

# Greencastle-Antrim High School

## PROGRAM OF STUDIES

### Course Selection and Scheduling Information 2019 – 2020

*(School Board Approved February 7, 2019)*



#### **Greencastle-Antrim High School**

300 South Ridge Avenue  
Greencastle, PA 17225  
(717) 597-3226

#### **Student Center for School and Career Counseling**

(717) 597-3226, extension 10503  
Fax: (717) 597-2130

#### **Student Services**

(717) 597-3226, extension 10505  
Fax: (717) 597-6935

## TABLE OF CONTENTS

<i>PHILOSOPHY OF EDUCATION</i> .....	6
<i>STATEMENT OF EQUALITY AND NON-DISCRIMINATION</i> .....	6
<i>PURPOSE OF THIS BOOKLET</i> .....	7
<i>GRADUATION REQUIREMENTS</i> .....	7
Additional Graduation Requirements: .....	8
<i>ENRICHMENT COURSES</i> .....	9
<i>CAREER PORTFOLIO GRADUATION PROJECT/TEAM</i> .....	9
<i>COMMUNITY SERVICE</i> .....	11
<i>SCHEDULING PROCEDURE</i> .....	12
<i>OVER-SUBSCRIBED CLASSES AND PROGRAMS</i> .....	12
<i>SCHEDULE CHANGE POLICY</i> .....	13
<i>GRADING</i> .....	13
<i>COMPUTATION OF GRADE POINT AVERAGE (GPA)</i> .....	14
<i>EARNED SENIOR PRIVILEGE</i> .....	15
<i>DIPLOMA REQUIREMENTS/GRADUATION</i> .....	15
<i>ACADEMIC RECOGNITION AT GRADUATION</i> .....	15
<i>NATIONAL HONOR SOCIETY</i> .....	16
<i>CAREER MAJORS</i> .....	18
Business and Communications Career Major .....	19
Science, Technology and Engineering Career Major (STEM) .....	20
Creative and Applied Arts Career Major .....	21
Human Services Career Major .....	22
<i>ELECTIVES</i> .....	23
<i>NINTH-GRADE CURRICULUM</i> .....	25
9th Grade Required Courses .....	25

<b>WORK-BASED LEARNING OPPORTUNITIES.....</b>	<b>26</b>
The Internship Application Process .....	27
The Three Cooperative Education Programs.....	28
Paid Internships.....	28
Unpaid Internships.....	28
Capstone .....	28
<b>COLLEGE CREDIT OPPORTUNITIES .....</b>	<b>29</b>
Guidelines for Taking College Courses .....	29
Early to College Opportunities.....	30
Hagerstown Community College – College Credit Programs .....	30
<b>FRANKLIN COUNTY CAREER &amp; TECHNOLOGY CENTER PROGRAMS .....</b>	<b>34</b>
Franklin County Career and Technology Center (CareerTech) .....	34
Additional GAHS and CareerTech Information .....	34
<b>UNIQUE LEARNING OPPORTUNITIES.....</b>	<b>35</b>
Summit Healthcare Career Institute.....	35
Franklin Virtual Academy (FVA).....	36
Business Program (FVA).....	36
Independent Study.....	37
<b>TESTING OUT OF A COURSE: THE MASTERY EVALUATION .....</b>	<b>37</b>
<b>ADVANCED PLACEMENT (AP) COURSE STANDARDS.....</b>	<b>38</b>
<b>EXTRACURRICULAR ELIGIBILITY.....</b>	<b>38</b>
<b>NCAA REQUIREMENTS FOR ATHLETES .....</b>	<b>39</b>
<b>ACCESS TO STUDENT RECRUITING INFORMATION .....</b>	<b>40</b>
<b>COURSE DESCRIPTIONS (by Department).....</b>	<b>41</b>
ART .....	41
CAREER.....	41
Paid Internships.....	41
Unpaid Internships.....	41
DRIVER EDUCATION .....	41
ENGLISH .....	42
English 9.....	42
English 10 – World Literature .....	42
English 10 – World Literature Honors .....	42

American Literature .....	43
American Literature Honors .....	43
British Literature .....	43
Human Rights Literature .....	43
Advanced Placement (AP) English Language and Composition .....	44
Advanced Placement (AP) English Literature and Composition .....	44
Journalism .....	44
Photojournalism .....	45
Speech Communication .....	45
Creative Writing .....	45
<b>FAMILY AND CONSUMER SCIENCE .....</b>	<b>46</b>
Independent Living .....	46
Child Development I .....	46
Child Development II .....	46
<b>MATHEMATICS .....</b>	<b>47</b>
Elements of Geometry .....	47
Algebra I .....	47
Elements of Algebra I / Algebra I .....	47
Algebra II .....	48
Elements of Algebra II .....	48
Algebra III .....	48
Trigonometry .....	48
Statistics .....	49
AP Statistics .....	49
Advanced Placement (AP) Calculus (AB) .....	49
Advanced Placement (AP) Calculus II (BC) .....	49
College Readiness Math .....	50
<b>MUSIC .....</b>	<b>50</b>
Concert Choir .....	50
Vocal Methods .....	50
Ninth Grade Concert Band .....	51
Symphonic Band .....	51
Brass Techniques .....	52
Woodwind Techniques .....	52
Percussion Techniques .....	52
Music Theory I .....	53
Music Theory II .....	53
Music Appreciation .....	53
Introduction to Theater .....	53
Theater: A View from the Stage .....	54
Theater: Behind the Scenes .....	54
Music through American History .....	54
Sound Recording Studio Foundations .....	54
<b>SCIENCE .....</b>	<b>55</b>
Environmental Science .....	55

Environmental Science Honors .....	55
Advanced Placement Environmental Science .....	55
Biology .....	56
Biology Honors .....	56
Advanced Placement (AP) Biology .....	57
Elements of Chemistry .....	57
Chemistry.....	57
Chemistry Lab .....	58
Advanced Placement (AP) Chemistry .....	58
Physics with Laboratory .....	58
Astronomy .....	59
Anatomy and Physiology .....	59
<b>SOCIAL STUDIES.....</b>	<b>60</b>
United States History .....	60
United States History Honors .....	60
World History .....	60
World History Honors .....	61
Civics and Community Service .....	61
Advanced Placement (AP) U.S. Government & Politics/Community Service .....	62
Economics (Elective).....	62
Advance Placement (AP) European History (Elective).....	63
Psychology (Elective).....	63
Advanced Placement (AP) Psychology (Elective).....	64
<b>STEAM.....</b>	<b>65</b>
<b>STEAM – VISUAL ARTS .....</b>	<b>65</b>
Art Foundations.....	65
Art Studio.....	66
Art Portfolio.....	66
Photography and Digital Design .....	66
3-D Design and Ceramics.....	67
3-D Design and Ceramics Studio .....	67
3-D Design and Ceramics Portfolio .....	67
<b>STEAM – ENGINEERING &amp; DESIGN.....</b>	<b>68</b>
Materials and Processes .....	68
Manufacturing and Innovation Studio .....	68
Transportation, Energy and Power Studio .....	68
Engineering and Design.....	69
Engineering and Design Studio .....	69
Industrial Studio .....	69
<b>STEAM – TECHNOLOGY &amp; INNOVATION .....</b>	<b>70</b>
Digital Foundations .....	70
Video and Digital Production.....	70
Digital Production Studio .....	70
Photojournalism – see pg. 45 in English Dept.....	70

Whizdom Works .....	71
OccTech: Occupations in Technology .....	71
AP Computer Science Principles .....	71
<b>WELLNESS .....</b>	<b>72</b>
Fitness for Life .....	72
Weight Training and Conditioning.....	72
<b>WORLD LANGUAGE .....</b>	<b>73</b>
Spanish I.....	73
Spanish II.....	73
Spanish III.....	73
Spanish IV .....	74
Advanced Placement (AP) Spanish V.....	74
Spanish Language and Culture.....	74
German I .....	75
German II .....	75
German III .....	75
German IV.....	76
French I .....	76
French II .....	76
<b>APPENDIX A .....</b>	<b>77</b>

# **PHILOSOPHY OF EDUCATION**

The mission statement and core values listed below represent the Greencastle-Antrim School District's philosophy about educating the children of this community and provide the framework for achieving those guiding principles.

**MOTTO: Empowering for Success**

**MISSION STATEMENT: A community invested in empowering our students to strive for excellence to succeed in the future.**

**CORE VALUES:**

**CHILDREN FIRST**

**INTEGRITY**

**RESPECT**

**COMMITMENT**

**STANDARDS**

## **STATEMENT OF EQUALITY AND NON-DISCRIMINATION**

Greencastle-Antrim School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, creed, sex and handicap in its actions, programs, or employment practices as required by Title VI, Title IX, and Section 504. For information regarding civil rights or grievance procedures, contact the school district office. For information regarding services, activities, and facilities that are accessible to and not accessible to handicapped persons, also contact the district office:

**Greencastle-Antrim School District  
500 East Leitersburg Street  
Greencastle, PA 17225  
717-597-3226**

## PURPOSE OF THIS BOOKLET

All students and their parents should use this Program of Studies. It contains information needed to make proper choices of career major, courses, and programs for the high school years. Scheduling decisions should be made after careful thought and consultation with the student's family, teachers, faculty advisor, assistant principal and school counselor. Strong consideration should be given to the student's career plans beyond high school when choosing each year's program.

## GRADUATION REQUIREMENTS

The Greencastle-Antrim High School requirements are:

- 4 planned courses in English
- 4 planned courses in Math
- 3 planned courses in Social Studies
- 3 planned courses in Science
- 1 planned course in Digital Foundations (*beginning with the Class of 2021*)
- 1 planned course in Wellness per year, for 4 years
- 1 planned course in World Language
- Career Portfolio Graduation Project
- Community Service
- 8 planned elective courses (3 must be in Arts & Humanities)

Graduation Requisites:

- a. Schedule progressively more difficult course selections within any particular course sequence each successive academic year
- b. Successfully complete a pre-approved, committee-monitored, Community Service Project
- c. Successfully complete all career path experiences and The Career Portfolio Project

---- See Appendix A for the Graduation Requirements Checklist----



## **Additional Graduation Requirements:**

### ***Class of 2019 – Class of 2021***

These graduation requirements are tiered, allowing for more than one combination for graduation eligibility.

**Tier 1:** Student satisfactorily completes all the current Greencastle-Antrim School District graduation requirements and scores at or above the “proficiency” level on his/her Algebra I, Literature, and Biology Keystone Exams. Currently those cutoff scores are 1500, 1500, and 1500 respectively.

**Tier 2:** Student successfully completes all the current Greencastle-Antrim School District graduation requirements and scores a combined score of 4500 on his/her Algebra I, Literature, and Biology Keystone Exams.

**Tier 3:** Student completes all the current Greencastle-Antrim School District graduation requirements and scores below the “proficiency” level on any of his/her Keystone Exams and does not have a combined score of 4500. The student must do the following, dependent upon which Keystone Exam score was not reached:

**Algebra I:** The student must earn at least a letter grade of C (73% or above) on the final exam in either his/her high school Algebra or Algebra II.

**Literature:** The student must earn at least a letter grade of C (73% or above) on the final exam in either his/her 10<sup>th</sup> or 11<sup>th</sup> grade English course.

**Biology:** The student must earn at least a letter grade of C (73% or above) on the final exam in either his/her 10<sup>th</sup> or 11<sup>th</sup> grade Science course.

**Note:** Students who score below the proficiency level in the Keystone assessments must complete mandatory enrichment and retake the exam each semester until proficiency is reached or until the end of their junior year.

\*\*Students who fail to achieve Greencastle-Antrim School District graduation requirements and complete coursework through remediation must earn at least an 80% on the final exam in addition to all other graduation requirements.

### ***Class of 2022 and beyond***

Beginning with the Class of 2022, all students will be required to follow the new Pennsylvania Department of Education guidelines for graduation.

## **ENRICHMENT COURSES**

These courses are designed as enrichment courses for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students in English, Math, and Science. Students will be placed in the course by administrative recommendation based on the student's PSSA scores, Keystone Exam scores, and other collected data. These courses will be .5 credit elective courses.

## **CAREER PORTFOLIO GRADUATION PROJECT/TEAM**

The goal of the district and the high school is to challenge students to become lifelong learners, responsible individuals and productive citizens. Therefore, all Greencastle-Antrim High School students must undertake and complete a graduation project that aligns with, and meets the standards of, the core values of the Greencastle-Antrim School District. The students will complete a Career Portfolio, which begins in 9<sup>th</sup> grade and is to be completed by the end of their 12<sup>th</sup> grade TEAM schedule.

TEAM (Teachers as Educational Advisors and Mentors) is a career-focused advisement program that gives students the chance to explore their interests, strengths, and weaknesses in a structured classroom environment. Within the program, students are placed into groups with students from their respective years and follow the program's curriculum. The Career Portfolio is the compilation of assignments that the students receive during their TEAM meetings. Outlined below is the goal and objective for each grade.

Every student group is assigned a teacher as a TEAM leader. TEAM leaders guide their students through the prescribed lesson plans and monitor the progress of the Career Portfolio. Once a teacher is assigned to a student group as a TEAM leader, that teacher will remain with that group throughout their high school experience.

The final TEAM requirement is the Senior Exit Interview. The purpose of the Senior Exit Interview is to sharpen a student's interviewing skills by encouraging that student to examine three key areas of their life: their personality, their career interest, and their future goals. During the interview, students will answer questions that will require them to utilize the insight gained while completing this on-going project. The interview is structured to be as authentic as possible; there are two interviewers, a school representative and a local businessperson, who question the student on the three key areas. The interviewers then complete a rubric to grade the students' skills and efforts. Each student is required to participate in, and pass, the Senior Exit Interview.

## TEAM GOALS

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Objective: Introduce students to opportunities at GAHS and skills necessary for success in high school	Objective: Expose students to the variety of career options available and assist them in gathering information about careers in which they are interested	Objective: Introduce students to a career in which they are interested; introduce students to post-secondary school options and prepare a resume	Objective: Prepare students for a job interview including a final resume and cover letter
<ul style="list-style-type: none"> <li>• Examination of student's skills and abilities</li> <li>• FCCTC presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to career options and post-secondary education</li> <li>• Transcript review</li> <li>• The benefits of extracurricular activities</li> <li>• College Tour</li> <li>• Career Panels</li> <li>• Higher Education Panels</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration of a student's career interests</li> <li>• Introduction to workplace etiquette</li> <li>• Building a resume</li> <li>• Career Day</li> <li>• Completion of a Job Shadowing Experience</li> </ul>	<ul style="list-style-type: none"> <li>• Building a cover letter</li> <li>• Reinforce interviewing skills</li> <li>• Completion of Senior Exit interview</li> </ul>

### Optional Higher Education and Career Experiences:

FCCTC tour

Senior Job Shadowing

College Reps

Internship

FAFSA Completion Night

College Web Site Searches

College Planning Night

Financial Aid Night

College Fair Nights

College Application Day

# COMMUNITY SERVICE

All GAHS students must complete 30 hours of Community Service outside of the Greencastle-Antrim School District for a non-profit organization as a graduation requirement. The purpose of this service is to provide opportunities for students to:

- Develop planning, organization, and time management skills while completing an Independent Study
- Experience first-hand the benefits of volunteerism
- Demonstrate civic duty by working with a community organization in order to help fulfill a need within our society
- Explore career opportunities in a volunteer capacity
- Demonstrate effective communication skills in a real-world setting outside the school district

## **Requirements include:**

- Students must carefully read the current Community Service Packet and follow the instructions
- Students must complete a Community Service Project Proposal and receive pre-approval before beginning their community service
- Students must arrange for their supervisor to complete a community service log and a project evaluation form
- Students must write an essay and deliver an oral presentation using PowerPoint
- Students may not be paid for their service
- While participation in GAHS service clubs are highly encouraged, service club hours cannot be used for Community Service

**Due dates:** Students must present their completed Community Service Project in their Civics class or their Advanced Placement (AP) U.S. American Government and Politics class. All presentations must be completed by the end of the second marking period during the first semester and by the end of the fifth marking period during the second semester.

Students completing Civics during the Summer Accelerated Program must schedule to present their Community Service project with any Social Studies teacher during the first 15 days of school. Students that complete their thirty service hours prior to scheduling Civics or AP U.S. American Government and Politics must schedule their presentation date with any Social Studies teacher within 15 days of completing their 30 hours.

## **SCHEDULING PROCEDURE**

All students are encouraged to choose a broad career major at the end of ninth grade and to use the guidelines on pages 18-22 when choosing courses. Study hall periods are discouraged; however, variations will occur due to curriculum, personal choice, and year in school. In the intensive block schedule, courses are one semester in length. Every student must minimally schedule three major subjects for each semester; four majors are preferred. A major subject meets two periods per day for one semester.

Descriptions of all subjects offered are included in this booklet for use by students, parents, and school staff. Students should read the description of each course they schedule. If more information is needed, the subject teacher or department chairperson should be consulted.

If help is needed in making a course decision, a parent, counselor, faculty advisor, or administrator should be consulted. School counselors, academic administrators, and faculty advisors are very important in this decision process since they are most familiar with the graduation requirements and the uniqueness of each student's chosen career path.

## **OVER-SUBSCRIBED CLASSES AND PROGRAMS**

During scheduling, more students might request entrance into programs and courses than space or time allotment permits. A process has been developed which details the selection procedures. The intent of the procedures is to uphold high student performance standards as entrance criteria for our program. In addition, the procedures are designed to provide a non-discriminatory process for selecting students for special programs and courses. Examples include but are not limited to the following: Franklin County Career and Technology Center, Hagerstown Community College, on-campus and distance learning opportunities, paid and unpaid internships, "over-subscribed" electives, etc. At the date designated for course or program scheduling, the process is as follows:

1. All specified prerequisites must be satisfied.
2. Cumulative grade point average will be checked. Students must meet or exceed any specified minimum GPA.
3. Should more qualified candidates exist than course/program openings then students will be selected on the basis of seniority. Seniors will be given priority over juniors, juniors over sophomores, etc.
4. Should there be too many qualified candidates in the same grade level, then students will be rank-ordered by GPA. Those with the highest GPA will be given preference.
5. Should the aforementioned filters still result in more student candidates than course/program openings, all remaining qualified candidates will be given an independent and equal (random) opportunity for selection, i.e.: "pick a name out of the hat."

## SCHEDULE CHANGE POLICY

Greencastle-Antrim High School's schedule change policy is intended to encourage students (and their families) to carefully consider initial course selections. Thorough consideration should be given to course selections for the next school year BEFORE and DURING the course scheduling process. Preliminary schedules for the next school year will be distributed to students prior to the end of the current school year. Schedules should be carefully reviewed once received.

**Students will only be permitted to submit schedule change requests for the following reasons:**

- **Unbalanced course load**
- **Missing course/period**
- **Courses out of sequence (e.g. Spanish II before Spanish I)**
- **Lack of prerequisite**
- **Post-secondary requirements (Seniors only)**
- **Upgrade to a more challenging course**

If, after reviewing your schedule, you require a change **for one of the reasons listed above** complete a schedule change request form and promptly return it to Student Services. Students will have until **August 1, 2019** to submit a schedule change request form with parental approval. Schedule change requests for both semesters should be submitted by this date. If extenuating circumstances necessitate a second semester schedule change after the school year has begun a schedule change request form, with parental approval, must be submitted to Student Services by **December 13, 2019**.

## GRADING

In our school, 65% is the passing grade, the final average a student needs in order to receive credit for a subject. Final grades for each semester are computed by averaging the marking period grades with the final examination. The final examination counts 1/7 of the final grade or 1/2 the value of an individual marking period grade. The grading scale and quality point representation is as follows:

Letter Grade	Percent	Unweighted QPE	Weighted QPE
A	93 - 100	4.0	5.0
A-	90 - 92	4.0	5.0
B+	87 - 89	3.8	4.8
B	83 - 86	3.4	4.4
B-	80 - 82	3.0	4.0
C+	77 - 79	2.8	3.8
C	73 - 76	2.4	3.4
C-	70 - 72	2.0	3.0
D	65 - 69	1.0	2.0
F	Below 65	0.0	0.0

## COMPUTATION OF GRADE POINT AVERAGE (GPA)

*GPA is based on basic concepts we all use, but when all the variables are taken into account, the computation of grade point average can be confusing.*

On their report cards all students receive a GPA for the current marking period. At the end of each semester students receive a cumulative GPA, which averages in final course grades since the beginning of ninth grade. GPA is determined by the following:

- Grade in the course
- Quality points represented by the grade
- Extra quality point for weighted (Advanced Placement and College) courses
- Credit value of the course (Courses that meet one semester every day for a double period are worth one full credit; others that meet less are worth less than one credit.)

### ***Computation of Grade Point Average***

The following table illustrates a simple calculation of the GPA for one marking period:

Course	Grade	Quality Points	X	Number of Marking Periods	+	Weight	X	Credit	=	Total Points
English 10	A	4	x	1	+	0	x	1	=	4
Alg. II	B-	3	x	1	+	0	x	1	=	3
Civics	A	4	x	1	+	0	x	1	=	4
Graphics	B-	3	x	1	+	0	x	1	=	3

To calculate the GPA for one marking period, add the credits (4) and add the total points (14). Then divide total points by total credits. The current GPA for that marking period is 14 divided by 4 = 3.5.

**Cumulative GPA**, which represents coursework throughout high school, is posted on the report card at the completion of each semester. At the end of the first and second marking periods of each semester, cumulative GPA serves as an indicator; at the end of each semester, the posted cumulative GPA is current. Cumulative GPA is computed by adding the total credits and total points:

<u>Grade</u>	<u>Credits</u>	<u>Total Points</u>	<u>GPA</u>
9 <sup>th</sup>	7.50	30.00	4.0000
10 <sup>th</sup>	7.90	31.60	4.0000
11 <sup>th</sup> (mid-year)	<u>3.50</u>	<u>15.00</u>	4.2857
	18.90	76.60	

Then total points are divided by total credits = 4.0529, which is the cumulative GPA for this student after first semester of eleventh grade.

## **EARNED SENIOR PRIVILEGE**

Seniors who are on track to graduate on time have earned the opportunity to attend classes for less than the standard four blocks per day for an entire school year. The goal of this program is to allow students to seek further opportunities within their post-graduation goals. To be eligible, students must need less than eight credits in order to fulfill graduation credit requirements and have met all Pennsylvania proficiency requirements on standardized tests. In addition, the student must have completed their community service and job shadowing requirements and submitted a junior physical form to the nurse's office. An application for Earned Senior Privilege must be completed and on file in the main office.

## **DIPLOMA REQUIREMENTS/GRADUATION**

Each student must satisfy all graduation requirements to earn a high school diploma. Those students not satisfying the diploma requirements by the end of the senior year will receive a certificate of attendance. Students may return the following year to complete graduation requirements.

To participate in graduation ceremonies, seniors must be earning a diploma or be no more than one credit or one planned course short with a remediation plan in place. Those who cannot participate in graduation may choose to do so the following year. Students who complete graduation requirements a year early may participate in graduation ceremonies with the current senior class. Students who enter college early under a Dual Enrollment may take part in graduation ceremonies with their class. Students who intend to graduate early should make their intentions known during the Senior Conference and complete an Early Graduation Form.

## **ACADEMIC RECOGNITION AT GRADUATION**

Graduating seniors will be honored according to the Latin Honors System by the following distinctions based on their cumulative GPA and upon the completion of their coursework.

- 4.0 – higher = Summa Cum Laude
- 3.75 – 3.9 = Magna Cum Laude
- 3.50 – 3.74 = Cum Laude

The Latin Honors system will honor more students for their academic achievements. It replaces the current top 20 designation (beginning with the Class of 2016), and the Valedictorian and Salutatorian designations (beginning with the Class of 2019).



## **NATIONAL HONOR SOCIETY**

GAHS has an active society affiliated with the national organization that is recognized by universities and corporations as the premier organization that honors high school students who excel in scholarship, leadership, character, and service. Membership in the Greencastle-Antrim National Honor Society includes membership in the national organization.

To become a member of this prestigious group, students need to develop and express their academic, leadership, character, and service skills and abilities from the time they begin their high school years. Students are given the opportunity to apply for membership during their junior year. The application process is rigorous, involving an essay in which the student explains how his or her involvements reveal positive leadership, character, and service, as well as recommendations from the faculty and other adults who have been involved in supervising extra-curricular and service activities in which the student has participated. For more information regarding membership in the Greencastle-Antrim High School chapter of the National Honor Society, please visit the high school link on our website at [www.gcasd.org](http://www.gcasd.org).

**GREENCASTLE-ANTRIM HIGH SCHOOL  
(JANUARY GRADUATION DECLARATION FORM)**

Student Name: \_\_\_\_\_ Homeroom #: \_\_\_\_\_

Student ID #: \_\_\_\_\_ Age (as of this date): \_\_\_\_\_ Date of Birth: \_\_\_\_\_

**Reason for Early Graduation:**

\_\_\_\_\_ Begin my post-high school education                      Where: \_\_\_\_\_

\_\_\_\_\_ Begin working full-time    Where: \_\_\_\_\_

\_\_\_\_\_ Enter the military    Branch: \_\_\_\_\_

\_\_\_\_\_ Other: \_\_\_\_\_

**To be read and signed by both student and parent/guardian:**

I am aware of the graduation requirements listed below and understand they must be completed before my diploma can be issued or an official graduation verification letter can be signed:

- \_\_\_\_\_ Review all of my remaining course and program requirements with my assistant principal
- \_\_\_\_\_ Verify completion of my Job Shadowing and Career Portfolio requirements with Mrs. Everetts
- \_\_\_\_\_ Confirm Mrs. Poper (nurse) has received my junior physical and has my height and weight for cap & gown
- \_\_\_\_\_ Return all books and materials to my teachers and the Library; paid any outstanding debts to Mrs. Barnhart in Student Services
- \_\_\_\_\_ Inform Mrs. Stockslager in the Student Center where to send my final transcript, if applicable
- \_\_\_\_\_ N/A Check with Mr. Crable regarding Keystone requirements
- \_\_\_\_\_ Notify Mrs. Combs in the main office of my intentions to participate in graduation ceremonies in June; Confirmed the spelling of my name for diploma
- \_\_\_\_\_ Received graduation announcement order form
- \_\_\_\_\_ Return this signed form to Student Services

I understand that to be eligible to participate in Commencement activities, I must attend the last two days of school for seniors and attend all scheduled rehearsals to prepare for graduation ceremonies. I also understand that it is my responsibility to initiate at least monthly contact with the Mrs. Combs to remain informed regarding graduation preparation information.

**As an early graduate, I understand that I am no longer entitled to the rights and privileges afforded to full time students.** I must sign in at the main office as a visitor if I have business at the school. I am no longer eligible to participate in any school activities such as sports, music related activities, clubs, etc. except for the Prom. My presence on school property is restricted in the same manner as any other member of the public not enrolled as a student at Greencastle-Antrim High School.

---

Assistant Principal: *I have reviewed all of the above requirements with this student and can verify that he/she is aware of the early graduation requirements of the Greencastle-Antrim School District.*

**Assistant Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Student and Parent: *I agree to all of the above requirements and understand these obligations must be satisfied to fulfill the early graduation requirements of the Greencastle-Antrim School District.*

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **CAREER MAJORS**

- **Business and Communications**
- **Science and Technology**
- **Creative and Applied Arts**
- **Human Services**

Career majors are very broad in scope and are limited only by a student's specific career path. The career major represents a continuum of possibilities ranging from immediate employment to enrollment in a four-year college.

The following pages explain each of the four CAREER MAJORS including required courses, suggested programs/electives, related occupations, and college preparation recommendations.

Internships are suggested for all career majors, for students who qualify during the junior and/or senior years.

## **Business and Communications Career Major**

### **-Required Courses-**

English (4)  
Social Studies (3)  
Wellness (4)  
Mathematics (4)  
Science (3)  
World Language (1)  
Electives (8)

### **Suggested Programs and /or Electives for the Business and Communications Major:**

- Business or Communications related programs
- Internships
- Hagerstown Community College Programs
- Early-To-College/Dual Enrollment Programs/Articulated Credits
- Early-to-Technical School Programs

**Career and Technology Center Programs:** Marketing & Web Design                      Supply & Logistic Management  
Entrepreneurship    Landscaping & Horticulture  
Graphic Communications & Web Design  
Information Systems & Technology

**Suggested Electives:**                      Advanced Mathematics                      Engineering & Design  
Journalism    Industrial Studio  
Photojournalism    Materials and Processes  
Internship    Whizdom Works  
Speech    Video and Digital Production  
Digital Production Studio    Sound Recording Technology Foundations

**Advanced World Language:** Spanish, German, French

**Related Occupations:**                      Accounting    Graphic Communications & Web Design  
Real Estate    Travel  
Journalism    Marketing  
Banking    Administrative Assistant  
Broadcasting    Computer Operation  
Sales    Financial Analyst  
Landscaping

It is recommended that any student who plans to pursue a four-year college degree upon graduation should schedule the following courses to satisfy graduation and/or college entrance requirements:

Two courses in the same World Language	Additional World Language
Algebra I, Geometry, and Algebra II	Additional Mathematics
Environmental Science, Biology and Chemistry	Additional Advanced Science
American Literature and British Literature	Additional English
	Additional Social Studies

## Science, Technology and Engineering Career Major (STEM)

### - Required Courses -

English (4)  
Social Studies (3)  
Wellness (4)  
Mathematics (4)  
Science (3)  
World Language (1)  
Electives (8)

### Suggested Programs and/or Electives for the Science and Technology Major:

- Science, Technology, and Engineering related programs
- Internships
- Early-To-College/Dual Enrollment Programs/Articulated Credits
- Early-to-Technical School Programs
- Tech/Prep Programs—Forestry, Occupational Therapy
- Distance Learning or Internet Courses

### Career and Technology Center programs:

Carpentry/Cabinet Making	HVAC	Plumbing
Electrical Occupations	Pre-Engineering	Building Construction Trades
Auto Technology	Automotive Collision & Repair	Information Systems & Technologies
Diesel Mechanics	Agricultural Mechanics	Landscaping and Horticulture
Precision Machining	Welding	Allied Health
Electronics	Masonry	Veterinary Technician

### Suggested Electives:

Engineering & Design	Materials and Processes	Advanced Math
Engineering & Design Studio	Industrial Studio	Advanced Science
Video and Digital Production	Internship	OccTech
Digital Production Studio		Whizdom Works
Transportation, Energy & Power Studio		Manufacturing & Innovation Studio
AP Computer Science Principles		

<b>Related Occupations:</b>	Transportation	Lab Technician	Engineering Fields
	Mechanics	Mathematics	Communication & Visual Arts
	Medical Occupations	Forensics	Construction & Manufacturing Trades
	Agriculture	Forestry	Logistics and Warehousing
	Welding	Geneticist	CNC Programmer
	Electronics	Mechatronics	Hydraulic & Pneumatic Systems
	Precision Machining	Biologist	Sustainable and Alternative Energy
	Network Systems	Manufacturing & Production Processes	

It is recommended that any student who plans to pursue a four-year college degree upon graduation should schedule the following courses to satisfy graduation and/or college entrance requirements:

Two courses in the same World Language	Additional World Language
Algebra I, Geometry, and Algebra II	Additional Mathematics
Environmental Science, Biology, and Chemistry	Additional Advanced Science/Laboratory Course
American Literature and British Literature	Additional English
	Additional Social Studies

## **Creative and Applied Arts Career Major**

### **-Required Courses-**

- English (4)
- Social Studies (3)
- Wellness (4)
- Mathematics (4)
- Science (3)
- World Language (1)
- Electives (8)

### **Suggested Programs and /or Electives for the Creative and Applied Arts Major:**

- Creative and Applied Arts related programs
- Internships
- Early-To-College /Dual Enrollment/Articulation

**Career and Technology Center programs:**   Graphic Communications   Landscaping and Horticulture  
  Culinary Arts   Cosmetology

**Suggested Electives:**

Art Foundations	Journalism	Symphonic Band
Art Studio	Photojournalism	Concert Choir
Art Portfolio	Independent Living	Whizdom Works
3-D Design & Ceramics	Engineering & Design	Internship
3-D Design & Ceramics Studio	Industrial Studio	
Photography & Digital Design	Video and Digital Production	
Introduction to Theater	Digital Production Studio	
Theater Behind the Scenes	Manufacturing & Innovation Studio	
Theater: A View from the Stage	Sound Recording Technology Foundations	
Music Appreciation	Speech	

**Related Occupations:**

Commercial Art	Interior Design	Graphic Design
Musician	Floral Design	Acting
Dance	Fashion Design	Photography
Journalism	Fine Art	Advertising
Cosmetologist		

**It is recommended that any student who plans to pursue a four-year college degree upon graduation should schedule the following courses to satisfy graduation and/or college entrance requirements:**

Two courses in the same World Language  
Algebra I, Geometry, and Algebra II  
Environmental Science, Biology, and Chemistry  
American Literature and British Literature

Additional World Language  
Additional Mathematics  
Additional Advanced Science  
Additional English  
Additional Social Studies

## Human Services Career Major

### -Required Courses-

English (4)  
Social Studies (3)  
Wellness (4)  
Mathematics (4)  
Science (3)  
World Language (1)  
Electives (8)

### **Suggested Programs and /or Electives for the Human Service Major:**

- Human Service-related programs
- Internships
- Early-To-College/Dual Enrollment/Articulation
- Tech/Prep Program in Human Development and Family Services

**Career and Technology Center programs:** Culinary Arts  
Cosmetology  
Allied Health

<b>Suggested Electives:</b>	Psychology Independent Living Advanced Social Studies Advanced Math	AP Biology Geometry Trigonometry	Child Development I Child Development II Internship
-----------------------------	--	--	---

<b>Related Occupations:</b>	Social Work Personal Care Criminal Justice	Education Recreation Child Care Worker	Hospitality Nursing
-----------------------------	--	--	------------------------

It is recommended that any student who plans to pursue a four-year college degree upon graduation should schedule the following courses to satisfy graduation and/or college entrance requirements:

Two courses in the same World Language  
Algebra I, Geometry, and Algebra II  
Environmental Science, Biology, and Chemistry  
American Literature and British Literature

Additional World Language  
Additional Mathematics  
Additional Advanced Science  
Additional English  
Additional Social Studies

## ELECTIVES

Electives are courses you choose after considering your long-range goals, capabilities, interests, and specific career path. The limitations to selecting electives are listed below.

- An elective may be taken only when the necessary prerequisites have been met as described in the course description.
- The elective is available only if it fits your schedule after your required core subjects are scheduled.
- If too many students request an elective, the process for selecting students for “over-subscribed” classes will be followed.
- A minimum of ten students is required for all elective subjects to be scheduled.

Because electives are not always available, you will list on your Course Selection Form three alternatives in order of preference. If your original choices cannot be offered, an alternative will be scheduled if possible.

### **Department**

### **Elective Courses**

#### ***Art***

See STEAM

#### ***Business***

Business Program (FVA) including:  
Essentials of Business  
Money Matters A  
Money Matters B  
Personal Financial Literacy  
Technology & Research  
Business Computer Information Systems  
Small Business Entrepreneurship

#### ***Career***

Internship (paid or unpaid)

#### ***Driver Education***

Driver Education (Textbook only)

#### ***English***

Journalism (Newspaper)  
Photojournalism (Yearbook)  
Advanced Placement (AP) Language and Composition  
Advanced Placement (AP) Literature and Composition  
Creative Writing  
Speech

#### ***Family and Consumer Science***

Independent Living  
Child Development I  
Child Development II



**Mathematics**

Algebra II  
Algebra III  
Trigonometry  
Statistics  
Advanced Placement (AP) Statistics  
Advanced Placement (AP) Calculus AB  
Advanced Placement (AP) Calculus BC  
College Readiness Math

**Music**

Concert Choir  
Ninth Grade Band  
Symphonic Band  
Brass Techniques  
Woodwind Techniques  
Percussion Techniques  
Music Appreciation  
Music Theory I  
Music Theory II  
Introduction to Theater  
Theater: A View from the Stage  
Theater: Behind the Scenes  
Music through American History  
Vocal Methods  
Sound Recording Technology Foundations

**Science**

Advanced Placement (AP) Biology  
Advanced Placement (AP) Environmental Science  
Advanced Placement (AP) Chemistry  
Chemistry Lab  
Astronomy  
Physics with Lab  
Anatomy and Physiology

**Social Studies**

Advanced Placement (AP) US Government and Politics  
Advanced Placement (AP) Psychology  
Advanced Placement (AP) European History  
Psychology  
Economics

**STEAM**

Art Foundations  
Art Studio  
Art Portfolio  
Photography & Digital Design  
3-D Design & Ceramics  
3-D Design & Ceramics Studio  
3-D Design and Ceramics Portfolio  
Materials and Processes

**STEAM (cont.)**

Manufacturing & Innovation Studio  
Transportation, Energy & Power Studio  
Engineering & Design  
Engineering & Design Studio  
Industrial Studio  
Digital Foundations  
Video and Digital Production  
Digital Production Studio  
Whizdom Works  
OccTech: Occupations in Technology  
AP Computer Science Principles

**World Language**

French I  
French II  
German I  
German II  
German III  
German IV  
Spanish I  
Spanish II  
Spanish III  
Spanish IV  
Advanced Placement (AP) Spanish V  
Spanish Language and Culture

## **NINTH-GRADE CURRICULUM**

The curriculum for the freshman year serves as a transition between middle school and high school. Courses taken in ninth grade count toward the student's requirements for graduation, but the student is not given the opportunity to select his or her courses with the same freedom that is given to students in tenth, eleventh, and twelfth grades. During second semester of eighth grade, each student with the help of parents, teachers, academic advisor, and counselor will choose a career major and courses related to his or her goals. Courses required of freshmen are listed below:

### **9th Grade Required Courses**

- English 9
- Mathematics (*recommendation by school staff*)
- U.S. History
- Environmental Science
- 9<sup>th</sup> Grade Wellness
- Digital Foundations
- World Language – choice of Spanish I, French I, or German I

## WORK-BASED LEARNING OPPORTUNITIES

Cooperative Education opportunities at GAHS include Paid Internships, Unpaid Internships, and the Franklin County Career and Technology Capstone Program.

Students are given the opportunity to participate in a cooperative education work experience for one or more semesters during their junior or senior year of high school. These programs are for self-motivated, organized, focused, and responsible students who are exploring a career interest before continuing to college or further training, or entering the workforce.

Students are released from school during the school day for one or more periods so that they may obtain a supervised training experience in a career field, which matches their personal career goals. To qualify, the students must be at least 16 years old (most are actually 17 or 18), have a driver's license and transport themselves to work, have a 2.5 cumulative GPA, have no discipline or attendance problems, and find an employer (with direction from Mr. Rice) willing to train them for as many hours as they are being released from school for an eighteen-week semester (either Aug-Jan. or Jan-May). Employers usually have students fill out applications and interview like any other employee. If the employer is satisfied with the applicant and chooses to hire him or her, then agreements are formalized. Students may also be fired for the same reasons as normal employees, though over 95% of all students placed are rated by their employers as very enthusiastic and competent employees.

Students may find employer-training sites in virtually every career area. Examples include aviation pilot, aviation mechanic, HVAC, optometry, physical therapy, radiology, nursing, secretarial, TV broadcasting, radio broadcasting, landscaping, carpentry, farming, business management, accounting, computer programming, information technology, web site work, newspaper reporting, elementary education, music education, special education, drafting/architect, screen printing, offset printing, pre-press/design, retail sales, funeral home work, police intern, distribution warehouse work, swim instructor/lifeguard, banking, youth ministry, and many more.

Each employer-training site sets up a memorandum of understanding with the school, student, parent, and co-op coordinator. It includes a training agreement and a training plan. The co-op coordinator visits the job-training site, gathers the needed information, and creates the training agreement and training plan in conjunction with the needs of the student and the needs of the employer. These documents outline what the student will learn, how he or she will learn it, how much the student will be paid (if at all), the hours and days during which he or she will be working and contact information for all parties involved. The student receives high school credit for the experience as an elective course. The number of credits is based upon release time from school and hours per week worked at the training site.

The worksite supervisors grade the students on the 15<sup>th</sup> of each month based on their performance. Mr. Rice grades the students based upon work-related assignments, which are turned in weekly at a "callback" meeting. Students complete assignment packets about legal issues, safety, money, and work-retention; resumes; 5 hours of OSHA training; semester

portfolio, and speech. They also complete daily logs/timesheets, which document their work activities. Students also type a monthly report three (3) times each semester explaining to their supervisors what they have learned during the previous month, their career plans, and what they would like to learn during the next month. At the end of the semester, the agreements with the employer are dissolved. Many students continue working for the employer beyond this point, if both parties are satisfied and if the student's schedule permits.

Mr. Rice serves as the Cooperative Education Coordinator and can be reached by calling 717-360-3421, Monday thru Friday, 7:30 am to 2:30 pm. Please call him to talk about opportunities and programs in which you are interested in participating. Applications for this program should be completed at least two months in advance of the semester when the experience will occur—in May for fall co-op, and in October for spring co-op, if possible. The student and Mr. Rice must coordinate activities and begin well ahead of time for a smooth start each semester, because the student's job search and Mr. Rice's setting up agreements are time consuming processes.

### **The Internship Application Process**

1. Determine your career goals.
2. Complete the Co-op Application Packet (available from the Student Center secretary), which includes details for creating the student's resume, cover letter, and application to the program. The packet must be completed and returned before the student begins the job search.
3. Work with a counselor or assistant principal to check your graduation requirements and enroll in a full schedule of classes just in case a co-op training site is not found. Provide Mr. Rice a copy of the schedule with notes indicating classes required and preferences.
4. Determine the amount of time available to actually work co-op around classes, sports, travel time, etc.
5. Develop a short list of career-related employers within driving distance (use Internet search engines, personal contacts, Chambers of Commerce, Mr. Rice's contacts).
6. Prepare what you are going to say to employers on the phone; then call, ask about openings, and explain that you are searching for a co-op training site. Try to get permission to fill out an application and set an interview time and date.
7. Before going to the employer to fill out an application or interview, gather all personal documents and information to take with you. This would include your driver's license, social security card number, work permits, co-op brochures, health insurance card information, educational and work experience, letters of recommendation, resume, etc. Dress professionally (conservative slacks and collared shirts), even if you plan only to fill out the application (do not wear T-shirts, shorts, or blue jeans). The employers are going to see you when you enter the business. If you make a good first impression by being well dressed and polite, you will greatly increase your chances of being hired. Print very neatly or type

applications. Applications also create first impressions about your attention to detail and your ability to write and follow directions.

8. If an employer shows interest in serving as a training site for you, call Mr. Rice and provide the business name and address, the contact person's name at the business, and the phone numbers of the business. Mr. Rice will then contact the employer and set up the formal agreements.
9. You, your training site supervisor, your parent, and your principal will sign the agreements and return them to Mr. Rice. Mr. Rice will then go to the administrators or counselors and have your schedule adjusted to allow for the co-op experience using the co-op option schedule previously developed.
10. You will begin work when the agreement specifies (usually the second day of the semester after a mandatory meeting with Mr. Rice on the first day of the semester).

## **The Three Cooperative Education Programs**

### **Paid Internships**

The paid internships are working positions. The students will complete classroom assignments related to workplace readiness and life skills. The classroom work counts as half of their final grade and the employers' evaluations of their work count as the other half. Paid internships can vary in credit value from 0.5 to 5.0 credits.

### **Unpaid Internships**

The requirements for the unpaid internships are the same as the paid internships. Some training sites take only unpaid internships due to regulations, restrictions, economic conditions, or the nature of the work. Health, childcare, protective services, social work, and education related jobs are typically in this category.

### **Capstone**

This program is the culminating experience for students who have completed two semesters at the Franklin County Career and Technology Center (FCCTC) in a trade area. Changes to this program will be phased in over the next three years. To qualify for a third semester FCCTC or capstone work experience at FCCTC, a student must have maintained a 3.0 GPA at FCCTC and a 2.5 GPA at GAHS and obtained a combined PSSA score of 2400. FCCTC personnel will monitor and evaluate the student. If a student does not qualify for Capstone, he or she may apply for Diversified Occupations or regular academic classes at GAHS. Enrollment in this program is limited.

# COLLEGE CREDIT OPPORTUNITIES

Qualifying students may begin college coursework while still enrolled at GAHS. To receive the necessary pre-approval, please involve the counselor or administrator early in the planning stages by setting up a conference at least two months prior to the beginning of the next semester. Continue working with him or her throughout the entire application and registration process. Choosing to attend a college while still in high school requires special student skills and demands high academic performance and self-discipline. General characteristics for early to college acceptance and success include the following:

- Minimum cumulative GPA of 3.0 in a college prep curriculum
- Satisfactory SAT/ACT scores (Must take before admittance to Penn State)
- Satisfactory attendance record
- Counselor or administrator approval

Any student who plans to transfer college credits should check with the receiving school to be certain that credits will be accepted.

## Guidelines for Taking College Courses

*Taking a college course is a challenge.* You are expected to pay your way, attend your classes, and work independently and responsibly, while communicating throughout the process with your assistant principal and/or counselor. You are expected to keep current with your high school courses, activities, and obligations. College classes can offer an enriching experience, but it takes initiative and responsibility on the student's part for it to be a success.

1. Listen and look for announcements at the high school pertaining to the application process. Be aware of due dates and complete applications promptly. Applications typically are due in October for second semester placement; March for first semester placement. These deadlines are critical for you to get into the college classes you are applying.
2. Investigate your options (which colleges participate in the early-to-college program, what classes are offered, cost, etc.) before making a definite decision. You may want to complete an application for each college that participates in the early-to-college program, and then make a final decision after you know if you have been accepted.
3. Be prepared to discuss your personal goals. Meet with the college adviser to get expert advice on which college and high school classes to pursue.
4. Do not expect the high school personnel to be able to explain to you all the intricacies of choosing courses at the college level (i.e., which science classes you must take for a nursing degree). The college admissions representatives will be able to help guide you.

5. Be prepared to make some important decisions. It is not always possible to schedule every course you want to take at college and at high school. It is important to attend your schedule meeting at the high school with the college representative.
6. Students must take a combination of three full credit courses per semester when scheduling college and high school courses.
7. If you encounter any changes with your college classes or schedule, you must notify the high school office immediately.
8. Be prepared to be more of an independent learner than you have ever been before and enjoy the challenge!

### **Early to College Opportunities**

Greencastle-Antrim High School students may apply to take college classes at local colleges who have partnered with GAHS for dual-enrollment. These colleges include:

- Hagerstown Community College
- Penn State – Mont Alto
- Shippensburg University
- Wilson College

As part of the dual-enrollment program students can earn both high school and college credit upon successful completion of a course. These credits can transfer to many public and private colleges and universities around the country.

If you are interested in exploring early-to-college programs, you should speak to a counselor or assistant principal. Each college/university requires a special application for acceptance. A 3.0 GPA and approval by the student's assistant principal is required.

These programs are offered as a scheduling option; however, all tuition and related expenses incurred, including transportation, are the individual student's responsibility.

### **Hagerstown Community College – College Credit Programs**

You can earn college credits from Hagerstown Community College while still in high school, and certain courses that you take at GAHS will result in HCC credit, based on guidelines set up by in an articulation agreement between HCC and GASD (copies available in the Student Center Career Planning Center). HCC credits earned in general education courses will transfer to satisfy general education requirements at most public institutions and to many upper division colleges and universities in the country. This is a way to get a head start on college and to save time and money. Some students can complete a semester or more of college while still in high school. A 3.0 GPA is required. These programs are offered as a scheduling option. However, all tuition and related expenses are the individual student's responsibility.

## **HCC Programs:**

**Early College Entry Program:** Eligible students earn college credits for HCC courses toward an Associate Degree or for transfer into a Baccalaureate Degree program at another college or university.

**College Academy Program:** Greencastle-Antrim High School is a partner with Hagerstown Community College. This College Academy partnership began in the fall of 2006. Students that participate in the program will be able to complete up to 15 college credits while in high school. The college classes are provided by HCC and will consist of general education courses that will transfer easily to any college or university.

**The AP Program:** Students who take the College Board Advanced Placement Test given at GAHS and score a 3, 4, or 5 are generally given 3-8 HCC credits.

**Articulated Credits:** Several GAHS courses that correspond to HCC courses can result in college credit. A student must take at least one course at HCC before he /she will be granted articulated college credit and must have earned the required grade in the articulated course, as specified in the articulation agreement. (Currently the following GAHS courses are approved for articulated credit: Drafting and Design, AP Biology, Advanced Chemistry, Child Development I and II, AP Language and Composition, AP Literature and Composition, AP Calculus AB, AP Calculus BC, Physics, AP Psychology, AP U.S. Government and Politics, Art I, II, and III, and Ceramics I and II.) Students must apply for articulated credit within one year of high school graduation. (“Articulation Agreements: Courses and Procedures Bulletin” available in Student Center and in Student Services.)

**Dual Enrollment Program (Essence):** Students earn both college and high school credit by taking a course at HCC that fulfills a graduation requirement. A tuition break is granted to students who participate.

**Letter of Recognition:** A letter of recognition (LOR) is an official credential you may earn which demonstrates your mastery of a specific set of skills. A LOR, requiring 11 credits or less, can be completed in two semesters if a student enrolls in two classes per semester.

**Certificate:** A certificate from HCC provides evidence that your skills have gone beyond the LOR level. A certificate can be completed in four semesters if the student enrolls in two or more classes per semester.

**Associate Degree:** An Associate degree provides you with marketable career skills and may provide entrance to a bachelor’s degree program at a four-year college.

**HCC Pathways:** The following pathways, which include the careers based on Ladders to Success at HCC, are offered as scheduling options to Greencastle-Antrim High School junior and seniors with a 3.0 GPA or with the permission from the principal. However, all tuition and related expenses are the individual student’s responsibility. If you would like to know more about these pathways contact your counselor or administrator.

- **Design Technology Pathway**

- Letter of Recognition:* Computer Graphic Artist (9 credits)
  - Graphic Production Specialist (9 credits)
  - Page Layout Specialist (9 credits)

- Certificate:* Graphic Design Technology (30 credits)



- **Web and Multimedia Pathway**  
*Letter of Recognition:* Web Design (9 credits)  
 Web Site Development (11 credits)  
  
*Certificate:* Web Applications Development (24 credits)  
 Web/Multimedia Development (28 credits)
  
- **Information Systems Technology Computer Support Pathway**  
*Letter of Recognition:* Technician Specialists I (10 credits)  
 Technician Specialists II (8 credits)  
 Database Management Specialist (10 credits)  
 Desktop User Specialist I (11 credits)  
  
*Certificate:* Technician Specialist I (19 credits)  
 Technician Specialist II (16 credits)
  
- **Information Systems Technology Networking Technology Pathway**  
*Letter of Recognition:* Operating System Specialist (10 credits)  
  
*Certificate:* Operating System Specialist (21 credits)  
 Networking Technology (41 credits)
  
- **Information Systems Technology Programming**  
*Letter of Recognition:* Programming Specialist (10 credits)  
  
*Certificate:* Programming Specialist (25 credits)  
 Simulation and Digital Entertainment (30 credits)  
 Small Business Technology (38 credits)
  
- **Commercial Vehicle Transportation**  
*Certificate:* Commercial Vehicle Transportation (17 credits)  
 Commercial Transportation Management (26-27 credits)
  
- **Mechanical Engineering Technology**  
*Letter of Recognition:* Mechanical Engineering Technology (9 credits)  
  
*Certificate:* Computer-Aided Design (24 credits)

**HCC Business Program:** Hagerstown Community College offers a wide variety of courses and programs for students. Many of the courses are available both onsite and online. Tuition and related expenses are the individual student’s responsibility. If you would like to know more about this program contact your counselor or administrator. Course options include:

- **Business and Accounting**

BUS-101 Intro to Business	ACC-101 Principles of Accounting
BUS-104 Legal Environment of Business	ACC-102 Principles of Accounting II
IST-102 Intro to Information Technology	MGT-103 Principles of Management

- **Management**

IST -102 Intro to Information Technology	BUS-113 Business Communications
BUS- 101 Intro to Business	MGT-104 Marketing
MGT-103 Principles of Management	MGT-202 or 201 Global Marketing
BUS-104 Legal Environment of Business	
ECO- 202 or 201 Macro or Micro Economics	

*\*Note: Students who complete the above successfully will be awarded a Letter of Recognition from HCC in Management. Those students who wish to take the additional course of ACC-101 Principles of Accounting I will be awarded the certificate in Management.*

- **Marketing**

BUS-113 Business Communication	ACC-101 Principles of Accounting I
IST- 102 Information Technology	BUS-104 Legal Environment of Business
ECO-202 or 201 Micro or Macro Economics	MGT-104 Marketing

*\*Note: Students who complete the above successfully will be awarded a certificate from HCC in Management: Marketing option.*

- **Business Administration**

IST-102 Intro to Information Technology	ACC-102 Principles of Accounting II
ACC-101 Principles of Accounting I	BUS-104 Legal Environment of Business
ECO-201 Macroeconomics	ECO-202 Microeconomics

- **Administrative Assistant**

IST-102 Intro to Information Technology	IST-106 Spreadsheet Software
BUS-145 Customer Service	BUS-101 Intro to Business
IST-103 Presentation Software	MGT-103 Principles of Management
IST-105 Fundamentals of Word Processing	STU-106 Professionalism in the Workplace

*\*Note: Students who complete the above successfully will be awarded a certificate from HCC in Administrative Assistant.*

# FRANKLIN COUNTY CAREER & TECHNOLOGY CENTER PROGRAMS

[www.franklinctc.com](http://www.franklinctc.com)



## Franklin County Career and Technology Center (CareerTech)

**All Students** - at **GAHS** in both college prep and general classes may enroll in courses at CareerTech. At CareerTech, students receive **technical training, employability skills, and academic proficiency**, while also having the opportunity to earn **Free and Reduced College Credits**. This opportunity will build a firm foundation for a **career** or **pursuing post-secondary education**.

**Scheduling** - Each year, students spend one semester at CareerTech studying their chosen program and the other semester at **GAHS** taking academic subjects to fulfill graduation requirements. Students can apply online at [www.FranklinCTC.com](http://www.FranklinCTC.com) during semester 1 of their 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade year. The following programs are available for students entering grades 10, 11, and 12:

Academy	Career Tech Programs
Construction	Building Construction Trades, Carpentry, Electrical Occupations, Heating Ventilation and Air Conditioning
Health Sciences	Allied Health, Dental Assisting, Medical Assisting, Veterinary Assisting
Sales and Service	Cosmetology, Culinary Arts, Graphic Communications, Landscaping & Horticulture, Marketing/Web Design
STEM/ Manufacturing	Mechatronics, Electronics, Engineering Technology, Information Systems Technology, Computer Integrated Manufacturing, Welding
Transportation	Agricultural Mechanics, Automotive Collision & Repair, Automotive Technology, Diesel Mechanics.

## Additional GAHS and CareerTech Information

To be eligible for acceptance, a student must have successfully completed all required courses with a 2.0 overall GPA by the time he or she starts at CareerTech. All students interested should apply regardless of existing GPA. The full CareerTech program consists of three semesters. Students should apply during the freshman year for the full CareerTech program. Special scheduling adjustments will be made to accommodate required academic courses. Students may also complete a partial program at CareerTech if they apply later than the freshman year. General school records, experiences, activities, and attendance patterns are carefully reviewed to determine whether the prospective student has the ability, aptitude, and interest needed to master the skills and knowledge required to be successful in the course

chosen. An interview with a school counselor and a representative from CareerTech will be part of the application procedure. Because of the quota system and because of the popularity of some courses, all students applying may not be accepted. Those who are accepted will attend CareerTech to receive their technical training and home school to receive their academic education. The schedule below varies from student to student based on the ninth-grade subjects and attendance in summer school.

<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
1 English course	1 English course	FCCTC Semester
1 Science course	1 Math course	FCCTC or Co-Op
1 After School Wellness Course	1 Wellness course	1 English Course
1 Math Course	1 Social Studies course	1 Math Course
1 Social Studies course	FCCTC Semester	1 Science Course
FCCTC Semester		1 Wellness Course

Vocational students may enroll into any level of a course offering as warranted by their career path. With administrative and physical education approval, the wellness requirement may be completed in an alternative or after school class if additional electives are desired during the regular day schedule.

**Continued Participation Eligibility:** To remain eligible for participation in the program, the student must maintain a cumulative GPA of 2.0 or higher and have passing grades in all subjects taken. Should a student fail a course at home school, the student will be required to successfully complete the course prior to returning to FCCTC the next school year. For students attending home school during the second semester, this will require Summer School Remediation registration or After School Remediation registration during the first semester of the next school year. For students attending home school during the first semester, this will require After School Remediation registration during the second semester or Summer School Remediation.

**Program Removal due to Course Failures:** A student will be removed from the Career and Technology Center if he/she fails to maintain a 2.0 GPA, fails to make up a failed course prior to returning to the home school, or fails more than two courses in a given semester.

## **UNIQUE LEARNING OPPORTUNITIES**

### **Summit Healthcare Career Institute**

Summit Health, along with the high schools in Franklin County, has designed a program to direct juniors and seniors in exploration of various healthcare careers. It requires selected students to engage in critical thinking, observation, inquiry, and assessment of possible career choices. Candidates will explore healthcare career opportunities through educational presentations, mentoring relationships with healthcare professionals, and volunteer service

experience in healthcare settings. The one-credit course is offered through grant funding obtained by Summit Health Systems. The course will be available whenever funding and hospital scheduling allow. Students will attend the Healthcare Careers Institute from 7:30-9:30 a.m. Monday through Friday at the Chambersburg Hospital during the fall semester. For the first nine weeks, students will follow a rotating schedule through approximately 20 hospital departments. The second nine weeks of the semester-long course will allow students to customize a volunteer service project in at least one preferred department of the Summit Healthcare System. The application process normally occurs during late January or early February. Space is limited in this program. Interested students should contact Mrs. Reiber.

### **Franklin Virtual Academy (FVA)**

The Greencastle-Antrim School District offers education ANYWHERE at ANYTIME. Franklin Virtual Academy was designed as yet another option for individualizing educational paths so that... "Students become life-long learners and productive citizens." At GASD, we believe the education of a child is no small matter. Our belief is that children learn in their own way and at their own pace.

Franklin Virtual Academy offers a complete, online K-12 curriculum and electives. Each course has been developed by a team of Pennsylvania-certified teachers to cover a range of multiple intelligences and interests. Students who are enrolled in online courses are matched with instructors who will guide them as they complete the activities within the course.

Online courses may be combined with "in-school" courses to complete a student's schedule. When requesting enrollment, each student's academic history, attendance record, and graduation requirements are considered. Please see your administrator to apply. More information is available at [www.franklinvirtualacademy.com](http://www.franklinvirtualacademy.com).

### **Business Program (FVA)**

Business courses are offered to high school students at no additional cost through the Franklin Virtual Academy (FVA). Students interested in pursuing a career in the field of business may apply to enroll in any of these FVA online courses. If you would like to know more about this program contact your counselor or administrator. Course options include:

Essentials of Business

Personal Financial Literacy

Money Matters A

Technology & Research

Money Matters B

Small Business Entrepreneurship

Business Computer Information Systems

## **Independent Study**

Any subject area in the high school curriculum may be taken as independent study, or special-interest course options may be developed. The following aspects are to be considered when taking an independent study:

- The student must secure a faculty advisor in the subject area who is willing to work with the student during regular school hours.
- The student will develop an independent study proposal in writing and submit it to the faculty advisor. The proposal must include a statement of purpose, procedures, time involved, desired outcomes and supplies/equipment needed. Any activities that require the student to leave the school during the regular school day must be included. The faculty advisor and student will sign the proposal and submit a copy to the Principal for administrative approval. This step completes enrollment for independent study. Upon administrative approval the Student Services office will adjust the student's schedule.
- The faculty advisor will determine if the student should be allowed to take independent study instead of a required (for graduation) course and recommend the substitution to the high school administration for approval. Past performance in the subject area will be considered in making the recommendation.
- The faculty advisor will help to develop an IEP (Individualized Education Program) for students who have gifted status.
- The student may receive credit depending upon the nature of the independent study.
- The faculty advisor will evaluate student performance in independent study and a grade will be recorded on the student's report card each marking period while the student is enrolled in independent study. The student must enroll in the independent study course prior to the beginning of the first or second semester.

## **TESTING OUT OF A COURSE: THE MASTERY EVALUATION**

A policy is in place to serve those students who want to have the opportunity to test out of a course. The following planned process will be followed:

- The process will begin during scheduling time.
- The student must state his/her intent in writing in order to attempt to test out of a course the following school year.
- A family planning conference will be held with the student, his/her parents, the teacher of the course to be tested, a counselor, and an administrator, outlining the course requirements, setting a date for administration of the Mastery Evaluation, and planning for the following year's course work to provide for both the successful and unsuccessful completion of the Mastery Evaluation.
- A certified teacher will give the Mastery Evaluation.

- The Mastery Evaluation will include some type of evaluation for each course objective and could include projects, lab work, research papers, exam, etc. The scope of the evaluation will be broader than the course final examination.
- In order to pass the Mastery Evaluation, the student will be required to earn at least 85% on each objective.
- If the student passes the Mastery Evaluation, he/she will receive a **P** for a passing grade, which will not be calculated into their grade point average.
- If the student fails to pass the Mastery Evaluation, he/she will receive an **F** for a failing grade, which will not be calculated into their grade point average. In addition, he/she would need to take the course itself the following year.

## **ADVANCED PLACEMENT (AP) COURSE STANDARDS**

An Advanced Placement (AP) course is a college level course. Students taking an AP course must have already demonstrated that they have the skills necessary to engage in a college level class. Basic standards for entrance in AP courses have been established and will be implemented consistently to maintain the standards and integrity of each individual AP course. Class size is limited. Additional sections will be opened to accommodate a larger number of students meeting entrance requirements.

Each AP course is presented according to the AP National Standards. Students will have the option of taking the AP Test in May for college credit. Students are encouraged to take the AP Test and to contact colleges to which they are applying to determine their policy regarding acceptance of AP scores for college credit. Provided they earn an agreed-upon grade, students can earn college credit at HCC.

The following incentives for taking the AP Test in May have been established:

Score 5	100% reimbursement for test fee
Score 4	75% reimbursement
Score 3	50% reimbursement

## **EXTRACURRICULAR ELIGIBILITY**

In order to participate in any high school extracurricular activity, passing grades must be maintained on a weekly basis. Students who are failing more than one subject will be declared ineligible to participate in all activities for the period of time as outlined in the student handbook.

# NCAA REQUIREMENTS FOR ATHLETES

Students who wish to participate in intercollegiate athletics at the Division I or II level must pay particular attention to the eligibility requirements as outlined by the NCAA.

## The Certification Process

- College-bound student-athlete registers (preferably before junior year)
- College-bound student-athlete takes the ACT and/or SAT junior year (using 9999 when registering)
- At the end of the junior year, student asks high school to send his/her transcript to the NCAA Eligibility Center
- On/after April 1 of the college-bound student-athlete's senior year, he/she finalizes amateurism

## Division I Requirements

- I. 16 Core Courses:
  - a. 4 English
  - b. 3 Math (Algebra 1 or higher)
  - c. 2 Natural/Physical Science (1 lab if offered by any school attended)
  - d. 1 Additional English/Math/Science
  - e. 2 Social Studies
  - f. 4 Additional (from any category above, or from foreign language, comparative religion/philosophy)
- II. Core GPA/Test Score to meet index or "sliding scale"
- III. Graduation from high school with a core-course GPA of at least 2.300

## Division II Requirements

- I. 16 Core Courses:
  - a. 3 English
  - b. 2 Math (Algebra 1 or higher)
  - c. 2 Natural/Physical Science (1 lab if offered by any school attended)
  - d. 3 Additional English/Math/Science
  - e. 2 Social Studies
  - f. 4 Additional (from any category above, or from foreign language, comparative religion/philosophy)
- II. Minimum 2.2 core-course GPA.
- III. Minimum 820 SAT (critical reading/math only) or minimum 68 sum ACT
- IV. Graduation from high school.



## **ACCESS TO STUDENT RECRUITING INFORMATION**

All local educational agencies (GAHS) by law must provide to military recruiters upon request the same access to secondary school student directory information as is generally provided to post-secondary educational institutions and prospective employers of those students. This information is provided annually by GAHS to military recruiters.

It is a parent's or student's right to request that this information not be disclosed without prior written consent. The type of information disclosed is generally not considered harmful or an invasion of privacy and includes such items as names, addresses, and telephone numbers.

Because this information is generally released within the first month of a new school year, a parent or student should submit his or her written request for exclusion no later than September 10<sup>th</sup> of each new school year stating exactly who should not have access to the requested information. Requests for exclusion should be directed to the Student Center for School and Career Counseling at Greencastle-Antrim High School. Additional information at the high school can be obtained by calling 717-597-3226 (Ext. #10503).

# **COURSE DESCRIPTIONS (by Department)**

## **ART**

All visual arts courses are now housed under the new “STEAM” department. The Art program at GAHS has expanded and improved the classes offered. Please see page 64-71 of the Program of Studies for course descriptions.

## **CAREER**

### **Paid Internships**

The paid internships are working positions that are not affiliated with the school’s Diversified Occupation program. The students will do classroom assignments related to workplace readiness and life skills. The classroom work counts as half of their final grade and the employers’ evaluations of their work count as the other half. Paid internships can vary in credit value from 0.5 to 5.0 credits.

### **Unpaid Internships**

The requirements for the unpaid internships are the same as the paid internships. Some training sites take only unpaid internships due to regulations, restrictions, economic conditions, or the nature of the work. Health, childcare, protective services, social work, and education related jobs are typically in this category.

## **DRIVER EDUCATION**

***This single-period, semester long course meets on alternate days.***

***(0.30 credit)***

**Prerequisite – 2.0 Cumulative GPA**

The purpose of this course is to instruct students in the safe and efficient use of the automobile. Emphasis will be placed on the driver's responsibilities to himself/herself and to other roadway users. This will be accomplished through discussion on topics such as effects of drugs and alcohol, laws of nature and other effects on driving, physical, visual and emotional impairments, preventative maintenance and handling emergency situations. Discussions will be conducted through classroom lectures, use of videos, worksheets and reading assignments.

# **ENGLISH**

## **English 9**

***English 9 is a requirement for all freshmen.***

This class will focus on developing literary and rhetorical analysis skills and enhancing writing skills. Students will apply reading strategies and analysis techniques to various texts including articles, essays, speeches, plays, novels, and short stories. Students will also examine vocabulary, grammar, sentence structure, paragraph development and essay format. In addition, communication skills will be a focus of the class in both written and oral formats.

## **English 10 – World Literature**

***English 10 or English 10 Honors is a requirement for all sophomores.***

Prerequisite: Passing final grade in English 9

This course involves the study of world literature through short stories, novels, drama, and poetry. Reading comprehension skills are stressed. Students fine-tune writing skills through a variety of writing assignments designed to reinforce and enhance grammar skills, sentence structure, paragraph development, proofreading, and editing skills. Opportunities to engage in oral presentations and independent and group projects are provided. Vocabulary development will continue. Keystone preparation and test taking skills are integrated into the curriculum to prepare students for success on the state standardized test. Diagnostic tools are used to address individual skill levels.

## **English 10 – World Literature Honors**

Prerequisite: Final grade of “A” or “B” in English 9

This course is designed for students who have demonstrated exceptional reading and writing skills in their English 9 coursework and who seek to explore English 10 concepts and skills in greater depth and breadth. Students who earn the honors distinction in English 10 are expected to meet and exceed the expectations for the standard curriculum in the course, and they must show evidence of extended learning in the subject matter. To this end, honors-level students in English 10 should be able to demonstrate capabilities through more thoughtful literature responses, extended literary analysis, deeper textual connections, and self-motivated learning habits. Students are required to successfully complete a literary analysis to pass the course. All students entering English 10 Honors will be assigned a summer reading novel and assignment.

## American Literature

***American Literature or American Literature Honors is a requirement for all juniors.***

Prerequisite: Passing final grade in English 9 and English 10

Students explore American literature with concentrated studies on specific American authors. How literature reflected the history in various time periods in America from Hawthorne to Poe to the writers of the Harlem Renaissance is emphasized. Students discover the unique contributions of American writers to the literary world. Various modes of writing along with critical thinking, vocabulary, and grammar skills are a focus of the course. Students are required to successfully complete a literary analysis to pass the course.

## American Literature Honors

Prerequisite: Final grade of “A” in English 10, or final grade of “A” or “B” in English 10 Honors

American Literature Honors deepens and advances the curriculum of American Literature. Students read and analyze a variety of literary and nonfiction texts, comparing and contrasting the techniques American authors use in literature of various centuries. In addition to sharpening writing and analysis skills, this course is designed to better prepare students for an AP course. Students are required to successfully complete a literary analysis to pass the course. Students will also be required to complete a summer reading novel and assignment.

## British Literature

***This course is available to juniors and seniors only or by teacher/administrator recommendation.***

Prerequisite: Passing final grade in English 9, English 10, and American Literature

Knights in shining armor, the tragedy of *Macbeth*, the Romantic poets, and a sampling of British novels take students on a journey through the decades of British literature. Students discover the connections among British history, literature, and their own lives. The course will focus on literary discussions, the development of written and oral analytical skills, grammar and vocabulary enrichment, and research-based projects. Students are required to successfully complete a literary analysis to pass the course.

## Human Rights Literature

***This course is available to second semester juniors and seniors only or by teacher/administrator recommendation.***

Prerequisites – Passing final grade in English 9, English 10, and American Literature

This course explores the issues of human rights revealed in the literature and films of the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students analyze the effects of stereotyping, prejudice, and racism, acts of intolerance, resistance, and rescue primarily through historic and legal documents, essays,

memoirs, testimonies, poetry, fiction, documentaries, and feature films. Major events studied include, but not limited to the Armenian genocide, the Holocaust, and the Cambodian, Rwandan, and Darfur genocides. The development of written and oral analytical skills will be a focal point of the course. Students will utilize technology on a regular basis in and out of class to complete written and project-based assignments. Students are required to successfully complete a research-based paper to pass the course.

### **Advanced Placement (AP) English Language and Composition**

***This course is available to juniors and seniors only or by teacher/administrator recommendation. English 10 Honors or American Literature Honors is highly recommended. AP Language and Composition is recommended before AP English Literature and Composition, but not required.***

This course trains students to become skilled readers and writers in diverse genres and modes of composition. As stated in the *Advanced Placement Course Description*, the purpose of the course is to “enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.” These skills enable students to read critically and write effectively in different modes in the college classroom and beyond. Students will also be required to complete a summer assignment.

### **Advanced Placement (AP) English Literature and Composition**

***This course is available to juniors and seniors only, or by teacher/administrator recommendation. English 10 Honors or American Literature Honors is highly recommended. AP Language and Composition is recommended before AP English Literature and Composition, but not required.***

Designed for students interested in a challenging freshman college level literature course, the course is a journey in literary enrichment in learning to think and write critically and in a scholarly manner, and in broadening and fine-tuning a variety of writing skills and styles. Be prepared for daily reading assignments including novels, short stories, drama, and poetry. Written assignments vary in length from short essays to lengthy papers. Students will also be required to complete a summer assignment.

### **Journalism**

***This is a single-period, semester long course.***

***(0.5 credit)***

Prerequisite: Final grade of “A” or “B” in last core English course

In this **elective course** students will produce the school newspaper. All students will be involved in newsgathering, writing, peer-editing, preparation of copy and page design. The course will help students become more competent writers and more informed consumers of the daily press. This course is designed for students who have strong writing and computer skills. Class size is limited to twenty students and is open to students in grades 10<sup>th</sup> – 12<sup>th</sup>.

## Photojournalism

***This course is open to juniors and seniors only. Photography and Digital Design is HIGHLY RECOMMENDED prior to course.***

Prerequisite: Final grade of “A” or “B” in last core English course

Students who elect to take Photojournalism, an **elective course**, will be involved with all aspects of yearbook production. They will do the overall planning for the book and help determine its content. They will acquire experience in layout, copy writing, editing, illustrating, organizing materials, and meeting deadlines. They will also work with advertising and conform to the book’s budget. Students will be required to visit local businesses to solicit advertising funds. This course can be taken a second year for credit providing the student has a “B” average the first year, has teacher approval, and agrees to assume a supervisory position. An optional planning workshop will be held in early summer. Enrollment in the course is limited.

## Speech Communication

***This is a single-period, semester long course.***

***(0.5 credit)***

Speech Communication is a one-semester **elective course** that meets for one period each day. The course is designed to develop students’ oral communication skills. Speech organization and delivery are emphasized. Informative and persuasive speaking will be a major focus of the course. Oral interpretation, impromptu and extemporaneous speaking will also be covered. Limited enrollment.

## Creative Writing

***This is a single-period, semester long course.***

***(0.5 credit)***

Prerequisite: Final grade of “C” in English 9 or last completed core High School English course

This course is an **elective course** designed to facilitate students’ creative writing abilities and allow students to develop and polish their own unique writing styles and voices. Because writing creatively requires a finer command of language and form, students should possess strong grammar, spelling, and vocabulary skills. Students will explore various genres of exemplary literature to serve as models for writing. The course will provide the opportunity to be adventurous and spontaneous in exploring various genres of writing including poetry, short stories, and drama. Students will critique their own work and the work of others by participating in regular writing workshops. All students will be encouraged to submit at least one original work for publication.

## **FAMILY AND CONSUMER SCIENCE**

These Family and Consumer Science courses are offered as electives, which meet daily for one semester. They may be taken as a single course or as a sequence. Child Development I must be taken at some time prior to enrollment in Child Development II.

### **Independent Living**

*This course is recommended for juniors and seniors.*

The goal of this comprehensive course is to prepare students to live on their own. Areas of study will include different aspects of personal development including goal setting, relationships, communicating effectively, and resolving conflict. Students will gain practical skills in money management including consumer rights and responsibilities, banking services, budgeting, credit, loans, and selecting a place to live. Classroom activities will also help develop skills in meal planning and basic food preparation, clothing care and repairs.

### **Child Development I**

This course is designed for students who plan to be a parent or pursue a career working with children (teaching, day care, social work, etc.). Focusing entirely on the growth and development of the child, class work will address physical, intellectual, emotional and social development of children from birth to age twelve and appropriate activities to assist them in the process. Students will spend class time observing and working with children at the primary and elementary schools, as well as with preschool programs in the community.

### **Child Development II**

Prerequisites: Completion of Child Development I with a grade of "C" or better and successful completion of a field experience

This course is intended to combine the skills and theory learned in Child Development I with additional practice in planning and conducting developmentally appropriate activities to address children's physical, intellectual, emotional and social needs. Students will operate a play school program for preschool age children. This program will operate three days a week approximately 12 weeks during the semester the course is offered. Students will set objectives, plan lessons, prepare materials, evaluate activities, conduct observations, and further develop their understanding of children.

# **MATHEMATICS**

## **Geometry**

Prerequisite: Successful completion of Algebra I with a “C” or better

This is a one-semester course covering the study of points, lines, planes and angles as well as polygons and circles. The students will also study the topics of rotations and translations about the coordinate system, introduction to trigonometry, relationships of lines and a focus on three-dimensional solids and their volume.

## **Elements of Geometry**

Prerequisite: Successful completion of Elements of Algebra /Algebra I, or teacher recommendation

Elements of Geometry provides students with experiences that deepen the understanding of two and three-dimensional objects and their properties. Elements of Geometry will include the study of points, lines, planes, slope, midpoint, distance, angle relationships, circles, quadrilaterals, polygons, coordinate geometry, three-dimensional solids and their volume, and triangles to include special right triangles and an introduction to Trigonometry.

## **Algebra I**

Prerequisite: Successful completion of Algebra I in the middle school, or students who want a better understanding of the main concepts of this foundational course

This is a one-semester course, offering an *accelerated* overview of the major topics of Algebra I. It will cover equations and inequalities, rules of exponents, factoring, systems of equations and inequalities, and solving quadratic equations.

## **Elements of Algebra I / Algebra I**

Students taking this course will have a full year of Algebra, earning two credits. The first semester course will cover the concepts of order of operations, integers, equation and inequality solving and rules of exponents. Students must pass the first semester course in order to move on to the second semester of Algebra I. Here, they will focus on factoring polynomials, lines, systems of equations and inequalities and solving quadratic equations.



## **Algebra II**

Prerequisite: Successful completion of Geometry or a “C” or better in Algebra I

Emphasis in Algebra II is placed upon understanding and developing the skills and fundamentals of Algebra I. To attain a high degree of competence, accuracy in algebraic techniques becomes increasingly important. The student is taught to develop equations to represent relationships between given facts. The course is also designed to increase the student’s interest for further study in mathematics. It is suggested that Geometry be taken before Algebra II for students desiring to take the College Board SAT test. The use of graphing calculators is emphasized.

## **Elements of Algebra II**

This course will cover various topics of Algebra II at a more introductory level. Students will factor polynomials, simplify rational expressions and radicals, study relations, functions, solve and graph quadratic functions and equations. Placement in this course will be based on administrative recommendation.

## **Algebra III**

Prerequisite: Final grade of “C” or better in Algebra II and a score of *Proficient* or *Advanced* on the Algebra I Keystone Exam

This course is intended to prepare the student for Calculus and covers advanced mathematical concepts. Topics in the curriculum include: systems of equations and inequalities, rational functions, continuity of functions, polynomial functions, and complex numbers.

## **Trigonometry**

Prerequisite: Final grade of “C” or better in Algebra III

After a short review of relevant algebraic topics, the following topics are discussed: the six trigonometric functions treated are circular - periodic functions and their graphs, the inverse trig functions and their graphs, trig identities and equations, applications of trigonometry, vectors, complex numbers and their graphs, polar coordinates and their graphs, exponential and logarithmic functions, and graphing conic sections. Time permitting, matrices and their applications, and sequences and series will also be discussed.

## **Statistics**

Prerequisite: Final grade of "C" or better in Algebra II or Elements of Algebra II

This course will offer an introduction to statistical reasoning. Emphasis will be on concepts rather than in-depth coverage of traditional statistical methods. Topics include sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions. Additional topics will be selected from descriptive methods in regression and correlation, or contingency table analysis.

## **AP Statistics**

Prerequisite: Final grade of "B" or better in Algebra II

Aptitudes and/or Abilities: Above average grades in mathematics

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes of exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students who elect to take the AP test may be able to gain college credit depending upon the score they receive and the college they attend. A graphing calculator is recommended for this course and should be brought to class every day. The TI-84, TI-84 plus or the TI-84c are all good choices.

## **Advanced Placement (AP) Calculus (AB)**

Prerequisites: Algebra I, Geometry, Algebra II, Algebra III, Trigonometry

Aptitudes and/or Abilities - Above average grades in mathematics

After a short review of relevant algebraic and trigonometric topics, the following topics are discussed: the derivative and its applications, integration, and its applications, continuity and limits, the differential and its applications, the logarithmic and exponential functions, and polar coordinates. Students who elect to take the AP test may be able to gain college credit depending upon the score they receive and the college they attend. A graphing calculator is recommended for this course and should be brought to class every day. The TI-84, TI-84 plus or the TI-84c are all good choices. All students will be required to complete a summer assignment.

## **Advanced Placement (AP) Calculus II (BC)**

Prerequisite: AP Calculus (AB)

This course is intended for students who have a thorough knowledge of analytic geometry, elementary functions, college preparatory algebra, and trigonometry. Calculus BC is an extension of the topics from Calculus AB at a more intensive level. New topics include vectors, parametric equations, polar coordinates, and finite sequences and series. A student completing this course will be able to choose between taking the AB or BC examination.

## College Readiness Math

***This is a single period, semester long course open to seniors wanting to refresh their Algebra skills in preparation of college placement testing. (0.5 credit)***

Prerequisite – Successful completion of Algebra III

The purpose of this course is to provide a solid foundation in Algebra, presenting algebraic concepts, problem solving techniques, critical thinking exercises, geometry concepts, and decision-making processes that can be used to solve a variety of real-world and mathematical problems. The course objective is to develop proficiency in Algebra to prepare the student for core college coursework.

## MUSIC

### Concert Choir

Prerequisites – Students must have the ability to enjoy singing, coupled with a desire to improve the quality of their voice and performance skills.

Concert Choir is a performance group of student members who are dedicated to the beauty of creating quality vocal music. Concert Choir meets before the school day for credit. Students in 9<sup>th</sup> – 12<sup>th</sup> grade may participate. Rehearsals and performances are required attendance and scheduled by the director. The members participate in assemblies, public concerts, and community performances and give students an opportunity to try out for County, District, Regional, All-State and National Festivals.

**Select Vocal Ensemble** is a performing group consisting of students in grades 7-12 in the GASD choral music department. Once a student auditions for the group, they will rehearse once a week singing songs from a wide variety of styles and time periods. This group is often invited to sing at local community functions and events.

**Freedom Singers** is a club open to any student who enjoys singing in the spotlight. Once a student auditions, he/she will have the opportunity to sing the National Anthem and other patriotic songs for school sporting events as well as for local special events, such as Veterans Day and Memorial Day programs.

### Vocal Methods

***This is a single-period, semester long course. (0.5 credit)***

Do you have what it takes to sing like Taylor Swift? Brad Paisley? Steve Taylor? This is your chance to discover the singer inside you. Vocal Methods is designed to guide you through step-by-step procedures to better your vocal health, vocal production and vocal performance. Projects will include researching signature voices and replicating the sounds on a personal level. Journal entries, warm-ups and mini-performances in the classroom are part of the performance-based learning method of the course.

## **Ninth Grade Concert Band**

Ninth Grade Concert Band is offered during the first semester of the academic year and meets for 42 minutes each cycle day. Participation in this course is required for students wishing to participate in Symphonic Band.

This course is open to ninth grade students who have the desire to study and perform on a wind or percussion instrument in a large ensemble instrumental music setting. This course provides students with experiences designed to develop their technical and musical understandings from a fundamental perspective. Primary emphasis is placed upon the development of characteristic instrumental tone, musical literacy, and ensemble performance through the study of a wide variety of appropriate musical literature.

Upon successful completion of the Fall Semester Ninth Grade Concert Band course, all ninth-grade students will transition into the Symphonic Band, which meets before the school day. Students must be enrolled in Ninth Grade Concert Band to be eligible for participation in Marching Band or Indoor Percussion Ensemble.

## **Symphonic Band**

The Greencastle-Antrim High School Symphonic Band meets from 7:00-7:40 a.m. as a co-curricular academic performing ensemble and is open to students who have the desire to study and perform on a wind or percussion instrument in a large ensemble instrumental music setting. This year-long course provides students with experiences designed to develop their technical and musical understandings in a progressive way. Primary emphasis is placed upon the development of characteristic instrumental tone, musical literacy, and ensemble performance through the study of a wide variety of excellent musical literature.

This course is offered on cycle days 2, 4, and 6 during the school year. Course participants are required to attend a small group lesson scheduled during the school day once weekly, unless they are enrolled in a techniques course (brass, woodwind, percussion). Students must be enrolled in Symphonic Band class to be eligible for participation in Marching Band or Indoor Percussion Ensemble.

**Marching Band** acts as an extension of the Concert Band/Symphonic Band experience that continues the tradition and heritage of American Music performed in an outdoor setting. Topics of study include fundamentals of breathing, physical conditioning and its effect on musical performance, strength training/endurance, and development of tonal concepts relating to blend, balance, and intonation. The Marching Band experience places a primary emphasis on the development and achievement of a musical and visual product that elicits emotional response. The Marching Band is the most visible part of the Instrumental Music Program at Greencastle-Antrim High School and represents the school district by being ambassadors to the local community.

Students who enroll in Marching Band will perform at weekly football games, parades, and weekend competitions. The Marching Band rehearses after school on two evenings during the week and on select Saturday mornings. Participation in Marching Band is contingent upon students' enrollment in the Concert Band/Symphonic Band.

**Jazz Band** is a select group of students and instrumentation who perform music in the style and tradition of American "Big Bands." Through the Jazz experience, students can partake in yet another facet of instrumental music performance that explores the style and history of Jazz music in the "big band" setting. The Jazz Band performs at local events and throughout the area at various jazz festivals during the winter and spring. The Jazz Band also performs at the annual Greencastle-Antrim Jazz Festival.

## **Brass Techniques**

***This is a single-period, semester long course.***

***(0.5 credit)***

Brass Techniques is a semester long course in which students will be introduced to fundamental concepts of instrumental performance in an individualized and small group setting. Course topics include: air and embouchure development, ingredients of a characteristic sound, practice/performance warm-up techniques, developing musicality, articulation, range extension, and rhythmic facility. All students wishing to enroll in Brass Techniques must be a member of either Ninth Grade Concert Band or Symphonic Band

## **Woodwind Techniques**

***This is a single-period, semester long course.***

***(0.5 credit)***

Woodwind Techniques is a semester long course in which students will be introduced to fundamental concepts of instrumental performance in an individualized and small group setting. Course topics include air and embouchure development, ingredients of a characteristic sound, practice/performance warm-up techniques, developing musicality, articulation, and rhythmic facility. All students wishing to enroll in Woodwind Techniques must be a member of either Ninth Grade Concert Band or Symphonic Band

## **Percussion Techniques**

***This is a single-period, semester long course.***

***(0.5 credit)***

Percussion Techniques is a semester long course in which students will be introduced to fundamental concepts of percussion performance in an individualized and small group setting. Course topics include: stick control, ingredients of a characteristic timbre, practice/performance warm-up techniques, developing musicality, articulation, and rhythmic facility. All students wishing to enroll in Percussion Techniques must be a member of either Ninth Grade Concert Band or Symphonic Band

## Music Theory I

*This is a single-period, semester long course.*

*(0.5 credit)*

Music Theory is the study of traditional music. Students will learn about major and minor key signatures, basic harmony, rhythm, and meter. The culmination of this course will be a final composition project created using music notation software.

## Music Theory II

*This is a single-period, semester long course.*

*(0.5 credit)*

Prerequisite – Successful completion of Music Theory I with a “C” or better.

This course continues into more advanced analysis and compositional techniques. Students will learn about transposition, non-chord tones, cadences, rhythm, chromatic harmonies, and other scales. Students will complete several composition projects throughout the course of the semester.

## Music Appreciation

*This is a single-period, semester long course.*

*(0.5 credit)*

Students will learn about the elements of music, music performance, musical styles, and music composition. The course will be divided into five units covering the topics previously mentioned. Students will have the opportunity to listen to various recordings of musicians and begin to develop critical listening skills. At the conclusion of the semester, each student will complete a final project and presentation that will be a creative culmination of the material covered in class.

## Introduction to Theater

*This is a single-period, semester long course.*

*(0.5 credit)*

Students will delve into the history of drama and stage from Ancient Theater through modern plays and musicals. This course is designed on performance-based and project-based inquiry. Students will research, critically review, design, create, and perform various scenes from a plethora of plays and musicals. Students will complete a number of hours of hands-on experience through working with different areas of the GAHS Drama Club’s Fall Play or Spring Musical depending on when the elective is offered. The final project will cover all aspects examined throughout the course, providing each participant with a foundational understanding of theater.

## **Theater: A View from the Stage**

***This is a single-period, semester long course.***

***(0.5 credit)***

Prerequisite: A desire to be a star on the stage; previous acting experience helpful.

Students will experience a focused approach to the theater as an Actor or Actress. Specific styles of theater will be researched, rehearsed, and practiced. Theories in improvisation, mime, and other forms of method acting will be studied. Techniques in acting and auditioning will be a primary focus. Projects will include project-based inquiry involving hands on activities, roll-plays, memorization, performance and critical assessments. The Final Project experience will include showing an understanding of multiple strategies, acting skills and theories, as well as performing in a monologue/dialogue group stage appearance.

## **Theater: Behind the Scenes**

***This is a single-period, semester long course.***

***(0.5 credit)***

Successful completion of *Introduction to Theater* is recommended, but not required

Students will learn the skills necessary to understand and create a knowledge base for the theater, behind the scenes. The modules are divided into three sections: Costume, Makeup, and Set Design. Assignments will be hands-on, project-based learning. Each module will incorporate a final project including designing a costume, building a miniature stage with props, and creating makeup for a favorite scene from a play or musical. Students will research and problem solve, using digital materials and library resources. A journal will also be required for the course.

## **Music through American History**

***This is a single-period, semester long course.***

***(0.5 credit)***

Students will experience the importance music had on the people of America during the development of this country. Students will actively participate in learning about the music from the 1600's through the 1940's during World War 2. Students will participate in research projects, power point presentations, keeping a listening journal and documenting specific selections in a musical anthology. The Final Project will include a final exam, essay, and a visual/aural representation of music through American History.

## **Sound Recording Studio Foundations**

***This is a single-period, semester long course.***

***(0.5 credit)***

In this single-period elective course, students will learn the basics of sound recording and research the history of studio technologies. Students will complete project-based learning assignments which will include research, analysis, application and creativity skills. Students will also gain experience using audio interfaces, Adobe Audition and Pro Tools.

## **SCIENCE**

### **Environmental Science**

***This course is a requirement for all students.***

Environmental Science is a course that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through laboratories, assignments and literacy. Topics will include: ecology; minerals and rocks; natural resources; and environmental technology and stewardship. The successful completion of this course will contribute to success on the Pennsylvania Keystone Exam for Biology, which is administered near the end of the GAHS Biology course.

### **Environmental Science Honors**

***This course may be taken in place of Environmental Science. If enrollment is not adequate course may not be scheduled.***

Environmental Science Honors is a course that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through laboratories, assignments and literacy. Topics will include: ecology; minerals and rocks; natural resources; and environmental technology and stewardship. The successful completion of this course will contribute to success on the Pennsylvania Keystone Exam for Biology, which is administered near the end of the GAHS Biology course.

Environmental Science Honors will require consistent effort and a mature approach to challenge students interested in a higher-level Environmental Science course. Environmental Science Honors students will be expected to work more independently and to demonstrate a more in-depth understanding of environmental concepts. An entry level college textbook and more laboratory exercises are utilized in this course. This course better prepares the student to take Advanced Placement Environmental Science.

### **Advanced Placement Environmental Science**

***If class enrollment exceeds capacity, preference will be given to students who have successfully completed Physics.***

**Prerequisites: Successful completion of the three core Science courses, Environmental Science, Biology, and Chemistry with a “B” or better. Physics is also highly recommended.**

The Advanced Placement Environmental Science course is designed to be the equivalent of a one semester, introductory college course in Environmental Science. Environmental Science is



interdisciplinary; it embraces a wide variety of topics from different areas of study, such as biology, geology, environmental studies, chemistry, and geography. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of Environmental Science. This course has been developed to enable students to undertake, as first-year college students, a more advanced study of topics in Environmental Science. Ultimately, the goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships 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.

## **Biology**

Prerequisites: Successful completion or concurrent enrollment in Environmental Science or Environmental Science Honors

The objective of this course is to gain certain biological concepts. The course will include studying organisms from microscopic in size to macroscopic in size. Laboratory work begins with the microscope and the cell, classifying plants and animals, dissection of vertebrates such as the frog and pig, etc. Occasional trips to the environmental center for plant and animal studies will be scheduled. The following topics will be discussed in detail: Introduction to Biology, Cells and Mitosis, Mendel and Meiosis, DNA, RNA, Protein Synthesis, Application of Genetics and Biotechnology, Bioethics, Classification, Evolution and the Animal Kingdom.

## **Biology Honors**

***This course may be taken in place of Biology. If enrollment is not adequate course may not be scheduled.***

Prerequisites: Successful completion or concurrent enrollment in Environmental Science or Environmental Science Honors

The objective of this fast-paced, in-depth course is to gain certain biological concepts. The course will include studying organisms from microscopic in size to macroscopic in size. Laboratory work begins with the microscope and the cell, classifying plants and animals, dissection of vertebrates such as the frog and pig, etc. Occasional trips to the environmental center for plant and animal studies will be scheduled. The following topics will be discussed in detail: Introduction to Biology, Cells and Mitosis, Mendel and Meiosis, DNA, RNA, Protein Synthesis, Application of Genetics and Biotechnology, Bioethics, Classification, Evolution and the Animal Kingdom.

Biology Honors will require consistent effort and a mature approach to challenge students interested in a higher-level Biology course. Biology Honors students will be expected to work more independently and to demonstrate a more in-depth understanding of biological concepts. This course better prepares the student to take Advanced Placements Biology.

## Advanced Placement (AP) Biology

***If class enrollment exceeds capacity, preference will be given to students who have successfully completed Physics.***

Prerequisites - Successful completion of the three core Science courses: Environmental Science, Biology, and Chemistry with a “B” or better. Physics is also highly recommended

The AP Biology course is designed to be the equivalent of a college introductory course usually taken by Biology majors during their first year. Class size will be limited. The course outline will cover the following big ideas/topics: Molecules, Cells, Energy, Heredity, Genetics, Evolution, Organisms, and Populations. One-fourth of the course emphasis will deal with laboratory exercises, which encourage important skills such as detailed observation, accurate recording, experimental design, data interpretation, statistical analysis, and the operation of technical equipment. Selected laboratory topics include: Protein Folding and Macromolecule Models; Acid and Base lab Macromolecule; Diffusion and Osmosis; Enzyme Catalysis; Cellular Respiration; Photosynthesis and Plant Pigments; DNA Extraction; Population Genetics; DNA Electrophoresis; Evolution; Physiology of the Circulatory System, Behavior/Habitat and Natural Selection; Dissolved Oxygen and Aquatic Primary Productivity; Dissection. Students will be encouraged to take the AP Biology exam in May. Fees may be assessed for specific field trip opportunities or independent research.

## Elements of Chemistry

***Course is for students who have taken Algebra I with a final grade of “C” or lower.***

***Course is highly recommended for students who took Elements of Algebra/Algebra I, regardless of final grade.***

Topics covered in Elements of Chemistry include measurement, problem solving, properties of matter, atomic theory, atomic structure, the Periodic Table, chemical formulas, chemical equations, stoichiometry, gas laws and solutions. This course will cover various mathematical concepts relating to chemistry; however, the mathematical concepts will be introductory in nature. In this course, more emphasis will be placed on conceptual chemistry.

## Chemistry

***Course is for students who have completed Algebra with a final grade of “B” or higher or have been recommended by their previous math teacher.***

Topics covered in Chemistry include measurement, problem solving, properties of matter, atomic theory, atomic structure, quantum numbers, electron configurations, the Periodic Table, periodic trends, chemical formulas, chemical equations, chemical reactions, stoichiometry, gas laws, and solutions. This course will cover various mathematical concepts relating to chemistry, therefore a strong math background is required for success.

## Chemistry Lab

*This single-period, semester long course meets on alternate days.*

*(0.25 credit)*

Prerequisite: Must schedule Chemistry for the concurrent or earlier semester

Lab work includes a study of properties of compounds, quantitative determinations, chemical and physical properties, basic principles of chemical reactions, introduction to qualitative analysis, and types of chemical reactions. A lab fee may be charged.

## Advanced Placement (AP) Chemistry

*If class enrollment exceeds capacity, preference will be given to students who have successfully completed Physics.*

Prerequisites: Successful completion of the three core Science courses: Environmental Science, Biology, and Chemistry; successful completion of Algebra II with a "B" or better; Physics is highly recommended

This course is intended to cover material that would normally be found in an introductory college chemistry course taken by chemistry or other science majors during their first year. The course will include the following topics: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry, gases and kinetic-molecular theory, liquids and solids, solutions, reactions and reaction types, oxidation-reduction reactions, electrochemistry, stoichiometry, chemical equilibrium, kinetics, thermodynamics, organic chemistry, and related laboratory work. Class size is limited. Students are encouraged to take the AP Exam in May.

## Physics with Laboratory

*This is a semester long course.*

*(1.25 credit)*

Prerequisites: Successful completion of Environmental Science, Biology, Chemistry, Algebra I, Geometry, Algebra II and Algebra III with a "B" or better. Recommended Pre- or Co-requisites: Trigonometry with a "B" or better

Aptitudes and Abilities: General laboratory skills, excellent written communication skills, attention to detail, general computer skills

Physics is the study of the interactions of matter and energy. This course focuses on mechanics that emphasizes the vector quantities of displacement, velocity, acceleration, force, work and momentum. Topics discussed in the course may include heat, waves, sound and optics. Students will be expected to work independently and in small groups. This class is highly hands-on and requires a willingness to be creative. This course is highly recommended for students entering the fields of engineering, science, mechanical trades and medicine. A lab fee may be charged.

## **Astronomy**

Prerequisites: Successful completion of Environmental Science, Biology, Elements of Chemistry or Chemistry, and Algebra II; recommended for juniors and seniors

This course, which is based on the first level of a university Astronomy program, is designed to focus intently on the most important aspects of Astronomy. We will begin by examining historical astronomy--how humanity attempted to find meaning in the cycles of the sky and understand our place in the cosmos. We will look at the theories regarding the formation of the universe and all of the atoms in it, and how galaxies, stars, and planets were made. We will explore the development of the technologies that make our current view of the universe possible. Mathematical models are an integral part of describing the abstract nature of the universe, so proficiency in math is desired. A portion of this course will be dedicated to the meteorology of the Solar System, with a focus on Earth's atmosphere. Expectations for learning are high. Students will be expected to do out-of-class computer work and research projects throughout the semester.

## **Anatomy and Physiology**

Prerequisites: Successful completion of both Biology and Chemistry with a "B" or better; recommended for juniors and seniors

This rigorous college-preparatory elective science course includes a detailed study of many human body systems including body organization, cytology, histology along with the integumentary, skeletal, muscular, nervous systems and special senses. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. The course may also be helpful for those students who plan to enter education as either a life-science or physical education teacher. Laboratory activities will include several microscopic analyses of tissue specimens as well as several dissections to accompany the subject matter. This will be a block scheduled class meeting daily.

## SOCIAL STUDIES

### **United States History**

The ninth grade United States History course is a social, political, and cultural survey of American History. This course incorporates an investigation of American History using primary and secondary source documents, class discussions, research and historical literature excerpts. Students may demonstrate their knowledge through various writing components, projects, activities and group presentations to illustrate their understanding of the social, political, and cultural changes that have shaped America.

**Skills:** Reasoning, conceptual understanding, and information gathering

**Topics:** Great Depression, World War II, Civil Rights Era, and the Cold War time period

### **United States History Honors**

Prerequisite: Final grade of “A” or “B” in Eighth Grade Social Studies

This course is designed for students who have demonstrated exceptional reading and writing skills and who seek to explore U.S. History in greater depth and breadth. Students who earn the honors distinction in U.S. History are expected to meet and exceed the expectations for the standard curriculum in the course. This course will prepare students for future Advance Placement and college course work. This course incorporates an intensive investigation of U.S. History using primary source documents, class discussions, independent research, and historical literature. Students may demonstrate their knowledge through various writing components, presentations, group discussions, and debates to exemplify personal conclusions regarding social, political, and cultural changes that have shaped America.

**Skills:** Logic and reasoning, conceptual and analytical understanding, and research and synthesis.

**Topics:** Great Depression, World War II, Civil Rights Era, and the Cold War time period.

### **World History**

The tenth grade World History course is a social, political, and cultural survey of World History. This course incorporates an investigation of World History using primary and secondary source documents, historical literature excerpts, class discussions and research. Students may demonstrate their knowledge through various writing components, projects, activities, and group presentations to illustrate their understanding of the social, political, and cultural changes that have shaped the world.

**Skills:** Reasoning, conceptual understanding, and information gathering

**Topics:** Renaissance and Reformation, the Age of Discovery and colonization, Asian Empires, Absolutism, the French Revolution and the Industrial Revolution

## World History Honors

Prerequisite: Final grade of “A” or “B” in United States History

This course is designed for students who have demonstrated exceptional reading and writing skills and who seek to explore World History in greater depth and breadth. Students who earn the honors distinction in World History are expected to meet and exceed the expectations for the standard curriculum in the course. This course will prepare students for future Advanced Placement (AP) and college course work. Students that successfully complete this course with a grade of A or B should consider enrolling in AP European History. This course incorporates an intensive investigation of World History using primary and secondary source documents, historical literature excerpts, class discussions and independent research. Students will be expected to think analytically like an historian. Students may demonstrate their knowledge through various writing components, presentations, group discussions, and debates to illustrate higher level personal analysis regarding political, economic, religious, social, intellectual and artistic changes that have shaped the world.

**Skills:** Logic and reasoning, conceptual and analytical understanding and research and synthesis.

**Topics:** Renaissance and Reformation, the Age of Discovery and colonization, Asian Empires, Absolutism, the French Revolution and the Industrial Revolution

## Civics and Community Service

*Civics or AP U.S. Government & Politics may be taken to fulfill required Social Studies credits.*

Prerequisite: Satisfactory completion of United States History and World History

**Civics:** This course focuses on the structure, political processes and essential function of government on local, state and federal levels. Special emphasis is given to developing a political awareness to encourage active civic participation in the community.

**Skills:** Logic and reasoning, conceptual understanding, research and synthesis, and political debating

**Topics:** Origins of American Government, the Constitution, Congress, the Presidency, the Supreme Court, the criminal justice system and civil liberties. Other topics include current events, foreign policy, political parties, interest groups and the importance of voting.

**Community Service Project:** All students scheduling this course will be required to present their Community Service Project during this Civics class. Students must schedule their presentation date with any Social Studies teacher within 15 days of completing their 30 hours. All presentations must be completed by the end of the second marking period during the first semester and by the end of the fifth marking period during the second semester (.25 credit).

## **Advanced Placement (AP) U.S. Government & Politics/Community Service**

Prerequisite: Satisfactory completion of United States History and World History

This class can be scheduled to earn required Social Studies credit. It is not necessary to complete Civics prior to scheduling this class. It may also be scheduled as an elective if Civics has already been completed.

**Advanced Placement (AP) U.S. Government and Politics:** This course is an extensive study of the institutions, principles and processes of American government and politics and is comparable to a college American government class. Five areas of exploration will be covered: the constitutional underpinnings of United States government, political beliefs and behavior of American citizens, political parties and interest groups in American politics, institutions and policy processes of national government, and civil rights and civil liberties in America (1 credit).

This class can be taken as a dual enrollment course for 3 credits at Hagerstown Community College (HCC). Students have the opportunity to receive credit at HCC for *POL-101 American Government* while completing the AP U.S. Government and Politics class at GAHS. A representative from HCC will meet with interested students during the second week of class to discuss dual enrollment options at HCC.

**Community Service Project:** All students scheduling this course will be required to present their Community Service Project during this Advanced Placement (AP) U.S. Government and Politics class. Students must schedule their presentation date with any Social Studies teacher within 15 days of completing their 30 hours. All presentations must be completed by the end of the second marking period during the first semester and by the end of the fifth marking period during the second semester (.25 credit).

## **Economics (Elective)**

***This is a single-period, semester-long course.***

***(0.5 credit)***

Prerequisite: Satisfactory completion of United States History and World History

This is an elective course intended for junior and senior classmen. Economics is concerned with the behavior of individuals and institutions engaged in the production, exchange and consumption of goods and services. As technology helps to reshape the economy, knowledge of how the world works is critical. People entering the workforce cannot function effectively without a basic knowledge how scarcity and choice affect the allocation of resources, how markets establish prices and the global nature of economic interdependence. This course is intended to provide direction in learning how economic activity impacts the forces of everyday life. This course would assist students who may potentially pursue a post-secondary education or a career path requiring prior background knowledge in economics.

**Skills:** Logic and reasoning, financial analysis, conceptual understanding, research and synthesis

**Topics:** Foundations of economics, supply and demand, government and taxation, personal finance and economic systems

## **Advance Placement (AP) European History (Elective)**

Prerequisite: Satisfactory completion of United States History and World History

This elective will help you gain an in-depth perspective of the events and movements that occurred in Europe during the time-period from approximately 1450 to the present. Students will explore and analyze these events and movements using political, economic, religious, societal, intellectual and artistic themes. Students will be provided with many opportunities to follow self-interests and explore their favorite individuals, topics and events. Topics explored include voyages of exploration, monarchies, the Protestant Reformation, the Catholic Reformation, the Scientific Revolution, enlightenment, the French Revolution, urbanization and migration. Students may choose to take the College Board examination (fee required) to earn college credit.

This class can be taken as a dual enrollment course for 3 credits at Hagerstown Community College (HCC). Students have the opportunity to receive credit at HCC for *HIS-102 History of Civilization II* while completing AP European History at GAHS. A representative from HCC will meet with interested students during the second week of class to discuss dual enrollment options at HCC.

## **Psychology (Elective)**

This elective course is intended for juniors and seniors. Psychology is the scientific study of human behavior and mental processes. This course offers students an engaging introduction to essential topics in psychology. Through their studies and investigations, students will gain insights into the history of psychology, various approaches, famous experiments, basic terminology, and psychological theories concerning a variety of behaviors. Students will be able to apply these insights to their own lives and experiences. Students that complete this course may choose to take AP Psychology at a later time as an elective credit.

**All students will be required to create a personal portfolio.** This project will enable students to relate their own experiences to a variety of psychological theories, processes, and ideas. This opportunity will facilitate the student's reflection on their past experiences, present attitudes, and future goals.

**Skills:** Logic and reasoning, conceptual understanding, presentation skills, research and synthesis

**Topics:** The History of Psychology, Human Development, the Brain and Nervous System; States of Consciousness; Learning; Memory and Mental Disorders



## Advanced Placement (AP) Psychology (Elective)

Prerequisite: Satisfactory completion of United States History and World History

Advanced Placement Psychology is a college level course that provides a systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. Students will also learn the ethics and methods psychologists use in their science and practice. Topics of study include the biological, behavioral, cognitive, humanistic, psychodynamic and social-cultural approaches used by psychologists, the basic skills of psychological research, neuroscience, developmental psychology, intelligence and testing, memory, language, motivation, emotion, personality, abnormal psychology and treatment, and social psychology.

This class can be taken as a dual enrollment course for three credits at Hagerstown Community College (HCC). Students have the opportunity to receive credit at HCC for *PSY-201 General Psychology* while completing AP Psychology at GAHS. A representative from HCC will meet with interested students during the second week of class to discuss dual enrollment options at HCC.

Students may also earn college credit through taking the AP examination in May if they receive a score between 3 and 5, depending on the requirements of the college they plan to attend after high school graduation. **Students will also be required to complete a summer assignment.**

# STEAM

## *Visual Arts, Engineering & Design, Technology & Innovation*

**STEM + ART = STEAM** Today's students can access information at their fingertips at any time of the day. As a result, education is adapting to meet the needs of the 21<sup>st</sup>-century citizen. In order to prepare GAHS students for our ever-changing society, which requires more creativity and innovation, we introduce the new STEAM department. This department includes and improves on the formerly separate Tech-Ed and Art departments, with new courses focusing on the visual arts, technology, innovation, engineering, and design. Students will use creativity and innovation to build upon basic knowledge of **Science, Technology, Engineering, Art and Mathematics**. They will be able to forge their own path in more student-directed courses conducive to their own personal growth and learning.

**Studio level courses:** The word studio implies a higher-level course with some form of prerequisites and a more student-directed approach to learning. These studio courses may also require more of the student's personal time and resources to accomplish their learning goals.

## **STEAM – VISUAL ARTS**

### **Art Foundations**

Are you interested in becoming a better artist? This foundational course will harness students' inner artistic interest in order to reach a higher level of understanding in artistic concepts. Students will be introduced to and explore techniques in various media including pencil, pen & ink, and more. Techniques will be taught through study, direct analysis as well as application, demonstrations, and formal assessments. Various organizational possibilities for design will be applied through the elements and principles of art. Drawing skills will be developed and projects will be assigned based on a variety of subject matter and media. Writing and speaking about personal artwork and those of others is an integral part of the course. Those students interested in applying themselves in any number of medias should consider this elective program to further their study in the art field or for personal enjoyment. In order to gain a worthwhile experience, the student will have to put forth an honest effort. This class is open to students in 9th-12th grade. Students may be asked to purchase additional supplies for this course.

## **Art Studio**

Prerequisite: Final grade of "B" or higher in Art Foundations

Art Studio is intended for students with a serious interest in visual art. The course will build upon concepts introduced in Art Foundations with an expanded approach to utilizing a variety

of mediums including a concentration on painting skills. Students will expand their technical ability while fostering personal artistic expression and the creative process. Students will have regular sketchbook assignments, art exercises, student-directed authentic art projects, and continue to build portfolios. Required written and formal critiques are a key component in facilitating an engaging creative environment, and active participation will be expected from all students. Students may be asked to purchase additional supplies for this course.

## **Art Portfolio**

***This class is only open to juniors and seniors.***

Prerequisites: Final grade of "B" or higher in Art Studio; successful completion of Photography & Digital Design

This advanced visual arts course offers students the exclusive opportunity to focus on individualized assignments with an emphasis on building a high-quality portfolio of work. The goal is to enhance and master the creative process and personal artistic expression. Artwork will be matted, framed, or suitable for public exhibition and entry to various art shows and contests, and culminates in a senior art exhibition. This class will require a significant amount of personal time and may require the purchase of a variety of materials based on student needs. The course is intended for students very interested in visual art and to prepare students for college and careers in creative, design, and fine Arts fields.

## **Photography and Digital Design**

***This is a single-period, semester-long course.***

***(0.5 credit)***

Photography and digital design have completely surrounded our culture, including how we communicate and express ourselves. How many photos are on your phone right now? What makes an image "good"? How do we create successful images? This course allows students to learn foundational skills in photography, composition, and editing to produce high quality images for artistic purposes, and for the use in any other digital media. Students will also learn foundations in 2-D graphic design using the Adobe Creative Suite, including Photoshop and InDesign. Students will be addressing real world design problems and will collaborate with students in other courses. Possible design topics include: logos and branding, package design, album art, collage, digital art, and more.

While not required, students would greatly benefit from access to their own digital camera; with a DSLR (interchangeable lens) camera being the best option.

### **3-D Design and Ceramics**

This course focuses on the creative investigation of materials and techniques in the production of functional and sculptural objects in clay and other materials. This is a visual art course with a focus on creating original student projects including functional pottery, ceramic sculptures, and sculpture in other mediums. Students will be exposed to ceramics and sculpture through the study of past and present artists to enhance the understanding of good design and expressive potential within the various media used. Technical properties of the science of clay, glaze, kilns, and firing will also be addressed. Writing, reading, and research skills are an integral part of the curriculum; projects will typically have a writing and presentation component.

### **3-D Design and Ceramics Studio**

Prerequisite: Final grade of "B" or higher in 3-D Design & Ceramics

This studio level course focuses on student-directed learning with more choice of medium and topic in the creation of functional and sculptural objects in clay and other materials. Advanced skills will be introduced as needed to allow students to further their investigation in the creative process and in completing a high-quality portfolio of work. Students will also be investigating current artists and craftspeople producing nationally and internationally recognized work. Possible course topics include: Wheel thrown pottery, figure and portrait sculpture, installation and site-specific sculpture, kiln design and firing, Raku and other alternative firing methods. Students will also be encouraged to explore glaze chemistry and experimentation with glaze and firing effects.

### **3-D Design and Ceramics Portfolio**

***This class is only open to juniors and seniors.***

Prerequisites: Final grade of "B" or higher in 3-D Design and Ceramics Studio

This advanced visual art course focuses on functional and sculptural 3-D work and offers students the exclusive opportunity to focus on individualized assignments with an emphasis on building a high-quality portfolio. The goal is to enhance and master the creative process and personal artistic expression. Student work will be finished to a level suitable for public exhibition and entry to various art shows and contests and culminates in the Art Portfolio Exhibition. This class will require a significant amount of personal time and may require the purchase of a variety of materials based on student needs. The course is intended for students very interested in visual art and to prepare students for college and careers in creative, design, and fine Arts fields.

## **STEAM – ENGINEERING & DESIGN**

### **Materials and Processes**

***Formerly Applied Technology. Students who completed Applied Technology should not schedule Materials and Processes.***

This foundational course is designed to give the learner an overview of a wide range of tools and applications to transform raw materials into usable products. Special attention is given to machine safety and operations in the workshop environment. Students are actively engaged in hands-on learning of the broad spectrum of industrial technology. Various tools, machines and processes will be used to encourage problem solving and critical thinking skills. This semester long course will investigate manufacturing in materials such as wood, metals, electrical circuits and more. This course covers essential foundational technical skills and knowledge that will be built upon in numerous upper level STEAM department courses.

### **Manufacturing and Innovation Studio**

Prerequisite: Final grade of “B” or higher in Materials and Processes or Applied Technology

This course begins with an introduction to manufacturing technology, technical systems, and a look at the historical evolution of manufacturing. Students will examine the organization and management of manufacturing endeavors. The class encourages the design and production of artifacts in a manufacturing enterprise environment, which closely parallels the functions of a manufacturing corporation. This course enables students to create or innovate products enhancing day-to-day life, which will be completed in a production/prototyping laboratory where students will have the power of creation at their fingertips.

### **Transportation, Energy and Power Studio**

Prerequisite: Final grade of “B” or higher in Materials and Processes or Applied Technology

This advanced course provides knowledge of the elements of energy, power, and transportation and how they affect the world in which we live through hands-on activities and projects. Students will gain an understanding of the operations of electrical, mechanical, fluidic, and thermal systems. With the increase in energy use and pollution, students will discover and demonstrate an understanding of alternative energy sources. The correlation of energy and power to transportation encourages innovation. This course introduces students to the operation and functions of advanced robotics. Students are encouraged to explore the many ways in which our lives are impacted in the important topic of transportation, energy and power.

## **Engineering and Design**

Prerequisite: Successful completion of Algebra I and Geometry

This course introduces students to the engineering profession and a variety of related jobs. Students are introduced to fundamental knowledge and skills in the engineering and design of objects, machines, and parts. Topics may include: Line work, lettering, scale use, sketching, multi-view drawings, sectional views, auxiliary views, and 3-D modeling. Students will work individually and in groups to utilize the basics of drafting techniques, the use of drafting equipment and CAD software, problem solving techniques, scientific notation, decision-making models and the completion of hands on projects.

## **Engineering and Design Studio**

Prerequisite: Final grade of "B" or higher in Engineering and Design

This course allows students to use sophisticated three-dimensional modeling software to improve existing products, invent new ones, and communicate the details of the products to others. This course gives students the opportunity to work in teams to solve problems of their own choosing. Under the guidance of the instructor, teams employ all the skills and knowledge gained through previous coursework to brainstorm, research, reverse engineer, construct and test a model in real-life situations (or simulations); document their designs; and present and defend the designs.

## **Industrial Studio**

Prerequisites: Successful completion with a "B" or higher in any of the following courses: Materials and Processes or Applied Technology, Engineering and Design, Art Foundations, 3-D Design & Ceramics, Photography & Digital Design, or Whizdom Works

Be both artist and engineer by making beautiful objects or products. This hands-on program will expose students to various physical and digital mediums, design methods and state-of-the-art fabrication tools that will bring students' unique and functioning products to life. The essence of this course is the application of the engineering design process beginning with the identification of a design problem and progression through idea generation, concept development, exploratory prototyping, and the study of ergonomics. Formal design solutions will be presented through engineered drawings, renderings, and the completion of functional products.

## **STEAM – TECHNOLOGY & INNOVATION**

### **Digital Foundations**

***This single period, semester-long course replaces Digital Citizenship. Students who completed Digital Citizenship should not schedule Digital Foundations. (0.5 credit)***

Digital Foundations is a course designed to provide students with basic computer skills, social media etiquette, cyber security, privacy and copyright infringement awareness, and media literacy. The knowledge gained from this course will be highly beneficial throughout the participants' high school and post-secondary experiences. This course is a requirement for all ninth-grade students.

### **Video and Digital Production**

***Formerly Multimedia Communication. Students who completed Multimedia Communication should not schedule Video and Digital Production.***

In this course, students will create various digital products that will communicate individualized topics. Some of the digital tools that will be employed are: Podcasts, lyric videos, instructional videos, stop motion videos and short documentary films. Students will create and edit their products using the industry standard, Adobe Premiere Pro and Audition software. Students will work collaboratively to create products while investigating the history and the parameters that make high quality digital products. Adhering to copyright guidelines will be of utmost importance in this course. The skills gained from this course can be easily applied throughout the participants' high school and post-secondary courses.

### **Digital Production Studio**

***Formerly Digital Media Studio. Students who completed Digital Media Studio should not schedule Video Production Studio.***

**Prerequisites: Final grade of "B" or higher in both Video and Digital Production (or Multimedia Communication) and Photography and Digital Design;**

Digital Production Studio is an advanced course that will build upon the skills obtained in Video and Digital Production (or Multimedia Communication) and Photography and Digital Design with an emphasis on in-depth videography, photography, animation and digital design. Media is everywhere as a communication method to educate, inspire, and encourage people through several digital forms like photography, video, animation, audio, text, interactive websites and engaging environments. Students will work collaboratively in teams or individually to produce a variety of digital media products of their choice during a significant portion of the course. A digital portfolio will be required to showcase student work.

**Photojournalism – see pg. 45 in English Dept**

## Whizdom Works

Many of today's highly successful corporate organizations are investing in passion projects. In this model, employees dedicate 20% of their time to work on a self-directed project. This innovative strategy is now being implemented in many classrooms around the country. In this self-guided course, students will be granted the freedom to investigate and develop their own innovative ideas and projects. Part of the process will involve formulating a driving question, conducting research and disseminating ideas not only locally, but also globally. Students will walk themselves through the entire design cycle from ideation to product output and dissemination – whether it is genuine research in any field, a marketing campaign or an engineered product. This is to invoke creativity while guiding students to keep on target, work toward a goal, and meet timelines. These are all skills required for the 21<sup>st</sup> century workforce.

## OccTech: Occupations in Technology

***This single-period, semester-long course is open only to juniors and seniors. (0.5 credit)***

Prerequisites: Final grade of "B" or higher in Digital Foundations or Digital Citizenship

Throughout this course, students will explore various topics within the Informational Technology (IT) industry. Students will learn desktop management, basic networking skills, auditorium equipment operation, and current technologies/advancements within IT. Students will prepare and present an assortment of help desk workshops and videos to students and staff members within the GASD community.

## AP Computer Science Principles

***This course is open to sophomores, juniors, and seniors or by teacher/administrator recommendation.***

Prerequisite: Final grade of "B" or higher in Algebra I and Digital Foundations or Digital Citizenship

AP Computer Science Principles is a rigorous college-level course that allows students to experience the fundamentals of modern computing. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. The course seeks to provide students with a foundation in computing principles so that they are adequately prepared with both knowledge and skills to live and meaningfully participate in our increasingly digital society, economy, and culture. The curriculum itself does not assume any prior knowledge of computing concepts before entering the course.



## **WELLNESS**

In fulfillment of the State of Pennsylvania Health and Physical Education requirements, all students must take and pass, as a graduation requirement, one Wellness course per year. Wellness combines physical education and health through integrated curriculum and instruction. The goal of wellness is to provide students with the knowledge to make decisions about a healthy and fit lifestyle.

In ninth grade, there is a greater concentration on the health aspect of Wellness. Students will split time in the gym and classroom throughout the semester. The health portion of the class is intended to show students the relationship between physical, mental, and social health and how they affect our overall well-being. Topics covered include self-esteem, goal setting, communication, healthy relationships, peer pressure, the male and female reproductive systems and sexually transmitted diseases. Students will recognize that the decisions they make today will affect them now and in the future.

Students who wish to accelerate their program and have four major courses scheduled in a semester may complete an independent study in wellness if approved by the Principal and the Physical Education Department. Students enrolled in the Franklin County Career and Technology program may utilize this option to fulfill their physical education requirements. Also, students who wish to accelerate their program may schedule Wellness after school. After-School Wellness classes will be offered every day of the six-day cycle for one semester. The class will meet from 2:25 p.m. to 3:00 p.m. The physical education curriculum is appropriately modified to meet the needs of the program.

### **Fitness for Life**

Prerequisite: Satisfactory completion of Wellness in Grades 9 and 10

Fitness for Life will involve instruction in a variety of lifetime aerobic activities. It is designed for students who wish to participate in activities that will increase the heart rate to the desired target heart rate range for a minimum of twenty minutes. This class will enable students to identify activities that can be pursued later in life as a means of dealing with stress and maintaining physical fitness. Activities and exercises will include, but are not limited to, walking, rope jumping, circuit training, stationary bike riding, stepper activities, treadmill, yoga, Pilates, Zumba and exercise video participation.

### **Weight Training and Conditioning**

Prerequisite: Satisfactory completion of Wellness in Grades 9 and 10

This course consists of a systematic program that includes running and weight training with free weights. It is recommended for students interested in a vigorous program leading to a high degree of physical development. Topics of instruction include goal setting, weight control management, flexibility and types of training programs.

# WORLD LANGUAGE

## Spanish I

***If class enrollment exceeds capacity, preference will be given to students who have not yet fulfilled their World Language requirement.***

Because Spanish is the second most widely spoken language in the United States (by the year 2020, it is predicted that 15 million people will speak Spanish in the US), and the 5<sup>th</sup> most widely spoken language in the world (spoken by over 330 million people), the emphasis of the Spanish program is to develop skills needed to communicate with Spanish speakers within our country and when abroad. The Spanish I course will focus on providing a foundation in reading, writing, speaking, comprehending the language, as well as an appreciation of the culture of many Spanish-speaking countries. Students will learn a wide range of basic vocabulary and grammar that will allow them to communicate in the language in many ways.

As with any World Language, while learning the new language, students will improve their English grammar skills and vocabulary. Spanish I provide students with an excellent foundation for future study in Spanish as well as a useful skill for their future. The high school Spanish course sequence is both a beneficial and rewarding experience especially when students have the opportunity to use their Spanish in the community, while visiting other countries, and possessing a skill which makes them highly qualified for any career path.

## Spanish II

Prerequisites: Final grade of "C-" (70%) or higher in Spanish I; 65% or higher on the Spanish I Final Exam

The Spanish II course continues to build on first year Spanish skills. More emphasis is given to reading, writing, speaking, comprehending the language, as well as an appreciation of the culture of many Spanish-speaking countries. Students are also responsible for a wider range of vocabulary and grammar skills. Spanish II students will also become more confident in their speaking skills as they continue on their journey towards Spanish fluency.

## Spanish III

Prerequisite: Final grade of "C+" (77%) or higher in Spanish II; 65% or higher on the Spanish II Final Exam

The Spanish III course continues to build on the first- and second-year Spanish skills. The course includes a comprehensive review of Spanish vocabulary and grammar while continuing to

emphasize reading, writing, speaking, comprehending the language, as well as an appreciation of the culture of many Spanish-speaking countries. Spanish III students will become more confident in their speaking and comprehension skills as much of the class is conducted in Spanish. Students will leave Spanish II with the ability to converse well with Spanish-speakers in the community.

## Spanish IV

Prerequisite: Final grade of "B-" (80%) or higher in Spanish III; 65% or higher on the Spanish III Final Exam

The Spanish IV course also includes a comprehensive review of Spanish vocabulary and grammar while continuing to emphasize reading, writing, speaking, comprehending the language, as well as an appreciation of the culture of many Spanish-speaking countries. Spanish IV students will become more confident in the speaking and comprehension skills as much of the class is conducted in Spanish. Students will leave Spanish IV with the ability to converse well with Spanish-speakers in the community. The course also includes a study of literature either in the form of a short novel or series of short stories. The Spanish IV course is structured to prepare students for college level Spanish study. A student who successfully completes the course may test out of two semesters of college level Spanish.

## Advanced Placement (AP) Spanish V

Prerequisite: Final grade of "B-" (80%) or higher in Spanish IV; 65% or higher on the Spanish IV Final Exam

The AP Spanish V course is designed for students interested in developing and fine-tuning their Spanish skills, increasing their proficiency level in the language, and continuing their Spanish study at the college/university level. The course will prepare students to read, write, speak, and understand Spanish at a level that would allow them to use their language skills successfully in a Spanish-speaking country as well as be very successful in a college/university Spanish course. A student who successfully completes the course will test out of two-four semesters of college level Spanish. It is recommended that students plan ahead when scheduling their courses since it will be necessary for students to take either Spanish I/II or Spanish III/IV in the same year in order to have enough room in their schedule to take the AP Spanish V course before graduation.

## Spanish Language and Culture

*This is a single-period, semester-long course.*

*(0.5 credit)*

Prerequisite: Final grade of "B-" (80%) or higher in (AP) Spanish V; 65% or higher on the (AP) Spanish V Final Exam

The Spanish Language and Culture course includes a comprehensive review of the Spanish language through a variety of real-world sources that would be encountered in daily life in a Spanish-speaking country, such as newscasts, magazines, television programs, movies, music, sporting events, theatrical productions, advertisements, etc. Through the study of these true to life materials, students will gain a better perspective of the culture of many people from around the world. This course has been designed for those students who have completed AP Spanish in either 10<sup>th</sup> or 11<sup>th</sup> grade and still have one or two years before graduation. One of the benefits of completing the entire Spanish program is to prepare for college language study,

which may be required depending on the college. Spanish Language and Culture has been created to give early completers of the Spanish program another class that will help them remember their Spanish in the last year(s) of high school before taking Spanish in college.

## German I

***If class enrollment exceeds capacity, preference will be given to students who have not yet fulfilled their World Language requirement.***

Germany has the 4<sup>th</sup> largest economy in the world and is 2<sup>nd</sup> only to the United Kingdom in number of jobs and firms in Pennsylvania. Additionally, Germany ranks 4<sup>th</sup> in exports to Pennsylvania and 5<sup>th</sup> in imports from Pennsylvania. In Maryland, Germany ranks 1<sup>st</sup> and 12<sup>th</sup> respectively.

German has practical applications for careers and internships (both internationally and locally), and we will also study the rich culture of the German-speaking world including Austria and

Switzerland. Since English is a Germanic language, learning a world language does not have to be a “foreign” concept.

The German I course provides students with practical skills, focusing on comprehension, speaking, reading and writing in an atmosphere of immersion. The class incorporates authentic materials and media to transmit a modern representation of culture. We will build a foundation of basic vocabulary that will enable students to communicate about their interests, their families and their environments.

## German II

Prerequisites: Final grade of “C-” (70%) or better in German I; 65% or better on the German I Final Exam

The German II course continues to build on the basic skills learned in German I. In addition to speaking about their environment in the present, students will be able to talk about the past and express opinions and thoughts about the future. Emphasis will continue to be placed on comprehension, speaking, decoding skills and writing. Students will be able to appreciate culture in the target language.

## German III

Prerequisites: Final grade of “C+” (77%) or better in German II; 65% or better on the German II Final Exam

The German III course continues to build on the basic skills acquired in German II. In addition to speaking about their environment in the past and present, and expressing opinions and thoughts about the future, students will hone details of the language, while developing greater

fluency and deeper understanding of texts. Emphasis will continue to be placed on comprehension, speaking, decoding skills and writing. Students will be able to appreciate culture in the target language. Students will leave German III with practical skills they can use in a social or business environment.

## German IV

Prerequisites: Final grade of "B-" (80%) or better in German III; 65% or better on the German III Final Exam

The German IV course also includes a comprehensive review of vocabulary and grammar while continuing to emphasize reading, writing, speaking, comprehension, as well as an appreciation of the culture of many German-speaking countries. The course also includes a study of literature either in the form of graphic novels, short stories, and poetry. The German IV course is structured to prepare students for college level study.

## French I

***If class enrollment exceeds capacity, preference will be given to students who have not yet fulfilled their World Language requirement.***

French is the first or second language in more than 40 countries and is spoken by 125 million people around the world. When you study French, you learn more than just vocabulary and grammar. You learn about the people who speak the language and the impact that the French culture has made and continues to make on our lives. When you know French, you can be a part of communication and transactions occurring daily in French on every continent. Many job opportunities are open to those who speak French. More than 1200 French companies have subsidiaries in the U.S. and France is the largest recipient of U.S. Foreign investments. 40-50% of English vocabulary comes from French. Studying French will enhance your grammar skills and improve your scores on the verbal sections of the SAT and ACT.

## French II

Prerequisites: Grade of "C-" (70%) or higher in French 1; 65% or higher on the French I Final Exam

The second year of French builds on the foundation of French I. More emphasis is given to reading, writing, speaking, comprehending the language, as well as an appreciation of the culture of many French-speaking countries. Students are also responsible for a wider range of vocabulary and grammar skills. French II students will also become more confident in their speaking skills as they continue their journey towards French fluency.

# APPENDIX A

## GREENCASTLE-ANTRIM HIGH SCHOOL GRADUATION REQUIREMENTS CHECKLIST

Student: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_

Advisor: \_\_\_\_\_ Homeroom #: \_\_\_\_\_

<b>WELLNESS</b>	<b>9<sup>th</sup></b> 9 <sup>th</sup> Wellness	<b>10<sup>th</sup></b> 10 <sup>th</sup> Wellness	<b>11<sup>th</sup></b> 11 <sup>th</sup> Wellness Fitness for Life Weight Training	<b>12<sup>th</sup></b> 12 <sup>th</sup> Wellness Fitness for Life Weight Training
-----------------	---	---	--	--

<b>ENGLISH (4)</b>	English 9 (Required)	English 10 or English 10 Honors (Required)	American Lit. or Am. Lit Honors (Required)	Human Rights Lit British Lit. AP English Language & Comp. AP English Literature & Comp.
--------------------	-------------------------	--	--	--

<b>SOCIAL (3) STUDIES</b>	US History or US History Honors	World History or World History Honors	Civics or AP U.S Government
-------------------------------	------------------------------------	--	--------------------------------

<b>SCIENCE (3)</b>	Environmental Science or Environmental Science Honors (Required)	Biology or Biology Honors (Required)	Chemistry or Elements of Chemistry (Required)
--------------------	--	--	---

<b>MATH (4)</b>	Elements of Algebra/Algebra I Algebra I Elements of Geometry Geometry	Elements of Algebra II Algebra II Algebra III Trigonometry	Statistics AP Statistics AP Calculus AB AP Calculus BC
-----------------	--	---	---

**ELECTIVES (8)**    1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

**NINTH GRADE**    **World Language** \_\_\_\_\_  
**Digital Foundations** \_\_\_\_\_

**CAREER PORTFOLIO** completed \_\_\_\_\_  
*\*Career Pathways experiences including the Career Seminar are tracked on a separate form.*

**COMMUNITY SERVICE (30 hours)** completed \_\_\_\_\_

**JOB SHADOWING** completed \_\_\_\_\_