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GROVE CITY AREA SENIOR HIGH SCHOOL

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Statement of Philosophy

Grove City Area Senior High School

August 1987

Grove City Area Senior High School is a comprehensive public secondary school serving the people in and around the community of Grove City. The student population is diverse in social, cultural, and economic backgrounds as well in its expectations of the school program. To address these varying expectations Grove City Area Senior High School offers a variety of quality educational programs to equip students for further education (including lifelong education) and for participation in society as responsible citizens.

Our educational programs are based upon the beliefs that:

All students have equal status regardless of race, age, color, national origin, sex, religion or non-relevant handicaps.

Students have varying interests and degrees of abilities that must be considered when developing the educational program.

Students and their families should have the responsibility and opportunity to select the program most appropriate to the needs and interest of the individual student.

Flexibility is needed to allow for alteration of the programs if necessary and in the best interest of the student.

Students' personal and interpersonal needs must be addressed as well as their academic needs.

Students are to be encouraged to develop as whole persons by participating in co-curricular as well as curricular activities.

In order to successfully offer our program, it is necessary to provide an orderly atmosphere in which learning can take place. Within this atmosphere students, parents, teachers and administrators must cooperate on an ongoing basis in the process of reviewing and updating the school's programs and policies.

MISSION STATEMENT

The mission of the Grove City Area School District is to equip all of its students for successful futures.

GROVE CITY AREA SCHOOL DISTRICT SHARED VALUES

Shared Values

In order to equip all of its students for successful futures, the Grove City Area School District bases its programs and services on the following core beliefs:

- 1.) All students are capable of demonstrating attainment of academic standards at increasingly higher levels as they move from kindergarten through graduation.
- 2.) It is the responsibility of parents, staff, teachers, administrators, school board members, community members and the students themselves to facilitate the attainment of academic standards.
- 3.) High expectations result in high achievement.
- 4.) All students will meet high expectations when given a quality curriculum, quality instruction, and quality support from parents and teachers.
- 5.) Professionals who hold themselves and their peers accountable for student progress achieve the best results.
- 6.) Professionals that demonstrate continuous learning and a collaborative approach with others positively affect their own students and also students throughout the entire school district.
- 7.) Leadership is everyone's shared responsibility.
- 8.) The most important factor in student achievement is the quality of the teacher's interaction with the students.
- 9.) It is everyone's responsibility to help the classroom teacher help students learn.
- 10.) Students learn best when adults nurture the developmental needs of the whole child.

GRADUATION GOALS

Goals

Our school district goals are to continue to meet the following AYP goals.

Goal: Achieving Yearly AYP Goals

Description: We will continue to make AYP at all building levels and at the school district level.

Goal: Increasing Attainment of Math, Reading, Writing, and Science, Standards

Description: We will increase the percentage of students scoring at the advanced and proficient levels on the PSSA.

Goal: Increasing Attainment of Math, Reading, Writing, and Science, Standards

Description: We will increase the percentage of economically disadvantaged students scoring at the advanced and proficient levels on the PSSA.

Goal: Increasing Attainment of Math, Reading, Writing, and Science, Standards

Description: We will increase the percentage of IEP students scoring at the advanced and proficient levels on the PSSA.

The mission of our school district is to equip all of its students for successful futures. Therefore, in conjunction with parents and other community resources, it is the goal of the school district to prepare all students to be:

High academic achievers

Perceptive thinkers and problem solvers

Proficient users of information and advanced technologies

Self-directed, adaptable, life long learners able to be successful in an interdependent global economy

Responsible, involved citizens

Collaborative, high quality contributors to the economic and cultural life of their communities

Concerned stewards of the global environment

Healthy, continuously developing individuals

Caring, supportive family and community members

Hard working, innovative, risk taking producers

FIVE CORNERSTONES OF THE EDUCATIONAL PROGRAM

Core Curricula: A three-year core program in the humanities allows students to develop an understanding of American society in all of its facets (historical, political, cultural, artistic) and its position in the world. Instruction in the humanities centers on the writing process and on understanding the environment, history, mindset, lifestyle and international relations of various cultures and time periods. Core programs in mathematics and sciences require students to develop skills in these areas and at the same time provide for acceleration.

Tutorial Support/Acceleration: Classes have been established in which tutorial support is provided for the students having difficulty in foundation courses. This tutorial help is designed to enable the student to complete core English and Math courses. Students may also accelerate through programs in accordance with established criteria.

Coordinated Instruction: The core curriculum permits teachers to coordinate learning so that students may gain greater depth of understanding. English and social studies teachers are both teaching the same period of time in history bringing literature, culture and history together.

Standards Aligned Assessment: Each course will contain a mid-year and final assessment component that will be aligned to the state standards.

Community Linkages: We have reached out to the community to establish cooperative learning experiences for students, services for students, and support for school and activity programs. These programs involve Grove City College, the Rotary Club, service organizations and many employers. Examples are the Grove City College Field Experience Program, the Crisis Intervention Program, Community Awards Day, and the Adult Volunteer Program.

Five Central Questions

The Five Central Questions, developed by the teachers of Grove City Area Senior High School, provide the students and the teachers with an instructional framework to approach the content of core courses in English and Social Studies.

What are the effects of/on the natural environment?

(How are/were the geography and resources used?)
(What is/was the effect of society on the environment?)

What is the history of the people?

(What were the major events leading to the structure of the society today?)

What is the mindset of the people?

(How do/did they see the world, other people and themselves?)

What is the day-to-day lifestyle of the people?

(How do/did these people live on a daily basis; what is their language, their economy/work, government, and culture?)

What is the international status of these people?

(How have they affected our country and other countries of the world?)

STATE ASSESSMENTS

The Pennsylvania Department of Education will develop State assessments based on the academic standards in the areas of mathematics, reading, writing and science. In developing the assessments, the Department will consult with educators, students, parents and citizens. State assessments will be in these grade levels at the high school:

Reading	Grade 11
Mathematics	Grade 11
Writing	Grade 11
Science	Grade 11

If upon inspection of the State assessments parents or guardians find the assessments in conflict with their religious beliefs and wish their child excused from the assessment, the right of the parent or guardians shall not be denied upon written request to the school entity superintendent.

The State assessment results shall be reported for the individual student level rather than school level. The individual results shall be used in planning instruction only by parents, teachers, administrators, and guidance counselors with a need to know based upon local school board testing policy and in reporting academic progress.

The Department and any other Commonwealth entities are prohibited from collecting individual student test scores and may only collect aggregate test scores by school and district.

The State assessment system shall be designed to serve the following purposes:

- (1) Provide students, parents, educators, and citizens with an understanding of student and school performance.
- (2) Determine the degree to which school programs enable students to attain proficiency in academic standards.
- (3) Provide results to school entities for consideration in the development of strategic plans.
- (4) Provide information to State policymakers including the General Assembly and the State Board of Education on how effective schools are in promoting and demonstrating student proficiency in academic standards.
- (5) Provide information to the general public on school performance.

All State assessment instruments will be standards-based and criterion-referenced and include essay or open-ended response items in addition to selected response items.

The criteria for judging performance on State assessments are as follows:

- (1) Performance on State reading assessments shall be demonstrated by the

- (2) students' responses to comprehension questions about the passages. Performance on State mathematics and science assessments shall be demonstrated by the students' responses to questions about age-appropriate content and by the quality of their responses to questions which require a written solution to a problem.
- (3) Performance on State writing assessments shall be demonstrated by the quality of students' written compositions on a variety of topics and modes of writing.
- (4) Levels of proficiency shall be advanced, proficient, basic, and below basic. In consultation with educators, students, parents, and citizens, the Pennsylvania Department of Education will develop and recommend to the board for its approval specific criteria for the four levels of performance.

The Department will make samples of assessment questions, instrument formats, and scoring guides available to the public after each assessment administration. Approximately 10 percent of the actual assessment items will be released annually.

General performance level descriptors examples

Advanced Students at the Advanced level demonstrate broad in-depth understanding of complex concepts and skills. They make abstract, insightful, complex connections among ideas beyond the obvious. These students provide extensive evidence for inferences and justification of solutions. They demonstrate the ability to apply knowledge and skills effectively and independently by applying efficient, sophisticated strategies to solve complex problems. Advanced students communicate effectively and thoroughly, with sophistication.

Proficient Students performing at the Proficient level demonstrate general understanding of concepts and skills. They can extend their understanding by making meaningful, multiple connections among important ideas or concepts, and provide supporting evidence for inferences and justification of solutions. These students apply concepts and skills to solve problems using appropriate strategies. Proficient students communicate effectively.

Basic Basic students demonstrate partial understanding of basic concepts and skills. They make simple or basic connections among ideas, providing limited supporting evidence for inferences and solutions. These students apply concepts and skills to routine problem-solving situations. Basic students' communications are limited.

Below Basic Below Basic students demonstrate minimal understanding of rudimentary concepts and skills. They occasionally make obvious connections among ideas, providing minimal evidence or support for inferences and solutions. These students have difficulty applying basic knowledge and skills. Below Basic students communicate in an ineffective manner.

Graduation Requirements

A minimum of twenty-four and two-tenths (24.2) credits based upon course work completed in grades nine through twelve is required for graduation. These credits must be earned at the high school level and include the following:

Credit Requirements:

- 4.0 Credits of English**
Completion of Introduction to Composition and World Literature
Completion of Composition and 18-19th Century American Literature
Completion of Composition and 20th Century American Literature
British Literature, A.P. English (college bound)
Creative Contemporary Literature & Writing (college bound)
Writing in the Work Place (non-college bound)
- 3.0 Credits of Social Studies**
Completion of Global Studies or World History
Completion of the Emergence of America
Completion of 20th Century America and International Relations
- 2.6 Credits of Arts and Humanities**
Completion of Communication through the Humanities
Completion of two elective credits in the Humanities selected from art, English, foreign language, music, or social studies
- 3.0 Credits in Mathematics**
Completion of Algebra I
Completion of Geometry
Completion of Algebra II or Integrated Math
- 3.0 Credits in Science**
Completion of Biology
Completion of Physical Science or both Chemistry and Physics
Completion of one Level III or higher elective credit in science
- 1.6 Credits in Physical Education**
Completion of Team Sports
Completion of Lifetime Sports
- 1.0 Credits in Health**
Completion of Personal and Community Health
Completion of Contemporary Health Issues
- 1.0 Credit in Freshman Studies**
- 5.0 Credits in electives of student choice**
- 24.2 Total credits for graduation**

Awarding of Credit Toward Graduation

Credit for high school level course work is awarded upon completion of two criteria:
a. An overall percentage point average of 61% or higher.
b. Completing the mid-term and final examination.

Credit for college level course work is awarded upon completion of two criteria:
a. An overall percentage point average of 61% or higher.
b. Taking the mid-term and final examination.

Use of Course Credit in Meeting Graduation Requirements:

No course can be counted more than once in meeting graduation requirements.

Although students may continue to receive support services in tutorial courses for more than one year, a maximum of one credit may be awarded for a tutorial course.

Although students may continue study in workshop courses for more than two years, a maximum of two credits may be awarded for a workshop course.

Students may continue study in Instrumental Music (Band) and Choir for four years and receive one credit each year for a total of four credits.

Student Acceleration Opportunities:

Students may accelerate in meeting graduation requirements as appropriate.

State Graduation Requirements

Students shall demonstrate proficiency in Reading, Writing, Mathematics, and Science on the state or local level.

All graduating seniors shall meet all state graduation requirements for graduation at the time of graduation.

The State Board of Education has revised curriculum regulations that establish academic standards for all students.

Graduation Requirements

Each school entity shall specify requirements for graduation in its strategic plan. The requirements shall include course completion and grades, completion of a culminating project, results of State and local assessments of academic standards. **In order to**

graduate, students must demonstrate proficiency in reading, writing, mathematics, and science on either the State assessments administered in grade 11 or 12 or comparable local assessments or both. The local school entity decides its graduation requirements; however, at a minimum the students must demonstrate proficiency in reading, writing, science and mathematics in accordance with the academic standards. Culminating projects will consist of a written paper, done in Senior English classes, that reflect higher order thinking skills.

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

Graduation Ceremonies

Participation

Participation in graduation exercises is limited to students who have successfully completed all requirements including those established by the State and who are in good academic and disciplinary standing.

Valedictorian and Salutatorian

Both Valedictorian and Salutatorian are recognized at graduation ceremonies as the 1st and 2nd ranked students in their graduating class. To be eligible for this distinction, students must be Grove City Area Senior High School students in their last two consecutive years.

Graduation with Honors

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

Class Standing and Graduation

Class standing does NOT determine the year of graduation.

Class standing (grade level) at the senior high school level is easily misunderstood. Starting in 2009-10, at the senior high level, students will be promoted each year to the next grade level for data collection purposes and grade level state assessment testing. This promotion is **NOT** an indicator of the number of credits earned and does not indicate if specific graduation requirements are being met. Students and parents are reminded that graduation requires meeting the criteria stated in this book under Graduation Requirements. Therefore, class standing has limited meaning and use at the senior high level.

Primary uses of class standing (grade level) are:

1. Determining class rank
2. Eligibility for student activities and athletics
3. Student processing for scheduling
4. A database for record keeping and reporting data
5. State assessment (PSSA) testing in 11th Grade

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

Official Transcripts

Determinants of Class Standing

Official transcripts are mailed through the Guidance Office. A record release form must be completed. For students under 18 a parent signature is required; students 18 and over must sign themselves. There is no cost to the student. (The Guidance Office is open on Tuesdays during the summer.)

The following course information is included on a student transcript:

- a. Title
- b. Level of Difficulty
- c. Indication of Acceleration
- d. Final Course Grade
(9 weeks' average counts 4/5; Mid-term 1/10; and Final Exam counts 1/10)
- e. Credit

In addition the following information is included:

1. Class rank
2. PSAT, SAT, ACT, PSSA scores
3. College courses upon request
4. Special honors upon request

Transfer Students

Transfer students are received into the Grove City Area Senior High School at the level determined by the previous school in accordance with their requirements. (Grove City Area Senior High School MAY recognize work completed through home schooling.) Counselors routinely contact previous schools to help in the proper placement of transfer students. Once placed on a level in the Senior High School, the student is required to meet local and state graduation requirements as well as all scheduling requirements.

Students who transfer after the first grading period will be scheduled to continue the program being followed (in the sending school) at the time of transfer. Every reasonable effort will be made to match the student's program. At the beginning of the second semester, every appropriate effort will be made to place the student in a program meeting the Grove City Area Senior High School scheduling requirements.

Marking System

Mark and Equivalents

Marks are awarded to indicate the quality of achievement. Each of the criteria (the course content and the standard aligned assessment) is evaluated independently, and the quality of work achieved is recorded in accordance with the following marking system:

Quality	% Range of Marks	Grade Equivalent
Excellent	91-100	A
Good	81-90	B
Fair	71-80	C
Satisfactory	61-70	D
Unacceptable	0-60	F
No Credit/Failure to Complete the Course	0	X

Class Rank

Class rank is calculated by the Guidance Department.

1. All courses including A.P. courses (except college) will be included in the determination of class rank (all will be awarded a percentage mark each marking period).
2. The grade point average for an advanced placement course will be calculated by adding 10% to the grade.
3. The basic unit of weight will be a full year's course meeting each day of the week. This will represent a weight of one (1).
4. Credit is determined by the number of periods a class meets each week.
5. College classes taken outside the high school do not count for class rank.
6. Cyber classes do not count toward class rank.

Final senior class rank is determined at the conclusion of the 4th marking period.

National Honor Society

National Honor Society is a national organization honoring scholarship, leadership, service and character. Juniors, and seniors are eligible. Scholarship is the primary factor in the selection process. Minimum grade average for beginning the admission process is an overall 91% GPA and a 91% first marking period GPA.

This process also includes participation in extra-curricular activities, leadership in these activities, and teacher evaluations. Verified misconduct will be included as a negative factor. It is necessary to have approval by the principal's N.H.S. committee for admission into the group.

Maintaining high standards is necessary for continued membership.

Credit Deficiencies

In order to receive credit for a course, students must have an overall passing average and complete the mid-term and final exam. In addition, any student who receives an “X” grade for the final exam, must repeat the entire course.

Arrangements for eliminating credit deficiencies must be made through the Guidance Office. In all cases, provision must be made for meeting the criteria for course credit, which is an overall passing grade.

Credit deficiencies due to course failure may be eliminated through:

1. Repeating the course
2. Summer school (designated as such on transcript)
3. Tutoring/independent study (designated as make-up on transcript)
4. Attending an accredited school approved by the Principal (designated on transcript)
5. Distance learning through the IU-4 (designated on transcript)

Procedures For Receiving Credit Through Make-up Tutoring/Independent Study Procedures

To be eligible for make-up work, the student must have completed the entire course and failed to receive credit.

A certified teacher in the field of study is required (teacher’s certificate will be submitted). The tutor will meet with the principal to plan the tutoring program. This planning will include input from the teacher of the course being repeated and will follow the Planned Course.

A written plan will be submitted for approval from the building principal with input from the teacher of the course. The plan will include the following:

- a. A list of learning objectives expected to be achieved by the student.
- b. Content and instructional time needed to reach learning objectives. (30 hours minimum)
- c. Procedures for evaluation that include a final exam.

Scheduling

Course Registration

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

Counselors schedule group and individual meetings to aid in the process. Parent conferences are also encouraged. Career information is available in the Guidance Office. Courses scheduled are determined by student interest and/or local board and State legal requirements. Students having difficulty with state assessment tests may be scheduled into required remedial courses. Some offerings that have limited interest may not be scheduled every year.

In cases of schedule conflicts or courses not scheduled (as part of the master schedule), students will be assigned to their alternate choices if possible. Every reasonable effort is made to schedule all students in their first choice courses, but it is not always possible. Students are welcome to select an alternate choice for any offering.

Yearly Course Load

Students must schedule a minimum of **6.4** credits each year. Exceptions may be made for fifth-year seniors, adult students, students attending college, special needs students, and at the Principal’s discretion.

Course Selection

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

All courses listed in this booklet (*Program of Studies*) may not be offered. If there is not sufficient registration for a course, it will be cancelled and the affected students will be notified as soon as possible so that they may make another course selection. Course selections will be completed by mid-April when students must return their **Course Verification Letter** signed by parent(s)/guardian.

Student Schedules

Once made, student schedules should be viewed as a contract between the student and the school. July 31st prior to the start of the school year is the last date that any questions regarding schedules will be considered. **Schedules will be considered final and binding on August 1st preceding the school term.**

Course Changes/Withdrawal Failing Grades

After August 1st, students are permitted to request course changes ONLY for the following reasons:

1. Health problems verified by a physician;
2. Computer errors or conflicts;
3. Need to earn credit(s) for graduation (Seniors only);
4. Accommodations to allow students to take college classes;
5. Emergency situations as deemed appropriate by the principal in consultation with the guidance counselors and teacher(s).

Any other circumstance that results in students dropping a class will result in a 'withdrawal "F"' on the report card and transcripts. This 'withdrawal "F"' grade will be used in the calculations for final grade point average and class rank. The highest possible percentage grade for a 'WF' is 60%.

Levels of Difficulty

Tutorial: Course is designed to strengthen students' skills by providing tutorial help. Examples of classroom activities include the development of study habits, review of background knowledge, improvement of academic skills, provision of additional practice, and supplemental instruction. These activities are provided to support the students' achievement in the core program and enhance academic success. The content is determined by the core program course selected by the student. Classroom work stresses preparation for core curriculum courses. Regular attendance is required.

Basic: Course is appropriate for below average students and includes remedial elements such as reinforcement and review of basic concepts and skills. Reading content may be below grade level. Homework stresses reinforcement of classroom activities.

All: Course is appropriate for all students (including average through college bound). Comprehension and application of new concepts is stressed. Reading content is on grade level. Homework focuses on the reinforcement of concepts presented in the classroom.

Pre-College: Course is appropriate for students interested in attending two and four year college programs. Higher level and critical thinking (including analysis) skills are stressed. Reading content may be on college level. Prepares students for college entrance. Independent

work is required. Homework focuses on provision of additional information and applying concepts as well as reinforcement of concepts presented in the classroom.

Challenge: Course is appropriate for serious above average students. Higher level thinking (including creative thought and the evaluation process) is stressed. In-depth study of content is included and all content may not be presented in class. Reading content is on the college level. These courses prepare students for college entrance. Independent self-directed research may be included. The course is designed to be a transition to college style teaching and college level expectations. Homework may include independent study of concepts not presented in the classroom, independent research, analysis, generation and evaluation of product.

Advanced Placement: Course is a college level course that prepares students to take the Advanced Placement Examination for college credit. The content of the course is determined by the advanced placement course description published by the College Entrance Examination Board. All A.P. courses are on the challenge level. The grade point for an advanced placement course will be calculated by adding 10% to the grade point average.

Audition: Course is designed to build upon and develop certain entrance level skills. Students may be expected to demonstrate entrance level skills in a selection process.

Course Sequences

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

Individual Student Counseling

All students are scheduled for large group, small group and when requested, individual counseling sessions to register for courses. Parents are encouraged to attend these counseling conferences.

College Prep Course Sequence

9th Grade

Introduction to Composition and World Literature	Level I	1 credit
Global Studies	Level I	1 credit
Algebra I	Level II	1 credit
Biology	Level I	1 credit
Foreign Language I/Band/Chorus	Level I	1 credit
Team Sports	Level I	.4 credit
Personal and Community Health/Safety Education	Level I	.6 credit
Freshman Studies	Level I	1 credit
Total:		7.0 Credits

10th Grade

Composition and 18th & 19th Century American Lit.	Level II	1 credit
Emergence of America	Level II	1 credit
Geometry	Level III	1 credit
Chemistry or Physical Science	Level II/III	1.4/1 credit
Foreign Language II	Level II	1 credit
Communication through the Humanities	Level II	.6 credit
Team Sports	Level II	.4 credit
Elective		1 credit
Total:		7.0 Credits

11th Grade

Composition and 20th Century American Literature	Level III	1 credit
20th Century America	Level III	1 credit
Algebra II	Level IV	1 credit
Chemistry, Physics, Adv. Biology or Env. Science	Level III	1 credit
Foreign Language III	Level III	1 credit
Lifetime Sports	Level III	.4 credit
Contemporary Health Issues	Level III	.4 credit
Junior Guidance		0 credit
Elective		1 credit
Total:		6.8 Credits

PSAT Recommended
SAT Recommended
ACT Recommended

12th Grade

British Literature or		
Creative Contemporary Literature & Writing	Level IV	1 credit
A.P. American Government and/or A.P. U.S. History	Level IV or college	1 credit
Trigonometry or Statistics	Level IV	1 credit
Physics, Chemistry, Adv. Biology or Env. Science	Level IV	1.0/1.4 credit
Lifetime Sports	Level IV	.4 credit
Senior Guidance	Level IV	0 credit
Elective		1 credit
Elective		1 credit
SAT Recommended		
A.P. Exam Recommended		
Total:		6.4/6.8 Credits

Accelerated College Prep Course Sequence

9th Grade

Composition and 18th & 19th Century American Lit.	Level II	1 credit
Emergence of America	Level II	1 credit
Geometry	Level II	1 credit
Biology	Level I	1 credit
Foreign Language I	Level I	1 credit
Team Sports	Level I	.4 credit
Personal and Community Health/Safety Education	Level I	.6 credit
Freshman Studies	Level I	1 credit
	Total:	7.0 Credits

10th Grade

Composition and 20th Century American Literature	Level III	1 credit
20th Century America	Level III	1 credit
Algebra II	Level III	1 credit
Chemistry	Level III	1.4 credit
Foreign Language II	Level II	1 credit
Communication through the Humanities	Level II	.6 credit
Team Sports	Level II	.4 credit
Elective		1 credit
	Total:	7.4 Credits

PSAT Recommended

11th Grade

British Literature (Required)	Level IV	1 credit
World History (Required)	Level IV	1 credit
Trigonometry	Level IV	1 credit
Physics or AP Physics	Level IV	1 credit
Foreign Language III	Level III	1 credit
Lifetime Sports	Level III	.4 credit
Contemporary Health Issues	Level III	.4 credit
Junior Guidance	Level III	0 credit
Elective		1 credit
	Total:	6.8 Credits

PSAT Recommended

SAT Recommended

ACT Recommended

12th Grade

Creative Contemporary Literature & Writing or	Level IV	
A.P. English	College	1 credit
A.P. American Government and/or A.P. U.S. History	College	1 credit
A.P. Calculus	College	1 credit
A.P. Chemistry, A.P. Physics or Adv. Biology	College	1 credit
Lifetime Sports	Level IV	.4 credit
Senior Guidance	Level IV	0 credit
Elective		1 credit
Elective		1 credit
	Total:	6.4 Credits

A.P. Exams Recommended

***to meet graduation requirements for science, students must successfully complete either physical science and one level III science, or chemistry and physics.

Technical or Career School Course Sequence

9th Grade

Introduction to Composition and World Literature	Level I	1 credit
Global Studies	Level I	1 credit
Algebra I	Level I	1 credit
Biology	Level I	1 credit
Humanities Option	Level I	1 credit
Team Sports	Level I	.4 credit
Personal and Community Health/Safety Education	Level I	.6 credit
Freshman Studies	Level I	1 credit
	Total:	7.0 Credits

10th Grade

Composition and 18th & 19th Century Lit.	Level II	1 credit
Emergence of America	Level II	1 credit
Geometry	Level II	1 credit
Physical Science	Level II	1 credit
Humanities Option		1 credit
Communication through the Humanities	Level II	.6 credit
Team Sports	Level II	.4 credit
Elective or Tutorial		1 credit
	Total:	7.0 Credits

11th Grade

Composition and 20th Century American Literature	Level III	1 credit
20th Century America	Level III	1 credit
Algebra II	Level III	1 credit
Chemistry or Applied Chemistry	Level III	1.4/1.0 credit
Junior Guidance		0 credit
Lifetime Sports	Level III	.4 credit
Contemporary Health Issues	Level III	.4 credit
Elective		1 credit
Elective		1 credit
	Total:	7.2/6.8 Credits

PSAT Suggested

12th Grade

English Option	Level IV	1 credit
Social Studies Elective	Level IV	1 credit
Algebra II, Trigonometry, Statistics, or Integrated Math	Level III	1 credit
Physics, Advanced Biology or Env. Science	Level IV/III	1 credit
Lifetime Sports	Level IV	.4 credit
Senior Guidance	Level IV	0 credit
Elective		1 credit
Elective		1 credit
	Total:	6.4 Credits

SAT Suggested

Immediate Employment Course Sequence

9th Grade

Introduction to Composition and World Literature	Level I	1 credit
Global Studies	Level I	1 credit
Algebra I	Level I	1 credit
Biology	Level I	1 credit
Humanities Option		1 credit
Team Sports	Level I	.4 credit
Personal and Community Health/Safety Education	Level I	.6 credit
Freshman Studies	Level I	1 credit
Total:		7.0 credits

10th Grade

Composition and 18th & 19th Century American Lit.	Level II	1 credit
Emergence of America	Level II	1 credit
Geometry	Level II	1 credit
Physical Science	Level II	1 credit
Humanities Option		1 credit
Communication through the Humanities	Level II	.6 credit
Team Sports	Level II	.4 credit
Elective or Tutorial		1 credit
Total:		7.0 credits

11th Grade

Composition and 20th Century American Literature	Level III	1 credit
20th Century America	Level III	1 credit
Algebra II	Level III	1 credit
Applied Chemistry	Level III	1 credit
Lifetime Sports	Level III	.4 credit
Contemporary Health	Level III	.4 credit
Junior Guidance		0 credit
Elective		1 credit
Elective		1 credit
Total:		6.8 credits

12th Grade

English Option	Level IV	1 credit
Sociology or Social Studies Elective	Level IV	1 credit
Algebra II, Statistics or Integrated Math	Level III	1 credit
Lifetime Sports	Level IV	.4 credit
Senior Guidance	Level IV	0 credit
Elective		1 credit
Elective		1 credit
Elective		1 credit
Total:		6.4 credits

Mercer County Career Center Course Sequence

9th Grade

Introduction to Composition and World Lit.	Level I	1 credit
Global Studies	Level I	1 credit
Algebra I	Level I	1 credit
Biology	Level I	1 credit
Humanities Option		1 credit
Team Sports	Level I	.4 credit
Personal and Community Health/Safety Education	Level I	.6 credit
Freshman Studies	Level I	1 credit
Total:		7.0 Credits

10th Grade***(except Cosmetology Students-See Guidance Counselor)

Composition and 18th & 19th Century American Lit.	Level II	1 credit
Emergence of America	Level II	1 credit
Geometry	Level II	1 credit
Physical Science	Level II	1 credit
Communication through the Humanities	Level II	.6 credit
Team Sports	Level II	.4 credit
Humanities Option		1 credit
Elective or Tutorial		1 credit
Total:		7.0 Credits

11th Grade

Composition and 20th Century American Literature	Level III	1 credit
20th Century America	Level III	1 credit
Algebra II	Level III	1 credit
Science Option III	Level III	1 credit
Career Center		3 credits
Total:		7.0 Credits

12th Grade

Writing in the Work Place	Level IV	1 credit
Lifetime Sports	Level IV	.4 credit
Senior Guidance	Level IV	0 credit
Career Center		3 credits
Lifetime Sports	Level III	.4 credits
Contemporary Health Issues	Level III	.4 credits
Elective		1 credit
Total:		6.2 Credits

*(Cosmetology - See a Guidance Counselor)

EDUCATIONAL PROGRAMS

Humanities Program

Social Studies Component
English Component
Foreign Language Component

Technologies Program

Science Component
Mathematics Component

Career, Home and Leisure Program

Art Component
Business Component
Computer Component

Industrial Technologies Component
Music Component
Vocational - Technical Component

CROSS DISCIPLINARY STUDY

Research has shown that learning does not occur in a vacuum. Instead, the learner relates new material to prior learning. With more connections and interrelations seen by the learner, retention of knowledge increases. For this reason, cross disciplinary studies are included throughout the educational program. The humanities core program is a three year sequence that focuses on developing an understanding of the United States of America, its cultural roots and its position in the world today. Social Studies and English courses are coordinated on each level. Therefore, teachers are able to relate the course content to the theme or time period being studied. This encourages the student to develop a more thorough understanding of the interrelationships between the content areas. Math and science courses are also interrelated throughout the program.

COURSE DESCRIPTIONS

Course descriptions are provided to aid in the process of course selection. Each description includes information concerning the content of the course, special activities, writing exercises, laboratory experiences, etc.

Social Studies Component

Global Studies SOC110

**All
Credit 1**

This course is designed to give students a basic introduction to an overview of world culture. Students will develop a fundamental understanding of the cultural, economic, social, political, geographic and historical background of each culture studied. About 6 weeks is devoted to each culture. Africa, Middle East, Far East, Russia, Europe, Latin America as well as Classical Greek and Roman Cultures are studied. Study is integrated with world literature presented in the Introduction to Composition and World Literature course. Students are required to develop and utilize skills in understanding foreign cultures, written reports are included as well as a year long journal. Instruction focuses on the Five Central Questions.

A mid-term and final exam are required.

Emergence of America SOC210

**All
Credit 1**

Course content will begin with a review of the Renaissance and Reformation's impact on Western Civilization, in particular the United States. Students will then study Colonial Settlement, The American Revolution and the establishment of America through the end of the 19th Century. The course is designed to instill in students pride in our heritage, responsibilities of citizenship, and a basic understanding of how the American culture developed prior to the 20th Century. There is integration between this course and the Composition and 18th & 19th Century Literature course.

The focus of this course is to understand the development of American cultures prior to the 20th Century. The course begins by recognizing the impact of the European Renaissance and Reformation as well as the Age of Exploration. Other major themes include the development of North American Colonies, the War for Independence, the creation of the Constitution, Challenges to the Constitution, and finally the Civil War period. The Five Central Questions of Instruction will be used as a guide for desired learning objectives. The course will also integrate study at times with the 18th & 19th Century American Literature course.

A mid-term and final exam are required.

20th Century America and International Relations SOC310

**All
Credit 1**

Students will study American culture from the beginning of the 20th Century to the present. Study includes our social, political, cultural and economic development during this period. Our emergence as a world power and the effects of being drawn into the international community will be discussed in relation to the cultures studied in Global Studies. There will be integration with work done by the Composition and 20th Century American Literature course. A notebook will be kept.

A mid-term and final exam are required.

World History SOC410

**Challenge
Credit 1**

This is a survey course in World History. The course will take a chronological/regional approach to investigating the political, social, economic, military, and religious aspects and events of various regions of the world. Content will include the foundations of Western Civilization (the Greeks and Romans), the Middle East, South Asia, China, Japan, Africa, Latin America, and Europe. Each region will be examined from its origins in antiquity through the 20th Century. There will be a strong element of reading and writing as a part of the course. This course is recommended for college bound students who desire a background in World History.

A mid-term and final exam are required.

Sociology SOC420

**All
Credit 1**

Students will learn about social relationships, culture, and social organization. Basic sociological themes and concepts relating to mankind's values, accepted behaviors, customs, and basic needs will be studied. Students will examine sociological concepts such as social change, conflict, cooperation, and social control in relationship to the development of culture. A few areas of focus will be crime, poverty, marriage & family, and religion. Students will be required to develop ideas and concepts through presentations, written reports, and group discussions.

A mid-term and final exam are required.

A.P. U.S. Government and Politics SOC510

**Challenge
Credit 1**

A.P. U.S. Government and Politics is a college level course designed by the College Board offered at the high school level in accordance with College Board requirements. It is designed to prepare students to successfully complete the A.P. U.S. Government and Politics examination and receive college level credit at participating colleges and universities. The A.P. course in U.S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. The following certain topics are generally covered:

1. Constitutional Underpinnings of United States Government
2. Political Beliefs and Behaviors
3. Political Parties, Interest Groups, and Mass Media
4. Institutions of National Government: the Congress, the Presidency, the Bureaucracy, and the Federal Courts
5. Public Policy
6. Civil Rights and Civil Liberties

A mid-term and final exam are required.

A.P. United States History SOC520

**Challenge
Credit 1**

A.P. United States History is a college level course designed by the College Board offered at the high school level in accordance with College Board requirements. It is designed to prepare students to successfully complete the A.P. United States History examination and receive college level credit at participating colleges and universities. The A.P. Program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An A.P. United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

A mid-term and final exam are required.

English Component

Introduction to Composition and World Literature ENG110

**All
Credit 1**

Level I English is a standards-based, skills-driven course. Students read novels, short stories, poems, plays, autobiographies, speeches, epics, etc. from all over the world. Specific areas of focus are Africa, the Middle East, Asia, Latin America, and Ancient Greece. In their study of literature, students adopt specific Reading Stances (Initial Understanding, Responding Personally, Interpretation, and Responding Critically) to develop a firm grasp of the literary tools and skills assessed on the PSSA Reading Test. Vocabulary study arises from the literature. Further, students learn to read independently and take Accelerated Reader tests on eleven self-selected novels over the course of the year. Level I English also incorporates choral poetry reading to develop and increase reading fluency. Finally, the course focuses on test-taking strategies using the 4-Sight Assessment.

Process writing is integral to Level I English: Students prepare for the PSSA Writing Test by writing multi-paragraph Narrative, Informational, and Persuasive essays which are assessed according to state standards. These writing assignments are scored on Focus, Content, Organization, Style, and Conventions.

A mid-term and final exam are required.

Composition and 18th & 19th Century Literature ENG210

**All
Credit 1**

Composition and 18th and 19th Century Literature is taught in connection with the level II social studies course, The Emergence of America. Students read and analyze works of early American literature to 1900, placing the works in a historical context while practicing effective reading strategies. Students expand upon the writing skills gained in ENG 110, focusing on the construction of clear, multi-paragraph narrative, informational, and persuasive works. Vocabulary and grammar development is also stressed. Preparation for the PSSA Test continues throughout the year, as the students practice using quotations, details, and examples in the argumentation of a thesis, and develop focus, content, organization, style, and conventions in all written work. In addition to reading and writing skills, speaking and listening skills are emphasized, particularly in the dramatic study of one Shakespeare play. During the year, students are encouraged to read the recommended 25 novels, and a reading file of Accelerated Reader novels is kept.

A mid-term and final exam are required.

**Composition & 20th Century American Literature
ENG310**

**All
Credit 1**

Composition and 20th Century Literature is taught in connection with the level III social studies course, Twentieth Century America and International Relations. The structure of the course centers on a chronological study of American Literature of the 20th Century. There is a required reading list and an elective reading list for this course. Students must read 10 novels from the elective list. Along with elective novels, students must complete projects on each of the novels. In addition, a reading folder is compiled throughout the course of the year.

There is a strong emphasis on writing. The writing centers around formal essays and reader response entries. Writing done in this course will build upon the strategies learned in level I and II English courses. Composition includes responses to various prompts, refinement of essay techniques, conferencing, vocabulary development, and the advancement of research skills. There is a required research project that will be done in conjunction with the social studies class. A portion of the course is devoted to preparation for the SAT. Both the reading and writing completed in this course prepare the student for the State Assessment Test.

A mid-term and final exam are required.

**Composition and British Literature
ENG410**

**Challenge
Credit 1**

Composition and British Literature is required for students who have successfully completed the Composition and American Literature course and who are planning to attend college and/or take Advanced Placement English. The structure of the course focuses on a thematic approach of classic and representative works from the Anglo-Saxon to Post-Modern eras. There is a required reading list and an elective list. There is a strong emphasis on writing. Composition and British Literature incorporates the writing skills from the core curriculum. Writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language. The beginning of the year will be devoted to writing two-to-three page personal responses and thematic essays using textual evidence to support original ideas. The culminating writing activity to prove mastery of persuasive writing is an eight-to-ten page research paper. Students read and respond to works by British authors through research, daily discussion, writing, dramatic activity, and vocabulary development. The Composition and British Literature course is designed to engage students in careful reading of the literature while focusing on figurative language, themes, symbolism, and tone. Both the reading and writing completed in the course prepare the students for the State Assessment test.

A mid-term and final exam are required.

**Journalism
ENG420 (Elective Credit Only)**

**Audition
Credit 1 (Max. 4)**

Journalism is an elective humanities course that includes an introduction to the principles of journalism and a practical work study on the school newspaper, The Talon. Students will demonstrate understanding of journalism by successfully completing a variety of tasks related to print journalism and publication. These include interviewing, reporting, writing, editing, designing (using computer software), photography, business management, and advertising. The class produces a newspaper, The Talon, relating to student and community interests as well as school activities. Each member must fulfill extra hours outside the class. Students will be provided with options for fieldtrips and workshops, including attending the Pennsylvania School Press Association Conference. An application for the course is required. Students may also apply for staff editorial positions. Such positions will be selected by the instructor/advisor and require considerable out-of-class work. Prior experience in word processing (keyboarding skills), though not a prerequisite, is helpful.

A mid-term and final exam are required.

**Creative Contemporary Literature & Writing
ENG430**

**All
Credit 1**

Creative Contemporary Literature and Writing offers students a chance to read, discuss and write about post-WW II and 21st Century literary works known for their artistic achievement and distinctive stylistic bent. Titles for the course will have earned literary distinction, such as the National Book Award, Booker Prize, or a place on any of the New York Times' Notable Books lists. Those titles which are also of the AR list will be above the 5.5 level. Students will write college-level analytical papers which explain the author's use of plot, setting, characterization, dialogue, meter, rhyme, and late 20th century cultural and literary themes. Simultaneously, students will demonstrate their understanding of the author's craft by writing their own related creative pieces, developed from a journal format. A comprehensive midterm and final exam will be required.

A mid-term and final exam are required.

Mythology
ENG440 (Elective Credit Only)

All
Credit 1

Through the study of mythology students will gain a better understanding of cultures and traditions from around the world. Students will explore readings, film and other forms of communicating stories from the ancients to our present day world. From the Sumerians, Greeks and Romans, to the present day, students will be taught about the hero journey, as defined by Joseph Campbell. Various forms of reading activities will be used, emphasizing the use of creative and analytical domains, including the creation of their own myths as one of the required class projects. Students will prepare for and complete the local assessments in reading and writing in this course. These local assessments will be aligned to the State Standards.

A mid-term and final exam are required.

Yearbook
ENG450 (Elective Credit Only)

Audition
Credit (Max. 4)

Yearbook staff is responsible for the planning, layout, copywriting, and photography involved in the production of the Pine Knot. Students will learn the principles of design and page layout, copywriting techniques, and the procedures involved in the preparation of the yearbook.

Students work in groups on yearbook sections as well as the complete yearbook. Each group will contain students representing English and visual communications skills. As a part of the yearbook project, all staff members are responsible for the fund raising activities to support the yearbook. All yearbook activities are under the direction of the advisor. Students are required to sign a grading contract at the beginning of the year. Interested students should contact the advisor for job descriptions. The job descriptions are the basis of the selection process.

Staff members will be selected as follows:

1. Two to five students (upon recommendation of English instructors) with ability in writing and journalism.
2. Two to five students (upon recommendation of visual communications/art instructors) with skills in layout and design.
3. One to three students (upon recommendation of business instructors) with skills in typing and computer usage.
4. Two to five students selected by the advisor as needed.
5. Applications to register for the course must be obtained from the advisor.
6. Yearbook staff members are selected by the advisor.

A culminating final project is required.

Writing in the Workplace
ENG460

Basic
Credit 1

Writing in the Workplace will serve those senior students who plan on entering the workforce immediately following graduation. Students will have the opportunity to learn, develop, and refine the writing and communication skills that will aid them in the job search, application, and interview process. Students will become familiar with format and content of memos, business letters, collaborative reports, and other documents that will facilitate their success in the workforce and in life. Practice interviews will take place as a preface to a “Senior Business Expo” where human resource representatives from within and around the community will take part in student interviews and provide feedback. Students will also develop the research techniques necessary should they be faced with the decision to change careers or re-enter academia later in life. The course will close with students learning and utilizing decision making strategies and communicating the use of these strategies orally and in writing.

A mid-term and final exam are required.

A.P. English Literature and Composition
ENG510

Challenge
Credit 1

A.P. English is a college level course designed by the College Board offered at the High School level in accordance with College Board requirements. It is designed to prepare students to successfully complete the A.P. English examination and receive college level credit at participating colleges and universities.

The A.P. English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work’s structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language; a study of the elements of style; and attention to precision and correctness as necessary. Throughout the course, emphasis will be placed on helping students develop stylistic maturity, which, for A.P. English, is characterized by the following:

- a balance of generalization with specific illustrative detail;
- a logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis;
- a variety of sentence structures, including appropriate use of subordinate and coordinate constructions;

a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness;
effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.

A mid-term and final exam are required.

Communications through the Humanities ENG220

**All
Credit 0.6**

This is a sophomore course designed to develop student skills in reading and speaking. A special emphasis will be placed on developing reading comprehension skills and strategies. Students will also practice higher level thinking skills such as analysis and drawing inferences. In accordance with the PA Standards in Language Arts, the students will also be required to complete the following communication projects: informative, demonstrative, and persuasive speeches in front of a live audience of peers, a portfolio of written work, and various oral presentations and communication projects. Students who score at the Advanced level in reading on the 8th grade PSSA and are accelerated in English are exempt from this course.

A mid-term and final exam are required.

English Skills Tutorial ENG010(Elective Credit Only)

**Tutorial
Credit 1**

This program is designed to provide support to students who are experiencing difficulty in the required core program. Instructional support activities focus on the skills and content in the core program. The tutorial program relies upon increased communication between the student, the regular teacher, the tutorial teacher and the student's parents. The third area of emphasis is building independent learning skills. Students must demonstrate a willingness to learn and must complete tutorial assignments to remain eligible for the tutorial program. Students must also maintain at least an 85% attendance rate.

Foreign Language Component

Spanish I FLG110

**All
Credit 1**

Students will learn to speak, read, write and understand Spanish in the present tense. The culture, customs, and traditions of Spanish speaking people will be introduced.

This course focuses on the following language functions; greetings and introductions, describing oneself and others, asking and answering questions, discussing school subjects, schedules, classrooms, talking about food, beverages, clothing, and shopping; describing places and events; discussing preferences; talking about daily and leisure activities, feelings and families. There will be a written midterm. The final exam will include both a written and an oral part.

A mid-term and final exam are required.

Spanish II FLG210

**All
Credit 1**

A significant portion of instruction in this course will be in the Spanish language. Students will learn to speak, write and read in the present, past preterit, past imperfect, future, conditional, present progressive and present perfect tenses. There will be review and expansion of culture, customs and traditions of Spanish speaking people. Some topics include: classroom subjects, extracurricular activities, daily routines, shopping/bartering, locations, driving, and professions.

A mid-term and final exam are required.

Spanish III FLG310

**Pre-College
Credit 1**

A significant portion of instruction in this course will be in the Spanish language. Students will review the present, preterite, and imperfect tenses. The following forms will be added to that: informal and formal commands, impersonal expressions, the present subjunctive, future and conditional tenses. Students will communicate about what is important to them: friends and family relationships, leisure activities, requests and recommendations, expressing opinion and emotions. They will also talk about contemporary topics: outdoor activities, volunteer projects, environment concerns, the arts, social awareness, travel, and computers. Finally, cultural information about people, places and traditions of the Spanish-speaking world will be expanded. Special activities may include field trips and preparation of Spanish food. There will be a written midterm. The final exam will include both a written and oral part.

The mid-term and final exam are required.

Spanish IV FLG410

**Pre-College
Credit 1**

A significant portion of instruction in this course will be in the Spanish language. Students will continue to speak, write, read and understand Spanish in all tenses. There will be extensive study in the indicative and subjunctive moods. Attention will be on the history and geography of Spanish speaking countries. Borges, Marquez, Lorca, Matute and Unamuno are included. Students will also be engaged in oral conversations, written essays, and listening exercises. Emphasis in this course is on preparation for college study of Spanish.

The mid-term and final exam are required.

*Recommendation for advancement from Spanish III teacher is required.

French I FLG120

**All
Credit 1**

Students will begin to develop the four basic skills of listening, speaking, reading, and writing in French. These skills will enable the student to communicate, gain knowledge and understanding of the cultures of the French-speaking world, connect with other disciplines, acquire information, develop insight into the nature of language and culture and participate in multi-lingual communities at home and around the world. Classes are conducted in French and English. Vocabulary and grammar will be approached thematically.

A mid-term and final exam are required.

French II FLG220

**All
Credit 1**

Students will continue to develop the four basic skills of listening, speaking, reading, and writing in French. These skills will enable students to communicate in French, gain knowledge and understanding of the cultures of the French-speaking world, connect with other disciplines, acquire information, develop insight into the nature of language and culture and participate in multi-lingual communities at home and around the world. Classes are conducted in French. Vocabulary and grammar will be approached thematically.

A mid-term and final exam are required.

Advanced French FLG320

**Pre-College
Credit 1 (Max 2)**

Students will continue to focus on expanding and refining their ability in the 4 core skills of listening, speaking, reading, and writing. Grammar concepts and vocabulary will be reviewed and expanded. This course combines linguistic functions and structures with culture through an integration of speaking, reading, listening, and writing activities. A thematic approach will enable students to interact and communicate effectively. Readings will be chosen from different genres of French literature, to promote fluency. Class will be conducted entirely in French and students will be expected to use the target language!

A mid-term and final exam are required.

Science Component

Biology - Lab SCI110

**All
Credit 1**

This course is designed to be a fundamental introduction to biology for all students. It is a required course for graduation and is usually studied by students in Level I. The course focuses on the global nature of life and the interactions of the biodiversity of the world and their relationships to man. The course content is aligned with the Pennsylvania academic standards for science & technology and environment & ecology and emphasizes knowledge in the areas of biochemistry, cell structure, cellular reproduction, genetics, phylogeny, classification, ecology, population growth, dissection*, graph interpretation, and problem-solving involving biological mathematics. Hands-on laboratory procedures, critical thinking skills, and the scientific method of inquiry are also strongly emphasized. Library/Internet/PC work is an integral aspect of this course. Content examinations are required to include a comprehensive final examination. Evaluation includes study guides, lab reports, homework, quizzes, library/Internet assignments and examinations. As a result of this course, students will have a better understanding of the interactions occurring between the environment and living organisms. Additionally, students will acquire an appreciation for the influences of humans on the world and what are our needs and responsibilities with regard to the environment.

*Animal Dissection Policy

Any student who chooses to refrain from participation in or observation of animal dissection has the right by law to do so. In the event that a student objects to this activity, an alternative educational assignment will be provided.

A mid-term and final exam are required.

**Physical Science - Lab
SCI210**

**All
Credit 1**

This course is designed to be an introduction to physics and chemistry for all students. Emphasis will be placed upon the integration of science, technology, and society within the students' daily lives. Topics that will be studied include the laws of motion, energy, and the nature of matter. The application and inter-relationship of mathematics and science will be stressed.

A mid-term and final exam are required.

**Advanced Biology - Lab
SCI310**

**Challenge
Credit 1**

This course is specifically designed to help students in preparation for the rigors of a college level biology course. Correspondence and ongoing interaction with colleges and universities has indicated that many require all students to complete a science course in their freshman or sophomore year of college -- typically biology. Laboratory procedures, research and the scientific method of inquiry are emphasized. The concepts to be stressed will include characteristics of life, science as a process, biochemistry, cell structure, photosynthesis, cellular respiration, protein synthesis, cellular reproduction, genetics, phylogeny, classification and ecology. Development of strong reading for comprehension skills to enhance independent study will be emphasized. Grades will be based primarily on quizzes, laboratory reports, homework, and content examinations.

A mid-term and final exam are required.

**Chemistry - Lab
SCI320**

**Pre-College
Credit 1.4**

This introductory course is recommended for those students planning to further their education in technical as well as degree programs after high school. This is a discipline which employs mathematical applications and laboratory exercises to enhance a student's ability to learn the nature of measurement, energy, structure of matter, bonding, solutions, electrochemistry and equilibrium.

A mid-term and final exam are required.

**Applied Chemistry -Lab
SCI330**

**All
Credit 1**

Applied Chemistry is designed to help students realize the important roles that chemistry will play in their personal and professional lives. Major topics to be studied are: measurement, structure of matter, chemical bonding, the chemistry of global

warming, and energy, chemistry, and society. Evaluation will be made by tests, lab activities, projects, presentations and research.

A mid-term and final exam are required.

**Physics - Lab
SCI410**

**Pre-College
Credit 1**

Physics is the science that seeks to explain how things work. Physics is an introductory course designed for students who are interested in advanced physical science. Prerequisites for the course include success in Algebra II and Geometry. Physics relies heavily on problem solving using Algebra and Trigonometry. Physics is more than equations however, and the relevancy of physics concepts to everyday life, philosophy, and history will be discussed. Topics covered include motion and force, electricity and magnetism, optics, and modern physics. A heavy emphasis will be placed on laboratory work and problem solving. Evaluation will be based upon creative projects, laboratory reports, problem centered homework, papers and examinations. At the end of the course the student will demonstrate the ability to evaluate any event or daily activity from a physics perspective.

A mid-term and final exam are required.

**Environmental Science - Lab
SCI430 (Elective Credit Only)**

**ALL
Credit 1**

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

A mid-term and final exam are required.

**A.P. Physics B
SCI520**

**Challenge
Credit 1**

A.P. Physics B is an algebra-based college physics course that is authorized by the College Board. It is intended for students who are college-bound in any major other than engineering or physical science (chemistry or physics). Topics that are covered include Newtonian Mechanics, Electricity & Magnetism, Waves & Optics, Fluids & Thermodynamics, and Atomic & Nuclear physics. Recommended pre-requisites for the

course include Physics, Algebra II, and Trigonometry. A lab component is part of classroom activities. All students in the course are expected to take the AP Physics B exam in May. It is noteworthy that students regularly receive 8 or more college credits for scoring well (3 or higher) on the exam.

A mid-term and final exam are required.

**A.P. Physics C
SCI530**

**Challenge
Credit 1**

A.P. Physics C is a calculus-based college physics course that is authorized by the College Board. It is intended for students who are college-bound in engineering or physical science (chemistry or physics). Topics that are covered include Newtonian Mechanics and electricity & magnetism. Recommended pre-requisites for the course include Physics, Algebra II, and Trigonometry. A significant portion of class time is devoted to lab work. All students in the course are expected to take the AP Physics C exam in May. It is noteworthy that students regularly receive 8 or more college credits for scoring well (3 or higher) on the exam.

A mid-term and final exam are required.

**A. P. Chemistry - Lab
SCI540**

**Challenge
Credit 1.4**

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. AP Chemistry will meet the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. AP Chemistry class contains a lab component.

A mid-term and final exam are required.

Mathematics Component

**Algebra I
MTH110**

**All
Credit 1**

Algebra I is a fundamental course that builds upon previously learned content. The concepts of real numbers and variables are developed through real-world applications. Topics include one and two variable equations, linear equations and inequalities, quadratic equations, polynomials in one and two variables, graphing on the Cartesian Coordinate System, and simplifying and evaluating rational algebraic

expressions. Students also learn to communicate through algebraic terms, through projects, activities, and content examinations. A three ring binder notebook and rulers are required for all students. A scientific calculator is also highly recommended.

A mid-term and final exam are required.

**Algebra I (double-period)
MTH111**

**Basic
Credit 2**

This double-period course is designed for students who need additional help and time to understand fundamental introductory concepts of algebra. The course content is identical to that in MTH110. The instructor, however, will utilize a variety of teaching strategies and techniques that will enable the students to be successful learners. This will include an entire basic skills review prior to beginning the algebraic content. Students may be scheduled into this course based on past academic performance in math and/or parental request. All scheduling requests are subject to the approval of the Senior High Guidance Department.

A mid-term and final exam are required.

**Geometry
MTH210**

**All
Credit 1**

The students will study geometric concepts with integration of concepts from Algebra I. Problems will be solved in a variety of ways, including the utilization of computer, to promote many dimensions of understanding. Students will practice visual, written, and oral presentations of problem solutions. Topics will include geometric figures, transformations, congruence, similarity and use of formulas.

A mid-term and final exam are required.

**Algebra II
MTH310**

**All
Credit 1**

A variety of functions will be studied in detail with emphasis placed on linear and quadratic functions. The course will also include basic concepts of probability and statistics, sequence and series, along with preparation for the PSSA. Problem solving and applications to real world problems will be stressed. Problems will be solved numerically, algebraically, and graphically. Application is developed through math investigations and projects. Students will use current technology, including graphing calculators, to gather and analyze data. Homework is regularly assigned and content examinations are included.

A mid-term and final exam are required.

**Statistics
MTH320**

This introductory course in statistics will explore the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will study these concepts through direct applications. Topics will include descriptive statistics, probability distribution, sampling methods and sampling distribution, hypothesis tests and inferential statistics.

A mid-term and final exam are required.

**Integrated Math
MTH330**

This course is designed to prepare senior students for the local PSSA Mathematics exam. Concepts taught in the course will include mathematical reasoning, problem solving, estimation, statistics, probability, the major concepts of algebra and geometry, and selected topics in trigonometry and calculus.

A mid-term and final exam are required.

**Trigonometry/Pre-Calculus
MTH410**

Trigonometry/Pre-Calculus is a pre-college course designed to extend students' knowledge of algebraic and trigonometric concepts beyond the basic level and prepare them for more rigorous mathematical studies. The first portion of the course is devoted to the study of equations, inequalities and functions. The remainder of the course deals with the analytical development of trigonometric concepts and their applications. Emphasis will be on graphing and algebraic techniques. Access to graphing calculators will be available on a limited basis.

A mid-term and final exam are required.

**A.P. Calculus (AB)
MTH520**

A.P. Calculus (AB) is a college level course designed by the College Board offered at the high school level in accordance with College Board requirements. It is designed to prepare students to successfully complete the A.P. Calculus (AB) examination and receive college level credit at participating colleges and universities. Calculus AB is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

**Pre-College
Credit 1**

**Basic
Credit 1**

**Challenge
Credit 1**

**Challenge
Credit 1**

The connections among these representations also are important. Broad concepts and widely applicable methods are emphasized. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connects among these representations. Students should understand the derivative in terms of rate of change and local linear approximation and should be able to use derivatives to solve a variety of problems. Students should understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and should be able to use integrals to solve a variety of problems. Students should understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. Students should be able to communicate mathematics and explain solutions to problems both verbally and in written sentences. Students should be able to model a written description of a physical situation in function, a different equation, or an integral. Students should be able to use technology to help solve problems, experiment, interpret results, and support conclusions. Students should be able to determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement. Students should develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

A mid-term and final exam are required.

**AP Calculus (BC)
MTH540**

**Challenge
Credit 1**

A.P. Calculus (BC) is designed as an extension of AP Calculus (AB) as well as an introduction to higher-level applied mathematics. Students will prepare to successfully complete the AP Calculus (BC) Examination and receive college level credit at participating colleges and universities. Students must have successfully completed AP Calculus (AB) to enroll in this course. Calculus BC will include a review of AB topics and in addition will cover: parametric, polar, and vector functions; analysis of planar curves; differential equations and L'Hopitals' rule; anti-derivatives using substitution of variables; improper integrals and logistic differential equations; polynomial, Taylor, and MacLaurin series and sequences. Higher-level applied topics will include: integers, representations and operations; primes and divisors, congruences and modular arithmetic, linear programming and the simplex method, the transportation problem, game theory and decision analysis.

A mid-term and final exam are required.

Art Component

Two Dimensional Art Workshop ART210

All/Pre-College
Credit 1 (Max. 2)

Students selecting this course will focus on developing drawing, painting, printmaking and design skills. Art 2D will allow students to explore various art materials and processes such as watercolor, pencil, pastel, paints, and print plate design while giving them an outlet for personal expression. Students may be required to purchase some materials for this course, typically this cost will be \$25.00 or less.

A mid-term and final exam are required. A culminating final project is required.

Three Dimensional Art Workshop ART220

All/Pre-College
Credit 1 (Max. 2)

Students selecting this course will focus on developing sculptural and wheel throwing skills with clay, as well as participate in verbal critiques of artwork. Included in this course will be concepts and techniques of function vs. non-function, low relief, sculpture in the round, firing, finishing, glaze calculations, clay preparation/mixing, and wheel throwing. Art 3 D will allow students to explore various materials and processes while giving them an outlet for personal expression. Students will be required to purchase some materials for this course, typically this cost will be \$25.00 or less.

A mid-term and final exam are required. A culminating final project is required.

Digital Art Workshop ART310

All/Pre-College
Credit 1 (Max. 2)

Students selecting this course will focus on developing skills and understanding of how the computer can be used to generate art. The student will work with software and techniques that allow one to render both two dimensional and three dimensional artwork. Animation will also be included in this course.

This course will contain concepts of selection, masking, texture, photo manipulation, model construction, inverse kinematics, storyboarding, editing, and various other software special effects. Digital Art Workshop will allow the student to explore various computer applications and techniques while giving an outlet for personal expression. Students may be required to purchase some materials for this course. Typically this cost will be \$25.00 or less. Student work will be displayed on channel 72 with approval.

A mid-term and final exam are required. A culminating final project is required.

A.P. Studio Art; 2-D Design, Drawing ART520

Challenge
Credit 1

A.P. Studio Art is an in-depth, advanced level course designed by the College Board offered at the High School level in accordance with the College Board requirements. It is designed to prepare students to successfully submit a college level art portfolio to be reviewed by the College Board for possible college credit at participating colleges and universities. Students may submit a portfolio in one of two possible areas of study; 2-Dimensional Design, and Drawing. Portfolios will require students to submit a minimum of 25 high-quality examples of advanced work covering three areas; Quality, Concentration, and Breadth. This college level course offers students the opportunity to grow technically and conceptually within their concentrated area.

A.P. Studio Art should only be considered by students who are intrinsically motivated to practice advanced art techniques and concepts. Importance will be placed on students developing higher level thinking skills in criticism and aesthetics through the use of critique, discussion, and reflection on written topics. Students should be aware that A.P. Studio Art will require more time than a typical art course. Students will be required to complete summer reading and an assignment(s) before the course begins in September. Students will be required to cover costs associated with materials, slide processing, and A.P. portfolio review fees. Typical costs will range between \$120-150.

Prerequisite: 2-D Art Workshop, (1) additional art course
Admittance into the course will be dependent upon a successful application and interview.

A mid-term and final exam are required.

Business Component

Business Principles BUS260

All
Credit 1

This course is a blend of entrepreneurship, financial education, and the law. During the Small Business segment, the course will explore how to become an effective business owner and the rewards and risks of owning a business. Students will also look at the characteristics that contribute to an entrepreneur's success.

The need for financial education has never been greater. People are saving less, spending more, and incurring debt at faster rates than ever before. The goal of the financial planning segment is to increase personal finance knowledge and skills among teens in their personal lives and the business environment.

Finally the students will explore the areas of criminal law, civil law, tort law, and contract law. Emphasis will be on making good choices and how the law affects us every day of our lives.

Mid-term and final exam are required

Computerized Accounting

BUS320

All
Credit 1

This course offers students an excellent introduction to applying accounting principles in business and personal situations. Students work with the principles in a manual system with Peachtree Accounting and spreadsheet software being integrated into each chapter in order to learn the meaning of analyzing transactions, using the debit/credit theory, journalizing those transactions, posting transactions, preparing worksheets, producing and interpreting financial reports. This course does NOT require advanced math skills and has been enjoyed by many students as a good elective to take regardless of career/education goals. Those students majoring in Business Management or a related field, will find this course especially helpful.

A mid-term and final exam are required.

A culminating final project is required.

Web Design Workshop BUS340

All
Credit 1 (Max. 2)

Students are selected for the course through an application process. Throughout the school year, the students will be responsible for creating, updating, and changing the information on the Grove City Area School District web page. Students will be using a software package called Schoolwires.

A mid-term and final exam are required.

Computer Component

Advanced Computer Applications COM110

All
Credit 1

This course provides students with a working knowledge of the advanced usage of software that will enable them to use the computer for their personal needs. Students are required to utilize advanced skills to accomplish tutorial lessons and reinforcement projects/tasks. Students will learn advanced skills in the following areas: mail merge process, embedding and linking data, formatting with styles, creating Web pages with hyperlinks, spreadsheet development with graphing, preparing computer presentations, desktop publishing, database design with creating and using queries, reports, and forms. A Microsoft Office Suite package of application software is used in the course. In addition, students will demonstrate proficiency at utilizing software and hardware provided through the Classrooms for the Future program.

Comprehensive final projects on the computer are required.

A mid-term and final exam are required.

Family Consumer Sciences Component

Foods and Nutrition FCS110

All
Credit 1

This course is designed for the student who has an interest in food preparation and nutrition. Basic cooking skills and an awareness of the importance of nutrition are developed. Students will plan nutritious meals as they study and prepare a variety of foods. Special projects and demonstrations are included.

A mid-term and final exam are required.

Family Living FCS210

All
Credit 1

Family Living is a practical course dealing with all aspects of family living skills. This course will help students gain resource management skills that they will use to make decisions about home and family management. Topics include: Reaching your potential, relating to other people, love and marriage, planning a wedding, pregnancy and child birth, child development, parenting, today's family and family interactions, financial skills, budgeting and family challenges. This course is designed for those students who have completed Foods & Nutrition or are entering their senior year.

A mid-term and final exam are required.

**International Foods
FCS320**

**All
Credit 1**

A course designed for the student who has an interest in different cultures and how the culture influences the food choices for that area. Similarities and differences of cultures and foods will be explored as the students prepare traditional foods and experience culinary techniques from the cultures. Group and individual demonstrations are included. Group competitions may be included. Pre-requisite: Foods & Nutrition.

A mid-term and final exam are required.

Health Component

**Personal and Community Health/Safety Ed.
HTH110**

**All
Credit 0.6**

This course emphasizes safe and healthy living, self-understanding and good health practices. The first semester of the course is devoted to personal health and the second semester includes 30 hours of instruction in safety education. The interrelation of safe and healthy living is stressed throughout the course. Students learn legal as well as personal implications of highway safety practices. Topics covered in the health portion of the course include nutrition, fitness, drugs, alcohol, tobacco, human reproduction, and HIV.

A mid-term and final exam are required.

**Team Sports
HTH120/HTH121**

**All
Credit 0.4**

This course is co-educational and gives the student the opportunity to learn and practice the fundamental skills of a variety of “team” sports activities. These activities will provide learning experiences enhanced by the cooperative effort of other students. Emphasis is upon understanding team sports and their relationship to individual physical fitness while addressing state standards for physical education. The individual will also develop an understanding of the team sports from a spectator’s point of view as well as that of a participant. Students must dress in proper physical education attire and participate to their individual highest level during class time.

A mid-term and final exam are required.

**Contemporary Health Issues
HTH310**

**All
Credit 0.4**

This is a continuation of the Personal Health and Safety course taken in Level I. Topics covered are systems of the body, drugs, alcohol, tobacco, STDs, HIV, and other current issues. Emphasis is on understanding problems directly related to teens and making healthy living decisions. Students have the opportunity to become certified in CPR.

A mid-term and final exam are required.

**Lifetime Sports
HTH320/HTH321**

**All
Credit 0.4**

This course is co-educational and builds upon skills and gives the students the opportunity to learn and practice these skills in “lifetime” sports activities. These activities will provide learning experiences enhanced by the cooperative effort of other students. Instruction addressing state standards is stressed with an emphasis on conditioning and enjoying lifetime sports as a component of healthy living.

A mid-term and final exam are required.

**Sports Anatomy
HTH510**

**Challenge
Credit 1**

Sports Anatomy is designed to meet the needs of students interested in health careers related to sports, (athletic trainer), medical, coaching, and nursing and allied health professionals. This course provides both verbal and visual descriptions of structure and function of the body’s systems. Emphasis of the course is on anatomy and analyzing physical movement. Study will include labs, lectures, demonstrations, field trips, guest speakers, and various dissections. It is suggested that if the students cannot stand the sight of blood or the smell of formaldehyde, they should not take this course. Evaluation will utilize lab reports, homework, kinesiology paper, notebooks, practical tests, and written tests,. A compiled notebook will be kept of the year’s work. A three-ring notebook is required.

A mid-term and final exam are required.

***Animal Dissection Policy**

Any student who chooses to refrain from participation in or observation of animal dissection has the right by law to do so. In the event that a student objects to this activity, an alternative educational assignment will be provided.

A mid-term and final exam are required.

Industrial Technologies Component

Computer Aided Drafting IND110

All
Credit 1

This course is an introduction to basic drafting skills developed through sketching and using a computer aided drafting (CAD) program. Topics covered in this course include sketching, geometric construction, multi-view projections, isometric drawing, perspective drawing, pictorial projections, oblique projections, 3-D computer modeling. Students will also learn to read working drawings and survey the commercial and industrial use of CAD. Dimensions will be added, sectional views drawn and complete sets of working drawings created. The course will start out with an introduction to computers and file management and will conclude with students working on architectural drawings and a project. A lab fee may be required to offset the cost of software.

A mid-term and final exam are required.

Engineering Drafting IND220

All
Credit 1

This course is designed for students interested in careers in engineering. Computer Assisted Drafting is a pre-requisite for this course. The basic skills developed in CAD are applied in more detail to the areas of mechanical, architectural, electrical, civil and landscape. Students will use a CAD system and maintain a portfolio, solving problems and creating drawings in each of these areas. Technical writing and design presentation skills will be developed throughout the course. A lab fee may be required to offset the cost of software.

A mid-term and final exam are required.

Visual Communications IND120

All
Credit 1

In this class, students will learn desktop publishing and design techniques that are used to create most of the printed materials we see today. They will learn to use digital cameras, scanners and computers as well as graphic software programs to produce several real world projects in the visual communications realm. Students will also learn to design their own webpage. Grading will be based on tests and student ability as demonstrated by the quality of the projects that are produced. Some artistic ability or drafting knowledge would be helpful but not required.

A culminating final project is required. 51

Video Production IND130

All
Credit 1

In this course, students will learn about video and television production. An understanding of this media from a personal as well as a commercial viewpoint will be included. Students will be required to create storyboards, shoot video, edit video, add audio and produce finished video segments suitable for viewing by the student body. Script writing, set design, staging, lighting and interviewing techniques will be components of this course. Several video and television projects will be produced using both analog and digital equipment. Evaluation will be based on working skills and the quality of projects completed. Students may be required to work beyond the school day shooting video footage.

A mid-term and final exam are required. *A culminating final project is required.

Home Construction, Maintenance & Repair IND140

All
Credit 1

This course is designed to prepare students to be wise consumers of goods, wise consumers of services (repairman, plumbers, electricians, etc.) and to maintain their own homes, make minor repairs, create additions, and to perform simple maintenance. Students will study and learn in the areas of electrical wiring, plumbing, heating systems, simple construction, and home improvements. In addition to textbook assignments, lecture, discussion and tests, students will have the opportunity to work on actual construction activities.

A mid-term and final exam are required.

Personal and Industrial Woodworking IND150

All
Credit 1 (Max. 3)

This is a traditional course for students who want to work with wood. The safe use of hand tools, power tools and machines will be emphasized. Product design and manufacture will be studied including the use of computer design and computer manufacturing. Students will plan and complete various assigned and self-designed take home projects. This course is available as an option to any student interested in working with wood. No prior experience needed. A lab fee is required and is typically \$50.00.

A mid-term and final exam are required.

Advanced Video Workshop IND310

**All
Credit 1 (Max. 2)**

This course is designed to give students who have a serious interest in both television and video, a real world experience in those areas. Students will be involved in the production of several video and television projects using advanced studio techniques with multiple cameras. These projects will include live as well as taped events using on-sight video mixing. Students will use advanced editing techniques with both analog and digital equipment. A claymation project and independent student and group productions will be required, one of which may be a video yearbook. Additional time before and after school for taping, set-up and teardown will be necessary. Video production (IND130) is a prerequisite for this course. Application for this course must be obtained from the instructor.

A mid-term and final exam are required.

*A culminating final project is required.

Music Component

Instrumental Music (Band) MUS110

**Audition
Credit 1 (Max. 4)**

The Senior High Band is the core ensemble of the instrumental music program. Students develop musical skills by studying various compositions in many styles. In addition the ensemble performs in a variety of settings throughout the calendar year. Included are parades, band nights, half-time shows, concerts and festivals. Performance trips are taken by the group periodically. Band members are required to participate in all scheduled events. Therefore, students selecting band are required to be in marching band. All band members are required to participate in summer training which includes band camp and any additional rehearsals. Members are expected to display self-responsibility and generally accepted standards of behavior and self discipline. Students will need to purchase white shoes and various miscellaneous accessories. Additionally, members are responsible for keeping their instruments in playing condition whether owned by the student or by the school.

A culminating final project is required.

Concert Choir MUS210

**Audition
Credit 1 (Max. 4)**

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

A culminating final project is required.

Chamber Choir MUS215

**Audition
Credit 1 (Max. 3)**

This is an advanced vocal course for those with higher skills in music. Students must be able to match pitch, have complex sight-reading skills, and a highly developed sense of rhythm. Students study various types and styles of music with an emphasis on more sophisticated musical styles and techniques. Several required concerts are performed during the calendar year. One year of concert choir at the high school level and an audition is required. Enrollment is limited to 40 students.

A culminating final project is required.

Career and Technical Program

Grove City Area High School offers a number of additional vocational programs to its students through the Mercer Career Center. Grove City Area students attend the Career Center one-half day and Grove City Area Senior High School the other one-half-day. Students will receive (3) credits per year for satisfactory performance in a Career Center course. Students and parents need to contact the Guidance Department for details. Programs offered at the career center include:

Auto Body VOC020

The automotive industry has a rich heritage and exciting future. That future is reflected in Auto Body Technology, one of the fastest growing and most innovative fields in the industry. You use cutting edge technology based on Automotive Service Excellence (ASE) Standards as you estimate damage, replace parts and refinish/detail as you prepare a vehicle for customer delivery. Learning welding, plastic repair, refinishing/painting creates career opportunities in manufacturing, fabrication as well as auto body technology. Instruction takes place in a safe, clean, well-equipped shop.

Auto Mechanics

VOC030

Ninety percent of your training is hands-on! You practice your skills while working on trainers, customer cars, and your own car. Training is based on Automotive Service Excellence (ASE) Standards and includes: Brakes, Electrical Systems, Engine Performance, Suspension and Steering. Students can expand their studies into small engine repair, high performance engine work and earn their state inspection and emission certifications.

Building Trades Maintenance

VOC040

The one course "cluster". Students learn basic skills in Electricity, Masonry, Plumbing, Carpentry, and HVAC/R (Heating, Ventilating, Air Conditioning, Refrigeration). Many students develop advanced skills in one or more of these technical areas. Students will learn to safely operate a wide variety of hand tools and power machinery. During the first year students study and develop skills in all of the program areas. In the second year students are encouraged to specialize in one of the program areas.

Carpentry

VOC050

Carpenters literally build the future by constructing and remodeling houses, apartments, and commercial buildings. Join the Carpentry Team and learn to build like a pro! Use computers and architectural design software to draw floor plans and renderings. Construct a house using the latest tools. Visit area work sites, meet professional builders, and visit the Carpenter's Union to learn how to earn your journeyman's card. Visit colleges and learn about advanced degrees in Management and Engineering. Learn how experienced Carpenters advance into supervisory positions or own their own business. Plan your career in an industry that offers high wages, excellent job opportunities, and employs over 8.3 million people!

Computer and Office Technology

VOC010

Computer and Office Technology prepares students for an interesting and challenging career using computers or working in a business setting. Use your creative talents to design and maintain web pages, use the Internet effectively, and prepare business documents. Expertise will be developed in preparing spreadsheets, designing electronic presentations and using the latest computer equipment and software. If you make things happen, like variety, are organized, and creative, a career using computerized office technology is for you.

Cosmetology

VOC060

Experience the world of beauty and fashion through the Cosmetology program. Use cutting edge techniques to deliver precision hair cuts, perms, chemical relaxing, braiding, manicures, facials and hair color treatments. Two days a week you will master your skills on customers in our student operated salon. Students successfully completing 1250 hours of instruction are eligible for licensure from the Pennsylvania State Board of Cosmetology.

Culinary

VOC120

The course is designed to give students the basic skills needed to start a career in the restaurant and hospitality industry. You will create foods, from appetizers to desserts, in our professionally equipped kitchen and bakery. The curriculum and professional equipment is designed to develop skills in all facets of the food service industry and equip students for immediate employment or post high school training.

Diesel Mechanics

VOC080

Designed to help students develop "hands-on" skills and knowledge needed to enter the rewarding field of the diesel repair industry. Learn the skills needed to pursue careers in a multitude of areas, including but not limited to: welding, hydraulics, pneumatics, electronics, as well as "bumper to bumper" diesel repair. In addition to classroom instruction, students diagnose, service, and repair all aspects of diesel related equipment. This is accomplished using modern "high-tech" scan tools and personal computer interfaces. Diesel engines have become more fuel efficient, lighter, quieter, and environmentally friendly. These factors have created an increased demand for talented and skilled technicians. This program has a long proud history of student success and service to the community.

Early Childhood Education

VOC150

You learn the skills needed to work with young children. Expertise is obtained in a fully equipped preschool. Students can earn hours toward their Child Development Associate Certification. This program creates employment opportunities for you in the following areas: preschool, family daycare provider, infant care giver, recreational aide, primary classroom aide, and teacher's aide.

Electronics Technology VOC110

Unravel the mysteries and excitement of the world of electronics using exciting, fun, hands-on projects. Have you ever wondered how your cellular phone works? What's inside your television? You will understand all as you Build-N-Learn exciting projects that open doors to many career and post-secondary training opportunities. While applying advanced mathematics and computer technology you build tele-phones, security alarm systems and rockets. This exciting project-based learning system enables you to progress at your own pace to unlock your future, preparing you for the workplace or post-secondary education.

Health Care Careers VOC130

You will have the opportunity to explore careers in the health field by job shadowing in area hospitals. You will earn your Nurse Aide Certification enabling you to acquire employment upon high school graduation. Your studies include courses in Anatomy and Physiology and Medical Terminology helping you prepare for education beyond high school.

Precision Production Metals VOC140

This course is designed for students to gain knowledge and skills with an emphasis in machining, welding, sheet metal fabrication, hydraulics and pneumatics. Areas are taught through a competency-based delivery system using hands-on assignments to develop technical skills. Through a variety of projects, students will be able to plan, setup, operate machines, as well as to manufacture and assemble metals.

Protective Services VOC160

Open the doors to many career and post-secondary training opportunities related to planning, managing, and providing public safety and homeland security. Certification opportunities include: Emergency Medical Technician, Jail Officer, 911 Dispatcher and Basic Life Support for Healthcare Provider. Enroll for two or three years and earn all certifications or just one year for a specific certification. You will investigate crime scenes, practice emergency medical procedures and participate in training like StatMedevac Landing Zone and Terrorism Awareness. Here are just some of the career opportunities you create: Police Officer, Emergency Medical Technician, Paramedic, Fish and Game Officer, and Probation Officer.

For further information on Mercer County Career Center programs and services, please visit our web-site www.mccc.tec.pa.us

Special Study

College Courses

Advanced Placement Courses

Junior/ Senior Guidance

Freshman Studies

Saturday Science

Driver Training

Auditing Courses

Cyber Services

Community Service

College Courses

Students are permitted to register for college courses during their junior and/or senior years in accordance with the admission procedures of the particular college in question. All costs incurred through the course will be paid by the student/parent/guardian. Students must provide their own transportation for college courses.

Credit toward graduation from Grove City Area Senior High School will be awarded only for those courses successfully completed (passed) according to the particular college standards and with the Grove City Area Senior High School Principal's approval. College courses are considered to be those classes that are open to any student attending the particular college and that are accepted by the college as being college level and counting toward graduation credit requirements of their institution for the associate or bachelors level degrees. These courses must meet state requirements for planned courses at the high school level. Only those students who are in good standing (attendance, discipline and academics) are permitted this option.

In order to be eligible, the course must be undertaken at a regionally accredited college. Prior approval must be obtained through the Guidance Office and the Principal's office. Completion of all course work is the student's responsibility. Forms are available in the Guidance Office.

It is important to know at the earliest possible date when the college class meets. Time slots in the regular school day can be blocked out to minimize conflicts with the regular high school program.

- Students must maintain a full-time schedule (i.e. 4 full-time high school classes/1 college class; 3 full-time high school classes/ 2 college classes).
- Students and parents/guardians **MUST** sign a release permitting Grove City Area Senior High School access to the student's college schedule and grades.
- Transcripts **MUST** be submitted by the student to the Guidance Office at the conclusion of the college semester in order to receive credit.

- Students must enroll in an equivalent amount of time (number of courses) for college classes in both the Fall and Spring semesters at college. If not, students will be placed into the appropriate level classes at the high school for the second semester. Since all Grove City Area Senior High School classes are full-year courses, if the high school class is not the same as the college class, first semester make-up work must be completed (in consultation with and to the satisfaction of the teacher) for the high school course. If the student does not complete the make-up work in a timely or satisfactory manner, the student may receive a grade of '0' (zero) for Marking Period 1, Marking Period 2 and the Mid-Term exam grades.

Advanced Placement Courses

Advanced Placement courses are offered in various subject areas. They are special college level courses taught in the senior high school. The course content is determined by the College Board Advanced Placement Program. Students completing the courses are expected to participate in the Advanced Placement Testing Program and receive college credit based upon their test score. Costs of the testing is the student's responsibility.

Junior/Senior Guidance

GUD100/GUD111

All

All juniors and seniors will be scheduled into this class one period each week, opposite their physical education class. The purpose of this class is to help students plan for life after high school. The primary focus of this course is to educate students as to the types of educational programs available as well as employment opportunities and military information.

Freshman Studies

FRE110

**All
Credit 1**

Freshman Studies is a required one credit course that is designed to meet state curriculum requirements set forth in Chapter 4. The grade for this course will be determined by averaging the grades for all four content areas. The course content will be based on State Standards established in the areas of Consumer Science, Music, Reading, and Technology Education.

Saturday Science

ELE110

Credit .25 (Max. 1)

Saturday Science is a laboratory oriented course designed to give the students the opportunity to explore areas in science that interest them most. Each student has the opportunity to practice correct scientific procedures and pursue more intensive study than is possible in the normal classroom. Sessions will consist primarily of studies in chemistry, physics and earth science. The highlights of this course are much individual attention and emphasis on class discussion. This is an 18 week program, meeting at three different time periods on Saturday mornings. Regular attendance is required. One quarter of 1.0 credit is awarded to the student upon satisfactory completion of the course. This course does not qualify for any graduation requirement in Science.

Driver Training

This course is available to all students who have completed Safety Education and have a valid Pennsylvania Operators Permit or license. Students will receive a minimum six hours of in-the-car driving experience. They will learn the fundamentals of various driving situations, car operations, city and country driving, driving the interstate highways, etc. There is a lab fee of \$50.00 charged to the student. Students who successfully develop minimum driving skills receive a certificate of completion that can be used for insurance purposes. Behind the wheel instruction is offered after school, on Saturdays and during the summer.

Auditing of Courses

On rare occasions it becomes necessary for a student to audit a course. This is done by request and in consultation with a guidance counselor. The principal must approve all course audit requests.

Cyber Services

Cyber Services is an alternative education program available through the Midwestern Intermediate Unit IV for our students. Students can take coursework that can count toward a Grove City Area High School Cyber Services Diploma. Courses taken do not count towards class rank or a student's G.P.A. Courses will be taken on a pass/fail basis. Students enrolled full time in cyber services are not eligible for academic awards at Grove City Area Senior High School. These services can be accessed through the the guidance office.

Community Service

Grove City Area Senior High School recognizes the value of helping others in the overall educational program of students. Students may earn credit toward graduation for voluntary community service under the following conditions.

1. The service is provided within the school setting, an established community service organization/agency, or governmental agency.
2. Credit be awarded on an hourly basis at the rate of 1/4 credit for 30 hours to a maximum of 0.5 credits.
3. Credit will be counted toward graduation requirements as an elective credit.
4. All credit will carry the mark of 100%
5. Credit earned will appear on the transcript but will not be included in class rank or honor roll

Guidelines for Community Service:

1. The student must be in good standing
2. The service must be prearranged through the Guidance Office
3. The service must be performed in a supervised program.
4. Service in an off-campus setting will be limited to non-school hours (unless otherwise approved by the Administration).
5. All service must be voluntary.

Equal Opportunities

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

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

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

For more information regarding civil rights or grievance procedures, contact Mr. Thomas G. Bell, Title IX and Section 504 Coordinator, at 511 Highland Avenue, Grove City, PA 16127 (724) 458-6733. For more information regarding services, activities and facilities that are accessible and useable by handicapped persons, contact the building principal.

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