

York County School of Technology



2019–2020 Educational Planning Guide

Mission Statement

The York County School of Technology is dedicated to providing a dynamic program that integrates high quality cutting-edge technical training with a strong academic education emphasizing critical thinking, problem solving, decision making, and team-building skills that lead to the development of compassionate lifelong learners who understand and value the unique differences of other individuals and cultures.

Core Values

In order to accomplish our mission, the York Tech Community has embraced the following values:

Professionalism: Spartans are on time, prepared and engaged.

Empathy: Spartans are kind, understanding and supportive.

Innovation: Spartans are bold and creative problem solvers.

Optimism: Spartans are positive, constructive and helpful.

Integrity: Spartans are honest, trustworthy and responsible.

Perseverance: Spartans are steadfast in the pursuit of success.

“An Educational Community Dedicated to Student Achievement”

Introduction

The staff at York County School of Technology is committed to helping every student be successful in their academic and career endeavors. The goal of our academic programs is to prepare all students for the next step in their lives after leaving YCST.

This course selection guide is a resource to be utilized by parents and students to enable all students to make informed decisions about their academic courses in preparation for post-secondary education. Efforts have been made to offer a wide range of courses to suit the needs of all of our students. Please review the graduation requirements in making your selections.

When planning your academic courses, you should consider the student's...

- Educational goals and career interests.
- Past and present academic achievement.
- Ability and work ethic.
- Graduation requirements.
- Desired courses and level of difficulty of each course.
- Special programs (i.e. Advanced Placement, Dual Enrollment, College in the High school).

Please look carefully at the course offerings as well as the various levels of courses available. We strongly encourage all students to choose the most rigorous academic program possible in order to ensure that when they graduate that they are career and college ready.

The York County School of Technology shall not discriminate against any student, employee or applicant for admission or employment, or in its activities or programs, on the basis of race, color, religious creed, ancestry, union membership, age, gender, sexual orientation, gender expression or identity, national origin, AIDS or HIV status, or disability. Inquiries may be directed to Mr. Gerry Mentz, Director of Student Services, at 2179 S. Queen Street; York, Pennsylvania 17402; or 717-741-0820 x5108. Email GMentz@ytech.edu.

La Escuela de Tecnología del Condado de York no discriminará a ningún estudiante, empleado o solicitante de admisión o empleo, ni en sus actividades o programas, por raza, color, credo religioso, ascendencia, afiliación sindical, edad, sexo, orientación sexual, la expresión o la identidad de género, el origen nacional, el SIDA o la condición de VIH, o la discapacidad. Las preguntas pueden dirigirse al Sr. Gerry Mentz, Director de Servicios Estudiantiles, al 2179 S. Queen Street; York, Pennsylvania 17402; o 717-741-0820 x5108. Correo electrónico GMentz@ytech.edu.

School Counseling Services

The comprehensive counseling program is devoted to meeting the academic, career and personal/social needs of all students through collaboration with sending school districts, community employers, parents, students, and faculty/administration in order to prepare them for post-secondary and career success.

We believe that all students are unique and have dignity, value, and the right to be treated with respect. All students have the potential to succeed in the three major domains of student development: personal/social, academic and career.

Robyn Albright (Ext. 5101)

ralbright@ytech.edu

- **Engineering Tech/Advanced Mfg.**
- **Information Technology**
 - **Computer Programming & Interactive Media**
 - **Electronics/IT Support**
 - **IT Systems Management**
 - **Network Systems & Cyber Security**
- **Medical Professions**

Courtney Hershey (Ext. 5304)

chershey@ytech.edu

***Deven Donovan – Long Term Sub**
ddonovan@ytech.edu

- **Architectural Construction & Design**
- **Carpentry & Construction Technology**
- **Electrical Occupations**
- **HVAC (Heating, Ventilation, Air Conditioning/Plumbing)**
- **Landscaping & Agriculture**
- **Precision Metal Machining**
- **Welding & Metal Fabrication**

Nola Bassett (Ext. 5214)

nbassett@ytech.edu

- **Automotive Technology**
- **Collision Repair Technology**
- **Criminal Justice**
- **Diesel Technology**
- **Licensed Cosmetology**
- **PowerSports Technology**

Nick Snider (Ext. 5212)

nsnider@ytech.edu

- **Commercial & Advertising Art**
- **Communication Technology**
- **Culinary Arts**
- **Dental Assisting**
- **Early Childhood Education**
- **Sports Technology & Exercise Science**

Mr. Gerard Mentz
Director of Student Services
717-741-0820 Ext. 5108
gmentz@ytech.edu
Admissions & Recruitment

Mrs. April Bupp
Administrative Assistant to
Director of Student Services
717-741-0820, Ext. 5112
abupp@ytech.edu

Mr. Joseph Terch
Supervisor of Special Education
717-741-0820, Ext. 5102

Mrs. Rebecca Gross
Special Education Secretary
717-741-0820, Ext. 5105
rgross@ytech.edu

Career Planning

Educational and career counseling is available for students desiring to continue their education or directly enter the workforce after they graduate from high school. Informational brochures from both two-year and four-year colleges, armed services, and career related resources are located in the Guidance Office. This information is available to students and parents. Career exploration tools are available through our computer program, "Career Cruising". This software offers students the chance to explore a variety of careers through interest inventories, action plans, and ability profilers. Computer access is also available to students interested in exploring career opportunities. Students have access to information concerning tests such as PSAT, SAT, ACT, and ASVAB, as well as information about scholarships, grants, and loans.

Career Planning Timeline

Post-Graduation Planning:

Throughout your high school career, you can learn real world skills which can help you prepare for your future. No matter your plans after high school, colleges, trade schools, apprenticeships, employers, and the military, etc. will look for several common qualities. Here are some recommendations for exploring your options, making decisions about your future, and making yourself an excellent candidate for whatever path you choose:

- Challenge yourself as much as possible by selecting courses with the appropriate amount of rigor. Keep up with your school assignments and plan ahead for deadlines. Do your best and successfully pass all courses.
- Think about your *spark* and consider the types of careers that would be a potential match. Choose a career that fits your skills, personality, and interests. Utilize www.pacareerzone.org or www.careercruising.org to research career choices and determine post-secondary requirements.
- Consider taking elective classes now to help establish a direction for the future. Look at the courses offered and determine if any may help in your career decision-making. Taking a class can re-affirm your interest in a field and build on your skills.
- Find ways to get involved in your school by participating in extracurricular activities that match your interests. York Tech has many clubs, sports, activities, and programs that provide students with the opportunity to enrich their lives outside of the school day.
- Build your character and leadership by volunteering your time to help others in your community. Volunteer experience be a meaningful way to utilize your strengths to help others. It can also help you network with professionals and form connections that may benefit you in the future.

Workforce Planning

- Be sure to do your best in all courses. How you perform in high school lets employers assess what type of employee you will make and how hard you will work for them. A good work ethic in school represents a good work ethic in life. Potential future employers may request to see your high school transcript and take a close look at your grades.
- Earn industry certifications through your technical program.
 - Talk to your technical teacher to find out what industry certifications are available in your technical program.
 - Explore what careers are available with each certification and how earning it may benefit you in the future.
 - Work toward the certifications that will help you in your chosen career path.
- Learn more about your careers of interest by participating in job shadowing opportunities.
 - You can arrange to spend a day with a professional who has the career in which you are interested.
 - These types of opportunities give you a small taste of what you may face in your day to day work if you pursue a career in that field.

- Ask the employer questions regarding their daily responsibilities, likes, dislikes, what skills are needed for employment, etc., and think about how their answers align with your preferences.
- Ask the employed adults that you know what they like and dislike about their jobs. Many factors go into job satisfaction – job location, daily stresses, colleagues, salary, etc. Think about what is a priority to you and the kind of lifestyle you want to live. The more informed you are, the more prepared you will be when you start your career.
- Get some experience through an internship, part–time, or summer job.
 - These are great ways to get some real world experience in a field that interests you.
 - In addition, you will have the opportunity to meet professionals who do what you hope to do. Ask questions, find out the challenges they face, and learn from their experiences.
 - Experiences like this look terrific on an employment application and can help you obtain references.
- Consider participating in York Tech’s Cooperative (Co-op) Education Program.
 - Co–op is a terrific way to gain experience working in your technical field while also earning high school credits and earning money.
 - Speak with your counselor, technical teacher, and the Co-op coordinator to help determine if you will be eligible for Co-op.
- Develop a resume.
 - Employers will love to see a professional resume that describes your background.
 - Be sure to include your contact information, extracurricular activities, volunteer experiences, previous work experiences, technical skills learned at York Tech, and any awards or honors you have received.
 - Utilize your task list to enhance your resume and show evidence of your skills.
 - Make sure you proofread. Have at least one other person check your resume to make sure it is free from errors.
- Practice your interviewing skills.
 - A job interview is one of the most important parts of the application process and will often determine if you are hired for a job. Being prepared is extremely important.
 - Research common interview questions and begin to think about how you might answer those questions.
 - Have a parent, guardian, or friend conduct a “mock interview” with you to give you a chance to practice your interviewing skills.
 - Things to consider before, during, and after a job interview:
 - Dress professionally and be sure your hygiene is appropriate.
 - Be sure you know where to go for the interview. Know how long it will take you to get there, and arrive 5–10 minutes early.
 - Introduce yourself to the interviewer and shake his or her hand.
 - Bring a copy of your resume, your technical certifications, and your task list to show to the employer.
 - Be confident in yourself and your answers.
 - Be sure to have 1–2 questions to ask the interviewer about the job or the company.
 - Thank the interviewer for the opportunity to meet with them before you leave, and be sure to send a follow up thank you letter within 1–2 days.

Military Planning

Grade 10

- Begin exploring/researching all of the options the military has to offer:
 - What are the benefits of joining the military?
 - What are the qualifications to join?
 - What is the difference between each of the branches (Army, Air Force, Navy, Marines, National Guard, and Coast Guard)? Each branch has something different to offer.

- Active Duty, National Guard, or the Reserves.
- Officer vs. Enlisted.
- Regulation vs. Business Rules.
- When doing your research, make a list of questions to ask a recruiter.
- Explore www.march2success.com – a website that provides an online study program to help students prepare for standardized tests, improve school work, and review materials.
- Consider signing up for “Lunch with a Recruiter” at school. You can sign-up in the High School office.
- When making course selections, consider what the military may be looking for. The military recommends students take as many classes as possible in math, English, and science.
- Research requirements for enlistment (ASVAB minimum required scores, high school diploma, etc.). Passing the ASVAB is required for enlistment, and earning a high score can lead to more job opportunities within each branch.
- Research physical fitness requirements for enlistment and begin a fitness program.

Grade 11

- Begin narrowing down your choices of military branches.
- Meet with recruiters at your local recruiting office to further discuss the process and career opportunities.
- Take the ASVAB (Armed Services Vocational Aptitude Battery) in the spring.
 - York Tech offers the test free of charge to any interested students in December and April.
 - Sign-up in the High School office.
 - You must have a permission form signed by your parent prior to taking the exam.
- Speak with your counselor to ensure that you are on track for graduation. A high school diploma is required for enlistment.
- Begin or continue and exercise regimen.

Grade 12

- Meet with recruiters at your local recruiting office or at “Lunch with a Recruiter” to further discuss the process and career opportunities.
- Take the ASVAB (Armed Services Vocational Aptitude Battery) in the fall.
 - York Tech offers the test free of charge to any interested students in December and April.
 - Sign-up in the High School office.
 - You must have a permission form signed by your parent prior to taking the exam.
- The military recommends that student participate in their after school basic training preparation program. Reach out to your recruiter for more information. If unable to participate with the recruiter, it is recommended that your exercise and get in shape on your own.
- Speak with your counselor to ensure that you are still on track for graduation, and be sure to pass all of your classes. A high school diploma is required to complete the enlistment process.
- Complete your enlistment paperwork in the spring and finalize your basic training date with the recruiter.
- Inform your high school counselor when you have finalized your enlistment and which branch you have chosen.

College Planning:

Grade 10

- Explore the Honors courses York Tech has available and consider enrolling. Colleges prefer to see that students are challenging themselves.
- Begin researching potential post-secondary institutions online and visit the campuses if able.

- Consider taking the PSAT in October. The scores will not count for National Merit Scholar consideration in your sophomore year, but it is valuable practice for when you take the PSAT again in your junior year (when the scores will count). You will receive your scores in December.
- Continue with or consider taking a world language as an elective. Many post–secondary schools have a language requirement.

Grade 11

Fall of 11th grade year:

- Continue with or consider taking a world language as an elective. Many post–secondary schools have a language requirement.
- Take the PSAT/NMSQT in October.
 - York Tech provides the test to all 11th grade student at no cost.
 - 11th grade students are eligible for the NMSQT scholarship program. Speak with your counselor for more information on qualifying scores.
 - You will receive your scores in December.
- Meet with college representatives who visit the Guidance Office.
- Ask for a preview of your academic record and profile, determine what gaps or weaknesses there are, and get suggestions on how to strengthen your candidacy for the schools in which you are interested.
- Attend Financial Aid Night in October at York Tech. A representative from PHEAA speaks to students and parents/guardians about the financial aid process.
- Attend the York Regional College Fair at York College in October.

Spring of 11th grade year:

- Students pursuing a bachelor's degree or higher, register for the SAT (www.collegeboard.org) or ACT (www.act.org) and take the test during one of the spring offering dates.
 - If you qualify for free/reduced lunch at school, come to high school office to receive a fee waiver.
- Visit colleges and begin narrowing down your options. Consider the following:
 - Does the school have the major I need to achieve my career goals?
 - Am I able to afford the school?
 - Do I see myself attending this school for the next 1–4 years?
- Make appointments with post–secondary schools for summer visits and meetings with admissions office/financial aid office.
- Determine what it takes to gain admission to the college(s) of your choice, in addition to GPA and test score requirements.

Grade 12

September

- Check your transcripts to make sure you have all the credits you need to get into your college(s) of choice. Find out from the colleges to which you are applying whether or not they need official copies of your transcripts (transcripts sent directly from your high school) sent at the time of application.
- Register for October/November SAT Test, ACT tests.
- Finalize your list of schools where you plan to apply. It is recommended that you apply to 3–5 post–secondary schools with at least one you feel confident that you meet all of the admissions requirements. Double–check the deadlines and apply.
- Most early decision and early action applications are due between October 1 and November 1. Keep this in mind if you intend to take advantage of these options, and remember to request that your high school send your official transcripts to the college to which you are applying.

October

- Submit the Free Application for Federal Student Aid (FAFSA) on or after October 1. Contact the Financial Aid Office to see if you need to complete additional financial aid forms and check into other financial aid options. In order to be considered for financial aid, you will need to submit these forms even if you have not yet been notified of your acceptance to the college(s) to which you applied.
 - Go to the FAFSA on the Web (www.fafsa.gov) to complete the form or complete a paper FAFSA. There is no cost to submit the FAFSA form.
 - If you completed the FAFSA, you should receive your Student Aid Report (SAR) within 2–3 weeks if you applied via paper. If you applied on–line, you can receive results via e–mail by the next business day after electronic submission. If you need to make corrections, do so and return it to the FAFSA processor promptly.
- Take the SAT and/or ACT tests. Have the official scores sent by the testing agency to the colleges/universities that have made your final list of schools.
- Continue thinking about and beginning writing (if you have not already started) any essays to be included with your applications.

November

- Submit your college admission applications.

December

- Early decision replies usually arrive between December 1 and December 31.
- If you have not already done so, make sure you send your official test scores to the colleges to which you are applying.

January

- Request that your high school send your official transcripts to the colleges to which you are applying.
- Contact the admissions office of the college(s) you have applied too to make sure that they have received your information, and that they have everything they need from you.

February

- Complete scholarship applications.
- Contact the financial aid office of the college(s) to which you have applied to make sure that your information has been received, and that they have everything they need from you.

March/April

- If you have not received an acceptance letter/email from the college(s) to which you applied, contact the admissions office.
- Compare your acceptance letters, financial aid and scholarship offers.
- When you choose a college that has accepted you, you may be required to pay a non–refundable deposit for freshman tuition (this should ensure your place in the entering freshman class).

May

- Take the Advanced Placement (AP) exams for any AP courses you completed in high school.
- You should make a decision by May 1 as to which college you will be attending and notify the school by mailing your commitment deposit check. Many schools require that your notification letter be postmarked by this date.
- If you were placed on a waiting list for a particular college, and have decided to wait for an opening, contact that college and let them know you are still very interested.

June

- Have your school send your final transcripts to the college that you will be attending.
- Contact your college to determine when fees for tuition, room and board are due.

The College Admission Decision

The most important factor that admissions staff at post–secondary schools will consider is the applicant’s academic record from high school. Many consider it to be the best indicator for success in college. The program of study, specific courses, and the grades the students earned are aspects of the record that will

be appraised. Special attention will be given to the challenging courses the student has completed. The students overall grade point average will also be considered. A student's class rank is an important means of showing the level of competition the student has encountered and how she/he achieved relative to the competition. Most colleges will look for the applicant to rank in (at the very least) the top half of the class. Colleges that are more selective may expect the student to rank in the top 10–25% of the class.

In order to apply for admission to the majority of colleges, students are required to take tests issued by the College Entrance Examination Board or the American College Testing Program. The PSAT/NMSQT is given to all juniors at York Tech in October. The SAT is generally taken in the spring of the junior year and again in the fall of the senior year. The ACT is given in the fall of the school year. More information about the SAT and the ACT is available at www.collegeboard.com or www.actstudent.org.

Academic Programs

Advanced Placement Courses & Examinations

Sponsored by the College Board, the AP program is a cooperative educational endeavor between secondary schools and colleges/universities. This program provides motivated high school students with the opportunity to take college-level courses in a high school setting. Students who take AP courses not only gain college-level skills but with qualifying AP exam scores, they may also earn college credit, advanced placement, or both at participating colleges/universities.

The Advanced Placement Examinations are administered each year in May. Students are required to pay a fee for each examination. AP exam scores are reported on a 5-point scale. Individual colleges, not the College Board or AP Program, grant course credit and placement. More information on the AP Examinations is available at www.collegeboard.com.

Students who register and pay for an AP Exam may take the AP Skills elective during the second semester.

Honors Classes

Students should challenge themselves by enrolling in honor classes. To enroll in an honors class, the student should earn a 80% or better in the class immediately preceding the honors class and have the recommendation of their teacher.

College in the High School

This program enables qualified, motivated high school students the ability to enroll in college-level courses that are taught during the school day by a high school teacher/HACC adjunct. These courses will have the same requirements and rigor as courses taught at the HACC campuses. Students will receive both high school and college credit by enrolling in this program. At the current time, we offer the following programs:

BIOL105 – Medical Terminology (1 credit)
CAD156 – AutoCad for Architects (1 credit)
ARCH135 – Codes & Specifications (1 credit)
ARCH130 – Construction Materials & Methods (1 credit)
GTEC110 – Construction Print Reading (1 credit)
ARCH111– Architectural Graphics 1 (1 credit)
ARCH253 – Sustainable Architecture (1 credit)

Courses for Information Technology are pending

Dual/Concurrent Enrollment Programs

York College, Penn State–York, and Harrisburg Area Community College provide the opportunity for students to complete college credits during their junior and senior year of high school. Juniors and seniors may be permitted to take selected courses at the college campus to complement their high school curriculum. Parents and students should consider this option for any student wanting to earn college credit while enrolled in high school. For more information, interested students should see their school counselor.

English Learner Program (ESOL)

The English Learner (EL) Program is a Language Instruction Education Program (LIEP) intended to facilitate school wide compliance with applicable federal and state law in the education of language–diverse students. The EL Program provides instruction in English/Language Arts using strategies intended to overcome language barriers and grant students meaningful access to the General education curriculum. The program consults with teachers of English Learners to support accessibility and parent inclusion. It also monitors civil rights adherence, administers mandated language assessment, reviews and convenes meetings based on the academic progress of ELs and former ELs, provides professional development opportunities to school personnel, and submits accountability data to the PA Department of Education.

International Baccalaureate Career Program (IBCP)

The York County School of Technology is an International Baccalaureate Career Program (IBCP) candidacy school. Pending final authorization in the spring of 2018, York Tech will offer the IBCP Program beginning in the 2018–2019 school year. This is a 2–year program, beginning in the student’s 11th grade (junior) year.

The IBCP Program “is a framework of international education that incorporates the values of the International Baccalaureate into a unique program addressing the needs of students engaged in career–related education. The program leads to further/higher education, apprenticeships or employment. The IBCP was specifically developed for students who wish to engage in career–related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross–cultural engagement.”

Students who apply and are accepted into the IBCP Program will incorporate their technical program, four core components, and a minimum of two upper level (IB) academic classes referred to as Diploma Program (DP) courses. Listed below are the requirements and options for IBCP students.

Requirement 1: Career Related Study (CRS)

Please reference Career and Technical Education course descriptions.

Requirement 2: Core

Personal Professional Skills Course (PPS) –This course aims to develop responsibility, practical problem–solving, good intellectual habits, ethical understanding, perseverance, resilience, an appreciation of identity and perspective and an understanding of the complexity of the modern world. Emphasis is placed on the development of skills needed to successfully navigate higher education, the workplace and society.

Through PPS, students develop:

- Good intellectual habits.
- Practical problem–solving skills.
- Self–awareness and an appreciation of identity, individual strengths and individual limitations.
- An appreciation of ethical issues relating to his or her personal, social and work experience.
- An awareness of his/her own perspectives as one of many perspectives, and one that has been shaped by contingent cultural factors.

- Intercultural awareness.
- The skill of communicating clearly and coherently.
- Personal and interpersonal skills for the workplace and beyond.
- The skills of reflection and critical thinking in personal, social and professional situations.
- An understanding that many questions, issues or problems do not always have simple right or wrong answers.
- Internally Assessed.

Language Development – ensures that all CP students have access and exposure to a second language. The opportunity to learn a second language is a central tenet of an IB education and increases students' understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, backgrounds and contexts. It develops students' oral, visual and written linguistic and communicative abilities. Language development is a crucial role of an IB education; therefore, all IBCP students are required to undertake language development in which they need to improve their language proficiency in a target language other than their best/mother tongue language. A minimum of 50 hours is expected to be devoted to language development.

*Students are required to complete an electronic language development portfolio (due in March, senior year). The language portfolio enables students to reflect on their learning and chart their progress in developing language skills and intercultural experiences. The language portfolio is a private document for the student to reflect on their learning.

Reflective Project – is an extended piece of reflective work that can be submitted in a variety of formats. It emphasizes the ethical dilemma associated with a particular issue drawn from the student's separately awarded/certified career-related studies. The reflective project will be submitted at the end of the 12th grade and will be an opportunity for the students to draw together the various strands of their studies. It can be submitted in any of the IB working languages (English, French or Spanish). Students should devote a minimum of 50 hours (in and out of class). Two options for student to complete Reflective Project:

Option 1

A written essay (maximum 3000 words) plus reflection (maximum 1000 words) — Reflections on planning and progress form.

Option 2

A written essay (1500–2000 words) accompanied by an additional format (film, oral presentation, interview, play or display) plus reflections (maximum 1000 words) — Reflections on planning and progress form.

Service Learning – is the practical application of knowledge and skills toward meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

- Students should devote a minimum of 50 hours (in and out of class).
- Student must complete Service Learning Portfolio.
- Internally assessed.

Requirement 3: Two diploma program (DP) courses; one must be taken over 2 years

IB Biology (SL) – 1 year

The core principle of SL Biology is to develop a broad understanding of the concepts while enhancing the students' critical thinking skills. There are four basic biological themes that run throughout the course: structure and function, universality versus diversity, equilibrium within systems, and evolution. A variety of topics are covered: statistical analysis, cells, the chemistry of life, genetics, ecology and evolution, and

human health and physiology. Along with the theoretical aspects of the topics, students also complete a practical component to further develop their application of the concepts. This component includes an interdisciplinary project with the other IB sciences. The International Baccalaureate aspect of the course culminates in May when the students take a two–day SL Biology external examination.

IB Design Technology (SL) – 1 year

The course focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes design technology within the DP sciences subject group. Inquiry and problem solving are at the heart of the subject. DP design technology requires the use of the DP design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In design technology, a solution can be defined as a model, prototype, product or system that students have developed independently. DP design technology achieves a high level of design literacy by enabling students to develop critical–thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. The International Baccalaureate aspect of the course culminates in May when the students take a two–day SL Design Technology external examination.

IB Language and Literature (HL) – 2 years

The language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non–literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non–literary texts. Together, the four parts of the course allow the student to explore the language in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. The International Baccalaureate aspect of the course culminates in May (senior year) when the students take a two–day SL Design Technology external examination.

IB Physics (SL) – 2 years

The purpose of the curriculum is to expose students to major scientific themes and demonstrate the connections and interactions that exist between the concepts. Scientific investigation is a major aspect of the IB internal assessment requirements and gives students an opportunity to design controlled experiments, properly analyze and present data, and communicate their observations through evaluation and conclusion. In addition, students are required to participate in a cross–discipline (Group IV) project that requires them to collaborate with all other science students in the IB program that is specifically assessed for personal skills and the ability to work within a team framework. The International Baccalaureate aspect of the course culminates in May (senior year) when the students take a two–day SL Physics external examination.

IB Psychology (SL) – 1 year

Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behavior. The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behavior and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course. The International Baccalaureate aspect of the course culminates in May when the students take a two–day SL Psychology external examination.

School to Career Services

Cooperative Education: Qualified students experience on the job training during their technical time at a training site that corresponds with their career program and advances their skills. A training plan is developed for each student. The students receive wages for their work and often employment is offered upon graduation. This program is open to seniors only. Cooperative Education (Co–Op) allows students to transfer learned skills from their technical program and apply them to “real world” experiences.

Internships: Students in specific programs intern during their technical time at a business site that corresponds with their career program. This gives students the opportunity to experience the career they are preparing for as well as advance their skills. Students may or may not receive wages for their work.

Mentoring: Students in specific programs are paired with a mentor from the business community based upon their career interests. These students are often highly motivated. This program is designed to give them additional knowledge and encourage them in their technical field. These students will often go on to further their education.

Job Shadowing: Students are encouraged to explore career opportunities through the Job Shadowing experience. Students observe an employer for one or two days with the recommendation of their technical teacher. Students may participate in three (3) Job Shadow opportunities per school year.

National Collegiate Athletic Association

Division 1 & 2 Student Athlete Eligibility – Students who want to compete in intercollegiate athletics at NCAA Division 1 & II colleges are required to meet certain initial–eligibility requirements. All student athletics must register with NCAA Initial–Eligibility Clearinghouse (www.eligibilitycenter.org) and meet the standards as listed on their website. If you are planning to participate in college sports, contact your counselor.

Graduation Requirements

Students who are attending York County School of Technology must take a full range of academic and technical program courses to complete the school’s minimum credit requirements for a high school diploma. York Tech will follow all State mandates regarding assessment and graduation requirements. Students meet regularly with their School Counselors to develop their programs of study and schedule all classes needed for graduation.

Subject Area	Credits Received
English	4
Social Studies	3
Mathematics	4
Science	3
Health & Physical Education	1
Technical – Must have 3 credits in senior year)	9
Electives (1 credit must be Computer Apps, Career Skills, Personal Finance, YES, or Entrepreneurship.)	3
Total Credits	27
Any student who does NOT meet graduation requirements by the last day of school for seniors will not participate in the Commencement ceremony. To receive a technical certificate, the student must graduate, complete their technical program, and take both portions of the NOCTI exam.	
Students must also meet all Keystone Test requirements as designated by the Pennsylvania Department of Education. The courses are marked with two red asterisks**.	

Promotion Requirements

Grade 9 to 10	A total of 7 credits are needed
Grade 10 to 11	A total of 12 credits are needed
Grade 11 to 12	Students must be able to schedule for all necessary courses required for graduation

Course Recovery

Students who fail a course may recover the course by one of the following means: YCST Summer School, Sending District Summer School, or approved on-line credit recovery course. (These students must still pass the Keystone Exams if applicable.)

Grading System

90–100%	Excellent
80–89%	Above Average
70–79%	Average
60–69%	Below Average, passing but does not carry recommendation
59% and below	Failure, does not meet minimum requirements for course, no credit will be given

Class Rank/GPA/Weighting of Classes

Class rank is the position of any one student in a graduating class to all other students in that class based on a weighted grade point average (GPA). Class rank is calculated at the end of each quarter and is cumulative for the student's high school career. Class rank is one of the criteria the colleges use to determine acceptance.

In order to compute a grade point average, use the following procedure.

English 11	Grade	x	Weight	x	Credit	Quality Points
	80		1.0		1.0	80

Total quality points divided by credits = GPA

Course Weights will be as follows:

Weight	Type of Course
0.9	Replacement Classes
1.0	All Regular Education Courses
1.1	Honors or Advanced Courses
1.2	Dual Enrollment, AP Courses. College in the High School

Honor Roll/Distinguished Honor Roll

Distinguished Honor Roll: A student who earns a GPA of 90 to 100 out of a possible 100 will be eligible for the distinguished honor roll. All subjects will be computed to figure the average. No grades below 85% will be permitted.

Honor Roll: A student who earns a GPA of 80 to 89.999 out of a possible 100 will be eligible for the honor roll. All subjects will be computed to figure the average. No grades below 75% will be permitted.

Testing

Testing Schedule for York Tech

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Keystone Exams: Algebra 1 Biology Required for Graduation	Keystone Exams: Algebra 1 Biology English 10 – Literature Required for Graduation	Keystone Exams: Algebra 1 Biology English 10 – Literature Required for Graduation	Keystone Exams: Algebra 1 Biology English 10 – Literature Required for Graduation
	ASVAB	ASVAB	ASVAB
	PSAT	PSAT or ACT	SAT or ACT
		Pre-NOCTI	Pre-NOCTI & NOCTI

Keystone Testing – The Pennsylvania Department of Education requires that York Tech assess all students in Algebra, Literature, and Biology. PDE has established academic standards that define what students should know and do in a core set of subjects.

Four proficiency levels define the student’s achievement on these assessments. These proficiency levels are as follows:

Advanced	Superior Academic Performance
Proficient	Satisfactory Academic Performance
Basic	Marginal Academic Performance
Below Basic	Inadequate academic performance

Students who score Basic or Below Basic on these assessments will be placed into remediation and will retake the exam.

General Information – Course Selection Process

York County School of Technology reserves the right to cancel any course(s) for which there is insufficient enrollment. If more students than can be accommodated choose an elective, seniors will be given preference since underclassmen may reschedule the following year.

The school day is from 8:10 a.m. until 3:00 p.m. consisting of four (4) periods with five (5) minutes passing time between periods. There are four lunch periods per day.

Course selection process will begin in January. Students must schedule eight credits per year. Student should consider their graduation requirements, career goals, abilities, and interests in this process. York Tech encourages all students to challenge themselves to reach their full potential.

Once we begin the school year, students are expected to continue with their decisions and make a commitment to be successful in the courses they selected. Unless the teacher states that the student is academically misplaced, changes in the courses may not be possible.

Guidelines for Course Selection

1. Students must select the required courses for graduation.
2. Read the description of each course selected and be familiar with the correct sequences for the program of study.
3. Always check course recommendations in the curriculum guide before selecting a course.
4. Discuss your course selections with your parents, counselors, and teachers.
5. A student may earn credit for a course only one time.
6. Please consider your educational and occupational goals and interests when selecting courses.

Schedule Changes

Schedule Changes – Course changes are subject to the following provisions:

1. No subject may be dropped unless a subject is added to replace it.
2. All schedule change requests must be approved by a school counselor or Director of Student Services. The window of opportunity to make any schedule change requests is two weeks after the start of each semester.
3. Change requests will be accommodated based on the master schedule and seating capacity. Schedule changes will not be made for teacher preferences or convenience purposes.
4. The administration reserves the right to rearrange a student's schedule in an attempt to balance class size. Any scheduling concerns should be brought to the attention of the student's counselor.
5. Withdrawal from courses after the deadline will be limited to medical reasons or the specific recommendation of the teacher and counselor with the approval of the Director of Student Services.
6. Elective subjects will be scheduled when enrollment is large enough to warrant them.

Course Descriptions

English

(Note: The research process & information literacy is taught in all English courses.)

English 9 (100) – 1 credit – Grade 9 – Weight 1.0

English 9 is designed to provide a solid foundation in which students will become familiar and proficient in both literature and grammar/composition. Heavy emphasis will be placed on recognizing literary elements while reading works of literature and drama, short written responses, and vocabulary and spelling. Further emphasis will be placed on writing in different modes, such as informative, narrative, expository, and persuasive writing through the development of a student portfolio. Communication skills will be enhanced through public speaking, group and individual presentations, and the writing process.

English 10 ** (101) – 1 credit – Grade 10 – Weight 1.0

English 10 is designed to develop and enhance student recognition of literary elements in literature. Students will be expected to complete multiple readings from a variety of different sources and to be able to discuss those readings in a classroom format. Emphasis will be placed on reading comprehension, critical and analytical thinking skills, vocabulary building, and oratory development. The course is also designed to improve and reinforce proficiency in composition. The focal point of this part of the course will stress the importance of the writing process; students will be expected to self-edit and peer-edit all of their work in order to increase their talents as writers.

English 11 (102) – 1 credit – Grade 11 – Weight 1.0

English 11 is a chronological exploration of American literature, with an emphasis on the evolution of the "American Dream" through readings of short stories, essays, plays, poetry, and novels. Students will read literature, write and speak reflectively of the literature, study the English language, and work cooperatively within this framework.

English 12 (103) – 1 credit – Grade 12 – Weight 1.0

English 12 is designed to engage students in contemporary and modern literature; however, there will be an emphasis on 21st century readings. Students will be expected to complete multiple readings from a variety of difference sources and actively engage with those readings in a classroom discussion. Emphasis will be placed on reading comprehension, critical, and analytical thinking skills, vocabulary building, and oratory development. The course is also designed to improve and reinforce proficiency in

composition. The focal point of this part of the course will stress the importance of the writing process, students will be expected to self and peer–edit all of their work in order to increase their talents as writers.

Honors English 9 (100H) – 1 credit – Grade 9 – Weight 1.1

Honors English 9 is designed to provide a solid foundation in which students will become proficient in both grammar and composition. Heavy emphasis will be placed on parts of speech, the marks of punctuation, rules of grammar and usage, and vocabulary. Further emphasis will be placed on writing in different modes, such as informative, narrative, expository, and persuasive writing through the development of a student portfolio; students will write a formal research paper. Students will also master and recognize literary elements while reading works of literature and drama. Communication skills will be enhanced through public speaking, group and individual presentations, and the writing process. *Teacher recommendation required.*

Honors English 10 ** (101H) – 1 credit – Grade 10 – Weight 1.1

The focus of this course is to expose students to authors from around the world with an emphasis on cultural values and social issues. The course examines how a nation's culture and history are reflected in its literature including short stories, novels, and poetry. Students will analyze and discuss how literary elements work to reinforce and emphasize an author's message. Expository texts will be used for students to gain background knowledge about the beliefs and politics of the different countries being studied. In addition, current essays addressing themes and ideas relevant to the readings will be used for class discussions and written assignments aimed at challenging students' critical thinking skills. Through class discussions and presentations, students will develop speaking skills needed to succeed in both college and the workforce. The honors course emphasizes college level vocabulary development and writing. *Teacher recommendation required.*

Honors English 11 (102H) – 1credit – Grade 11 – Weight 1.1

Honors English 11 is a continuous exploration of American literature, with a strong emphasis on the many different archetypes that appear throughout the short stories, essays, plays, poetry, and novels. Students will read literature, write and speak reflectively of the literature, study the English language, and work cooperatively within this framework. *Teacher recommendation required.*

Honors English 12 (103H) – 1 credit – Grade 12 – Weight 1.1

The focus of this course is the study of literature from a global perspective. The works in this course range from the ancient to the contemporary and demonstrate the concept of humanity on an international level. This course will explore the ideas, philosophies, and cultures from the past and present. The students will examine the literature of a variety of people, demonstrating a direct reflection on time and events in the historical period in which the text was written. *Teacher recommendation required.*

AP English Language & Composition (102AP) – 1 credit – Grade 11, 12 – Weight 1.2 – Offered 2020/21

This course will emphasize the expository, analytical and argumentative writing forms that are the basis of academic and professional communication. Emphasis is on American literature (in accordance with the Pennsylvania framework), but additional works will be included. Students will read and analyze prose written in a variety of periods, disciplines and rhetorical contexts. This course also enhances student skills in argumentation, rhetoric, persuasion, and style analysis. Students will be expected to complete summer reading texts and assigned work. *Teacher recommendation required.*

AP English Literature & Composition (103AP) – 1 credit – Grade 11, 12 – Weight 1.2 – Offered 2019/20

This Advanced Placement Literature and Composition Course is designed in form and function to mirror that of a collegiate level freshman English course. Students will be expected to complete multiple readings from a variety of different sources and be expected to openly and actively listen and engage with those

readings in a seminar format. In each class session, students will be expected to discuss all aspects of reading comprehension and writing including, but not limited to diction, syntax, figurative language, structure, style, and mechanics.

This class will also serve as a writing workshop in which students will share, edit, and analyze each other's writing talents in an effort to increase their skills and proficiencies in all types of writing. This workshop will follow the curricular requirements described in the AP English Course Description. Emphasis will include writing to understand, writing to explain, writing to persuade, and writing to evaluate. *Teacher recommendation required.*

IB Language and Literature (HL) – (2 years)

The language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. The International Baccalaureate aspect of the course culminates in May (senior year) when the students take a two-day SL Design Technology external examination. *Prerequisite: Teacher Recommendation. Students do not need to be enrolled in the IB CP Program to take the course.*

English for Speakers of Other Languages

ESOL 1 (100EL) – 2 credits – Grade 9, 10, 11, 12 – Weight 1.0

This course meets every day for 90 minutes. ESOL 1 is designed to provide a solid foundation in basic communicative skills in English. Thematic study centers on recognizing and employing common phrases for use in the high school, the community, and beyond. Students will learn rudimentary English skills such as: the English alphabet, cardinal numbers 1–100, parts of speech, verb conjugation, simple present and simple past tense, telling time, asking and responding to WH questions, following directives, making comparisons, expressing preference, utilizing text features, completing short written responses, and developing vocabulary and spelling skills. Emphasis will be placed on increasing English proficiency in all four language domains – reading, writing, listening, and speaking.

ESOL 2 (101EL) – 2 credits – Grade 9, 10, 11, 12 – Weight 1.0

This course meets every day for 90 minutes. ESOL 2 is designed to build upon the solid foundation established in ESOL 1. The course encourages further confidence with basic communicative skills in English, and introduces academic and technical language constructs. Thematic study centers on recognizing and employing common phrases for use in the high school, the community, and beyond. Students will acquire practical English skills such as applying basic grammar and punctuation rules, asking clarifying questions, evaluating and responding to information, using text features and context clues to decode the meaning of narrative and informational text, simple present/past/future tenses, completing analytical written responses, and broadening academic vocabulary and spelling skills. Emphasis will be placed on increasing English proficiency in all four language domains – reading, writing, listening, and speaking.

ESOL 3 (103EL) – 1 credit – Grade 9, 10, 11, 12 – Weight 1.0

This course meets every other day for 90 minutes. ESOL 3 is designed to build upon the groundwork established in ESOL 1 and ESOL 2. The course concentrates on advanced communicative skills in English, and enables students to explore specialized academic and technical language constructs.

Thematic study centers on recognizing and employing common phrases for use in the high school, the community, and beyond. Students will acquire formal English skills such as: writing with phrasal and discourse-level diversity and complexity, writing and posing questions that foster critical thinking, critiquing and expressing skepticism, building inferences based on textual information, utilizing conditional and imperfect tense, analyzing text, research, problem-solving skills, and skills to build low-frequency academic vocabulary. Emphasis will be placed on increasing English proficiency in all four language domains – reading, writing, listening, and speaking.

English Electives

Creative Writing (910) – ½ credit – Grade 10, 11, 12 Weight 1.0 – Offered Every Year

This class will serve as a writing workshop in which students will share, edit, and analyze each other's writing talents in an effort to increase their skills and proficiencies in various types of writing. The course will focus on creative writing with an infusion of journalism to expose students to both fiction and non-fiction writing.

Drama (912) – ½ credit – Grade 10, 11, 12 – Weight 1.0 – Offered Every Year

This course is an introduction to the realm of theatre. Students will obtain knowledge of the entire theatrical production process; although a myriad of acting styles will be explored and applied, students will learn that drama does not simply encompass performing onstage. Topics include: Elements of a production, voice and diction, non-verbal communication, improvisation, interpretation/working with scripts, film and theatre history

Speech & Mass Media (911) – ½ credit – Grade 10, 11, 12 – Offered Every Year

This course is intended to provide instruction and experience in the preparation, delivery and potential influence of speech and media. Students would examine and analyze the preparatory stages of speeches and broadcasts, as well as learning about the evolutionary nature of media and how the process of delivery has changed over time. In addition to examining media, students would be expected to deliver speeches that reflect a specific delivery structure (informative, persuasive, special occasion speeches). These speeches would be completed in tandem with specific areas of study for mass media (news, propaganda, special events/broadcasts).

Mystery & Mayhem (902) – ½ credit – Grade 10, 11, 12 – Weight 1.0 – Offered 2020/21

Students who enroll in Mystery & Mayhem can expect an exploration into the genre of mystery. Students will have a wide range of selections to choose from based on their interest level while delving into several sub-genres such as Magic Realism, Serials/Series, Whodunit, and Doctor Detective. The students will explore a favorite author or character while participating in literature circles, group work, hands on projects, and multi-media presentations.

Twisted Minds (901) – ½ credit – Grade 10, 11, 12 – Weight 1.0 – Offered 2019/20

Twisted Minds is a non-fiction literary and film genre in which the author examines an actual crime and details the actions of real people. Students will explore some of the great crimes in world history such as Jack the Ripper, Ted Bundy, the Black Dahlia, the Memphis Three, Charles Manson, the Lyons sisters, and the Pizza Bomber. The students will explore motive, opportunity, and means as a way of solving true crimes while participating in literature circles, group work, hands on projects and multi-media presentations.

Reading (801) – 1 credit – Grade 9 – Weight 1.0 – Offered Every Year

READ180 is a research based intensive reading program designed to meet the needs of students whose reading achievement is below grade level. The program directly addressed individual needs through

adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills. *Prerequisite: placement test as incoming student.*

Reading 2 (802) – ½ credit – Grade 10 – Weight 1.0 – Offered Every Year

This course is designed to be a continuation of the 9th grade READ180 program. Students continue working with individualized computer software and reading materials at their personal instructional level. A particular emphasis is placed on preparation for the Keystone Literature exam. *Prerequisite: by Reading teacher recommendation only.*

Mathematics

Algebra 1A/1B ****(300) – 2 credits – Grade 9 – Weight 1.0**

Students who successfully complete Algebra 1A/1B will meet the Algebra 1 requirement for graduation. Students will solve problems that involve real numbers, algebraic expressions, solving equations and inequalities, using formulas, reading problems, polynomials, graphing, and factoring. Students will continually develop critical thinking skills and number awareness throughout the course.

Algebra 1 ****(302) – 1 credit – Grade 9 – Weight 1.0**

This course is designed for students with a strong math background and who are proficient in working with fractions and decimals. Students will solve problems that include mathematical definitions, solving equations, using formulas, reading problems, working with signed numbers, working with polynomials, graphing, factoring, and roots.

Comprehensive Algebra – 1 credit – Grades 10, 11, 12 – Weight 1.0

This course begins with connections back to earlier work, efficiently reviewing algebraic and statistical concepts that students have already studied while at the same time moving students forward into the new ideas described in the high school Common Core Standards for Algebra 2. Topics to be studied are writing, solving, and graphing linear equations, functions, and inequalities in one and two variables, writing, solving, and graphing systems of linear equations and inequalities, simplifying exponential and radical expressions, equations, and functions, simplifying, factoring, and solving quadratic expressions and equations, and interpreting, analyzing, and displaying data.

This course is required for students who scored basic or below basic on the Algebra Keystone exam.

Geometry (304) – 1 credit – Grade 9, 10, 11 – Weight 1.0

This course is designed to introduce students to the concepts of Geometry. Students will solve problems that include points, lines, planes, angles, triangles, parallel lines, quadrilaterals, polygons, congruence, similarity, circles, perimeter, area, surface area, and volume. Logical thinking and reasoning and the development of deductive geometric proofs will also be included. Emphasis will be placed on teaching Geometric concepts using Algebra skills. *Prerequisite: Algebra IAB/Algebra 1 or teacher recommendation*

Honors Geometry (304H) – 1 credit – Grade 9, 10 – Weight 1.1

This course is designed to introduce students to the concepts of Geometry. Students will solve problems that include points, lines, planes, angles, triangles, parallel lines, quadrilaterals, polygons, congruence, similarity, circles, perimeter, area, surface area, and volume. Logical thinking and reasoning and the development of deductive geometric proofs will also be included. Emphasis will be placed on teaching Geometric concepts using Algebra skills. Honors Geometry will provide expectations and opportunities for students to engage in more rigorous and complex content and processes, and to develop authentic products that reflect the students' understanding of key concepts. The curriculum includes appropriate adaptations for enriched learning for pursuing in-depth students that require abstract and higher-order thinking skills. *Prerequisite: Algebra 1 or teacher recommendation.*

Algebra 2 (306) – 1 credit – Grade 9, 10, 11, 12 – Weight 1.0

This course is designed to continue the study of Algebra. Students will solve problems that include factoring, graphing, solving complex equations, exponents, systems of linear equations, rational expressions, radicals, word problems, complex numbers, and more advanced topics. *Prerequisite: Geometry or student may take concurrently with Geometry with teacher recommendation.*

Honors Algebra 2 (306H) – 1 credit – Grade 9, 10, 11 – Weight 1.1

This course is designed to continue the study of Algebra. Students will solve problems that include factoring, graphing, solving complex equations, exponents, systems of linear equations, rational expressions, radicals, word problems, complex numbers, and more advanced topics. Honors Algebra 2 will provide expectations and opportunities for students to engage in more rigorous and complex content and processes, and to develop authentic products that reflect the students' understanding of key concepts. The curriculum includes appropriate adaptations for enriched learning for pursuing in-depth students that require abstract and higher-order thinking skills. *Prerequisite: Geometry/Honors Geometry or teacher recommendation.*

Pre-Calculus (308) – 1 credit – Grade 10, 11, 12 – Weight 1.1

This course is an extension of Algebra II with the emphasis in Trigonometry and introductory Calculus topics. All major areas covered in Algebra II are reinforced at a greater depth with additional applications. The course is designed to encompass all those topics necessary to be successfully prepared for a calculus course. *Prerequisite: Algebra 2/Honors Algebra 2 or teacher recommendation.*

Calculus (309) – 1 credit – Grade 11, 12 – Weight 1.1

This course is designed for seniors who have successfully completed Algebra, Geometry, and Advanced Algebra/Trigonometry and want to continue their study of mathematics. Topics covered include functions, introduction to calculus, limits and continuity, derivatives of algebraic and trigonometric functions, and integration of algebraic and trigonometric functions. *Prerequisite: Pre-Calculus or teacher recommendation.*

AP Calculus AB (309AP) – 1 credit – Grade 12 – Weight 1.2

This course is designed as a college level course for students who have successfully completed Calculus and want to continue their study of mathematics. Topics include functions, graphs, and limits; derivatives; and integrals. The course provides students with the opportunity to work with functions represented in a variety of ways – graphically, numerically, analytically, and verbally – and emphasizes the connection among these representations. The course teaches students how to communicate mathematics and explain solutions to problems both verbally and in written sentences. *Pre-requisite: Calculus or teacher recommendation.*

Applications of Algebra & Geometry (307) – 1 credit – Grade 11 & 12 – Weight 1.0

This course is designed to cover the usage of algebra and geometry for post-high school life. Topics covered in this course are wages and banking, money management, graph theory, linear programming, basic probability and statistics, and trigonometry. The course develops a students' ability to communicate and apply mathematical skills to real-life applications.

Prerequisites: Geometry

Probability & Statistics (314) – 1 credit – Grade 11, 12 – Weight 1.0

This course is designed to introduce students to the process of collecting and analyzing data. Students will also gain a deeper understanding into probability. Course topics include samplings, statistical studies, tests of significance, and making and interpreting distributions. *Prerequisites: Algebra 1 and Geometry*

Science

Comprehensive Science (400) – 1 credit – Grade 9 – Weight 1.0

The emphasis of this course will be to introduce basic concepts of scientific measurement and application of scientific inquiry skills as a foundation for later science courses and Keystone Exams. These skills will then be used to explore and master content in the following disciplines: Scientific Method, Chemistry, Environment, Ecology and Science Technology.

Biology ** (401) – 1 credit – Grade 9, 10 – Weight 1.0

This course is a study of Life Science with a general view of the principles of the living world. The student will study topics in the nature of science, basic life chemistry, cells, genetics, ecology, and evolution.

Honors Biology ** (401H) – 1 credit – Grade 9, 10 – Weight 1.1

This course is a study of Life Science with a general view of the principles of the living world. The student will study topics in the nature of science, basics life chemistry, cells, genetics, ecology, and evolution. This course is designed for students who have demonstrated the ability to have a high aptitude for math, science and, reading and writing skills. *Prerequisite: Teacher Recommendation.*

AP Biology (401AP) – 1 credit – Grade 12 – Weight 1.2

The course allows for exploration and application of new concepts in the laboratory setting, as well the development of proper lab techniques; including data collection, analysis, and presentation in formal reports. Technical writing skills applied to formal lab reports will be stressed. In order to earn AP weighted credit, a student must take the Advanced Placement examination in May. *Prerequisite: Biology, Chemistry, and a teacher recommendation.*

IB Biology (SL) – (1 year)

The core principle of SL Biology is to develop a broad understanding of the concepts while enhancing the students' critical thinking skills. There are four basic biological themes that run throughout the course: structure and function, universality versus diversity, equilibrium within systems, and evolution. A variety of topics are covered: statistical analysis, cells, the chemistry of life, genetics, ecology and evolution, and human health and physiology. Along with the theoretical aspects of the topics, students also complete a practical component to further develop their application of the concepts. This component includes an interdisciplinary project with the other IB sciences. The International Baccalaureate aspect of the course culminates in May when the students take a two-day SL Biology external examination.

Prerequisite: Teacher Recommendation. Students do not need to be enrolled in the IB CP Program to take the course.

Biochemistry ** (406) – 1 credit – Grade 10,11 – Weight 1.0

This course is required for students who scored basic or below basic on the Biology Keystone exam.

This course works on strengthening connections back to biological concepts related the Biology Keystone exam: cellular biology, cellular energetics, genetics, evolution, and ecology. Emphasis is placed on science as a process and the application of scientific concepts to everyday life.

Chemistry (402) – 1 credit – Grade 10, 11 – Weight 1.0

This course is a study of the structure, composition and properties of matter along with the changes matter undergoes. Atomic and molecular structure, chemical nomenclature, and reactions as well as the behavior of gases and solutions are studied.

Honors Chemistry (402H) – 1 credit – Grade 10, 11 – Weight 1.1

This course is a study of the structure, composition and properties of matter along with the changes matter undergoes. Atomic and molecular structure, chemical nomenclature, and reactions as well as the behavior of gases and solutions are studied. This course is designed for students who have demonstrated the ability to have a high aptitude for math, science and, reading and writing skills. *Prerequisite: Biology and teacher recommendation*

AP Chemistry (402AP) – 1 credit – Grade 11, 12 – Weight 1.2

Advanced Placement Chemistry is a college-level course. It is designed to allow students further study in such topics as the property-structure relationships of substances, gases, stoichiometry and solutions as well as delving into the more dynamic studies of thermodynamics, chemical equilibrium and kinetics, as well as electrochemistry and organic chemistry. This course allows more time for the application and exploration of new concepts in the laboratory, as well as time to develop proper lab techniques including data collection, analysis and presentation in formal reports. Technical writing skills applied to formal lab reports will be stressed. In order to earn AP weighted credit, students must take the Advanced Placement examination in May. *Prerequisite: Chemistry and teacher recommendation.*

Science of Natural Disasters (405) – 1 credit – Grade 11, 12 – Weight 1.0

Through investigation of natural disasters, students will gain knowledge of the dynamic systems that make up the world we live on. Students will investigate human interactions with environmental systems, with special focus placed on understanding the causes and potential effects of various natural disasters from solar flares to hurricanes. Course themes will include disaster awareness and preparedness, as well as current and future energy sources to fuel a growing population.

Forensic Science (408) – 1 credit – Grade 11, 12 – Weight 1.0

This course is designed for students with a curiosity as to how science helps the law. Forensic Science is a multidisciplinary class, pulling in the skills from Science, Math, English, and Social Studies. Students will participate in hands-on activities, involved in the process of solving crimes and mysteries with the use of science skills. The course requires that the students have a strong work ethic, patience to solve problems and puzzles, and a high motivation to learn. *Prerequisites: Biology and Chemistry*

Physics (403) – 1 credit – Grade 11, 12 – Weight 1.1

In this class, students are challenged to examine concepts and ideas often taken for granted. We will study the following topics: motion, forces behind motion, waves, light and sound, electricity and magnetism, and thermodynamics. Topics of current interest will be incorporated throughout the course. Students must have mastered the following mathematical skills solving a variety of algebraic equations (including sets of equations), basic aspects of geometry, definitions of basic trigonometric functions, identification of direct, inverse, and quadratic relationships, and the ability to recognize the relationships between graphs and the quantities being graphed. *Prerequisites: Biology, Chemistry and teacher recommendation.*

IB Physics (SL) – (2 years)

The purpose of the curriculum is to expose students to major scientific themes and demonstrate the connections and interactions that exist between the concepts. Scientific investigation is a major aspect of the IB internal assessment requirements and gives students an opportunity to design controlled experiments, properly analyze and present data, and communicate their observations through evaluation and conclusion. In addition, students are required to participate in a cross-discipline (Group IV) project that requires them to collaborate with all other science students in the IB program that is specifically assessed for personal skills and the ability to work within a team framework. The International Baccalaureate aspect of the course culminates in May (senior year) when the students take a two-day SL Physics external examination. *Prerequisite: Teacher Recommendation. Students do not need to be enrolled in the IB CP Program to take the course.*

IB Design Technology (SL) – (1 year)

The course focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes design technology within the DP sciences subject group. Inquiry and problem solving are at the heart of the subject. DP design technology requires the use of the DP design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In design technology, a solution can be defined as a model, prototype, product or system that students have developed independently. DP design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. The International Baccalaureate aspect of the course culminates in May when the students take a two-day SL Design Technology external examination. *Prerequisite: Teacher Recommendation. Students do not need to be enrolled in the IB CP Program to take the course.*

Social Studies

World History (202) – 1 credit – Grade 9 – Weight 1.0

The World History course provides students with a comprehensive and intensive study of the major events and themes throughout world history. Students will begin with an overview of the ancient civilizations, the earliest civilizations worldwide, and continue to examine major developments and themes in all regions of the world. This course culminates in a study of change, continuity and globalization of the 21st century. The study of World History is a discipline that involves interaction between the past and the present. Studying world history can help us understand who we are today, by examining the responses, adaptations, and decisions people made in response to the conditions around them. The discipline of world history involves more than simply memorizing facts—it requires both analysis and investigation as we seek to understand why our predecessors made the decisions they did. Our goal is to communicate this perspective to our students to make the important connection between the past and the present to enhance our future understanding of the world.

Honors World History (202H) – 1 credit – Grade 9 – Weight 1.1

The World History course provides students with a comprehensive and intensive study of the major events and themes throughout world history. Students will begin with an overview of the ancient civilizations, the earliest civilizations worldwide, and continue to examine major developments and themes in all regions of the world. This course culminates in a study of change, continuity and globalization of the 21st century. The study of World History is a discipline that involves interaction between the past and the present. Studying world history can help us understand who we are today, by examining the responses, adaptations, and decisions people made in response to the conditions around them. The discipline of world history involves more than simply memorizing facts—it requires both analysis and investigation as we seek to understand why our predecessors made the decisions they did. Our goal is to communicate this perspective to our students to make the important connection between the past and the present to enhance our future understanding of the world.

This honors level course will include a more intense and in-depth study of our world history. Students will be expected to complete more independent and collaborative projects/work both in and out of class, to complete in an out of class readings (both fiction and non-fiction), to participate in discussion forums, and to perform at the honors level at all times. *Prerequisite: Teacher Recommendation.*

U.S. History (200) – 1 credit – Grade 10 – Weight 1.0

United States (U.S.) History is a study of our nation's past starting in the mid-19th and continuing through the early 21st century. Major themes include Industrialization, Progressivism, World War, Poverty, Civil Rights victories, Politics, and Current Events. The study of U.S. History is an evolving process in which

we connect the past to our present circumstances. Various teaching strategies combined with 21st century thinking and technological skills help students analyze our past to make predictions about our future.

Honors U.S. History (200H) – 1 credit – Grade 10 – Weight 1.1

United States (U.S.) History is a study of our nation's past starting in the mid–19th and continuing through the early 21st century. Major themes include Industrialization, Progressivism, World War, Poverty, Civil Rights victories, Politics, and Current Events. The study of U.S. History is an evolving process in which we connect the past to our present circumstances. Various teaching strategies combined with 21st century thinking and technological skills help students analyze our past to make predictions about our future. This honors level course will include a more intense and in–depth study of our history. Students will be expected to complete more independent and collaborative projects/work both in and out of class, to complete in an out of class readings (both fiction and non–fiction), to participate in discussion forums, and to perform at the honors level at all times. *Prerequisite: Teacher Recommendation.*

Civics & Government (203) – 1 credit – Grade 11 – Weight 1.0

Civics and Government will give students an analytical perspective on government and politics in the United States and worldwide. This course involves both the study of general concepts used to interpret U.S. government and the analysis of specific case studies. Emphasis will be placed on the federal system and national government, the legislative process, the executive function, the role of the judiciary, and the rights and responsibilities of the citizenry in a free society.

The major purpose of this course is to help students gain and display an understanding of American politics and the processes of government that help shape our public policies. Students will begin to develop a more sophisticated and insightful understanding of citizenship, majority rule democracy, federalism, civil liberties, and other distinguishing characteristics of the American political system.

Honors Civics & Government (203H) – 1 credit – Grade 11 – Weight 1.1

Civics and Government will give students an analytical perspective on government and politics in the United States and worldwide. This course involves both the study of general concepts used to interpret U.S. government and the analysis of specific case studies. Emphasis will be placed on the federal system and national government, the legislative process, the executive function, the role of the judiciary, and the rights and responsibilities of the citizenry in a free society.

The major purpose of this course is to help students gain and display an understanding of American politics and the processes of government that help shape our public policies. Students will begin to develop a more sophisticated and insightful understanding of citizenship, majority rule democracy, federalism, civil liberties, and other distinguishing characteristics of the American political system.

This honors level course will include a more intense and in–depth study of our history. Students will be expected to complete more independent and collaborative projects/work both in and out of class, to complete in an out of class readings (both fiction and non–fiction), to participate in discussion forums, and to perform at the honors level at all times. *Prerequisite: Teacher Recommendation.*

AP US Government & Politics (203AP) – 1 credit – Grade 11, 12 – Weight 1.2 – Offered 2020/21

AP Civics and Government presents the principles of the American representative form of government. The intent of instruction is to instill the acts and policies of the framers of the Declaration of Independence and of the Constitution that it is a citizen's duty and responsibility to exercise their voting privilege and to understand the American form of government as in comparison to other forms of government. This course is a college level course. College credit may be obtained for a student's freshman level Civics and/or Government course upon completion and passage of the AP Civics and Government Exam. This course is extremely independent in nature. It follows a college level text and the student must be prepared to work independently on content not covered in class, content covered in class and content created and studied outside of class. *Prerequisite: Teacher Recommendation.*

AP U.S. History (200AP) – 1 credit – Grade 12 – Weight 1.2 – Offered 2019/20

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. *Prerequisite: Teacher Recommendation.*

Social Studies Electives

Cultural Diversity (909) – ½ credit – Grade 10, 11, 12 – Weight 1.0 – Offered Every Year

This course focuses on the issues, challenges, and opportunities presented by America's growing diverse population. The goal of the class is to encourage students to think in more informed ways through increased understanding, appreciation, and discuss about kinds of difference – racial, ethnic, age, religious, social class, gender, physical ability, and sexual preference/orientation– and for students to become more sophisticated in examining the way race and culture are used as terms in everyday speech. Students will gain insight as to their own attitudes and develop a greater awareness and curiosity about the many cultural worlds in the U.S. As part of the course, students will be required to participate in a community service activity. Students will be required to participate in role-playing activities, research information, and be open-minded.

Economics (906) – ½ credit – Grade 11, 12 – Weight 1.0 – Offered 2019/20

This course will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles, as well as personal economic decision-making concepts like credit and interest rates. The course relates history and politics to the study of economics.

Holocaust & Genocide Studies (903) – ½ credit – Grade 10, 11, 12 – Weight 1.0 – Offered 2020/21

This course is designed to be an in-depth study of the complex factors contributing to the Holocaust, and the events of 1933–1945. The goal of this course is to explore, analyze and evaluate the impact of the genocide on post-war Europe and generations to come. We will look at the Holocaust both chronologically and thematically. Students will understand the nature of human prejudices, study the rise of Nazi Germany, analyze the complexity of choice and individual responsibility, and examine relevance to contemporary society. Major topics include anti-Semitism, Nazi ideology, ghettos, the “Final Solution”, and resistance

Psychology (905) – ½ credit – Grade 11, 12 – Weight 1.0 – Offered Every Year

Psychology begins with the learning and cognitive processes and ends with the study of human relations. Students will study cognition, memory and thought, the human body and behavior, personality theories, motivation and emotion and stages of development.

AP Psychology (905AP) – 1 credit – Grade 11, 12 – Weight 1.2 – Offered Every Year

AP Psychology begins with the learning and cognitive processes and ends with the study of human relations. Students will study cognition, memory and thought, the human body and behavior, personality theories, motivation and emotion and stages of development. This course is a college level course. Students may obtain college credit for a freshman level Psychology course upon completion and passage

of the AP Psychology Exam. This course is extremely independent in nature. It follows a college level text and the student must be prepared to work independently on content not covered in class, content covered in class and content created and studied outside of class. *Prerequisite: Teacher Recommendation.*

IB Psychology (SL) – 1 year – Offered Every Year

Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behavior. The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behavior and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course. The International Baccalaureate aspect of the course culminates in May when the students take a two-day SL Psychology external examination. *Prerequisite: Teacher Recommendation. Students do not need to be enrolled in the IB CP Program to take the course.*

Military History (923) – ½ credit – Grade 10, 11, 12 – Weight 1.0 – Offered 2020/21

Students will become better critical thinkers, problem solvers, decision-makers, and team players by analyzing the motivations for and the impact of warfare on society. The course will cover the history of war starting with the first documented conflict (Peloponnesian War) and then shift focus to U.S. Military encounters. Students will be expected to use 21st Century skills to complete the largely student-centered curriculum that was created to give learners from all backgrounds an opportunity for interest and engagement. Class members will have the ability to choose a “lens” through which to look at each time period we cover in class. The lenses include but are not limited to Patriotism/Nationalism, Inhumanity, Power, Justice, Morality, Identity, Place/Homeland, and Gender. They will use these “lenses” to study the following aspects of war: Politics, Leaders, Weaponry/Technology, Resources, Art/Poetry, Geography, Strategy/Tactics, and Culture. The course is designed to engage students and develop skills necessary to find success in our modern world.

Modern U.S. (904) – ½ credit – Grade 10, 11, 12 – Weight 1.0 – Offered 2019/20

Contemporary U.S. History and Popular Culture provides students with the opportunity to analyze modern 20th and 21st century history and the diversity of American culture. Within this course, students will explore how popular culture has influenced Americans economically, politically, socially and historically. The goal of the class is to gain an appreciation for American culture and history by examining the values and experiences of Americans in the 1980's through early 2000's. To accomplish this goal, students will evaluate the cultural and social significance of popular culture elements that influenced attitudes and behaviors of American society as a whole.

Women in American Society – ½ credit – Grade 10, 11, 12 – Weight 1.0 – Offered 2019/20

In a variety of topics, from women's roles in society, the history of witchcraft, through today's roles for women, this course will examine the historical and contemporary issues of gender, drawing from economics, history, psychology, sociology, laws and language. Students will learn how gender shapes humanity and has determined the social, economic, political and cultural organization of human society throughout history. This course will also focus on the development of thinking and writing skills.

Special Education

English, Science** and Social Studies – Weight 0.9**

All classes are adapted and modified from the regular education curriculum to meet the needs of IEP students. Keystone Exam for Literature will be given after completion of English 2 and Biology exam after completion of Biology. Special Education self-contained classes are weighted as 0.9.

Algebra A (300AL) – 1 credit – Grade 9 – Weight 0.9

Algebra A is the first of two full year algebra courses offered to students who have an IEP. Students will solve problems that involve real numbers, algebraic expressions, solving equations and inequalities, using formulas, reading problems, polynomials, graphing, and factoring. Students will develop critical thinking skills and number awareness throughout the course.

Algebra B (300BL) – 1 credit – Grade 10. – Weight 0.9

Algebra B is the second full year math course offered to students with an IEP. Students must successfully complete Algebra A prior to completing Algebra B. Students who complete both courses will meet the Algebra 1 requirement for graduation. Students will solve problems that involve real numbers, algebraic expressions, solving equations and inequalities, using formulas, reading problems, polynomials, graphing, and factoring. Students will develop critical thinking skills and number awareness throughout the course.
Course prerequisite: Algebra A.

Alg/Geom Concepts – 1 credit – Grade 11 – Weight 0.9**Application Based Math (307L) – 1 credit – Grade 12 – Weight 0.9**

Application Based Math focuses on mathematical reasoning and problem solving for students with an IEP. This course is designed to guide students with examples and activities that they may encounter in their daily lives. Mathematical topics consist of basic algebra, geometry, banking, and money management.
Course prerequisites: Algebra A & B.

Skills for Success (950) – 1 credit – Grade 9, 10, 11, 12 – Weight 1.0

Skills for Success is determined by IEP placement. It is designed for students who are in need of a support period to assist with social–emotional skills not taught in a traditional academic setting. The primary goal of this course is to increase the students' basic social and behavioral skills that are necessary for them to function in a mainstream setting and in the community. The class will focus on transitioning from middle school to high school to the world of work or college. This will include personal responsibility, organizational skills, coping skills, team building skills, and time management. *In order to be enrolled in this course, it must be written into the student's IEP.*

Health & Physical Education

Health (500) – 1/2 credit – Grade 9, 10, 11, 12 – Weight 1.0

Health education will provide an opportunity for students to understand how to manage situations and make informed decisions for healthy lifestyles. This course is designed to expose students to a variety of community resource agencies and health related issues. By becoming and/or remaining physically, mentally, socially and emotionally healthy, students will increase their chances of achieving their highest potential.

Physical Education Selection

Team Sports (503) – ½ credit – Grade 9, 10, 11, 12, – Weight 1.0.

The team sports course is to help our students apply the principles of physical fitness and activity for a healthy lifestyle physically, mentally, and socially. Students will perform and accomplish proper motor skills in specific activities and sports while engaging in activities to improve their cardiovascular and muscle development. Students will learn the rules and history of the sports along with participating in playing the team sports.

Personal Fitness (504) – ½ credit – Grade 9, 10, 11, 12 – Weight 1.0

The course covers how to develop a lifetime fitness program based on personal fitness, muscular strength, flexibility and cardiovascular endurance. Students will receive instruction and practice in planning and implementing an individualized fitness program. This course could be used in collaboration with Sports Tech & Exercise Science technical program.

Strength Training (505) – ½ credit – Grade 9, 10, 11, 12 – Weight 1.0

This course is designed to focus on total body conditioning with emphasis on high intensity strength training. This course consists of 70% weight training with 30% cardiovascular training. High intensity strength training is meant for both genders and different ability levels. Students will be encouraged to work diligently to become more physically fit on a daily basis. Students will be utilizing both the Fitness Center and Weight Room with a focus on free-weights. Students will follow a teacher-designed workout plan, which will demonstrate to the students the different types of strength training principles.

Cardio (506) – ½ credit – Grade 9, 10, 11, 12 – Weight 1.0

This course is designed to focus on total body conditioning; with emphasis placed on cardiovascular fitness. This course consists of 70% cardiovascular training with 30% strength training. The Spin Bike course will focus on “The 5 Energy Zones” while utilizing the heart rate monitors. The heart rate monitors will be used to keep track of, monitor, and record data. In addition to total body conditioning, the program will implement some strength training of the muscles to allow for greater cardiovascular output.

Adaptive Physical Education (502) – ½ credit – Grade 9,10,11,12 – Weight 1.0

This course is designed to provide for the special physical needs of individual students as determined by their physician and/or the school physician. Students will engage in low impact activities and organized games.

Business Education

Computer Applications (701R) – ½ credit – Grade 9, 10, 11, 12 – Weight 1.0.

This course is designed to meet the state’s requirements in ensuring students have basic computer literacy, while meeting the students at their knowledge level to challenge the students’ learning. Student will be assessed to determine their ability to meet the course goal of touch-typing at 25 words per minute with 85% accuracy. Students will develop skill in Microsoft Word by completing correspondence and report documents. Students will develop skill in Microsoft Excel by completing spreadsheet documents utilizing formulas.

Personal Finance (704) – ½ credit – Grade 10, 11, 12 – Weight 1.0

Course designed to guide students with examples and activities through the various financial avenues that they may encounter in their daily lives. It will prepare them for the more complex financial decisions they will make in the future. Students will develop a budget and will devise a regular savings plan. Students will compare and contrast savings with interest, compound interest, and investments. Students will demonstrate using credit wisely after researching the options available. Students will compare and contrast various loan options for major purchases, such as cars, computers, or furnishings.

Career Skills (706) – ½ credit – Grade 11, 12 – Weight 1.0

Students will conduct personal research, career research, and post-secondary education research. They will learn basic employability skills, work ethics, business networking skills, decision-making and planning skills, and customer service skills. They will also prepare cover letters, employment applications, resumes, and thank you letters. They will learn about appropriate dress, as well as interview techniques.

Entrepreneurship (707) – ½ credit – Grade 11, 12 – Weight 1.0

This course introduces students to the basics of business ownership. The course offers details and direction on what to consider when planning a start-up for profit or non-profit by having students participate in hands-on projects to prepare and practice for the launch of their own business. Where do business ideas and innovations start? How do potential businesses find investors? Acquire valuable workplace skills in marketing and management of human resources and money through classroom activities.

Foreign Language

Spanish 1 (810) – 1 credit – Grade 9,10,11,12 – Weight 1.0

This course is intended for students who have limited or no previous knowledge of Spanish. The course will be designed to use all modalities of learning while learning Spanish. Students will listen, speak, read and write in Spanish to learn the language. The course will also extend their knowledge of Hispanic culture, history and geography and its relationship to the United States. Additional vocabulary will be linked to York County School of Technology's career paths.

Spanish 2 (811) – 1 credit – Grade 10, 11,12 – Weight 1.0

This course is intended for students who have completed Spanish I or have the knowledge of basic grammar and vocabulary from other sources. The course will be designed to use all modalities of learning while learning Spanish: speaking, writing, listening and reading. Additional language will be linked to York County School of Technology's career paths.

Miscellaneous

Community Service .5 credit (60 hours) OR 1 credit (120 hours) – Grade 9, 10, 11, 12 – Weight 1.0

Students will be **required** to perform community service outside of school hours with a non-profit organization approved by the school in order to receive credit for the course. They will also be required to write a report summarizing the nature of their community service work, their reaction to the community activity and personal insights gained about oneself and the community through the service activity.

AP Skills Development (959) – .5 credit – Grade 11 & 12 – Weight 1.0

This course will be offered second semester. Students must pay for the AP Exam before taking this course. The course is designed for students enrolled in at least one AP course. Students must commit to take at least one AP course. Students will meet as a group to discuss research processes, self-pacing, and tips to help stay on task/topic. Students will also have opportunities to improve writing skills, studying skills, and test taking strategies. Students will also work independently on completing assignments assigned by individual AP teachers. There will also be study sessions provided for individual AP exams.

SAT Prep (958 S1) – 12th Grade OR (958 S2) – 11th Grade – .5 credit – Grade 11 & 12 – Weight 1.0

SAT Prep is a course designed to help prepare students for the SAT test. The course will allow students to review the basic verbal and mathematical skills assessed on the SAT test. Students will review test-taking strategies specific to the exam. Students will spend time working on both the verbal/writing and mathematics component of the SAT. After completing the course, students will be better prepared to take the SAT.

Yearbook (920) – 1 credit – Grade 11, 12 – Weight 1.0

This course is for students who wish to participate in the design and publication of the school Yearbook, The EPIC. Student must apply for the course and be selected by the yearbook advisor.

Senior Release (SR100) – No Credit

The privilege of early release is extended to seniors who meet and maintain eligibility requirements and receive parent/guardian permission. Senior Release permits seniors to leave the campus early if they have been schedule for all their required courses for graduation.

Guidelines for this program:

1. Student must be a senior.
2. Student must have scheduled all courses required for graduation—including their technical program.
3. Student are permitted up to two blocks per cycle if schedule allows.
4. Student must be passing all subjects required for graduation.
5. Student/Parent must complete liability release form.
6. Counselor must complete schedule change form and submit for approval.
7. Changes will be made at the start of school or at semester break only.
8. Students must sign in/out in the Attendance Office. Students must enter and exit by that door.
9. Students may not remain on school property.

Career & Technical Education Programs

NOCTI (Skills) Certificate

The Pennsylvania Skills Certificate was created by the Pennsylvania Department of Education to recognize vocational–technical students who have achieved high skills in their chosen technical area. To be eligible for the Skills Certificate, a student must demonstrate that he/she has mastered the knowledge and skills required for an occupation. Students are defined as program completers and required to take the NOCTI test if they have completed three years in a technical program.

To earn the Skills Certificate, a student must achieve an advanced score on the National Occupational Competency Testing Institute (NOCTI) or meet the requirements on the NIMS test given in the spring of their senior year. Students are tested in two areas. The on–line (written) test covers factual knowledge, technical information, and the understanding of principles and problem solving related to the chosen vocational–technical program. The performance test allows students to demonstrate that they have the skills required to do the job. The test is given to seniors in the spring of each year at YCST, and local business and industry representatives evaluate the students' performance. The Pennsylvania Skills Advanced Certificate is signed by the current Governor of Pennsylvania.

Non–Traditional Students

Many students in York County are choosing careers that are right for them, regardless of gender. Such choices could provide greater personal and professional satisfaction, higher salaries, incentive for advanced training and education, employment potential and advancement possibilities. The goal of the YCST is to assure that ALL students have full and equal access to occupational training by providing career exploration activities and on–going support services for those students.

SOAR (Students Occupationally and Academically Ready)

YCST is a member of the SOAR program. The mission of SOAR is to prepare students for college and careers in a diverse, high performing workforce. A SOAR program is a PDE approved, Career & Technical Education program that credits skills and tasks learned in high school to a post–secondary program. This is accomplished through statewide articulation agreements.

Architecture & Construction Management (CIP 15.1303)

The Architecture and Construction Management program prepares individuals to apply technical knowledge and skills to the basic aspects of planning, preparing and interpreting architectural, structural, electrical, topographical and other drawings and sketches used in various Architectural and Construction fields.

Instruction is designed to provide experiences in AutoCAD and Revit design software for production of Architectural drawings. Instruction will be provided in pro-estimating and FastTrack software for estimating and scheduling.

In addition to digital modeling, we will also be creating physical models to understand special relationships. Students will have the opportunity to be dual enrolled their Junior and Senior year where they will obtain 18 credits with H.A.C.C. towards their Architecture or Construction Management degrees.

Certifications

- AutoDesk AutoCAD Certification
- PA Skills Certificate (NOCTI)

SOAR Credits:

None at this time, however, Students will have the opportunity to be dual enrolled their Junior and Senior year where they will obtain 18 credits with H.A.C.C. towards their Architecture or Construction Management degrees.

Automotive Technology (CIP 47.0604)

Automotive Technology offers a wide variety of opportunities for the students. They can learn a valuable trade through a combination of classroom instruction and hands-on training. Curriculum is revised to keep current with the latest technological developments in the automotive industry.

Some key areas of instruction are automotive maintenance and light repair, engine repair, automatic transmission/transaxle, manual drive train and axle, suspension and steering, brakes, electrical/electronic systems, heating and air conditioning, and engine performance.

Certifications

- Pennsylvania State Inspection-Cat 1
- Pennsylvania Emission Inspection
- ASE Refrigerant, Reclamation & Recovery
- Snap On Meter
- ALLDATA Certification
- Valvoline Oil
- OSHA 10
- SP2 Safety
- PA Skills Certificate (NOCTI)

SOAR Credits:

Allegany College of Maryland – 12 credits
Commonwealth Technical Institute – 11 credits
Community College of Allegheny County – 9 credits
Community College of Philadelphia – 9 credits
Delaware County Community College – 10 credits
Harrisburg Area Community College – 9 credits
Johnson College – 9 credits
Luzerne County Community College – 9 credits
Northampton County Area Community College – 9 credits
Pennsylvania College of Technology – 9 credits

Rosedale Technical College – 9.5 credits
University of Northwestern Ohio – 18 credits

Carpentry & Construction Technology (CIP 46.0201)

The Carpentry program covers the major aspects of residential and light commercial construction as well as a variety of remodeling functions. Students will work with a variety of building and finishing materials in order to become familiar with proper methods. Training is given using hand tools, power tools, and other portable equipment. Onsite and offsite construction projects are incorporated into classroom instruction.

Certifications

- OSHA
- PA Skills Certificate (NOCTI)
- International Residential Construction
- JCB Telehandler
- Caterpillar 420 Backhoe
- Bobcat Mini Excavation
- Forklift Operator

SOAR Credits:

Clarion University of Pennsylvania – 9 credits
Commonwealth of Technical Institute – 11 credits
Delaware County Community College – 9 credits
Harrisburg Area Community College – 15 credits
Johnson College – 10 credits
Orleans Technical Institute – 1.5 credits
Thaddeus Stevens College of Technology – 9 credits

Collision Repair Technology (CIP 47.0603)

This high tech area is designed to provide training for persons interested in learning how to repair damaged vehicles. Students will learn how to repair wrecked vehicles using the latest techniques and equipment available. This technical area features a Chief E–Z Liner frame machine, Hunter alignment rack, Axalta paint system, the latest spray guns available, and an Omni down draft spray booth with an oven. Hands–on activities are mixed with the correct blend of theory to allow the students to master the techniques of frame repair, MIG Welding, painting and custom designs, dent removal, suspension systems, brakes, and electrical systems.

Certifications

- Mobile Air Condition (MACS)
- SP2 Safety and Pollution
- I–Car Certifications (24 possible)
- PA Skills Certification (NOCTI)

SOAR Credits:

Pennsylvania College of Technology – 10 credits
Thaddeus Stevens College of Technology – 12 credits

Commercial & Advertising Art (CIP 50.0402)

Students will prepare a portfolio throughout the program to promote their work and talent when they graduate. The major emphasis is on the basic principles of design and elements of art through skill development and exploring different media. Special emphasis is placed on manual as well as computer illustration, layout, composition, and photography skills. Students will prepare graphic and advertising projects from the idea stage through to web/pre-press. The students will be using industry software throughout this course learning the basic skills to advance.

Certifications

- PA Skills Certificate (NOCTI)
- ADOBE InDesign
- Adobe Photoshop

SOAR Credits:

Butler County Community College – 9 credits
Community College of Allegheny County – 9 credits
Community College of Beaver County – 9 credits
Pennsylvania College of Technology – 9 credits

Communications Technology (CIP 10.9999)

Communication Technology is a multimedia course preparing students for careers and post-secondary education in digital and print fields. Explore audio and video media using state of the art studio equipment, cameras, lighting, and live production visual imaging software. Create, print, and assemble publications, design and print t-shirts, and perform tasks related to desktop publishing. Students will learn and apply industry relevant computer software applications to real world media projects in a wide variety of mediums.

Certifications:

- Adobe Certified Associate
- PA Skills Certificate (NOCTI)

SOAR Credits:

Manor College – 9 credits
Community College of Philadelphia – 15 credits
Harrisburg Area Community College – 9 credits
Pennsylvania Highlands Community College – 10 credits
Westmoreland County Community College – 9 credits

Criminal Justice (43.0107)

Do you have what it takes? Personal responsibility, integrity, and self-discipline are needed to be successful in the field of public safety. Improve your physical training, take fingerprints, and perform first aid. Make quick decisions while using the Fire Arms Training Simulator, and the Geospatial Information Systems mapping software. This program prepares students for entry-level positions in the Criminal Justice arena, specifically, the field of Law Enforcement and Emergency Medical Services. Personal responsibility, integrity, and self-discipline will be expected. Intensive physical training, rigorous academics, and adherence to strict standards of personal appearance are required.

Criteria for Admission:

- Pass a Commonwealth of Pennsylvania Criminal History Check. (No prior criminal record of any type)
- Receive a certification from a physician that the student can engage in a rigorous physical training regimen.

Certifications:

- First Aid/CPR
- AED Essentials
- Infant/Child CPR
- PA Skills Certificate (NOCTI)

SOAR Credits:

Butler County Community College – 9 credits
Community College of Allegheny County – 9 credits
Harcum College – 9 credits
Harrisburg Area Community College – 9 credits
Lackawanna College – 9 credits
Manor College – 10 credits
Montgomery County Community College – 3 credits
Mount Aloysius College – 9 credits
Reading Area Community College – 6 credits
Westmoreland County Community College – 9 credits

Culinary Arts (12.0508)

Chop, fillet and create exciting cuisine every day as you experience the fast-paced culinary industry. From cooking for the student run Spartan Inn to providing food for large groups, students gain valuable restaurant experience. Bake breads, cakes, pies, experiment with confections and chocolate.

Certifications:

- PA Skills Certificate (NOCTI)
- SERVSAFE

SOAR Credits:

Culinary Institute of America – 3 credits
Commonwealth Technical Institute – 9 credits
Community College of Allegheny County – 18 credits
Community College of Beaver County – 13 credits
Community College of Philadelphia – 10 credits
Delaware County Community College – 9 credits
Harrisburg Area Community College – 5 credits
Luzerne County Community College – 9 credits
Montgomery County Community College – 9 credits
Pennsylvania College of Technology – 12 credits
SUNY College of Agriculture & Technology at Cobleskill – 8 credits
Westmoreland County Community College – 8 credits

Dental Assisting (51.0601)

Work with patients in a dental office and work with the dental team. Learn to help the dentist chairside with procedures by passing dental instruments and materials to the dentist and keeping the mouth dry. Mix and prepare dental materials, sterilize instruments, disinfect treatment rooms, take impressions and take x-rays. Perform basic lab duties such as and make models of teeth.

Certifications:

- Dental Assisting National Board Radiation Health & Safety Certification
- Healthcare Provider CPR Certification

SOAR Credits:

Greater Altoona Career & Tech Center – 9 credits
Harcum College – 8 credits
Harrisburg Area Community College – 12 credits
Manor College – 10 credits
Westmoreland County Community College – 8 credits

Diesel Technology (47.0613)

Diesel Technology is a broad-based program covering basic diesel engine fundamentals, full truck alignment, electrical/electronic engines, precision measuring, engine overhaul, air brake systems, drive train components, and PA State inspection procedures. This program also offers state of the art equipment that will be an asset in furthering your education.

Certifications Offered:

- SP2 safety certification
- State Inspection certification
- Airbrake certification
- Mobile Air Conditioning (MACS)
- Digital Voltmeter Certification (DVOM)
- Forklift Operator.

SOAR Credits:

Johnson College – 9 credits
University of Northwestern Ohio – 18 credits

Early Childhood Education (19.0708)

Are you creative, energetic, and enjoy working with children? Learn how to develop and present lesson plans to young children, spend time working at a local elementary schools, at our on-site Early Learning Center, or at other community childcare programs. Earn hours towards the 480 hours of training required to apply for your Child Development Associate Credential.

Criteria for Admission: Criminal Clearance, Child Abuse Clearance, Physical, Mantoux TB test, 2 letters of reference.

Certifications:

- Child Development Associate Credential
- Pediatric First Aid
- PA Skills Certificate (NOCTI)

SOAR Credits:

Community College of Allegheny County – 6 credits
Community College of Beaver County – 9 credits
Harcum College – 9 credits
Harrisburg Area Community College – 15 credits
Lackawanna College – 9 credits
Luzerne County Community College – 7 credits
Manor College – 9 credits
Montgomery County Community College – 12 credits
Mount Aloysius College – 9 credits
Pennsylvania College of Technology – 6 credits
Pennsylvania Highlands Community College – 9 credits
Reading Area Community College – 6 credits

Electrical Occupations (46.0399)

Safely install electrical systems in residential, commercial and industrial buildings. Read and understand blueprints and schematics. Wire a variety of lighting and receptacle circuits and finish wire electrical panels. Install many different conduit and raceway systems. Study the theory of electricity and learn how to design and terminate electro-mechanical control systems. Students will also participate a PA registered pre-apprenticeship program offered by the York Electrical Institute. Students who complete the pre-apprenticeship within accepted guidelines will be offered a guaranteed interview and may qualify for advanced standing to second year of the five-year apprenticeship program.

Certifications Offered:

- CPR
- AED Essentials
- OSHA –10
- Aerial Platform Cert
- SP2 Construction Safety Training
- PA Skills Training Certificate (NOCTI)
- Pre-Apprenticeship State Certificate

SOAR Credits:

Harrisburg Area Community College – 6 credits
Orleans Technical Institute – 5 credits
Rosedale Technical College – 8 credits

Engineering & Advanced Manufacturing (15.9999)

This technical program prepares students to apply knowledge and skills in the engineering field. Basic instruction is provided in a variety of areas associated with engineering such as civil engineering, electrical and electronic engineering, electromechanical instrumentation, industrial production and mechanical engineering. Instruction includes but is not limited to electrical circuitry, electronic digital and microprocessor applications, high and low voltage applications, instrumentation calibration, prototype development, testing, inspecting, systems analysis and maintenance, applications to specific engineering systems, CAD/CAM, fluid power, heating and cooling, manufacturing systems, principles of mechanics, properties of materials, and report writing.

Project Lead the Way Courses taught in this program:

- Introduction to Engineering Design
- Computer Integrated Manufacturing
- Principles of Engineering
- Engineering Design & Development (capstone)

Certifications

- PA Skills Certificate (NOCTI)
- OSHA 10
- Siemens Level One

SOAR Credits:

Harrisburg Area Community College – 15 credits
Montgomery County Community College – 12 credits

Heating, Ventilation, & Air Conditioning/Plumbing (CIP 47.0201)

The HVAC/Plumbing program trains students for the always changing, always in demand HVAC industry. Students will learn to identify and safety use power and hand tools to complete hands-on projects. They advance to learning the materials and equipment of the field while completing more challenging installation jobs. Students receive instruction on electricity and electrical components and controls, and the technical aspects of HVAC which includes proper installation, setup, service, and troubleshooting of residential and commercial heating and cooling systems.

Certifications

- ESCO Student Outcome Assessment (HVAC Excellence)
- EPA Section 608 (Refrigerant)
- Osha 10
- CPR
- TracPipe Certification (gas piping)
- PA Skills Certificate (NOCTI)

SOAR Credits:

Butler County Community College – 9 credits
Clarion University of Pennsylvania – 9 credits
Community College of Allegheny County – 10 credits
Delaware County Community College – 9 credits
Harrisburg Area Community College – 15 credits
Johnson College – 10 credits
Lehigh Carbon Community College – 9 credits
Luzerne County Community College – 8 credits
Northampton County Community College – 9 credits
Orleans Technical Institute – 1 credit
Rosedale Technical College – 9.5 credits
Thaddeus Stevens College of Technology – 10 credits
University of Northwestern Ohio – 6 credits
Westmoreland County Community College – 11 credits

Information Technology

This program is designed to introduce students to the world of information technology—computer hardware, software and terminology. Students will rotate through the four programs in the pathway during Level 1 & Level 2, and then work toward the certifications needed in the industry during their final two years.

The Information Technology Systems Program includes several foundation courses to help students succeed in this high-paced, challenging career.

During the first two years, students will take the following foundation courses:

- Computer Hardware
- Computer Software
- Programming Basics
- Intro to Networking
- Computer Forensics & Cyber Security
- IT Careers & Technical Support
- A+ Hardware
- A+ Software

After completion of the eight foundation courses, students will have the opportunity to select an area of the field to gain specialty experience in during their 11th & 12th grade years.

Computer Programming & Interactive Media Specialist – Programming and Website Design, including Android and iOS app development, and Unity Video Game Design. CIW Web Design Associate Certification and AP Computer Science training are both included as part of this course.

Electronics & Information Technology Support Specialist – Students receive instruction in basic computer design and architecture, problems of specific computer application, component and system maintenance and inspection procedures, hardware and software problem diagnosis, and repair and report preparation.

IT Systems Management Specialist – Students will focus on system virtualization, server configurations, Apple products management, and technical support training and modeling.

Network Systems & Cyber Security Specialist – Focuses on computer networking from a CompTia+ and Cisco CCNA perspective.

Computer Programming & Interactive Media (CIP 52.1201)

This program is designed to introduce students to the world of information technology—computer hardware, software and terminology. Students will rotate through the four programs in the pathway during Level 1 & Level 2, and then work toward the certifications needed in the industry during their final two years.

The four programs are:

- Computer Programming & Interactive Media
- Computer Networking & Cyber Security
- Information Systems Management
- Electronics & IT Support

Computer Programming students are given an opportunity to explore the Oracle Academy curriculum, as well as a host of other programming languages. In the Oracle Academy, students will begin with a study of data modeling and data analysis, followed by SQL (Structured Query Language) in preparation for an Oracle entry-level certification. The Oracle Academy allows students to control the internet by creating interactive web page designs that access a database for data handling and manipulation. Students have the opportunity to enter international competitions through the Oracle Academy. Students will gain competencies in computer programming languages, intense database analysis and design, advanced web page development, and computer-based presentations.

Certifications:

- CIW Site Development Associate
- PA Skills Certificate (NOCTI)
- A+
- CIW JavaScript Specialist
- MOS (Microsoft Office Specialist)
- MOS Word
- MOS Excel
- MOS Access
- MOS PowerPoint

SOAR Credits:

Harrisburg Area Community College – 9 credits
Pierce College – 9 credits
Lackawanna College – 9 credits
Luzerne County Community College
Manor College – 9 credits

Electronics & IT Support (CIP 15.0202)

This program is designed to introduce students to the world of information technology-computer hardware, software and terminology. During the students' 11th & 12th grade they will work toward the certifications needed in the industry.

Support for personal computers and mobile devices has evolved into one of the largest service industries in the world. This program is designed to prepare students to help maintain, support, and upgrade PC's and mobile devices. In order to be a marketable computer support technician, you need to learn how the components of a computer work with the operating system software so you can apply that knowledge in troubleshooting a faulty computer system.

Acquire the knowledge and hands-on skills to become an IT technician. Perform repairs and upgrades to hardware, software, and other IT related devices. Learn more about electronics and how circuits make IT equipment function. Maintain and troubleshoot computers so they operate effectively and are virus free.

Certifications Offered:

- Comp TIA IT-Fundamentals
- A+ certifications

SOAR Credits:

Bucks County Community College – 8 credits
Clarion University of Pennsylvania – 9 credits
Commonwealth Technical Institute – 12 credits
Community College of Allegheny County – 6 credits
Community College of Philadelphia – 11 credits
Harrisburg Area Community College – 9 credits

Manor College – 6 credits
Mercyhurst University – 9 credits
Reading Area Community College – 9 credits
Westmoreland County Community College – 12 credits

IT Systems Management Specialist (CIP 11.0901)

This program of study focuses on the implementation and maintenance of both desktop and server operating systems. The Goal of this program is to train students to act as system administrators. To accomplish this students begin with Introduction to software 1 and 2 which covers the installation and administration of the windows OS. The Junior and Senior year of IT Systems will cover server operating systems and Linux desktop and server operations. Systems admin topics such as cyber security and networking are covered but not emphasized.

Certifications:

- A+ Technician certification
- PA Skills Certificate (NOCTI)
- Linux +
- Security +

SOAR Credits:

Allegheny College of Maryland – 12 credits
Bucks County Community College – 4 credits
Butler County Community College – 10 credits
Clarion University of Pennsylvania – 9 credits
Community College of Allegheny County – 9 credits
Community College of Beaver County – 12 credits
Community College of Philadelphia – 11 credits
Delaware County Community College – 9 credits
Harrisburg Area Community College – 12 credits
Johnson College – 11 credits
Lehigh Carbon Community College – 9 credits
Luzerne County Community College – 10 credits
Montgomery County Community College – 6 credits
Mount Aloysius College – 9 credits
Northampton County Area Community College – 10 credits
Peirce College – 9 credits
Pennsylvania Highlands Community College – 10 credits
Reading Area Community College – 18 credits
Thaddeus Stevens College of Technology – 9 credits
Westmoreland County Community College – 9 credits

Network Systems & Cyber Security (CIP 11.0901)

Information Technology is designed to introduce students to the world of information technology—computer hardware, software and terminology. Students will rotate through the four programs in the pathway during Level 1 & Level 2, and then work toward the certifications needed in the industry during their final two years.

The four programs are:

- Computer Programming & Interactive Media
- Computer Networking & Cyber Security
- Information Systems Management
- Electronics & IT Support

Students enrolled in the Network Engineering Technology program will study official CISCO curricula covering the CISCO Routing Internet Operating System. Students will pursue their certification as a CISCO Certified Entry Network Technician (CCENT). Network engineering covers subjects such as designing, installing, and configuring worldwide computer networks, computer network wiring, network security, network management, network connections to the internet, network protocols, web page hosting, installing and configuring Desktop Operating Systems installation and distribution of software applications across the network. Students will also prepare for additional certifications listed below.

The program is also participating in College in the Classroom in partnership with Harrisburg Area Community College. Students enrolled in this program can achieve 3 college credits at a highly discounted rate. The credits can be transferred to most Pennsylvania 2 and 4 year colleges.

Certifications

- CCENT
- CompTIA IT Fundamentals
- CompTIA A+
- CompTIA Security+
- CompTIA Network+
- Pennsylvania Skills Certificate (NOCTI)

SOAR Credits:

Bucks County Community College – 4 credits
Butler County Community College – 10 credits
Clarion University of Pennsylvania – 9 credits
Community College of Allegheny County – 9 credits
Community College of Beaver County – 12 credits
Community College of Philadelphia – 11 credits
Delaware County Community College – 9 credits
Harrisburg Area Community College – 12 credits
Johnson College – 11 credits
Lehigh Carbon Community College – 9 credits
Luzerne County Community College – 10 credits
Montgomery County Community College – 6 credits
Mount Aloysius College – 9 credits
Northampton County Area Community College – 10 credits
Peirce College – 9 credits
Pennsylvania Highlands Community College – 10 credits
Reading Area Community College – 18 credits
Thaddeus Stevens College of Technology – 9 credits
Westmoreland County Community College – 9 credits

Landscaping & Agriculture (CIP 01.0601)

The Landscaping & Agriculture program covers training in equipment usage such as skid loader and Bobcat utility vehicle, greenhouse management, agriculture, turf maintenance, plant identification, tree maintenance, nursery production and landscape design, management, and construction including pond and patio installation. Practical experience is gained through school landscape plantings, plan and maintenance of a vegetable garden and maintenance of a nursery area. Design is also taught using the Punch! Landscape Deck and Patio Designer program.

Certifications

- Pennsylvania Skills Certificate (NOCTI)
- HOSTA NSTMOP Tractor Safety
- S/PS Construction Safety
- Landscape Safety Training

SOAR Credits:

Pennsylvania College of Technology – 10 credits
Westmoreland County Community College – 3 credits

Licensed Cosmetology (CIP 12.0401)

Students in the Licensed Cosmetology program study topics such as: safety, history, careers, professionalism, infection control, chemistry, PA State Cosmetology law, salon business, and anatomy & physiology. In addition, students are training in hair care skills such as shampooing, hair cutting, styling, braiding, perming, relaxing, coloring, foiling, extensions, and up-dos. Instruction also includes the care of hands and nails, feet and toes, skin and makeup artistry. Students practice these techniques on mannequins, practice hands, or people.

During their junior and senior year, students participate in clinical experience by demonstrating services on customers at the cosmetology clinic—"Spartan Spa".

Upon completion of 1250 hours, a transcript of 75% or higher in the course, and an Official Criminal Record History check, students are able to take the State Board Examination, which is required for licensing.

Certifications:

- Pennsylvania Cosmetologist License
- Pennsylvania Skills Certificate (NOCTI)
- S/P2 Cosmetology
- Barbicide Certification

SOAR Credits:

Lehigh Carbon Community College – 30 credits

Medical Professions (CIP 51.9999)

Students are required to complete the foundation courses during the first two years at York Tech. The intent of this program is to provide a foundation for these students and to aid students and teachers in choosing appropriate pathway placements that will lead to informed career decisions.

The Medical Professions Program includes several foundation courses to help students succeed in this high-paced, challenging career. During the first two years, students will cover the following topics:

- Orientation & Safety
- Nutrition & Hydration
- Medical Terminology/Human Body
- Rehabilitation & Restoration
- Diseases and Disorders

- Basic Clinical Skills
- Mathematics in Allied Health
- Legal & Ethical Issues
- Emergency Care & Disaster Preparedness

After completion of the foundation courses, students will have the opportunity to select an area of the field to gain specialty experience in during their 11th & 12th grade years. They can select from the following courses.

Advanced Medical Simulation (Year Course) – Open to Seniors Only – Students will take one credit of college level Anatomy & Physiology building upon the concepts learned in previous grades. Students will be exposed to actual real-life medical scenarios in a simulation lab. Intensive theory will be taught in preparation for the simulation experience. Job shadows in various medical settings will be scheduled according to the student's post-secondary and career goals.

Emergency Medical Technician (EMT) (Year Course) – Open to Seniors Only – The EMT course is coordinated through HACC. This course utilizes the National EMS Education Standards. These standards include anatomy and physiology, assessment of injuries and illnesses, EPR and AED, pediatric and geriatric emergencies, lifting, moving and transport of patients, assisting patients with medications, and roles and responsibilities of the EMT. Upon successful completion of the EMT program students are eligible for their EMT certification exam. In addition to the EMT course, students will also be required to complete the Medical Terminology course through HACC.

Emergency Preparedness (Year Course) Students will receive first responder trainings, including certifications in Healthcare Provider CPR/AED, Blood borne/Airborne Pathogens, Oxygen Therapy Administration, CERT (Community Emergency Response Training), Disaster Preparedness and Advanced First Aid. The course includes hands-on work with local training facilities such as York County Control and York Fire Academy. Students will also complete the 3-credit Penn College Emergency Management course.

Medical Administrative Assisting (CMAA)/EKG Technician (CET) Students will have the opportunity to earn two certifications. Students will learn about the front office responsibilities, including preparing medical files, documentation and confidentiality of protected health information, insurance and billing procedures, medical terminology, and medical office equipment. In addition, students will learn the anatomy, physiology, and electrophysiology of the cardiovascular system, diseases which may affect an electrocardiogram and medications prescribed to treat cardiovascular diseases (i.e., blood pressure medications); how to recognize cardiac arrhythmias on an EKG, reading the rate and rhythm on an EKG, and educating patients concerning preparation for EKG and related cardiac links.

Pharmacy Technician (Year Course) Students will learn about the process of how to prepare medications, read prescriptions, and compound sterile products. Students will also learn to measure, mix, count out, label, and record amounts and dosages of medications according to prescription orders. Students will need to have a good base of knowledge of anatomy and physiology and the disease process. There is also a strong component of chemistry and math concepts such as conversion factors, ratios, and proportions. Job shadowing and externship opportunities are available at some local pharmacy facilities.

Certifications

- CMAA – Certified Medical Administrative Assistant
- CET – Certified EKG Technician
- CPhT – Pharmacy Technician
- CEHRS – Electronics Health Records Specialist (For qualified candidates)
- Oxygen Therapy Administration
- Health Care Provider CPR/AED
- CPCT/A – Certified Patient Care Technician
- Advanced First Aid
- HeartSaver Bloodborne/Airborne Pathogens
- CERT – Community Emergency Response Training
- Pennsylvania Skills Certificate (NOCTI)
- Stop the Bleed
- HIPAA

SOAR Credits:

Harrisburg Area Community College – 3 credits
Central PA Institute of Science & Tech – 3 credits
Crawford County Career & Tech Center – 3 credits
Greater Altoona Career & Technology Center – 3 credits
Greater Johnstown Career & Tech Center – 3 credits
Harcum College – 6 credits
Johnson College – 1 credit
Lenape Area Vocational Technical School – 3 credits
Mount Aloysius College – 3 credits
Western Area Career & Technology Center – 3 credits

PowerSports & Engine Technology (CIP 47.0699)

PowerSports and Engine Technology is designed to provide training for persons interested in repairing PowerSports equipment. The areas that will be covered include motorcycles, marine products, lift trucks, lawn maintenance products, and the engines that power them.

Certifications

- State Inspection (motorcycle)
- SP2 Safety Certification
- S/P2 Pollution
- NC3 Meter
- Briggs & Stratton MST Certifications
- Engine Equipment Training Council Certifications
- Lift Truck Certifications (through Adult Education)
- PA Skills Certificate (NOCTI)

SOAR Credits:

Pennsylvania Highlands Community College – 15 credits

Precision Machining Technology (CIP 48.0501)

This program builds a firm foundation in the following areas: lathe, mill, grinder, drill press, bench work, precision measurement, print reading, and understanding geometric tolerances. Students cover advanced machining techniques on Computer Numerical Control machines (CNC).

Certifications

- NIMS Level 1
- Osha 10
- Forklift Operator

SOAR Credits:

Butler County Community College – 15 credits
 Clarion University of Pennsylvania – 9 credits
 Delaware County Community College – 10 credits
 Harrisburg Area Community College – 15 credits
 Luzerne County Community College – 7 credits
 Pennsylvania College of Technology – 11 credits
 Reading Area Community College – 12 credits
 Westmoreland County Community College – 12 credits

Sports Technology & Exercise Science (CIP 51.2604)

Do you enjoy physical activity and helping others? Can you see yourself being a personal trainer, athletic trainer or physical therapist? Learn the basic skills associated with athletic health care, basic anatomy and physiology. Tape, wrap and brace athletic injuries. Understand the proper ways to use heat and ice. Chart vital signs such as blood pressure, pulse, temperature, and pain.

Certifications

- Pennsylvania Skills Certificate (NOCTI)
- HeartSaver CPR
- HeartSaver AED
- HeartSaver First Aid

SOAR Credits:

None

Welding / Metal Fabrication (CIP 48.0508)

Welding/Metal Fabrication Technology program is a very diverse area in which the students are trained on Shielded Metal Arc Welding, Flux Cored Arc Welding, Gas Tungsten Arc welding and Oxy–Acetylene/Cutting, Welding and Brazing processes. Students also study emerging technologies such as glass and plastic welding. Theory includes the aspects relating to safety in today's welding facilities as well as welding symbol and blueprint usage.

Certifications

- Entry Level Welder
- OSHA General Industry (10 Hour)
- Pennsylvania Skills Certificate (NOCTI)
- Weld D1.1 SMAW
- Weld D1.1 FCAW
- Forklift Operator

SOAR Credits:

Clarion University of Pennsylvania – 9 credits
 Community College of Allegheny County – 9 credits
 Delaware County Community College – 6 credits
 HACC – Harrisburg – 9 credits
 Harrisburg Area Community College – 15 credits
 Northampton County Community College – 10 credits
 Pennsylvania College of Technology – 12 credits
 Thaddeus Stevens College of Technology – 9 credits
 Westmoreland County Community College – 2 credits