## 2023-2024 Program of Studies Book (Scheduling)

## Grove City Area Senior High School

Dr. Brendan Smith, Principal
Dr. Jennifer Nemet, Assistant Principal
Mrs. Michelle Albertini, School Counselor
Mrs. Stephanie Sumner, School Counselor

## Board of Directors

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## District Administration

Dr. Jeffrey Finch, Superintendent
Dr. Joshua Weaver, Assistant Superintendent

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# Grove City Area School District 



## VISION

Grove City Area School District strives to ensure that all high school graduates are equipped to succeed, at a minimum, in skilled workforce training and college entry programs so that they have viable pathways to support their pursuit of successful futures.

Our graduates will have a deep and rich understanding of the subjects they have studied and they will be supported as they develop the following critical learner agency skills:

- demonstrate a disposition toward lifelong learning
- solve a wide range of problems and challenges by creatively applying solutions
- synthesize what they have learned and transfer that learning to new situations
- analyze new adversities and address them with confidence
- communicate effectively
- exhibit self-discipline
- lead collaboratively
- serve the community - as both an individual and as a contributing member of a team

To be successful and effective, our students will be challenged to set high standards for themselves and to be prepared to work hard to achieve them. They will learn the importance of making sacrifices for the attainment of their long-term goals. The character of each student significantly matters to the future of our communities. They will learn to be inclusive and they will discover the value of being kind to all. Our students will be expected to appropriately process their emotions and behaviors all while thoughtfully working through setbacks with patience, perseverance, and an awareness of others.

The Grove City Area School District is committed to providing a comprehensive course of study, along with the systems, resources, relationships and learning environments that will empower every student to achieve this vision. Additionally, our entire educational community will support and strive to continuously apply a growth mindset, promote self-advocacy for all students to achieve these expectations, and foster pathways for relevant personalized learning opportunities that may extend far beyond our established minimum expectations.

## MESSAGE FROM THE HIGH SCHOOL ADMINISTRATION

Using this Program of Studies as your guide, you will be able to choose the courses that fit your abilities, interests, and future endeavors. Our goal is to assist you by having the selections explained and reviewed by our teachers and school counselors. Be assured that if any further clarification or direction in the course selection process is needed, you may consult with a school counselor. By utilizing this book and appropriate resources, you should have a productive and fulfilling high school experience.

Please keep in mind that selecting a course schedule is an extremely important process. After the last schedule change date in August, all schedules are final. Withdrawal from a course after the last schedule change date will only be granted under extenuating circumstances and after committee review. It is important that each student submit his/her course requests according to the scheduling timeline. Failure to submit these course requests could affect your ability to get the classes you choose.

We join in extending best wishes to all in this first step toward a successful and rewarding school year.

Dr. Brendan Smith<br>Principal<br>Dr. Jennifer Nemet<br>Assistant Principal<br>Mrs. Michelle Albertini<br>School Counselor<br>Mrs. Stephanie Sumner<br>School Counselor

Grove City Area School District is an equal opportunity education institution and will not discriminate on the basis of age, color, national origin, sex and handicap in its activities, programs or employment practices as required by Title VI, Title IX, and Section 504.

For information regarding civil rights or grievance procedures, contact the District Office, Title IX and Section 504
Coordinator, at 511 Highland Avenue, Grove City, PA 16127, (724)458-6733

For more information regarding services, activities, and facilities that are accessible and usable by handicapped persons, contact the building principal.

## Graduation Requirements

Graduation from Grove City High School is based upon the successful completion of a full-time high school program experience beginning in grade 9 and ending with grade 12. All students are expected to participate at minimum, in the equivalent of 7 full course periods per year ( 28 credits total) to maintain full-time student status. The successful graduate will earn (passing grade) a minimum of twenty-four and one half (24.5) credits from approved course work completed in grades 9 through 12, as well as fulfillment of state assessment criteria.

Specific Content Area and Course Minimum Credit Requirements:

| Department/Course | Credits Required |
| :---: | :---: |
| English | 4.0 |
| Social Studies | 3.0 |
| Math | 3.0 |
| Science | 3.0 |
| Health \& Fitness | 1.5 |
| Arts \& Humanities | 2.0 |
| Financial Literacy | 0.5 |
| Complex Communications | 0.5 |
| Electives | 7.0 |
| Total | $\mathbf{2 4 . 5}$ |

4.0 English - Completion of one course in each of the following grade level categories:

| English Grade 9 | English Grade 10 | English Grade 11 | English Grade 12 |
| :---: | :---: | :---: | :---: |
| World Literature \& Comp (1 cr.) | American Literature \& Comp (1 cr.) | British Literature \& Comp <br> (1 cr.) <br> OR <br> AP English Language \& Comp <br> (1 cr.) <br> OR <br> Technical Reading (1 cr.) | Creative Contemporary Literature \& Writing ( 1 cr .) <br> OR <br> AP English Literature \& Comp <br> (1 cr.) <br> OR <br> Writing in the Workplace $(1 \mathrm{cr} .)$ |

3.0 Social Studies - Completion of one course in grades 9 through 11 categories:

| Social Studies Grade 9 | Social Studies Grade 10 | Social Studies Grade 11 | Social Studies Electives |
| :---: | :---: | :---: | :---: |
| Emergence of America (1 cr.) | Contemporary America (1 cr.) OR <br> AP U.S. History (1 cr.) | History of the Modern World (1 cr.) OR <br> AP World History (1 cr.) | History through Film (. 5 cr .) World Religions (. 5 cr .) <br> United States Military History (. 5 cr ) <br> Introduction to Psychology (. 5 cr.) <br> Sociology (1 cr.) <br> AP U.S. History ( 1 cr .) <br> AP U.S. Government \& Politics ( 1 cr .) <br> AP Psychology (1 cr.) AP European History (1 cr.) AP World History ( 1 cr .) |

3.0 Math - Completion of Algebra I and Geometry Categories (Elective math course (s) must be used to meet the 3 credit minimum when necessary):

| Algebra I | Geometry | Math Electives |
| :---: | :---: | :---: |
| Algebra I (1 cr.) | Geometry (1 cr.) | Algebra II (1 cr.) |
| OR | OR | Algebra II Honors (1 cr.) |
| Algebra Essentials (1 cr.) AND Algebra I | Geometry Honors (1 cr.) | Applied Mathematics (1 cr.) |
| $(1 \mathrm{cr})$. |  | Trigonometry (1 cr.) |
|  |  | Precalculus ( 1 cr .) |
|  |  | Statistics (1 cr.) |
|  |  | AP Statistics (1 cr.) |
|  |  | AP Calculus AB (1 cr.) |
|  |  | AP Calculus BC (1 cr.) |

3.0 Science - Completion of at least one course in each of the categories of Biology, Chemistry, and Physics (Elective science course (s) must be used to meet the 3 -credit minimum when necessary):

| Biology | Chemistry | Physics | Science Electives |
| :--- | :---: | :---: | :---: |
| Biology I (1 cr.) | Elements of Chemistry (.5 cr.) | Elements of Physics (.5 cr.) | Anatomy \& Physiology (1 cr.) |
| *If students take Biology as | OR | OR | Environmental Science (1 cr.) |
| freshmen rather than Elements of | Chemistry ( 1 cr.$)$ | Physics (1 cr.) | AP Environmental Science |
| Chemistry and Elements of <br> Physics, they must take Physics <br> and Chemistry. | OR |  | AP Biology (1 cr.) |
| Ahemistry Honors (1 cr.) |  | AP Physics I (1 cr.) |  |
| AP Chemistry (1 cr.) |  |  |  |

### 1.5 Health \& Fitness - Completion of grade level course categories:

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: |
| Health \& Fitness (.5 cr.) | P.E. Elective (.5 cr.) | Emergency Preparedness | (Optional) |

2.0 Arts \& Humanities - These courses focus on how people process and document the human experience through literature, art, music, history, and language. The following courses fulfill requirements in the arts and humanities:

| World Languages - All Courses | Music - All Courses | Family \& Consumer Science FACS 3 |
| :---: | :---: | :---: |
| Art-All Courses | Social Studies | Technology Education |
|  | ```History Through Film (. 5 cr ) World Religions ( 1 cr .) U.S. Military History (. 5 cr.) Intro to Psychology (. 5 cr ) Sociology ( 1 cr .) AP Psychology (1 cr.)``` | 3D Printing \& Design I (. 5 cr.) <br> 3D Printing \& Design II (. 5 cr .) <br> 3D Modeling \& Animation ( 1 cr .) <br> Visual Design \& Photo (. 5 cr .) <br> Video Production I (. 5 cr .) <br> Video Production II (. 5 cr .) <br> Advanced Video Broadcasting (1 cr.) <br> Multimedia Design \& Community Filming ( 1 cr .) |
| English |  |  |
| Poetry (. 5 cr .) Historical Lit. \& Mythology ( 1 cr.$)$ Yearbook ( 1 cr.$)$ Intro to Debate $(.5 \mathrm{cr}$.) |  |  |

Other Elective Options -

| Other Electives | Other Electives |  |
| :---: | :---: | :---: |
| Intro. to Computer Science (.5 cr.) Intro. to Programming (. 5 cr .) Accounting I (. 5 cr .) Accounting II (. 5 cr .) <br> Family \& Consumer Sci I (. 5 cr .) <br> Family \& Consumer Sci. II (. 5 cr .) <br> Driver's Education (. 5 cr .) <br> Conservation Science (Fall ) (.5 cr) <br> Conservation Science (Spring) (. 5 cr.) | Science through Film (Fall) (.5 cr.) Science through Film (Spring) $(.5 \mathrm{cr}$. Materials Processing I (. 5 cr.$)$ Materials Processing II (. 5 cr ) CNC Design ( .5 cr ) Robotics $(.5 \mathrm{cr}$ ) Forensics $(.5 \mathrm{cr}$ ) Community Agriculture (Fall) $(.5 \mathrm{cr}$. Community Agriculture (Spring) $(.5 \mathrm{cr}$. |  |

Other Courses Required for Graduation -

| Courses Required for Graduation |  |  |
| :---: | :--- | :--- |
| Complex Communications (.5 cr.) |  |  |
| Financial Literacy (.5 cr.) |  |  |

Mercer County Career Center \& George Junior Career Center -

| Mercer County Career Center (3 cr.) | George Junior Career Center (3 cr.) |  |
| :---: | :---: | :---: |
| Auto Mechanics Technology | Autobody/Collision and Repair |  |
| Carpentry | Tech/Technician |  |
| Collision Repair and Refinishing | Automobile/Automotive Mechanics |  |
| Computer Information Technology | Tech/Technician |  |
| Computer Programming | Carpentry/Carpenter |  |
| Cosmetology | Institutional Food Workers |  |
| Culinary Arts | Welding Technology/Welder |  |
| Diesel Technology |  |  |
| Diversified Occupations |  |  |
| Early Childhood Education |  |  |
| Electrical Occupations |  |  |
| Health Care Careers |  |  |
| Logistics and Supply Chain Management |  |  |
| Precision Production Metals |  |  |
| Service Occupations |  |  |
| Welding |  |  |

## Grade Point Average (GPA) and Class Rank

Any high school courses completed prior to grade 9 will be reflected on the high school transcript and may fulfill specific course requirements/prerequisites but will not be calculated into the high school GPA or class rank. Regardless of courses completed prior to grade 9 , students are required to maintain a full-time schedule in grades 9 through 12 to be included in class rank and eligible to earn a Grove City Area High School Diploma. Additionally, Independent Learning Plan (ILP) credits, dual enrollment credits, and transfer credits will not be included in the computation of the Grove City High School GPA or included in the class ranking system.

Students will find this worksheet helpful in planning their high school program. Subjects listed are required for graduation. Elective courses should be selected with your career goal in mind.

Grade 9 (minimum credit load should total 7)


Grade 11 (minimum credit load should total 7)

| Course Title |  | Credit <br> Earned |
| :--- | :--- | :--- |
| English - | $\underline{1.00}$ | - |
| Social Studies - | $\underline{1.00}$ | $\square$ |
| Math - | $\underline{1.00}$ | $\square$ |
| Science - | $\underline{1.00}$ | $\square$ |
| Emergency Preparedness - | $\underline{0.50}$ | $\square$ |
| Financial Literacy - | $\underline{0.50}$ | $\square$ |
| Elective - | - |  |
| Elective - | - |  |
|  | - | $\square$ |

Total Credits $\qquad$

Grade 10 (minimum credit load should total 7)


Grade 12 (minimum credit load should total 7)

| Course Title |  | $\underline{\text { Credit }}$ |
| :--- | :--- | :--- |
| English - | $\underline{1.00}$ | $\underline{\text { Earned }}$ |
| Social Studies - | $\underline{1.00}$ | $\square$ |
| Math - | $\underline{1.00}$ | $\square$ |
| Science - | $\underline{1.00}$ | $\square$ |
| P.E. (Optional) - | $\underline{0.50}$ | $\square$ |
| Elective - | - | $\square$ |
| Elective - | - | $\square$ |
| Elective - | - | $\square$ |

Total Credits

Grade 9 Credits Earned
Grade 10 Credits Earned
Grade 11 Credits Earned
Grade 12 Credits Earned
TOTAL CREDITS EARNED
$\qquad$
$\qquad$
$\qquad$

## Course Pathways

Often, students and parents ask what courses students should study. Because of the wide variety of students' interests, there is no one answer to this question. In an effort to help, the administration and school counseling department have organized the following suggested pathways. Each pathway is designed to prepare students for different careers, goals or objectives after high school. These are not required, but are offered as a starting point for parents, students, and counselors to develop meaningful programs of study relative to students' interests.

## Accelerated College Prep Pathway

## 9th Grade

World Literature and Composition
Emergence of America
Geometry Honors and/or Algebra II Honors
Biology*
Health and Fitness
World Language
Elective
Complex Communications
PSAT 8/9 Recommended

## 10th Grade

American Literature and Composition
Contemporary America or AP U.S. History
Algebra II Honors or PreCalculus Honors
Chemistry Honors
P.E. Elective

World Language
Complex Communications
Elective
PSAT 10
ASVAB

## 11th Grade

British Literature and Composition and/or AP English Language and Composition
History of the Modern World or AP World History
Precalculus or AP Calculus AB
Physics
Emergency Preparedness
World Language
Financial Literacy
Elective
PSAT Recommended
SAT Recommended
ACT Recommended
If you are an athlete, create an account on the NCAA website.

## 12th Grade

AP English Literature/AP English Language or Creative Contemporary Literature and Writing
AP American Government/AP U.S. History/AP European/AP Psychology/AP World History
AP Calculus AB/AP Calculus BC/AP Statistics/Statistics
AP Chemistry/AP Physics/AP Biology/AP Environmental
P.E .- Optional

World Language
Elective
*If students take Biology as freshmen rather than Elements of Chemistry and Elements of Physics, they must take Physics and Chemistry.

Students in the Accelerated College Prep Pathways are advised to take four math courses during their high school experience in the event a college or university requires four credits of math.

## College Prep Pathway

## 9th Grade

World Literature and Composition
Emergence of America
Algebra I or Geometry or Geometry Honors
Biology or Elements of Chemistry and Elements of Physics*
Health and Fitness
World Language
Complex Communications
Elective

## 10th Grade

American Literature and Composition
Contemporary America
Geometry or Geometry Honors or Algebra II or Algebra II Honors
Chemistry Honors
P.E. Elective

World Language
Complex Communications
Elective
PSAT 10
ASVAB

## 11th Grade

British Literature and Composition
History of the Modern World or AP World History
Algebra II or Trigonometry or Precalculus or Statistics
Chemistry or Chemistry Honors or Physics
Emergency Preparedness
World Language
Financial Literacy
Elective
PSAT Recommended
SAT Recommended
ACT Recommended
If you are an athlete, create an account on the NCAA website.

## 12th Grade

Creative Contemporary Literature and Writing
Sociology
Trigonometry or Precalculus or Statistics or AP Statistics or AP Calculus AB
AP Chemistry or AP Physics or AP Biology or AP Environmental
P.E .- Optional

World Language
Elective
*If students take Biology as freshmen rather than Elements of Chemistry and Elements of Physics, they must take Physics and Chemistry.

Students in the College Prep Pathway are advised to take four math courses during their high school experience in the event a college or university requires four credits of math.

## Technical or Career Pathway

## 9th Grade

World Literature and Composition
Emergence of America
Algebra Essentials or Algebra I or Geometry
Elements of Chemistry and Elements of Physics
Health and Fitness
World Language
Complex Communications
Elective

## 10th Grade

American Literature and Composition
Contemporary America
Algebra I or Geometry or Algebra II
Biology
P.E. Elective

World Language
Complex Communications
Elective
PSAT 10
ASVAB

## 11th Grade

Technical Reading
History of the Modern World
Geometry or Algebra II or Trigonometry
Chemistry
Emergency Preparedness
Financial Literacy
Elective or Career Center

## 12th Grade

Writing in the Workplace
Sociology
Algebra II or Applied Mathematics or Statistics
Environmental Science
P.E. - Optional

Elective or Career Center

## Awarding of Credit Toward Graduation

Credit for a high school course is awarded upon completion of the course with an overall percentage grade average of $61 \%$ or higher. For credit purposes, dual enrollment and/or transfer credits from other accredited institutions will be converted to match the GCHS credit value structure and not be included in GCHS GPA calculations.

## Testing

Students will take the ASVAB and PSAT during the spring of their sophomore year.
All students will take Keystones upon completion of Algebra, American Literature, and Biology.

## Student Acceleration Opportunities

Students may accelerate in meeting graduation requirements as appropriate. See a school counselor for more detailed information.

## State Graduation Requirements

Effective with the graduation class of 2023, students must take the Keystone Exams for the purpose of federal accountability and either demonstrate proficiency on those exams OR meet the requirements through one of the four additional pathways described in ACT 158.

To be eligible to graduate, seniors must meet all state requirements at the time of commencement.
The State Board of Education has revised curriculum regulations that establish academic standards for all students.

# pennsylvania <br> Pennsylvania Pathways to Graduation 

 school administrator.

## pennsylvania

## Pathway Criteria



Industry-based competency certifcation

Likelihood of industry-based competency assessment success

Readiness for continued engagement in CTE Concentrator program of study


Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)

Attainment of Gold Level or better on ACT WorkKeys

Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Profcient

Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Profcient

Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Profcient

Successful completion of a pre-apprenticeship program

Acceptance into accredited, non-proft Institution of Higher Education (IHE) 4yr program for college-level coursework


## Individualized Graduation Requirements

Students with disabilities who complete a special education program based on an Individualized Education Program, developed by a designated team, shall be granted and issued a regular high school diploma by the school entity.

## Graduation Requirements

## Participation

Participation in graduation exercises is limited to students who have successfully completed all graduation requirements including those established by the State and who are in good academic and disciplinary standing. These requirements must be met by the first day of graduation practice. Students that plan to participate in the commencement ceremony must participate in all commencement practices unless excused by the administration.

## Valedictorian and Salutatorian

Both Valedictorian and Salutatorian are recognized at graduation ceremonies as the first and second ranked students in their graduating class. To be eligible for this distinction, students must be Grove City Area Senior High School students in their last three consecutive years.

## District Policy 214-AR-1

Eligibility for recognition of Valedictorian and Salutatorian honors will be limited to students who are continuously enrolled at the district's high school for three (3) or more school years immediately prior to the date of graduation.
Eligible students must be in good standing relative to attendance and student discipline standards. Students who are approved for, and accept, early admission to a college or university program in their senior year are not eligible for these honors.

The class Valedictorian and Salutatorian will be determined annually through the established method for determining class rank, computation of the Grade Point Average (GPA).

Computer computations of class rank will be verified through hand-calculations by the high school guidance counselor for the top five (5) students in the graduating class. The guidance counselor will verify the results and present the results to the principal. Upon acceptance of the verified data, the principal will issue the official notification letters to the Valedictorian and Salutatorian.

The Valedictorian will be the student with the highest GPA as computed at the end of the third report period of the senior year.

The Salutatorian will be the student with the second highest GPA as computed at the end of the third report period of the senior year.

In cases of ties in GPA, if all grades are identical, the student with the highest number of Advanced Placement/Honors courses will be awarded the appropriate Valedictorian/Salutatorian status. If there is still a tie for Valedictorian, Co-Valedictorians will be honored, in alphabetical order. If there is still a tie for Salutatorian, Co-Salutatorians will be honored, in alphabetical order.

No class rank information can be released to anyone until release is authorized by the principal. At that time, students and parents/guardians are permitted to have access to their own academic data, upon written request to the principal.

Any discrepancy or dispute will be referred to the Superintendent for resolution. The Superintendent's decision will be final

## Graduation with Honors

Three honor levels are recognized at graduation. Students who have achieved an overall grade point average of $96 \%$ or higher are recognized as distinguished scholars. Those students achieving an average of $91 \%$ are graduated with high honors and those achieving an average of $86 \%$ are graduated with honors.

## Application for Early Graduation

Application for early graduation is a significant decision for a student and their family. The Grove City High School Program of Studies is intentionally designed to provide critical learning opportunities and experiences that foster intellectual and personal growth beyond the basic requirements for a high school diploma as defined by the state of Pennsylvania and the Grove City Area School District.

A student and their family who are considering applying for early graduation should meet with a school counselor at the end of the student's sophomore year to discuss the process and review state and local graduation requirements.

A student who graduates early must complete all Pennsylvania and Grove City Area School District requirements for a high school diploma in three years.

A student who wishes to apply for early graduation, should do so at the end of their sophomore year, provided that all requirements for a Pennsylvania and Grove City High School Diploma can be met in three years. These include successful completion of all credits and Keystone assessment requirements. Parent/guardian permission, as well as principal approval, are required.

Students that graduate early may participate in the commencement ceremony. However, they will not be included in a graduation cohort. This means they will be excluded from class rank.

## Class Standing and Graduation

Class standing does NOT determine the year of graduation.
Class standing (grade level) at the senior high school level is easily misunderstood. Students will be prompted each year to the next grade level for data collection purposes. This promotion is NOT an indicator of the number of credits earned and does not indicate if specific graduation requirements are being met. Students and parents are reminded that graduation requires meeting the criteria stated in this book under Graduation Requirements. Therefore, class standing has limited meaning and use at the senior high level.

Primary uses of class standing (grade level) are:

1. Determining class rank
2. Eligibility for student activities and athletics
3. Student processing for scheduling
4. A database for record keeping and reporting data

## Having senior class status (12th grade) DOES NOT necessarily mean that students can or will graduate at the end of the school year.

## Credit Deficiencies

In order to receive credit for a course, students must have an overall passing average and complete the midterm and/or final exam. Arrangements for eliminating credit deficiencies must be made through the School Counseling Office. In all cases, provision must be made for meeting the criteria for course credit, which is an overall passing grade.

Credit deficiencies due to course failure may be eliminated through:

1. Repeating the course
2. Credit Recovery through a certified teacher (designed as make-up on transcript), must be approved by the principal and coordinated by the school counselor
3. Credit Recovery through the GCASD Online Academy
4. Independent Learning Plan approved by the principal and coordinated by the school counselor

## National Honor Society (NHS) Eligibility

To be eligible for an invitation to join the NHS, students must be in 11th or 12th grade and meet the following GPA (Grade Point Average) requirements:

Cumulative GPA of $\geq 90.4999$ AND Marking Period 2 GPA of $\geq 90.4999$.
Students who meet this GPA criteria will then receive additional application materials which must be completed and returned to the NHS advisor by the specified deadline.

## How to calculate GPA at GCHS

GPA - Grade Point Average - Total QP divided by total attempted credits
QP - Quality Points - Percent grade in the class multiplied by the credit value of the class
AP - Advanced Placement classes - Add 10 'incentive points' to the class grade before multiplying by the credit value to get the QP. Please note these incentive points are only added once the final grade is calculated. This is NOT included in term GPA.

Example: AP Chemistry ( 1.0 credits) grade is 92
1.) $92+10=102$ (Add 10 'incentive points')
2.) $102 \times 1.0=102$ (Multiply by number of credits)
3.) 102 Quality Points is used in the GPA calculation

College classes, Individualized Learning Plans (ILPs) and P/F (Pass/Fail) classes are NOT used in the GPA calculation. Current P/F classes are: Online Driver's Education and Work Training. Students can earn credit for all P/F classes at GCHS, but these classes are NOT used in GPA calculations.

For ALL classes except AP, follow this process:

1. Multiply the final percentage grade of each class by the credit value for the class to get QPs for each class
2. Add all of the QPs for each class to get a Total QP value
3. Add all of the credit values for each class to get a Total Attempted Credits value
4. Divide the Total QP value by the Total Attempted Credits to get GPA
*** $\operatorname{For} \boldsymbol{A P}$ classes, add the 10 'incentive points' to the percentage grade before multiplying by the credit value of the class to get QP. Then follow steps 2-4 above to get GPA.

## Valedictorian and Salutatorian

## District Policy 214-AR-1 (Highlights)

Eligibility for recognition of Valedictorian and Salutatorian honors will be limited to students who are continuously enrolled at the district's high school for three (3) or more school years immediately prior to the date of graduation.

The Valedictorian will be the student with the highest GPA as computed at the end of the third report period of the senior year.

The Salutatorian will be the student with the second highest GPA as computed at the end of the third report period of the senior year.

Graduation Honors: Cumulative GPA through MP3 of the senior year.
Distinguished Scholars - Cum. GPA $\geq 96 \quad$ High Honors - Cum. GPA $\geq 91 \quad$ Honors - Cum. GPA $\geq 86$
Class Rank: Class Rank is calculated once each year, at the end of the school year. The only exception is for Graduation Honors - for seniors only - at the end of MP3 of the senior year.

## Scheduling

## Note: Please see pages 20-21 for information about the scheduling process

## Course Registration

Each year students must determine what courses they need (or wish) to enroll in for the coming year. Students are encouraged to take this process seriously, to consider their career plans, and to discuss their choices with their parents as well as teachers and counselors. Final registration for courses needs to be made with a great deal of thought. Except under exceptional circumstances, students will be scheduled into progressively challenging courses. No students will be permitted to register for a class at a lower level than a class that they already passed.

Counselors schedule group and individual meetings to aid in the process. Parent conferences are also encouraged. Career information is available in the school counseling office. Scheduled courses are determined by students' interests and/or local board and State legal requirements. Students are welcome to select an alternate choice for any offering.

## Course Selection

The scheduling process of the school is based upon the choices for courses made by the students. Decisions concerning the master schedule for the coming year are based upon these choices. These decisions then determine the type and number of courses offered, number of sections scheduled and the allocation of school resources.

All courses listed in this booklet (Program of Studies) may not be offered. If there is not sufficient registration for a course, it will be canceled, and the affected students will be notified as soon as possible so that they may make another course selection.

## Dual Enrollment

Through a District approved dual enrollment agreement with Grove City College, students in grade 11-12 may take courses online as well as on campus or in the high school for the fall and spring semesters. On campus/in-person courses may also be available; however, may be limited and will be considered on a case-by-case basis. Students and parents can access information relating to application for admission, available courses, and registration at Grove City College Dual Enrollment Program or other dual enrollment programs, Harrisburg University, (https://www.harrisburgu.edu pg. 68).

Dual enrolled students must participate, at a minimum, in the equivalent of seven (7) full course periods per year (28 credits total) to maintain full-time status. Successful Grove City High School graduates will earn (passing grade) a minimum of twenty-four and one half (24.5) credits of approved Grove City High School course work completed in grades 9 through 12.

Students have two options to reflect dual enrollment courses on their transcript.

1. Dual enrollment course title and grade will be reflected on the student's high school transcript as one credit and will not be calculated into the student's high school GPA.
2. The student submits an Independent Learning Plan (ILP) prior to taking the dual enrollment course(s). The dual enrollment course will be reflected on the student's high school transcript as either P (Pass) or F (Fail) and will not be factored into the student's high school GPA.

Students completing courses at colleges that do not currently have a dual enrollment agreement with Grove City Area School District may have the course reflected on their high school transcript through the Independent Learning (ILP) process.

## SCHEDULING FOR THE 2023-2024 SCHOOL YEAR

## SCHEDULING PROCEDURES

The Program of Studies is provided to assist students and their parents with the task of selecting courses. It is essential for students and parents to acquaint themselves with the contents of the Program of Studies so that knowledgeable decisions can be made about an individual student's course of study.

As students select courses, attention should be given to course requirements, entrance prerequisites and course sequences. Students should realistically assess their capabilities and ambitions. Remember when scheduling Advanced Placement (AP) courses that these are college level courses. Advanced Placement courses give students the opportunity to experience college-level work while still being in high school. The courses are designed to be inquiry courses that challenge a student's analytical and reasoning skills. The courses are an excellent indicator of how a student will transition into college as they require a high degree of independence and motivation. At the end of the course, the student will have the chance to take the Advanced Placement test and possibly earn college credit and higher placement in a key subject area. If students have any doubts or questions concerning a course, they are encouraged to discuss the course with the appropriate teacher or counselor.

The selection of courses will ultimately depend upon the student's abilities, the student's interests, and specific requirements of the college a student plans on attending or the program of study a student wishes to pursue upon graduation.

## 2023-2024 Scheduling Process

Monday, January 23rd, Scheduling Information Parent Meetings (Zoom Video Meeting - Links are on ParentSquare and the GCHS website homepage.)

Wednesday, January 25th, Scheduling Meetings with current 9th, 10th, and 11th grade students. (Google Meet - The recorded meeting will be posted on ParentSquare and the GCHS website homepage.)

January 31 st - February 2nd, 9 th, 10th, and 11th grade students enter course requests with school counselors.
Friday, February 3rd, Scheduling Meeting with current 8th grade students. (Middle School)
Friday, February 17th, 8th grade students enter course requests with school counselors.
Thursday, June 1st, Bump up Day - Students will receive their schedules for the 2023-2024 school year. A modified bell schedule will be implemented for students to preview their schedule and to meet their teachers for the next year.

## Scheduling Changes

Following "Bump Up Day", there will be the opportunity to change your schedule for any reason over the summer on selected days. There will be 6 dates between June 5th, 2023 and August 18th, 2023 that will be announced. These days will be communicated in advance through student email, ParentSquare, and the high school website (https://www.grovecity.k12.pa.us/domain/47). Students and parents can come in or schedule a GMeet on these days to change their schedules for any reason (as long as the changes keep the students on track to graduate and there is classroom availability).

BEYOND THESE SCHEDULE CHANGE DAYS, SCHEDULES WILL BE FINAL. Any change beyond these dates will require the course withdrawal request form (process outlined below).

Please note: For semester 2 classes, there will be another "Schedule Change Day" scheduled at the end of semester 1. At that time, students will have the opportunity to request a semester class change as long as the change keeps the student on track to graduate and there is classroom and schedule availability. This date will be communicated in advance through student email, ParentSquare, and the high school website (https://www.grovecity.k12.pa.us/domain/47).

## Withdrawal from a Course

If a student wishes to withdraw from a course, the student will complete the "Course Withdrawal Request Form" that includes the reason for the withdrawal request, parent, student, and current teacher's signatures. Completed forms will then be submitted to the Guidance Office to be reviewed by the schedule committee.

Please note that a course withdrawal will result in a withdrawal fail, unless otherwise decided by the scheduling committee (as described below)."

- The scheduling committee may facilitate the withdrawal procedures.
- The scheduling committee will determine whether the student's individual circumstances warrant anything other than a withdrawal fail.
- The student may be asked to present in person their reasoning for wanting to withdraw the course. These meetings occur at 7:30 am on Fridays as scheduled.
- The scheduling committee may require the student to continue in the assigned course.
- The scheduling committee and the student will develop a student improvement plan that may require additional support and extended learning time.

COURSES FOR 2023-2024


Art Department Courses

| Course \# | Course Title | Credit | Grade <br> Level | Prerequisites/Requirements |
| :--- | :--- | :---: | :---: | :--- |
| ART110 | Intro to Art | 1.0 | $9-12$ |  |
| ART120 | Art Journaling | 1.0 | $9-12$ | $\$ 20$ Lab Fee |
| ART210 | Ceramics | 1.0 | $9-12$ | $\$ 20$ Lab Fee |
| ART220 | Painting \& Printmaking | 1.0 | $9-12$ | $\$ 20$ Lab Fee |
| ART310 | Community Art | 1.0 | $9-12$ | Pre-approval by art instructors |
| ART510 | AP Studio Art (Offered 2023-2024) | 1.0 | $11-12$ | $\$ 20$ Lab Fee and Pre-approval by art <br> instructors. |

## Art

Intro to Art
Grade 9-12
ART110 Credit 1 (Max 1)

Develop a foundation for future art classes through lessons that focus on technique, and artistic freedom. Projects include, but are not limited to drawing, painting, printmaking, and sculpture.

## Art Journaling ART120

## Grade 9-12

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Credit 1 (Max 1)
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Use an Art Journal as a means of self-discovery and creative experimentation. Mixed media techniques and written journal entries create an authentic representation of oneself and offer an outlet for reflection that is attainable for every student. In addition to a $\$ 20$ lab fee, students are responsible for getting a mixed media sketchbook.

## Ceramics

Grade 9-12
ART210
Credit 1 (Max 1)
Create decorative and functional works of art using hand built and wheel thrown sculptural techniques. Express your creativity through mugs, bowls, and other functional pottery as well as explore sculpture and design techniques. In addition to a $\$ 20$ lab fee, students may need to purchase some materials for this course.

## Painting and Printmaking ART220

Grade 9-12

Broaden your artistic portfolio through various painting and printing media. Watercolor, acrylic, oil paints, block printing, screen printing, and engraving will be the focal points of artistic exploration. In addition to a $\$ 20$ lab fee, students may need to purchase some materials for this course.

## Community Art <br> ART310

Grade 9-12

## Requirement: Students must apply

Contribute to the positive environment in our school and community by collaboratively creating pieces of public art. Projects may include, but are not limited to murals, mosaics, installations, and sculptures.

AP Studio Art
Grade 11-12
ART510
Credit 1 (Max 2)
(Offered 2023-2024)

## Requirement: Students must apply

Dive deep into exploring artistic voice by exemplifying your prior studio art experiences to develop a portfolio according to the College Board curriculum. The AP Studio Art Program assesses their portfolio based on sustained investigation and selected works totaling 15-20 original pieces. In addition to a \$20 lab fee, students may need to purchase some materials for this course.

Business Technology Department Courses

| Course \# | Course Title | Credit | Grade <br> Level | Prerequisites/Requirements |
| :--- | :--- | :---: | :---: | :--- |
| COM110 | Introduction to Computer Science | 0.5 | $9-12$ |  |
| COM120 | Introduction to Programming | 0.5 | $9-12$ |  |
| COM210 | Accounting I | 0.5 | $10-12$ |  |
| COM220 | Accounting II | 0.5 | $10-12$ | Completion of Accounting I is required |
| COM310 | Financial Literacy | 0.5 | $11-12$ | Graduation Requirement |
| COM510 | AP Computer Science Principles | 1.0 | $10-12$ |  |

## Business Technology

## Introduction to Computer Science COM110

## Grade 9-12 <br> Credit .5

Computer Science is considered the "new literacy" of the 21 st century. This course will sharpen problem-solving skills and explore the history and mechanics of how computers work and how the invention of the internet has connected everyone in a way that no one could have ever imagined. In this class, students will learn about domain names, hosting, and html while they customize their own space on the web. Students will also be introduced to the basics of programming, including types of computer instructions (sequential, conditional, iterative), which students will apply in creating their own programs and games in a drag-and-drop environment.

## Introduction to Programming COM120

## Grade 9-12 <br> Credit .5

A one-semester introduction to programming in Python, with an emphasis on critical thinking, problem solving, and creativity. Specific topics include functions, variables, expressions, conditionals, loops, strings, lists, graphics, and animations, as well as top-down design, testing, and debugging. The main goals of this course are for students to learn the fundamentals of programming, to enjoy coding, and be able to use programming creatively to help solve problems in a variety of domains.

## Accounting I <br> COM210

Grade 10-12
Credit .5

This course offers students an excellent introduction to the field of accounting. Students will work through the financial accounting cycle for a sole proprietorship using both a manual system with working papers and a computerized system using the QuickBooks spreadsheet software. Students will learn what business transactions are and how accountants use a double-entry system (debits and credits) to keep track of these transactions. Career opportunities will be explored to see what the future holds for the accounting profession.

## Accounting II <br> COM220

## Grade 10-12 <br> Credit. 5

## Prerequisite: Accounting I

This course is a continuation of Accounting I, providing the students with a strong foundation in accounting principles. The curriculum uses both a manual system with working papers and a computerized system using QuickBooks spreadsheet software. Students will study the complete accounting cycle of recording transactions, preparing financial statements and "closing the books" for small, single-owner service and merchandising businesses.

## Financial Literacy <br> COM310

Grade 11-12
Credit . 5

## This course is a GCHS graduation requirement

Financial Literacy will help students learn how to make smart financial decisions that will affect their financial futures. They will become familiar with (online) banking, budgeting, applying for and using credit (including how to read a credit card statement and what goes into a credit score). Student loans, car loans, insurance, and mortgages will also be covered. The course will include the importance of saving, the power of compound interest and how to calculate it, saving goals and available savings options (CD's, IRA's, etc.). During the investing unit, students will compete in a stock market simulation as they learn about risk, its relationship with return, diversification and how to use several financial indicators to make investment decisions. The class will culminate with a unit on taxes, where students will learn about our progressive tax system and how to complete a 1040 tax form. The goal of Financial Literacy is to help students learn about their finances and to become financially independent.

## AP Computer Science Principles Grade 10-12 <br> COM510 Credit 1

AP Computer Science is intended to be comparable to a first-year course offered in colleges and universities. Upon completion of the course, students should be prepared to take the AP exam in Computer Science. Prospective students should have a strong interest in computing, a good mathematical background, and well-developed skills in written communication. The course will cover topics, such as digital representation of information, algorithms and programming, modern encryption, and building applications. Students will eventually transition to creating event driven applications.

English Department Courses

| Course \# | Course Title | Credit | Grade <br> Level | Prerequisites/Requirements |
| :--- | :--- | :---: | :---: | :--- |
| ENG110 | World Literature \& Composition | 1.0 | 9 |  |
| ENG210 | American Literature \& Composition | 1.0 | 10 |  |
| ENG220 | Complex Communications | 0.5 | $9-10$ | Graduation Requirement |
| ENG230 | Poetry | 0.5 | $11-12$ |  |
| ENG240 | The Literature of Music | 0.5 | $10-12$ | Completion of 9th grade World <br> Literature is required |
| ENG300 | Introduction to Debate | 0.5 | $10-12$ | Completion of Complex <br> Communications is required |
| ENG310 | Technical Reading | 1.0 | 11 |  |
| ENG320 | British Literature \& Composition | 1.0 | 11 | Completion of American Literature <br> and Composition is required |
| ENG330 | Historical Literature \& Mythology | 1.0 | $10-12$ |  |
| ENG400 | Writing in the Workplace | 1.0 | 12 |  |
| ENG410 | Yearbook | 1.0 | $9-12$ | Students must apply each year |
| ENG420 |  <br> Writing | 1.0 | $11-12$ |  |
| ENG510 | AP English Language \& Composition | 1.0 | $11-12$ |  |
| ENG520 | AP English Literature \& Composition | 1.0 | 12 | Completion of British Literature and <br> Composition Or AP English Language <br> and Composition is strongly <br> recommended |
|  |  |  |  |  |

## English

1 Credit Core Course-English 1 Grade 9 Credit 1

World Literature and Composition is a standards-based, skills-driven course focused on reading, writing, and sentence structure. Students read short stories, poems, plays, autobiographies, speeches, epics, etc. from all over the world; specific areas of focus are Africa, the Middle East, Asia, Latin America, and Ancient Greece. The textbook is World Writers Today.

In their study of literature, students develop a firm grasp of the literary language, tools, and skills assessed on the Keystone Literature Exam. Vocabulary study arises from the literature. In addition to studying one novel together as a class, students read self-selected novels independently over the course of the year. Process writing is integral to World Literature and Composition: students compose Narrative, Informational, and Persuasive essays. During Writing Workshops, students’ Constructed Responses move through a collaborative process involving Self-Assessment, Peer-Assessment, and Teacher-Assessment. Finally, students learn to demonstrate a command of the conventions of Standard English grammar and usage when writing and speaking. Formative and Summative Assessments are aligned to the Fiction and Nonfiction Assessment Anchors.

Grade 10
Credit 1

American Literature and Composition is a standards-based, skills driven course focused on reading, writing, and sentence structure. Students study literary pieces from different genres throughout American history, selections that reflect the many and varied voices that together have contributed to American Literature. The textbook is Timeless Voices, Timeless Themes: The American Experience. In their study of literature, students develop a firm grasp of the literary language, tools, and skills assessed on the Keystone Literature Exam. In addition to The Great Gatsby, studied together as a class, students read self-selected novels independently over the course of the year. Vocabulary study will focus on literary terms, prefixes, suffixes, and root words. Process writing is integral to American Literature and Composition. During Writing Workshops, student's Constructed Responses move through a collaborative process involving Self-Assessment, Peer-Assessment, and Teacher-Assessment. Finally, students learn to demonstrate a command of the conventions of Standard English grammar and usage when writing and speaking. All Formative and Summative Assessments are aligned to the Fiction and Nonfiction Assessment Anchors. A Midterm Exam is required, and students complete the Pennsylvania Literature Keystone Exam at the end of the year.

## Complex Communications <br> ENG220

Grade 9-10
Credit .5

## This course is a GCHS graduation requirement.

Complex Communications introduces students to the vital importance of effective communication both orally and in writing. Students will understand the complexity of communication, address issues of speech anxiety, and then develop speeches on a variety of topics. Students will also learn how to be better consumers of communication and media, recognizing logical fallacies as well as the importance of research strategies, sources and tools for research, data sharing and collaboration, and proper and ethical presentation of ideas in various modes of communication. The course will include a brief introduction to public forum debate in preparation for the Introduction to Debate course. For your speeches, you will have different options on how to present. This course is a prerequisite to Introduction to Debate.

## Poetry

ENG230

## Grade 11-12 <br> Credit .5

Poetry is a semester-long intensive course exploring the masters of the English language: poets and songwriters. Over the course of the semester, students will explore representative poets from a variety of time periods, backgrounds, and styles to better understand, analyze and write poetry. Students will learn how to interpret poetry from different ideological perspectives and will explore the various methods, forms, and experiences that have helped shape individual poets. Through in-class writing exercises, reading of model poems, and discussion of student work, this course also encourages students to produce poetry of increasing quality. Students will learn the basic elements of poetry, important types of poems, and fundamental poetic techniques. Students will be expected to write analytically about poetry in addition to writing their own pieces that use many of the same devices as master poets and songwriters.

## The Literature of Music <br> ENG240

Grade 10-12
Credit .5

## Prerequisite: World Literature

In this elective course we will practice the traditional literary analysis of lyrics and albums through the observation of songwriters' use of figurative language. Students will learn about the rhetoric of story-telling through music as we critically listen to film scores and as they write to instrumentals. We will closely read the texts of albums and a variety of other resources while discussing the writer's craft. Students will create annotated playlists and learn how to write music reviews. Music as both a vehicle and a reflection of culture and social change will also be explored.

## Introduction to Debate <br> ENG300

Grade 10-12
Credit 1

## Prerequisite: Complex Communications

Introduction to Debate is a one-semester introductory course that covers a variety of styles of public speaking and formal debate. Through instruction, research, and practice, students will become familiar with these styles. Each unit will culminate in performance assignments that require students to demonstrate their abilities within the classroom setting. Opportunities to take their knowledge to competition at the local and state level may be made available to students as well through extracurricular programs.

## Technical Reading <br> ENG310 <br> Grade 11 <br> Credit 1

The course is designed for career-bound students to develop the necessary reading comprehension, analysis, and communication skills they will need as members of the 21 st century workplace. Students will apply a variety of reading strategies and have an opportunity to gain an in-depth knowledge in a field of interest through research. Work will include, but is not limited to, career and inter-departmental research and writing; reading and analysis of technical and narrative nonfiction texts; and practical community involvement.

## British Literature and Composition NCAS <br> 1 Credit Core Course-English <br> Grade 11 ENG320

## Prerequisite: American Literature and Composition

British Literature and Composition is designed for students who have successfully completed the American Literature and Composition course and who want a more challenging college preparatory course. The course incorporates the writing skills designed to prepare students for the higher-level writing and analysis expected at the collegiate level and require a demonstration of proficiency through the writing of an eight-to-ten page thesis paper along with other shorter essays. Students read and respond to works by British authors through research, discussions, writing, and presentations. The course follows a thematic approach exploring how literature demonstrates humankind's quest to find meaning and significance in a hostile and changing world. A survey of classic and representative works from the Anglo-Saxon to Post-Modern eras, including some contemporary pieces, will be included. This course or AP English Language and Composition is strongly recommended prior to taking AP English Literature and Composition.

## Historical Literature and Mythology <br> ENG330

## Grade 10-12 <br> Credit 1

## Prerequisite: World Literature \& Composition

This course is for students who have successfully completed freshmen level English and who may be interested in reading to explore works beyond what is offered in the standard English curriculum including ancient and modern myths, folktales, and other important historical fictional or nonfictional texts of European, Asian, African, and Native American origin. Through reading and discussing these works, students will gain an understanding of shared cultural heritage and differing cultural perspectives and will have the chance to trace the development of different cultures through their most important stories.

## Writing in the Workplace

Grade 12
ENG400

Writing in the workplace will serve, but is not limited to, those senior students who plan to enter the workforce immediately following graduation. Students will have the opportunity to learn, develop, and refine the writing and communication skills
that will aid them in the job search as well as the application and interview process. Students will also develop the research techniques necessary should they be faced with the decision to change careers or continue their education later in life.

Students will practice writing memos, business letters, proposals, collaborative reports, and designing other documents that will facilitate their success in the workforce. To close the course, students will practice and refine decision-making skills using strategies that will help them clearly and carefully sift through pros, cons, risks, and benefits of situations they will encounter in the workplace.

## Yearbook <br> ENG410

## Grade 9-12

## Credit 1

## Requirement: Students must reapply each year

Yearbook staff is responsible for planning, layout, copywriting and photography, involved in the production of the Pine Knot. Students will learn the principles of design layout, copywriting techniques, and the procedures involved in the preparation of the yearbooks. As a part of the yearbook project, all student members are responsible for the fundraising activities which are intended to support the yearbook. All yearbook activities are under the direction of the advisor. Yearbook student members must complete an application and are selected by the advisor. As part of the selection process, teachers will be asked to complete a recommendation form.

## Creative Contemporary Literature and Writing NCAM 1 Credit Core Course- English ENG420

## Grade 11-12 <br> Credit 1

Creative Contemporary Literature and Writing invites students to explore the eight core characteristics of good writing: clarity and focus, organization, ideas and themes, voice, language (diction), grammar and style, credibility or believability, and insight and inspiration (M. Donovan), Students will read the works of contemporary writers who exemplify excellence in these areas and use these works to inspire the development of their own individual voice. The course will begin with a study of creative nonfiction and then move between fiction, drama, and poetry over the remainder of the year. Students will be expected to write creatively and respond to works read in class, both by published authors and fellow students. In the end, students will grow in their ability to write effectively and appreciate the potency of contemporary literature.

## AP English Language and Completion NCSM 1 Credit Core Course-English ENG510 <br> Grade 11-12 Credit 1

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts-including images as forms of text-from a range of disciplines and historical periods. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. There are no prerequisite courses for AP English Language and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences. This course or British Literature and Composition is strongly recommended prior to taking AP English Literature and Composition.

## Grade 12

Credit 1

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. As a prerequisite for AP English Literature and Composition, students are thoroughly encouraged to take British Literature and Composition for exposure to key works and authors frequently cited on the AP English Literature exam. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

Family \& Consumer Science Department Courses

| Course \# | Course Title | Credit | Grade <br> Level | Prerequisites/Requirements |
| :---: | :--- | :---: | :---: | :--- |
| FCS110 | Family and Consumer Science I: <br> Cooking and Kitchen Management | 0.5 | $9-12$ |  |
| FCS120 | Family and Consumer Science II: <br> Family Life and Child Development | 0.5 | $9-12$ | Completion of Family and Consumer <br> Science I with a 75\% or higher or <br> approval from a guidance counselor |
| FCS130 | Family and Consumer Science III: <br> Advanced Cooking and Baking | 0.5 | $9-12$ | Completion of Family and Consumer <br> Science I with a 75\% or higher or <br> approval from a guidance counselor |

## Family and Consumer Science

Family and Consumer Science I: Cooking and Kitchen Management FCS110

Grade 9-12
Credit 5

Students will develop essential cooking and kitchen management skills as they prepare delicious dishes. Coursework will include kitchen safety and preparation, nutrition, and kitchen usage. Through hands-on experiences, class discussions, and demonstrations, students will gain experience in and around the kitchen and dining space.

Family and Consumer Science II: Family Life and Child Development
Grade 9-12 FCS120

Credit .5

## Prerequisite: Family and Consumer Science I: Cooking and Kitchen Management

This semester course examines family life, healthy relationships and topics of pregnancy, prenatal development, and infant care. Students will "parent" simulator babies and will study child development. Students will also learn simple hand sewing techniques and complete a sewing project of their choice. Criteria for recommendation: Completion of Family and Consumer Science I with a grade of $75 \%$ or higher or have approval from a guidance counselor.

Family and Consumer Science III: Advanced Cooking and Baking FCS130

Grade 9-12
Credit .5

## Prerequisite: Family and Consumer Science I: Cooking and Kitchen Management

During this one-semester course, students will advance their cooking skills as they learn to prepare and present international cuisine, desserts, baked goods, and other dishes. Students will prepare a digital portfolio showcasing their culinary dishes and techniques. Criteria for recommendation: Completion of Family and Consumer Science I with a grade of $75 \%$ or higher or have approval from a guidance counselor.

Health \& Fitness Department Courses

| Course \# | Course Title | Credit | Grade <br> Level | Prerequisites/Requirements |
| :--- | :--- | :---: | :---: | :--- |
| HTH009 | Driver's Education | 0.5 | $9-12$ |  |
| HTH151 | Health \& Fitness | 0.5 | 9 | Graduation requirement |
| HTH152 | Net/Racquet Sports | 0.5 | $9-12$ |  |
| HTH153 | Team/Ultimate Sports Strategies | 0.5 | $9-12$ |  |
| HTH154 | Life-Leisure Activities | 0.5 | $9-12$ |  |
| HTH155 | Personal Physical Fitness | 0.5 | $9-12$ |  |
| HTH201 | Emergency Preparedness | 0.5 | 11 | Completion of 9th grade Health and <br> fitness is required. Graduation <br> requirement |

## Health and Fitness

## Health and Fitness <br> HTH151 <br> Grade 9 <br> Credit .5

This course is a GCHS graduation requirement assigned to all 9th grade students and is designed to meet both the national
and Pennsylvania state standards for health, safety, and physical education.
Health and Fitness for all 9th grade students will encompass a blend of health and personal fitness education topics. Personal fitness will include a wide range of physical activities/disciplines with an emphasis on developing a deeper understanding of lifelong fitness strategies and opportunities. Health topics will target age relevant content such as nutrition, body systems, healthy relationships, drugs, and alcohol, vaping and health-conscious decision making. Throughout the course, students will learn how to develop personal health and fitness plans that are responsive to a variety of individualized goals and needs. Additionally, the physical activities utilized in this course will expose our 9th grade students to the variety of fitness course categories that will be available for electric course selections throughout their high school experience. These categories include, but are not limited to: Personal Physical Fitness, Net/Racquet Sports, Team Sports, and Life-Leisure Activities.

## Net/Racquet Sports HTH152

Grade 9-12
Credit .5

This class is an elective for grades $9-12$. This course is designed for students that have an interest in net and racquet sports. Activities will consist of badminton, table tennis, pickleball, spikeball, nitro ball, four square volleyball, and volleyball. Students will understand personal and team concepts while creating plays, strategies, and officiate gameplay. Students will apply movement concepts to the learning and development of motor skills. Through physical activity, the course will provide opportunities for interaction, challenge, enjoyment, and self-expression.

## Team/Ultimate Sports Strategies HTH153

## Grade 9-12 <br> Credit .5

This class is an elective for grades $9-12$. Students will engage in activities that demonstrate the ability to perform fundamental concepts of team sports such as basketball, volleyball, flag football, soccer, hockey, lacrosse, ultimate frisbee/football, tchoukball, and speedball. Students will understand personal and team concepts while creating plays, strategies, and officiate gameplay. Students will apply movement concepts to the learning and development of motor skills. Through physical activity, the course will provide opportunities for interaction, challenge, enjoyment, and self-expression.

## Life-Leisure Activities <br> HTH154

Grade 9-12
Credit .5

This class is an elective for grades 9-12. Students will engage in movements and activities that can be performed throughout their lifetime. Activities will consist of hiking, nature walks, distance running, disc golf, cornhole, spikeball, four square, kan-jam, and archery. Students will apply movement concepts to the learning and development of motor skills. This course will provide students with the opportunity to apply fitness principles to lifetime activities and how to achieve optimal lifelong fitness.

## Personal Physical Fitness HTH155

Grade 9-12

This class is an elective for grades 9-12. This course will provide students the opportunity to develop their own fitness plan. Students will engage in activities that are tailored to their own needs and goals by building a fitness portfolio. Activities will consist of weight training, resistance training, speed training, weight management, aerobic exercise, dance, and yoga. Students will learn nutrition that is customized to their fitness goal and how it affects their personal fitness. This course will provide students with a sense of dedication, motivation, and self-satisfaction.

## Emergency Preparedness <br> Grade 11 <br> HTH201 <br> Credit . 5

## Prerequisite: 9th Grade Health and Fitness <br> This course is a GCHS graduation requirement assigned to all 11th grade students and is designed to meet both the national and Pennsylvania state standards for health, safety, and physical education.

This class is designed to teach Emergency Preparedness to students. Topics covered include: First Aid procedures for injuries and accidents, breathing emergencies, heart attack, stroke, and sudden illnesses as well as learning hands on procedures for choking, CPR for adults, children, and infants and how to use a defibrillator. The course is designed to teach what to do in emergency situations, how to act in the event of an emergency, and provide hands-on instruction in learning each skill. Procedures will be evaluated by both demonstration of skill knowledge as well as written exams.

## Driver's Education <br> Grade 9-12 <br> HTH009 <br> Credit .5

In-class instruction is best suited for 9th and 10th grade students; however, this course is open to all students that have not yet passed their driver's test. This course will introduce specific Pennsylvania state laws, the licensing system, vehicle operations, traffic signs and signals, pavement markings, driving conditions, and highway safety. This course will give students the knowledge and understanding on how to achieve a learner's permit and driver's license in the state of Pennsylvania.
*In order to ensure success at the college level, college bound students are expected to take four math courses during high school.

## Math Department Courses

| Course \# | Course Title | Credit | Grade <br> Level | Prerequisites/Requirements |
| :--- | :--- | :---: | :---: | :--- |
| MTH110 | Algebra Essentials | 1.0 | $9-10$ |  |
| MTH120 | Algebra I | 1.0 | $9-10$ | Completion of Algebra Essentials or <br> 8 $^{\text {th }}$ grade teacher recommendation |
| MTH210 | Geometry | 1.0 | $9-11$ | Completion of Algebra I |
| MTH220 | Geometry Honors | 1.0 | $9-10$ | Completion of Algebra I with an 85\% <br> or higher |
| MTH310 | Algebra II | 1.0 | $10-12$ | Completion of Algebra I |
| MTH320 | Algebra II Honors | 1.0 | $9-11$ | Completion of Algebra I with an 85\% <br> or higher and Geometry Honors with <br> an 81\% or higher (Geometry Honors <br> can be concurrent.) |
| MTH410 | Applied Mathematics | 1.0 | 12 | Completion of Algebra I |
| MTH420 | Trigonometry | 1.0 | $10-12$ | Completion of Algebra II with an 81\% <br> or higher or Algebra II Honors and <br> Geometry with an 81\% or higher or <br> Geometry Honors |
| MTH430 | Precalculus | 1.0 | $10-12$ | Completion of Algebra II Honors with <br> an 81\% or higher OR Trigonometry <br> with a 91\% or higher |
| MTH500 | Statistics | 1.0 | $11-12$ | Completion of Algebra II with a 71\% <br> or higher or Algebra II Honors |
| MTH510 | AP Statistics | 1.0 | $10-12$ | Completion of Algebra II with an 81\% <br> or higher or Algebra II Honors |
| MTH520 | AP Calculus AB | $11-12$ | Completion of Precalculus with an <br> 81\% or higher |  |
| MTH530 | AP Calculus BC | $11-12$ | Completion of AP Calculus AB with an <br> 81\% or higher |  |

## Mathematics

## Algebra Essentials <br> MTH110

Grade 9-10
Credit 1

Algebra Essentials is a course designed for students at the high school who may not be fully prepared for Algebra I. The course will cover basic mathematical literacy, real numbers, algebraic concepts and the study of linear functions and their properties. Successful completion of the course will result in subsequent placement into Algebra I. It is strongly recommended that students have a scientific calculator (TI-30XS is recommended). If students do not have their own, they will be permitted to sign one out for the school year.
2023-2024 School Year

Grade 9-10
Credit 1

## Prerequisite: Algebra Essentials or 8th grade teacher recommendation.

Algebra I is a fundamental course that builds upon previously learned math content. The concepts of real numbers and variables are developed through real-world applications. Topics include one and two variable equations, linear equations, and inequalities, quadratic equations, polynomials in one and two variables, graphing on the Cartesian Coordinate System, and simplifying and evaluating rational algebraic expressions. Students also learn to communicate through algebraic terms, through projects, activities, and content examinations. Students will take the Keystone Algebra I examination towards the end of this course. It is strongly recommended that students have a scientific calculator (TI-30XS is recommended). If students do not have their own, they will be permitted to sign one out for the school year.

## Geometry ncen 1 Credit Core Course-Mathematics MTH210

## Grade 9-11 Credit 1

## Prerequisite: Algebra I

Students will study geometric concepts with an integration of concepts from Algebra I. Geometry study includes the determination and application of perimeter area, circumference, surface area and volume; properties of congruence, similarity, lines, triangles, quadrilaterals, and circle will be applied to solve problems. The class will also cover trigonometry ratios, special right triangles, and square roots. It is strongly recommended that students have a scientific calculator (T1-30XS is recommended). If students do not have their own, they will be permitted to sign one out for the school year.

## Geometry Honors MTH220

Grade 9-10
Credit 1

## Prerequisite: Algebra I with an 85\% or higher

This course will cover the determination and application of perimeter, area, circumference, surface area, and volume. The properties of congruence, similarity, lines, triangles, quadrilaterals, and circles will be applied to solve problems. The class will also cover trigonometry ratios, special right triangles, square roots, and the beginning concepts of Calculus. It is strongly recommended that students have a scientific calculator (T1-30XS is recommended). If students do not have their own, they will be permitted to sign one out for the school year. Criteria for Recommendation: Completion of Algebra I with a grade of $85 \%$ or higher.

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Algebra II NCSMI}1\mathrm{ Credit Core Course-Mathematics
MTH310
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Grade 10-12 Credit 1

## Prerequisite: Algebra I

A variety of functions will be studied in detail with emphasis placed on linear and quadratic functions. The course will include general concepts of probability, statistics, and matrices. Problem solving and applications to real world problems will be stressed. Problems will be solved numerically, algebraically, and graphically. Application is developed through math investigations and projects. This course is appropriate for students who will be taking the SAT/ACT examination. It is strongly recommended that students have a graphing calculator (T1-83+ or T1-84+ is recommended). If students do not have their own, they will be permitted to sign one out for the school year. Students will need to provide their own batteries. 4 or 8 AAA batteries should last the entire year.

Grade 9-11

## Credit 1

Prerequisite: Algebra I with an $85 \%$ or higher and Geometry Honors with an $81 \%$ or higher (Geometry Honors can be concurrent).

This course will focus on the study of functions, specifically linear, quadratic, exponential, logarithmic, radical, and rational functions. Students will solve real-life problems using algebraic techniques and incorporate data analysis, geometry, trigonometry, and probability into their solutions. It is strongly recommended that students have a graphing calculator (T1-84+ is recommended). If students do not have their own, they will be permitted to sign one out for the school year. Students will need to provide their own batteries. 4 or 8 AAA batteries should last the entire year.

## Applied Mathematics <br> Grade 12 <br> MTH410 <br> Credit 1

## Prerequisite: Algebra I

Applied Mathematics will serve those senior students who are entering the workforce immediately following graduation. Students will learn, develop, and refine mathematical skills necessary to gain employment and develop personal finance skills for the 21st century. It is strongly recommended that students have a scientific calculator (T1-30XS is recommended). If students do not have their own, they will be permitted to sign one out for the school year.

## Prerequisite: Algebra II with an 81\% or higher or Algebra II Honors and Geometry with an 81\% or higher or Geometry Honors.

Trigonometry is designed to prepare students for college-level mathematics while exposing them to trigonometric functions and applications. The course will begin with a review of Algebra II and extend through the study of various functions and their properties. In addition, trigonometric functions, identities, right-triangle trigonometry, and circular functions will be explored. It is strongly recommended that students have a graphing calculator (T1-83+ or T1-84+ is recommended). If students do not have their own, they will be permitted to sign one out for the school year. Students will need to provide their own batteries. 4 or 8 AAA batteries should last the entire year.

## Precalculus <br> 1 Credit Core Course-Mathematics <br> MTH430

## Grade 10-12

## Prerequisite: Algebra II Honors with an 81\% or higher or Trigonometry with a 91\% or higher

This is a course for students who have successfully completed Algebra II Honors. It is designed to broaden students’ knowledge of algebraic and trigonometric concepts. Part of the class time will be devoted to the study of equations, inequalities, and functions. The remainder of the class time will be devoted to the analytic development of trigonometric concepts and applications, parametric and polar systems, conic sanctions, vectors, and limits. Throughout the course, there will be an emphasis on students representing material in a variety of ways, such as numerically, graphically, analytically, and verbally. It is strongly recommended that students have a graphing calculator (T1-84+ is recommended). If students do not have their own, they will be permitted to sign one out for the school year. Students will need to provide their own batteries. 4 or 8 AAA batteries should last the entire year. Criteria for Recommendation: Completion of Algebra II Honors with a grade of $81 \%$ or higher OR completion of Trigonometry with a grade of $91 \%$ or higher.

Grade 11-12
Credit 1

## Prerequisite: Algebra II with a 71\% or higher or Algebra II Honors

This introductory course in statistics will explore the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will study these concepts through direct applications. Topics will include descriptive
statistics, probability distribution, sampling methods and sampling distribution, hypothesis tests, and inferential statistics. It is strongly recommended that students have a graphing calculator (T1-84+ is recommended). If students do not have their own, they will be permitted to sign one out for the school year. Students will need to provide their own batteries. 4 or 8 AAA batteries should last the entire year.


## Grade 10-12 Credit 1

## Prerequisite: Algebra II with an 81\% or higher or Algebra II Honors

AP Statistics is designed for students planning a career in various fields such as science, math, engineering, business and communications. Statistics is a required course in many college majors, not just mathematically demanding majors. The course will focus on calculating, interpreting, and applying descriptive and inferential statistics, probabilities, experiments and their design, regression analysis, confidence intervals, and hypothesis testing. This course has a considerable amount of reading and writing compared to other math courses. It is strongly recommended that students have a graphing calculator (T1-84+ is recommended). If students do not have their own, they will be permitted to sign one out for the school year. Students will need to provide their own batteries. 4 or 8 AAA batteries should last the entire year. Criteria for Recommendation: Completion of Algebra II with a grade of $81 \%$ or higher.

## Prerequisite: Precalculus with an 81\% or higher

AP Calculus AB is a college-level course designed to prepare students to successfully complete the AP examination offered by the College Board. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Topics include, but are not limited to, limits, derivatives, applications of differentiation, integration, applications of integration, fundamental theorem of calculus, L'Hospital's Rule, and differential equations. It is strongly recommended that students have a graphing calculator (T1-84+ is recommended). If students do not have their own, they will be permitted to sign one out for the school year. Students will need to provide their own batteries. 4 or 8 AAA batteries should last the entire year. Criteria for Recommendation: Completion of Precalculus with a grade of $81 \%$ or higher.

## AP Calculus BC <br>  <br> 1 Credit Core Course-Mathematics <br> 

## Grade 11-12 <br> Credit 1

## Prerequisite: AP Calculus AB with an 81\% or higher

AP Calculus AB is designed as an extension of AP Calculus AB. Students will prepare to successfully complete the AP Calculus BC examination offered by the College Board. The course will include an extensive AB topic review and in addition will cover the following topics: parametric, polar, and vector functions, analysis of planar curves, conic sections, differential equations, advanced integration techniques, improper integrals, series and sequences, and Taylor and MacLaurin series. It is strongly recommended that students have a graphing calculator (T1-89 or T1-84+ is recommended). If students do not have their own, they will be permitted to sign one out for the school year. Students will need to provide their own batteries. 4 or 8 AAA batteries should last the entire year.

## Music Department Courses

| Course \# Course Title | Credit | Grade <br> Level | Prerequisites/Requirements |  |
| :--- | :--- | :---: | :---: | :--- |
| MUS110 | Ukulele | 0.5 | $9-12$ |  |
| MUS120 | Guitar I | 0.5 | $9-12$ |  |
| MUS130 | Guitar II | 0.5 | $9-12$ | Completion of Guitar I with an 85\% or <br> higher |
| MUS140 | History of Rock \& Roll | 0.5 | $9-12$ |  |
| MUS150 | Musical Theatre - Exploration and <br> Performance (Not Offered 2023-2024) | 0.5 | $9-12$ |  |
| MUS200 | Concert Band | 1.0 | $9-12$ | Participation in $8^{\text {th }}$ grade band or <br> students must audition |
| MUS210 | Concert Choir | 1.0 | $9-12$ |  |
| MUS220 | Chamber Singers | 1.0 | $10-12$ | Students must audition |
| MUS310 | Music Theory (Offered 2023-2024) | 0.5 | $11-12$ |  |

## Music

## Ukulele <br> MUS110

Grade 9-12
Credit .5

Ukulele is for beginning and intermediate ukulele players. This class will explore the basics of the instrument, its history, and technique on how to play. Students will develop their playing technique through note reading, rhythms, scales, chords, and various strum patterns. Students will play both individually and as an ensemble in the class. Learning an instrument can not be done passively. Students are expected to apply genuine effort regardless of previous playing ability. All students will be required to perform in two class performances during Lunch and Learn.

## Guitar I

Grade 9-12
MUS120
Credit .5
Guitar I is for beginning and intermediate guitar players. This class is for students who have never picked up a guitar before or are looking to refine their skills. This class will explore note reading, rhythm, scales, basic strumming and fingerpicking, basic chords, and a basic history of the guitar and playing styles. Students will be able to understand proper playing technique and will be able to work both individually and in small ensembles. Learning an instrument is not something that can be passively done. Students are expected to apply genuine effort regardless of previous playing ability. All students will be required to perform in two class performances during Lunch and Learn.

## Guitar II

MUS130

Grade 9-12
Credit . 5

## Prerequisite: Guitar I

Guitar II is for students who are advanced in their playing and have completed the Guitar I level course. This course will go more in depth with playing. It will cover barre chords, advanced chords, jazz rhythms, blues rhythms, rock rhythms, and advanced picking and strum techniques. Students will learn how to write their own songs and perform them in small ensembles. Learning an instrument is not something that can be passively done. Students are expected to apply genuine effort
regardless of previous playing ability. All students will be required to perform in two class performances during Lunch and Learn. Criteria for Recommendation: Completion of Guitar I with an $85 \%$ or higher.

## History of Rock and Roll <br> MUS140 <br> Grade 9-12 <br> Credit .5

This course examines the history of rock, primarily as it occurred in the United States beginning with its Blues origins and expanding to present day styles. Students will listen, analyze, research, and discuss rock and roll music within the cultural context of the United States, emphasizing how rock music shapes time periods, technology, and the music business. This course will cover the music of Elvis Presley, Bob Dylan, The Beatles, the Rolling Stones, and many more artists.

## Music Theatre-Exploration and Performance MUS150 <br> Grade 9-12

(Not offered 2023-2024)
Regardless of students' singing, acting, or dancing level, there is a place for them in Musical Theatre class. This class will explore the history of musical theatre and how it became the contemporary theatre of today. Included in this course will be analysis of scenes and songs and how to translate them to the stage, the ability to use the voice and body expressively, and a working knowledge of acting terminology as well as basic terminology of music theatre dance songs. Students will have the ability to perform as soloists, duos, and groups both in singing and acting. This course will also offer students the information they need to audition for a performance if they so desire.

## Concert Band MUS200

## Grade 9-12

Credit 1 (Max 4)

## Prerequisite: Participation in 8th grade band

## Requirement: Students must audition

The Senior High Band is the core ensemble of the instrumental music program. Students develop musical skills by studying various compositions in many styles. In addition, the ensemble performs in a variety of settings throughout the calendar year including concerts and festivals. Performance trips are taken by the group periodically. Band members are required to participate in all scheduled events. Members are expected to display self-responsibility and generally accepted standards of behavior and self-discipline. Additionally, members are responsible for keeping their instruments in playing condition whether owned by the student or by the school.

Please note: Students who elect to participate in the extracurricular marching band ensemble in grades eight, nine, and ten must schedule concert band class to participate in the marching band portion. Concert band is optional for those marching band students in grade eleven and twelve. Students may participate in concert band without participating in marching band but are not eligible for marching band trips.


## Grade 9-12

Credit 1 (Max 4)

This is a course for developing vocal musical skills. Skills include matching pitch, basic sight-reading, a sense of rhythm, vocal techniques, and the ability to follow direction. Students study various types and styles of music throughout the year. Several required concerts are performed during the calendar year.

## Chamber Singers <br> MUS220



## Grade 10-12 <br> Credit 1 (Max 4)

## Requirement: Students must audition

This is an advanced vocal course for those students with higher skills in music. Students must be able to match pitch, have complex sight-reading skills, and a highly developed sense of rhythm. Students study various types and styles of music with an emphasis on more sophisticated musical styles, techniques, and languages. Several required concerts are performed during the calendar year. Enrollment is limited.

2023-2024 School Year
(Offered 2023-2024)

This course will be offered to help prepare college bound music majors, or other interested music students, for college level music theory classes. The course will cover notation, harmony, rhythm, scales, keys, analysis, and ear training. The course will utilize a variety of resources including textbooks, workbooks, and online materials.

Science Department Courses

| Course \# | Course Title | Credit | Grade Level | Prerequisites/Requirements |
| :---: | :---: | :---: | :---: | :---: |
| SCI110 | Science through Film (Fall) | 0.5 | 9-12 |  |
| SCI120 | Science through Film (Spring) | 0.5 | 9-12 |  |
| SCI130 | Forensics | 0.5 | 11-12 | Completion of Biology and Chemistry Honors or Chemistry |
| SCI140 | Elements of Chemistry | 0.5 | 9 |  |
| SCI150 | Elements of Physics | 0.5 | 9 |  |
| SCI210 | Biology | 1.0 | 9-10 |  |
| SCI300 | Community Agriculture (Fall) | 0.5 | 11-12 | Students must apply |
| SCI301 | Community Agriculture (Spring) | 0.5 | 11-12 | Students must apply |
| SCI310 | Chemistry | 1.0 | 11-12 |  |
| SCI320 | Chemistry Honors | 1.0 | 10-12 |  |
| SCI330 | Anatomy \& Physiology | 1.0 | 11-12 |  |
| SCI340 | Conservation Science (Fall) | 0.5 | 10-12 | Completion of Biology or currently enrolled |
| SCI341 | Conservation Science (Spring) | 0.5 | 10-12 | Completion of Biology or currently enrolled |
| SCI410 | Environmental Science | 1.0 | 11-12 |  |
| SCI420 | Physics | 1.0 | 11-12 |  |
| SCI510 | AP Environmental Science | 1.0 | 11-12 | Completion of Biology with an $81 \%$ or higher |
| SCI520 | AP Biology | 1.0 | 11-12 | Completion of Biology with an $81 \%$ or higher and completion of Chemistry Honors |
| SCI530 | AP Physics I | 1.0 | 11-12 | Completion of Geometry Honors with an $81 \%$ or higher |
| SCI540 | AP Chemistry | 1.0 | 11-12 | Completion of Chemistry Honors with an $81 \%$ or higher |

## Science

* Dissection Policy: Students who choose to refrain from participation in and/or observation of animal dissection have the right by law to do so. In the event that a student objects to this activity, an alternative educational assignment will be provided.


## Science through Film (Fall) SCI110

Grade 9-12
Credit .5

Have you ever wondered if dinosaurs really could be cloned and run rampant through a theme park? Have you ever wondered if a great white shark really is capable of terrorizing a small Northeastern town? Can a virus cause a worldwide pandemic? Can you really grow potatoes on Mars? All of these questions and more will be answered.
Science through Film (Fall) uses popular science fiction movies as a catalyst for learning science. Each project-based unit will center around an iconic movie and include topics such as botany, genetics, chemistry, ecosystems, endangered species, and more.

## Science through Film (Spring) <br> Grade 9-12 <br> SCI120 <br> Credit .5

Could a meteor really destroy the Earth? Can radio waves be used to communicate with extraterrestrial life? Will humans be genetically engineered in the future? Strap on your proton pack, hop in your DeLorean and prepare for 1.21 gigawatts of fun. Science through Film (Spring) uses popular science fiction movies as a catalyst for learning science. Each project-based unit will center around an iconic movie and include topics such as botany, genetics, chemistry, ecosystems, endangered species, and more.

## Forensics <br> SCI130

Grade 11-12
Credit .5

## Prerequisite: Biology and Chemistry Honors or Chemistry

Forensic Science is the application of science (chemistry, biology, etc.) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples.

## Grade 9

This lab-based course is designed to explore the fundamental concepts of chemistry. During this course, students will develop reading skills, note taking, critical thinking, problem solving, observing, hypothesizing, researching, experimenting, and using scientific tools and techniques. The laboratory experiments will enable students to gain direct hands-on experience to reinforce the application of the concepts obtained in the classroom. In addition to content knowledge, students will gain a fundamental appreciation for how the process of science works and an understanding of its interconnectivity.

## Elements of Physics NCAB . 5 Credit Core Course-Science <br> Grade 9 <br> SCI150 <br> Credit .5

This lab-based course is designed to explore the fundamental concepts of physics. During this course, students will develop the skills of reading nonfiction text, note-taking, critical thinking, problem solving, observing, hypothesizing, researching, experimenting, and using scientific tools and techniques. The laboratory experiments will enable students to gain direct hands-on experience to reinforce the application of the concepts obtained in the classroom. In addition to content knowledge, students will gain a fundamental appreciation for how the process of science works and an understanding of its interconnectivity.

## Biology ncis 1 Credit Core Course-Science <br> SCI210

Grade 9-10

This course focuses on the global nature of life and the interactions of the biodiversity of the world and their relationships to humans. The emphasis of knowledge will include the areas of characteristics of life, ecology, biochemistry, cell structure, bioenergetics, cellular reproduction, genetics, phylogeny, protein synthesis, classification, data/graph analysis, and problem
solving. Hands-on laboratory procedures, critical thinking skills, and the scientific method of inquiry are strongly emphasized. Additionally, developing reading for comprehension and study skills will be integrated throughout the course. As a result of this course, students will have a better understanding of life's inner workings as well as the interactions occurring between the environment and living organisms. Students will take the Keystone Assessment towards the end of this course.

Note: If students take Biology as freshmen rather than Elements of Chemistry and Elements of Physics, they must take Physics and Chemistry Honors.

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Community Agriculture (Fall)
SCI300
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Grade 11-12<br>Credit .5

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SCI300
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This course can be taken in both the fall and spring semester. One is not a prerequisite for the other,
This course is designed to be hands-on and to encourage an understanding and appreciation of plants and sustainability. In Community Agriculture, we will focus on seasonal plant propagation as well as utilizing our 300-gallon aquaponics system to grow houseplants, vegetables, and flowers. Students will be in charge of growing plants from seeds and cuttings as well as maintenance of the aquaponics systems and raised beds. Topics may include sustainability, soils, composting, cloning, hydroponics, aquaponics, plant anatomy and physiology, taxonomy, growing environments, plant reproduction, insects and diseases. In the fall, we will also focus on the propagation of poinsettias, Christmas cacti, bulbs, such as tulips, daffodils, and hyacinths as well as growing other plants like onions, garlic, and turnips.

## Due to the nature of this course and involvement of live animals, students must apply.

## Community Agriculture (Spring) SCI301

## Grade 11-12

Credit . 5

This course can be taken in both the fall and spring semesters. One is not a prerequisite for the other.
This course is designed to be hands-on and to encourage an understanding and appreciation of plants and sustainability. In Community Agriculture, we will focus on seasonal plant propagation as well as utilizing our 300-gallon aquaponics system to grow houseplants, vegetables, and flowers. Students will be in charge of growing plants from seeds and cuttings as well as maintenance of the aquaponics systems and raised beds. Topics may include sustainability, soils, composting, cloning, hydroponics, aquaponics, plant anatomy and physiology, taxonomy, growing environments, plant reproduction, insects, and diseases. In the spring, we will also focus on the propagation of houseplants and vegetable starters as well as bucket hydroponics, dutch buckets, ebb, flow systems, and other DIY growing methods.
Due to the nature of this course and involvement of live animals, students must apply.


## Grade 11-12 Credit 1

Chemistry explores the fundamental principles of the physical and chemical properties of elements, compounds, and mixtures through classroom lecture, laboratory experimentation, and discussion. The laboratory experiments enable students to gain direct hands-on experience to reinforce the principles obtained in the classroom. Solving various mathematical problems related to chemical concepts is an integral part of the course. This course is aligned to the Chemistry Standards as outlined by the SAS.

Chemistry Honors ncal 1 Credit Core Course-Science SCI320

Grade 10-12
Credit 1

Chemistry Honors is recommended for those students planning to further their education after high school in a STEM career area. Chemistry is a discipline which employs mathematical applications and laboratory exercises to enhance students' abilities to learn the nature of measurement, energy, structure of matter, bonding, solutions, electrochemistry, and equilibrium.

Grade 11-12
Credit 1

Anatomy is designed to meet the needs of students interested in health careers related to sports (athletic trainer), medical, coaching, nursing, and allied health professionals. This course provides both verbal and visual descriptions of structure and function of the body's systems. Study will include labs, lectures, demonstrations, and various dissections. It is suggested that if students cannot stand the sight of blood or the smell of formaldehyde, they should not take this course.

## Conservation Science (Fall) <br> SCI340

## Grade 10-12 <br> Credit 5

## Prerequisite: Must have completed or be currently enrolled in Biology

This class will focus on terrestrial based topics including the history of conservation in the United States, the "North American Model of Conservation", current topics in conservation (habitat loss, invasive species), hunting and conservation, hunting regulations, hunting related skills (navigation, field dressing and preparation of the harvest). The identification of game animals will be included.

## Conservation Science (Spring) <br> Grade 10-12 <br> SCI341 <br> Credit . 5

## Prerequisite: Must have completed or be currently enrolled in Biology

The class will focus on aquatic based topics and will included a brief review of the history of conservation in the United States and the "North American Model of Conservation", fishing and conservation, fishing regulations, fishing related skills (knots, types of fishing methods, preparation of the harvest) The Identification of aquatic species will be included. Boating safety will also be included as time permits.

## Environmental Science <br>  <br> 1 Credit Core Course-Science <br>  <br> Grade 11-12 SCI410

Environmental Science is the study of the interactions between humans and the world in which they live. Using case studies, this course will focus broadly on the impact that humans have had on the environment worldwide and specifically on the impact humans have had in Pennsylvania. Concepts covered include, but are not limited to: global climate change, management on Earth's water resources, energy and mineral depletion, meeting food and fiber needs, air pollution, water pollution, deforestation, habitat destruction, spread of pests and invasive species, and environmental laws and regulations. This course includes the natural history of Pennsylvania relating to its flora and fauna.

Grade 11-12
Credit 1

Physics is the science at the root of all naturally occurring events. This course will explore the inner workings of motion, forces, energy, momentum, waves, sound, light, nuclear reactions, electricity, and magnetism. These basic ideas will give renewed insights and understanding of the natural world. Laboratory work, which is integrated into normal class time, is an essential and rewarding portion of this course.

## Prerequisite: Biology

The goal of AP Environmental Science is to provide students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving
or preventing them. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of Environmental Science. The following themes provide a foundation for the structure of the AP Environmental Science course: science is a process, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans alter natural systems, environmental problems have a cultural and social context, and human survival depends on developing practices that will achieve sustainable systems. Due to the amount of content and fast pace of this course, students must be highly independent and self-motivated. AP Environmental Science requires an additional lab period during Lunch and Learn. Criteria for Recommendation: Successful completion of Biology with an $81 \%$ or higher.


## Grade 11-12 <br> Credit 1

## Prerequisite: Biology and Chemistry Honors

AP Biology is a college-level course designed to be the equivalent of a college introductory biology course and intended for students wanting to pursue further study in the biological sciences. Emphasis of the course is centered around the process of evolution, how biological systems utilize energy, living systems, life processes, and how biological systems interact. AP Biology will provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the dynamic science of biology. Due to the amount of content and fast pace of this course, students must be highly independent and self-motivated. AP Biology requires an additional lab period during Lunch and Learn. Criteria for Recommendation: Completion of Biology with an $81 \%$ or higher and successful completion of Chemistry Honors.


Grade 11-12 Credit 1

## Prerequisite: Geometry Honors

AP Physics I is an algebra-based course that covers the physics principles that govern many daily, observable points. Topics covered include Newtonian Mechanics (motion, forces, rotation, and energy), electricity (electric charge and simple circuits), and waves (mechanical waves and sound). By combining an understanding of the concepts with the ability to solve math problems, students explore how the world is governed by a number of physics principles. Strong algebra skills are essential. Laboratory work is an important and rewarding portion of this course. AP Physics requires an additional lab period during Lunch and Learn. Criteria for Recommendation: Completion of Geometry Honors with an $81 \%$ or higher.


Grade 11-12
Credit 1

## Prerequisite: Chemistry Honors

AP Chemistry is the high school equivalent of a first-year college chemistry class. Students will cultivate their understanding of chemistry through inquiry-based investigation. Students in this course will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas orally and in writing, with clarity and logic. AP Chemistry requires an additional lab period during Lunch and Learn. Criteria for Recommendation: Completion of Chemistry Honors with an $81 \%$ or higher.

Social Studies Department Courses

| Course \# | Course Title | Credit | Grade <br> Level | Prerequisites/Requirements |
| :--- | :--- | :---: | :---: | :--- |
| SOC110 | History through Film | 0.5 | $9-12$ |  |
| SOC120 | Emergence of America | 1.0 | 9 |  |
| SOC210 | Contemporary America | 1.0 | $10-12$ |  |
| SOC220 | World Religions | 1.0 | $10-12$ |  |
| SOC310 | United States Military History | 0.5 | $10-12$ | Completion of Emergence of America |
| SOC320 | Introduction to Psychology | 0.5 | $11-12$ |  |
| SOC330 | History of the Modern World | 1.0 | $10-12$ |  |
| SOC410 | Sociology | 1.0 | 12 |  |
| SOC510 | AP United States History | 1.0 | $10-12$ |  |
| SOC520 | AP U.S. Government \& Politics | 1.0 | $11-12$ |  |
| SOC530 | AP Psychology | 1.0 | $10-12$ |  |
| SOC540 | AP European History | 1.0 | $11-12$ |  |
| SOC550 | AP World History | 1.0 | $10-12$ |  |

## Social Studies

History through Film
SOC110

Grade 9-12
Credit .5

This course is designed to give students practical experience in critical analysis by evaluating full length feature films as historical evidence. Films will be utilized to provide an in-depth glimpse into the social, political, economic, and cultural currents of various time periods. The time periods portrayed in the films, as well as the time periods in which the film was made, will be examined through critical reviews and in-class discussions.

Emergence of America SOC120

1 Credit Core Course-Social Science

## Grade 9

Credit 1

In this course, students will investigate the major events, figures, ideas, and turning points of American history beginning with the growing tensions of Sectionalism in America through World World I. Major units of study will include: Sectionalism and the Divided Country, the Civil War, Reconstruction, Westward Expansion, Industrialism, the Progressive Era, and American Involvement in World War I. Students will gain an understanding of how and why the events that transpired in these time periods shaped America, both past and present. Throughout the course, students will analyze historical sources, make historical connections, apply chronological reasoning, create and support historical arguments.

Grade 10-12
Credit 1

In this course, students will investigate the major events, figures, ideas, and turning points of American history beginning with post-war America in the 1920s through post-9/11 America in the 21st Century. Major units of study will include: Return to Normalcy: America in the 1920s, The Great Depression: America in the 1930s, World War II: America in the 1940s, Cold War: American in the 1950s, Triumphs and Tragedies: America in the 1960s, Malaise and Recovery: America in the 1970s and 1980s, America in the 1990s, and into the 21st Century: America post-9/11. Students will develop an understanding of how and why the events that transpired in these time periods shaped modern America as well as develop a further understanding of America's role in the modern world. Through the course, students will analyze historical sources, make historical connections, apply chronological reasoning, create and support historical arguments as they continue to develop their historical/critical thinking skills. Students will demonstrate their understanding and skill regularly in writing.

World Religions


SOC220

## Grade 10-12 Credit 1

In this course, students will learn about beliefs and practices of major world religions/belief systems that have shaped civilizations in history and that continue to have an impact on the world today. The course will begin with a brief introduction to religion and traditional/indigenous belief systems. The following religions/belief systems will be studied in depth: Christianity, Judaism, Islam, Hinduism, and Buddhism. Students will be required to read nonfiction text and write reflection responses within each unit to demonstrate their understanding of the material.

## United States Military History NCAS . 5 Credit Core Course-Elective SOC310

## Grade 10-12

Credit . 5

## Prerequisite: Emergence of America

This semester-long course is a survey of United States Military History and the interaction between society and military institutions, technology and techniques from the mid-1600s into the 21 st Century. The course will study the interrelationships of warfare, technology and society in American history. It will focus on such questions as how to change strategies and tactics of warfare, the composition of the military establishment and the transformations in military technology that have impacted the nation, its society, and its relations with other nations. It will also investigate political and societal changes that have influenced the nature of warfare in American History.

## History of the Modern World <br>  <br> 1 Credit Core Course-Social Science <br> Grade 10-12 <br> SOC330 <br> Credit 1

In this course, students will investigate the major events, figures, ideas, and turning points of world history beginning with Pre-Columbian global networks through the 20th Century. We will take a thematic approach to our study of world history. Major units of study will include, but are not limited to: belief systems and their historical and modern impact, human migration and exchange (the movement of peoples, goods, plants and animals), power system and governance, the progression and impact of science, innovations, and technologies on societies and the environment, economic systems and the allocation of resources, revolutions and reforms (political, social, etc.), colonization and imperialism, global conflicts (ex., WWI and WWII), and human rights (ex., the Holocaust and modern genocides). Current events and modern-day issues will be incorporated where possible and relevant.

Students will gain an understanding of how and why the events that transpired in these regions and time periods shaped our modern world. Throughout the course, students will read and analyze historical sources (both primary and secondary), make historical connections, apply chronological reasoning, create and support historical arguments in writing and in class and small group discussions.

Grade 12
SOC410
Credit 1
This course will focus on the analysis of many areas of American society, including social groups, relationships, structure, and culture. Human values, deviance, socialization, education, religion, and recreation will also be examined and analyzed. In addition, students will examine social change, problems, conflict, cooperation, and control within societies. This course is recommended for all 12 th grade students who are willing to revisit and challenge conventional wisdom and personal perspectives.

## AP United States History SOC510



1 Credit Core Course-Social Science
Grade 10-12
Credit 1
AP United States History is a college- level course designed by the College Board offered at the high school level in accordance with College Board requirements. The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and material involved in the study of United States History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials-their relevance to a given interpretive problem, their reliability and their importance, and to weigh the evidence and interpretations presented in historical scholarship. Students will also develop the thinking, reading, and writing skills necessary to arrive at conclusions about history based on informed judgements, backed by evidence and presented clearly and persuasively as in-depth essays.

AP U.S. Government and Politics Nosers. 1 Credit Core Course-Social Science $\quad$ Grade 11-12
SOC520
AP U.S. Government and Politics is a college- level course designed by the College Board offered at the high school level in accordance with College Board requirements. It is designed to prepare students to successfully complete the AP U.S. Government and Politics examination and receive college- level credit at participating colleges and universities. The AP course in U.S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. political reality.


The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

All juniors, and seniors who are willing to accept the challenge of a rigorous academic curriculum (both in and out of the classroom) should be considered for admission for AP courses. Consideration will be given to sophomores with extenuating scheduling circumstances. Students should be able to read a college-level textbook and write grammatically correct, complete sentences. It should be noted that Introduction to Psychology is not a prerequisite for this course.

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and

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intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.


## Grade 10-12

 SOC550
## Credit 1

AP World History is an introductory college-level modern world history course. Students will cultivate their understanding of world history from c. 1200 to the present through analyzing historical sources, learning to make connections, and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organizations, and technology and innovation. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Higher level reading, writing, and critical thinking will be essential components of the course. Successful completion of the course satisfies the core social studies world history requirement for graduation.

Special Education Department Courses

| Course \# | Course Title | Credit | Grade <br> Level | Prerequisites/Requirements |
| :--- | :--- | :---: | :---: | :--- |
| VOC301 | Life Transitions |  | $9-12$ |  |
|  | Emotional and Autistic Support |  | $9-12$ |  |
| ENG010 | English | 1.0 | $9-12$ |  |
| MTH020 | Pre-Algebra | 1.0 | $9-12$ |  |
| SCI030 | Pre-Biology | 1.0 | $9-12$ |  |
| LCE040 | Pre-Employment Transition Services <br> (PETS) | 1.0 | $9-12$ |  |
| LCE050 | Community Transition | 1.0 | $9-12$ | Completion of Pre-Employment <br> Transition Services (PETS) |

## Special Education

## Life Transitions <br> VOC301

The Life Transitions course provides students the opportunity to learn functional academics, daily living, and transition skills. The course is designed to prepare students for life after high school by helping them gain independent living skills. The curriculum is individualized to meet the needs of each student. The students may receive instruction in the following areas: managing personal finances, time management, reading for everyday life, household maintenance, caring for personal needs, safety awareness, awareness of community resources, transition planning, social skills and communication, technology for daily life, and self-advocacy.

## Emotional and Autistic Support

Grade 9-12
The Emotional and Autistic Support classroom is a program designed to enable students to acquire generalized skills related to self-management and interpersonal relationships in education, home, community, and employment settings to achieve individual goals based on assessed needs. The main objective of the class is to facilitate a structured environment while providing the students with opportunities to develop and practice appropriate and acceptable social and emotional skills thus enabling the students to successfully progress both academically and socially. Expected results for the students include: academic achievement, social and emotional growth, meaningful participation in school and community, positive communication skills, improved self-esteem, problem solving, decision making and planning and increased on task behaviors.

English
Grade 9-12 Credit 1

This course is designed to improve reading skills through various lessons based on placement test results. Lessons are geared towards literature and informational text and focus is placed in the areas of key idea and details, craft, and structure, integration of knowledge and ideas, range of reading, and level of text complexity. Foundational skills that are incorporated in lessons are print concepts, phonological awareness, phonics, and word recognition and fluency.

Pre-Algebra
Grade 9-12
MTH020

## Credit 1

Pre- Algebra is designed to assist students in making the transition to Algebra Essentials. Students will be able to demonstrate competencies working with positive, negative, and rational numbers, as well as solving equations and inequalities, and 2023-2024 School Year
graphing on a coordinate plane. A heavy emphasis will be placed on improving and building upon basic math skills. Students are required to have a scientific calculator (T1-30XS is recommended).

## Pre-Biology Grade 9-12 <br> SCI030 <br> Credit 1

This course teaches the fundamental principles of biology, including cells, genetics, natural selection, life functions, and ecology. Throughout the semester you will be evaluating and analyzing data and other information in order to develop an understanding of the content with an emphasis on vocabulary. Work of this nature will strengthen your writing and analytical abilities in preparation for Biology.

## Pre-Employment Transition Services (PETS) <br> Grade 9-12 <br> LCE040 <br> Credit 1

The Pre-Employment Transition Services course is designed to provide students the opportunity to determine and assess their skills, explore their interests, discover various careers and create a plan for their future. The course is an approach to assist students as they begin their journey to employment and self-enrichment. The PETS class is designed to help students refine their work habits, job readiness skills, money management skills, and receive support on resume building and interviewing approaches.

## Community Transition <br> Grade 9-12 <br> LCE050 <br> Credit 1

## Prerequisite: Pre-Employment Transition Services (PETS)

The Community Transition course provides students the opportunity to participate in work training opportunities within the community. The course is designed to prepare students for independent employment upon graduation. Work training opportunities may include retail, custodial, maintenance, clerical, food service, and agricultural maintenance. Other opportunities may be available based on individual student interest. The students enrolled in this class will be selected based on transition planning goals.

Technology and Engineering Education Department Courses

| Course \# | Course Title | Credit | Grade <br> Level | Prerequisites/Requirements |
| :--- | :--- | :---: | :---: | :--- |
| TCH110 | Materials Processing I | 0.5 | $9-12$ | \$20 Lab Fee |
| TCH120 | Materials Processing II | 0.5 | $9-12$ | Completion of Materials Processing I <br> and \$20 Lab Fee |
| TCH130 | 3D Printing \& Design I | 0.5 | $9-12$ | \$5 Lab Fee |
| TCH140 | 3D Printing \& Design II | 0.5 | $9-12$ | Completion of 3D Printing, Design I <br> and \$5 Lab Fee |
| TCH150 | Visual Design \& Digital Photography | 0.5 | $9-12$ |  |
| TCH160 | Video Production I | 0.5 | $9-12$ |  |
| TCH170 | Video Production II | 0.5 | $9-12$ | Completion of Video Production I |
| TCH200 | Advanced Video \& Broadcasting | 1.0 | $10-12$ | Completion of Video Production I and <br> Video Production II; Students must <br> apply |
| TCH210 | CNC Design | 0.5 | $9-12$ | \$20 Lab Fee <br> TCH220 Robotics |
| TCH230 | 3D Modeling \& Animation | 1.0 | $9-12$ |  |
| TCH310 | Multimedia Design \& Community <br> Filming | 1.0 | $10-12$ | Any two of the following: Video <br> Production I, Video Production II and <br> Visual Design \& Digital Photography; <br> Students must apply |

## Technology and Engineering Education

Materials Processing I
TCH110
Grade 9-12 Credit .5

This course is designed for the beginner with little or no experience. This is a project centered course. Instruction is focused on machine and tool operations, safety, and woodworking techniques. Students will learn design, cut-list creation, material and cost estimation, production, assembly, and finishing. Projects can be embellished using the laser engraver. $A \$ 20$ lab fee will be required for this course.

## Materials Processing II <br> TCH120

Grade 9-12
Credit .5

## Prerequisite: Materials Processing

This course is designed for those with a basic knowledge of woodworking tools, machines, and manufacturing processes. This is a project centered course. Major topics of instruction are advanced machine and tool operations and safety, woodworking operations, assembly, and finishing. Additionally, students will be introduced to basic woodturning techniques. A $\$ 20$ lab fee will be required for this course.

## 3D Printing and Design I TCH130

Grade 9-12

3D printing continues to evolve from its initial roots as a method of rapid prototyping to a viable manufacturing process. Nearly every area of the economy will be impacted by additive manufacturing. A workforce competent with CAD and additive manufacturing is needed. Students will learn professional level computer aided design (CAD) and computer aided manufacturing (CAM) software to create solutions to design problems. These designs will then be 3D printed, assembled, tested, and evaluated. The class is a student-driven learning environment. Students will learn methods to solve real world design challenges using the engineering design process, CAD, and 3D printing. $A \$ 5$ lab fee is required to help with the cost of filament for the $3 D$ printer.

## 3D Printing and Design II TCH140 <br> Grade 9-12

Prerequisite: 3D Printing and Design I
This course is an extension of 3D Printing and Design I. Students will learn advanced techniques. Additional engineering topics will be introduced, such as motion systems, linkages, gear design, and basic electronics. Students will learn how to create complex systems with movable parts that are created in a single print. Students will also explore adding lights and motors to their designs. As the capstone project, students will identify an area in their life that can be improved by designing and 3D printing a solution. $A \$ 5$ lab fee is required to help with the cost of filament for the 3D printer.

## Visual Design and Digital Photography TCH150 <br> Grade 9-12

Students will learn to use programs from Adobe Creative Suite (Illustrator and Photoshop) in Visual Design. In this class students will work with creating designs that will be exported to a Vinyl Cutter using Adobe Illustrator. In this class students will design shirts, decals, and other items via Photoshop and Illustrator. A goal of the class is to obtain basic competence in designing page layouts and typesetting. Assignments are geared toward the technical aspects of page grids, detailed layout specification and creating illustrative forms for reproduction. Students will also learn about Photography and how to use DSLR Cameras.

## Video Production I <br> Grade 9-12 <br> TCH160 <br> Credit. 5

This course focuses on short-form story concepts for digital video, lighting, green-screen techniques and synchronizing music, sound and video with professional editing techniques. Essential video utilities, file formats, compression and streaming will be introduced. Students will apply their skills on numerous projects throughout the school year. Students will work in groups to film and edit their videos. Students will be given themes for their projects and deadlines need to be met to receive full credit.

## Video Production II <br> TCH170

Grade 9-12
Credit .5

## Prerequisite: Video Production I

This course gives an introduction to principles of motion graphics using Adobe After Effects digital tools. Research and design for motion graphics projects will be covered, from concept and storyboard through production and then to final delivery. Students will build upon skills learned in Video Production I. Numerous projects and activities will be completed to improve their editing skills. Students will apply their skills on numerous projects throughout the school year. Students will work in groups to film and edit their videos. Students will be given themes for their projects and deadlines need to be met to receive full credit.

## Advanced Video and Broadcasting TCH200

## Prerequisite: Video Production I and Video Production II.

## Requirement: Students must apply

This workshop will be geared towards advanced video project making. Projects given will be completed using skills acquired in both Video I and Video II. Previous skills learned will be applied in real-world scenarios with deadlines needing to be met. The group will film outside of class the majority of the time with editing taking place in class. Students in this workshop will have the opportunity to compete in numerous competitions with their videos. Some of the projects are focused on creating movie magic while others are focused on Live Broadcasting. Students will have the opportunity for their work to be aired during the school announcements and on the school's media streaming channel. This class will use Video Equipment, Professional Non-Linear editing software, computers, etc. while working within groups to complete tasks.
College credit via Harrisburg University can be earned when passing this class.

CNC Design
TCH210

## Grade 9-12 <br> Credit .5

CNC Design is a workshop course in Computer Numerical Control to explore the world of modern manufacturing. It is becoming more common for even hobbyists to own small CNC equipment. Students will design, program and fabricate products using CNC router and laser engraver/cutter. Emphasis will be placed on using CNC to manufacture parts and products rather than just embellishing otherwise handcrafted items. The course is especially beneficial to future hobbyists, designers, engineers, and skilled manufactures. A $\$ 20$ lab fee will be required for this course.

## Robotics

Grade 9-12
Credit .5
TCH220

This course is an introduction to the fascinating field of robotics, automation, and the associated technologies. Students will build and program robots using the VEX Cortex microcontroller. Typed code and graphical programming will provide wireless control and automation of the robot. Students will learn basic mechanical and electrical engineering principles as they use motors, servos, microcontrollers, gears, linkages, sensors, and other components. Students will compete in class with the robots they create to see who can best solve challenging robotic games.

## 3D Modeling and Animation <br> Grade 9-12 <br> TCH230 <br> Credit 5

3D Modeling and Animation is used by artists, engineers, game designers, video and film producers, interior designers, architects, scientists, and others. Students will use the free and open source Blender software in class. Students will learn the basic techniques of modeling, rigging, animating, applying materials and textures, rendering images and videos from their scenes, and composing a final video clip.

## Multimedia Design and Community Filming TCH310

 Grade 10-12

## Prerequisite: Two of the following three-Video Production I, Video Production II, and Visual Design.

## Requirement: Students must apply

Multimedia Design and Community Filming is a blend of Visual Design and Video Production. Students will work on filming community events, sporting events, and also visual design projects for the school and community. Students will also use vinyl and screen-printing to design shirts/clothing for numerous groups within the school and community. Projects given will be completed using skills acquired in Video I, Video II, and Visual Design. Previous skills learned will be applied in a real-world scenario with deadlines needing to be met. The group will film outside of class the majority of the time with editing taking place in class. Students in this class will have the opportunity to film and edit for sports, clubs, etc. Students will have the opportunity for their work to be aired during the school announcements and on the schools media streaming channel. This

[^0]class will use Video Equipment, Professional Non-Linear editing software, computers, etc. while working within groups to complete tasks. This class is for students who have excelled in Video and Visual Design courses.
College credit via Harrisburg University can be earned when passing this class.

## World Language Department Courses

| Course \# | Course Title | Credit | Grade <br> Level | Prerequisites/Requirements |
| :--- | :--- | :---: | :---: | :--- |
| FLG110 | Spanish I | 1.0 | $9-12$ |  |
| FLG120 | French I | 1.0 | $9-12$ |  |
| FLG210 | Spanish II | 1.0 | $10-12$ | Completion of Spanish I with a 71\% or <br> higher |
| FLG220 | French II | 1.0 | $10-12$ | Completion of French I with a 71\% or <br> higher |
| FLG310 | Spanish III | 1.0 | $11-12$ | Completion of Spanish II with a 71\% <br> or higher |
| FLG320 | French III | 1.0 | $11-12$ | Completion of French II with a 71\% or <br> higher |
| FLG510 | AP Spanish Language \& Culture | 1.0 | 12 | Completion of Spanish III with a 71\% <br> or higher |
| FLG520 | AP French Language \& Culture | 1.0 | 12 | Completion of French III with a 71\% <br> or higher |

## World Language

Spanish I
1 Credit Core Course-Elective


FLG110
Grade 9-12 Credit 1

The goal of the Spanish program is to create linguistically proficient students and broaden their awareness of their role in a global society. The three modes of communication (interpersonal, interpretive, presentational) will be stressed through different listening, speaking, and writing activities. These activities will improve students' proficiencies as they move along the continuum of proficiency standards for language learning. This course will provide a baseline of daily-use vocabulary and structures in real-life situations which will engage students in making cross-cultural comparisons and connections. Sources to provide an authentic experience will include videos, news sources, social media, authentic readings, and realia.
 FLG120

Grade 9-12 Credit 1

The mission of the French program is to cultivate culturally aware and linguistically competent global citizens. French I is taught mainly using the target language to engage the learned with the same methods in which they acquired their native language. Various means of communication are stressed: interpersonal conversations, interpretive listening and reading, and presentational speaking and writing. This level provides a baseline of daily-use vocabulary and structures in real-life, culturally contextual situations which will engage students in making cross-cultural comparisons and connections. Authentic sources are used including videos, podcasts, literature, news sources, blog posts, and social media.

## Grade 10-12 <br> Credit 1

## Prerequisite: Spanish I

Level II students will continue to develop proficiency in all three modes of communication: interpretive, presentational, and interpersonal. They will learn to function in "real-world" communicative situations using the following tenses: present, present progressive, preterit, imperfect, future, and conditional. They will read materials on familiar topics and produce short speaking and writing samples. The majority of the instruction is in Spanish. Criteria for Recommendation: Completion of Spanish I with a grade of $71 \%$ or higher.

## Grade 10-12 Credit 1

Continuing on the mission of the Level I course, French II will expand students' baseline for daily conversational use with the majority of instruction and interaction in the target language. The students will expand their communication in varying aspects of time including the past and future. Review and deepening of previously introduced material will provide students with the skills necessary to ask relevant questions and complete simple communicative tasks in direct social situations. Poetry and short stories based around the thematic units will provide a challenge for using interpretive skills in context. Short essays and video projects will showcase the students' mastery of basic concepts. Criteria for Recommendation: Completion of French I with a grade of $71 \%$ or higher.

## Grade 11-12 Credit 1

## Prerequisite: Spanish II

Level III students will have the opportunity to develop language proficiency across the three modes of communication: interpretive, interpersonal, and presentational. Students learn about the cultures of Spanish speaking countries through the use of authentic materials. Extensive study will be in the Indicative and Subjunctive moods. This course will include literature, essays, poems, novels, and articles including five main authors: Borges, Marquez, Lorca, Unamuno, and Matute. Students will be engaged in conversations, written essays, and listening activities. Emphasis in this course is preparation for college study of Spanish. This course will be instructed in the target language and students will be expected to participate in the target language in class. Criteria for Recommendation: Completion of Spanish II with a grade of $71 \%$ or higher.

## French III



1 Credit Core Course-Elective
Grade 11-12 FLG320 Credit 1

## Prerequisite: French II

Level III students have demonstrated their readiness to delve into deeper cultural comparisons and linguistic difficulty beyond vocabulary acquisition and memorized sentence structure. Level III students are creating with the language and expanding further into the francophone world for cultural literacy. Further aspects of time and mood are discovered with the inclusion of the present and past subjunctive. $100 \%$ target language dedication is an expectation for both instruction and classroom interactions. Students will be able to navigate familiar situations and begin to decipher complications in communicative situations. Continued use of podcasts and videos will provide authentic sources for practicing oral skills and allowing for discussion of worldly issues. Criteria for Recommendation: Complete of French II with a grade of $71 \%$ or higher.

## Grade 12 <br> Credit 1

## Prerequisite: Spanish III

Advanced placement Spanish Language is designed to prepare students for the AP Examination. AP Spanish Language and Culture is a college-level course designed by the College Board offered at the high school level in accordance with College Board requirements. In AP Spanish Language, students will continue to increase their proficiency in all three modes of communication: interpersonal, presentational, and interpretive centered around the course's six themes (global challenges, contemporary life, beauty and aesthetics, science and technology, personal and public identities, and family and communities). Students will improve their proficiency by using authentic resources, free response topics, as well as literary works from Spain and the Americas through presentations, essays, and speaking activities. Advanced grammatical concepts continue to be introduced and refined. Students selecting this course should plan to take the Advanced Placement Spanish Language examination given in May. Criteria for Recommendation to AP Spanish: Completion of Spanish III with a grade of $71 \%$ or higher.
AP French Language and Culture 1 Credit Core Course-Elective
FLG520 12
Cradedit 1

## Prerequisite: French III

Advanced Placement French Language is designed to effectively prepare students for the AP examination. AP French Language and Culture is a college-level course designed by the College Board offered at the high school level in accordance with College Board requirements. In AP French Language, students will continue to increase their proficiency in the three modes of communication: interpersonal, presentational, and interpretive centered around the course's six themes (global challenges, contemporary life, beauty and aesthetics, science and technology, personal and public identities, and family and communities). Students will improve their proficiency by using authentic resources, free response topics, as well as literary works from France and the francophone world through presentations, essays, and speaking activities. Advanced grammatical concepts continue to be introduced and refined. Students selecting this course should plan to take the Advanced Placement French exam in May. Criteria for Recommendation for AP French: Completion of French III with a grade of $71 \%$ or higher.

## Independent Learning Plans (ILP)

Students can become an architect of their learning by designing an Independent Learning Plan (ILP). ILPs provide pathways for students to plan and outline an individualized course of study around a particular passion or area of interest. Although an ILP can occur within the high school during the school day, they also afford students the flexibility to learn beyond the walls of the school building and regular school day that would otherwise not be possible. Students that successfully complete an ILP will be awarded elective credit.

## The Pathways of Independent Learning Plans

1. Career Exploration- Students have the opportunity to investigate specific careers or professions. The student will be able to identify and evaluate the abilities necessary to be successful in the chosen career and research the educational requirements of the career and the job market possibilities.
2. The Arts- Students may design an ILP in the performing arts, music, literature, or the fine arts. Some examples of an ILP in The Arts Pathway might include: a singing performance, sculpture, songwriting, directing and or writing a play, photography, recording an album, organizing an art show, or writing and/or illustrating literature.
3. Self-Development- Students may choose an ILP that enriches their personal education and development. These ILPs encourage lifelong learning and personal growth. Self-Development ILPs might include academic research in a specific field, learning to play an instrument, learning a skill, craft, or trade, developing a fitness plan that includes defined goals, or gaining certification such as a Lifeguard, First Aid, Ski Patrol, CERT (Community Emergency Response Team), Babysitting and Childcare Certifications.
4. Service Learning Project- Students may choose an ILP that benefits the community or Grove City School District. These ILPs may include planning school events that benefit or raise awareness in the community, building projects for local parks, volunteering, or organizing a food drive.
5. Higher Ed Transition- Students enroll in a college- level course either synchronously or asynchronously. Examples include courses outlined in Grove City College and Waynesburg University dual enrollment programs, Slippery Rock University's Fast Track Program, Butler Community College or other colleges or universities.

The development of an ILP will begin during the spring semester prior to the next school year. Students will be informed of the process for developing an ILP through class meetings held during Lunch and Learn. During these meetings, students will be shown exemplary ILPs from the various pathways. In addition, the ILP application will be reviewed. Students will work to develop their ILP during the Enrichment and Advisory Period. Upon the completion of the ILP application, students will meet with a small panel of educators for final approval.

## George Junior Republic-Career and Technical Program

## Autobody/Collision and Repair Technology/Technician

A program that prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. Includes instruction in structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.

## Automobile/Automotive Mechanics Technology/Technician

A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drivetrains, heating and air condition system.

## Carpentry/Carpenter

A program that prepares individuals to apply technical knowledge and skills to lay out, cut, fabricate, erect, install and repair structures and fixtures using hand and power tools. Include instruction in technical mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations and rouging-in, finish carpentry techniques, and applicable codes and standards.

## Institutional Food Workers

A program that prepares individuals in production and service used in governmental, commercial, or independently owned institutional food establishments and related food industry occupations. Includes instruction in selecting, storing, preparing and serving food and food products; basic nutrition; sanitation, and food safety; the use and care of commercial equipment; serving techniques; and the operation of institutional food establishments.

## Welding Technology/Welder

A program that prepares individuals to apply technical knowledge and skills to join or cut metal surfaces. Includes instruction in arc welding, resistance welding, brazing and soldering, cutting, high-energy beam welding and cutting, solid state welding, ferrous and non-ferrous materials, oxidation-reductions, welding metallurgy, welding processes and heat treating, structural design, safety, and applicable codes and standards.

The availability of these career and technical programs may be limited on space. This program is intended to prepare students to transition to the Mercer County Career Center.

## Mercer County Career Center-Career and Technical Program

Mercer County Career Center offers programming in technical and mechanical, professional, service, and production occupations to eligible high school students residing in Mercer County. Students who complete 9th, 10th, or 11th grade may apply for admission to any MCCC program by submitting the MCCC Application for Admission. Please visit www.mercerccc.org, speak with your school Guidance Office, or call 724-662-3000 ext. 1070 to speak with our Marketing Coordinator for complete admission details. The desire to learn, a cooperative work attitude, and an ambition to engage in high-skill technical instruction are qualities needed to be a successful student in any of the programs. The technical course work included cutting edge technologies and rigorous and relevant curriculum. This curriculum will prepare students, of all ability levels, to enter an occupation, a post-secondary school, or the military. Each students' pathway to success is unique. MCCC can help you explore that pathway. Students considering enrollment at MCCC need to consider a number of personal factors including, career interests, academic abilities, social maturity, and specific career aptitudes.

Earning College Credit at MCCC: Students can earn advanced placement at various post-secondary institutions by taking advantage of local articulation agreements, established by MCCC or by accessing statewide articulation credits for eligible students.

Local Articulation Agreement: Agreements have been established with college and career schools throughout the region. Qualifying students have the opportunity to receive credits at specific institutions for learning achievements accomplished at MCCC. The number of credits awarded and specific requirements vary for each institution. Call the MCCC Guidance Office for the latest articulation information at 724-662-3000.

Statewide Articulation Agreement: MCCC strives to prepare students for college and careers in a diverse, high-performing workforce. MCCC courses that are considered a program of study (POS) course are eligible for statewide articulation agreements. These statewide articulation agreements are a partnership between secondary schools and post-secondary institutions throughout Pennsylvania. To view current statewide articulation agreements, go to the equivalency search results for PA Bureau of Career and Technical Education at the website www.collegetransfer.net.

Industry Certification: Numerous certification opportunities exist for MCCC students. A certification is a business and/or industry documentation verifying skills and knowledge in a specific area of study. These certifications may become increasingly important for advancement within a career area.

Cooperative Education: Qualifying second and third-year students may wish to consider participating in the Cooperative Education program. The program provides students the opportunity to be employed in his/her area of vocational-technical study, while earning wages. This program is supervised by the MCCC Cooperative Education Coordinator. All MCCC courses are eligible for participation, but students need to meet specific requirements, apply, and be accepted into the program. Cooperative Education guidelines established by the PA Department of Education and approved by the local area schools districts will be followed.

The Diversified Occupations Program is a one-year program offered to seniors only. The course is designed to combine classroom instruction with on-the-job training in a career area of the students' choice. Students will obtain skills in an occupational area that is at Mercer County Career Center. This program integrates classroom studies in employability skills and consumer skills with planned, supervised, and practical work experience in a business setting. Students will develop personal initiative, learn to work with others and recognize the importance of an appropriate attitude and behavior for the occupation. This program is an option for seniors, who wish to study in a specific training area that is not represented at MCCC or if the program is over-enrolled.

MCCC staff will work cooperatively with the Senior High School counselors to meet the needs of every student. Questions about specific programs of study at MCCC can be referred to the MCCC Marketing Coordinator at 724-662-3000, ext. 1700.

## Automotive Technology:

Grades: 10, 11, or 12
Length: 36 weeks
Credit: 3.0

Automotive Technology allows students to perform a wide range of diagnostics, repairs, and preventative maintenance on automobiles and light trucks. Students will gain the technical knowledge and skills to obtain an entry-level position and/or pursue post-secondary education. The program's curriculum enables students to develop basic knowledge through classroom theory lessons and acquire a core set of technical skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, and demonstrations. The program's instruction includes the diagnosis and testing of malfunctions in and repair of engines, fuel, electrical, cooling, steering, suspension, and brake systems. Students also prepare to obtain certification for PA Safety Inspection; Emissions Inspection; and Refrigerant, Recovery, and Recycling.

## Industry Certifications:

- Automotive Service Excellence (ASE): Brakes, Engine Performance, Engine Repair, Steering/Suspension
- Valvoline Motor Oil Certification
- Safety and Pollution Prevention (S/P2)


## Carpentry:

Grades: 10, 11, or 12
Length: 36 weeks

Carpentry prepares students to obtain entry-level positions in the construction or wood industries, apprenticeship in trade unions and/or pursue enrolling in post-secondary institutions for degrees in construction, sales, or management. The program's curriculum enables students to develop a knowledge base through classroom theory lessons and acquire technical skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, demonstrations, individual and group projects and activities. The program's instruction includes units on safety, hand and power tools, blueprint reading, framing, interior and exterior finish, construction materials, measuring, estimating, and building codes. Students also study technical mathematics, residential steel-framing, and cabinet making.

## Industry Certifications:

- OSHA-10 Hard Construction Training
- PA Builders Association Certification
- Ladder Safety Certification
- Fork Truck Certification


## Collision Repair and Refinishing: <br> Length: $\mathbf{3 6}$ weeks

## Grades: 10, 11, or 12 <br> Credit: 3.0

Collision Repair and Refinishing prepares students to obtain an entry-level position in the auto body repair/refinishing field and/or to pursue post secondary education. The curriculum enables students to develop technical knowledge and skills through real-world hands-on shop experiences. The program will cover the entire repair and refinishing process from start to finish. The instruction will focus on key areas including workplace skills, safety techniques, vehicle design and construction, structural and non-structural repairs, industry related welding and fabrication, estimating collision repair procedures, automotive painting, refinishing and detailing. Students will learn all these skills in a state-of-the-art shop with industry standard equipment. Students will be expected to read and understand complex instruction as well as using technology as an industry resource.

## Industry Certifications:

- PPG Blue Level Refinishing Technician
- iCAR (Multiple Certifications)
- Safety and Pollution Prevention (S/P2)


## Computer Information Technology:

Grades: 10, 11, or 12
Length: 36 weeks
Credit: 3.0

Computer Information Technology prepares the students to obtain entry-level employment and provides a foundation for postsecondary success. The curriculum enables students to develop a core set of technical skills by applying learned knowledge in hands-on lab experiences. The program will provide students experience in the administration and support of computer networks. These include user and group management, server security, network sharing, operating systems, user and workstation security, help desk support, computer repair and remote access. Students will focus their study on network technologies, network devices, network management, tools and security. Computer Information Technology students will be expected to read and interpret complex instructions, technical literature, and solve a variety of technical problems.

## Industry Certifications:

- CompTIA A+ and Network+
- Cyber Defense Pro
- TestOut PC Pro
- TestTour Network Pro
- TestOut Security Pro
- TestOut Server Pro
- TestOut Ethical Hacker Pro


## Computer Programming: <br> Grades: 10, 11, or 12 <br> Length: 36 weeks <br> Credit: 3.0

The Computer Programming course focuses on the general writing and implementation of generic and customized programs that drive operating systems. This prepares students to apply the methods and procedures of software design and programming to software installation and maintenance. Computer Programming includes instruction in software design, lowand high-level languages and program writing, program customization and linking, prototype testing, troubleshooting, and related aspects of operating systems and networks. Students will study data types and expressions, designing functions, and graphic and image processing. As well as learn the software development process.

## Industry Certifications:

- W3 Schools Python Programmer
- W3 Schools HTML Programmer


## Cosmetology:

Grades: 10, 11, or 12
Length: 36 weeks
Credit: $\mathbf{3 . 0}$

Cosmetology prepares students to become licensed cosmetologists in specialized and full-service salons. Students develop a knowledge base through classroom theory lessons and perfecting their clinical skills in the program's student-operated salon. Classroom lessons include lectures, reading and writing assignments, demonstrations, individual and group projects, as well as other activities. The program's instruction includes units on shampooing, conditioning, cutting and styling hair, chemical texture services and hair coloring techniques. As well as hands-on training offering facials, manicures and pedicures. Personal safety, professionalism, and the sanitation and disinfection of equipment and facilities are emphasized. Students also study business management with a focus on managing a salon.

## Industry Certifications:

- PA State Board of Cosmetology Letter
- Safety and Pollution Prevention Cosmetology


## Culinary Arts:

Length: 36 weeks

## Grades: 10, 11, or 12 <br> Credit: 3.0

Culinary Arts prepares students to obtain entry-level employment within institutional, commercial, and independently owned food establishments. This program also provides a foundation for students who wish to pursue acceptance into a post 2023-2024 School Year
secondary culinary program. The program's curriculum enables students to develop knowledge through classroom theory lessons and acquire culinary skills by applying learned knowledge in the program's fully equipped commercial kitchen and dining room. Classroom lessons include lectures, reading and writing assignments, demonstrations, individual/group projects and activities. The program's instruction includes units on use and care of utensils, food preparation, equipment safety, sanitation procedures, nutrition basics, and recipe preparation. Students develop and practice skills through hands-on activities and experiences related to planning, selecting, preparing, and serving quality food and food products.

## Industry Certifications:

- ServSafe
- ProStart
- Safety and Pollution Prevention Culinary


## Diesel Technology: <br> Length: 36 weeks

Grades: 10, 11, or 12<br>Credit: 3.0

Diesel Technology prepares students to obtain entry-level employment and/or to pursue post secondary education. The curriculum enables the students to develop basic knowledge through classroom theory lessons and acquire a core set of technical skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, and demonstrations. The program's instruction includes units on safety, diesel engine mechanics, suspension and steering, air brake systems, electrical and electronic systems, and preventative maintenance. Students develop skills for troubleshooting problems, disassembling, rebuildling, and reassembling engines. Students apply principles to service electrical and electronic systems. There is also an emphasis on inspecting, repairing/replacing various systems' components, as well as performing preventative maintenance on medium/heavy vehicle systems.

## Industry Certifications:

- Automotive Service Excellence (ASE): Brakes, Diesel Engines, Electrical/Electronic Systems, Steering/Suspension, Inspection Maintenance and Minor Repair
- OSHA-10
- Safety and Pollution Prevention Heavy Duty S/P2
- Snap on Multimeter


## Diversified Occupations: <br> Grade: 12 <br> Length: 36 weeks <br> Credit: 3.0

The Diversified Occupations (DO) program combines classroom instruction with on-the-job training that aligns with the interest of high school seniors. This unique program furthers the Mercer County Career Center's partnership with business and industry to foster the skills needed for 21st-century skills along with a planned, supervised work experience.

## Industry Certifications:

- OSHA
- CareerSafe 10 Hour Certification


## Early Childhood: <br> Length: 36 weeks <br> Grades: 10, 11, or 12 <br> Credit: 3.0

Early Childhood Education allows students to obtain a variety of entry-level childcare occupations in day care centers and preschools. It also provides a foundation for students who want to attend a post secondary early childhood education program. The program's curriculum enables students to develop a knowledge base through classroom theory lessons. The students acquire care giving, teaching, and managing skills by applying learned knowledge in the program's fully equipped preschool. Classroom lessons include lectures, reading and writing assignments, demonstrations as well as individual and group projects/activities. Instruction includes units on growth and development nutrition, program play activities, child abuse and neglect, learning experiences for children, regulations, laws, and policies relating to childcare services.

## Industry Certifications:

- Better Kid Care (BKC)
- Child Development Associate (CDA) - Ready
- Mandated Reporter
- Pediatric First Aid, CPR, and AED


## Electrical Occupation: <br> Length: 36 weeks

Grades: 10, 11, or 12<br>Credit: 3.0

Electrical Occupations prepares students to apply technical knowledge and skills necessary to install, operate, maintain, and repair many electrical systems. These include: electrically energized residential, commercial and industrial systems, AC motors, as well as controls and electrical distribution panels. Instruction emphasizes practical application of circuit diagrams and use of electrical codes. In addition, the curriculum also includes blueprint reading, sketching, and other subjects essential for employment in the electrical occupations.Other critical components of the program are reading and interpretation of commercial/residential construction wiring codes and specifications, installation and maintenance of wiring, conduit hand and machine bending techniques along with service and distribution networks within large construction complexes.

## Industry Certifications:

- ForkLift Certification
- Ladder Certification
- OSHA-10
- Snap on Multimeter


## Health Care Careers: <br> Length: 36 weeks

## Grades: 10, 11,or 12 <br> Credit: 3.0

Health Care Careers prepares students to obtain entry-level positions in the health field and/or to pursue a post secondary education. The program provides students with health career exploration activities, instruction of basic skills, and clinical experiences. These activities are fundamental to all areas of health care. Students develop health care knowledge through classroom theory lessons, while practicing health care skills, in a laboratory setting, prior to their clinical assignments. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individualized/group projects. The program's core instruction includes units on medical terminology, anatomy and physiology, basic clinical skills, aseptic techniques, OSHA regulations and infection control.

## Industry Certifications:

- Certified Patient Care Technician
- American Heart Association HealthCare Provider CPR with AED/First Aid/ Pediatric First Aid
- OSHA-10 Health Care
- PA Dept. of Health-Personal Care Home Direct Care Staff Person Training


## Logistics-Material and Supply Chain Management: <br> Length: 36 weeks <br> Grades: 10, 11, or 12 <br> Credit: 3.0

Logistics and Materials Management is designed to prepare individuals for entry-level employment in this industry. Students will learn and perform logistical functions associated with receiving, storing, shipping goods. Other key components include learning various systems and record keeping for supply chain management. Students with good attention to detail who enjoy a fast-paced, hands-on, physical workplace would be successful in this program. The curriculum provides instruction in the use of powered material, handling equipment, and OSHA safety and ergonomics. Supply chain management, automated inventory control systems, purchasing, receiving, order selections, packaging, and shipping methods are presented. Academic subjects include business mathematics and communications. The course includes job retention skills and customer relations.

## Industry Certifications:

- OSHA CareerSafe
- MSSC-Certified Logistics Associate
- MSSC-Certified Logistics Technician
- ForkLift Training

2023-2024 School Year

## Service Occupations:

Grades: 10, 11, or 12
Length: $\mathbf{3 6}$ weeks
Credit: 3.0

Service Occupations is an innovative program focusing on training students in a diverse array of skill sets in service-related employment areas. This program will provide students with the opportunity to explore careers in the personal service cluster and gain the employability skills needed for job placement. The Service Occupations curriculum encompasses the areas of workplace safety, grounds maintenance, cleaning practices, housekeeping, custodial, and real stock. Students learn hands-on skills while also focusing on workplace readiness, interpersonal skills, the ability to work independently and collaboratively and the development of good work habits. The students train in all areas of the curriculum with the intent of obtaining competitive entry-level employment. Students learn in an environment that fosters work ethic, competitive time on task and personal accountability.

## Industry Certifications:

- Family and Consumer Sciences

Welding:
Length: $\mathbf{3 6}$ weeks

Grades: 10, 11, or 12
Credit: 3.0

Welding prepares students to obtain entry-level employment as a welder or any welding-related positions in both large and small companies. It also allows the student to pursue enrollment in post secondary programs, such as welding engineering or metallurgy. The program's curriculum enables students to gain a knowledge base through classroom theory lessons. Program activities allow students to put their classroom learning into hands-on practice of technical skills. Classroom lessons include lectures, reading and writing assignments, and demonstrations. The program's instruction includes units on safety practices, gas cutting and welding, arc welding in various positions, and types and uses of electrodes and welding rods. Students also learn to fabricate and join metal parts according to diagrams, blueprints, and specifications.

## Industry Certifications:

- American Welding Society-AWS
- OSHA-10

For further information on Mercer County Career Center programs and services, please visit our website www.mcercerccc.org

## Harrisburg University

This is an academic opportunity that enables Grove City Area Senior High School sophomores, juniors, and seniors to take college courses that satisfy high school and college credit requirements through Harrisburg University of Science and Technology. Fees and enrollment are determined by Harrisburg University. Please Contact your school counselor for further information.

The following courses are approved by Harrisburg University to be part of the College in the High School Program.

AP English Literature and Composition
AP Calculus AB
AP Calculus BC
AP Statistics
AP Biology
AP Physics I

AP Environmental Science<br>AP Chemistry<br>Algebra II Honors<br>Advanced Video and Broadcasting<br>Multimedia Design and Community Filming

## Waynesburg University

Waynesburg University will offer classes during Enrichment. Students will be given the opportunity to take courses in the Fall Semester 2023 and Spring of 2024. Each class will be worth three (3) college credits. Students will not receive credit or GPA points through Grove City High School, however at the end of the course, students will receive an official transcript from Waynesburg University. Fees and enrollment are determined by Waynesburg University. Please contact your school counselor for further information.

## Advanced Placement

Advanced Placement (AP) courses are college level courses. Registration for the AP Exam will be in November. If you register for the exam and then cancel, there is a fee.

## Global Scholars Program

The Pennsylvania State Modern Language Association (PSMLA) Global Scholars Program provides ALL high school students the opportunity to:

- Meaningfully select interdisciplinary studies and activities.
- Develop global awareness/competency.
- Better prepare themselves for personal and professional success in an increasingly global society.

REQUIREMENTS for students' to be completed in grades 9-12:

1. Academic Courses (all requiring a B average or better)
A. 4 years of the same world language.
B. 4 additional credits towards graduation in which the primary focus is global in nature. The courses pre-approved to satisfy this requirement are listed below and indicated with the Global Scholars icon in the Program of Studies.
Active Participation in (a minimum of) 4 extra-curricular activities with a global focus.
Service hours with a global focus ( 20 hours minimum)
Review of literature/media with a global focus (minimum of 8).

## How do I join?

The Global Scholars Program is open to ALL students. An application is available from the World Language Department. Meetings will be held regularly during Lunch and Learn.

Global Scholars Program graduates will receive a special designation upon graduation as well as the benefits of listing the designation on resumes and college/employment applications.

## Driver Training

This course is available to all students who have completed Driver's Education Classroom and have a valid Pennsylvania Operators Permit or license. Students will receive a minimum six hours of in-the-car driving experience. They will learn the fundamentals of various driving situations, car operations, city and country driving, driving the interstate highway, etc. There is a lab fee of $\$ 250$ charged to the student. Students who successfully develop minimum driving skills receive a certificate of completion that can be used for insurance purposes. Behind the Wheel instruction is offered after school, on Saturdays, and during the summer.

## Grove City Area School District Online Academy

Cyber Services is a program available through GCASD Online Academy for our students. Students can take coursework that will count towards a Grove City Area High School Diploma. Online courses have a designation in the title as noted on the transcript. Courses taken count towards class rank and a student's GPA. Students will be awarded a final grade for courses (completed or not) that will appear on their official academic transcript. Students enrolled full time in Grove City Area High School, who elect to take additional coursework (credit recovery or advancement opportunities) will be subject to a course fee. Courses may be taken throughout the traditional school year or over the summer session. Please see a school counselor for enrollment information and pricing guidelines.

Students seeking enrollment for full time online services must make an appointment with their school counselor and a parent or guardian. Students must meet the following criteria to attend full time:

1. Students must meet the following criteria to attend full time:
2. Credit deficient one grade level.
3. A full time schedule must be taken.

## Equal Opportunities

Grove City Area School District is an equal opportunity educational institution and will not discriminate on the basis of age, race, color, national origin, sex and handicap in its activities, programs or employment practices as required by Title VI, Title IX, and Section 504.

All activities and courses, including industrial arts, vocational-technical education, consumer science and physical education courses at Grove City Area Senior High School are available to all students required by Title VI, Title IX, and Section 504. If there are any prerequisites, they are based on ability and aptitude, not on race, color, national origin, sex, or any handicapping conditions. Persons physically or mentally handicapped may qualify for special services and instruction, and equipment modifications so they can successfully complete the course or participate in an activity.

Grove City Area School District will also take steps to assure the national origin minority persons who lack English skills can participate in all educational programs, services and activities. For information contact the building principal. For more information regarding civil rights or grievance procedures, contact Dr. Brendan Smith, Title IX and Section 504 Coordinator, at 511 Highland Avenue, Grove City, PA 16127 (724) 458-5456. For more information regarding services, activities and facilities that are accessible and usable by handicapped persons, contact the building principal.

## DIVISION I ACADEMIC STANDARDS

Division I schools require college-bound student-athletes to meet academic standards for NCAAapproved core courses, core-course GPA and test scores. To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division I school, you must meet all of the following requirements:

1. Earn 16 NCAA-approved core-course credits in the following areas:


4 years


3 years


2 years


1 year


2 years


4 years
2. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester. Once you begin your seventh semester, any course that is needed to meet the $10 / 7$ requirement cannot be replaced or repeated.

3. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
4. Earn a corresponding test score that matches your core-course GPA (minimum 2.3) on the Division I sliding scale (see page 22).* More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Spring2023.
5. Submit your final transcript with proof of graduation to the Eligibility Center.


## ACADEMIC CERTIFICATION DECISIONS

For Academic and Amateurism Certification accounts, an academic certification will be conducted to determine if you meet Division I academic standards. Academic certifications are required for all college-bound student-athletes planning to compete at a Division I school. (An amateurism certification is also required, and is included as part of an Academic and Amateurism Certification account; see page 28.) The following items are required to complete your academic certification:
» Official transcripts from $\underline{\text { all }}$ high schools attended.
» Test scores. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/ COVID19_Spring2023.
»Final official transcript with proof of graduation.
Being placed on a Division I institutional request list means you are being recruited and notifies the Eligibility Center to complete an academic evaluation for you after all of your required documents have been submitted.

If you are being recruited by a Division I school, below are the most common decisions you may receive once a certification has been completed.

## EARLY ACADEMIC QUALIFIER

If you meet specific criteria after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment. To be an early academic qualifier, you will need:
» A minimum SAT combined score (math and critical reading) of 980 or ACT sum score of 75 .

》 A core-course GPA of 3.0 or higher in a minimum of 14 NCAA-approved core-course credits in the following areas:

- Three years of English.
- Two years of math.
- Two years of science.
- Two additional years of English, math or science.
- Five additional core courses in any area.

A final high school transcript must be submitted to the Eligibility Center after high school graduation for all early academic qualifiers.

## QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division I school.

## ACADEMIC REDSHIRT

You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

## NONQUALIFIER

You will not be able to practice, compete or receive an athletics scholarship during your first year of enrollment at a Division I school.

## WHAT IF I DON'T GRADUATE ON TIME?

In Division I, if you do not graduate on time (in four years/eight semesters), the Eligibility Center will still use your grades and coursework for the first four years/eight semesters for your certification. You will still need to provide proof of graduation (once you graduate) and you may not use any coursework taken after your high school graduation toward your certification.

## WHAT IF I DON'T MEET DIVISION I STANDARDS?

If you have not met all of the Division I academic standards, you may not compete in your first year at a Division I school.

However, if you qualify as an academic redshirt, you may practice during your first term in college and receive an athletics scholarship for the entire year.

To qualify as an academic redshirt, you must:
" Earn 16 NCAA-approved core-course credits.
» Earn a corresponding test score that matches your corecourse GPA (minimum 2.0) on the Division I sliding scale (see page 22 ).
" Submit your final transcript with proof of graduation to the Eligibility Center.

## COURSES TAKEN AFTER HIGH SCHOOL

For Division I, only courses completed in your first eight semesters will be used in your academic certification. If you graduate from high school on time (in eight semesters) with your incoming ninth-grade class, you may use one core-course unit completed in the year after graduation (summer or academic year) and before enrolling full time at any college or university. You may complete the core course at a location other than the high school from which you graduated as long as the course is taken prior to full-time enrollment at any college or university.

A college course taken after high school graduation may be used toward your initial eligibility and awarded 0.5 units from
your college transcript (unless awarded one full unit on your home high school transcript). It must appear on your home high school transcript with grade and credit.

An additional core-course unit taken after on-time high school graduation cannot replace a course used to meet the corecourse progression (10/7) requirement, but an additional core course after on-time graduation may replace one of the remaining six core-course units necessary to meet corecourse requirements. For more information on the impact of COVID-19 and initial-eligibility requirements, visit on.ncaa. com/COVID19_Spring2O23.

## DIVISION I SLIDING SCALE

Division I uses a sliding scale to match your test score(s) and core-course GPA to determine eligibility. The sliding scale balances your test score with your core-course GPA. Find more information about test scores on page 15 or visit ncaa.org/test-scores, More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Spring2023.


## DIVISION II <br> ACADEMIC REQUIREMENTS

To study and compete at a Division II school, you must earn 16 NCAA-approved core-course credits, earn a corresponding test score* that matches your core-course GPA and submit your final transcript with proof of graduation to the Eligibility Center.

## CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:


3 years


2 years


2 years


3 years


2 years


4 years

## QUALIFIER

As a Division II qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division II school.
" Earn 16 NCAA-approved core-course credits in the right areas.
" Earn a corresponding test score that matches your core-course GPA (minimum 2.2) on the Division II sliding scale.*
"Submit your final transcript with proof of graduation to the Eligibility Center.

## PARTIAL QUALIFIER

If you have not met all of the Division II academic standards, you will be deemed a partial qualifier. As a partial qualifier, you may practice and receive an athletics scholarship, but may NOT compete, during your first year of full-time enrollment at an NCAA Division II school.

* More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_ Spring2023.


## TEST SCORES

Every time you register for the SAT or ACT, use code 9999 to send your scores directly to the Eligibility Center from the testing agency. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscore from each test is used to give you the best possible score.
*More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Spring2023.

## CORE-COURSE LIST

Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist. No core-course list means courses taken from that high school will not count for NCAA eligibility. If your high school does not have a list, you risk being ineligible to play in college.

## NONTRADITIONAL AND ONLINE COURSES

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initialeligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on your school/program's list of NCAA-approved core courses.

## BE AHEAD OF THE GAME

»Plan to register with the NCAA Eligibility Center at eligibilitycenter.org before your freshman year of high school. Visit on.ncaa.com/RegChecklist to help guide you through the registration process
"After six semesters of high school, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.
»For more information on Division II, visit ncaa.org/D2.

## ADDITIONAL RESOURCES

》 DI Academic Requirements flyer.
» DIII Amateurism flyer.
» International Initial-Eligibility flyer.

| DIVISION II |  |  |
| :---: | :---: | :---: |
| QUALIFIER SLIDING SCALE |  |  |
| Core EPA | SAT* | ACT Sum* |
| 3.300 \& above | 400 | 37 |
| 3.275 | 410 | 38 |
| 3.250 | 430 | 39 |
| 3.225 | 440 | 40 |
| 3.200 | 460 | 41 |
| 3.175 | 470 | 41 |
| 3.150 | 490 | 42 |
| 3.125 | 500 | 42 |
| 3.100 | 520 | 43 |
| 3.075 | 530 | 44 |
| 3.050 | 550 | 44 |
| 3.025 | 560 | 45 |
| 3.000 | 580 | 46 |
| 2.975 | 590 | 46 |
| 2.950 | 600 | 47 |
| 2.925 | 620 | 47 |
| 2.900 | 630 | 48 |
| 2.875 | 650 | 49 |
| 2.850 | 660 | 49 |
| 2.825 | 680 | 50 |
| 2.800 | 690 | 50 |
| 2.775 | 710 | 51 |
| 2.750 | 720 | 52 |
| 2.725 | 730 | 52 |
| 2.700 | 740 | 53 |
| 2.675 | 750 | 53 |
| 2.650 | 750 | 54 |
| 2.625 | 760 | 55 |
| 2.600 | 770 | 56 |
| 2.575 | 780 | 56 |
| 2.550 | 790 | 57 |
| 2.525 | 800 | 58 |
| 2.500 | 810 | 59 |
| 2.475 | 820 | 60 |
| 2.450 | 830 | 61 |
| 2.425 | 840 | 61 |
| 2.400 | 850 | 62 |
| 2.375 | 860 | 63 |
| 2.350 | 860 | 64 |
| 2.325 | 870 | 65 |
| 2.300 | 880 | 66 |
| 2.275 | 890 | 67 |
| 2.250 | 900 | 68 |
| 2.225 | 910 | 69 |
| 2.200 | 920 | 70 \& above |


[^0]:    2023-2024 School Year

