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# Mission/Vision/Philosophy

**Mission Statement**

*Southern York Digital Academy, through a cooperative effort with the students and family, will provide a quality online learning environment that challenges students to achieve their potential.*

**Vision**

*To provide an alternative learning opportunity which strives to develop productive, contributing, responsible citizens capable of meeting the global challenges of the future.*

**Philosophy**

*The philosophy of education at Southern York Digital Academy is to foster intellectual, social, emotional and physical growth in all students according to their potential. The needs of the individual students are met through a variety of educational experiences, in an online learning environment with emphasis on the students as active learners. As a result of these learning experiences, the students will make vital contributions to the community in which they live. Furthermore, this program provides the students with additional flexibility in their schedules.*

# Contact Information

## Academy Coordinator

**Mr. Andy Shelow**

(717) 235-4811 x7330

andy.shelow @sycsd.org

## Director of Curriculum and Instruction

**Dr. Kimberly Hughes**

(717) 235-4811 x7226

kimberly.hughes@sycsd.org

## Schools

**Friendship Elementary School**

3457 Sticks Road

Glen Rock, PA 17327

(717) 235-4811 x1290

**Shrewsbury Elementary School**

331 South Main Street

Shrewsbury, PA 17361

(717) 235-4811 x5360

**Southern Elementary School**

3280 Fissels Church Road

Glen Rock, PA 17327

(717) 235-4811 x2265

**Southern Middle School**

3280 Fissels Church Road

Glen Rock, PA 17327

(717) 235-4811 x3253

**Susuqehannock High School**

3280 Fissels Church Road

Glen Rock, PA 17327

(717) 235-4811 x4284

## Technology Services

**District Help Desk**

(717) 235-4811 x7262

helpdesk@sycsd.org

# Overview

***What is the Southern York Digital Academy?***

The Academy is a comprehensive K –12 curriculum delivered in an online format. In addition to providing individualized scheduling and pacing for students, the Southern York Digital Academy is able to offer unique opportunities that are unavailable from other cyber charter school.

* The teachers for the Digital Academy are from Southern’s staff, which is made up of 100% highly qualified teachers.
* The Academy offers a fully blended approach to learning. All students have the opportunity to participate in any District run program such as art and design, technical education, music, athletics, etc. Students are a part of the Southern Community and have access to the opportunities afforded to students who attend our elementary, middle, and high schools.
* Students who graduate from the Southern York Digital Academy will receive a Susquehannock High School diploma and will be able to participate at commencement ceremonies with other members of the graduating class.
* A unique aspect of the Academy is our commitment to work in a collaborative partnership that allows prospective students and families to access the District’s resources and services in a way that suits their individual needs.

# Policies/Procedures

## Admission Policy

The Southern York Digital Academy (SYDA) has a flexible admissions policy. This means students may be permitted to enroll mid-year. If you are interested in enrolling, please contact the Academy Coordinator.

## Attendance Policy

State law requires that all Pennsylvania Schools be open 180 days per year and in operation for 990 hours. In compliance with this law the SYDA will follow the Southern York County School District’s academic calendar.

SYDA by nature provides an incredible amount of academic flexibility, and in many cases, students will be working outside the traditional Monday-Friday 8:00 AM - 4:00 PM schedule.

The attendance requirement will be met by doing the following:

* Logging in each day that the public schools are open (see academic calendar)
* Remaining current with all assignments

To remain “current”, a student will need to complete the assigned material each day and participate in any scheduled phone/web-based meetings with the teacher and/or Academy Coordinator. If a student fails to complete the daily assignments, they will be considered absent, and these accumulated absences will be recorded as unexcused.

**Excused Absence**

Parents are responsible for providing the SYDA with an excuse form to verify the reason for the absence. The student’s home school must receive this form within 3 days of the absence period. The following reasons may be considered as a valid excuse for a student absence assuming the parent provides satisfactory evidence:

* Death in the Immediate Family
* Medical or Dental Appointments
* Illness or Injury
* Quarantine
* Court or Administrative Proceedings
* Observance of a Religious Holiday
* Educational Opportunities/Family Educational Trips

\*\*At times, students may need to be absent due to abnormal or unusual circumstances. When this happens, please contact the Academy Coordinator immediately.

**Truancy**

Attendance is extremely important for success in the Digital Academy. It is the student’s responsibility to be in attendance and complete their assignments.

Upon the third illegal/unlawful absence the parent/guardian will receive an official letter from Ms. Jill Platts the District’s attendance officer. The letter will outline the legal penalties established by law for violation of the attendance requirements.

## Communication Policy

Communication between the student, teacher, parent/guardian, and Academy Coordinator is extremely important. Communication can take place via a number of approved systems: Email, Telephone, Course Message System, and when necessary by video-conference. Students will be required to read and respond to all relevant communication on a daily basis. Parents will be contacted regularly by the Academy Coordinator.

## Health Policy

All students must comply with the requirements of the State Immunization Code (28 PA Code Ch. 23). The only exemptions for immunizations are for religious beliefs or medical reasons.

**Health Screenings**

In compliance with School Code, all students are required to follow the health and dental exam policies.

**Other Health Requirements**

* All students must have yearly height/weight and far and near point vision screenings.
* All students in grades K, 1, 2, 3, 7 and 11 must have documented hearing screening results on file with the school nurse.
* All students in grades 6 and 7 must have a scoliosis screening with the results submitted in writing to the school nurse.

## Enrollment Procedures

After being admitted into the Digital Academy, the Academy Coordinator will set up a meeting with the family and a school guidance counselor to review the enrollment procedures.

## Withdrawal Procedures

Should the need for withdrawal arise, the parent/guardian should contact the Academy Coordinator to discuss withdrawal procedures.

# Expectations

## Coordinator Expectations

The Coordinator is expected to:

* Serve as the primary contact person for all Digital Academy related issues.
* Monitor students’ time spent online and their overall progress in all course work.
* Contact the parent/guardian regularly to review progress and discuss issues/concerns.
* Facilitate the creation of an **Individualized Instruction Program** (IIP) for every student who enrolls in the academy.
* Responsible for ensuring that all decisions are made in an appropriate timeframe, with the students best interest in mind.
* Be available in person for meetings with parents and students of the Academy.

## Student Expectations

Students will be expected to:

* Participate in all required orientation training sessions.
* Complete all their class work independently, honestly and as accurately as possible.
* Contact their instructors when experiencing difficulties understanding assignments and content materials.
* Notify the Helpdesk when they are experiencing technological difficulties, which prohibit the student from completing assignments for any extended time period or when any content materials are not available.
* Participate and attend real time student/instructor meetings through chat, phone or face-to-face opportunities as required.
* Maintain progress in their courses. If progress is not being met, the district may remove the student from their online courses and enroll them in regular courses for the remainder of the year.
* Return textbooks or computer equipment to Southern York County School District immediately upon completion or withdrawal from the program.
* Understand that failure to complete the enrolled courses may result in truancy charges and student/guardian(s) may be responsible for paying for the costs of cyber services in full.
* Review, sign, and adhere to the Southern York County Student Behavioral Handbook.

## Teacher Expectations

The Digital Academy Coordinator Teachers are expected to:

* Provide academic support to students.
* Conduct student/instructor/parent meetings as necessary.

## Parent Expectations

Parent/Guardian’s are expected to:

* Assist students and guidance counselors in course selection process.
* Attend parent/student/teacher meetings as necessary.
* Monitor the student’s time spent online and their academic progress.
* Understand that failure to complete the enrolled courses may result in truancy charges and student/guardian(s) may be responsible for paying for the costs of cyber services in full.

## Keys to Success

*Students who are able to demonstrate the following may be more successful in their experience in the Digital Academy:*

* Schedule specific times each day to work on assignments.
* Read all information, view all resources, and be responsible for making sure they understanding the information being transmitted.
* Communicate regularly with their teachers.
* Work closely with a guidance counselor to plan appropriate course selections and to communicate individual needs.
* Take personal responsibility for their learning and contact the Academy Coordinator when issues arise.

# Honor System

## Academic Honesty

Students are expected to be honest in their work, including no cheating and no plagiarizing. Students caught cheating or plagiarizing may receive a failing grade for the particular assignments. It is up to the teacher/Academy Coordinator to decide if the assignment may be redone or not. For more information on this topic please refer to the Southern York County School District Student Behavioral Handbook.

**Plagiarizing**: Taking someone else’s words or ideas and submitting them as your own. Things such as copying a friends answers and copying and pasting from a website are prohibited. Students are encouraged to discuss assignments, and to work collaboratively, but all work submitted should be the students own work or be properly cited.

**Cheating**: Gaining an unfair advantage by getting help from another source or looking at information that should be off-limits. Procedures for taking tests should be strictly followed. If no notes are allowed to take the test, then no notes or other documents should be open during the test.

## Rules of Conduct

Southern York Digital Academy students should show respect to one another and to those employed to help them. The Southern York County School District will not tolerate harassment of its students or employees by other students, employees, or associates. Harassment is defined as threats or actual violence, hostility, intimidation, and/or hateful and insulting language. Sexual harassment is defined as unwelcomed sexual advances and other inappropriate conduct of sexual nature.

If the student feels they are being harassed by anyone associated with the Southern York Digital Academy, please contact the Digital Academy Coordinator immediately.

Please refer to Board Policy No. 248.

## Student Behavior Handbook

All Digital Academy students and parents/guardians are required to review and sign and adhere to the respective school’s behavioral handbook. Students in the Digital Academy are subject to all the provisions that regular education students adhere to.

# Academic Information

## Individualized Instruction Program (IIP)

Southern York County School District believes that it is our responsibility to provide an individualized personal learning experience for all students in our District. The SYDA is able to extend this experience to students in a virtual setting.

SYDA is fully committed to design an education plan that is tailored to the needs of each individual student. We do this by creating an **Individualized Instruction Program** (IIP) for every student that enrolls in the Academy. Each year, the student, parents/guardians, and all necessary SYDA staff will meet to develop an updated IIP. Throughout the year the Academy Coordinator will monitor the student’s progress according to what was outlined in the IIP. If changes need to be made, a meeting will be scheduled to adapt the IIP.

## Online Curriculum

In collaboration with our Southern York County School District highly qualified teachers, the Digital Academy has partnered with several vendors to provide a quality online curriculum.  We are excited to share that our teachers have worked to align the online curriculum with our own rigorous in-school Southern York County School District curriculum. The curriculum creates differentiated and customized assignments to personalize instruction for each student.  The project-based thematic units of instruction incorporate higher levels of thinking with an integration of science, social studies, and writing within reading and mathematics activities.

## Blended Curriculum

Students who enroll in the SYDA have an option to enroll in any of the Southern York County School District’s traditional courses. This approach allows participants to create a blended mix of online and face-to-face courses in a flexible program that offers the best of both worlds.  This unique opportunity gives all students the opportunity to participate in any courses such as art and design, technical education, music, physical education, etc.  Students are part of the Southern Community and have access to all opportunities afforded to students who attend our elementary, middle and high schools. Southern York County School District is proud to offer

this collaborative partnership that allows prospective students and families to access the District's resources and services in a way that suits their individual needs.

## Grading Policy

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Letter | % Earned | GPA | Letter | % Earned | GPA |
| A+ | 99-100 | 4.25 | C+ | 81-82 | 2.25 |
| A | 94-98 | 4.0 | C | 76-80 | 2.00 |
| A- | 92-93 | 3.75 | C- | 74-75 | 1.75 |
| B+ | 90-91 | 3.25 | D+ | 72-73 | 1.25 |
| B | 85-89 | 3.00 | D | 67-71 | 1.00 |
| B- | 83-84 | 2.75 | D- | 65-66 | .75 |

Additionally, all high school core online courses (math, science, social studies, language arts) will be weighted with a multiplier of 1.1 in addition to the GPA points earned.

## Academic Calendar

The Digital Academy will follow the Southern York County School Districts published academic calendar. When the District is closed, students and staff are not required to work. Courses will be modified and adapted so that students will be able to finish the required elements each marking period.

Students of the Digital Academy are also required to participate in certain state tests. The testing dates can be found on the academic calendar.

## Graduation Requirements

Graduation requirements for the Digital Academy will follow the requirements on page 2 and 3 of the Susquehannock High School Course Curriculum Guide for 2011-2012. Students graduating in 2012 will need 24.5 high school credits while students graduating in 2012 will need 25.

Additionally, all students prior to graduation will need to complete a graduation project. For more information on this project, please see the Susquehannock High School Course Curriculum Guide or contact the Academy Coordinator.

## Special Education Overview

Upon admission and prior to enrollment, the parent/guardian must submit the students IEP to the Academy Coordinator to be reviewed by the Special Education Department.

# Course Catalog

## MATH

**Math 7**

This is a pre algebra course that serves as a companion course to Core Connections I. The concepts covered include: probability, operations with fractions, operations with integers, graphing, interpreting graphs, area of shapes, solving equations, and proportions.

**Math 8**

Core Connections III is an eighth grade course designed to prepare students for a rigorous college preparatory algebra. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards. The concepts covered include: problem solving, simplifying expressions, linear equations and systems of equations, transformations, similarity, exponents, functions, angles, Pythagorean Theorem, surface area and volume.

**Algebra I - 1 Credit**

Designed for students with excellent arithmetical competence and above-average mathematical aptitude. This is a rigorous course for students who plan to further their education in a science or math-related field or for those who demonstrate a special aptitude for math. Topics include numbers and sets, the four fundamental operations of the set of real numbers and their axioms, solutions to linear equations and inequalities, the four fundamental operations involving polynomials and fractions, factoring, relations, functions and their graphs, systems of open sentences in two variables, and properties and operations with the rational and irrational numbers.

**Algebra II - 1 Credit**

Designed for students with above-average mathematical aptitude who desire to continue in an academic sequence. This course is a continuation of the algebraic concepts taught in Algebra I, with more emphasis placed on the understanding of functions. Topics include sequences; linear and quadratic equations and inequalities; systems of linear equation and inequalities in one and two variables; polynomials; rational, irrational, and complex numbers; exponential and logarithmic functions; inverses; linear programming and matrices.

**Algebra III - 1 Credit**

The purpose of this course is to provide the opportunity for students who require higher mathematics but not at the Pre-Calculus with Trigonometry level. Topics covered in this course are extending concepts of Algebra II (linear modeling, transformations of functions, exponential, logarithmic applications, and Polynomial Functions), trigonometry, and introduction to probability. Students must have a scientific calculator for all classwork and homework.

**Geometry - 1 Credit**

Designed for students who desire to continue in the academic sequence. Topics include intuitive and deductive reasoning; properties of lines, angles, polygons, circles, etc.; parallel lines; congruency; indirect proof; ratio; and proportion with similar polygons and solids.

**Pre-Calculus/Trig - 1 Credit**

This course develops proficiency in algebra and its underlying concepts. This is designed for students who plan to take Calculus in either high school or college. Topics include trigonometric functions and their graphs, solving trigonometric equations, polynomial and rational functions, exponential and logarithmic functions, and introductions to the calculus topics of limits, derivatives and integrals.

**Keystone Algebra- 1 Credit**

Keystone Algebra is a required course for students who score Basic or Below Basic on the Algebra Keystone exam at the end of their Algebra course. This course is designed to meet the students’ needs, based upon the Pennsylvania Algebra Standards. Depending upon their needs, students will either retake the Keystone Algebra I Exam and/or work to complete the Project Based Assessment. This course will count as 1.0 credit toward graduation; however, it will not count as one of the three required math credits.

## SCIENCE

**Earth Science 7**

This course gives students an introduction to basic principles of the Earth Sciences as well as the nature of scientific study. Students explore issues related to the Earth’s place in the universe, its atmosphere, oceans and physical geology. Students examine how these topics relate to mankind on both the local and global scales.

**Life Science 8**

Seventh grade science is an inquiry-­based life science curriculum. Students learn science when they generate ideas, make observations, test ideas, gather evidence, carry out investigations, and communicate with one another. Topics of study include the nature of science, the characteristics and needs of living things, cell theory, genetics, plant science, classification, ecology, evolution / natural selection / adaptation, and ecology.

**Chemistry Principles - 1 Credit**

An algebra-based chemistry course presents real-world connections to chemistry concepts. This course will use the inquiry approach as students study topics of atomic structure, chemical reactions, behavior of gases, and solutions. Students will combine the concepts of real world chemistry to strengthen skills acquired in Algebra I. Recommended for students who have completed Algebra I.

 **Chemistry - 1 Credit**

The study of chemistry is the study of matter and its changes. The concepts of atomic and molecular structure, as well as reactions of inorganic substances, are emphasized. Course focus includes complex problem solving and proportional out-of-class preparatory time.

**Biology - 1 Credit**

Students will explore the key concepts of biology as they describe the relationship of molecules to living organisms. Guided inquiry lessons and investigations will enable the student to explain the structural and functional similarities and differences found among living things, describe and explain the chemical and structural basis of living organisms, describe how genetic information is inherited and expressed, and explain the mechanisms of the theory of evolution. Students will take the Pennsylvania state end-of-course Keystone Biology exam in May.

**Physics - 1 Credit**

This is an algebra-based physics course that presents real world connections to physical concepts and mathematics. Using an inquiry approach, students will study forces and motion, energy in systems, matter, electricity, magnetism, sound, and light. Students will combine the concepts of real world physics to strengthen skills acquired in Algebra I. Students are expected to apply algebra skills to problem solving. It is highly recommended that students have a basic calculator. This course is recommended for students who have successfully completed Algebra I and are in Geometry or Algebra II.

**Environmental Science - 1 Credit**

Students will develop an awareness of basic ecological principles and gain insights about the interrelatedness of humans, their culture and their biophysical surroundings. This course presents an overall view of ecology with an emphasis on man’s influence—both negative and positive. Labs, lectures, and activities explore such topics as water, air, soil, food supply, energy, endangered species, pollution, and current issues. Students should complete the course equipped to make intelligent decisions about environmental issues.

## SOCIAL STUDIES

**Social Studies 7**

In this course, students study the world’s major civilizations and regions. The major thematic stands within the subject include history, geography, government, economic, and culture/belief systems. This course engages students in the study of the ancient world and the Middle Ages, as well as analyzes how those civilizations impact our world today. It provides students the opportunity to develop an understanding of the factors that affect the rise and fall of civilizations. Students learn about these civilizations through collaborative and internet­-based activities, reading assignments, independent library research, and project-­based learning experiences.

**Social Studies 8**

This course covers United States History (1400 ­ 1865), the Native American period to the conclusion of the American Civil War. Domestic policy and history of major political, economic and social events are examined in this course. At the conclusion of this course, students will have a better understanding of the events and forces that have created the political, economic, and social institutions of our nation.

**U.S. History I - 1 Credit**

This course covers United States History (1865-1945), which is a basic domestic policy history of the major political, economic, and social events and issues of the year, from the Reconstruction period following the Civil War to the conclusion of World War II in 1945. The major objective is to expose students to events and forces that have created the political, economic, and social institutions of our society. From this course, students should have a better understanding of their nation, its institutions, and their role in our society.

**U.S. History II - 1 Credit**

This course covers domestic affairs and foreign policy from 1945 to the present. It is organized as a chronological approach to studying the political, economic, and social history of the U.S. during the latter half of the 20th Century. The major goal of the course is to expose students to those modern events and forces that have shaped our present society and its institutions. From this course, students should have a better understanding of their role as citizens in a pluralistic democratic society

**Human Geography - 1 Credit**

Major emphasis is on the development of cultures and conflicts in the modern world. The course emphasizes an understanding of global society, its people, their cultures, and causes for conflict. By the end of the course, students will be able to (1) understand the discipline of geography, including its tools, themes, and concepts; (2) think critically about geographic problems on the global, national, and local scales; (3) appreciate the diversity of global cultures, including their cultural and economic characteristics; (4) and understand how cultural landscapes are created and how they change over time.

**Government & Economics - 1 Credit**

This course provides students with an introduction to the United States’ system of government and politics. Particular attention is paid to the constitutional foundations of the United States; the political beliefs and behaviors of Americans; the roles played by political parties, interest groups, the mass media and elections and campaigns in the political process; the branches of the federal, state and local governments; state and local government and politics, focusing particularly on the Commonwealth of Pennsylvania and York County; civil rights and civil liberties and the making and implementation of public policies at all levels of government. This course also provides students with an introduction to basic macroeconomic and microeconomic concepts, theories and practices. Particular attention is paid to the factors of production; opportunity cost; personal finance, saving and investment; supply, demand and market equilibrium; the elasticity of supply and demand and market efficiency; externalities including government intervention and taxes and public goods and choices.

## ENGLISH

**English 7**

Reading Grade 7 is a course that provides direct instruction to readers who are generally reading on or above grade level. The purpose of the class is to reinforce reading strategies and to develop higher level thinking skills. Students are expected to read and discuss materials, to demonstrate their understanding by completing formal and informal assessments, and to respond to writing prompts. Specific comprehension skill development includes direct lessons in inference, drawing conclusions, analyzing literature, citing evidence, and vocabulary development. Students are required to read independently for 25 minutes each evening to further strengthen their reading skills.

**English 8**

Reading Grade 8 is a reading program that provides direct instruction to readers who are generally reading on or above grade level. The purpose of the course is to target reading comprehension skills and vocabulary commensurate with the student’s grade placement. Students work in large group settings for reading experience in drama, science fiction, historical fiction, contemporary stories, and a wide range of non­fiction selections. Students are expected to read and discuss materials, complete writings and assessments, and are encouraged to read independently to further strengthen their reading skills. A review of reading strategies and additional practice of research based reading strategies is included. Techniques in summarization and extended thinking, along with the use of graphic organizers are incorporated. Specific comprehension skill development includes direct lessons in inference, drawing conclusions, analyzing literature, citing evidence, and vocabulary development.

**English 9 - 1 Credit**

Designed to advance the student’s proficiency in grammar and usage, as well as mechanics, and to increase writing abilities. Topics reviewed include paragraph and essay development in all modes of writing. In addition, there are weekly lessons in vocabulary building, as well as units covering literary elements. Literature units involving fiction stories, non-fiction selections, drama, and/or novel are covered.

**English 10 - 1 Credit**

Developed to provide a logical sequence of language and writing skills carried over from 9th grade. In this course, emphasis is placed on continuing to advance grammar and usage, as well as mechanics and writing and speaking abilities. Advanced skills in the informational, persuasive, and narrative modes are covered, along with advanced grammar and sentence writing skills and speaking skills. Literature study includes poetry, short stories, drama, and novel units.

**English 11 - 1 Credit**

Students in this course are provided opportunities to further develop their reading, writing, speaking, vocabulary, and listening skills. A more intensive study of literature is incorporated into the program by concentrating on classics from American literature, including the historic period in which the literature was written. Lessons on grammar and speech are presented as necessary. At this level, composition activities are derived more frequently from literature. For students not proficient on the Keystone Literature exam, this course will include a concentration on the completion of a Project Based assessment in order to meet Pennsylvania Department of Education graduation requirements.

**English 12 - 1 Credit**

Students in this course are provided opportunities to further develop their reading, writing, speaking, vocabulary, and listening skills. A more intensive study of literature is incorporated into the program by concentrating on both classic and contemporary fiction and nonfiction literature, organized by thematic units. Lessons on grammar and speech are presented as necessary. At this level, composition activities include literary analysis and research essays.

## ELECTIVES

**Health I - 0.5 Credit**

Designed to acquaint students with topics of health education. Subjects covered include alcohol, drugs, tobacco, human sexuality (including an extensive study of HIV, AIDS, and related material), and mental health. Within the mental health unit such topics as emotions, behavior, self-concept improvement, communication skills, anorexia, and suicide are discussed. Students are placed into sections according to teacher and counselor recommendations. In compliance with state mandates, an AIDS education course is covered during the human sexuality unit.

**Health II - 0.5 Credit**

Prerequisite: Health I, with a passing grade. Designed to acquaint students with various topics of health education. Subjects covered include death and dying, prudent heart living, skeletal and muscular systems, chronic diseases, and fitness and consumer education. Students are placed into sections according to teacher and counselor recommendations.

**Online PE - 0.5 Credit**

This is a one-semester physical education course.

**Strategies for Academic Success - 0.5 Credit**

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school and middle school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help student identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

**Career Seminar - 0.5 Credit**

This course is designed to explore the foundations of career success. Students will use online inventories to assist in career exploration, goal setting, and practical skills for living. Individual career and education plans will be developed, and students will create an initial résumé, complete a job application, and conduct a proper interview. Students will learn the importance of budgeting and financial management. Successful completion of this course is a required part of the graduation project. Details of the Graduation Project are found on page 7 of this course guide

**Psychology - 1 Credit**

This semester course is an elective, which introduces students to the basic principles and theories of psychology. Topics including the psychological perspective, biological psychology, learning and intelligence, cognition, motivation, emotion and personality, psychological disorders and the treatment of psychological disorders will be addressed. In the final weeks of the semester, students will investigate two contemporary psychological topics of their choice. These topics will serve as the basis for self-directed projects. There are no prerequisites for course enrollment.

**Sociology - 0.5 Credit**

This semester course is an elective, which introduces students to the study of society, social institutions and social relationships. Topics including the sociological perspective and sociological research methods, culture, socialization and social structures, deviance and social control, social psychology, racial and ethnic inequality, gender and age stratification, family, education, political and economic institutions, religion and health, medicine and health care will be addressed. In the final weeks of the semester, students will investigate two contemporary sociological topics of their choice. These topics will serve as the basis for self-directed projects. There are no prerequisites for course enrollment.

**Art History I - 0.5 Credit**

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and history order and world regions. Students enrolled in this one-semester course cover topics included early Medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and Baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

**Financial Math - 1 Credit**

This course examines consumerism, financial planning, credit, taxes, saving opportunities, and the economy. Students will also look closely at personal budgeting, but will also explore financing involved in the business world. Throughout this course, students will learn the necessary skills and decision-making process for life on their own. After successfully completing this course, students will feel more confident in their ability to make financial decisions.

# Technology Information

## Equipment/Internet Access

Each family is provided with a laser printer and pro-rated reimbursement for high-speed Internet access. Please contact the Academy Coordinator for instructions for receiving reimbursement.

Each student is provided with a laptop computer. *The District’s Acceptable Use Policy governs the use of this computer.* CIPA compliant Internet filtering is applied for student use of all District-owned laptops.

## Helpdesk Support

Technology Support Personnel will provide initial setup and provide any follow-up assistance with the use of District owned equipment.  Help desk services are available Monday through Friday, between 7:00 AM and 4:00 PM (on school days) by phone at 717-235-4811 extension 7032 or via email at **helpdesk@sycsd.org.**

# Student Activities

## Extra-curricular

The Southern York County School District has a wide variety of extra-curricular activities that are open to all students enrolled in the SYDA subject to maintaining academic eligibility as outlined in the behavioral handbook. If you would like more information please contact the Academy Coordinator.

## Co-curricular

All students have the ability to participate in any co-curricular activity, such as art, technical education, music, athletics, etc. If you would like more information please contact the Academy Coordinator

## Events

Throughout the year, there are many events that take place within the Southern York County School District. Events such as special assemblies, field trips, and school sponsored community events are all listed on the district calendar. For more information, please visit: http://www.syc.k12.pa.us/calendar\_events.cfm