Director of Secondary Education	_____	_____

APPLICATION to PARTICIPATE in FULL-TIME EARLY ADMISSIONS PROGRAM

FOR USE BY STUDENT AND PARENT(S)/GUARDIAN(S) IN APPLYING FOR PERMISSION TO ENTER INTO THE FULL-TIME EARLY ADMISSIONS PROGRAM PERBOARD POLICY 217 **PLEASE PRINT or TYPE**

SCHOOL YEAR _____

Student Name _____ School _____

Parent(s)/Guardian(s) Name _____

Home Address _____

Home Phone _____

Student's Current Grade Level _____ Student's GPA _____ Current Credits Earned _____
(Grade level as of the date this is completed) (Must have completed minimum (16) high school credits)

School Applying For Admission To: _____

☐ Full-Time

Name and Number of the College Course(s) you are applying for (fall and spring if applicable):

FALL SEMESTER

SPRING SEMESTER

1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____

Please indicate with which high school course(s) the above college course(s) will be coupled. Make sure that number (1) matches number (1) etc.

Requirements: The student and parent(s)/guardian(s) understand and agree that all registration fees, tuition fees, application fees and textbook requirements are their responsibility. The West Shore School District is not responsible for transportation if the student finds he/she must travel to the college campus for the course. The student must meet the minimum entrance requirements of the college offering the course to be considered for this program. This means that the student and parent(s)/guardian(s) are responsible to contact the college for this information and be willing to comply with those requirements.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

This form must be completed and returned to the counselor by Jun. 1 for fall enrollment and Oct. 1 for spring enrollment of the year prior to the beginning of the program.

***Please refer to Board Policy 217 Graduation Requirements and Early Admission to Postsecondary Schools**

ADMINISTRATIVE USE ONLY

Yes	No		Signature	Date
<input type="checkbox"/>	<input type="checkbox"/>	School Counselor	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Building Principal	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Director of Secondary Education	_____	_____

****Supporting documents must be attached to this application. (Transcripts and Recommendation Letter)**

ACADEMIC ENRICHMENT CONTRACT

FOR USE BY STUDENT AND PARENT(S)/GUARDIAN(S) IN APPLYING FOR PERMISSION TO ENTER INTO AN ACADEMIC CONTRACT PER BOARD POLICY 118. NOTE: THE APPLICATION MUST BE COMPLETED AND TURNED INTO THE SCHOOL PRIOR TO JUNE 1. IT IS RECOMMENDED THAT APPLICATION TO THE PROGRAM ITSELF NOT BE MADE UNTIL APPROVAL IS RECEIVED FROM THE DISTRICT. **PLEASE PRINT OR TYPE**

SCHOOL YEAR _____

Student Name _____ School _____

Parent(s)/Guardian(s) Name _____

Home Address _____

Home Phone _____ Student's Current Grade Level _____ Student's GPA _____

Name of Requested Program _____

Location of Program _____

Sponsoring Organization for the Program _____

Start Date _____ End Date _____

Will you be required to miss a portion of the school day? ☐ YES ☐ NO

If yes, what time would you be away from school each day? (Give actual times. Example: 9:00 a.m. to 10:30 a.m.)

Description of the program: (Attach brochure or syllabus)

Explain why it is important for you to take this program. (You may add an additional sheet, if you need more space.)

NOTE: Generally, the responsibility for all costs, fees, or transportation associated with this program is the sole responsibility of the student and parent(s)/guardian(s) making the request.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

This form must be completed and returned to the counselor by Jun. 1 for fall enrollment and Oct. 1 for spring enrollment of the year prior to the beginning of the program.

ADMINISTRATIVE USE ONLY

Yes	No		Signature	Date
<input type="checkbox"/>	<input type="checkbox"/>	School Counselor	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Building Principal	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Director of Secondary Education	_____	_____

Cumberland Perry Area Vocational Technical School (CPAVTS)

Cumberland Perry Area Vocational Technical School CPAVTS

Cumberland Perry Area Vocational Technical School (CPAVTS) serves students from fourteen high schools in Cumberland, Perry, York, and Adams County. CPAVTS is an extension of your high school, offering comprehensive instruction in 21 career and technical programs. Students attend CPAVTS for half of their school day, taking courses in their technical program plus social studies. Students attend their sending high school for English, science, mathematics, physical education, and other graduation requirements.

The full scope of skills and competencies in the technical programs at CPAVTS are taught over a three-year course sequence. However, students may attend CPAVTS for one or two years to support their career goals.

CPAVTS students are expected to be responsible and respectful, demonstrating safe work habits at all times. **Students must be able to understand and comply with all school rules and procedures.**

CPAVTS has a competitive application process. Students are admitted based on their application score and school district enrollment quotas. See your sending school counselor for an application. Clicking on the program names below will connect you to the program web page at www.cpavts.org.

CAREER PATHWAYS AND PROGRAMS AT CPAVTS

<p><u>CONSTRUCTION AND MAINTENANCE</u></p> <p>Carpentry Electrical Construction & Maintenance Heating/Ventilation/Air Conditioning Horticulture/Landscaping Masonry</p>	<p><u>ARTS & TECHNOLOGY</u></p> <p>Advertising Art & Design Computer Networking Computer Programming</p>
<p><u>MANUFACTURING</u></p> <p>Automation, Robotics & Electronics Precision Machine Technology Welding Technology</p>	<p><u>HEALTH SCIENCES</u></p> <p>Dental Assistant Nursing/Nursing Assistant</p>
<p><u>HUMAN SERVICES AND HOSPITALITY</u></p> <p>Cosmetology Criminal Justice Culinary Arts Early Childhood Education</p>	<p><u>TRANSPORTATION & LOGISTICS</u></p> <p>Auto Collision Technology Automotive Technology Diesel Technology Logistics & Warehouse Management</p>

Additional information on curriculum, college credit opportunities, and uniform requirements is available online at www.cpavts.org.

ALL PROGRAMS ARE AVAILABLE TO MALES AND FEMALES

NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships



Cumberland Perry Area Vocational Technical School (CPAVTS)

ADVANTAGES FOR STUDENTS ATTENDING CPAVTS

Earn College Credit - College in the High School Program

The College in High School (CHS) program allows high school students to take college classes while enrolled at CPAVTS during the regular school day. Students who are eligible to take College in the High School courses can earn credits toward high school graduation and credits towards a college degree at the same time. Harrisburg Area Community College or Pennsylvania College of Technology assesses and approves CPAVTS instructors to teach these courses. HACC or Penn College awards college credits to students who complete the courses with a passing grade and all credits are eligible to transfer to other colleges and universities depending on agreements with those schools. For College in the High School course details go to www.cpavts.org.

Earn College Credit - Program of Study (POS) College Articulation Agreements

Twenty programs at CPAVTS are recognized by the Pennsylvania Department of Education as a “Program of Study”. Students in these programs have the opportunity to earn college credit at various post-secondary schools in Pennsylvania provided they meet the following requirements:

1. Graduate from high school
2. Earn at least 2.5 GPA in your program courses
3. Achieve a score of “Advanced” or “Competent” on the NOCTI exam
4. Successfully complete all tasks on the Program of Study task list – requires all three years of a program.

Suggested Course Sequence by the Pennsylvania Department of Education for Programs of Study
For Students Enrolled in Career and Technical Programs:

Grade 9	Grade 10	Grade 11	Grade 12
English	English	English	English
Earth Science	Biology	Chemistry	Elective
Social Studies	Social Studies	Social Studies	Social Studies
Algebra I or Pre-Algebra	Geometry or Algebra I	Algebra II or Geometry	Additional Math
Physical Education	Physical Education	Physical Education	Physical Education
Electives	CPAVTS Program	CPAVTS Program	CPAVTS Program

Additional information on Program of Study and which colleges are participating can be found at www.cpavts.org

Earn a Pennsylvania Skills Certificate

The Pennsylvania Skills Certificate was created by the PA Department of Education to recognize career and technical education students who have shown advanced skill achievement in their career and technical program. Students must complete 50% of the program and be seniors to be eligible to earn a PA Skills Certificate.

To earn the Pennsylvania Skills Certificate, students must achieve at the advanced level on the end of program NOCTI test. The test consists of two parts – written and performance. The written test covers factual knowledge, technical information, understanding of academic principals and problem solving related to the technical field. The performance test allows students to demonstrate their skills to industry professionals who proctor the exam.

Earn Industry-Recognized Certifications

CPAVTS have the opportunity to earn industry certifications which are specific to their career program. Examples include PA State Inspection certification for Auto Tech students and Certified Nursing Assistant certification for nursing students. A complete list of certifications is listed under each program description. During the 2017-2018 school year, over 300 CPAVTS students earned at least one industry certification.



Cumberland Perry Area Vocational Technical School (CPAVTS)

CONSTRUCTION AND MAINTENANCE

CARPENTRY

There are two types of carpentry work: rough and finish. Rough carpentry includes framing, boarding, sheathing, bracing, roofing, and studding; finish carpentry includes the installation of finished flooring, stair work, siding, trim, wallboards, windows, and hardware. Students in the **Carpentry** program will learn the basics of both rough and finish carpentry, including such areas as blueprint reading, using power and hand tools, framing techniques, installing trim and hardware, estimating, and identifying materials. Many of these skills are developed through live work projects performed throughout the school. Safety instruction is emphasized throughout the program.

Carpenter

2017 Median Wage in PA
\$50,770 per year

Program of Study Approved

Industry Certifications

OSHA – 10
PA Builders Association

2017 PA In Demand Occupation
List

Related Occupations

Estimator
Dry wall installer
Construction & building inspector

ELECTRICAL CONSTRUCTION AND MAINTENANCE

Students in the **Electrical Construction & Maintenance** program receive classroom training and practical experience in the installation of circuits, switches, conduits, circuit breakers, and other electrical devices; instruction includes the proper use and care of hand tools and equipment used to install electrical systems on a construction site. Students learn to connect and disconnect electrical equipment and determine proper installation and operation of electrical work, apply procedures used in interior circuits and outlets, and troubleshoot electrical malfunctions. Special emphasis is placed on the National Electric Code Specifications used in residential, commercial, and in industrial electrical construction projects.

Electrician

2017 Median Wage in PA
\$62,070 per year

Program of Study Approved

Industry Certification

OSHA – 10
PA Builders Association

2017 PA In Demand Occupation List

Related Occupations

Electrical engineer
Avionics technicians
Construction & building inspector

HEATING, VENTILATION, AIR CONDITIONING, AND REFRIGERATION

The **Heating, Ventilation and Air Conditioning (HVAC)** program provides the fundamentals of installation, repair, and maintenance of equipment and accessory parts used for heating, air conditioning, and cooling systems. Students learn basic electricity as it applies to the electrical power source and activities used in air conditioning, heating, and refrigeration units. Various equipment and training simulators are used to teach basic refrigeration in chilling and freezing systems. They will learn to solder and braze while developing skills required for the installation, repair, and maintenance of air conditioning, heating, and refrigeration units. Instruction includes: connecting ducts, refrigerant lines, and electrical hook-ups to power sources; the removal and/or replacement of parts by using torches, electrical meters, testing equipment, gauges, and hand tools; diagnosing unit breakdowns; disassembling and reassembling systems; making adjustments to ensure efficient operations; and reading basic blueprints and writing diagrams. The program also covers many of the basic skills needed in the plumbing trade, providing those students interested an opportunity to pursue a career in plumbing.

HVAC-R Technician

2017 Median Wage in PA
\$51,360 per year

Program of Study Approved

Industry Certification

EPA 608, PA Builders
Association, OSHA - 10

2017 PA In Demand Occupation List

Related Occupations

Service technician
Plumber
Sheet metal or pipe fitter

ALL PROGRAMS ARE AVAILABLE TO MALES AND FEMALES



Cumberland Perry Area Vocational Technical School (CPAVTS)

HORTICULTURE AND LANDSCAPING

There are several career pathways in the **Horticulture** program. Greenhouse managers, soil and plant scientists, groundskeepers, and landscape designers are just a few of the occupations in this wide-ranging field. Students spend time in the greenhouse, classroom, and outdoors as they learn identification, botany, proper plant care, and other factors impacting care and growth of plant materials. This knowledge is then utilized in the design and preparation of decorative and functional sites. Topics include sustainable practices such as hydroponics and environmental issues facing today's society, design and installation of plants, ponds, and hardscaping, laws and zoning regulations, business ethics and practices, safety and equipment operation, floral design, turf management and irrigation, and other related areas. We also offer college in the high school along with certifications for OSHA. Come explore the opportunity waiting for you!

Landscaping & Groundskeeper

2017 Median Wage in PA
\$29,400 per year
Program of Study Approved

Industry Certification

OSHA- 10
2017 PA In Demand Occupation List

Related Occupations

Floral designer
Groundskeeper
Landscape

MASONRY

The **Masonry** program provides the fundamental skills needed to work with bricks, blocks, and concrete. Students learn brick and block laying; mortar mixing; scaffold construction; building construction; the proper use of masonry tools; and how to read blueprints to determine an accurate brick layout following the builder's specifications. Additionally, students check alignment and positioning of bricks by using a dry course; check for horizontal or vertical straightness by using a mason's level; gauge lines, and plumb lines; and use story gauge rods to check work. Special emphasis is placed on mortar mixing and proper spreading of mortar to ensure accurate spacing of the joints. Students learn the safe use and proper care of hand tools such as trowels, jointers, rules, squares, brick hammer, mason levels, and gauge lines.

Brick and Block Mason

2017 Median Wage in PA
\$53,850 per year

Program of Study Approved

Industry Certification

OSHA – 10
Rough Terrain Forklift

2017 PA In Demand Occupation List

Related Occupations

Tile setter
Cement finisher
Construction supervisor

ARTS AND TECHNOLOGY

ADVERTISING ART & DESIGN

A large percentage of merchandising and advertising for modern promotion is done through the medium of **Advertising Art and Design**. The purpose of this course is to help prepare students for an entry-level job or to prepare the student to advance into post-secondary training at colleges and art schools. Throughout the program, students will maintain a portfolio to promote their work and talent when they graduate. The major emphasis is on the basic principles of design: color, development of skills, exploration of media, and Advertising Art and Design practices. Special emphasis is placed on manual illustration and layout skills in the area of art production, technical features of design, layout and composition, and color theory. Students will prepare graphic and advertising projects from the idea stage through to pre-press using the current Adobe Creative Suite software.

Graphic Designer

2017 Median Wage in PA
\$50,570 per year

Program of Study Approved

Industry Certification

Adobe® Certification

Related Occupations

Web page designer
Graphic illustrator

ALL PROGRAMS ARE AVAILABLE TO MALES AND FEMALES



Cumberland Perry Area Vocational Technical School (CPAVTS)

COMPUTER NETWORKING

The **Computer Networking** program is designed to give students a broad background in the fundamentals of designing, installing, and maintaining a computer network. Specifically, students will cover the following topics: Computer hardware, troubleshooting, repair, and maintenance, operating systems and software, network technologies, network media and topologies, network devices, network management, network tools and troubleshooting, and security fundamentals. Emphasis will be placed on preparing students to test for industry credentials and certifications.

Computer Network Administrator

2017 Median Wage in PA
\$76,400 per year

Industry Certification

A+, Net +, Security +
CCNA Routing & Switching

Related Occupations

Network Administrator
Systems Analyst
Security Specialist

Program of Study Approved

COMPUTER PROGRAMMING

In **Computer Programming** students will learn to write, develop, and test code for applications to run on computer systems. In addition, they will learn about analyzing and designing solutions to troubleshoot software issues. Students will cover the following topics: understanding computer basics, interpret logical expressions using Boolean Algebra, create simple programs using algorithms, apply program analysis for evaluating algorithms and testing and debugging systems, and learn about computing practice focusing on data structures and object-oriented program design. Emphasis will be on completing college level course work leading to earning college credits through our agreement with Harrisburg University of Science and Technology.

Computer Programmers

2017 Median Wage in PA
\$80,830 per year

Industry Certification

To be determined

Related Occupations

Software Developers, Systems
Software Developers, Applications
Web Developers

2017 PA In Demand Occupation List

HEALTH SCIENCES

DENTAL ASSISTANT

Students in the **Dental Assisting** program learn how to properly aid dentists and dental hygienists. During the course of the program, they will learn the proper techniques that go into every aspect of assisting in a dental office, from taking x-rays to scheduling appointments. To ensure that students are trained as accurately as possible, they practice on modern dental equipment and become familiar with tools common to the profession. Other tasks assigned in this program include learning proper sterilization, instrument transferral, infection control, and preventative healthcare techniques; and assisting with basic dental procedures. While students emerge from the Dental Assisting program fully equipped to work as a dental assistant, further education is required before the student can achieve other positions in the field.

Dental Assistant

2017 Median Wage in PA
\$37,870 per year

Industry Certification

PA Dental Radiographic
First Aid/CPR/AED

Related Occupations

Dental hygienist
Radiologic Technicians

Program of Study Approved

2017 PA In Demand Occupation List

ALL PROGRAMS ARE AVAILABLE TO MALES AND FEMALES



Cumberland Perry Area Vocational Technical School (CPAVTS)

NURSING/NURSING ASSISTANT

Students in the **Nursing Assistant** program explore a variety of health professions to develop an awareness of job opportunities in the field. They develop the skills needed to perform effectively in entry-level positions and to receive a good foundation for continued study. Nursing program students learn patient care, first aid, and laboratory skills, and receive simulated work experiences such as assisting doctors with physical exams; demonstrating laboratory skills; assisting with patient care in the office or hospital; and practicing long-term care settings. Special emphasis is placed on personal hygiene; instrument and equipment identification; telephone training; correspondence and record keeping; basic nursing procedures; infection control; standard precautions; sterilization; and OSHA standards. Students are also given instruction in the sciences related to this field including medical terminology, anatomy, pharmacology, and laboratory techniques. This program will provide students with an opportunity to learn advanced functions, including clinical experience with patients through affiliation with Bethany Village Retirement Centre.

Certified Nursing Assistant

2017 Median Wage in PA
\$30,010 per year

Industry Certification

C.N.A.
First Aid/CPR/AED

Related Occupations

Nurse practitioner
Health Aide
Practical Nursing

Program of Study Approved

2017 PA In Demand Occupation List

HUMAN SERVICES AND HOSPITALITY

CULINARY ARTS

Culinary Arts is a program that offers a broad range of skills and knowledge concerning the selection, preparation, and handling of foods. Skill development will focus on: safety and sanitation; dining room service; preparation of food; buffet service; meat cutting; baking; store room procedures; and basic management skills. Unlike the home economics courses offered by most general high schools, the instruction and on-the-job training will be conducted in a fully equipped cafeteria and restaurant at Cumberland Perry AVTS.

Chef

2017 Median Wage in PA
\$54,110 per year

Industry Certifications

ServSafe®

Related Occupations

Cook, Pastry chef
Butcher, Food Service Manager
First-Line Supervisors of Food
Preparation and Serving Workers

Program of Study Approved

2017 PA In Demand Occupation List

COSMETOLOGY

The **Cosmetology** program at CPAVTS gives students a great head start to a lucrative career. Our curriculum is rigid, however, by the time student's graduate they will have skills desirable to employers in the Cosmetology industry. Students in the program learn all aspects of haircare, skin care, and nail care, and not only do they practice on mannequins but they practice on each other as well. Once the student earns 300 hours they are ready to apply skills to customers in the Cosmetology clinic. Instruction also includes resume writing, interviewing, marketing and retailing so students are prepared to start the job search process. Students need to earn 1,250 hours to be eligible to test for the PA Cosmetology License Exam.

Cosmetologist

2017 Median Wage in PA
\$26,570 per year

Industry Certification

State Board of Cosmetology

Related Occupations

Barber
Make-up artist

ALL PROGRAMS ARE AVAILABLE TO MALES AND FEMALES



Cumberland Perry Area Vocational Technical School (CPAVTS)

CRIMINAL JUSTICE

Students in the **Criminal Justice** program learn administrative procedures; vehicle code and accident investigation; crime codes and criminal investigation; prevention of crime; laboratory procedure; and supplemental activities. Simulated activities develop skills in procedures used in police patrol, criminal investigations, accident investigation, report writing, use of Crime Code and Pennsylvania Vehicle Code, first aid, and firearms training. Special emphasis is given toward each student's career objectives. Students develop skills needed to perform effectively in police departments and security agencies, and receive a good foundation for continued study in Police Administration or Criminal Justice.

Police Officer

2017 Median Wage in PA
\$66,460 per year

Industry Certification

First Aid/CPR
National Incident Management

Related Occupations

Police Detective
Fire Fighter
Correctional Officer

Program of Study Approved

EARLY CHILDHOOD EDUCATION

The **Early Childhood Education** program instructs students in the preparation and presentation of nutritional snacks, instructional materials, schedules, and curriculum plans. They will also cover how to manage parent involvement, enrollment, safety/health factors, and discipline. A portion of the program is devoted to child development and preschool child growth patterns. Students will develop techniques that will be applied in the preschool program. Time will be provided to do classroom observations of the preschool children, as well as peer observations of fellow teachers. The student will be responsible for supervising the entire preschool laboratory school program including the children's schedule, attendance, greeting children, enrollment, art, music, science, and indoor/outdoor play activities. Students have a portion of the preschool day set aside for "Learning Centers", a time in which they work independently with an assigned preschool child in an area that the child is currently strengthening.

Pre-School Teacher

2017 Median Wage in PA
\$28,650 per year

Industry Certification

CDA Ready Certification
First Aid/CPR

Related Occupations

Group supervisor
Head start specialist
Child care director

Program of Study approved

TRANSPORTATION AND LOGISTICS

AUTOMOTIVE COLLISION TECHNOLOGY

The **Automotive Collision Technology** Program provides students with the training necessary to repair damaged automotive vehicles. Instruction includes the repair and replacement of defective parts to restore a vehicle to good condition. Students learn how to operate hydraulic jacks; how to use pry bars, dolly blocks, and mallets for the removal of dents; the techniques of metal finishing used to fill the damaged areas of the vehicle with body plastics; and how grind and sand until the body is smooth. Our students also learn to replace auto body parts by installing new sections, and by welding new pieces and panels. Instructions in braising, soldering, and welding practices are stressed. Students develop skills in the preparation of surfaces to be painted, matching and mixing paint, and in spraying techniques. In addition, students install trim and glass, use gauges necessary for frame straightening, and estimate the cost of the repair service.

Autobody Repair Technician

2017 Median Wage in PA
\$45,370 per year

Industry Certification

PA Inspection and Emissions

Related Occupations

Painters & customizers
Insurance adjuster

Program of Study Approved

ALL PROGRAMS ARE AVAILABLE TO MALES AND FEMALES



Cumberland Perry Area Vocational Technical School (CPAVTS)

AUTOMOTIVE TECHNOLOGY

The **Automotive Technology** program provides students with the entry-level skills and knowledge needed for a career in the automotive field. Specialized classroom and shop exercises are designed to provide instruction in the following areas: engine repair, suspension and steering, brakes, electrical/electronic systems, heating and air conditioning, engine performance, manual drive train and axles, automatic transmission/transaxle, emissions control, hybrid technology, and alternative fuels. Students are taught to use computerized technical service manuals and are also trained to participate in the Pennsylvania state safety and emissions inspection program. Qualified level 3 students are able to participate in the cooperative education program. This program allows students to gain paid work experience at participating repair facilities while attending school

Automotive Technician

2017 Median Wage in PA
\$39,510 per year

Industry Certification

PA Inspection and Emissions

Related Occupations

Repair estimator
Safety or emissions inspector

Program of Study Approved

2017 PA In Demand Occupation List

DIESEL TECHNOLOGY

Students in the **Diesel Technology** course will receive training in all areas of diesel engine construction, operation, troubleshooting and repair, and in the maintenance, servicing, and repair of over-the-road trucks, trailers and transportation equipment. The first year of instruction will focus on diesel powered engines (this is primarily related to transportation equipment, but can also be applied to diesel powered construction equipment, high lifts, farm machinery and other diesel-powered equipment). Electrical systems, turbo chargers, engine speed governors and lubrication systems are a few examples of the engine subsystems that are covered. Students will be assisted in developing a keen attention to detail, which is necessary for success in this trade. The second and third year students study the other components and systems of the truck: transmissions, rear axles, clutches, drive lines, batteries, starters, alternators, steering, suspension, alignment and air conditioning, just to name a few. Instruction will be provided in oxyacetylene, AC/DC and MIG welding operations. Students who qualify will also be eligible to take the Pennsylvania Vehicle State Safety Inspection Program for mechanics and EPA, type 609 air conditioning certification is also offered.

Bus and Truck Mechanic

2017 Median Wage in PA
\$44,680 per year

Industry Certification

PA Inspection and Emissions
Air conditioning 609, OSHA 10

Related Occupations

Mobile heavy equipment repair
Farm equipment repair

Program of Study Approved

2017 PA In Demand Occupation List

LOGISTICS AND WAREHOUSE MANAGEMENT

Logistics & Warehouse Management students will receive training in the technical and "hands on" aspects of operating a warehouse. Instruction will center on "inventory control", which is a plan for supply needs; control of goods received; efficient accessible storage; and proper distribution of materials. Effective record keeping is stressed. Additional activities will include: materials organization; inspection of goods and accounting for warehouse merchandise; receiving and shipping practices; and the use of power equipment such as forklifts, electric pallet jacks, rollers, and conveyor belts for loading, unloading, or placement of packaged merchandise in warehouse or storage areas. Students will receive actual training in "live" work situations. His/her experience will be comprised of working in a warehouse area that stores in excess of \$100,000 of stock merchandise a year and will become familiar with handling merchandise that ranges in weight from one ounce to three tons. The program also offers use of data base (computer) entry system for stored materials

Shipping and Receiving Clerk

2017 Median Wage in PA
\$33,850 per year

Industry Certification

OSHA – 10

Related Occupations

Stock supervisor
Distribution clerk
Forklift operator

Program of Study Approved

2017 PA In Demand Occupation List

ALL PROGRAMS ARE AVAILABLE TO MALES AND FEMALES



Cumberland Perry Area Vocational Technical School (CPAVTS)

MANUFACTURING

AUTOMATION, ROBOTICS & ELECTRONICS

Automation, Robotics & Electronics (also commonly called “Electromechanical Technology” or “Mechatronics”) is a three-year program that prepares students for employment and for continued education. Students will learn to design, install, troubleshoot, and repair today’s modern automation, robotic, and industrial equipment. Instructional topics include: Industrial Motor Controls, Robotics and Electronics, Programmable Logic Controls, Mechanical Power Transmission Systems, Fluid Power Systems/hydraulics/pneumatics, Blueprints and Schematics, Electricity and Electrical Systems, and A/C and D/C Circuitry.

Electromechanical Technician

2017 Median Wage in PA
\$46,960 per year

Program of Study Approved

Industry Certification

TBA

2017 PA In Demand Occupation List

Related Occupations

Mechatronics Engineers
Industrial Machinery Mechanics
Electric Motor, Power Tool and
Related Repairers

PRECISION MACHINE TECHNOLOGY

The **Precision Machine Technology** program prepares students for a challenging and rewarding career and provides them entry level training for the manufacturing industry. Students will begin with bench work, blueprint reading, and layout. They will then progress to learning precision measuring tools and techniques to ten thousandths of an inch (.0001”). Students will also learn machining techniques on manual vertical milling machines and manual lathes before progressing on to CNC (Computer Numerical Control) machines. An emphasis on the programming and set up are also included in the CNC training along with instruction on MasterCam and SolidWorks computer software. The course is designed to prepare students for a career as a machinist but is an excellent choice for a student with the desire to become an engineer.

Machinist

2017 Median Wage in PA
\$43,480 per year

Program of Study Approved

Industry Certification

NIMS - multiple

2017 PA In Demand Occupation List

Related Occupations

CNC operator
Tool and die maker
Maintenance Technician

WELDING TECHNOLOGY

Welding offers training in oxyacetylene and AC/DC arc welding, semiautomatic MIG, plasma cutting, and TIG welding systems. Starting with planning and layout work, the student progresses to setting up and operating welding, brazing, and cutting equipment, oxyacetylene welding light gauge metals in all positions, and shielded metal arc welding in all positions. Emphasis is placed on blueprint reading to identify properties of metal; metal types; types and use of electrodes and welding rods; electrical principles; and welding symbols. The use of manuals and specifications charts and the understanding of welding standards established by the American Welding Society are stressed. Training will be offered in the planning, layout, forming, joining and fabrication of various shapes in light and heavy gauge metals and pipe. Students learn to use specialized hand tools and to operate shears, forming and shaping machines, drill presses, and metal cutting saws.

Welding Technician

2017 Median Wage in PA
\$42,910 per year

Program of Study Approved

Industry Certification

AWS®

2017 PA In Demand Occupation List

Related Occupations

Sheet metal worker
Boilermaker
Solderers & Brazers

ALL PROGRAMS ARE AVAILABLE TO MALES AND FEMALES



Cumberland Perry Area Vocational Technical School (CPAVTS)

STUDENT ACCESS TO CAREER AND TECHNICAL EDUCATION

This section provides guidance on the applicable statutes that address student access to career and technical education. Additional information is included as it relates to charter school students, private school students, home schooled students and foreign students. Career and technical education shall be made available to every student in the high school program. *See* 22 Pa Code § 4.23 (d)(1). Districts should not limit the attendance of students eligible for admission to a career and technical center (CTC).

NONPARTICIPATING DISTRICT OF A CTC

If a student attends a district that does not participate in a CTC, the student may, on obtaining consent of the Joint Operating Committee (JOC) of a CTC, attend that CTC. *See* 24 P.S. § 18-1847. The students of a non-participating district are not limited to attending the CTC that serves the attendance area in which the district is located. Further, a non-participating district cannot mandate that all of its students attend one particular CTC.

If a student of a non-participating district attends a CTC, the district of residence must pay for this education. *See* 24 P.S. § 18-1847. The school district in which the pupil resides shall be charged, for each pupil attending the CTC, an amount equal to the total approved budget for current expenses, debt service and capital outlay divided by the number of pupils enrolled in the school.

PARTICIPATING DISTRICT OF A CTC

If a student attends a district that does participate in a CTC, the student must attend the CTC in which the district participates. *See* 24 P.S. § 1850.1(b) (21). Only if the JOC were to send a student to another career and technical center, which accepted the student, could a student attend a CTC different from the one in which his or her district is a participating member. *See* 24 P.S. § 1850.1(b) (21). This is true even if the CTC in which the district participates does not offer a specific career and technical education program the student is seeking.

CHARTER SCHOOL STUDENTS¹

Students enrolled in charter schools, including cyber charter schools, may enroll in CTCs if the charter school in which the child is enrolled contracts with a CTC for the provision of services.

Charter schools, including cyber charter schools, are not party to the negotiated agreements between school districts and CTCs. It is the responsibility of the charter school to decide whether or not to make a career and technical school curriculum available to the student and, if so, to contract with a CTC for the provisions of these services.

If a charter school student does attend a CTC, the charter school shall receive the full Selected Expenditure to which it is entitled from the student's resident school district, and the charter school must pay the CTC the established contractual charge for a student who receives a career and technical education. A student's school district of residence shall not be responsible for paying a CTC for the career and technical education received by a charter school student. The Department has no authority to withhold payments from the charter school in the event there are disputes regarding payments to a career and technical school by a charter school. Such disputes shall be resolved between the charter school and the career and technical school based on the contractual agreement between them.

¹ For additional information, see the applicable BEC, *Charter Schools*, which can be found at: <https://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/Purdons%20Statutes/Charter%20Schools.pdf>

PRIVATE SCHOOL

If a private school student is a resident of a district that participates in a career and technical center, the student is able to receive career and technical education under the dual-enrollment provision of the School Code. Pursuant to 24 P.S. § 5-502: "[n]o pupil shall be refused admission to the courses in these additional schools or departments, by reason of the fact that his elementary or academic education is being or has been received in a school other than a public school." This provision expressly allows students attending non-public schools to dually-enroll in both the non-public school and the public school in order to participate in programs offered at vocational schools.



Cumberland Perry Area Vocational Technical School (CPAVTS)

HOME SCHOOL

A student receiving home education is not entitled to attend a career and technical education program. The student, however, may seek admission to a career and technical program. The resident school district is not required to pay tuition if a home-schooled student is admitted to a career and technical education program.

FOREIGN STUDENTS²

Career and technical centers must register with the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Information System (SEVIS) program to be authorized to enroll foreign students. If CTC is eligible to accept students on F-1 visas, the student must pay the tuition to attend the career and technology center. The tuition would be the full, unsubsidized per capita cost of the education.

² For additional information, see the applicable BEC, Foreign Students' Eligibility for Enrollment, which can be found at:
<https://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/PA%20Code/Foreign%20Students%20Eligibility%20for%20Enrollment.pdf>



NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

Senior Seminar

Senior Seminar in Career Development

This course will be offered to senior students in a seminar format. The seniors will be scheduled in accordance with the flexible scheduling and open campus option provided to senior students. Students will be scheduled to attend a seminar on designated dates such as once per week or six-day cycle. Students will develop an online portfolio during this semester-based seminar course.

Online resources to be utilized in this course may include Schoology, Pa CareerZone and/or Naviance. Schoology is a learning management system (LMS) for K-12 schools, higher education institutions, and corporations that allows users (teachers/students) to create, manage, and share content and resources. Schoology is also known as a course management system (CMS) or virtual learning environment (VLE), as this cloud-based platform provides tools to manage a classroom or blended learning environment. Naviance is a college and career readiness program that provides students multiple opportunities to connect academic achievement to post-secondary goals. The Pa CareerZone and Naviance online programs are designed to guide students through the discovery of their individual strengths and learning styles through career planning and assessment tools. Students will learn what is needed to make good academic decisions required to pursue and attain their college and career goals. College planning tools will also allow parents and students to compare colleges and universities, explore scholarship opportunities, and track the status of application documents.

CAREER DEVELOPMENT [Senior Seminar] (SEMESTER) 306556

Weight: 1.00 Credit(s):.50

Students grading will be on a pass/fail basis based upon a capstone project. Throughout the semester, students would engage in a strengths explorer assessment, create resumes, participate in job shadowing, and develop a career portfolio. As a culminating project, seniors would participate in exit interviews to present their career portfolio and plan for Life After High School. A panel (ex: guidance, career coordinator, teacher and administration) will observe and engage in the presentations, and may follow with a brief Q&A with the senior presenter.

This seminar course is designed to focus on career exploration, career portfolios, college search/applications, financial aid, resume writing, cover letters, and interview skills. Schoology, Naviance, and/or Google Classroom are all platforms that may be utilized to deliver content, assignments, and manage student portfolios. Seniors would also be given the opportunity to attend college trips to local universities and trips to local employers.

Note: Vo-Tech students currently take Senior Seminar at CPAVTS and thus would be exempt from this WSSD course.



Cooperative Education

NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING




CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

Cooperative Education (Co-Op) Community Based Learning

Cooperative Education (Co-Op) or Community Based Learning is a form of instruction that takes place in the “real world” and where a student learns by doing. This means that students can earn credit exploring careers and interests while working in a paid position. The student’s individual experience serves as the primary content in the Cooperative Work Program. All of the Community Based Learning programs are excellent preparation and assistance for the pathway internship, as well as for future college and work opportunities. Students secure a service placement, internship, or a work position at a site with a supervisor. The career coordinator must approve all placements.

Legal Provisions

Students in the Cooperative Education Program are required to comply with the regulations established by the Commonwealth of Pennsylvania regarding employment. The rules are shown on the Application for Work Permit (PDE-4565).

Diversified Occupations Internship

The purpose of the Diversified Occupations Internship is to provide occupational training through the use of community business and industrial resources and to help bridge the gap between school and employment. In addition, this program also offers internships to college bound students. In the spring of the junior year, a student interested in work experience must complete an application. In addition, students must take the Skills Development Course in order to be approved for this opportunity. Acceptance is based upon the student's performance in the 11th grade and the availability of suitable training sites. An advisory committee will review all applications and consider each applicant's academic progress, work ethic, disciplinary history, and attendance record before assignments are made. At-risk students may be eligible for Diversified Occupations Internship with the recommendation of the counselor and administration.

DIVERSIFIED OCCUPATIONS INTERNSHIP I (SEMESTER) 306446

Weight: 1.00 Credit(s):1.5

DIVERSIFIED OCCUPATIONS INTERNSHIP II (SEMESTER) 306448

Weight: 1.00 Credit(s):1.5

Prerequisite(s): To be considered for Co-Op students **must** complete Employability Certificate; approval of review committee

This course provides students with practical on the job training. The program is a cooperative arrangement between the employers and the school. School training, linked with paid work experiences, functions as an organized program of supervised work experiences. During the internship, students will be supervised by the Career Coordinator.

DIVERSIFIED OCCUPATIONS INTERNSHIP I (FULL YEAR) 306447

Weight: 1.00 Credit(s):3.0

DIVERSIFIED OCCUPATIONS INTERNSHIP II (FULL YEAR) 306449

Weight: 1.00 Credit(s):3.0

Prerequisite(s): To be considered for Co-Op students must complete Employability Certificate; approval of review committee

This course provides students with practical on the job training. The program is a cooperative arrangement between the employers and the school. School training, linked with paid work experiences, functions as an organized program of supervised work experiences. During the internship students will be supervised by the Career Coordinator.



NAVIGATION/KEY

Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING

CAREER FIELDS



Agriculture, Food & Natural Resources



Arts, Communications, & Information Systems



Business, Management, & Administration



Engineering, Manufacturing, & Technology



Health Science Technology



Human Services

HIGH SCHOOL ACADEMIC COURSE OFFERINGS



ENGLISH



MATH



SCIENCE



SOCIAL STUDIES



SPECIAL EDUCATION



WORLD LANGUAGE



ART



BUSINESS & MARKETING



COMPUTER SCIENCE



ENGINEERING & TECH ED



HEALTH, P.E. & DRIVER ED



JROTC



MUSIC



COLLEGE/DUAL ENROLL

CAREER BASED LEARNING



CPAVTS (Vo-Tech)



Cooperative Education



Pathway Internship



Job Shadowing

LIFE AFTER HIGH SCHOOL



Colleges/Universities



Military Options



Workforce



Apprenticeships

Job Shadowing

Effective with the class of 2022, three (3) career pathway job shadowing experiences must be completed prior to graduation.

Job Shadowing

Job shadowing allows you to directly observe someone at work. You can observe firsthand the day-to-day activities you would be performing in a particular job and learn what skills you would need to obtain it. Job shadowing also gives you a chance to ask any questions you might have about the job and how to prepare for it.

For more information on job shadowing go to www.jobshadow.com

Virtual job shadowing is also available through Pennsylvania's JobGateway® system: www.jobgateway.pa.gov.

The West Shore School District encourages job shadowing experiences for all students. Effective with the class of 2022, three (3) career pathway job shadowing experiences must be completed prior to graduation. Evidence of the job shadow will be presented in an online career portfolio. The Pathway internship is encouraged but not mandatory.

Career Pathway Learning Experiences

☐ Job-Shadowing #1: _____

☐ Job-Shadowing #2: _____

☐ Job-Shadowing #3: _____

☐ Pathway Internship: _____

☐ On-The-Job Training: _____

☐ Informational Interviews: _____

☐ Cooperative Education: _____

More information and job shadow forms will be available in the guidance and/or career coordinator office.



NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

Pathway Internships

Pathway Internships & Community Based Learning

Pathway Internships & Community Based Learning is a form of instruction that takes place in the “real world” for academic credit and where a student learns by doing. An internship is an opportunity for a student to explore a career interest and have a unique and individualized high school experience. The student’s individual experience serves as the primary content for Educational Field Experience or Pathway Internship. Pathway Internships are excellent preparation and assistance for future college and work opportunities. Students secure a pathway internship placement at a site with a supervisor. The career coordinator must approve all placements. Students are required to participate in academic activities as part of this course and must also attend scheduled seminar meetings.

PATHWAY INTERNSHIP (SEMESTER) 306454	Weight: 1.00	Credit(s):.50
PATHWAY INTERNSHIP (SEMESTER) 306455	Weight: 1.00	Credit(s):1.0
PATHWAY INTERNSHIP (SEMESTER) 306458	Weight: 1.00	Credit(s):1.5
PATHWAY INTERNSHIP (SEMESTER) 306460	Weight: 1.00	Credit(s):3.0
PATHWAY INTERNSHIP (FULL YEAR) 306456	Weight: 1.00	Credit(s):1.0
PATHWAY INTERNSHIP (FULL YEAR) 306457	Weight: 1.00	Credit(s):2.0
PATHWAY INTERNSHIP (FULL YEAR) 306459	Weight: 1.00	Credit(s):1.5
PATHWAY INTERNSHIP (FULL YEAR) 306461	Weight: 1.00	Credit(s):3.0

Prerequisite(s): Approval of faculty sponsor and review committee and Keystone Exam Proficiency

Students interested in applying the skills and knowledge they have learned and developed through specific courses in the high school curriculum may elect this independent study type course for one or two semesters. Each Pathway Internship will be individually tailored to the abilities and interests of the student. The specific content, including a formal written proposal, will be developed by the student and a faculty sponsor who must be secured by the student and who will agree to assist and supervise the student on a regular basis. If the project is performed outside the school, release time may be granted up to ten periods per week; credit will be assigned on the basis of time devoted to the project. Regardless of the project location, no pay may be accepted by the student. Transportation in all cases will be the student's responsibility. All Pathway Internships will be coordinated, monitored, and evaluated by the Career Coordinator. Proposals for Pathway Internships will be reviewed by a staff committee and approved or disapproved prior to the end of the school year. For course eligibility, please refer to Section H- **Keystone Exam Proficiency**.

ARCHITECTURE, CONSTRUCTION, ENGINEERING (ACE) 306554



Weight: 1.00 Credit(s):.50

The ACE Mentor Program of America, Inc. (ACE) helps mentor high school students and inspires them to pursue careers in design and construction. The ACE mission is to engage, excite and enlighten high school students to pursue careers in architecture, engineering, and construction through mentoring and to support their continued advancement in the industry. Teams are composed of 15-25 students and their industry mentors. Each team is set up to emulate an actual design team, with students guided through a mock design project by their architect, engineer, and construction management mentors. Several companies will be assigned to each team, each providing one or two mentors. Mentors guide the students as they work towards a final project, introducing them to the careers, industry vocabulary, and various roles companies play in the construction industry. ACE runs for the duration of the school year. The teams meet for approximately 15 sessions, for about two hours after school. In addition to these team sessions, there are also all-team activities such as "College Night" and field trips to construction sites. Each team meets on a specific day of the week, with varying meeting locations where possible. The meetings are held either in schools or at the offices of the firms to give the students as authentic an experience as possible. Transportation to and from the meetings is generally the responsibility of the students.



NAVIGATION/KEY

Click the links below to jump to
respective page.

ACADEMIC & CAREER
PLANNING

CAREER FIELDS



Agriculture, Food &
Natural Resources



Arts, Communications, &
Information Systems



Business, Management,
& Administration



Engineering,
Manufacturing, &
Technology



Health Science
Technology



Human Services

HIGH SCHOOL ACADEMIC
COURSE OFFERINGS

ENGLISH



MATH



SCIENCE



SOCIAL STUDIES



SPECIAL EDUCATION



WORLD LANGUAGE



ART



BUSINESS & MARKETING



COMPUTER SCIENCE



ENGINEERING & TECH ED



HEALTH, P.E. & DRIVER ED



JROTC



MUSIC



COLLEGE/DUAL ENROLL

CAREER BASED LEARNING



CPAVTS (Vo-Tech)



Cooperative Education



Pathway Internship



Job Shadowing

LIFE AFTER HIGH SCHOOL



Colleges/Universities



Military Options



Workforce



Apprenticeships

Colleges & Universities

Colleges offer various programs to serve students with different needs and goals. Learning about the types of colleges will help you find the best choices for you.

TYPES OF POSTSECONDARY SCHOOLS

Public and private colleges

For-profit colleges

Four-year and two-year colleges

Liberal arts colleges

Universities

Community colleges

Vocational-technical and career colleges

Colleges with a special focus

- Arts colleges
- Single-sex colleges
- Religiously affiliated colleges
- Specialized-mission colleges

Public and Private Colleges

Public colleges are funded by local and state governments and usually offer lower tuition rates than private colleges, especially for students who are residents of the state where a college is located.

Private Colleges rely mainly on tuition, fees and private sources of funding. Private donations can sometimes provide generous financial aid packages for students.

For-profit Colleges

These are businesses that offer a variety of degree programs which typically prepare students for a specific career. They tend to have higher costs, which could mean graduating with more debt. Credits earned may not transfer to other colleges, so be sure to check with the admission office at each college.

Four-Year and Two-Year Colleges

Four-year colleges offer four-year programs that lead to a bachelor's degree. These include universities and liberal arts colleges.

Two-year colleges offer programs that last up to two years that lead to a certificate or an associate degree. These include community colleges, vocational-technical colleges and career colleges.

Liberal Arts Colleges

These colleges offer a broad base of courses in the liberal arts, which includes areas such as literature, history, languages, mathematics and life sciences. Most are private and offer four-year programs that lead to a bachelor's degree. These colleges can prepare you for a variety of careers or for graduate study.



Universities

Universities often are larger and offer more majors and degree options—bachelor's, master's and doctoral degrees—than colleges. Most universities contain several smaller colleges, such as colleges of liberal arts, engineering or health sciences. These colleges can prepare you for a variety of careers or for graduate study.

Community Colleges

[Community colleges](#) offer two-year associate degrees that prepare you to transfer to a four-year college to earn a bachelor's degree. They also offer other associate degrees and certificates that focus on preparing you for a certain career. Community colleges are often an affordable option with relatively low tuition.

Vocational-Technical and Career Colleges

[Vocational-technical and career colleges](#) offer specialized training in a particular industry or career. Possible programs of study include the culinary arts, firefighting, dental hygiene and medical-records technology. These colleges usually offer certificates or associate degrees.

Colleges with a Special Focus

Some colleges focus on a specific interest or student population. These include:

- Arts colleges
- Single-sex colleges
- Religiously affiliated colleges
- Specialized-mission colleges

Arts Colleges

Art colleges and conservatories focus on the arts. In addition to regular course work, these colleges provide training in areas such as photography, music, theater or fashion design. Most of these colleges offer associate or bachelor's degrees in the fine arts or a specialized field.

Single-Sex Colleges

All four-year public colleges, and most private colleges, are coed. But there are some private colleges that are specifically for men or for women.

Religiously Affiliated Colleges

Some private colleges are connected to a religious faith. The connection may be historic only, or it may affect day-to-day student life.

Specialized-Mission Colleges

Historically black colleges and universities (HBCUs) focus on educating African American students. Hispanic-serving institutions (HSIs) are colleges where at least 25 percent of the full-time undergraduate students are Hispanic. HBCUs and HSIs may offer programs, services and activities targeted to the underrepresented students they serve.



COLLEGE ADMISSIONS

Regular Admissions

Many schools have an established application deadline in which all applications must be received or postmarked. Then students are notified of the schools decision usually on or before April 1st.

Open Admissions

Some schools do not have selective admission and accept all students who apply.

Rolling Admissions

Under this a school considers the application as soon as they have received all the information and paperwork needed. Notification of acceptance/rejection is sent as soon as decision is made.

Early Decision

Offered by some schools to applicants who are sure they want to attend a certain college. If you apply this way, it should be your first choice school. Typically applications are due in November and notifications are sent in December. Only do this application if you know you want to attend the school. If you accept it is binding and you are under obligation to attend this school and cannot apply to other schools.

Early Action

This is another option for early acceptance; but the applicant is not obligated to attend the college and may apply to other colleges.

Deferred or Delayed Admissions

Most colleges allow an accepted student to postpone attending for one semester or up to a year. Students must notify the school and request deferment.

DEGREES OFFERED

Certificates

These are non-degree options that lead to employment in a specific career field.

Associates Degrees

You receive an Associate of Arts (AA) or Associate of Science (AS) degree after completing two years of study similar to the first two years at a four-year college or university. After receiving an AA or AS, you can transfer to many four-year colleges to complete the requirements for a bachelors' degree. The Associate of Applied Science (AAS) degree is awarded on completion of technological or vocational programs of study.

Bachelor Degrees

You receive a Bachelor of Arts (BA) or Bachelor of Science (BS) after completing a four or five year, full-time program of study.

Graduate Degrees

Graduate degrees can vary in the time to complete depending on the program and the student. Many students will first pursue a Master's Degree and then can have the option of continuing into a Doctorate Degree (PHD) program. Some programs will allow direct entrance into a Doctorate program depending upon the area of study and the student's abilities. Overall, general graduate degrees offer you the option to receive further education in a subject area. Most bachelors' degrees also have a corresponding graduate (or masters) degree.



Which Standardized Test is for You?

SAT vs. ACT

Many students and parents begin the college prep process by comparing the ACT and SAT. Two of the most common questions they ask are:

- Is the ACT easier than the SAT?
- Do colleges prefer scores from the SAT or ACT?

The **SAT** and **ACT** generally test the same types of content. Both ACT and SAT scores are used for college admissions and merit-based scholarships. The biggest differences between the tests are that the ACT has a Science Test, and there's one SAT Math Section for which you cannot use a calculator. Colleges don't prefer one over the other, so explore both tests to decide which one is right for you.

SAT vs. ACT		
SAT	Questions	ACT
Colleges use SAT scores for admissions and merit-based scholarships.	Why Take It	Colleges use ACT scores for admissions and merit-based scholarships.
<ul style="list-style-type: none"> • Reading • Writing & Language • Math • Essay (optional) 	Test Structure	<ul style="list-style-type: none"> • English • Math • Reading • Science Reasoning • Essay (optional)
<ul style="list-style-type: none"> • 3 hours (without essay) • 3 hours, 5 minutes (with essay) 	Length	<ul style="list-style-type: none"> • 2 hours, 55 minutes (without essay) • 3 hours, 40 minutes (with essay)
5 reading passages	Reading	4 reading passages
None	Science	1 science section testing your critical thinking skills (not your specific science knowledge)
Covers: <ul style="list-style-type: none"> • Arithmetic • Algebra I & II • Geometry, Trigonometry and Data Analysis 	Math	Covers: <ul style="list-style-type: none"> • Arithmetic • Algebra I & II • Geometry and Trigonometry
Some math questions don't allow you to use a calculator.	Calculator Policy	You can use a calculator on all math questions.
Optional. The essay will test your comprehension of a source text.	Essays	Optional. The essay will test how well you evaluate and analyze complex issues.
Scored on a scale of 400-1600	How It's Scored	Scored on a scale of 1-36
www.collegeboard.org	Websites	www.act.org



Checklist for Seniors Seeking College Admission

Register with Selective Service (required for 18 year-old males) ☐ Yes, Date _____

Complete required high school courses for admission requirements. ☐ Yes ☐ No
(Check your chosen institution's individual admissions requirements.)

Research/Visit Post-Secondary Institution:

Date _____ Place _____ Date _____ Place _____

Date _____ Place _____ Date _____ Place _____

Date _____ Place _____ Date _____ Place _____

Application Form from Post-Secondary Institution:

Applying to: _____ Applying to: _____

Submitted ☐ Yes, Date _____ Submitted ☐ Yes, Date _____

Application Status: _____ Application Status: _____

Applying to: _____ Applying to: _____

Submitted ☐ Yes, Date _____ Submitted ☐ Yes, Date _____

Application Status: _____ Application Status: _____

Application and Registration Process

- ☐ 1. Submit Transcript
- ☐ 2. Submit Required Entrance Exams (ACT/SAT/SAT II)
- ☐ 3. Submit Letters of Recommendation (only if needed or required)
- ☐ 4. Submit Portfolio, or audition, etc. (if required by your institution)
- ☐ 5. Submit FAFSA and Complete Scholarship Applications
- ☐ 6. In March/April Take Placement Exams if Required by your Institution
- ☐ 7. Send in any Required Paperwork and Payment (Such as housing agreement and payment)
- ☐ 8. Notify High School Guidance Office of Where to Send Final Transcript
- ☐ 9. Watch your E-Mail and/or Mail for Information about Registering for Classes in Spring/Summer
- ☐ 10. Attend New Student Orientation/Registration



Eligibility Center

Click here for
DII Academic
Requirements

DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math, or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

Full Qualifier

- Complete 16 core courses.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.

Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click [here](#) to visit the College Board's website.

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.550	400	400	37
3.525	410	410	38
3.500	430	420	39
3.475	440	430	40
3.450	460	440	41
3.425	470	450	41
3.400	490	460	42
3.375	500	470	42
3.350	520	480	43
3.325	530	490	44
3.300	550	500	44
3.275	560	510	45
3.250	580	520	46
3.225	590	530	46
3.200	600	540	47
3.175	620	550	47
3.150	630	560	48
3.125	650	570	49
3.100	660	580	49
3.075	680	590	50
3.050	690	600	50
3.025	710	610	51
3.000	720	620	52
2.975	730	630	52
2.950	740	640	53
2.925	750	650	53
2.900	750	660	54
2.875	760	670	55
2.850	770	680	56
2.825	780	690	56
2.800	790	700	57
2.775	800	710	58

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
2.750	810	720	59
2.725	820	730	60
2.700	830	740	61
2.675	840	750	61
2.650	850	760	62
2.625	860	770	63
2.600	860	780	64
2.575	870	790	65
2.550	880	800	66
2.525	890	810	67
2.500	900	820	68
2.475	910	830	69
2.450	920	840	70
2.425	930	850	70
2.400	940	860	71
2.375	950	870	72
2.350	960	880	73
2.325	970	890	74
2.300	980	900	75
2.299	990	910	76
2.275	990	910	76
2.250	1000	920	77
2.225	1010	930	78
2.200	1020	940	79
2.175	1030	950	80
2.150	1040	960	81
2.125	1050	970	82
2.100	1060	980	83
2.075	1070	990	84
2.050	1080	1000	85
2.025	1090	1010	86
2.000	1100	1020	86

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.

2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math, or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

Partial Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

Partial Qualifier:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.

Test Scores

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division II college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.

For more information on the SAT, click [here](#) to visit the College Board's website.

DIVISION II FULL QUALIFIER SLIDING SCALE			
USE FOR DIVISION II BEGINNING AUGUST 2018			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.300 & above	400	400	37
3.275	410	410	38
3.250	430	420	39
3.225	440	430	40
3.200	460	440	41
3.175	470	450	41
3.150	490	460	42
3.125	500	470	42
3.100	520	480	43
3.075	530	490	44
3.050	550	500	44
3.025	560	510	45
3.000	580	520	46
2.975	590	530	46
2.950	600	540	47
2.925	620	550	47
2.900	630	560	48
2.875	650	570	49
2.850	660	580	49
2.825	680	590	50
2.800	690	600	50
2.775	710	610	51
2.750	720	620	52
2.725	730	630	52
2.700	740	640	53
2.675	750	650	53
2.650	750	660	54
2.625	760	670	55
2.600	770	680	56
2.575	780	690	56
2.550	790	700	57
2.525	800	710	58
2.500	810	720	59
2.475	820	730	60
2.450	830	740	61
2.425	840	750	61
2.400	850	760	62
2.375	860	770	63
2.350	860	780	64
2.325	870	790	65
2.300	880	800	66
2.275	890	810	67
2.250	900	820	68
2.225	910	830	69
2.200	920	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE			
USE FOR DIVISION II BEGINNING AUGUST 2018			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.050 & above	400	400	37
3.025	410	410	38
3.000	430	420	39
2.975	440	430	40
2.950	460	440	41
2.925	470	450	41
2.900	490	460	42
2.875	500	470	42
2.850	520	480	43
2.825	530	490	44
2.800	550	500	44
2.775	560	510	45
2.750	580	520	46
2.725	590	530	46
2.700	600	540	47
2.675	620	550	47
2.650	630	560	48
2.625	650	570	49
2.600	660	580	49
2.575	680	590	50
2.550	690	600	50
2.525	710	610	51
2.500	720	620	52
2.475	730	630	52
2.450	740	640	53
2.425	750	650	53
2.400	750	660	54
2.375	760	670	55
2.350	770	680	56
2.325	780	690	56
2.300	790	700	57
2.275	800	710	58
2.250	810	720	59
2.225	820	730	60
2.200	830	740	61
2.175	840	750	61
2.150	850	760	62
2.125	860	770	63
2.100	860	780	64
2.075	870	790	65
2.050	880	800	66
2.025	890	810	67
2.000	900	820 & above	68 & above

*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.

NAVIGATION/KEY















Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING





CAREER FIELDS

-  Agriculture, Food & Natural Resources
-  Arts, Communications, & Information Systems
-  Business, Management, & Administration
-  Engineering, Manufacturing, & Technology
-  Health Science Technology
-  Human Services





HIGH SCHOOL ACADEMIC COURSE OFFERINGS

-  ENGLISH
-  MATH
-  SCIENCE
-  SOCIAL STUDIES
-  SPECIAL EDUCATION
-  WORLD LANGUAGE
-  ART
-  BUSINESS & MARKETING
-  COMPUTER SCIENCE
-  ENGINEERING & TECH ED
-  HEALTH, P.E. & DRIVER ED
-  JROTC
-  MUSIC
-  COLLEGE/DUAL ENROLL

CAREER BASED LEARNING

-  CPAVTS (Vo-Tech)
-  Cooperative Education
-  Pathway Internship
-  Job Shadowing

LIFE AFTER HIGH SCHOOL

-  Colleges/Universities
-  Military Options
-  Workforce
-  Apprenticeships

MILITARY CAREERS

TYPES OF MILITARY SERVICE

The Military is comprised of 12 Service branches: five Active Duty and seven part-time duty. Part-time duty consists of five Reserve and two Guard branches. Each branch varies greatly in service commitment, location and how its members contribute to the overall mission of protecting our country, though all branches are on the same rank-based pay scale.

UNITED STATES MILITARY BRANCHES



Military Careers

Enlisting in the military is a major step in a person's life. Before you make a decision to join, gather as much information as possible about the branch of the service that interests you. Each one differs in the specific program, terms of duty and enlistment options.

Explore websites like www.todaysmilitary.com and <http://www.careersinthemilitary.com/> to learn more about military life and careers. Make certain your military commitment is based on sound information and realistic expectations.

Active Duty (Full Time)

As the most time-intensive service commitment, Active Duty is similar to working at a full-time civilian job. Active-duty service members are full-time members of the Military, living on base or in military housing and immersed in military culture. After attending boot camp, they are stationed at a base either domestically or overseas. Active-duty terms typically last two to six years. The length of deployment varies depending on a unit's specific mission.

Reserve (Part Time)

As the newest type of service, the Reserve was created in the twentieth century to provide and maintain trained units at home while active-duty service members are deployed. Each active-duty branch of the Military has a Reserve component under their command, which is available for active-duty deployment in times of war or national emergency. Reservists are part-time service members, allowing them time to pursue a civilian career or college education while simultaneously serving their country. Members of the Reserve attend boot camp and are required to participate in training drills one weekend a month as well as a two-week program each year. Some active-duty service members switch to the Reserve to finish out their service commitment.

National Guard (Part Time)

The National Guard consists of the Army National Guard and the Air National Guard. The Guard's main focus is on homeland security and humanitarian relief. In addition to training drills one weekend a month and two full weeks per year, National Guard units assist communities in their state during emergencies like storms, floods, fires and other natural disasters. During times of conflict, the president can federalize the National Guard and its service members can be deployed overseas. National Guard service members deployed overseas may see combat, but are also assigned noncombat humanitarian tasks, such as building schools and hospitals, training local peacekeepers and other community-building projects.



MILITARY CAREERS

SERVICE BRANCHES COMPARED

Full Time Full time members of the Military live on base or in military housing and are immersed in military culture, and higher education is encouraged.	Part Time Part-time service members train one weekend a month and two weeks a year, which means they can pursue a civilian career or college.	
U.S. ARMY As the oldest branch of the U.S. Military, the Army protects the security of the United States and its resources.	ARMY RESERVE The Army Reserve trains part time near home until needed, and members deploy alongside the Army.	ARMY NATIONAL GUARD Army National Guard members deploy with the Army on a part-time basis, with a special focus on homeland security and relief programs.
MARINE CORPS The Marine Corps is often first on the ground in combat situations.	MARINE CORPS RESERVE Marine Corps reservists train domestically until needed, then deploy with the rest of the Corps.	
NAVY The Navy defends the right to travel and trade freely on the world's oceans and protects national interests overseas.	NAVY RESERVE The Navy Reserve trains service members close to home until they are needed in action.	
AIR FORCE The U.S. Air Force protects American interests at home and abroad with a focus on air power.	AIR FORCE RESERVE The Air Force Reserve give service members the opportunity to train and serve on a part-time basis, as needed.	AIR NATIONAL GUARD The Air National Guard trains part time to assist in domestic disasters and international conflicts.
COAST GUARD The Coast Guard protects America's waterways and deploys with the Navy during wartime.	COAST GUARD RESERVE The Coast Guard Reserve offers a part-time service opportunity for service members to train near home.	

MILITARY CAREER OPTIONS

RESERVE OFFICER TRAINING CORPS (ROTC)

Designed to help produce leaders and managers in the armed forces. Upon graduation members serve in active or reserve branches. During college students take a full course load including military science courses and training activities in exchange for scholarships every year. Scholarships are competitive and merit based on:

- High School Transcript
- SAT or ACT Scores
- Extracurricular Activities
- Personal Interview

Reserve Officer Training Program (ROTC) is a four (4) year program available through the Army, Navy or Air Force, at more than 400 public and private colleges and universities throughout the country. ROTC training consists of from 3 to 5 hours of military instruction per week, plus some summer training periods. ROTC graduates fulfill their military obligation after graduation by serving on active duty as reserve officers for stipulated periods of time, ranging from two (2) to eight (8) years.

Scholarships are available to entering freshman and also are awarded to qualified applicants who are already in college. Students may also pay their own way through the four (4) years of college and then receive a commission upon graduation. ROTC programs provide the tuition, fees, books, and uniforms and pay a monthly stipend.

Marine Corps Officer Training Program is offered through the Navy ROTC program. For further information regarding these Programs, see your counselor, or a recruiter, or go online to ROTC websites.



MILITARY CAREERS

SERVICE ACADEMIES

U.S. Military Academy at WestPoint, New York
U.S. Naval Academy at Annapolis, Maryland
U.S. Air Force Academy at Colorado Springs, Colorado
U.S. Coast Guard Academy at New London, Connecticut
U.S. Merchant Marine Academy in Kings Point, New York

Students accepted receive full ride scholarships and living stipend. Competition is fierce to get into these schools. There is a minimum of five (5) years of service after graduation. Admissions criteria:

- High School Academic Performance
- SAT or ACT Scores
- Athletics
- Nonathletic Extracurricular Activities
- Leadership Positions
- Community Involvement
- Work Experience
- Nomination by State Senator/Representative

Service Academies can be used to refer to all of the academies collectively. In popular use, however, this term is more often used for the academies of the four branches of the military: those of the Army, Navy and Air Force, under the Department of Defense, and that of the Coast Guard, under the Department of Homeland Security. These are the only four Academies whose students are on Active Duty in the Armed Forces of the United States from the day they enter the Academy, subject to the Uniform Code of Military Justice and eligible for all privileges and benefits of being members of an Armed Service.

The United States Coast Guard, and therefore the Coast Guard Academy, is a United States military service under the Department of Homeland Security but in time of war it can be placed as a service in the Department of the Navy.

The Merchant Marine Academy is under the United States Maritime Administration, a part of the Department of Transportation. However, every student at the Merchant Marine Academy is appointed as a Midshipman, Merchant Marine Reserve, U.S. Navy Reserve, and has a requirement to serve eight (8) years in the military reserve, maintain a license as an officer in the merchant marine of the United States for at least six (6) years, and serve the foreign and domestic commerce and national defense of the United States for at least five (5) years. Graduates of the Merchant Marine Academy may also take their commission as an officer in the United States Navy, United States Coast Guard, United States Marine Corps, United States Army, United States Air Force, or the NOAA Commissioned Corps. If they choose the active duty option, USMMA graduates are obligated to a minimum service requirement of five (5) years.

Duty Commitments

Students at four Service Academies (not including Merchant Marine Academy) incur a minimum five (5) year active duty commitment and if in the Army, Navy, Air Force, Marine Corps or Coast Guard have an additional three (3) year reserve commitment. Kings Point graduates also have an eight (8) year total obligation, but although voluntarily entered by some, active duty is not required. The United States Marine Corps, a service under the Department of the Navy, does not have an academy of its own but instead commissions officers from Annapolis and Kings Point. If an Air Force cadet receives a pilot slot, they incur a ten (10) year commitment. Midshipmen who go on to become Naval Aviators in the Navy and Marine Corps owe eight (8) years from the time of earning their wings (the end of flight training) and seven (7) for those who become Naval Flight Officers. However, this commitment is independent of commissioning source; it also applies for NROTC graduates and OCS graduates who go on to become Naval Aviators or Naval Flight Officers.

Congressional Nominations

Applicants to all Service Academies, except the United States Coast Guard Academy, are required to obtain a nomination to the school. Nominations may be made by Senators, Congressmen, the President, and the Vice-President (The United States Merchant Marine Academy only accepts nominations from Senators and Congressmen). Applicants to the Coast Guard Academy compete in a direct nationwide competitive process that has no by-state quotas.

Eligibility requirements typically include the following: age (17-22), good moral character, physical and academically qualified, not married, between 5'4" and 6'6" tall and weight within the allowable limits in proportion to height. There are also visual requirements, which are stricter for the Air Force than other academies. A medical examination and physical aptitude test must be taken. The ACT or SAT is also required. Most students who enter the academies are "appointed" to them by their congressional representative. In order to enter, a student should contact his/her senators and/or representative in the spring of his/her junior year in high school or in the fall of his/her senior year. You may write to any or all of them, stating that you are interested in an appointment and asking for an application and any additional information available. Deadline is October 1st of your senior year.

(Congressman Scott Perry, serving Pennsylvania's 4th District)



MILITARY CAREERS

SUGGESTIONS:

Find out as much as you can about each branch. Then go to the recruiters for additional information. Important things to know are:

1. What training programs are available?
2. Do you qualify for any of these programs? (Take the ASVAB test)
3. Will they guarantee in writing your training assignment before you enlist?
4. How much time will you have to spend as a reservist?
5. How much time will you have on active duty?
6. How much time will you have to spend as an in-active reservist? (No meetings or summer camp, but still in the process of completing the full eight (8) year total obligation)

Think long and hard. Signing enlistment papers is signing a legal document. Read the fine print about the length of Enlistments, etc.

Earning a College Degree in the Military

<https://www.youtube.com/watch?v=XSipeAaD02I>



MILITARY CAREERS

CHECKLIST FOR SENIORS ENLISTING IN THE MILITARY

Military Branch _____

Complete High School Graduation Requirements: YES ☐ NO ☐

Register with Selective Services (required for 18-year-old males) YES ☐ Date: _____

Recruiter Visit: YES ☐ Date of Visit: _____ NO ☐

Recruiter's Name: _____

Recruiter's Telephone Number: _____

Complete ASVAB with Qualifying Score: YES ☐ Date: _____ Score: _____ NO ☐

Qualifications for Enrollment:

Age: _____ In order to join the service, you must be 18 (or 17 with permission from your parent or guardian) and a U.S. citizen or legal immigrant holding permanent resident status.

High School Diploma: YES ☐ NO ☐ Most enlisted personnel need at least a high school diploma, while officers need a Bachelors or an advanced degree.

Military Physical, Height, and Weight Requirements:

Military Career Plan: _____

Military Educational Plan: _____

Benefits: _____

Advancement Opportunities: _____

Submit Transcript: YES ☐ Date: _____

Submit References: YES ☐ Date: _____

1. _____

2. _____

3. _____

For more information, contact your nearest recruiter listed in the phone book or call one of the following toll free numbers:

U.S. Army | 800-USA-ARMY | www.goarmy.com

U.S. Navy | 800-USA-NAVY | www.navy.com

U.S. Air Force | 800-423-USAF | www.airforce.com

U.S. Marine Corps | 800-MARINES | www.marines.com

U.S. Coast Guard | 877-NOW-USCG | www.gocoastguard.com

Air National Guard | 800-TO-GO-ANG | www.ang.af.mil

Army National Guard | 800-GO-GUARD | www.nationalguard.com

NAVIGATION/KEY

Click the links below to jump to
respective page.ACADEMIC & CAREER
PLANNING

CAREER FIELDS

Agriculture, Food &
Natural ResourcesArts, Communications, &
Information SystemsBusiness, Management,
& AdministrationEngineering,
Manufacturing, &
TechnologyHealth Science
Technology

Human Services

HIGH SCHOOL ACADEMIC
COURSE OFFERINGS

ENGLISH



MATH



SCIENCE



SOCIAL STUDIES



SPECIAL EDUCATION



WORLD LANGUAGE



ART



BUSINESS & MARKETING



COMPUTER SCIENCE



ENGINEERING & TECH ED



HEALTH, P.E. & DRIVER ED



JROTC



MUSIC



COLLEGE/DUAL ENROLL

CAREER BASED LEARNING



CPAVTS (Vo-Tech)



Cooperative Education



Pathway Internship



Job Shadowing

LIFE AFTER HIGH SCHOOL



Colleges/Universities



Military Options



Workforce



Apprenticeships

Entering the Workforce
After High School

GENERAL JOB SEARCH

<https://www.jobgateway.pa.gov/>

In JobGateway®, job-seekers have access to more than 200,000 job openings. You can create and upload a resume and make yourself available to thousands of employers. JobGateway® will also recommend jobs for you based on your preferences.

<http://www.bls.gov/ooh/>

The U.S. Department of Labor: Occupational Outlook Handbook. This web site takes users to an A-Z occupation search. To use this site you should have an idea of a career you would like to research. For example if you are interested in welding; select W for welding then select the career. The site will give you information regarding the career such as: nature of work, working conditions, employment, training required, job outlook, how much you will earn, related occupations, and sources of additional information.

FEDERAL GOVERNMENT EMPLOYMENT/INTERNSHIPS:

<https://www.usajobs.gov/>

Federal government's job database for full-time, internships, part-time and temporary positions. Includes jobs and internships for students and recent graduates.

gogovernment.org/

A student-centered website with a wealth of information on opportunities in the federal government. Information on preparing your application, interest-specific career guides, agency profiles and profiles of young federal employees.

<https://www.usa.gov/>

Search an A-Z listing of federal agencies.

STATE GOVERNMENT EMPLOYMENT/INTERNSHIPS:

The Commonwealth of Pennsylvania offers employment opportunities in over 2,000 job classifications, all of which fit into two broad categories: non-civil service or civil service.

<http://www.scsc.pa.gov/> - PA Civil Service Employment<http://www.employment.pa.gov/> - PA Non-Civil Service Employment<http://www.scsc.pa.gov/Job-Seekers/Pages/Commonwealth-Internship-State-Government-Internship-Extertnship-Opportunities>

Entering the Workforce After High School

CHECKLIST FOR SENIORS

Post High School Work Goal: _____

Complete High School Graduation Requirements: YES ☐ NO ☐

Register with Selective Services (required for 18-year-old males): YES ☐ Date: _____

Job Skill(s):

Resume Completed: YES ☐ Date Completed: _____ NO ☐

Complete Job Search with Career Counselor or Individually – Date: _____

Review Application and Interviewing Skills: YES ☐ NO ☐

Complete Employment Application(s):

Employer(s)	Date(s)	Follow-Up
1.		
2.		
3.		
4.		

Apprenticeship Opportunities

NAVIGATION/KEY

Click the links below to jump to respective page.

ACADEMIC & CAREER PLANNING

CAREER FIELDS



Agriculture, Food & Natural Resources



Arts, Communications, & Information Systems



Business, Management, & Administration



Engineering, Manufacturing, & Technology



Health Science Technology



Human Services

HIGH SCHOOL ACADEMIC COURSE OFFERINGS



ENGLISH



MATH



SCIENCE



SOCIAL STUDIES



SPECIAL EDUCATION



WORLD LANGUAGE



ART



BUSINESS & MARKETING



COMPUTER SCIENCE



ENGINEERING & TECH ED



HEALTH, P.E. & DRIVER ED



JROTC



MUSIC



COLLEGE/DUAL ENROLL

CAREER BASED LEARNING



CPAVTS (Vo-Tech)



Cooperative Education



Pathway Internship



Job Shadowing

LIFE AFTER HIGH SCHOOL



Colleges/Universities



Military Options



Workforce



Apprenticeships

WHY CONSIDER AN APPRENTICESHIP?

The United States skills gap...

Four years of college isn't for everyone and the job market isn't set up for everyone to need a four-year degree. Trade jobs account for 54% of the labor market*, and in 2017 approximately 40% of job growth will be the estimated 2.5 million new middle skill* jobs that are being added to the workforce. The United States has a skills gap, meaning there are more job opportunities than there are skilled labor to fill them.

WHAT IS APPRENTICESHIP?

An apprenticeship is a combination of on the job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs are operated on a voluntary basis by employers, employer associations, or management and labor groups (unions). The Federal and State Governments are also involved in that they promote the establishment of apprentice programs and in that they provide technical assistance to program sponsors. The related classroom instruction is usually given in the program sponsor's training facility. Most trades require four to five years to complete a program.

Apprenticeship programs

A typical apprentice is a person who is—

At least 16 years old;

Being trained on the job in a particular trade by a skilled worker as part of a planned program;

Taking classroom instruction (through adult education, at a community college, or in regular school if on a part-time job); and

In training anywhere from one to six years (depending upon the trade—averaging three to four years).

Additional facts

Employment is based on supply and demand

The person wanting an apprenticeship may apply to and have a contract with one of the following:

An employer in the trade

The association of employers

The joint apprenticeship committee

The organization of employees registered with the apprenticeship council

For further information about specific apprenticeship programs in Pennsylvania, visit the Pennsylvania Apprentice Coordinators Association: <http://www.apprentice.org/index.html>

* Data Source: "Wanted: Factory Workers, Degree Required" The New York Times (2017)

** Data Source: "Where the Jobs Are: The New Blue Collar" USA Today (2014)





PENNSYLVANIA APPRENTICE COORDINATORS ASSOCIATION

Joint Apprentice Training Committee

Pennsylvania Apprentices Coordinators Association: <http://www.apprentice.org/index.html>

Architectural Metal & Glass Workers (Glaziers) <http://www.apprentice.org/glaziers.html>

Glaziers cut and install all types and sizes of glass such as plate glass, custom glass, window glass, obscure glass, mirrors and leaded glass panels and curtain wall. They also fit and install aluminum entrances, sidelights and show windows, as well as plastic and porcelain panels in metal and wood frames.

Boilermakers <http://www.apprentice.org/boilermaker.html>

Boilermakers build and repair steam and hot water boilers that are used in a wide variety of commercial and industrial settings.

Bricklayers and Allied Crafts <http://www.apprentice.org/bricklayers.html>

Bricklayers build walls, partitions, arches, fireplaces, chimneys and other structures from bricks, blocks, structural tile and other pre-made materials. Specialty areas include bricklayers, terrazzo workers, pointers, cleaners and caulkers, stonemasons, tile and marble setters, tile and marble finishers.

Carpenters, Floorlayers & Allied Trades <http://www.apprentice.org/carpenters.html>

Carpenters construct, erect, install and repair commercial and residential structures and fixtures of wood, plywood and wallboard. They erect framework in buildings, including sub-flooring, partitions and rafters, and install molding, wood paneling, cabinets, windows, doors and hardware as well as building forms for concrete work, building stairs and laying floors.

Drywall Finishers <http://www.apprentice.org/drywall.html>

Residential, industrial and commercial painters prepare surfaces and apply paint to walls and moldings, indoors and outdoors. Industrial work may include bridges, tanks, powerhouses, sandblasting and spray painting. Commercial work can involve painting/brush and roll, and wall covering.

Electricians (IBEW) <http://www.apprentice.org/electricians.html>

Electricians plan, install, maintain and test electrical circuitry and appliances for heating, lighting, communications and power, as well as in air conditioning and refrigeration systems in homes, commercial buildings and factories.

Elevator Constructors <http://www.apprentice.org/elevator.html>

Complete installation, service and maintenance of all residential, commercial and industrial elevators, escalators, moving walks or any other form of people-moving and vertical transportation systems.

Heat & Frost Insulators <http://www.apprentice.org/insulators.html>

Insulators install insulation in both industrial and commercial mechanical systems, such as piping, boilers, duct work, storage tanks and equipment for the purpose of energy savings and burn protection, and to control system heat transfer and condensation.

Iron Workers <http://www.apprentice.org/ironworkers.html>

Ironworkers erect structural steel, install reinforcing steel, metal floor and roof decking, and assemble and install decorative curtain wall. They also move heavy machinery and assemble pre-engineered buildings.

Laborers <http://www.apprentice.org/laborers.html>

Work done by Construction Craft Laborers can include the construction, remodeling and demolition of buildings, dams, bridges, airports, streets, sewers, tunnels, etc. Typically, a laborer may do placement of asphalt and concrete, assisting brick masons, carpenters, and plaster masons, earth compaction, pavement breaking, landscaping, pipe laying, cleanup, flagging environmental remediation, cutting and burning steel, rigging, sandblasting, etc.

Operating Engineers http://www.apprentice.org/op_engineers.html

Operating Engineers operate and maintain heavy construction equipment such as cranes, backhoes, loaders, scrapers and bulldozers for use in the construction of buildings, factories, roads, dams, power plants and bridges.



Painters, Wallcoverers <http://www.apprentice.org/painters.html>

Residential, industrial and commercial painters prepare surfaces and apply paint to walls and moldings, indoors and outdoors. Industrial work may include bridges, tanks, powerhouses, sandblasting and spray painting. Commercial work can involve painting/brush and roll, and wall covering.

Plasterers & Cement Masons <http://www.apprentice.org/plasterers.html>

Plasterers mix and apply coats of standard and decorative plasters, both inside and out. Cement masons smooth and finish exposed concrete surfaces on projects such as walls, floors, steps, sidewalks, driveways and roads.

Plumbers <http://www.apprentice.org/plumbers.html>

Plumbers design, install and maintain sanitary, storm, water supply and gas service lines, plumbing fixtures and mechanical equipment. Steamfitters install and service pipes and measuring devices in water and steam pressure systems, air-conditioning and refrigeration systems, and power and fuel facilities.

Roofers & Waterproofers <http://www.apprentice.org/roofers.html>

Roofers install roofs on structures in a variety of materials, including shingles, slate and tile, hot tar, rubber, plastics and composites.

Sheet Metal Workers <http://www.apprentice.org/smw.html>

Sheet Metal Workers build products from sheets of steel, aluminum, copper and other metals, and install the finished products. They are responsible for heating, air conditioning and ventilation of commercial buildings and homes. They also design and fabricate fascia, flashing, awnings, gutters and metal roofs, as well as kitchen equipment and exhaust systems.

Sprinkler Fitters http://www.apprentice.org/sprinkler_fitters.html

Pipe Fitter specialists in Fire Protection. They install, test, inspect and certify Fire Suppression systems of all types. A Fire Suppression System can be designed, fabricated, and installed for virtually any and all types of structures.

Steamfitters <http://www.apprentice.org/fitters.html>

Plumbers design, install and maintain sanitary, storm, water supply and gas service lines, plumbing fixtures and mechanical equipment. Steamfitters install and service pipes and measuring devices in water and steam pressure systems, air-conditioning and refrigeration systems, and power and fuel facilities.





WEST SHORE SCHOOL DISTRICT

Board of School Directors

Judith A. Crocenzi, President
Frank J. Kambic, Vice President
Thomas C. Falvo, D.O.
Brian K. Guistwhite
Sheri D. Moyer
Deborah B. Schwager
Abigail A. Tierney
Kelli C. Williamson
Michael J. Wilson

Non-Members

Ryan E. Argot, Ed.D., Secretary
Melinda L. Stuck, Treasurer
Michael W. King, Esq., Solicitor

Administration

Todd B. Stoltz, Ed.D., Superintendent
Jamie A. Whye, Ed.D., Assistant Superintendent

The West Shore School District will not discriminate on the basis of race, color, age, creed, religion, sex, gender, gender identity, sexual orientation, ancestry, marital status, pregnancy, national origin, or disability in accordance with state and federal laws governing educational and vocational programs and in its recruitment and employment practices. Inquiries concerning the application of Title VII, Title IX, Section 504, the ADA, and the implementing regulations may be referred to the Director of Human Resources, 507 Fishing Creek Road, P.O. Box 803, New Cumberland, PA 17070-0803, telephone (717) 938-9577.