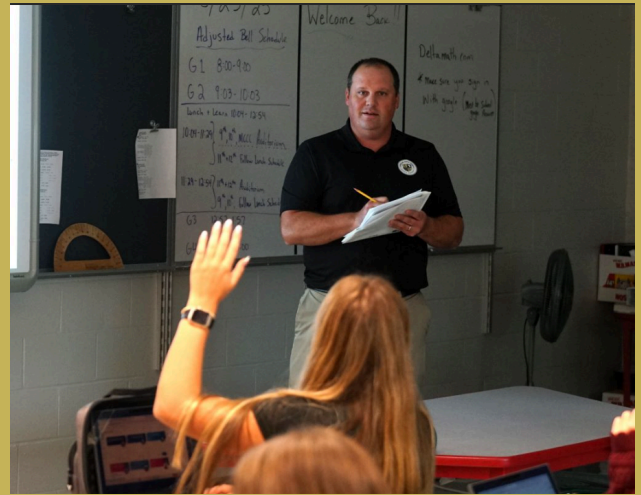




PROGRAM OF STUDIES

GROVE CITY AREA HIGH SCHOOL

9-12

2026-2027

Introduction & Welcome



Dear Students and Families,

We are excited to share the **2026-2027 Grove City High School Program of Studies!**

This comprehensive guide has been thoughtfully designed to assist students and families in planning a meaningful and successful high school experience. At Grove City High School, our number one goal is to ensure that upon graduation every student is **college and career-ready!**

In this Program of Studies, you will find detailed information about our **curricular offerings, course selection process, and scheduling procedures.** A special [Student Introduction Video](#) has also been included to help students understand how to navigate the Program of Studies and begin making thoughtful course decisions.

Students will have the opportunity to choose courses that align with their **strengths, interests, and future goals.** It's important to remember that course selection is a critical step in your academic journey. Once the final schedule change period concludes in August, all schedules become final. Any withdrawal from a course after that time will only be considered under extenuating circumstances and must be approved through a committee review.

We strongly encourage students and families to carefully review the **course descriptions, prerequisites, and the scheduling timeline.** Throughout the scheduling process, our dedicated high school staff will partner closely with students and families. Strong collaboration among **students, families, teachers, counselors, and administrators** ensures the most appropriate and beneficial course selections are made.

Through purposeful learning experiences, students will have the opportunity to identify their values, build leadership skills, strengthen their mental wellness, and explore future paths in higher education and careers. We believe that thoughtful course planning plays a key role in a student's overall success both in high school and beyond.

The **Program of Studies** is a vital resource that provides detailed insight into the courses and programs offered at Grove City High School. Students are encouraged to ask questions and seek support from their teachers, counselors, and families throughout this process. **Careful planning and the creation of a personalized graduation plan** are essential to building a schedule that supports each student's learning and growth.

The Grove City High School staff looks forward to working in partnership with you to create a successful academic path for the 2026-2027 year.



Dr. Smith
Principal



Dr. Nemet
Assistant Principal



Mrs. Albertini
School Counselor (A-K)



Mrs. Sumner
School Counselor (L-Z)

Grove City Area School District Mission & Vision Statement



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 learning agency skills:

- demonstrates 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.



Grove City High School Building Administration, Counseling and District Leadership



511 Highland Ave. Grove City, PA 16127

Phone: 724-458-6733 | Fax: 724-450-0678

[GCHS Extension Directory](#)

Building Administration

Name	Title	Extension
Dr. Smith	Principal	x2106
Dr. Nemet	Assistant Principal	x2104
Mrs. Eccles	Administrative Assistant - Attendance Office	x2102
Mrs. Bish	Administrative Assistant - Principal's Office	x2101
Officer Francic	School Resource Officer	x2129
Mrs. Lanshcak	School Nurse	x2110
Mr. Young	Athletic Director	x2131
Mrs. Fitch	School Social Worker	x2123
Mrs. Connelly	Pupil Services Director	x2140
Dr. Buchan	School Psychologist (K-12)	x4107

School Counseling Department

Name	Title	Extension
Mrs. Albertini	School Counselor (A-K)	x2109
Mrs. Sumner	School Counselor (L-Z)	x2108
Mrs. Lucido	Administrative Assistant - Counseling Office	x2107

District Administration

- Dr. Joshua Weaver - Superintendent
- Dr. Jason Watkins - Assistant Superintendent

Board of Directors

- Mr. Ryan Thomas - Board President
- Mr. Ray Abplanalp
- Mr. Mitch Augustine
- Dr. Erik Bardy
- Mrs. Karen Hazy Bishop
- Mr. August Hurst
- Mr. Lindon Fowler
- Dr. Constance Nichols
- Mrs. Sandy Phipps

Quick Reference: School Contacts at Grove City High School



Below are some of the most questions or concerns families may have during the school year, along with the appropriate staff member or office to contact for assistance. This guide is designed to help you quickly connect with the right person to address your needs.

<u>Issue/Concern</u>	<u>Contact Person/Office</u>	<u>Email/Contact Link</u>
Student Management <ul style="list-style-type: none"> • Attendance • Detention • Student Discipline 	Dr. Nemet	jennifer.nemet@gcasdk12.org
Student Parent Handbook	Dr. Nemet Dr. Smith	GCHS Student/Parent Handbook brendan.smith@gcasdk12.org
School Counseling Office <ul style="list-style-type: none"> • Class Schedule • College/Career • Course Placement • Release of Educational Records • Transcripts 	Mrs. Lucido	barb.lucido@gcasdk12.org
School Counselor (A-K) School Counselor (L-Z)	Mrs. Albertini Mrs. Sumner	michelle.albertini@gcasdk12.org stephanie.sumner@gcasdk12.org
Homebound Instruction Homework Requests Teacher Concern	Teacher	GCHS Extension Directory
Daily Attendance Extracurricular Activities Vacation/Educational Trip Requests Withdrawing Student	Mrs. Eccles	hsattendance@gcasdk12.org annette.eccles@gcasdk12.org Request for Legal Absence Form
Behind the Wheel Student Parking Pass Worker's Permit	Mrs. Bish	Behind the Wheel Sign-Up Form Student Parking Pass Form Work Permit Form
School Nurse PA Dept. of Education Physical Form	Mrs. Lanshcak	ann.lanshcak@gcasdk12.org Physical Examination Form
Technology	Mrs. Dennis	judy.dennis@gcasdk12.org
Lunch Account Information	Mrs. Reiser	jennifer.reiser@gcasdk12.org
Attendance Registration	Mrs. Guy	ParentSquare Dawn.guy@gcasdk12.org

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Guiding you through this Program of Studies

The table below offers a clear and organized overview of the Program of Studies, outlining each section along with its corresponding starting page number. This structure allows readers to quickly navigate the document and efficiently locate specific topics of interest.

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Graduation Requirements and Credit Standards at Grove City High School (Including Act 158)



Courses	Credits
English	4.0
Social Studies	3.0
Mathematics	3.0
Health & Fitness	1.0
*Emergency Preparedness	0.5
Arts & Humanities	2.0
Financial Literacy	0.5
Complex Communications or Introduction to Debate	0.5
Electives	7.0
Total Credit Required:	24.5

Graduation from Grove City High School is based on the successful completion of a **full-time high school program** beginning in **grade 9** and continuing through **grade 12**. To maintain full-time student status, all students are required to enroll in the equivalent of **seven full course periods per year**, totaling **28 credits** over four years.

To qualify for graduation, students must:

- Earn a **minimum of 24.5 credits** from approved coursework completed in Grades 9-12.
- Successfully meet all **state-mandated assessment requirements**.

Credit is awarded for each high school course upon successful completion with a final grade of **61% or higher**.

Students may also earn credit through **dual enrollment** or **transfer coursework** from other accredited institutions. These credits will be evaluated and converted to align with Grove City High School's credit system. However, please note that transfer and dual enrollment credits will **not be calculated into the GCHS Grade Point Average (GPA)**.

Pennsylvania Graduation Requirements - Act 158

Federal regulations mandate that all schools participate in State assessments. In addition, Grove City Area High School's graduation policy requires students demonstrate mastery of the Pennsylvania Core Standards, either through the Keystone Exams or approved local assessments. The Keystone Exams are a key component of Pennsylvania's high school graduation requirements and serve as a tool to help districts ensure students meet State academic standards.

Typically, students take the Keystone Exams during the spring testing window of the academic year in which they are enrolled in the corresponding course. Our goal at Grove City Area High School is for every student to achieve a score of "Proficient" or higher on each Keystone Exam. If a student does not earn an "Advanced" or "Proficient" score, alternative pathways and support options will be explored to help the student meet the proficiency requirements.

Under Act 158, students graduating from Pennsylvania public high schools in 2023 or later have increased flexibility in demonstrating Keystone Exam proficiency through five different pathway options. These pathways provide students with additional opportunities to meet graduation requirements. Detailed information about Pennsylvania Pathways to Graduation can be found on the following pages of the Program of Studies.

Pennsylvania Pathways to Graduation

Keystone Proficiency Pathway *Numeric or Non-Numeric Scores*

Algebra I
Proficient or Advanced

Biology
Proficient or Advanced

Literature
Proficient or Advanced

Keystone Composite Pathway *Numeric Scores Only*

At least 1 Keystone Exam scaled score is
1500 or Greater

No Keystone Exam score is
Below Basic

The Keystone Exam 3-score composite is
4452 or Greater
The Keystone Exam 2-score composite is
2939 or Greater
(where eligible under §121.1)

CTE Concentrator

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

CTE Concentrator

1 Artifact from pathway criteria

Alternative Assessment

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

Alternative Assessment

1 Artifact from pathway criteria

Evidence-Based Pathways

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

Evidence-Based

3 Artifacts from pathway criteria

Waiver

A student in 12th grade, or experiencing extenuating circumstances, who meets locally established grade-based requirements for Keystone content area(s) in which the student is less than proficient, and is unable to satisfy the requirements of a graduation pathway may be granted a waiver by the chief school administrator.

Individualized Education Plan

A student with a disability who is unable to satisfy pathway requirements but who satisfactorily completes a special education program is granted a diploma under Title 22 §4.24.

NOTE: Although this infographic displays a sequential progression, students may fulfill criteria under the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways prior to demonstrating proficiency in Keystone academic content through Keystone Exam scores or locally established grade-based requirements.

Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
1 Artifact	1 Artifact	3 Artifacts consistent w/student goals ONE or more from Section One No more than TWO from Section Two
Industry-based competency certification 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 Proficient Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient Successful completion of a pre-apprenticeship program Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework	Section 1 Attainment of 630 or better on any SAT Subject Test Attainment of Silver Level or better on ACT WorkKeys Attainment of 3 or better on any AP Exam Attainment of 3 or better on any IB Exam Successful completion of any concurrent enrollment or postsecondary course Industry-recognized credentialization Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program Section 2 Attainment of Proficient or Advanced on any Keystone Exam Successful completion of a service-learning project Letter guaranteeing full-time employment or military enlistment Completion of an internship, externship, or cooperative education program Compliance with NCAA Division II academic requirements

Courses and Credit Overview - Grove City High School



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

Freshman	Sophomore	Junior	Senior
World Literature & Composition (1 cr.)	American Literature & Composition (1 cr.)	British Literature & Composition (1 cr.) or AP English Language & Composition (1 cr.) or Technical Reading (1 cr.)	Creative Writing & Contemporary Literature (1 cr.) or AP English Literature & Composition (1 cr.) or Writing in the Workplace (1 cr.) or AP English Language & Composition (1 cr.)

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

U.S. History 9th Grade	U.S. History 10th Grade	World History 11th Grade	Additional Social Studies Courses
Emergence of America (1 cr.)	Contemporary America (1 cr.) or AP United States History (1 cr.)	History of the Modern World (1 cr.) or AP World History (1 cr.)	History through Film (.5 cr.) World Religions (1 cr.) United States Military History (.5 cr.) Introduction to Psychology (.5 cr.) Sociology (1 cr.) AP United States History (1 cr.) AP U.S. Government & Politics (1 cr.) 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	Additional Math Courses
Algebra I (1 cr.) or Algebra Essentials (1 cr.) and Algebra I (1 cr.)	Geometry (1 cr.) or Geometry Honors (1 cr.)	Algebra II (1 cr.) Algebra II Honors (1 cr.) Applied Mathematics (1 cr.) Trigonometry (1 cr.) AP 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	Additional Science Courses
Biology (1 cr.) *If students take Biology as freshmen rather than Elements of Chemistry and Elements of Physics, they must take Physics and Chemistry Honors.	Elements of Chemistry (.5 cr.) or Chemistry (1 cr.) or Chemistry Honors (1 cr.)	Elements of Physics (.5 cr.) or Physics (1 cr.)	Anatomy & Physiology (1 cr.) Environmental Science (1 cr.) AP Environmental Science (1 cr.) AP Biology (1 cr.) AP Physics I (1 cr.) AP Chemistry (1 cr.)

1.5 Health & Fitness: Completion of grade level course categories:

Freshman	Sophomore	Junior	Senior
Health & Fitness (.5 cr.)	P.E. Elective (.5 cr.)	Emergency Preparedness (.5 cr.)	(Optional)

Courses and Credit Overview - Grove City High School (Cont'd.)



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 course categories:

World Languages - All Courses	Music - All Courses	Family & Consumer Science	English
Spanish I (1 cr.) Spanish II (1 cr.) Spanish III (1 cr.) French I (1 cr.) French II (1 cr.) French III (1 cr.) AP Spanish Language & Culture (1 cr.) AP French Language & Culture (1 cr.)	Guitar/Ukulele (.5 cr.) History of Rock & Roll (.5 cr.) Musical Theatre-Exploration & Performance (.5 cr.) Concert Band (1 cr.) Concert Choir (1 cr.) Chamber Singers (1 cr.) Music Theory (.5 cr.)	Family & Consumer Science III (.5 cr.)	Historical Literature & Mythology (1 cr.) Introduction to Debate (.5 cr.) The Literature of Music (.5 cr.) Shakespeare through Film (.5 cr.)
Art - All Courses	Social Studies	Technology & Engineering Education	
Introduction to Art (1 cr.) Art Journaling (1 cr.) Ceramics (1 cr.) 2D Art (1 cr.) Community Art (1 cr.) AP Studio Art (1 cr.)	History Through Film (.5 cr.) World Religions (1 cr.) United States Military History (.5 cr.) Introduction to Psychology (.5 cr.) Sociology (1 cr.) AP Psychology (1 cr.)	3D Printing & Design I (.5 cr.) 3D Printing & Design II (.5 cr.) 3D Modeling & Animation (1 cr.) Visual Design & Digital Photography (.5 cr.) Video Production I (.5 cr.) Video Production II (.5 cr.) Advanced Video & Broadcasting (1 cr.) Multimedia Design & Community Filming (1 cr.)	

Other Elective Options:

Other Electives	Other Electives	Other Electives
AI Foundations in Computer Science (.5 cr.) Introduction to Programming (.5 cr.) Accounting I (.5 cr.) Accounting II (.5 cr.) AP Computer Science Principles (1 cr.) Family & Consumer Science I (.5 cr.) Family & Consumer Science II (.5 cr.) Driver's Education (.5 cr.) Net/Racquet Sports (.5 cr.) Team/Ultimate Sports Strategies (.5 cr.) Lifetime Activities & Nutrition (.5 cr.) Personal Physical Fitness (.5 cr.)	Materials Processing (.5 cr.) Robotics (.5 cr.) Yearbook (1 cr.)	Community Agriculture - Fall (.5 cr.) Community Agriculture - Spring (.5 cr.) Conservation Science - Fall (.5 cr.) Conservation Science - Spring (.5 cr.) Science through Film - Fall (.5 cr.) Science through Film - Spring (.5 cr.) Forensics (.5 cr.)

Courses Required for Graduation

Complex Communications (.5 cr.) or Introduction to Debate (.5 cr.)
 Financial Literacy (.5 cr.)
 Emergency Preparedness (.5 cr.)

Mercer County Career Center (3 cr.)

Automotive Technology
 Carpentry
 Collision Repair and Refinishing
 Computer Information Technology
 Computer Programming
 Cosmetology
 Culinary Arts
 Diesel Technology
 Electrical Occupations
 Health Care Careers
 Logistics - Material and Supply Chain Management
 Service Occupations
 Sports Medicine
 Welding

Individualized Graduation Guidelines and Procedures - Grove City High School



Graduation for Students with Disabilities

Students with disabilities who complete a special education program based on an Individualized Education Plan (IEP) - developed by a designated team will be awarded a **regular high school diploma** by the school.

Participation in Graduation Ceremonies

- Only students who have **successfully completed all graduation requirements**, including State requirements, and who are in good academic and disciplinary standing, are eligible to participate in graduation exercises.
- All requirements must be fulfilled by the **first day of graduation practice**.
- Students intending to participate in the commencement, must **attend all graduation rehearsals**, unless excused by administration.

Class Standing (Grade Level)

- Class standing **does not determine the year of graduation**.
- Students are promoted each year primarily for **data collection purposes**.
- Promotion does **not** indicate the number of credits earned or fulfillment of graduation requirements.
- Graduation eligibility is based solely on meeting the requirements outlined in the **Program of Studies**.

Class standing in high school can often be misunderstood. It is important to note that class standing **does not determine a student's expected graduation year**. Students are promoted each year for data collections purposes, however, this promotion **does not determine a student's expected graduation year**.

Primary Uses of Class Standing

- Determining class rank
- Eligibility for student activities and athletics
- Scheduling and student processing
- Record keeping and data reporting

Graduation Honors

Grove City High School recognizes three levels of honors at graduation, based on the cumulative GPA through the third marking period of the senior year.

Honor Level	GPA Requirement
Distinguished Scholars	96% or higher
High Honors	91% or higher
Honors	86% or higher

Early Graduation

GCHS Program of Studies is designed to provide learning experiences that promote intellectual and personal growth beyond the minimum diploma requirements set by the State of Pennsylvania and the Grove City Area School District (GCASD).

- Early graduation is a significant decision requiring careful planning and consultation.
- The Program of Studies is designed to foster learning and growth beyond minimum State diploma requirements.
- Students and families considering early graduation should meet with their school counselor **by the end of sophomore year** to review requirements, including Keystone Assessments.
- Early graduation requires **parent/guardian permission** and **principal approval**.
- Students who graduate early may participate in the commencement ceremony but will **not be part of a graduation cohort** and will be **excluded from class rank**.

Important Notes

- Having senior status (12th grade) **does not guarantee graduation** at the end of the school year.
- Seniors must meet **all the State and local graduation requirements** to be eligible for commencement.
- The State Board of Education has established academic standards that all students must meet.
- **Independent Learning Plan (ILP), dual enrollment, and transfer credits** will appear on the student transcript.
- These credits **will not be included** in GPA calculations or class rank determinations.

Grading System, GPA, Class Rank, and Honor Roll at Grove City High School



Grading System

Grove City High School uses a percentage-based marking system to reflect levels of academic achievement. Grades are based on percentage calculations determined by the classroom teacher.

Percent	Letter Grade
91-100	A
81-90	B
71-80	C
61-70	D
0-60	F

- Grades accompanied by an “incomplete” are temporary and will be updated once missed work is completed.
- Final grades are calculated based upon the cumulative percentage earned in the course.
- Independent Learning Plan (ILP) credits, dual enrollment credits, and other extra transfer credits will not be factored into the calculation of the GCHS GPA and will not be considered in the class ranking system.

Calculating GPA and Class Rank

This section explains how GPA (Grade Point Average), quality points (QPs), and class rank are calculated at Grove City High School.

GPA (Grade Point Average)

Your GPA is calculated using the following formula:

- $\text{GPA} = \text{Total Quality Points} \div \text{Total Attempted Credits}$

Quality Points (QPs)

Quality Points are calculated by multiplying your **final percentage grade** in a course by the **credit value** of that course.

For Regular Courses (Non-AP)

1. Multiply the final percentage grade by the credit value of the course.
2. Repeat for all classes.
3. Add all quality points together to get the **total quality points**.
4. Add all course credits together to get the **total attempted credits**.
5. Divide the total quality points by total attempted credits to get the **GPA**.

For AP (Advanced Placement) Courses

AP courses include a GPA incentive. Ten (10) incentive points are added to the final percentage grade **before** calculating quality points.

Note: These 10 incentive points are only added once the **final grade** is calculated. They are **not included** in the term **GPA**.

Example - AP Chemistry

- Final Grade: **92%**
- Credit Value: **1.0**
- Add 10 incentive points: $92 + 10 = 102$
- Multiply by credit value: $102 \times 1.0 = 102$ **Quality Points**.

Follow the same process for all AP classes, and then use steps 2-5 above to calculate your overall GPA.

Class Rank Policy

- **Class Rank** is calculated **once per year** at the **end of the school year**.
- An additional calculation is performed at the end of **Marking Period 3** in **senior year**, only for graduation honors.
- Only courses taken during grades **9-12** are included in the GPA and class rank.
- Courses taken **before grade 9** may appear on the high school transcript and can fulfill prerequisites, but they **do not** count toward GPA or class rank.
- Students must be **enrolled full-time** in grades 9-12 to be included in class rank and to be eligible for a Grove City High School diploma.

Grading System, GPA, Class Rank, and Honor Roll at Grove City High School (Cont'd.)



Academic Recognition: Honor Roll and High Honor Roll

To recognize and celebrate academic achievement, Grove City High School maintains two levels of academic distinction each marking period:

- **Honor Roll:** Awarded to students who achieve a marking period average of 86% or higher.
- **High Honor Roll:** Awarded to students who achieve a marking period average of 91% or higher.

These averages are calculated based on final grades in all classes for the marking period. The Honor Roll system is designed to encourage consistent academic performance and recognize students who demonstrate dedication to their studies.

Academic Honors, Credit Recovery, and Student Transcripts at Grove City High School



National Honor Society (NHS) Eligibility

To be considered for membership in the National Honor Society (NHS), students must meet the following criteria:

- Be enrolled in **11th or 12th grade**.
- Have a **cumulative GPA of 90.499% or higher**.

Students who meet the GPA requirement will be invited to receive an application packet. The completed application must be submitted to the NHS advisor by the specified deadline for further consideration.

NHS membership is a prestigious honor recognizing students for their academic excellence, leadership, service, and character. Meeting the GPA threshold is the first step in the selection process.

Credit Deciciencies and Credit Recovery

- **Credit Requirements** - To earn credit for a course, students must:
 - Achieve a **passing final grade of 61% or higher**.
 - Complete all required midterm and/or final exams.

Addressing Credit Deficiencies

If a student fails a course or does not meet credit requirements, they may recover the credit through one of the following options.

- **Repeating the course** during a subsequent term.
- **Credit Recovery with a certified teacher**, which appears as a “Make-up” course on the transcript. This option requires:
 - Approval from the principal.
 - Coordination with the school counselor.
- **GCASD Online Academy**, offering flexible online credit recovery courses.

Students must coordinate credit recovery plans with their school counselor to ensure requirements are met and progress toward graduation remains on track.

Counselor Contacts for Credit Recovery

- [Mrs. Albertini](#) (Last Names A-K)
- [Mrs. Sumner](#) (Last Names L-Z)

Credit Recovery Program

The Credit Recovery program provides students who have failed key academic courses - including Math, Science, English, Social Studies, Health & Fitness, and World Language - the opportunity to regain credit by successfully completing coursework through alternative means.

For detailed information and to discuss eligibility, students should contact their assigned school counselor.

Student Transcripts

A **transcript** is the official academic record documenting a student’s educational history at Grove City High School. It includes.

- All courses attempted.
- Final grades earned for each class.
- Overall high school GPA.
- Class rank (if applicable).

Requesting a Transcript

To have a transcript sent to colleges, employers, or other institutions, students must:

1. Complete the [Release of Educational Records Form](#).
2. Submit the form to the school counseling office.

Transcripts are confidential and are only released following completion of this process to protect student privacy.

District Policy 214-AR-1 Selection of Valedictorian and Salutatorian



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.

This above policy is in effect through the class of 2028. Starting with the class of 2029 the Recognition of Graduate Achievement will be as follows.

Recognition of Graduate Achievement

Please note: Beginning with the Class of 2029, the *Recognition of Graduate Achievement* will supersede the current system of graduation honors, as outlined on page 16.

Minimum GPA Requirement	Recognition	Additional Criteria
≥99.000	Summa Cum Laude	<ul style="list-style-type: none">For all recognition, cumulative GPAs are calculated for seniors at the end of the third quarter of their senior year.A minimum of 28 credits earned through courses offered at Grove City Area High School with a numeric grade.No withdrawal failTransfer students must attend Grove City Area High School for a minimum of two (2) full years and earn a minimum of fourteen (14) credits in order to qualify for the recognition of Summa Cum Laude. Only Grove City earned credits will be used to determine the student's cumulative grade point average.
≥96.000	Magna Cum Laude	
≥91.000	Cum Laude	

Rationale for Transition to Graduate Achievement Recognition Class of 2029

As part of our commitment to fostering academic excellence and providing opportunities for all students to thrive, we are moving from the traditional valedictorian and salutatorian model to a broader system of graduate recognition, with levels of academic achievement including **Summa Cum Laude**, **Magna Cum Laude**, and **Cum Laude**.

This change is rooted in the following principles.

1. Engaging a Greater Number of Students in the Pursuit of Excellence

- The traditional system of recognizing only the top two students limits the scope of academic motivation. By implementing a tiered recognition system, we encourage a larger group of students to strive for excellence.
- Students at all levels will see their hard work and dedication acknowledged, fostering a culture of continuous improvement and achievement.

2. Promoting Equity and Fairness

- Academic achievement is multifaceted and cannot always be captured by a single metric such as class rank. The new system ensures that all students who meet rigorous academic criteria are celebrated for their success, rather than rewarding only those whose achievements happen to fall within narrow margins.

3. Incentivizing Achievement Across All Courses and Programs

- By recognizing graduates through distinctions such as **Summa Cum Laude**, **Magna Cum Laude**, and **Cum Laude**, we create a system that values sustained effort and excellence across all areas of study. This motivates students to perform at their best in every class, knowing their dedication will be rewarded.

4. Aligning with Postsecondary Standards

- Many colleges and universities use familiar recognition systems, preparing students for an academic environment where excellence is honored at multiple levels. This transition helps students understand and adapt to the expectations of higher education.

5. Building a Collaborative Culture of Achievement

- The new system emphasizes personal achievement rather than competition among peers. This shift fosters a more collaborative and supportive academic environment where students celebrate one another's successes.

6. Encouraging Lifelong Learning Habits

- Recognition based on achieving a defined standard rather than relative ranking emphasizes intrinsic motivation and lifelong learning. Students are encouraged to set and pursue ambitious academic goals, developing habits that extend beyond high school.

By transitioning to **Summa Cum Laude**, **Magna Cum Laude**, and **Cum Laude**, we aim to inspire more students to achieve their potential while creating a culture of equity and excellence. This shift reflects our school's mission to engage, empower, and celebrate every student's accomplishments.

Course Scheduling, Advanced Placement Opportunities, and Online Learning at Grove City High School



Course Scheduling Process at Grove City High School

The Program of Studies is designed to assist students and their families in making informed decisions when selecting courses for the upcoming school year. It is essential that both students and families carefully review the program to fully understand course offerings, requirements, and expectations. This preparation helps ensure thoughtful planning of each student's high school educational pathway.

Students are encouraged to approach the scheduling process seriously by reflecting their academic strengths, career goals, and personal interests. They should consult with family members, teachers, and school counselors to make well-informed course selections. Final course registration should be made with careful consideration, as students are generally placed in progressively challenging courses. Students will not be allowed to register for lower-level courses they have already successfully completed.

When choosing courses, students should pay close attention to:

- Course prerequisites and requirements
- Course sequences
- Personal academic strengths and future ambitions.

Advanced Placement (AP) courses, in particular, require careful consideration. These college-level classes are designed to challenge students' analytical and reasoning skills. Successfully completing AP courses and exams can potentially earn college credit and advanced placement in college coursework. Students with questions about course content or suitability are encouraged to consult with teachers or their school counselor.

Course selection is influenced by multiple factors, including:

- Students abilities and interests
- Local Board of Education and State requirements
- Admission requirements of post-secondary institutions or career programs students plan to pursue

The master schedule for the following school year is developed based on students' course selections. The number of courses offered, available sections, and resource allocation depend on these choices. Not all courses listed in the Program of Studies are offered every year; courses with insufficient enrollment may be canceled, and affected students will be notified promptly to choose alternatives.

To support students and families, school counselors conduct both group and individual meetings throughout the scheduling period. Family conferences are also encouraged. Additional career planning resources can be found in the Program of Studies (36-42) and in the school counseling office.

Advanced Placement (AP) Courses and Exams

Advanced Placement (AP) courses provide motivated students with the opportunity to engage in rigorous, college-level coursework while still in high school. Offered through the College Board, these courses help prepare students for AP exams administered each May, with the potential to earn college credit or advanced placement depending on their scores and college policies.

At Grove City High School, AP courses are offered across a broad range of subject areas, including, **Humanities, Math & Science, and World Languages.**

Humanities	Math & Science	World Language
AP English Language & Composition	AP Statistics	AP Spanish Language & Culture
AP English Literature & Composition	AP Calculus AB	AP French Language & Culture
AP United States History	AP Calculus BC	
AP U.S. Government & Politics	AP Precalculus	
AP Psychology	AP Environmental Science	
AP European History	AP Biology	
AP World History	AP Physics I	
AP Studio Art	AP Chemistry	
AP Computer Science Principles		

Course Scheduling, Advanced Placement Opportunities, and Online Learning at Grove City High School (Cont'd.)



Each AP course concludes with an AP exam that includes a combination of multiple-choice questions and free-response sections, such as essays or problem-solving tasks. Performance on these exams may result in **college credit** or **advanced placement** in college courses, depending on the policies of the post-secondary institutions.

AP Exam Fees and Policies

To participate in AP testing, students must pay the required exam fees as outlined by the College Board:

- **Exam Fee:** \$98 per AP exam
- **Late Registration Fee:** \$40 late fee if an exam is ordered after the College Board's registration deadline
- **Cancellation Fee:** \$40 late fee if an exam is canceled after the deadline
- **Payment Responsibility:** Families are responsible for payment of all applicable fees before the testing window

All AP exams are administered during the official College Board testing window in **May**. These policies and fees are determined by the **College Board** and are subject to change.

For the most up-to-date information about AP exams and course expectations, please visit the [College Board](https://collegeboard.org) website or speak with a school counselor.

Grove City Area School District Online Academy

The GCASD Online Academy offers students the flexibility to take courses online that count toward a Grove City High School Diploma. Online courses are clearly identified on official transcripts and contribute to a student's GPA and class rank. Final grades for all courses - completed or incomplete - will appear on transcripts.

Students enrolled full-time at GCHS who wish to take additional online courses for credit recovery or academic advancement will be responsible for associated course fees. Online courses are available both during the traditional school year and summer sessions.

Students interested in full-time online enrollment must schedule a meeting with their school counselor and attend with a parent or guardian. Eligibility for full-time online enrollment requires:

- Being credit deficient by one grade level
- Maintaining a full-time course load

The Online Academy provides an important alternative pathway for students seeking flexibility or credit recovery while still earning a GCHS diploma.

Hybrid Scheduling Guidelines for Students at Grove City High School



Grove City High School is committed to providing flexible and personalized learning opportunities for all students. Hybrid schedules, which allow students to take a combination of in-person and online courses, are designed to support their academic goals while accommodating legitimate scheduling needs. The following outlines the requirements and expectations for students considering a hybrid schedule:

Eligibility Criteria for Hybrid Scheduling

1. Schedule Conflicts

- Students may request an online course if there is a scheduling conflict that prevents enrollment in a required or desired course (e.g., single-section courses, also known as singletons, offered at conflicting times).

2. Documented Medical Reason

- Students with a medical condition (who would benefit from a combination of online and in-person courses) can acquire medical documentation to cite that.

3. Academic and Graduation Requirements

- Students must maintain a full-time enrollment status, meeting state and district graduation requirements for their grade level. Online courses must align with the student's activities academic plan, as approved by their counselor.

4. Performance Standards

- Students must demonstrate self-discipline, time management, and consistent academic performance or counselor approval based on extenuating circumstances.

Limitations and Restrictions

• Avoidance of Specific Classes or Teachers

- Hybrid schedules will not be granted solely because a student wishes to avoid a particular teacher or course delivered in person.
- Course assignments are made with equitable distribution in mind, and personal preferences or conflicts with individual staff members will not be considered valid reasons for requesting an online course.
- Students are encouraged to address any classroom concerns through the appropriate channels, including discussions with the teacher or school counselor.

• Social Engagement and In-Person Participation

- Students with hybrid schedules must engage in school activities and fulfill in-person requirements, including group projects, presentations, and lab components, as outlined by individual course syllabi.

Application Process

1. Meet with a school counselor to discuss eligibility and complete the hybrid course request form.
2. Provide detailed explanation of the need for the hybrid schedule, including supporting documentation of any conflicts.
3. Submit the completed form for review by the school counseling office and administration.

What We Aim to Avoid

- Using hybrid scheduling as a workaround to avoid challenges or personal discomfort in a traditional classroom setting. The hybrid model is not intended as an alternative to addressing interpersonal or academic difficulties with staff or peers.
- Adverse impacts on social-emotional development due to excessive online learning isolation.

By adhering to these guidelines, we aim to ensure that hybrid scheduling serves as a valuable academic tool while maintaining the integrity of our in-person learning environment.

Tentative Scheduling Timeline: 2026-2027 School Year at Grove City High School



This timeline provides key dates and procedures related to student scheduling for the 2026-2027 school year. Please refer to **ParentSquare** and the Grove City High School website for up-to-date information and links to relevant resources.

Important Scheduling Dates

- **February 25, 2026**
Scheduling Information Released for Parent Meetings
Details about upcoming scheduling meetings will be shared via ParentSquare and posted on the GCHS website.
- **February 26, 2026**
8th grade presentations / upperclassman worksheets distributed
- **March 9-12, 2026**
Course Request Entry for Current 9th-11th Grade Students
Students will finalize and submit their course requests in individual meetings with their school counselor.
- **May 29, 2026**
Student Schedule Preview Day
All students will receive a preliminary schedule for the 2026-2027 school year. A modified bell schedule will be used to allow students to walk through their classes and meet their teachers.

Scheduling Changes

After “Bump-Up day,” students will have several opportunities to make changes to their schedule **over the summer**.

- **Five (5) summer schedule change dates** will be offered between **June and August**.
- Dates will be posted on **ParentSquare** and the **GCHS website**.
- Students and parents may attend in person or schedule a **Google Meet** with a counselor.

During the **2026-2027 school year**, schedule changes will also be allowed at the **end of Semester 1** for Semester 2 classes. All schedule change communications will be sent via:

- Student email
- ParentSquare
- GCHS Website

Note:

Schedules will be final after the last posted schedule change date.

Course Withdrawals

To withdraw from a course, students must complete and submit the **Course Withdrawal Request Form** to the Counseling Office. The **Scheduling Committee** will review each request.

Important Information

- A course withdrawal **will result in a “Withdrawal Fail”** unless otherwise decided by the committee.
- The committee may request a student to present their case in person.
 - Meetings occur at **7:30 AM on scheduled Fridays**.
- The committee may require a student to remain in the course and implement a **Student Improvement Plan**, which may include:
 - Additional support
 - Extended learning time

GROVE CITY AREA HIGH SCHOOL

CREDIT TRACKING WORKSHEET

2026-2027 School Year

This worksheet is designed to help students plan their high school coursework effectively. The subjects listed are required for graduation, while elective courses should be chosen based on your individual career goals and interests.

Career and Technical Career interest: Please refer to pages 36-42 for career information.

Choice #1 _____

Choice #2 _____

Choice #3 _____

Grade 9 (minimum credit load should total 7)

<u>Course Title</u>	<u>Credit</u>	<u>Earned</u>
World Lit & Comp - _____	<u>1.00</u>	_____
Emergence of America - _____	<u>1.00</u>	_____
Math - _____	<u>1.00</u>	_____
Science - _____	<u>1.00</u>	_____
Health & Fitness _____	<u>0.50</u>	_____
Complex Communications _____	<u>0.50</u>	_____
Elective - _____	_____	_____
Elective - _____	_____	_____
_____	_____	_____
_____	_____	_____
Total Credits	_____	_____

Grade 10 (minimum credit load should total 7)

<u>Course Title</u>	<u>Credit</u>	<u>Earned</u>
American Lit & Comp - _____	<u>1.00</u>	_____
Social Studies - _____	<u>1.00</u>	_____
Math - _____	<u>1.00</u>	_____
Science - _____	<u>1.00</u>	_____
P.E. Elective - _____	<u>0.50</u>	_____
Elective - _____	_____	_____
Elective - _____	_____	_____
Elective - _____	_____	_____
_____	_____	_____
_____	_____	_____
Total Credits	_____	_____

Grade 11 (minimum credit load should total 7)

<u>Course Title</u>	<u>Credit</u>	<u>Earned</u>
English - _____	<u>1.00</u>	_____
Social Studies - _____	<u>1.00</u>	_____
Math - _____	<u>1.00</u>	_____
Science - _____	<u>1.00</u>	_____
Emergency Preparedness - _____	<u>0.50</u>	_____
Financial Literacy - _____	<u>0.50</u>	_____
Elective - _____	_____	_____
Elective - _____	_____	_____
_____	_____	_____
Total Credits	_____	_____

Grade 12 (minimum credit load should total 7)

<u>Course Title</u>	<u>Credit</u>	<u>Earned</u>
English - _____	<u>1.00</u>	_____
Social Studies - _____	<u>1.00</u>	_____
Math - _____	<u>1.00</u>	_____
Science - _____	<u>1.00</u>	_____
P.E. (Optional) - _____	<u>0.50</u>	_____
Elective - _____	_____	_____
Elective - _____	_____	_____
Elective - _____	_____	_____
_____	_____	_____
Total Credits	_____	_____

Grade 9 Credits Earned _____

Grade 10 Credits Earned _____

Grade 11 Credits Earned _____

Grade 12 Credits Earned _____

TOTAL CREDITS EARNED _____

Your Guide to Dual Enrollment: Earning College Credit in High School



Dual Enrollment Experience at Grove City High School

Dual enrollment programs enable high school students to take college-level courses while still enrolled in high school, earning both high school and college credits. This valuable opportunity helps students get a head start on their post-secondary education, often at reduced costs and with flexible scheduling options.

Outline

1. What is Dual Enrollment?

- Allows high school students to enroll in courses at local colleges or universities.
- Students earn high school credit for these courses but the grades do not affect the high school GPA.

2. Transcript Options for Dual Enrollment Courses

Students may choose how dual enrollment courses are reflected on their high school transcripts:

- **Option 1:** Course title and grade appear as one high school credit (not calculated in GPA).
- **Option 2:** Submit an Independent Learning Plan (ILP) prior to enrollment; course appears as Pass (P) or Fail (F), with no impact on GPA.
- ILP also applies for courses taken at colleges without a formal dual enrollment agreement with GCASD.

3. Participating Colleges and Program Details

Grove City College

- Available to 11th and 12th graders.
- Courses offered online, on campus, or possible at the high school.
- Fall and Spring semester options.
- Limited in-person courses, subject to approval.
- Registration and application info available on the [Grove City College website](#).

Harrisburg University

- Available to 10th-12th graders through the College in the High School program.
- Fees and enrollment governed by Harrisburg University.
- Contact school counselors or visit the [Harrisburg University website](#) for details.
- Approved courses include:

AP Calculus AB & BC

AP Statistics

AP Biology, Physics I, Environmental Science, Chemistry

Algebra II Honors

Multimedia Design & Community Filming

Advanced Video & Broadcasting

Slippery Rock University

- Offers synchronous and asynchronous courses during fall and spring semesters.
- Each course is worth 3 college credits.
- Official transcripts issued by Slippery Rock University.
- More info available on the [Slippery Rock University website](#).

Waynesburg University

- Classes offered during the school day in fall and spring semesters.
- Each class equals 3 college credits with an official transcript.
- Registration details on the [Waynesburg University website](#).

Butler County Community College (BC3)

- Offers three options for sophomores, juniors, and seniors to earn transferable college credits.
- Diverse course catalog available.
- Information accessible via the [BC3 website](#).

PennWest University

- Available to 11th and 12th graders (sophomore eligibility may be considered by PennWest Admissions).
- \$75 per credit for Pennsylvania residents.
- Fall, spring, and summer sessions - no limit on the number of courses per term.
- Nearly 100 classes taught by PennWest faculty
- Choose **online (asynchronous)** or **on-campus** courses at California, Clarion, or Edinboro.
- More info available on the [PennWest University website](#).

Become a Global Scholar: Cultivating Global Competency at GCHS



Global Scholars Program Overview

The Pennsylvania State Modern Language Association (PSMLA) Global Scholars Program offers all high school students the opportunity to deepen their understanding of global issues and cultures. Through interdisciplinary coursework, extracurricular activities, and community service, students develop global awareness and skills essential for success in today's interconnected world.

Program Goals

- Encourage meaningful selection of interdisciplinary, globally focused studies and activities.
- Foster development of global awareness and cross-cultural competency.
- Prepare students for personal and professional success in an increasingly global society.

Eligibility and Application

- Open to all high school students interested in global studies.
- Application available through the **World Language Department**.
- Regular “Lunch and Learn” meetings held to support and guide participants.

Program Requirements

To earn the Global Scholar designation, students must complete:

1. **Academic Achievement:** Maintain a B average or higher.
2. **World Language:** Complete four (4) years of the same world language.
3. **Global Coursework:** Earn four (4) additional credits in courses with a global focus (identified with the Global Scholars icon in the Program of Studies).
4. **Extracurricular Involvement:** Participate in activities with a global focus (minimum 4 hours).
5. **Service Hours:** Complete at least 20 service hours related to global issues.
6. **Literature/Media Review:** Engage with global-focused literature or media for a minimum of 8 hours.

Recognition and Benefits

- Graduates receive a special **Global Scholar designation** on their diploma.
- The designation can be listed on **resumes, college applications, and job applications**, enhancing students' profiles.
- Develops valuable skills and experiences that prepare students to thrive in a global society.

Testing Programs to Prepare You for College and Career Success



Career and College Testing Opportunities

Preparing for college and a successful career begins with understanding and participating in key standardized tests. At Grove City High School, we offer a range of testing opportunities to help students assess their academic strengths, explore future career options, and fulfill college admission requirements.

1. ASVAB (Armed Services Vocational Aptitude Battery)

- **Who:** Juniors take the ASVAB during their 11th grade year.
- **What:** A multiple-aptitude test created by the U.S. Department of Defense to measure abilities and predict success in military and civilian careers.
- **Test Included:** General Science, Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Electronics Information, Auto & Shop Information, Mechanical Comprehension.
- **Scores Provided:** Individual test scores plus Career Exploration composites (Verbal, Math, Science/Technical Skills).
- **Duration:** Approximately 3 hours.
- **Learn More & Prepare:**
 - [Military.com](https://www.military.com) ASVAB
 - [Today's Military](https://www.todayismilitary.com) ASVAB

2. ACT (American College Testing Program)

- **When:** Offered at GCHS each spring; registration through school counselors.
- **Purpose:** College admissions test measuring achievement in English, Math, Reading, and Science; optional Writing test available.
- **Duration:** About 3 hours and 30 minutes.
- **Test Dates & Registration:** Visit the [ACT](https://act.org) website.
- **Preparation:** Students can explore sample questions and resources [ACT Students](https://act.org/act-students).
- **Tip:** Students unsure whether ACT or SAT suits them better should try practice questions for both and consult their counselor.

3. SAT (Scholastic Aptitude Test)

- **Purpose:** Widely used by colleges to evaluate academic readiness for post-secondary education.
- **Registration:** Through [College Board](https://collegeboard.org); students must create a “My Organizer” account to register, send scores, and search scholarships.
- **Preparation:** Free practice resources available at the [Official SAT Practice Guide](https://satpracticeguide.org).
- **Uses:** Scores considered alongside GPA, class rank, and curriculum rigor for admissions.

4. PSAT (Preliminary SAT/National Merit Scholarship Qualifying Test)

- **When:**
 - PSAT 8/9 offered in fall for younger students.
 - PSAT/NMSQT and PSAT 10 offered during 10th grade.
- **Purpose:** Practice for the SAT with age-appropriate questions, testing similar skills and knowledge.
- **Benefits:** Score reports help personalize KHAN Academy SAT practice and recommend AP courses.
- **More Info:** [Click here](#) for details.

NCAA Eligibility Guidelines for Student-Athletes



Description:

Students interested in participating in **NCAA Division I, II, or III athletics** must carefully plan their academic coursework to meet NCAA eligibility standards. These include specific GPA requirements, core course completion, and official SAT or ACT score submissions.

To be eligible for recruitment and participation at the Division I or II level, students **must register with the NCAA Eligibility Center by May of their junior year**. Since recruitment can begin as early as **sophomore year**, it is strongly recommended that student-athletes register **by the end of freshman year** to ensure they are on track.

Key Steps for NCAA Eligibility:

- Register online at the official [NCAA Eligibility Center website](#).
- Submit an **official high school transcript** and **official SAT/ACT test scores** (sent directly from the testing agency).
- Complete and submit a [Release of Educational Records form](#) to the GCHS School Counseling Office.
- Make sure to take courses approved by the NCAA. A full list of NCAA-approved high school courses is available on their website.

Important Note:

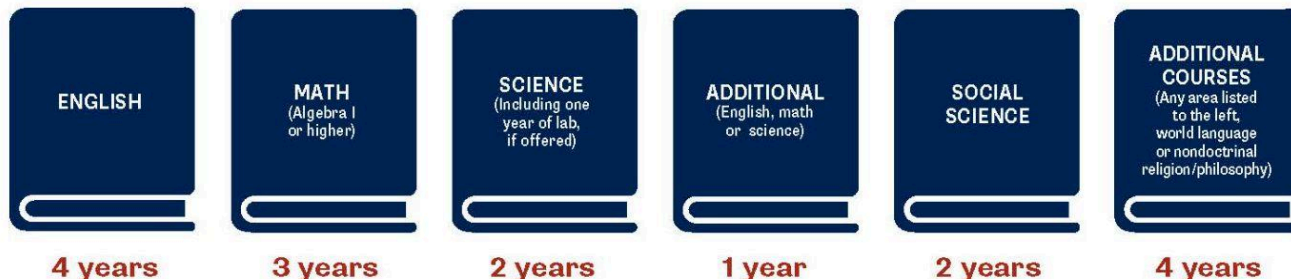
College coaches **cannot formally recruit** students who are not registered with the NCAA. Early registration not only ensures compliance but also helps maximize recruitment opportunities.

For more detailed information, refer to the following pages in the **Program of Studies** or visit the [NCAA website](#).

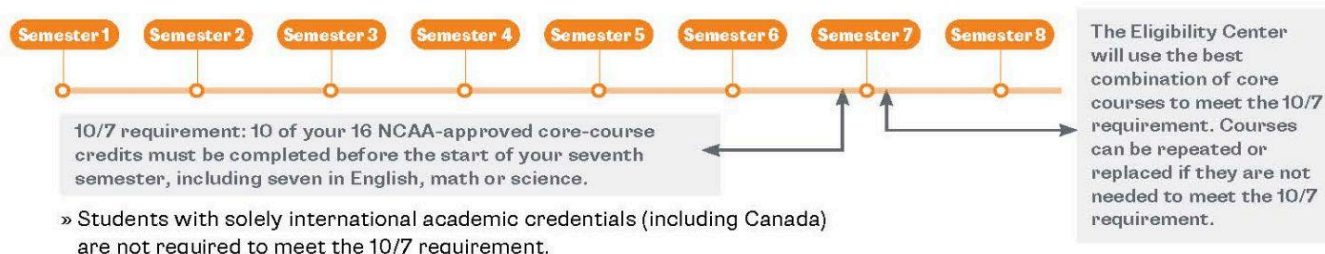
DIVISION I ACADEMIC STANDARDS

Division I schools require college-bound student-athletes to meet academic standards for NCAA-approved 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:



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.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

9th
GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

10th
GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

11th
GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

12th
GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

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 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.
- » No open academic tasks in your NCAA Eligibility Center Certification account ([see page 13](#)).
- » Be on a Division I school's **institutional request list**.

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 **core-course 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 core-course 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 core-course requirements. For more information on the impact of COVID-19 and initial-eligibility requirements, visit on.ncaa.com/COVID19_Spring2023.

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 I QUALIFIER SLIDING SCALE					
Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

ACADEMIC REDSHIRT

DIVISION II 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:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, world language or non-doctrinal religion/philosophy)
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 initial-eligibility 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 GPA	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

Want more information? Visit
ncaa.org/playcollegesports.

CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec): 877-262-1492
Monday-Friday, 9 a.m. to 5 p.m. Eastern time

[@ncaaec](#) [@playcollegesports](#) [@ncaaec](#)



ELIGIBILITY CENTER

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Recommended Academic Pathway: Accelerated College Prep



Many students and families ask which high school courses best prepare students for college and beyond. While there's no universal answer due to individual goals and interests, the **Accelerated College Prep Pathway** offers a strong academic foundation for those planning to attend competitive four-year colleges or universities.

Developed by school administration and counseling staff, this pathway is a **recommended guide**, not a requirement. It is designed to help students build a challenging, well-rounded schedule that supports college readiness, particularly admissions environments that expect academic rigor.

Students on this path are **strongly encouraged to complete four years of mathematics**, as some colleges require four math credits for admission. Advanced coursework, including AP or dual credit options, is also recommended where available.

Freshman	Sophomore	Junior	Senior
Course	Course	Course	Course
World Literature & Composition	American Literature & Composition	British Literature & Composition and/or AP English Language & Composition	AP English Literature & Composition AP English Language Composition, or Creative Writing & Contemporary Literature
Emergence of America	Contemporary America or AP United States History	History of the Modern World or AP World History	AP U.S. Government & Politics, AP United States History, AP European History, AP Psychology or AP World History
Geometry Honors and/or Algebra II Honors	Algebra II Honors or AP Precalculus	AP Precalculus or AP Calculus AB	AP Calculus AB, AP Calculus BC, AP Statistics, Statistics
Biology *	Chemistry Honors	Physics	AP Chemistry, AP Physics I, AP Biology, or AP Environmental Science
Health & Fitness	Health & Fitness Elective	Emergency Preparedness	Health & Fitness - Optional
World Language	World Language	World Language	World Language
Complex Communications	Complex Communications	Financial Literacy	Elective
Elective	Elective	Elective	
PSAT 8/9 Recommended	PSAT 10	PSAT Recommended	
	ASVAB	SAT Recommended	
		ACT Recommended	
		If you are an athlete, create an account on the NCAA website.	

Recommended Academic Pathway: College Prep



Students enrolled in the College Prep Pathway are advised to complete four (4) years of mathematics during their high school education. This recommendation ensures that students meet the admission requirements of many colleges and universities, which often mandate four math credits for entry. Following this pathway supports students in building a strong academic foundation for college readiness and future success.

Freshman	Sophomore	Junior	Senior
Course	Course	Course	Course
World Literature & Composition	American Literature & Composition	British Literature & Composition	Creative Writing & Contemporary Literature, AP English Literature & Composition or AP English Language & Composition
Emergence of America	Contemporary America	History of the Modern World or AP World History	Sociology, AP U.S. Government & Politics, AP United States History, AP European History, AP Psychology, or AP World History
Algebra I, Geometry, or Geometry Honors	Geometry, Geometry Honors, Algebra II, or Algebra II Honors	Algebra II, Trigonometry, AP Precalculus or Statistics	Trigonometry, AP Precalculus, Statistics, or AP Calculus AB
Biology, Elements of Chemistry and Elements of Physics *	Chemistry Honors or Biology *	Chemistry, Chemistry Honors or Physics	AP Chemistry, AP Physics I, AP Biology, or AP Environmental Science
Health & Fitness	Health & Fitness Elective	Emergency Preparedness	Health & Fitness - Optional
World Language	World Language	World Language	World Language
Complex Communications	Complex Communications	Financial Literacy	Elective
Elective	Elective	Elective	
	PSAT 10	PSAT Recommended	
	ASVAB	SAT Recommended	
		ACT Recommended	
		If you are an athlete, create an account on the NCAA website.	

Recommended Academic Pathway: Career & Technical Pathway



In an effort to support students and their families, the administration and school counseling department have developed a suggested course pathway for students enrolled in a program at the Mercer County Career Center. This pathway is designed to help students meet graduation requirements while aligning their academic schedule with career and technical education goals. It serves as a guide to ensure students receive a well-rounded education that prepares them for both workforce entry and post-secondary opportunities.

Freshman	Sophomore	Junior	Senior
Course	Course	Course	Course
World Literature & Composition	American Literature & Composition	Technical Reading	Writing in the Workplace
Emergence of America	Contemporary America	History of the Modern World	Sociology
Algebra Essentials, Algebra I, or Geometry	Algebra I, Geometry, or Algebra II	Geometry, Algebra II, Trigonometry, or Statistics	Algebra II, Applied Mathematics, or Statistics
Elements of Chemistry and Elements of Physics	Biology	Environmental Science	Chemistry, Anatomy
Health & Fitness	Health & Fitness Elective	Emergency Preparedness	Health & Fitness - Optional
World Language	World Language	Financial Literacy	Elective or Career Center
Complex Communications	Complex Communications	Elective or Career Center	
Elective	Elective		
	PSAT 10		
	ASVAB		



Course Catalog

Explore Your Future at Mercer County Career Center (MCCC)

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 have completed 9th, 10th, and 11th grades may apply for admission to any MCCC program by submitting the MCCC Application for Admission. Please visit www.mercerccc.org, speak with your school counseling office, or call (724) 662-3000 ext. 1070 to speak with our **Marketing & Public Outreach 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 coursework includes cutting-edge technologies with a 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 student's pathway to success is unique, and MCCC can help you explore that pathway. Students considering enrollment at MCCC need to take into account 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 postsecondary institutions by taking advantage of local articulation agreements established by MCCC or by accessing statewide articulation credits available to eligible students.

Local Articulation Agreement: Agreements have been established with colleges 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 the specific requirements vary by institution. For the latest articulation information, call the MCCC Guidance Office 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 part of a Program of Study (POS) are eligible for statewide articulation agreements. These statewide articulation agreements are partnerships between secondary schools and postsecondary institutions throughout Pennsylvania. To view current statewide articulation agreements, visit the **Equivalency Search Results** page for the PA Bureau of Career and Technical Education at www.collegetransfer.net

MCCC Programs of Study Eligible for Statewide Articulation: Computer Information Technology, Culinary Arts, Early Childhood Education, Carpentry, Automotive Technology, Diesel Technology, Collision Repair and Refinishing, Welding, Health Care Careers, Logistics & Supply Chain Management, and Electrical Occupations.

Industry Certifications: Numerous certification opportunities are available for MCCC students. A certification is a business and/or industry credential that verifies skills and knowledge in a specific area of study. These certifications are becoming increasingly important for advancement within a chosen career field.



Course Catalog

Explore Your Future at Mercer County Career Center (MCCC)

Cooperative Education: Qualifying second- and third-year students may wish to consider participating in the Cooperative Education program. The program provides students with the opportunity to be employed in their 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; however, students must 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 school 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 student's choice. This program integrates classroom studies in employability skills and consumer skills with planned, supervised, 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 **Marketing Coordinator** at (724) 662-3000 ext. 1070.

Discover Your Future:

Program Offerings & Course Descriptions at MCCC

Automotive Technology

Course Description: **Automotive Technology** allows students to perform a wide range of diagnostics, repairs, and preventive maintenance on automobiles and light trucks. Students gain the technical knowledge and skills necessary to obtain an entry-level position and/or pursue postsecondary education. The program's curriculum enables students to develop foundational knowledge through classroom theory lessons and acquire a core set of technical skills by applying that 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 the repair of, engines; fuel, electrical, cooling, steering, suspension, and brake systems. Students also prepare to obtain certifications in PA Safety Inspection, Emissions Inspection, and Refrigerant Recovery and Recycling.

Credit Value: 3.0

Term Length: 36 weeks

Grade Level: 10,11,12

Industry Certifications:

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

Carpentry

Course Description: **Carpentry** prepares students for entry-level positions in the construction and wood industries, apprenticeships in trade unions, and/or enrollment in postsecondary institutions to pursue degrees in construction, sales, or management. The program's curriculum enables students to develop a solid knowledge base through classroom theory lessons and acquire technical skills by applying that knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, demonstrations, individual and group projects, and other activities. The program's instruction includes units on safety, hand and power tools, blueprint reading, framing, interior and exterior finishing, construction materials, measuring, estimating, and building codes. Students also study technical mathematics, residential steel framing, and cabinetmaking.

Credit Value: 3.0

Term Length: 36 weeks

Grade Level: 10,11,12

Industry Certifications:

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

Collision Repair & Refinishing

Course Description: **Collision Repair and Refinishing** prepares students for entry-level positions in the collision repair/refinishing field and/or for postsecondary education. The curriculum enables students to develop technical knowledge and skills through real-world, hands-on shop experiences. The program covers the entire repair and refinishing process from start to finish. Instruction focuses 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 these skills in a state-of-the-art shop with industry-standard equipment. Students are expected to read and understand complex instructions, as well as use technology as an industry resource.

Credit Value: 3.0

Term Length: 36 weeks

Grade Level: 10,11,12

Industry Certifications:

- PPG Blue Level Refinishing Technician
- i-CAR (Multiple Certifications)
- Safety & Pollution Prevention (S/P2)

Discover Your Future:

Program Offerings & Course Descriptions at MCCC

Computer Information Technology

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

Credit Value: 3.0
Term Length: 36 weeks

Grade Level: 10,11,12

Industry Certifications:

- TestOut PC Pro
- TestOut Network Pro
- TestOut Cyber Defense Pro
- Cyber Security
 - CompTIA ITF+
 - Network+
 - Security+

Computer Programming

Course Description: Computer Programming course focuses on the general writing and implementation of generic and customized programs that drive operating systems. It prepares students to apply the methods and procedures of software design, low-and high-level languages, 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.

Credit Value: 3.0
Term Length: 36 weeks

Grade Level: 10,11,12

Industry Certifications:

- W3 Schools Python Programmer
- W3 Schools HTML Programmer

Cosmetology

Course Description: Cosmetology prepares students to become licensed cosmetologists in specialized and full-service salons. Students develop a knowledge base through classroom theory lessons while perfecting their clinical skills in the program's student-operated salon. Classroom lessons include lectures, reading and writing assignments, demonstrations, individual and group projects, and other activities. The program's instructions include units on shampooing, conditioning, cutting and styling hair, chemical texture services, and hair coloring techniques, as well as hands-on training 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.

Credit Value: 3.0
Term Length: 36 weeks

Grade Level: 10,11,12

Industry Certifications:

- PA State Board of Cosmetology License
 - Safety & Pollution Prevention Cosmetology
-

Discover Your Future:

Program Offerings & Course Descriptions at MCCC

Culinary Arts

Course Description: Culinary Arts prepares students for 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 postsecondary culinary program. The curriculum enables students to develop knowledge through classroom theory lessons and acquire culinary skills by applying that knowledge in the program's fully equipped commercial kitchen and dining room. Classroom lessons include lectures, reading and writing assignments, demonstrations, individual and group projects, and other activities. Instruction covers units on the 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 products.

Credit Value: 3.0
Term Length: 36 weeks

Grade Level: 10,11,12
Industry Certifications:

- ServSafe
- ProStart
- Safety and Pollution Prevention Culinary

Diesel Technology

Course Description: Diesel Technology prepares students to obtain entry-level employment and to pursue postsecondary education. The curriculum enables students to develop basic knowledge through classroom theory lessons and acquire a core set of technical skills by applying that knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, and demonstrations. Instruction covers units on safety, diesel engine mechanics, suspension and steering, air/hydraulic brake systems, electrical and electronic systems, and preventive maintenance. Students develop skills for troubleshooting problems, disassembling, rebuilding, and reassembling engines. They apply principles to service electrical and electronic systems. There is also an emphasis on inspecting, repairing, and replacing various system components, as well as performing preventive maintenance on medium- and heavy-vehicle systems.

Credit Value: 3.0
Term Length: 36 weeks

Grade Level: 10,11,12
Industry Certifications:

- Automotive Service Excellence
- OSHA-10
- Safety and Pollution Prevention Heavy Duty (S/P2)
- Multimeter NC3 Certification
- Certified Safety Inspector I

Electrical Occupations

Course Description: Electrical Occupations prepares students to apply the 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, controls, and electrical distribution panels. Instruction emphasizes the practical application of circuit diagrams and the use of electrical codes. In addition, the curriculum includes blueprint reading, sketching, and other subjects essential for employment in electrical occupations. Other critical components of the program are reading interpreting commercial-and residential-construction wiring codes and specifications, installation and maintenance of wiring and conduit, hand- and machine-bending techniques, and service and distribution networks within large construction complexes.

Credit Value: 3.0
Term Length: 36 weeks

Grade Level: 10,11,12
Industry Certifications:

- Fork Lift Certification
- Ladder Certifications
- OSHA 10
- Snap on Multimeter

Discover Your Future:

Program Offerings & Course Descriptions at MCCC

Health Care Careers

Course Description: **Health Care Careers** prepares students to obtain entry-level positions in the health field and to pursue postsecondary education. The program provides students with health career exploration activities, instruction in basic skills, and job-shadow experiences. These activities are fundamental to all areas of health care. Students develop health care knowledge through classroom lessons and practice skills in a laboratory setting. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individual and 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.

Credit Value: 3.0
Term Length: 36 weeks

Grade Level: 10,11,12

Industry Certifications:

- Certified Patient Care Technician
- American Heart Association Health Care Provider CPR with AED/First Aid/Pediatric First Aid
- OSHA-10 Health Care

Logistics-Material & Supply Chain Management

Course Description: **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, and shipping goods, along with forklift training. Other key components include learning various systems and record keeping for supply chain management.

Students with good attention to detail and 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 selection, packaging, and shipping methods are presented. Academic subjects include business mathematics and communication. The course also includes job retention skills and customer relations.

Credit Value: 3.0
Term Length: 36 weeks

Grade Level: 10,11,12

Industry Certifications:

- OSHA Career Safe
- MSSC-Certified Logistics Associate
- MSSC-Certified Logistics Technician
- Forklift Training

Service Occupations

Course Description: **Service Occupations** is an innovative program that trains students in a diverse range of service-related skills. This program provides students with the opportunity to explore careers in the personal services cluster and gain the employability skills needed for job placement. The curriculum encompasses workplace safety, grounds maintenance, cleaning practices, housekeeping, custodial duties, and retail stock management. 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. Students train in all areas of the curriculum with the intent of obtaining competitive entry-level employment. Instruction takes place in an environment that fosters work ethic, productive use of time, and personal accountability.

Credit Value: 1.0
Term Length: 36 weeks

Grade Level: 10,11,12

Industry Certifications:

- Family & Consumer Sciences

Discover Your Future:

Program Offerings & Course Descriptions at MCCC

Sports Medicine

Course Description: **Sports Medicine** prepares students to work in a variety of entry-level positions within the physical and occupational therapy fields. Students will also gain a solid foundation for pursuing a postsecondary degree. The program provides a strong foundation in physical therapy, occupational therapy, and sports medicine. Students develop skills in injury prevention, recognition, assessment, management, disposition, and rehabilitation. They also learn the principles of designing exercise programs for healthy individuals and for those in rehabilitation following an accident or injury.

Credit Value: 3.0
Term Length: 36 weeks

Grade Level: 10,11,12
Industry Certifications:

- ASCM Certified Personal Trainer
- CPR/First Aid/AED
- Bloodborne Pathogens

Welding

Course Description: **Welding** prepares students to obtain entry-level employment as a welder or in any welding-related position in both large and small companies. It also allows students to pursue enrollment in a postsecondary program, 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 apply their classroom learning in hands-on technical practice. Classroom lessons include lectures, written assignments, and demonstrations. The program's instruction includes units on safety practices, gas cutting and welding, arc welding in various positions, and the types and uses of electrodes and welding rods. Students also learn to fabricate and join metal parts according to diagrams, blueprints, and specifications.

Credit Value: 3.0
Term Length: 36 weeks

Grade Level: 10,11,12
Industry Certifications:

- American Welding Society-AWS
- OSHA-10

INDEPENDENT LEARNING PLAN

Click here to explore the [Independent Learning Plan \(ILP\)](#) overview and detailed information. Discover the available pathways, the development process, and the steps to create a personalized learning experience tailored to individual interests and goals.

Independent Learning Plan (ILP) ILP111 0.5/1.0 Credit

Grade Level: 9,10,11,12

Terms Offered:

- Semester 1
- Semester 2
- Full Year

ILPs

- Career Exploration
- The Arts
- Self Development
- Service Learning Project
- Higher Education Transition
- ILP Applications

Students may assume greater ownership of their education by designing an Independent Learning Plan (ILP). ILPs establish structured pathways that enable students to develop and articulate an individualized course of study centered on a particular passion or area of interest. Although an ILP may be completed within the high school during the traditional school day, it also provides students with the flexibility to pursue learning opportunities beyond the physical building and standard schedule-experiences that might otherwise be inaccessible. Students who successfully complete an ILP will earn elective credit.

Pathways Overview

1. **Career Exploration**—Students examine a specific career or profession of interest, identifying skills, qualifications, and educational pathways required for success. Independent Learning Plans (ILPs) in this category encompass the study of industry standards and job market trends, as well as the development of insight to real-world expectations through interviews, job shadowing, or hands-on professional experiences.
2. **The Arts**—This pathway enables students to pursue projects within the visual, literary, or performing arts. Independent Learning Plans (ILPs) may include endeavors such as producing a musical performance, writing a play or novel, curating an art exhibition, recording original music, or engaging in visual media, including photography or sculpture.
3. **Self-Development**—Designed for personal enrichment, this pathway supports students in establishing and achieving individualized goals that promote lifelong learning and personal growth. Projects may include acquiring a new skill or trade, conducting an in-depth study of a selected topic, developing a comprehensive fitness or wellness plan, or earning certifications such as Lifeguard, First Aid, Babysitting, or Community Emergency Response Team (CERT).
4. **Service Learning Project**—Students design and implement a project that directly benefits the GCASD or the local community. These Independent Learning Plans (ILPs) foster civic responsibility and leadership and may involve organizing awareness campaigns, planning community events, engaging in volunteer service, or leading improvement initiatives such as food drives or park renovations.
5. **Higher Education Transition**—Students may earn college credit by enrolling in post-secondary courses, either in person or online. These Independent Learning Plans (ILPs) prepare students for the rigor of college-level work and may include partnerships with institutions such as Grove City College, Waynesburg University, Slippery Rock University, Butler County Community College, or other accredited higher education providers.

ILP Development Process

The ILP Process begins in the spring semester preceding the upcoming school year. Students are introduced to the program during Lunch and Learn sessions, where they explore examples of successful ILPs from each pathway. They receive guidance regarding the application process and program expectations.

ILPs are developed during the Advisory Period with support from faculty mentors. Once the ILP application is completed, students present their proposed plan to a panel of educators for review and final approval.

ART

Welcome to the Art Department! Below, you'll find introduction videos and a course video from our creative and inspiring art teachers. Take a moment to get to know the teachers and explore the course video who will be guiding you through exploration, expression, and artistic growth this year. And don't forget to check out the video on **Community Art!**



Meet your Art Teacher [Ms. DiAlesandro](#)



Meet your Art Teacher [Mr. Bauer](#)

Introduction to Art (ART110)

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.

Credit:
1

Term Length: Full Year
Maximum of 1 Credit

Grade Level: 9,10,11,12

Prerequisites/Requirements: None

Art Journaling (ART120)

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 accessible to every student.

Credit:
1

Term Length: Full Year
Maximum of 1 Credit

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- **Lab Fee:** \$20
- **Materials:** Students are responsible for providing a mixed media sketchbook

Ceramics (ART210)

Create decorative and functional works of art using hand-built and wheel-thrown techniques. Express your creativity through mugs, bowls, vases, planters, teapots, as well as sculpture.

Credit:
1

Term Length: Full Year
Maximum of 2 Credits

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- **Lab Fee:** \$20
- **Materials:** Students may need to purchase additional materials for this course

2D Art (ART220)

Broaden your artistic portfolio through hands-on projects in drawing, painting, printmaking, and mixed media by exploring techniques with pencil, charcoal, colored pencil, watercolor, acrylic, oil, block printing, and collage. This course emphasizes skill development, creative exploration, and personal expression.

Credit:
1

Term Length: Full Year
Maximum of 2 Credits

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- **Lab Fee:** \$20
- **Materials:** Students may need to purchase additional materials for this course

ART

Community Art (ART220)

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

Credit:
1

Term Length: Full Year
Maximum of 4 Credits

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- Students must apply to enroll

 [Video Overview of the Course](#)

AP Studio Art (ART510)

Dive deep into exploring your 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 portfolios based on a sustained investigation and selected works totaling 15-20 original pieces.

Credit:
1

Term Length: Full Year
Maximum of 2 Credits

Grade Level: 11,12

Prerequisites/Requirements:

- 2 Credits
- Students must apply to enroll
- **Lab Fee:** \$20
- **Materials:** Students may need to purchase additional materials for this course

BUSINESS TECHNOLOGY

Welcome to the Business Technology Department! Below, you'll find an introduction video from our skilled and enthusiastic teacher. Get to know the expert who will guide you through technology, business concepts, and practical skills for success this year. Be sure to check out the course video on **AI Foundations in Computer Science** and **Accounting I** as well!



Meet your Business Technology Teacher [Mr. Bandi](#)

AI Foundations in Computer Science (COM110)

This course introduces students to core computer science concepts and the expanding role of artificial intelligence in daily life. Through hands-on programming and problem-solving, students learn Python, explore how data powers AI, examine cybersecurity and the internet, and analyze how intelligent systems impact individuals and communities.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12

Prerequisites/Requirements: None

[▶ Video Overview of the Course](#)

Introduction to Programming (COM120)

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 solve problems in a variety of domains.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12

Prerequisites/Requirements: None

BUSINESS TECHNOLOGY

Entrepreneurship (COM130)

Entrepreneurship provides students with an in-depth understanding of the mindset, skills, and strategies necessary to launch and sustain a successful business venture. Students will examine market needs, conduct customer and competitor research, explore basic economic and financial concepts, and design a comprehensive business plan. Emphasis is placed on creativity, innovation, financial decision-making, and collaborative problem-solving.

Through project-based learning, students will apply business concepts in authentic scenarios and present their entrepreneurial ideas to an audience. This course supports Pennsylvania Career and Work Standards and prepares students for future coursework in business, marketing, and finance.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12

Prerequisites/Requirements: None

Accounting I (COM210)

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 with spreadsheet software. Students will learn what business transactions are and how accountants use a double-entry system (debits and credits) to track these transactions. Career opportunities will be explored to help students understand what the future holds for the accounting profession.

Credit:
.5

Term Length:
Semester

Grade Level: 10,11,12

Prerequisites/Requirements: None

 [Video Overview of the Course](#)

Accounting II (COM220)

This course is a continuation of Accounting I, providing students with a strong foundation in accounting principles. The curriculum uses both a manual system with working papers and a computerized system using 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.

Credit:
.5

Term Length:
Semester

Grade Level: 10,11,12

Prerequisites/Requirements:

- Accounting I

BUSINESS TECHNOLOGY

Financial Literacy (COM130)

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 cards (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 (CDs, IRAs, etc.) The class will culminate with a unit on taxes, where students will learn about our progressive tax systems and how

Credit:
.5

Term Length:
Semester

Grade Level: 11,12

Prerequisites/Requirements:

- GCHS Graduation Requirement

AP Computer Science (COM510)

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.

Credit:
1

Term Length:
Semester

Grade Level: 10,11,12

Prerequisites/Requirements: None

Pre-Employment Transition Services (LCE040)

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 and readiness skills, and money management skills, and to receive support on résumé building and interviewing approaches.

Credit:
1

Term Length: Full Year

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- Approval from teacher or counselor is required before enrolling in this course

Community Transition (LCE050)

The Community Transition course provides 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 interests. Students enrolled in this class will be selected based on transition-planning goals.

Credit:
1

Term Length: Full Year

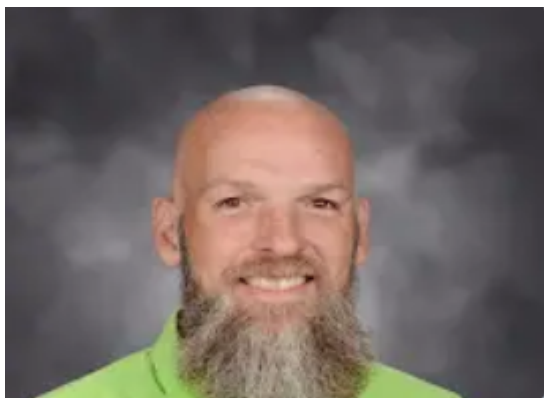
Grade Level: 9,10,11,12

Prerequisites/Requirements:

- Approval from teacher or counselor is required before enrolling in this course

ENGLISH

Below, you'll find introduction videos from our passionate and dedicated English teachers who will guide you through literature, writing, and critical thinking throughout the year. Be sure to also watch the course overview videos for **World Literature & Composition**, **American Literature & Composition**, **The Literature of Music**, **Introduction to Debate**, **British Literature & Composition**, **Shakespeare through Film**, **Yearbook**, and **Creative Writing**.



Meet your English Teacher [Mr. Anastasi](#)



Meet your English Teacher [Mr. Brown](#)



Meet your English Teacher [Mrs. Herman](#)



Meet your English Teacher [Mr. McElroy](#)



Meet your English Teacher [Mrs. Thorne](#)



Meet your English Teacher [Mr. Tucker](#)

World Literature & Composition (ENG110)

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, and Teacher-Assessment. Finally, students learn to demonstrate a command of the conversations of Standard English grammar and usage when writing and speaking. Formative and Summative Assessments are aligned to the Fiction and Nonfiction Assessment Anchors.

Credit:
1



Term Length: Full Year
1 Credit Core Course - English

Grade Level: 9
Prerequisites/Requirements: None

[▶ Video Overview of the Course](#)

American Literature & Composition (ENG210)

American Literature & 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 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. Process writing is integral to *American Literature and Composition*. 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 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.

Credit:
1



Term Length: Full Year
1 Credit Core Course - English

Grade Level: 10
Prerequisites/Requirements:

- Completion of World Literature & Composition
- Students will take the Pennsylvania Keystone Literature Exam at the end of the course

[▶ Video Overview of the Course](#)

ENGLISH

Complex Communications (ENG220)

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 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 the speeches, students will have different options on how to present.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- GCHS Graduation Requirement

The Literature of Music (ENG240)

In this semester course, students practice the traditional literary analysis of lyrics and albums through the observation of songwriters' use of figurative language. Students learn about the rhetoric of story-telling through music as we critically listen to music. They closely read the texts of albums and a variety of other resources while discussing the writer's craft. Students 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.

Credit:
.5

Term Length:
Semester

Grade Level: 10,11,12

Prerequisites/Requirements:

- World Literature

[▶ Video Overview of the Course](#)

Introduction to Debate (ENG300)

Introduction to Debate is a semester course designed for the student who is **already comfortable with** public speaking and interested in developing skills of argumentation. The course briefly reviews the essential concepts of public speaking and then focuses on two formats of formal debate. In particular, this course will stress public forum and value debate, and include analysis of current controversial issues, methods of research, applied logic, debate case construction, audience dynamics, and debate strategy. Through instruction, research, and practice, students will become familiar with these styles of speech and debate.

Credit:
.5

Term Length:
Semester

Grade Level: 10,11,12

Prerequisites/Requirements:

- This course may be taken in place of Complex Communications to fulfill graduation requirement

[▶ Video Overview of the Course](#)

Technical Reading (ENG310)

This course is designed for career-bound students to develop the necessary reading comprehension, analysis, and communication skills they will need as members of the 21st 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.

Credit:
1

Term Length: Full Year

Grade Level: 11

Prerequisites/Requirements:

- America Literature & Composition

British Literature & Composition (ENG320)

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 requires a demonstration of proficiency through the writing of an eight-to-ten 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.

Credit:
1



Term Length: Full Year
1 Credit Core Course - English

Grade Level: 11

Prerequisites/Requirements:

- American Literature & Composition
- This course, or AP English Language & Composition, is strongly recommended prior to enrolling in AP English Literature & Composition

[Video Overview of the Course](#)

Historical Literature & Mythology (ENG330)

This elective course is for students who have successfully completed freshmen level English and how 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 fiction or nonfiction 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.

Credit:
1

Term Length: Full Year

Grade Level: 10,11,12

Prerequisites/Requirements:

- World Literature & Composition

Shakespeare Through Film (ENG340)

Over four hundred years since his death, Shakespeare continues to be relevant to modern audiences all around the world. Considering his plays were written to be performed, that is seen and heard, it's a tragic injustice that most students only experience the Bard's work through books. The goal of this elective course is to experience Shakespeare through Film and better understand why his complex understanding of the human condition makes his work so eternal. In this course we will explore how various directors and screenwriters have worked with you, or from, Shakespeare's plays both in film or on the stage to convey such universal themes as the thirst for power, the need for love, the quest for justice, and the joy of living to a large and diverse audience.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12

Prerequisites/Requirements: None

[▶ Video Overview of the Course](#)

Writing in the Workplace (ENG400)

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 requires a demonstration of proficiency through the writing of an eight-to-ten 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.

Credit:
1

Term Length: Full Year

Grade Level: 11

Prerequisites/Requirements:

- Technical Reading
- British Literature

Yearbook (ENG410)

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 yearbook. 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 under the direction of the advisor.

Credit:
1

Term Length: Full Year
(Advisory Period)

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- Students must complete an application to be considered for enrollment
- Final selection will be made by the course advisor
- As part of the selection process, teachers will be asked to complete a recommendation form

[▶ Video Overview of the Course](#)

Creative Writing & Contemporary Literature (ENG420)

Students will learn how to establish and refine their own unique writing voices as they read short stories, poems, and other texts. A selection of contemporary novels will also be utilized as students carefully study the many facets of authors craft, all of which will be applied in student writing. Both individual and collaborative structured revisions of writing will occur in a writing workshop type of environment. The course includes opportunities to write and respond to music, art, movies, lyrics, and contemporary events. Throughout the curriculum, students will use media and current technology resources for research, information analysis, interpretation, and independent creations.

Credit:
1



Term Length: Full Year
1 Credit Core Course - English

Grade Level: 11,12

Prerequisites/Requirements:

- British Literature
- AP English Language & Composition
- AP English Literature & Composition
- Technical Reading

[▶ Video Overview of the Course](#)

AP English Language & Composition (ENG510)

The AP English Language and Composition course focuses on the development and revision of evidence-based 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. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

Credit:
1



Term Length: Full Year
1 Credit Core Course - English

Grade Level: 11,12

Prerequisites/Requirements:

- American Literature & Composition

AP English Literature & Composition (ENG520)

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 way 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 and Composition course aligns to an introductory college-level literature and writing curriculum.

Credit:
1



Term Length: Full Year
1 Credit Core Course - English

Grade Level: 12

Prerequisites/Requirements:

- British Literature & Composition or
- AP English & Composition

FAMILY AND CONSUMER SCIENCE

Welcome to Family and Consumer Science! Get ready to cook, create, and explore practical skills that make everyday life easier-and a lot more fun. I can't wait to begin this journey with you! Be sure to check out my introduction video and the course videos for FACS II and FACS III.



Meet your FACS Teacher [Mrs. Hohman](#)

Family & Consumer Science I: Cooking & Kitchen Management (FCS110)

Students will develop essential cooking and kitchen management skills as they prepare a variety of delicious dishes. Coursework will include kitchen safety and food preparation, nutrition, and effective kitchen usage. Through hands-on experiences, class discussions, and demonstrations, students will gain confidence and practical experience in both kitchen and dining settings.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12
Prerequisites/Requirements: None

Family & Consumer Science II: Family Life & Child Development (FCS120)

This semester-long course explores family life, healthy relationships, and topics such as pregnancy, prenatal development, and infant care. Students will "parent" simulator babies and study child development. In addition, they will learn basic hand-sewing techniques and complete a sewing project of their choice.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12
Prerequisites/Requirements: None

[▶ Video Overview of the Course](#)

Family & Consumer Science III: Advanced Cooking & Baking (FCS130)

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 also create a digital portfolio to showcase their culinary work and techniques.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12
Prerequisites/Requirements:

- Successful completion of Family & Consumer Science I with a grade of 75% or higher, or
- Approval from a school counselor

[▶ Video Overview of the Course](#)

HEALTH AND FITNESS

Welcome to Health and Fitness! We're excited to help you stay active, build lifelong healthy habits, and discover enjoyable ways to care for both your body and mind this year. Be sure to check out the course videos for **Health & Fitness** and **Net & Racquet Sports**.



Mrs. Sciallo



Meet your Health & Fitness Teacher [Mr. Wise](#)

Health & Fitness (HTH151)

Health and Fitness for all 9th-grade students combines both health education and personal fitness, offering a well-rounded approach to lifelong wellness. The personal fitness component includes a variety of physical activities and disciplines, with a focus on helping students develop a deeper understanding of fitness strategies and opportunities that can last a lifetime. Health topics cover age-relevant content such as nutrition, body systems, healthy relationships, substance use, vaping, and making health-conscious decisions. Throughout the course, students will build personal skills that support their individual health and fitness goals. In addition, the physical activities introduced in this course give students exposure to a wide range of fitness options available for future high school course selections. These categories include, but are not limited to Personal Physical Fitness, Net/Racquet Sports, Team Sports, and Life-Leisure Activities. **This course is designed to meet both national and Pennsylvania state standards for health, safety, and physical education.**

Credit:
.5

Term Length:

Semester
May be repeated

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- GCHS graduation requirement
- Completion of all other Health & Fitness electives, except Lifetime Activities and Nutrition

[▶ Video Overview of the Course](#)

Net/Racquet Sports (HTH152)

This course is designed for students who are interested in net and racquet sports. It includes a variety of activities such as badminton, table tennis, pickleball, spikeball, nitro ball, four-square volleyball, volleyball, and more. Students will explore both personal and team concepts, creating plays and strategies while officiating gameplay. They will also apply movement principles to develop their motor skills. Through these physical activities, the course provides opportunities for interaction, challenge, enjoyment, and self-expression.

Credit:
.5

Term Length:

Semester
Elective
May be repeated

Grade Level: 9,10,11,12

Prerequisites/Requirements: None

[▶ Video Overview of the Course](#)

HEALTH AND FITNESS

Team/Ultimate Sports Strategies (HTH153)

Students will participate in activities that build their skills in fundamental team sports, including basketball, volleyball, flag football, soccer, hockey, lacrosse, ultimate frisbee or football, tchoukball, speedball, and more. They will develop both individual and team strategies by creating plays, refining tactics, and officiating games. Students will also apply movement principles to enhance their motor skills. Through these activities, the course offers opportunities for interaction, challenge, enjoyment, and self-expression.

Credit:
.5

Term Length:

Semester
Elective
May be repeated

Grade Level: 9,10,11,12

Prerequisites/Requirements: None

 [Video Overview of the Course](#)

Lifetime Activities & Nutrition (HTH154)

Lifetime Activities and Nutrition is a comprehensive course designed to empower students with the knowledge and skills needed to achieve and maintain lifelong health and well-being. The course includes an exploratory lab component focused on informed dietary choices and developing fitness habits that promote long-term health.

Credit:
.5

Term Length:

Semester
Elective
May be repeated

Grade Level: 9,10,11,12

Prerequisites/Requirements: None

Personal Physical Fitness (HTH155)

This course will provide students with the opportunity to develop their own fitness plans. Students will engage in activities tailored to their individual needs by incorporating fitness goals into their everyday lives. Activities will include weight training, resistance training, speed training, weight management, aerobic exercise, dance, and yoga. Students will also learn how to implement the health - and skill - related components of fitness into their workout plans. In addition, students will learn about nutrition customized to their fitness goals and how it affects their personal fitness. This course will provide students with a sense of dedication, motivation, and self-satisfaction.

Credit:
.5

Term Length:

Semester
Elective
May be repeated

Grade Level: 9,10,11,12

Prerequisites/Requirements: None

Emergency Preparedness (HTH201)

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 hands-on procedures for choking, CPR for adults, children, and infants, and the use of a defibrillator. The course is designed to teach what to do in an emergency situation, how to act in the event of an emergency, and to provide hands-on instruction for each skill. Procedures will be evaluated through both skill demonstrations and written exams. **This course is designed to meet both national and Pennsylvania state standards for health, safety, and physical education.**

Credit:
.5

Term Length:

Semester
Elective

Grade Level: 11

Prerequisites/Requirements:

- Health & Fitness
- GCHS graduation requirement

HEALTH AND FITNESS

Drivers Education (HTH009)

In-class instruction is best suited for 9th- and 10th-grade students; however, this course is open to all students who want a better understanding of driver education, rules of the road, or Pennsylvania law. This course will introduce specific Pennsylvania state laws, the licensing system, vehicle operations, traffic signs and signals, pavement markings, driving conditions, and highway safety. These applications will be reinforced through our driving-simulator software, which provides real-life driving scenarios. This course will give students the knowledge and understanding needed to obtain a learner's permit and driver's license in the state of Pennsylvania.

Credit:
.5

Term Length:

Semester
Elective

Grade Level: 9,10,11,12

Prerequisites/Requirements: None

MATH

Welcome to Math! Our goal is to make math engaging, challenging, and meaningful in your everyday life. Whether you're exploring algebra, geometry, statistics, or calculus, we're here to guide you, support you, and help you reach your full potential. Be sure to watch the course videos for **Algebra Essentials**, **Algebra I**, **Geometry**, **Algebra II**, **AP Precalculus**, and **AP Calculus AB**.



Meet your Math Teacher [Mr. Reiser](#)



Meet your Math Teacher [Mrs. Stuart](#)

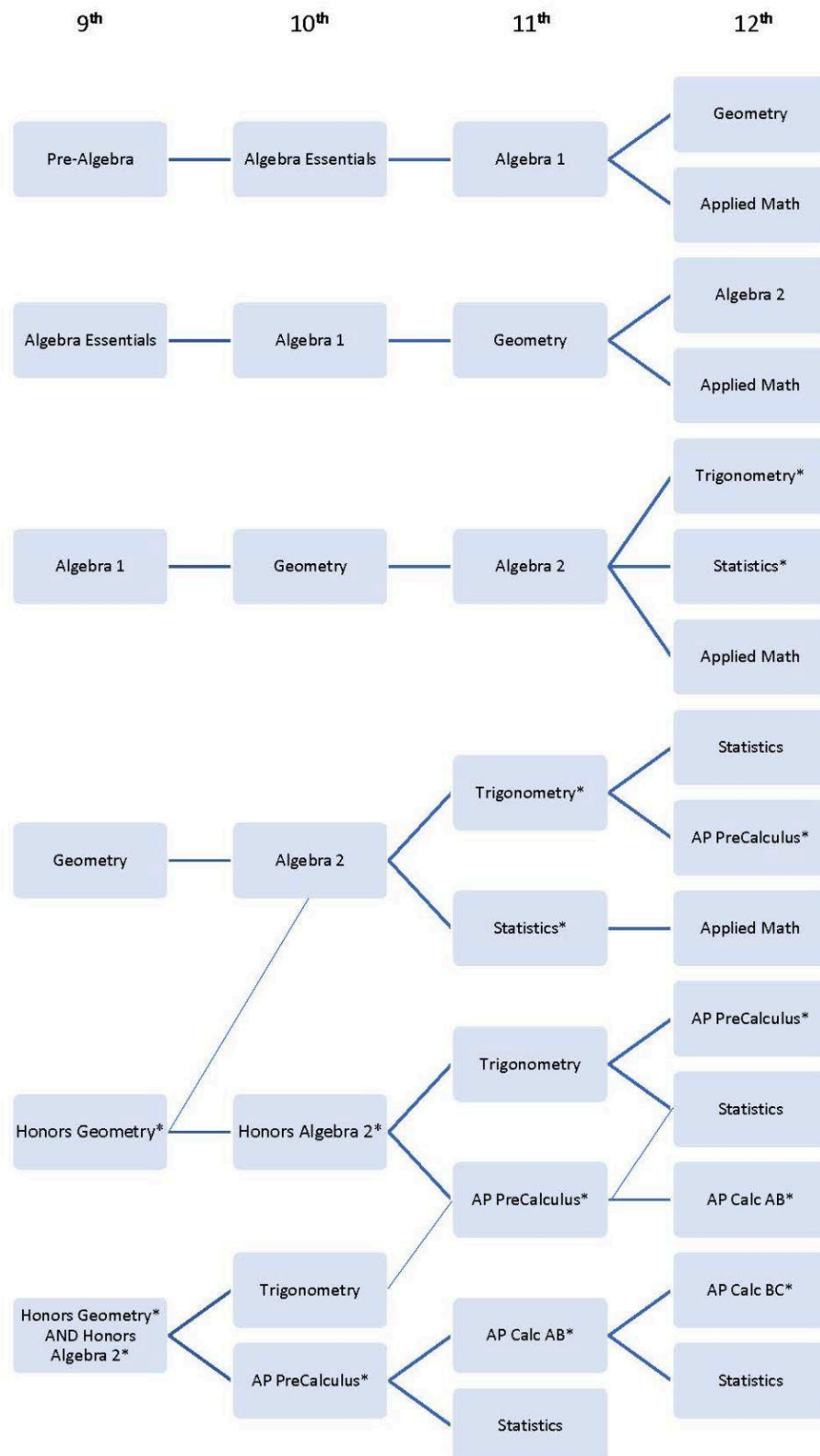


Meet your Math Teacher [Mr. Wilson](#)



Meet your Math Teacher [Ms. Wissinger](#)

GCHS Math Pathways



*Minimum grade requirement AND teacher recommendation required for course enrollment.

Algebra Essentials (MTH110)

Algebra Essentials is a course designed for high school students who may be fully prepared for Algebra I. The course covers 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.

Credit:
1

Term Length: Full Year

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- TI-30XS Multiview scientific calculator

If students do not have their own, they will be permitted to sign one out

[▶ Video Overview of the Course](#)

Algebra I (MTH120)

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 using algebraic terms through projects, activities, and content examinations. Students will take the Keystone Algebra I examination toward the end of the course.

Credit:
1

Term Length: Full Year

1 Credit Core Course - Mathematics

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- Algebra Essentials or 8th grade teacher recommendation
- TI-30XS Multiview scientific calculator

If students do not have their own, they will be permitted to sign one out

[▶ Video Overview of the Course](#)

Geometry (MTH210)

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 circles will be applied to solve problems. The class will also cover trigonometric ratios, special right angles, and square roots.

Credit:
1

Term Length: Full Year

1 Credit Core Course - Mathematics

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- Algebra I
- TI-30XS Multiview scientific calculator

If students do not have their own, they will be permitted to sign one out

[▶ Video Overview of the Course](#)

Geometry Honors (MTH220)

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 trigonometric ratios, special right triangles, square roots, and introductory concepts of calculus.

Credit:
1

Term Length: Full Year

1 Credit Core Course - Mathematics

Grade Level: 9,10

Prerequisites/Requirements:

- Algebra I with an 85% or higher and teacher recommendation
- TI-30XS Multiview scientific calculator

If students do not have their own, they will be permitted to sign one out

MATH

Algebra II (MTH310)

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.



Term Length: Full Year
1 Credit Core Course - Mathematics

Grade Level: 10,11,12

Prerequisites/Requirements:

- TI-30XS Multiview scientific calculator

If students do not have their own, they will be permitted to sign one out

[▶ Video Overview of the Course](#)

Algebra II Honors (MTH320)

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 will incorporate data analysis, geometry, trigonometry, and probability into their solutions.



Term Length: Full Year
1 Credit Core Course - Mathematics

Grade Level: 9,10,11

Prerequisites/Requirements:

- Algebra I with an 85% or higher and Geometry Honors with an 81% or higher, plus teacher recommendation
- Geometry Honors may be taken concurrently with Algebra II Honors
- TI-84+ scientific calculator

If students do not have their own, they will be permitted to sign one out

[▶ Video Overview of the Course](#)

Applied Mathematics (MTH410)

Applied Mathematics will serve 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.



Term Length: Full Year

Grade Level: 12

Prerequisites/Requirements:

- Algebra I
- TI-30XS Multiview scientific calculator

If students do not have their own, they will be permitted to sign one out

Trigonometry (MTH420)

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.



Term Length: Full Year
1 Credit Core Course - Mathematics

Grade Level: 10,11,12

Prerequisites/Requirements:

- Algebra II with an 81% or higher or Algebra II Honors & Geometry with an 81% or higher
- TI-83+ or TI-84+ scientific calculator

If students do not have their own, they will be permitted to sign one out

Statistics (MTH500)

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 distributions, sampling methods and sampling distributions, hypothesis testing, and inferential statistics.



Term Length: Full Year
1 Credit Core Course - Mathematics

Grade Level: 10,11,12

Prerequisites/Requirements:

- Algebra II with a 71% or higher or Algebra II Honors
- TI-84+ scientific calculator

If students do not have their own, they will be permitted to sign one out

AP Precalculus (MTH505)

Following the College Board's suggested curriculum, designed to parallel college-level precalculus courses. AP Precalculus introduces students to mathematical modeling and functions that serve as a foundation for calculus and other college-level mathematics needed for a variety of STEM majors and careers. Topics include polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters.



Term Length: Full Year
1 Credit Core Course - Mathematics

Grade Level: 10,11,12

Prerequisites/Requirements:

- Algebra II Honors with an 81% or higher or Trigonometry with a 91% or higher
- TI-84+ scientific calculator

If students do not have their own, they will be permitted to sign one out

[▶ Video Overview of the Course](#)

AP Statistics (MTH510)

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 ones. 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.



Term Length: Full Year
1 Credit Core Course - Mathematics

Grade Level: 11,12

Prerequisites/Requirements:

- Algebra II with a 91% or higher or Algebra II Honors with an 81% or higher
- TI-84+ scientific calculator

If students do not have their own, they will be permitted to sign one out

AP Calculus AB (MTH520)

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 expressed graphically, numerically, analytically, and verbally. Topics include, but are not limited to, limits; derivatives; applications of differentiation; integration, applications of integration; the Fundamental Theorem of Calculus; L'Hospital's Rule; and differential equations.



Term Length: Full Year
1 Credit Core Course - Mathematics

Grade Level: 11,12

Prerequisites/Requirements:

- AP Precalculus or Precalculus with an 81% or higher
- TI-84+ or TI-89 scientific calculator

If students do not have their own, they will be permitted to sign one out

[▶ Video Overview of the Course](#)

AP Calculus BC (MTH530)

AP Calculus BC 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.



Term Length: Full Year
1 Credit Core Course - Mathematics

Grade Level: 11,12

Prerequisites/Requirements:

- AP Calculus AB with an 81% or higher
- TI-84+ or TI-89 scientific calculator

If students do not have their own, they will be permitted to sign one out

MUSIC

Welcome to the Music Department! We're excited to make music with you this year! Whether you're just starting out or an experienced performer, our goal is to inspire creativity, build confidence, and have fun while learning. Here's to a full year of harmony, growth, and unforgettable musical experiences!



Mrs. Flowers



Mr. Prinkey

History of Rock & Roll (MUS140)

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.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12
Prerequisites/Requirements: None

Music Theatre Exploration (MUS150)

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 the 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 for music theatre dance and songs. Students will have the ability to perform as soloists, duos, and groups, both in singing and acting. This course will also provide students with the information they need to audition for a performance, if they so desire.

Credit:
.5

Term Length:
Semester

Grade Level: 11,12
Prerequisites/Requirements: None

MUSIC

Guitar/Ukulele (MUS160)

This class is for students who never picked up a string instrument before or are looking to refine their skills. This class will explore note reading, rhythm, scales, basic strumming and fingerpicking, basic chords, a basic history of the guitar/ukulele, and playing styles. Students will be able to understand proper playing technique and work both individually and in small ensembles. Learning an instrument is not something that can be done passively. Students are expected to apply genuine effort regardless of previous playing ability.

Credit:
.5

Term Length:

Semester
Maximum of 4 credits

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- Participation in two class performances during Lunch & Learn is required

Concert Band (MUS200)

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.

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 they are not eligible for marching band trips.

Credit:
.5

Term Length:

Semester
Maximum of 4 credits

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- Successful completion of 8th Grade Band
- Audition required
- Students are responsible for keeping their instruments in proper playing condition, whether the instrument is personally owned or provided by the school

Concert Choir (MUS210)

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 directions. Students study various types and styles of music throughout the year.

Credit:
1

Term Length:

Full Year
Maximum of 4 credits

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- Participation in several required concerts throughout the calendar year

Chamber Singers (MUS220)

This is an advanced vocal course for students with higher skills in music. Students must be able to match pitch, have complex sight-reading skills, and possess 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.

Credit:
1

Term Length:

Full Year
Maximum of 4 credits

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- Students must successfully audition for placement (space is limited)
- Students are required to perform in multiple concerts held during the school year

MUSIC

Music Theory (MUS310)

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

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12
Prerequisites/Requirements: None

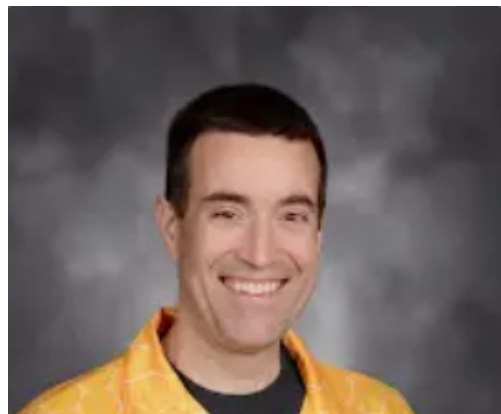
SCIENCE

Welcome to a year of Scientific Discovery. You'll explore the building blocks of life, uncover the mysteries of the universe, and engage in hands-on experiments. Our goal is to help you think critically, ask meaningful questions, and enjoy the process of scientific exploration.

To get the most from your classes, please watch the course videos for **Science through Film, Forensics, Biology, Community Agriculture, Anatomy & Physiology, Conservation Science, AP Environmental Science, AP Physics I, and AP Chemistry**. These videos are essential for preparing you for class activities and discussions.



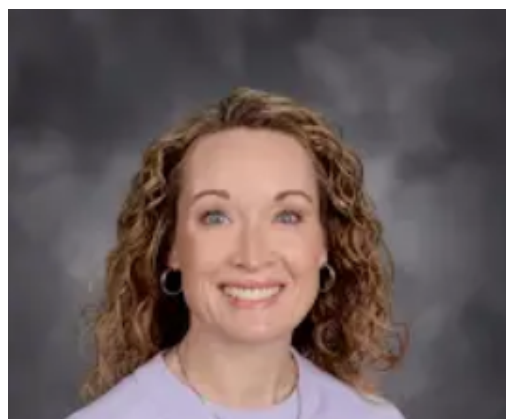
Meet your Science Teacher [Mr. Barber](#)



Meet your Science Teacher [Mr. Logan](#)



Meet your Science Teacher [Mr. Hoffman](#)



Meet your Science Teacher [Mrs. Wolfe](#)



Meet your Science Teacher [Mr. Lilly](#)

SCIENCE

Dissection Policy: Students have the legal right to refrain from participating in or observing animal dissections. If a student chooses not to take part in a dissection activity an alternative educational assignment will be provided.

Science through Film (SCI110)

In this engaging course, students will explore scientific concepts by analyzing popular science fiction films. Through a combination of movie viewings, discussions, and hands-on activities, students will examine how real scientific principles are depicted in film and where Hollywood takes creative liberties. Topics such as space travel, genetics, robotics, environmental science, and more will be explored in a fun, though-provoking way. Students will gain a deeper understanding of science while developing critical thinking skills by comparing cinematic portrayals to actual scientific theories and practices. **No prior science knowledge is required - just a curiosity for both science and film!**

Science through Film can be taken in both the fall and spring semesters; one is not a prerequisite for the other. Movies will differ each semester.

Credit:
.5

Term Length:
Semester / Fall

Grade Level: 9,10,11,12

Prerequisites/Requirements: None

 [Video Overview of the Course](#)

Science through Film (SCI120)

In this engaging course, students will explore scientific concepts by analyzing popular science fiction films. Through a combination of movie viewings, discussions, and hands-on activities, students will examine how real scientific principles are depicted in film and where Hollywood takes creative liberties. Topics such as space travel, genetics, robotics, environmental science, and more will be explored in a fun, though-provoking way. Students will gain a deeper understanding of science while developing critical thinking skills by comparing cinematic portrayals to actual scientific theories and practices. **No prior science knowledge is required - just a curiosity for both science and film!**

Science through Film can be taken in both the fall and spring semesters. One is not a prerequisite for the other. Movies will differ each semester.

Credit:
.5

Term Length:
Semester / Spring

Grade Level: 9,10,11,12

Prerequisites/Requirements: None

Forensics (SCI130)

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 splatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples.

Credit:
.5

Term Length:
Semester

Grade Level: 11,12

Prerequisites/Requirements:

- Biology & Chemistry Honors or Chemistry

 [Video Overview of the Course](#)

SCIENCE

Elements of Chemistry (SCI140)

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 concepts obtained in the classroom. In addition to content knowledge, students will gain a fundamental appreciation for how the process of science works and understanding of its interconnectivity.

Credit:
.5



Term Length:

Semester
.5 Credit Course -
Science

Grade Level: 9

Prerequisites/Requirements: None

Elements of Physics (SCI150)

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.

Credit:
.5



Term Length:

Semester
.5 Credit Course -
Science

Grade Level: 9

Prerequisites/Requirements: None

Biology (SCI210)

This course focuses on the global nature of life and the interactions among the world's biodiversity and its relationships to humans. The course emphasizes key areas such as the characteristics of life, ecology, biochemistry, cell structure, bioenergetics, cellular reproduction, genetics, phylogeny, protein, synthesis, classification, data and graph analysis, and problem-solving. Hands-on laboratory procedures, critical thinking skills, and the scientific method of inquiry are strongly emphasized.

Additionally, developing reading-comprehension and study skills will be integrated throughout the course. As a result of this course, students will gain 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 toward the end of this course.

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

Credit:
1



Term Length: Full Year

1 Credit Core Course -
Science

Grade Level: 9,10

Prerequisites/Requirements: None

 [Video Overview of the Course](#)

Community Agriculture (SCI330)

In this hands-on course, students will explore the principles of sustainable agriculture by engaging in a variety of practices such as beekeeping, raising quail and meat rabbits, and plant propagation. Students will learn how to grow seeds from start, manage a greenhouse, and maintain aquaponics and hydroponics systems. The course emphasizes sustainability, self-sufficiency, and the ethical production of food. Students will gain practical skills in animal care, plant cultivation, and innovative farming techniques, preparing them for careers in agriculture or personal self-sustainability.

In the fall, we will focus on raising rabbits and quail, house-plant propagation, utilizing and preserving your harvest, and seed saving.

Note: Students participating in beekeeping must be aware of the potential risk of allergic reactions to bee stings. Proper safety precautions and protective gear will be provided, but those with known allergies should consult their physician before enrolling.

Community Agriculture can be taken in both the fall and spring semesters. One is not a prerequisite for the other.

Credit:

.5

Term Length:

Semester / Fall

Grade Level: 11,12

Prerequisites/Requirements:

- Due to the hands-on nature of this course and the involvement of live animals, students must submit an application to enroll.

[!\[\]\(064e09b983783d1a5fe8d5015ac9e4d5_img.jpg\) Video Overview of the Course](#)

Community Agriculture (SCI301)

In this hands-on course, students will explore the principles of sustainable agriculture by engaging in a variety of practices such as beekeeping, raising quail, and meat rabbits, and plant propagation. Students will learn how to grow seeds from start to finish, manage a greenhouse, and maintain aquaponics and hydroponics systems. The course emphasizes sustainability, self-sufficiency, and the ethical production of food. Students will gain practical skills in animal care, plant cultivation, and innovative farming techniques, preparing them for careers in agriculture or personal self-sustainability.

In the spring, we will continue to raise rabbits and quail but will shift the focus to fruit and vegetable production, composting, and soil sustainability.

Community Agriculture can be taken in both the fall and spring semesters. One is not a prerequisite for the other.

Credit:

.5

Term Length:

Semester / Spring

Grade Level: 11,12

Prerequisites/Requirements:

- Due to the hands-on nature of this course and the involvement of live animals, students must submit an application to enroll.

SCIENCE

Chemistry (SCI310)

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 STEELS.

Credit:
1



Term Length: Full Year

Grade Level: 11,12

Prerequisites/Requirements:

- Biology

Chemistry Honors (SCI320)

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.

Credit:
1



Term Length: Full Year

Grade Level: 10,11,12

Prerequisites/Requirements:

- Biology with an 81% or higher

Anatomy & Physiology (SCI330)

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 functions of the body's systems. Study will include labs, lectures, demonstrations, and required dissections.

Credit:
1



Term Length: Full Year

Grade Level: 11,12

Prerequisites/Requirements: None

[▶ Video Overview of the Course](#)

It is suggested that if students cannot stand the sight of blood or the smell of preservatives, they should not take this course.

Conservation Science (SCI340)

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, and hunting-related skills (navigation, field dressing, and preparation of the harvest). This course includes the natural history of Pennsylvania relating to its flora and fauna.

Credit:
.5

Term Length:
Semester / Fall

Grade Level: 10,11,12

Prerequisites/Requirements:

- Biology or current enrollment in Biology

[▶ Video Overview of the Course](#)

Conservation Science can be taken both in the fall and spring semesters. One is not a prerequisite for the other.

SCIENCE

Conservation Science (SCI341)

This class will focus on aquatic-based topics and will include a brief review of the history of conservation in the United States and the “North American Model of Conservation.” Topics will include fishing and conservation, fishing regulations, and fishing - related skills (knots, types of fishing methods, preparation of the harvest). Boating safety will also be included as time permits. This course includes the natural history of Pennsylvania relating to its flora and fauna.

Conservation Science can be taken both in the fall and spring semesters. One is not a prerequisite for the other.

Credit:

.5

Term Length:

Semester / Spring

Grade Level: 10,11,12

Prerequisites/Requirements:

- Biology or current enrollment in Biology

Environmental Science (SCI410)

This class will focus on aquatic-based topics and will include a brief review of the history of conservation in the United States and the “North American Model of Conservation.” Topics will include fishing and conservation, fishing regulations, and fishing - related skills (knots, types of fishing methods, preparation of the harvest). Boating safety will also be included as time permits. This course includes the natural history of Pennsylvania relating to its flora and fauna.

Conservation Science can be taken both in the fall and spring semesters. One is not a prerequisite for the other.

Credit:

1

Term Length: Full Year

1 Credit Core Course -
Science

Grade Level: 11,12

Prerequisites/Requirements:

- None



Physics (SCI420)

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 and electricity. 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.

Credit:

1

Term Length: Full Year

1 Credit Core Course -
Science

Grade Level: 11,12

Prerequisites/Requirements:

- None



SCIENCE

AP Environmental Science (SCI510)

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 an 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.

Credit:
1



Term Length: Full Year
1 Credit Core Course - Science

Grade Level: 11,12

Prerequisites/Requirements:

- Requires an additional lab period during Lunch & Learn

[Video Overview of the Course](#)

AP Biology (SCI520)

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.

Credit:
1



Term Length: Full Year
1 Credit Core Course - Science

Grade Level: 11,12

Prerequisites/Requirements:

- Biology with an 81% or higher
- Chemistry Honors
- Requires an additional lab period during Lunch & Learn

AP Physics I (SCI530)

AP Physics I is an algebra-based course that covers the physics principles that govern many daily, observable phenomena. Topics covered include Newtonian Mechanics (motion, forces, rotation, and energy), pressure, buoyancy, and waves. 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.

Credit:
1



Term Length: Full Year
1 Credit Core Course - Science

Grade Level: 11,12

Prerequisites/Requirements:

- Geometry Honors with an 81% or higher
- Requires an additional lab period during Lunch & Learn

[Video Overview of the Course](#)

SCIENCE

AP Chemistry (SCI540)

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 the 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.



Term Length: Full Year
1 Credit Core Course -
Science

Grade Level: 11,12

Prerequisites/Requirements:

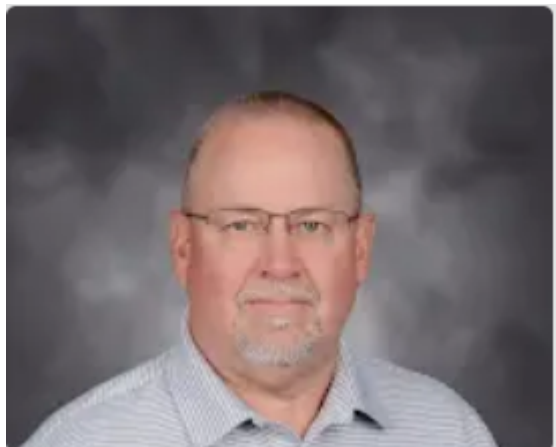
- Chemistry Honors with an 81% or higher
- Requires an additional lab period during Lunch & Learn

 [Video Overview of the Course](#)

SOCIAL STUDIES

Our incredible team of social studies teachers is excited to learn alongside you and help you succeed. Get ready to ask big questions, make connections, and dive into the stories, ideas, and events that shape our world. We can't wait to support your growth and explore social studies together!

To jump-start your learning, be sure to watch the course videos for **History through Film**, **Contemporary America**, **World Religions**, **AP United States History**, **AP Psychology**, and **AP World History**. These videos will set you up for engaging discussions and an exciting year ahead.



Meet your Social Studies Teacher [Mr. Haggart](#)



Meet your Social Studies Teacher [Mr. Ranker](#)



Meet your Social Studies Teacher [Mr. Irvin](#)



Meet your Social Studies Teacher [Mrs. Welsh](#)

SOCIAL STUDIES

History through Film (SOC110)

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 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.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12

Prerequisites/Requirements:
• None

[▶ Video Overview of the Course](#)

Emergence of America (SOC120)

In this course, students will investigate the major events, ideas, and turning points of American history beginning with the growing tensions of Sectionalism and the Divided Country, the Civil War, Reconstruction, Westward Expansion, Industrialism, the Progressive Era, and 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 utilize primary and secondary sources to make historical connections, apply chronological reasoning, develop critical thinking skills, and support historical arguments.

Credit:
1

Term Length: Full Year
1 Credit Core Course -
Social Science

Grade Level: 9

Prerequisites/Requirements:
• None



Contemporary America (SOC210)

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: America in the 1950s, Triumphs and Tragedies: America in the 1990s, and into the 21st century: America 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, and create and support historical arguments as they continue to develop critical thinking skills. Students will demonstrate their understanding and skill regularly in writing.

Credit:
1

Term Length: Full Year
1 Credit Core Course -
Social Science

Grade Level: 10,11,12

Prerequisites/Requirements:
• None



[▶ Video Overview of the Course](#)

SOCIAL STUDIES

World Religions (SOC220)

In this course, students will learn about beliefs and practices of major world religions and 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 and indigenous belief systems. The following religions and 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.

Credit:
1



Term Length: Full Year

Grade Level: 10,11,12

Prerequisites/Requirements:

- None

[▶ Video Overview of the Course](#)

United States Military History (SOC310)

This semester-long course focuses on the military conflicts involving the United States throughout its history. It emphasizes five historical perspectives: 1) philosophies and strategies of war; 2) leaders and management of militaries and people; 3) major historical battles and their influence; 4) technological innovations in war and their impact on society; and 5) how military conflict catalyzes change.

Credit:
.5



Term Length:

Semester
.5 Credit Core Course -
Social Science

Grade Level: 10,11,12

Prerequisites/Requirements:

- None

Introduction to Psychology (SOC320)

This course is designed to introduce students to the field of psychology. This may include, but is not limited to, biological foundations of behaviors, research, sensation, perception, consciousness, learning, cognition, memory, motivation, emotion, stress, development, and clinical disorders. This course will also provide students an opportunity to understand major psychological perspectives (history, schools of thought, theories, terminology, etc.). Upon completion of this course, students will be able to connect the field of psychology to all aspects of the world in which they live, most importantly explaining, predicting, and controlling behaviors and mental processes.

Credit:
.5

Term Length:

Semester
.5 Credit Core Course -
Social Science

Grade Level: 10,11,12

Prerequisites/Requirements:

- None

Note: It should be noted that, in most cases, this course is an alternative to AP Psychology, not a prerequisite.

SOCIAL STUDIES

History of the Modern World (SOC330)

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 systems 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 (e.g., WWI and WWII); and human rights (e.g., 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 participate in class and small-group discussions.



Term Length: Full Year
1 Credit Core Course -
Social Science

Grade Level: 10,11,12
Prerequisites/Requirements:
• None

Sociology (SOC410)

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 12th grade students who are willing to revisit and challenge conventional wisdom and personal perspectives.



Term Length: Full Year
1 Credit Core Course -
Social Science

Grade Level: 12
Prerequisites/Requirements:
• None

SOCIAL STUDIES

AP United States History (SOC510)

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 college courses. In this course, students elevate their reading skills, reasoning skills, and writing skills. Students will regularly engage in the type of investigation and analysis of sources that historians engage in to arrive at evidence-based conclusions and understandings. Course lessons and practices are designed to prepare students for success on the Advanced Placement Examination offered in May.

Credit:
1



Term Length: Full Year
1 Credit Core Course -
Social Science

Grade Level: 10,11,12

Prerequisites/Requirements:

- Completion of Emergence of America
- By application

[Video Overview of the Course](#)

AP U.S. Government & Politics (SOC520)

AP U.S. Government & Politics is a college-level course that provides students with an analytical perspective on government and politics in the United States. Through the study of primary and secondary source documents, landmark Supreme Court cases, and current political events, the course will explore the foundations, institutions, processes, and policies that define the American political system and shape the nation's democratic principles. Primary units of study within the course are the foundations of American democracy, interactions between the branches of government, civil liberties and civil rights, American political ideologies and beliefs, and political participation.

Credit:
1



Term Length: Full Year
1 Credit Core Course -
Social Science

Grade Level: 11,12

Prerequisites/Requirements:

- Completion of Emergence of America
- By application

AP Psychology (SOC530)

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 who are willing to accept the challenge of a rigorous academic curriculum (both in and out of the classroom) should be considered for admission to AP courses. 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 an alternative to AP Psychology, not a prerequisite.

Credit:
1



Term Length: Full Year
1 Credit Core Course -
Social Science

Grade Level: 10,11,12

Prerequisites/Requirements:

- By application

[Video Overview of the Course](#)

SOCIAL STUDIES

AP European History (SOC540)

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 a historical argument as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

Note: This course does not satisfy the World History requirement for graduation.

Credit:
1



Term Length: Full Year
1 Credit Core Course -
Social Science

Grade Level: 10,11,12
Prerequisites/Requirements:
• By application

AP World History (SOC550)

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 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.

Credit:
1



Term Length: Full Year
1 Credit Core Course -
Social Science

Grade Level: 10,11,12
Prerequisites/Requirements:
• By application

 [Video Overview of the Course](#)

SPECIAL EDUCATION

Welcome to our Special Education Department! Our amazing team of teachers is dedicated, compassionate, and deeply committed to helping every student succeed. They bring creativity, patience, and expertise to the classroom, ensuring that each learning receives the support and encouragement they need to reach their full potential.



Meet your Special Education Teacher [Dr. Armstrong](#)



Mrs. Coulter



Mr. Hunter



Meet your Special Education Teacher [Mr. Januszewicz](#)



Meet your Special Education Teacher [Mr. Jones](#)

SPECIAL EDUCATION



Meet your Special Education Teacher [Mr. Myers](#)



Mr. Mulato

Life Transitions (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. 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.

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- None

Emotional & Autistic Support

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 students with opportunities to develop and practice appropriate and acceptable social and emotional skills, thus enabling them to successfully progress both academically and socially. Expected results for students include academic achievement, social and emotional growth, meaningful participation in school and community, positive communication skills, improved self-esteem, problem-solving, decision-making, planning, and increased on-task behaviors.

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- None

SPECIAL EDUCATION

English (ENG010)

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

Credit:
1

Term Length: Full Year

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- None

Pre-Algebra (MTH020)

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 graphing on a coordinate plane. A heavy emphasis will be placed on improving and building upon basic math skills.

Credit:
1

Term Length: Full Year

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- None

Pre-Biology (SCI030)

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.

Credit:
1

Term Length: Full Year

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- None

TECHNOLOGY & ENGINEERING EDUCATION

Get ready to imagine, design, and build! You'll jump into hands-on projects in design, robotics, and manufacturing while working with a supportive team of teachers who are excited to help you create, problem-solve, and collaborate.

To kick things off, be sure to watch the course video for **Visual Design and Photography**. It's your first step toward an exciting year of creativity and innovation!



Meet your Technology & Engineering Teacher [Mr. Marstellar](#)

Mr. Mourtacos

Materials Processing: Levels 1 to 4 (TCH125)

A semester course that can be taken up to four times for a maximum of two credits, covering woodworking, lathe work, CAD, laser engraving, CNC routing, and LED circuits. Your knowledge and hands-on skills will advance each semester, tailored to cultivate an understanding of shop safety, materials, craftsmanship, and the application of modern manufacturing and design processes. Projects range from custom cutting or serving boards, boxes, tables, signs, yard and tabletop games, desk organizers, lathe turning, edge-lit laser-engraved acrylic lames, home décor items, and unique student-designed projects. Join us in Materials Processing as we embark on a journey to blend traditional craftsmanship with cutting-edge technology, fostering a new generation of skilled and innovative makers.

Credit:
.5

Term Length:

Semester
Maximum of 2 Credits

Grade Level: 9,10,11,12

Prerequisites/Requirements:

- Lab Fee: \$20

TECHNOLOGY & ENGINEERING EDUCATION

3D Printing & Design I (TCH130)

3D Printing continues to evolve from its initial roots as a method of rapid prototyping to a variable manufacturing process. Nearly every area of the economy will be impacted by additive manufacturing. A workforce competent in 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.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12
Prerequisites/Requirements:

- Lab Fee: \$5

3D Printing & Design II (TCH140)

This course is an extension of 3D Printing and Design I. Students will learn advanced techniques, and additional engineering topics will be introduced, such as motions systems, linkages, gear design, and basic electronics. Students will learn how to create complex systems with movable parts that are produced in a single print. They will also explore adding lights and motors to their designs. As the capstone project, students will identify an area of their life that can be improved by designing and 3D printing a solution.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12
Prerequisites/Requirements:

- 3D Printing & Design I
- Lab Fee: \$5

Visual Design & Digital Photography (TCH150)

Students will learn to use Adobe software, including illustrator and Photoshop, to create custom designs that can be exported to a variety of digital-format printers. The class focuses on allowing students to produce personalized items such as stickers, decals, posters, and custom-designed t-shirts. The course covers various aspects of digital design, including digital layout specifications, digital reproduction techniques, and proper file storage and classification. Students will engage in assignments that focus on mastering these skills and applying them to real-world design projects. In addition to digital design, the course includes still photography, allowing students to learn the basics of using high-end DSLR cameras and complete photography assignments both in class and outside of school, providing opportunities to apply their captured images and hone their photo-taking skills.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12
Prerequisites/Requirements:

- None

[!\[\]\(8ec999fc74f9998a34ef6509a96de01e_img.jpg\) Video Overview of the Course](#)

TECHNOLOGY & ENGINEERING EDUCATION

Video Production I (TCH160)

Video Production I is designed to introduce students to the fundamentals of creating digital video. Throughout the course, students will gain hands-on experience working with Adobe Premiere Pro software in numerous individual and group projects. The focus will be on practical application, as students work in groups to create short videos and explore current trends in digital video creation. The curriculum emphasizes short-story concepts, teaching students how to synchronize audio and video and employ lighting techniques through proper filming and editing. The course also covers essential video utilities, file formats, and compression methods.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12
Prerequisites/Requirements:

- None

Video Production II (TCH170)

Video II expands on the knowledge acquired in Video Production I using Adobe After Effects software. This course introduces students to the principles of motion graphics to enhance their video production capabilities. Throughout the semester, students engage in numerous individual and group projects, applying their skills to real-world scenarios. By the end of the course, students are expected to have a solid understanding of digital editing techniques.

Credit:
.5

Term Length:
Semester

Grade Level: 9,10,11,12
Prerequisites/Requirements:

- Completion of Video Production I

Advanced Video & Broadcasting (TCH200)

This course is geared toward technical video production. Skills obtained in prior Video courses will be applied, emphasizing real-world applications. Projects will focus on video and moviemaking, as well as live streaming and broadcasting. Students will work on group and individual projects, filmed both in school and off-site, with editing taking place during class time. Students will have the opportunity to enter their work in numerous competitions, with chances to win personal as well as school-centered prizes. They will also have the opportunity to have their work aired on the school's media streaming channel, providing a platform to showcase their work to a wider audience. Students in this course gain real-time production and presentation experience by producing the daily announcements, which are presented through the school's media streaming channel. College credit via Harrisburg University can be earned upon passing the class.

Credit:
1

Term Length:
Semester
Maximum of 3 Credits

Grade Level: 10,11,12
Prerequisites/Requirements:

- Completion of Video Production I & II
- Students must apply



TECHNOLOGY & ENGINEERING EDUCATION

Robotics (TCH220)

This course is an introduction to the fascinating field of robotics, automation, and 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 robots. 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.

Credit:
1

Term Length:
Semester

Grade Level: 9,10,11,12
Prerequisites/Requirements:
• None

3D Modeling & Animation (TCH230)

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.

Credit:
1

Term Length:
Semester

Grade Level: 9,10,11,12
Prerequisites/Requirements:
• None

Multimedia Design & Community Filming (TCH310)

This course merges visual design and video production. By combining these skill sets, students are prepared for a range of projects, from capturing live events to creating designs using advanced printing techniques. Students are involved in filming after-school sporting activities, school productions, and community events, with editing taking place during class time. Additionally, they work on projects that integrate graphic design with various printing techniques, such as vinyl printing, vinyl heat transfer, direct fabric printing, and screen printing. Students actively contribute to the production of the school's daily announcements, further applying their skills and fostering a sense of community engagement. College credit via Harrisburg University can be earned upon passing this class.

Credit:
1



Term Length: Full Year
Maximum of 3 Credits

Grade Level: 10,11,12
Prerequisites/Requirements:
• Completion of two of the following three courses:

- Video Production I
- Video Production II
- Visual Design

• Student application required

WORLD LANGUAGE

Get ready to learn, explore, and try something new as you dive into Spanish or French. You'll discover new cultures, build cool communications skills, and gain confidence speaking another language. Our teachers are excited to support you every step of the way! Make sure to watch the **Spanish I** and **French I** course videos to learn how the class works and set yourself up for success. Let's have a great year learning languages!



Meet your Spanish Teacher [Ms. Schafer](#)



Ms. Senita

Spanish I (FLG110)

This course develops foundational communication skills in Spanish through listening, reading, speaking, and writing about familiar topics such as self, family, school, food, and daily life. Instruction is delivered in Spanish at least 90% of the time using comprehensible input and supported interaction. Students begin to interpret simple, authentic materials and explore basic cultural practices of Spanish-speaking communities.

Credit:
1



Term Length: Full Year
Elective
1 Credit Core Course -
World Language

Grade Level: 9,10,11,12
Prerequisites/Requirements:

- None

[▶ Video Overview of the Course](#)

French I (FLG120)

The mission of the French program is to cultivate culturally aware and linguistically competent global citizens. French I is taught mainly in the target language to engage the learner using the same methods with which they acquired their native language. Various means of communication are emphasized: 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 that engage students in making cross-cultural comparisons and connections. Authentic sources are used, including videos, podcasts, literature, news sources, blog posts, and social media.

Credit:
1



Term Length: Full Year
Elective
1 Credit Core Course -
World Language

Grade Level: 9,10,11,12
Prerequisites/Requirements:

- None

[▶ Video Overview of the Course](#)

WORLD LANGUAGE

Spanish II (FLG210)

Students strengthen their ability to communicate in Spanish through extended work with familiar topics such as community, authentic foods, routines, travel, and celebrations. Classes are conducted in Spanish at least 90% of the time, promoting meaningful interpersonal exchanges and interpretation of short authentic texts and media. Cultural perspectives are explored through comparisons of products and practices from the Spanish-speaking world.

Credit:
1



Term Length: Full Year
Elective
1 Credit Core Course -
World Language

Grade Level: 10,11,12

Prerequisites/Requirements:

- Grade of 71% or higher in Spanish I

French II (FLG220)

Building on the mission of the Level I course, French II expands students' foundation for daily conversational use, with the majority of instruction and interaction conducted in the target language. Students will develop their ability to communicate across different time frames, including the past and future. Review and deepening of previously introduced material will help students acquire the skills necessary to ask relevant questions and complete simple communicative tasks in authentic social situations. Poetry and short stories aligned with thematic units will challenge students to apply interpretive skills in context. Short essays and video projects will showcase students' mastery of fundamental concepts.

Credit:
1



Term Length: Full Year
Elective
1 Credit Core Course -
World Language

Grade Level: 10,11,12

Prerequisites/Requirements:

- Grade of 71% or higher in French I

Spanish III (FLG310)

Learners expand toward sustained communication and narration in Spanish across time frames in both familiar and supported new contexts. Instruction occurs in Spanish at least 90% of the time and emphasizes negotiations of meaning, leveraging authentic texts, and building detail in spoken and written messages. Cultural units require analysis and comparison of perspectives from Spanish-speaking communities.

Credit:
1



Term Length: Full Year
Elective
1 Credit Core Course -
World Language

Grade Level: 11,12

Prerequisites/Requirements:

- Grade of 71% or higher in Spanish II

French III (FLG320)

Level III students have demonstrated their readiness to engage in deeper cultural comparisons and more complex linguistic challenges beyond basic vocabulary acquisition and memorized sentence structures. At this level, students create with the language and further explore the Francophone world to build cultural literacy. Additional aspects of tense and mood are introduced, including the present and past subjunctive. A 100% target-language environment is expected for both instruction and classroom interaction. Students will be able to navigate familiar situations and begin to manage more complex communicative exchanges. Continued use of podcasts and videos provide authentic opportunities to practice oral skills and discuss global issues.

Credit:
1



Term Length: Full Year
Elective
1 Credit Core Course -
World Language

Grade Level: 11,12

Prerequisites/Requirements:

- Grade of 71% or higher in French II

WORLD LANGUAGE

AP Spanish Language & Culture (FLG510)

This course refines independent, paragraph-level communication in Spanish across interpersonal, interpretive, and presentational modes. The class is conducted in Spanish at least 90% of the time and centers on academic and real-world topics, interpretation of authentic media, and connections to cultural and global issues. Students examine and compare cultural perspectives and apply Spanish in extended discourse.

Credit:
1



Term Length: Full Year
Elective
1 Credit Core Course -
World Language

Grade Level: 12

Prerequisites/Requirements:

- Grade of 81% or higher in Spanish III
- Students should plan to take the Advanced Placement (AP) Exam in May

AP French Language & Culture (FLG520)

Advanced Placement French Language is designed to effectively prepare students for the AP Examination. AP French Language and Culture is a college-level course, developed by the College Board and offered at the high school level in accordance with College Board requirements. In AP French Language, students continue to increase their proficiency in three modes of communication, interpersonal, interpretive, and presentational, 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 improve their proficiency through the use of authentic resources, free-response topics, and literary works from France and the Francophone world, engaging in presentations, essays, and speaking activities. Advanced grammatical concepts continue to be introduced and refined.

Credit:
1



Term Length: Full Year
Elective
1 Credit Core Course -
World Language

Grade Level: 12

Prerequisites/Requirements:

- Grade of 81% or higher in French III
- Students should plan to take the Advanced Placement (AP) Exam in May

Equal Opportunities

Grove City Area School District is an equal opportunity education 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 technology education, vocational-technical education, and home economics and physical education courses at Grove City Area School District are available to all students as 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.

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

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

Grove City Area School District offers vocational programs at George Junior Republic (a school for court placed boys) in auto body, auto mechanics, building trades, audio visual communication, electronics, food service and welding. All students fifteen and one-half years of age and in the ninth grade assigned to the George Junior Republic are eligible for these programs. Entrance into these programs is made without regard to race, color, national origin, sex or handicap.

Grove City Area School District will take steps to assure the national origin, minority students who lack English skills can participate in all educational programs, services and activities. For more information contact the building principal.

The Grove City Area School District seeks to identify handicapped, or thought to be handicapped, child ages 3-6 and a resident of the Grove City Area School District. The specific purpose is to engage the parent/guardian and child in early identification and to institute the appropriate educational interventions. Confidentiality of information is guaranteed.

Parents/guardians of identified special education students are afforded specific rights by law. These rights are, but not limited to, annual program review, request for evaluation/re-evaluation, records review and specific procedural rights in matters of dispute over educational programs/placements.

For further information contact Dr. Joshua Weaver, Superintendent , 511 Highland Avenue, Grove City, PA 16127 (724)458-6733.