

COURSE SELECTION GUIDE

2020 - 2021

YORK ADAMS ACADEMY MISSION STATEMENT

The mission of York Adams Academy is to give eligible students the opportunity to obtain a high school diploma. This is made possible through an innovative and flexible approach, and in strong partnership with member districts.

Edited 5/27/2020

Locations	
<u>York Learning Center</u> York Adams Academy 300 East 7th Avenue, Suite 500 York, PA 17404 Phone: 717- 718-5836 Fax: 717-767-4336	<u>Adams Hanover</u> York Adams Academy 2904 Carlisle Pike New Oxford, PA 17350 Phone: 717- 624-3535 Fax: 717-624-3529
Website: www.yorkadamsacademy.org	

YORK ADAMS ACADEMY (YAA) is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, gender, sexual orientation or handicap in its activities, programs or employment practices as required by Title VI, Title IX, Section 504 and the Americans with Disabilities Act.

For information regarding civil rights or grievance procedures contact Dr. Michael S. Snell, Superintendent, Central York School District, 775 Marion Road, York, Pennsylvania 17406 (717) 846-6789.

Foreword

This guide has been prepared for use by learners and parents/guardians in deciding which courses are best suited to the learners' goals, interests, aptitudes and abilities. A flexible curriculum has been constructed which permits learners to select courses to meet their individual needs.

Learners' choices may determine their chances for success in future years; therefore, learners are urged to select courses with the greatest of care. This important educational matter should be thoroughly discussed with parents/guardians. For more information concerning course selection, college admissions and requirements, or employment demands, learners and parents/guardians should arrange to consult with the director.

This guide is approved by the York Adams Academy School District Board of School Directors; its contents are therefore approved academy procedures.

Accreditation

Students from York Adams Academy receive a dual diploma. This is **not** a G.E.D program. The dual diploma is accredited by the Pennsylvania Department of Education and is awarded on behalf of the student's home district **and** York Adams Academy. Official transcripts are available and can be obtained by all graduates through their home school district's guidance office.

ADMINISTRATION

Dr. Michael Snell
Superintendent of Record

Mr. Brent Kessler
Business Manager of Record

Mr. Christopher Fultz
Director

YORK LEARNING CENTER STAFF

Mrs. Jill Kling
Coordinator of Student Services

Mrs. Melissa Stafford
Social Worker

Mrs. Nicole Park
English Teacher

Mr. Brian Smith
Social Studies Teacher

Mrs. Tracie Walter
English Teacher

Mrs. Karen Keeney
Administrative Assistant

TBD
Administrative Assistant to the Director

ADAMS/HANOVER SITE STAFF

TBD
Teacher

Mrs. Andrea Taylor
English & Social Studies Teacher

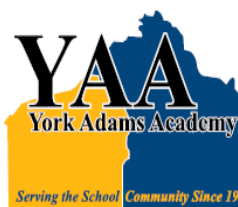
STAFF AT BOTH SITES

Mrs. Deven Donovan
School Counselor

Mr. Christopher Adams
Health & PE Teacher

TBD
Math Teacher

Mrs. Leslie Gentzyel
Science Teacher



YORK ADAMS ACADEMY

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Dear York Adams Academy Learners and Families:

Welcome to York Adams Academy. We are pleased that you have decided to return to school and pursue your high school diploma. Our flexible hours are designed to meet your individual needs. We hope that you will utilize them in the best possible way.

Our staff is dedicated and willing to work with you to ensure your academic success. However in order for you to make the most progress, excellent attendance is essential.

One of the benefits of York Adams Academy is that you do not have schoolwork to complete outside of school, but it means that you must work hard while you are here, and you must be here to work hard.

We sincerely hope that you will take advantage of this opportunity to complete the requirements necessary to earn your high school diploma.

Now that you have taken the first step and have returned to school, graduation is within your reach. When this goal is realized, your reward will be new opportunities in the workplace and/or in higher education.

Sincerely,

Christopher G. Fultz

Christopher G. Fultz
Director

Learner Expectations

- Attend school daily and be on time
- Be kind and respectful to everyone
- Respect your school's facilities
- Bring all necessary materials to class
- Take responsibility for your actions

School Communication Process

1. Learner → Teacher
2. Learner → Teacher → Coordinator of Student Services/School Counselor
3. Learner → Teacher → Coordinator of Student Services/School Counselor → Parent
4. Learner → Teacher → Coordinator of Student Services/School Counselor → Parent → Director

York Adams Academy Graduation Credit Requirements

4-English
4-Social Studies
3-Mathematics
3-Science
.5-Physical Education
.5-Health
7-Electives
1-Post Secondary Planning Seminar

23-Total Credits

Testing Out of a Course for Credit

The York Adams Academy Joint Authority Board grants high school credit in all courses (except Algebra I, Biology, English 10, Physical Education, Career Internship, Community Service and Awareness Learning Course, and the Post-Secondary Planning Seminar) to a student enrolled at York Adams Academy, but who has not previously failed the course (at YAA or another school) and who exhibits a reasonable level of mastery of the subject matter of the course by attaining a grade of a 75% C+ on a final exam in the course.

- Credit earned under this section will be based on a passing grade and will not be included

in the computation of grade point average for any purpose.

- Credit earned will be counted towards a student's graduation requirements.
- The course will count towards the sequence fulfillment as a requirement for a subject-area course (for example, if a student tests out of English 11, he or she may move on to take English 12).
- Once credit is earned under this section, a student may not receive credit thereafter for a course lower in course sequence concerning the same subject area.
- Students may only attempt to test out of a course one time.

Procedures to Test-Out of a Course:

Learners interested in testing out of a course:

- Must notify their teacher prior to starting the course.
- The teacher will then schedule a test out appointment.
- Prior to starting the test out assessment, the student must turn in any personal electronic device(s) to the director or designee.
- The student will have one full 3-hour test session to complete the assessment.

* The use of a calculator is prohibited for basic math course assessments.

Foolproofme at Home Day Guidelines and Expectations

Objective: To afford students at York Adams Academy an opportunity to continue moving forward on their academic journey when they are physically unable to attend their individual session due to sickness and/or transportation issues. This option only applies to students who have not completed their Post-Secondary Planning Seminar course.

Expectations:

- Students must call into school and inform their teacher of their pending absence and their intent to utilize a **"Foolproofme at Home"** Day.
- While absent, the student must satisfactorily complete a minimum of three (3) modules on the FoolProofMe website to receive full credit for attendance for the missed session. Students who are required to attend double sessions must complete six modules to meet their full attendance obligation.
- The student must demonstrate a 70% or higher score on each module in order to gain the full credit. One completed module of 70% or higher is equal to one hour of attendance.
- Students who do not meet the minimum module score expectation during their absence will not receive credit for the completion of the module and will have to redo the module until the expected accuracy level is reached.

- Any hours lost due to not meeting the above expectations, will be added to the students UNEXCUSED hours total.
- Upon arrival back to school, the teacher will print out the results of the three (3) completed modules, highlight the dates completed and provide the attendance secretary with this documentation.

Accountability: Each and every student will be afforded the opportunity to utilize our “Foolproofme at Home” Day Program as they encounter adversities in their academic journey at YAA. It is up to each individual student to ***abide by all guidelines and meet all expectations*** outlined above in order to maintain eligibility to continue utilizing this extension of the York Adams Academy academic program. Failure to do so will eliminate any student from taking advantage of future opportunities.

Accelerate Your Learning At Home Guidelines and Expectations

Objective: “Accelerate Your Learning at Home” is an attempt by the Academy to offer students an opportunity to accelerate their academic journey outside of their designated session timeframe. This option is made possible by having students sign out materials from their content teacher to work on at home outside of their regularly scheduled session and/or weekend. Students are expected to bring the materials back to school with them for their regular schedule school session each day. “Accelerate Your Learning At Home” is ***not*** an opportunity for a student to do work at home in place of attending school. This option is a privilege and only applies to students who qualify for the opportunity.

Qualification Requirements: In order to qualify to “Accelerate Your Learning At Home” a student must be in good standing at YAA with their attendance, behavior and academic pacing (not on an improvement plan).

Expectations:

- Students must seek their content teacher’s approval and sign out the required materials to participate in this opportunity.
- Students must satisfactorily complete a minimum of one assignment outside of school if they are signing out materials. Failure to meet this expectation may make them ineligible to future “Accelerate Your Learning at Home” opportunities.
- Students may complete up to one “unit” worth of assignments during the time materials are signed out. This work must be submitted to the teacher for grading at the start of their next school session.
- All tests and the final exam must be completed at school during the student’s designated session.

- Upon arrival back to school the next day, the student will return the textbook/resources back to their content teacher at the start of their designated session.

Course Descriptions

The subsequent descriptions are designed to provide the information necessary to make an informed decision on academy selection and the best possible courses for learners to take to provide a meaningful, relevant, and rigorous academic experience. Learners should make these decisions with the support of their parents or guardians, while remembering that their school counselor and teachers are always available to provide additional guidance and support.

Each course description below includes the course name, number, and its credit value.

All courses are self-paced. Students are required to earn a minimum of a .5 credit a month. Failure to progress at this pace may result in the student being placed on an academic/attendance improvement plan.

* Note for elective credits, any course listed in this guide can be used except for Physical Education (LOG)

Department descriptions begin on the following pages:

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English

Graduation Requirements: All learners must successfully complete four credits of English.

English 9 (E101) – 1 Credit

Part I – In this course, students are exposed to literary reading in each of the following genre: fiction, non-fiction, poetry, and general reference texts. A variety of interesting strategies for exploring the selections help to meet the diverse needs of the 9th grade student. Beyond the text selections, various informational, persuasive, and practical living selections have been inserted to assist students in relating what they read to the larger world--and to their own lives. Active reading strategies, vocabulary building assignments and skill building in revising and editing are included. Feature articles and personal narrative writing are given considerable measure. Strategies to attack prompts for writing open response questions (ORQ's) are available.

Part II – In this section, students are exposed to literary reading of fiction, non-fiction, poetry, and drama. A variety of interesting strategies for exploring the selections helps to meet the needs of the 9th grade student. Active reading strategies, composing monologues and reflective writing are given considerable measure, as well as strategies to read, evaluate, and analyze internet material, newspaper and magazine features, and other informational writing. Beyond the text selections, various informational and practical living selections have been inserted to assist students in relating what they read to the larger world- and to their own lives.

English 10 (E201) – 1 Credit

Part I – This is a culturally diverse course, organized thematically around fiction, non-fiction, poetry, writing, and grammar. Whether through reading authors such as Mark Twain, Ray Bradbury, or James Herriot, students will be exposed to issues from many corners of the globe and, consequently, will make personal connections to today's world.

In addition to offering carefully chosen literary selections, the course instructs students how to write a memoir, a poem, and a variety of transactive writings. As a challenge to students' critical thinking skills, students will respond to a number of related open response questions.

Part II – This section assists students to focus on the works of many major writers, gather information about their lives, and insight into the real person behind their now-famous literary works. Students will be asked to relate what they read in these works to the real world and to their own lives through critical thinking, use of reading strategies, vocabulary skills, context clue meaning and literary analysis. Grammar skills are built on instruction generated by the literature. Many exercises offer prompts for writing, requiring evidence to support their thinking and to present ideas in a logical order. Strategies for revising and proofreading a response are evident.

English 11 (E300) – 1 Credit

Part I – This course offers a new and positive approach toward the study of literature, writing, and language. The selections in this course represent a carefully chosen combination of old favorites and classics, as well as fresh new fiction and non-fiction literary works. Combining the old with the new adds meaning and relevance to the classics and depth and understanding to the newer, more contemporary works. Such combinations also incorporate a broad range of authors whose works reflect the cultural diversity of today's ever-changing world.

Part II – This section presents a study of American literature from 1900 to the present. It has four major divisions; who we are, how we live, what we believe, and how the American dream affects us. The literature includes fiction, non-fiction, newspaper and magazine articles, poetry, and drama. The literature has been selected to enhance the students' understanding of himself or herself and the world in which we live and to motivate the student to share his or her understanding through written assignments.

English 11 (E301) – 1 Credit

Part I – This course is designed to review reading skills, to introduce you to the history of American writing from the Native Americans to the Colonists, the Puritans, the Romantics, the Gothic and the Southern Gothic writers. For each unit you also have a chance to read more contemporary writings based on themes similar to what the earlier Americans champion in their writings. You will read historical narratives, fiction, opinions, and political writings. There is surely something in this grouping that will attract your attention and make you want to argue or agree with the author.

You will also have the opportunity to complete two writing assignments: a memoir (personal writing) and a monologue (literary writing).

You will practice open response questions, and will also hone your grammar and vocabulary skills.

Part II – This section presents a study of American literature from 1850 to the present. It has four major divisions: Conflict and Expansion, The Changing Face of America, the Modern Age, and War Abroad and Conflict at Home. The literature includes fiction, non-fiction, newspaper articles, poetry, and drama. In addition, writing assignments teach the student to write a personal narrative and a persuasive letter.

English 12 (E400) – 1 Credit

Part I – This section includes a study of literature through short stories, poems, biographies, essays, and drama. Students are asked to explore their thoughts through writing. Grammar lessons are also studied throughout the units.

Part II – This is a culturally diverse literature course beginning with an introduction to the Romantic and Victorian Periods. The selections represent a carefully chosen

combination of old favorites and classics as well as fresh new fiction and non-fiction works that have not previously appeared in high school anthologies. In addition, the broad range of authors reflects the cultural diversity of today's world.

This section is organized according to themes which allow students to discover not only the meaning of a selection, but also to make connections between the selection and a twelfth grader's real life. Basic grammar and vocabulary skills are also included.

English 12 (E401) – 1 Credit

Part I – This course is a culturally diverse beginning with Anglo-Saxon poetry and concluding with Chekhov's "The Bet". The selections represent a carefully chosen combination of old favorites and classics, as well as fresh new fiction and non-fiction works. The broad range of authors reflects the cultural diversity of today's world. The course is organized to allow students to discover the meaning of a selection and to make connections between the selection and real life. Basic grammar and vocabulary skills are also included.

Part II – This section assists students to focus on skills instruction and assessment that naturally flows from the selections of many major writers, requires gathering information about their lives, and gaining insight into the real person behind their classic literary works. Students are asked to relate what they read to the real world and to their own lives through critical thinking, use of reading strategies, vocabulary skills, context clue meaning and literary analysis. Many exercises offer prompts for writing, requiring evidence to support their thinking and to present ideas in a logical order.

Writers Workshop I (E100) – 1 Credit

This course provides the students with a chance to be introduced to various elements of short stories, poetry, drama, and the novel. It also exposes students to varied literary techniques and devices. Selections include both fiction and non-fiction. Grammar review assignments are also contained in this course.

Writers Workshop II (E200) – 1 Credit

This course provides the students with a chance to be introduced to various elements of short stories and drama. Both fiction and non-fiction are explored. Included with the study of literary techniques and devices are grammar review assignments.

Greek Mythology (E500) – .5 Credits

This course begins with a description of why studying mythology is an important way to enhance one's understanding of the modern world. Students will study historical, cultural, religious, and political aspects of Greek society from approximately 2600 BC through the Bronze Age. The course provides students a background of the Greeks from an agrarian society to one that evolves into a theocracy that greatly influenced the Grecian people. In addition, students will be exposed to artwork and poetry and make ties to current historical sites, symbols, and word origin.

Writing for the Workplace (E600) – .5 Credits

This course is designed to help students refine their writing skills to be career ready. In the workplace the employee will often have to provide information, explain procedures, and effectively communicate their ideas in writing. Since the employee will also need to be able to adapt their writing to different readers, each theme in this course focuses on writing to a particular audience. These audiences include: co-workers, supervisors, customers and clients. The lessons within these themes will help the student learn how to write effectively for each type of audience.

Build Your Own Course: Literature (E001) – 1 Credit

YAA offers learners the ability to design a course that explores topics of their choosing in Literature. Learners will be required to design their area of study in Literature, develop assessments, and meet regularly with their mentor. Areas of study must be approved by the director and a mentor will be assigned. BYOC can be selected once (in Literature) for an elective credit and will be graded as pass/fail. Please see a teacher for the form.

Health and Physical Education Department

Graduation Requirement: All learners must successfully complete a half credit of Health and a half credit of Physical Education.

Health (P101) – .5 Credit

This course provides students information on the various health topics that students need to make sound decisions about their health. A holistic approach is given with emphasis on mental, social and physical well-being. Accurate health information is given so that the student can develop healthful attitudes and behavior patterns.

Physical Education (P102) – .5 Credit

This course is completed as a contract and requires students to maintain an accurate log of their physical education activities and submit this log to their teacher to receive credit.

CPR and First Aid (CPR) – .5 Credit

In this course, students will gain the knowledge needed to perform CPR and basic first aid, while understanding the importance of other health and safety issues.

Mathematics

Graduation Requirement: All learners must successfully complete three credits of Mathematics.

General Mathematics (X200) – 1 Credit

Part I – The purpose of this course is to provide an introduction to math concepts and terminology. The course begins with numeral recognition and progresses into a review of addition, subtraction, multiplication and division. Fractions and decimals are introduced as well as operations on all types of numbers.

Part II – This section is designed for the student who needs remediation in basic arithmetic skills. Topics include whole numbers, fractions, decimals, percentages, introductory algebra and elementary geometry.

Business Mathematics (X300) – 1 Credit

Part I – This course covers some basics that students will need for consumer and business use. Topics covered include gross income, net income, record keeping, checking accounts, saving accounts, and cash purchase. Students are introduced to tax forms and are expected to review basic math topics such as fractions, decimals, and percentages.

Part II – This section of the course covers topics that include charge accounts, credit cards, loans, vehicle transportation, housing costs, insurance and investments. Students will also be expected to review some basic math concepts.

Pre-Algebra (X101) – 1 Credit

Part I – This course includes a review of operations on fractions and decimals, number theory, rational numbers and fractions, basic operations and rational expressions, ratios, proportions and percentages.

Part II – This section offers an introduction to integers, exponents, square roots, and the Pythagorean Theorem, equations from Geometry, graphing and concludes with data statistics and probability.

Algebra I [Mandatory] (X102) – 1 Credit

Part I – This course presents basic math concepts which must be mastered before solving complex algebraic expressions. It reviews the fundamental arithmetic concepts of combining like terms and factoring, discusses integers, and introduces the student to simple equations. Equations are used to solve number, percent, and formula problems. Powers, inequalities, and absolute values are introduced. The course emphasizes operations needed to add, subtract, multiply and divide polynomials. An understanding

of basic mathematical skills is necessary for success in this course.

Part II – This section builds on the fundamental concepts learned in Part I. Knowledge of factoring is expanded. Math processes used with radical expressions are studied applying the knowledge to solve equations and word problems. Graphs and slopes are introduced, as well as a study of rational and irrational numbers.

Algebra Lab (X400) – .5 Credit

This course is a supplementary course to Algebra I that begins with whole numbers, decimals, and fractions. Students will be introduced to matrices. They will explore integers, rational numbers, square roots, and real numbers. Students will write equations and formulas. The course includes application in real-life situations.

Algebra II (X103) – 1 Credit

Part I – This course builds on concepts learned in Algebra I. It includes the study of linear equations and functions, quadratic equations and functions, polynomials, rational expressions, powers, roots, radicals and fractional exponents.

Part II – This section offers a study of exponential and logarithmic functions, conic sections, trigonometry, permutations, combinations, probability, series, complex numbers, mathematical induction, operations with functions, measurement and statistics.

Geometry (X201) – 1 Credit

Part I – This course develops skills in reasoning and problem solving strategies, and uses geometric properties to solve real-world problems. Students will solve problems involving properties of triangles, quadrilaterals, and polygons. The student will apply properties and solve problems using altitudes, Pythagorean Theorem, its converse and Pythagorean Triples. The student should understand transformations and spatial relationships. This course introduces the student to three dimensional objects

Part II – This section provides the student with exposure to the types of mathematical reasoning and problem solving that will be important in the students' future. The student will develop reasoning and problem solving strategies, use geometric properties to solve real-world problem, communicate in writing, and study and learn independently. Problem solving includes properties of triangles, quadrilaterals, polygons, and circles.

Mathematics in the Workplace (X500) – .5 Credit

This course is designed to help students to refine their mathematical career readiness skills. In this course, students will apply their current knowledge of mathematical concepts to workplace situations. The questions in this course are designed to help students identify, understand and solve problems that they may encounter on the job. This course focuses on three skill areas identified by employers as holding the key to success in more than eighty-five percent of current and emerging careers. These areas are applied mathematics, reading for information and

locating information.

Build Your Own Course: Mathematics (X001) – 1 Credit

YAA offers learners the ability to design a course that explores topics of their choosing in Mathematics. Learners will be required to design their area of study in Mathematics, develop assessments, and meet regularly with their mentor. Areas of study must be approved by the director and a mentor will be assigned. BYOC can be selected once (in Mathematics) for an elective credit and will be graded as pass/fail. Please see a teacher for the form.

Science

Graduation Requirement: All learners must successfully complete three credits of Science.

General Science (C100) – 1 Credit

Part I –In this course, students are given an overview of topics concerning the physical sciences, which include inquiry lab activities. They begin by learning about how scientists collect, organize, and analyze information. Universal forces (gravitational, electromagnetic, strong nuclear, and weak nuclear) are covered. Forces and motion (measuring motion, acceleration, and motion and force) are investigated, which lead into the presentation of Newton’s First, Second, and Third Laws of Motion.

Part II –In this section, students are given an overview of topics concerning the physical sciences, which include inquiry lab activities. They begin by studying energy transfer and conservation of energy, which includes gravitational potential energy, kinetic energy, work, power, and wave properties. Thermodynamics and plate tectonics are then covered. Evolution of the Earth and half-life are investigated, which leads into the presentation of global climate, weather, and the biogeochemical cycles (carbon dioxide-oxygen cycle, nitrogen cycle, and water cycle).

Physical Science (C200) – 1 Credit

Part I –This course will teach the student how to think like a scientist and covers the following topics: Laboratory Safety, the Big Bang Theory, Nucleosynthesis, Nuclear Reactions, Elements, and the Periodic Table. These topics will give the student an opportunity to better understand the physical world.

Part II –In this section, the topics of Chemical Bonding, Intermolecular Forces, Chemical Equations, Chemical Reactions, Biochemical compounds, and Biogeochemical Reactions are covered. These topics will give the student an opportunity to better understand the physical world. Exploring how elements react to form compounds and the forces that bind

those compounds together (Intermolecular forces) will give the student an insight into the physical and chemical properties of substances we see and use each day. Students will be given the opportunity to describe the components and reservoirs involved in biogeochemical cycles (Water, nitrogen, carbon, phosphorus, sulfur, and oxygen) and explain the movement of matter and energy in biogeochemical cycles and related phenomena.

Biology [Mandatory] (C201) – 1 Credit

Part I-In this course students are introduced to the tools used by biologists, scientific measurements, and the scientific method. They will learn the features of living things, the cell and the classification system used to categorize all organisms. In addition, students will learn about the cell and how it functions and cell division (both mitosis and meiosis) will be outlined and illustrated in detail. How organisms obtain and use energy is covered in photosynthesis and cellular respiration. Students will focus on genetics and the roles of DNA and RNA. Attention is given to current research in the field of genetics.

Part II-In this part of the course, students are introduced to the history of life covering fossil evidence, geologic time periods, origin of life, mechanisms of evolution, primate evolution and Hominoid/Hominid and Human Ancestry. Ecology, behavior, ecosystems, populations and communities including aquatic ecosystems will be addressed. The dynamics of ecosystems such as the ecology of organism populations, variety in life, threatening, conserving and preserving biodiversity will be studied. Special attention will be paid to the mammals and their specialized traits, behaviors and adaptations for success. The human population, the dynamics of its growth and the nature of infectious diseases, as well as, noninfectious disorders will be examined.

Anatomy/Physiology (C400) – 1 Credit

Part I-In this course, students will be introduced to the basic anatomy and physiology of the human body. Also included are overviews of pathological disorders as they affect body systems. Students are exposed to a board variety of vocabulary as related to anatomy and physiology

Part II-In this part of the course, students will learn about the respiratory system the transport systems, the regulatory systems, the endocrine systems, reproduction and heredity.

Earth Science (C500) – 1 Credit

Part I—This course covers the following topics: the origin of the Earth, minerals and rocks, weathering of rocks, erosion of rocks, and major land movements.

Part II—This section of the course covers the following topics: oceanography, Earth's climates and seasons, atmospheric science and weather.

Social Studies

Graduation Requirement: All learners must successfully complete four credits of Social Studies.

World Geography (S200) – 1 Credit

Part I –In this course students will compare, contrast, and analyze the physical features: landform regions, climates, agriculture, natural resources, industry, population patterns, cultural diversity, and trade of the following regions: United States Canada, Middle and South America, Europe (including Russia).

Part II –In this section of the course, students will compare, contrast, and analyze the following geographic regions: Southwest Asia, Africa, East Asia, the Pacific World, Antarctica, and Australia.

World Civilizations [Mandatory] (S201) – 1 Credit

Part I –This course introduces and reviews geography, government, world religions, The Middle Ages, The Renaissance, Reformation, The Age of Exploration, Absolute Monarchies, revolutionary ideas, The French Revolution and The Age of Industry.

Part II –In this section of the course, students will explore the concepts of nationalism, Imperialism, World War I, the rise of totalitarian states, World War II, The Cold War, Asian conflicts, Africa, The Middle East, Latin America and The Contemporary World.

U.S. History [Mandatory] (S300) – 1 Credit

Part I –In this course, students will learn about the following topics: Our Democratic Roots, The Civil War and Reconstruction, Life on the Western Frontier, Industrialism and Reform, Growth, Expansion and Power, The Progressive Era, Inventions, and Interventions.

Part II –In this section of the course, the following topics will be explored: World War I, political and economic disaster, World War II, tension, turmoil and change, leadership, lifestyles, conflicts, crisis and recovery at home and abroad and the political pendulum.

Sociology (S400) – 1 Credit

Part I –This course is a social science that studies human society and social behavior. The first part of the course introduces the discipline and prominent sociologists and their theories. The meaning of culture and various forms of social structure are explored. In addition, socialization by society of the individual from adolescence through adulthood is examined. Finally, the course investigates deviant behavior which occurs when socialization to the norms of society is not achieved.

Part II –In this section of the course, students will discuss the social stratification and continues with a look at race relations and social inequality based on gender, age, and health. The

seven social institutions are examined and the changing social world with an emphasis on collective behavior, population and urbanization is discussed.

Psychology (S402) – 1 Credit

Part I –In this course students are introduced to the study of psychology, psychological theory, and to research methods of psychology. Students will discover the psychological influence on behavior and will study the states of consciousness. Students will learn about their motivations and emotions, and finally, students will examine the issues of development, maturation and gender as they work to understand themselves and others.

Part II –In this section of the course, students are introduced to the various theories of learning. They will discover how human beings acquire and retain information and will learn the pros and cons of intelligence testing. Students will examine personality theories and various personality tests, mental disorders and treatments, and students will affirm the need to sometimes seek help with their own problems. Finally, students will learn to recognize stress in their lives and will determine helpful ways to cope with stress.

Government/Politics (S403) – 1 Credit

Part I – In this course students study the origins and nature of government and the political beginnings of the United States. Students discover the origin and contents of the Constitution, examining the underlying principles and seeing how those principles affect political life. Students learn how political parties and interest groups operate and study the effects of public opinion on candidates and elections. Finally, students study the organization of state and local government.

Part II –In this section of the course, students will study the Legislative and Executive branches of the US. Government. Students examine how the government works at home and abroad. In addition, students study the Federal Court System, and spend time on the First Amendment Freedoms and Civil Liberties.

Economics (S405) – 1 Credit

Part I –This course gives students an overview of topics concerning practical economics and microeconomics in the United States. Students learn the basics of economics with an emphasis on how historical events and decisions have influenced today's economic climate. Students discover how their role as individual and society members influence the economic culture by exploring the impact they have through credit, buying power, and savings. Students are immersed in microeconomics by exploring the law of supply and demand, how businesses are organized and operated, and how various types of competition affect the American economy.

Part II –In this section, students further explore the impact of microeconomics, and they are introduced to macroeconomics. Students study marketing and distribution and the impact of the American labor force. How the economy is measured and tracked, banking, the Federal Reserve System, and government's influence on monetary policy

are also studied. Lastly, students receive an overview of America's place in the global economy and are introduced to other countries' economic situations. This includes the concept of world trade, exploring economic growth in developed and developing nations, and the influence of global economic integration and interdependency.

African American History (S414) – 1 Credit

Part I –This course begins around 3200 B.C. and continues to 1860. The course focuses on an in-depth study of Africans and African Americans, including their history, culture, and contributions during this period in history. Emphasis is placed upon the geographic origins of African people and the economic and political forces that brought them to America. The course provides insights into the barriers that African Americans have had to overcome.

Part II –This section of the course begins around 1920 and continues to 1991. The course focuses on an in-depth study of Africans and African Americans, including their history, culture and contributions during this period in history. Emphasis is placed upon the people and events that have contributed to a better life for African Americans. This section provides insight into the barriers that African Americans have had to overcome.

Exploring Civics [Mandatory] (S415) – 1 Credit

Part I –In this course, students will study the origins of government, the nature of government, and the political beginnings of the United States of America. Students will discover how the Constitution of the United States came into being and will examine its contents. Students will learn about the principles underlying the Constitution and will see how those principles affect political life in the U.S. In addition, students will learn details of each of the three branches of our government. State and local government organization will also be discussed.

Part II – In this section, students will focus on civic choices-the decisions people make as citizens in a democracy. Students will understand that federalism divides the power of government between a central government and states governments. Students will learn that the U.S. Constitution establishes a federal system of government by creating delegated, reserved, and concurrent powers. There are times when state governments and the federal government are in conflict with each other on what is best for the common good. Also included in the section is how citizens participate in our government.

Street Law (S500) – 1 Credit

Part I- This course focuses on developing in students the knowledge and skills necessary to live in our law-saturated society. In this part of the course, students will develop a foundation and frame of reference for their study of law within the context of American government. Next, students will learn about the criminal justice process from the investigation phase through sentencing and corrections. Finally, students will explore tort law, the largest

branch of civil law and will learn about the differences between tort law and criminal law.

Part II- In this section, students will learn about the practicalities of consumer and housing law that will inevitably affect students directly in their daily lives. Next, students will be introduced to family law and the numerous ways in which laws and government affect them as individuals and as members of families. Finally, students will learn about their individual rights and liberties as outlined in constitutional and civil rights law.

Build Your Own Course: U.S. History (S002) – 1 Credit

YAA offers learners the ability to design a course that explores topics of their choosing in U.S. History. Learners will be required to design their area of study in U.S. History, develop assessments, and meet regularly with their mentor. Areas of study must be approved by the director and a mentor will be assigned. BYOC can be selected once (in Social Studies) for an elective credit and will be graded as pass/fail. Please see a teacher for the form.

Build Your Own Course: World History (S001) – 1 Credit

YAA offers learners the ability to design a course that explores topics of their choosing in World History. Learners will be required to design their area of study in World History, develop assessments, and meet regularly with their mentor. Areas of study must be approved by the director and a mentor will be assigned. BYOC can be selected once (in Social Studies) for an elective credit and will be graded as pass/fail. Please see a teacher for the form.

Miscellaneous

Graduation Requirement: All learners must successfully complete the Career Awareness (CA100) Course

Career Awareness [Mandatory] (CA100) – 1 Credit

This course aids students in exploring their post-secondary plan options. As part of this course, the student will complete a Learning Style Inventory, Grit Scale Survey, John Holland Interest Profiler Career Cluster Finder, and Myers Briggs Type Indicator. Students research local and national availability of work in their areas of interest, including the required education level, salary, job growth and post-secondary requirements. Employment application completion, resume writing job, interviewing skills, budget development, and an interview with the director are also integral parts of this course. Each student is required to attending three (3) total/combination of the following options: YAA hosted college presentation, YAA Post-Secondary “Experience Day”, student arrange post-secondary institution visitation, Non-traditional Career Interview or job shadow experience. Interested students are offered assistance with completion of post-secondary applications, scholarship applications, and the FAFSA. A personal finance component is also an important part of the course.

Career Internship (CI100) – .5 – 3 Credits

The purpose of this course offering is to provide practical experience for students to explore their career goals in the workplace. Students will be responsible for establishing their own workplace internship/mentor. Once secured, the student must complete paperwork through the Counseling Office. Students will complete designated coursework to prepare them for their internship experience. A student will apply their newly acquired academic knowledge to their Career Internship setting. A student must complete 50 hours of intern experience to earn each half credit of Career Internship (CI) credit. At the conclusion of the Career Internship, the student will write a report describing the experience and how it has shaped their future career plans. All Career Internship hours must be done outside of the student's designated class time.

Community Service and Awareness Learning (CS100) – .5 – 3 Credits

Students who elect to take this course may choose to earn a minimum of a half credit, up to a maximum of three credits. In order to receive credit for the course, students are required to complete a minimum of 25 hours of community service per half credit, along with the designated coursework. All community service hours must be done outside of the student's designated class time. No court-issued community service will be counted towards the number of volunteer hours needed to earn credit(s) for this course.

Odysseyware Academy

For course offerings that York Adams Academy does not have a certified teacher on staff; students are enrolled in the Odysseyware Academy. Odysseyware Academy offers an online curriculum with a Pennsylvania certified teacher. These courses are student-paced and utilize a mastery-based approach. York Adams Academy staff facilitate student learning and monitor student pacing to aid students in their academic journey.