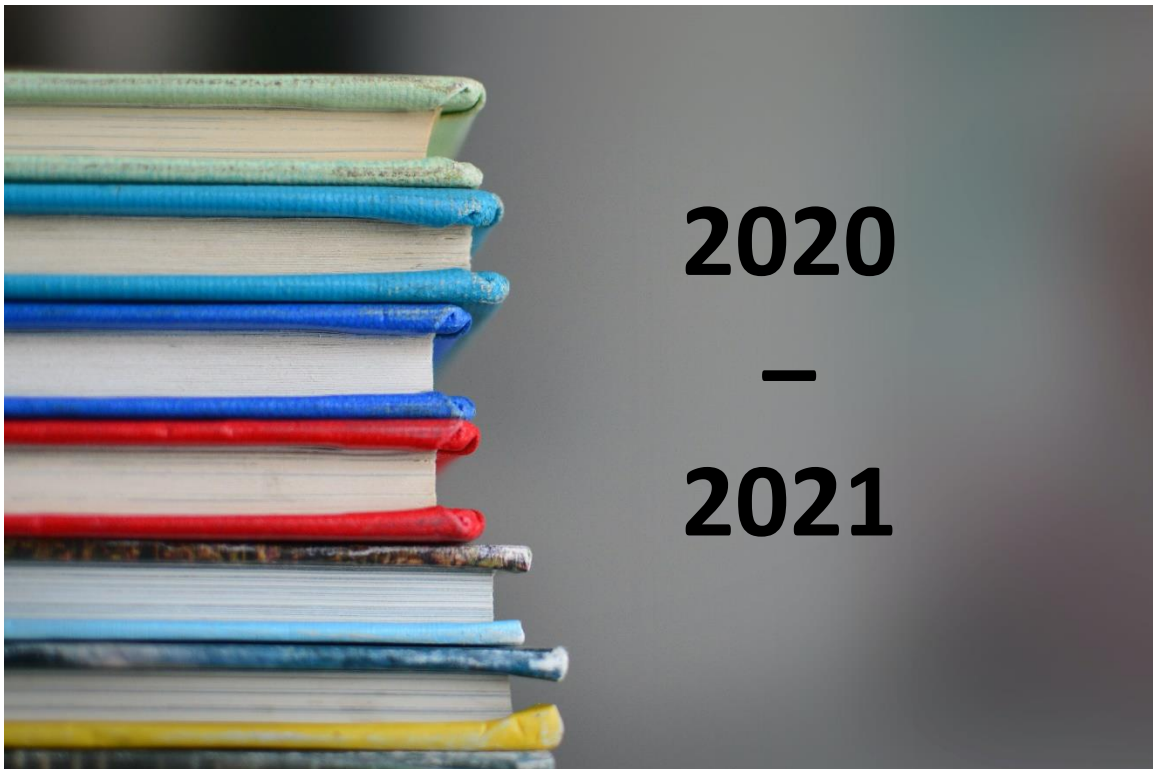




Lancaster County Academy  
A Different Kind of High School

# COURSE AND CURRICULUM GUIDE



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## WELCOME from the PROGRAM DIRECTOR

Dear Parent(s)/Guardian(s) and Students:

Learning is a lifelong process. Congratulations on your decision to continue that process through Lancaster County Academy (LCA)! Now that you have taken the first step and have returned to school, graduation is within your reach. A high school diploma will reward you with opportunities in the workplace and/or in higher education.

As you begin your education at LCA, we invite you to experience the many learning opportunities available to you: academic courses, including Career Connections and Service Learning, guest speakers, and other programming.

This document provides a comprehensive overview of the academic offerings available to LCA students. I encourage parent(s)/guardian(s) and students to review the contents and then utilize this resource to assist in developing the student's educational plan. Each LCA staff member is here to help you determine the most appropriate and meaningful course of study. Additionally, we welcome new course ideas to better align with your interests and goals for after graduation.

Many educational options exist beyond your high school learning. Employment training, apprenticeships, community colleges, four-year universities, and trade and vocational programs are some of the opportunities available to you as a high school graduate. The caring LCA staff is here to help you reach your goals and develop a plan for your future.

We are committed to making LCA the best educational option it can be for the students and school districts we serve. Please be in touch if there is anything I can do to help you.

Dr. Ryan C. McFadden  
Program Director

<b>Lancaster County Academy Staff</b>	
Dr. Peter J. Aiken	Superintendent of Record
Kelly Martin	Business Manager of Record
Dr. Ryan C. McFadden	Program Director
Lydia Cleis	Administrative Aide
Debi Schmidt	School-to-Work/Service Learning Coordinator
Kevin Drantch	Science Teacher
Curt Holgate	English Teacher
Marianne McFadden	Mathematics Teacher
Eric Scheib	Social Studies Teacher

# **SCHOOL PROFILE**

## **Community**

Lancaster County, located in South Central Pennsylvania, has a diverse economic mix of business, industry, agriculture, and tourism. The population center is Lancaster City, home to 55,000 people. Although the townships immediately surrounding the city are suburban, the outlying areas consist of rural and agricultural communities.

## **School**

Opened in November 1993, Lancaster County Academy (LCA) is a unique alternative public school located on HACC's Lancaster campus. The Academy is an education partnership formed by nine participating Lancaster County school districts, with Pennsylvania (PA) Department of Education approval. Students, ages 16-20, remain enrolled in their participating districts. Adults over the age of 21 may attend on a tuition basis. LCA provides an alternative for learners to complete a high school diploma through an individualized, self-paced program of learning. Students earn a high school diploma, not a GED.

Approximately 30% of LCA graduates enroll in post-secondary education programs within two years of graduation. LCA has been recognized by the Council of Chief State School Officers, for "connecting Service Learning to School-to-Work," and the National Conference of State Legislatures for its innovative funding structure. Students have worked with the U.S. Geological Survey and the Alliance for the Chesapeake Bay in an on-going stream monitoring project. The Academy continues to seek innovative ways to integrate work and learning into a diploma program.

## **Staff**

Each three-hour class session is staffed by an administrative aide, the Program Director, and at least one PA certified teacher who tutors students on a one-to-one basis when they require academic assistance. Students from Millersville University and community volunteers have also spent time in the classroom.

## **Curriculum Features**

The Academy follows an open entry/open exit design. The curriculum model is self-paced and competency based with special emphasis on career development and employment skills training. The curriculum meets Pennsylvania academic standards. A minimum test grade of 80% is accepted as demonstration of competency. Students who do not reach the 80% benchmark are required to remediate until the 80% is reached or surpassed. As a result, the Academy does not keep class rank statistics or compute a GPA.

Students spend about 70 hours of work-based learning outside of the classroom. Students are required to participate in a Career Connections program that is designed to help them understand the challenges and opportunities of a variety of occupations and to explore career possibilities through job shadowing. In addition to their academic coursework, students are also required to participate in a 60-hour service learning experience at a non-profit or public service agency. This course focuses on self-development, career exploration, cultural awareness, and reflection on learning.

## GRADUATION REQUIREMENTS

Student transcripts from previous schools determine what courses are required for graduation from the Academy. All relevant academic credits successfully completed at previous school are applied to graduation requirements.

Content Area	Credits Required
English	4
Mathematics	3
Science	3
Social Studies	3
Health & Physical Education	1
Electives	5
*Service Learning	1
*Career Connections	1
<b>Total Required</b>	<b>21</b>

\*Must be completed at Lancaster County Academy

Students will graduate when the above requirements have been fulfilled.

## RECOMMENDED COURSE SEQUENCING

Content Area	1 <sup>st</sup> Credit	2 <sup>nd</sup> Credit	3 <sup>rd</sup> Credit	4 <sup>th</sup> credit
English	English 9	Principles of Writing	Literature	Business English
Math	Algebra I*	Geometry	Algebra II	
Science	Integrated Science I and II	Biology*	Elective	
Social Studies	Modern U.S. History	American Government	Elective	

*The above sequencing is an example for most students, but can be adjusted on a student by student basis. Math sequence can vary greatly based on the individual needs of the student.*

*\*Required*

## **PARTIAL CREDIT AND CREDIT RECOVERY**

Upon admission, LCA staff will thoroughly review each student's transcript to determine an appropriate education plan. Our goal is to help students who have fallen behind.

Some students enter LCA with partial course credits given our open entry design. For example, after their participating school's first marking period, a student entering LCA may have been awarded .25 credit for a course. If applicable, the appropriate LCA content area teacher will customize a class to allow the student to earn the remaining required credit.

Additionally, students who have previously failed a course may have the option to take an accelerated version of the course. In this case, "Credit Recovery" would be added to the course name on the student's LCA transcript (i.e. American Government Credit Recovery). Students will be given a diagnostic test (the final exam) to determine the material they need to learn to earn course credit.

## **DUAL DIPLOMA AND TRANSCRIPT**

Graduating students will receive an accredited dual diploma issued by the participating school district with LCA's seal. Students must request official transcripts from their sponsoring schools.

## **ACADEMIC PROGRESS**

Each student is responsible for progressing at a rate that is considered reasonable. Although no report cards are issued, performance reviews with the Academy staff are conducted at regular intervals. Special tutors may be assigned if deemed necessary.

Students who start in September or October are expected to complete a minimum of four credits by the end of the year. Likewise, students who join us in January or February should complete at least two credits. Ideally, students will complete six or more credits in a given year. The Program Director will reevaluate each student's status who fails to meet the minimum credit completion requirement.

## **ATTENDANCE**

The Academy follows an open entry/open exit design; however, new students are not usually admitted after March 31. The Academy is open Monday through Friday from 8 a.m. to 4 p.m. Students should attend five days per week, for a minimum of three hours per day, and are asked to commit to a regular schedule.

Students receiving financial assistance from state or federal agencies (example: Social Security, etc.) must follow the specific agency's attendance policy. Most government assistance programs require a minimum of 20 hours per week. It is also the student's responsibility to inform the Academy's office at the time of enrollment that they are receiving benefits. Failure to meet attendance policies of the social or governmental agency handling each case may jeopardize monthly benefits.

Changes to schedules due to work schedules, transportation, medical reasons, and family obligations can be granted if requested in advance. Regular attendance is crucial for success, just as it is in the workplace. Students are responsible for their own transportation.

## **PROGRAM LENGTH**

Time to complete diploma requirements depends on the number of credits successfully completed before enrollment, regular attendance, and work ethic. A LCA graduate earns a diploma from their sponsoring school district. To date, LCA has had approximately 900 graduates.

## COURSE DESCRIPTIONS

### ENGLISH

#### **GRADUATION REQUIREMENTS: 4 credits**

##### **Business English – Credit 1.0 or 0.5**

In this course, students will develop communication skills that contribute to success in the business world. Correct grammar, usage, punctuation, and formatting in business correspondence are emphasized. Students will also study and practice effective public speaking techniques. Finally, they will learn about research methods and write a research paper which advocates a position on a controversial issue. This is normally the final English class before graduation.

*Prerequisite – English 9*

##### **English 9 – Credit 1.0**

The first unit of this course emphasizes development of reliable reading comprehension skills using the “inference strategy.” The remainder of the course focuses on the basic building blocks of good writing: clear, correct sentences and effective paragraphs. Assignments include a variety of paragraph types.

##### **English 12 – Credit 1.0**

English 12 is the generic course title for a course that is tailored for an individual student and that replaces Business English as the final English credit before graduation. This course is intended and designed only for students who have unusual skills or needs. Normally it contains elements of Business English combined with content from one or more of LCA’s other English courses. However, it might also include content from other sources, depending on the individual.

##### **Literature – Credit 1.0**

In this course, students will increase their knowledge of literary genres, terms, and techniques as they improve their depth of comprehension of literary works. Emphasis will be on nonfiction, fiction, and poetry.

*Prerequisite – English 9*

##### **Principles of Writing – Credit 1.0**

Emphasis in this course will be on learning to write clearly, correctly, and effectively. Students will participate in the entire writing process, including, planning, composition, and editing. Assignments include expository essays, argumentative essays, and creative writing.

*Prerequisite – English 9*



**Success for Teens – Credit 0.5**

This co-delivered course is designed to help learners explore their interests and abilities, time management, goal-setting, self-motivation, positive thinking, and good habits, which they can apply to success in school and life. Students will read, understand, and respond to the Success for Teens book, and develop and improve communication (goal-setting presentation), technology, and critical-thinking skills. A modified version of this course is also offered as an elective.

# MATHEMATICS

## GRADUATION REQUIREMENTS: 3 credits

### **Algebra I – Credit 1.0**

This course studies the fundamental algebra topics, progressing from expressions and linear equations to linear relationships, exponential and quadratic relationships, radical functions, rational functions, and elements of data analysis. Students will apply basic algebraic techniques in gaining knowledge while developing their critical thinking skills and creative problem-solving methods.

### **Algebra II – Credit 1.0**

This course studies more advanced topics in Algebra, progressing from linear relations and functions to quadratic, polynomial, radical, exponential, logarithmic, and rational functions and relations. An introduction to trigonometry is also studied in the course. Students will further develop critical thinking skills and creative problem-solving skills throughout this course.

*Prerequisite – Algebra I*

### **Algebra Review/Geometry – Credit 1.0**

This course identifies and applies basic terminology, principles, and techniques of Algebra. It includes real number computations, factoring expressions, operations on polynomials, solving and graphing linear equations and linear inequalities, and solving quadratic equations. Additionally, students will be required to demonstrate proficiency in Algebra I topics through benchmark tests in the Study Island® program. The Geometry portion of this course studies the fundamental geometry skills, progressing from the basics of geometric structure to congruence, similarity, and measurement. Students develop skills in critical thinking and creative problem-solving while exploring the topics presented.

### **Applied Math 1 – Credit 1.0**

This course studies mathematical concepts related to real-world and general work situations. Chosen concepts to study are selected according to the individual student's completed Math courses thus far. These topics include using problem solving techniques, estimating, measuring, dealing with data, using ratios and proportions in working with scale drawings, using signed numbers, and general topics in basic algebra and geometry.

### **Applied Math 2 – Credit 1.0**

This course continues the study of mathematical concepts related to real-world and general work situations. Chosen concepts to study are selected according to the individual student's completed Math courses thus far and his or her future career plans. These concepts include describing terms, procedures, and techniques for general work situations and industry specific situations to include using formulas, graphing data, linear and non-linear functions, patterns and functions, elementary rules in probability and statistics, and problem-solving techniques.

*This course offers a half-credit option.*

*Prerequisite – Algebra I*

### **Applied Math 3 – Credit 1.0**

This course studies mathematical concepts related to real-world and general work situations. Chosen concepts to study are selected according to the individual student's completed Math courses thus far and his or her future career plans. These concepts include describing terms, procedures, and techniques for general work situations and industry specific situations to include factoring, systems of equations and inequalities, coordinate geometry, logic, transformations in functions, and basic trigonometry.

*This course offers a half-credit option.*

*Prerequisite – Algebra I and Geometry*

*Please note: Applied Math 1, 2, or 3 may be taken at various points in the Math sequencing with staff and director's approval.*

### **Elementary Statistics – Credit 1.0**

This course is designed to provide a basic understanding of descriptive and inferential statistics. Topics include the measures of central tendency, standard deviation, combinations and permutations with probability, and normal distribution. The second half of the course includes the study of sampling, surveys, experimental design, distributions, probability, and inference, confidence intervals, hypothesis testing, and correlations and regressions. The course provides students with an introduction to important topics in statistics by focusing on statistical thinking. It helps students be more discerning consumers of statistics, teaching them to interpret data in surveys, polls, and medical studies.

*This course offers a half-credit option.*

*Prerequisites – Algebra II and Geometry*

### **Geometry – Credit 1.0**

This course studies the fundamental geometry skills, progressing from the basics of geometric structure to properties of parallel and perpendicular lines and triangles, congruence, polygons, similarity, right triangles, circles, and measurement (including surface area and volume). Students develop skills in critical thinking and creative problem-solving while exploring the topics in this course.

*Prerequisite – Algebra I*

### **Math Plus – Credit 1.0**

This course is designed to help students to review general Math topics for standardized Math tests, including some placement tests. Challenges, cumulative assessments, open-ended and Study Island® activities are part of this course.

### **Pre-Calculus – Credit 1.0**

Pre-calculus weaves together concepts in algebra, geometry, and mathematical functions into a preparation for calculus and focuses on mastery of critical skills and exposure to new skills necessary for success in upper-level math courses. Topics include analyses of graphs of various functions, using matrices in systems of equations, conic sections, and arithmetic and geometric sequences and series. The second half of the course includes trigonometric functions, analytic trig, vectors and parametric equations, polar coordinates, and a brief introduction to a few concepts in Calculus.

*This course offers a half-credit option.*

*Prerequisite – Algebra II and Geometry*

### **Trigonometry – Credit 0.5**

This course studies basic concepts of trigonometry and how to apply them to solving problems. Topics include review of basic trig functions and the unit circle, using the Law of Sines and the Law of Cosines, trig identities and verifications, solving trig equations, and problem-solving in trigonometry.

*Prerequisite – Algebra II and Geometry*

### **Topics in Advanced Math – Credit 1.0**

This course emphasizes mastery of mathematical concepts related to real world and general work situations. The goal of this course is to broaden the student's view of mathematics by introducing topics that the student may never have studied before in previous Math courses. This is accomplished by emphasizing inductive reasoning and discovery. Topics include set theory and Venn diagrams, using sets in probability problems, discrete, continuous and non-linear functions and graphs, Pascal's triangle and introduction to the binomial theorem, inductive reasoning, and logic and truth tables.

*This course offers a half-credit option.*

*Prerequisite – Algebra II*

## SCIENCE

### GRADUATION REQUIREMENTS: 3 credits

#### **Biology – Credit 1.0**

Mastery of identifying and applying the basic terminology, principles and techniques of high school biology in cell structures and processes, genetics, evolution, population, and ecology.

#### **Chemistry – Credit 1.0**

Mastery of identifying and applying the basic terminology, principles and techniques of high school chemistry to include matter and energy, atoms and molecules, the periodic table, various compounds, chemical equations and reactions, gases, solutions, acids, bases, and an introduction to nuclear, organic and biological chemistry.

*Prerequisite - Biology*

#### **EcoConnections: Humans, Environments, and Impacts – Credit 0.5**

Mastery of knowledge of watershed and wetlands, renewable and non-renewable resources, resources and pollution, humans and the environment, and ecology. A community service aspect is required for this course, which can count towards the service learning requirement for graduation.

*Prerequisite – Biology (can be taken in unison with Biology)*

#### **Environment & Ecology – Credit 1.0**

Mastery of knowledge of watersheds and wetlands, renewable and non-renewable resources, agriculture and society, ecosystems and their relationships to each other, environmental health, integrated pest management and environmental laws and regulations.

*Prerequisite - Biology*

#### **Integrated Science I – Credit 0.5**

Mastery of identifying and applying the basic terminology, principles, and techniques of chemistry to properties of matter, structure of atoms and compounds, chemical reactions and application of nuclear change.

#### **Integrated Science II – Credit 0.5**

Mastery of principles and problem solving in physics to motion, forces, energy, waves, sound and light, and magnetism.

#### **Physics – Credit 1.0**

Mastery of the principles of basic machines and energy conservation, energy conversion, the laws of gravitational and electromagnetic forces, magnetism, terms and principles of physics, and the concept of sound and light waves.

*Prerequisite - Biology*

## **SOCIAL STUDIES**

### **GRADUATION REQUIREMENTS: 3 credits**

#### **Modern American History – Credit 1.0**

Students will study American History from the turn of the 20<sup>th</sup> century through the horrific attacks on September 11. In the course students will cover topics such as World War I and II, Civil Rights, Vietnam, and modern issues. There will be a focus on key Americans of the 20<sup>th</sup> Century and people around the world that impacted the United States.

#### **American Government – Credit 1.0**

In this course, students will learn about various forms of government. From there students will study the foundations of the American government through an examination of how the government is structured as stated in The Constitution. As the course progresses, the course will examine governments on the federal, state, and local level.

*Prerequisite – American History*

#### **Economics – Credit 1.0**

In this course students will learn about economics and different economic systems. Students will learn about the elements of microeconomics including supply and demand. Students will also become familiar with macroeconomics. Students will see economics in work through its impact on businesses, government, and banking. Finally, the course concludes with International Economics which compare systems around the world and how it impacts worldwide trade.

*This course offers a ½ credit option.*

*Prerequisite – American History, Government*

#### **Civic and Social Issues – Credits vary**

In this course students will explore various issues of concern to all of us who are citizens of communities near and far. The subject matter will be presented via presentations by experts from the “TEDTalks” stage. TED stands for Technology, Entertainment, and Design. TED presentations are held throughout the world including two events in Lancaster, PA.

*This course is offered in three sections. Each section is worth 0.5 credits and can be taken in any order.*

*Section 1: Self*

*Section 2: Great Community*

*Section 3: Global Community*

*Prerequisite: American History or World History or any equivalent course*

### **Psychology – Credit 1.0**

In this course students first learn the basic biological elements that involve psychology. Students will explore how the mind works with topics like motivation and emotions. From there, the course examines humans from infancy to the elderly. The second half of the course focuses on the cognitive process, personalities, stress, disorders and treatment, and sociocultural influences.

*This course offers a credit option.*

*Prerequisite – Biology is highly recommended*

### **Sociology – Credit 1.0**

Using *The Study of Human Relationships* textbook students learn about culture and social structure. Students will then focus on adolescence and adulthood in America. In the second half of the course, the focus shifts to social institutions such as family, education, economics – as well as American class systems. Finally, students will review new trends and social changes.

*This course offers a credit option.*

### **World Geography – Credit varies**

Students will be introduced to the regions of the world through a variety of activities that will teach students about the climate, resources, culture, and geographic features of that region. The course will emphasize map skills which will require students to identify locations and significant geographic places. Throughout the course, students will be exposed to geographic terminology as they explore new regions of the world. This course can be completed as a quarter credit (United States geography only), half credit (Eastern or Western Hemisphere), or full credit.

## **PHYSICAL EDUCATION/HEALTH**

**GRADUATION REQUIREMENTS: 1 credit, must have both Physical Education and Health**

### **Health Disorders – Credit 0.25**

Mastery in understanding drugs and medicines, the effects of alcohol, tobacco and illegal drugs, preventing infectious diseases and understanding lifestyle diseases, disorders and disabilities.

### **Health & Personal Relationships – Credit 0.25**

Mastery in skills for building responsible relationships, risks of sexual activity, understanding HIV and AIDS and sexually transmitted diseases and family planning considerations.

### **Health & Wellness – Credit 0.25**

Mastery in skills for leading a healthy life, including setting healthy goals, mental and emotional health, importance of physical fitness, nutrition and weight management.

### **Physical Education – Credit 0.25**

Physical Education classes are designed to practice and develop skills in activities that will help students maintain fitness throughout their life. Students will understand the benefits that regular exercise can provide for a person's mental, physical, and social health.

*This course is by contract only.*



## **ELECTIVES**

### **GRADUATION REQUIREMENTS: 5 credits**

*Any course completed that exceeds the content credit requirement may be used toward the elective requirement.*

#### **Arts & Humanities – Credit 1.0**

Demonstrates an understanding of the scope and variety of arts, media and cultural events and venues in the community. Course completion required visits to local museums, galleries and performing arts presentations to include concerts, film, dance, and live theater performances. The cultural awareness unit required understanding of different racial, ethnic and social groups through interviews, research and attending community events.

#### **Career Internship – Credit 0.5**

This offering aims 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 School-to-Work/Service Learning Coordinator. 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 (CI) setting. A student must complete 50 hours of intern experience to earn each half-credit of CI credit (three credit max). At the conclusion of the CI, the student will write a report describing the experience and how it has shaped their future career plans. All CI hours must be done outside of the student's designated class time.

#### **Citizen, Government, Law – Credit 1.0**

Demonstrates an understanding of the rights and responsibilities of citizenship; the role of the federal, state and local government in the life of citizens and an understanding of the development and execution of laws in everyday life.

#### **COBYS Girls Circle – Credit 0.5**

Girls Circle is an evidence-based structured support group for girls. The group is led by two trained female facilitators from the COBYS agency. Girls who elect to become group members participate in eight weekly sessions for 1.5 hours each. Girls Circle is designed to foster self-esteem, help girls maintain authentic connection with peers, counter trends toward self-doubt, and allow for genuine self-expression through discussion and creative activity, such as journaling, drawing, and movement. Themes are being a girl, trusting ourselves, friendships, body image, goals, competition, and decision-making. The program helps girls develop critical thinking and reasoning skills through experiential activities and guided discussions. Girls Circle focuses on developing girls' strengths in a culturally and trauma responsive way.

#### **Community Resources – Credit 1.0**

Demonstrates an understanding of the facilities, community assets and programs that provide essential services to citizens. The student has learned who can access these services, when and where they are available and what needs are being met by the public and private sectors. The course required on site visitations and personal contact for current information.

### **Driver Safety Education – Credit 0.5**

This course is designed to teach you to be a safe driver and learn the basic skills and laws to prepare to take and pass the Pennsylvania Learner's Permit exam. This course does not have a behind-the-wheel feature and does not take the place of driving training.

### **Drug Prevention Seminar – Credit 0.25**

Project Towards No Drug Abuse (TND) is a classroom-based drug prevention program that targets senior high school-age youth. It was developed by staff at the Institute for Health Promotion and Disease Prevention Research, in the Keck School of Medicine at the University of Southern California. Sessions provide instruction in motivation activities to not use drugs; skills in self-control, communication, and resource acquisition; and decision-making strategies. The program is delivered through Compass Mark's Lancaster Office.

### **Health, Nutrition, Personal Awareness – Credit 0.5**

Mastery of research, reports and diagrams on balanced menus (non-vegetarian & vegetarian), the role/s of nutrients & additives. ACS list of cancer danger signals - possible prevention of cancer, sexually transmitted diseases - symptoms and treatments. Danger of abusing legal and illegal drugs - identifying rehab centers, comparing health insurance benefits and policies.

### **Health & Safety – Credit 0.5**

Mastery of basic safety issues, and the prevention of and response to emergencies (medical and non-medical). The course also requires proof of current CPR and first aid certifications.

## SCHOOL TO WORK

### GRADUATION REQUIREMENTS: 2 credits

#### **Service Learning – Credit 1.0 (Pass/Fail)**

All students must complete a 65-hour service learning course. Students complete 55 hours of volunteering for a non-profit and are given 10 hours to write journals and essays about their experience. Students evaluate their overall experience, as well as create an online poster showcasing what they did. Employers also evaluate and share feedback with students and write them a letter of recommendation if they did a good job for them. Students are required to write a thank you note to their host. This experience teaches students the soft skills needed for the world of work, as well as helping them gain a reference for post-secondary school, the military, or future employment. The School-to-Work/Service Learning Coordinator monitors student progress on a weekly basis and maintains relationships with local non-profits.

*This course is required to be completed at Lancaster County Academy for graduation.*

#### **Career Connections Course – Credit 1.0**

Students meet PA Career Education and Work Standards for **Career Awareness and Preparation** by completing a variety of assignments through reading articles, completing worksheets, or online activities. Students learn what career options are available to them after high school. They complete Don Super's Work Values Inventory, the Myers-Briggs Type Indicator, and John Holland's Self-Directed Search to match their personality, values, skills, and interests to a career choice. Students then compare the results and look for common themes or careers that came up across all three inventories. Next, students conduct basic research on those top careers. Finally, students write an in-depth research paper on a career of their choosing, including information on a training program they could attend for that career and the requirements for admission. After researching careers, students interview someone in a career that interests them. They are also required to complete either twelve hours of job shadowing or the Ready-to-Work Program. Students may elect to split up their twelve hours of shadowing amongst two different careers if they would like. Additionally, they may substitute attending a professional conference in their field or observing college level classes in their field if they have difficulty finding a placement due to privacy regulations. Students are required to learn about the services that Career Link offers, as well as a lesson on gold collar careers available in Lancaster County. Students do not graduate from LCA without having a written plan on what their personal and career goals are for the next five years and what steps they need to take to achieve them.

*This course is required to be completed at Lancaster County Academy for graduation.*

## **Pennsylvania Career Education and Work Standards**

Students meet PA Career Education and Work Standards for **Career Acquisition** by completing a job search assignment, as well as a social networking assignment. Students learn the purpose and parts of a resume and write a current resume, as well as a future one. Students learn how to compose a cover letter and reference sheet. They also must pass a mock interview with either JFC Work Force or the Career Services Department at Harrisburg Area Community College.

Students meet PA Career Education and Work Standards for **Career Retention and Advancement** by completing a time management exercise along with a goal setting lesson. They also complete worksheets on workplace communication and workplace behavior, such as conflict resolution, working as a team, responsibility, honesty, being on time for work, etc. Furthermore, students delve into diversity issues and how to deal with stress. Students also complete lessons on OSHA regulations and youth rights in the workplace. Additionally, they complete online budgeting activities to see if they can truly live off of their future salary. They also learn about the various deductions taken out of their paycheck.

Students meet PA Career Education and Work Standards for **Entrepreneurship** by completing an online activity to determine if they have the traits that would make them great business owners. Additionally, they go through an online training on entrepreneurship where they learn about all the aspects involved in starting one's own business. Students can print out a certificate of completion at the end. Students will also be asked to choose one of three Shark Tank episodes and provide an evaluation of their business and marketing plan. Finally, we occasionally will have a speaker from ASSETS speak to students about starting their own company and the resources they can provide.

### **Other Special Career Programs:**

#### **Ready-to-Work Program through Career Link**

Students complete the ACT Work Keys Curriculum by taking a 55-minute placement test in each of the following subjects: Applied Math, Graphic Literacy, and Workplace Documents. They also complete eight modules for workplace soft skills through Metrix. When all sections are completed with 80% or better, the student receives a platinum, gold, silver, or bronze certificate to show employers that they have the necessary work place skills for that job. Additionally, students who complete the program qualify to receive free money to use towards short-term training programs in high priority occupations. We usually have several students participate each year.

#### **Pre-Practicum Opportunities**

Our students are eligible to participate in pre-practicum programs for skilled trades and manufacturing careers.

### **Career Link's Young Adult Program**

Our students can apply to Career Link for summer job opportunities in professional careers making a professional salary. Students learn real work place skills, develop mentoring relationships, and have great experience to add to a resume.

### **Career Link Job Fair**

Students attend three sessions on employability skills and get to talk to employers about shadowing opportunities.

### **Junior Achievement Symposiums**

Students have the opportunity to participate in a one-day conference where they are hooked up with a mentor in their career field. Students learn how to create their own brand, develop an elevator speech, tips for resume writing, how to use social media to advance their career, and what to wear to an interview. Students complete activities in personal finance and career exploration. They also get to hear from fantastic motivational speakers!

### **Gold Collar Career Night/Manufacturing Day**

Students learn about careers in Lancaster County that are in demand, usually pay well, and usually require a two-year degree or less. Students get the chance to visit company booths to learn about these jobs, as well as tour actual companies.

### **Construction Trades Day**

Students got to spend the day at Landmark Homes' Hawk Valley Community to see the various phases of building a home and the careers that are involved. One year we also toured Liberation Tiny Homes.

### **Health Careers Exploration Day**

Students get to learn about various health careers from speakers and hands-on activities. They also learn about local training providers, such as HACC and PA College of Health Sciences.

### **Public Service Careers Exploration Day**

Students learn about careers in Human Services, Psychology, Social Work, Criminal Justice, Law Enforcement, and Paralegal Studies.

### **Career and Motivational Speakers/College Tours**

LCA students are required to see a minimum of three career or agency speakers in order to graduate. We bring in a variety of speakers to talk about their jobs. We love bringing back successful LCA graduates to talk to our current students! We also bring in military recruiters and post-secondary school representatives. Agency speakers have presented on topics such as financial aid, personal finance, cyber bullying/safety, domestic violence, mental health issues, and help finding a job when you have a disability. For the past several years we have participated in Project Towards No Drug Abuse in conjunction with Compass Mark. We also participate in Girls Circle with COBYS, which is a small group that focuses on developing leadership skills, self-esteem, and positive self-image in female students. Our students have also taken tours of HACC and Thaddeus Stevens College of Technology.

## **ACKNOWLEDEMENT OF PARTICIPATING DISTRICTS**

We would like to extend our gratitude to all of our partnering Lancaster County school districts. Our success would not be possible without the help and support of our sending schools. Thank you!

Conestoga Valley School District

Donegal School District

Elizabethtown Area School District

Lampeter-Strasburg School District

Manheim Central School District

Manheim Township School District

Penn Manor School District

Pequea Valley School District

Solanco School District