

Greencastle-Antrim High School

PROGRAM OF STUDIES

Course Selection and Scheduling Information 2026 – 2027

(Board Approved 02/05/2026)



Greencastle-Antrim High School

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PHILOSOPHY OF EDUCATION

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

MOTTO: Empowering for Success

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

CORE VALUES:

INTEGRITY

RESPECT

COMMITMENT

STANDARDS

CHILDREN FIRST

STATEMENT OF EQUALITY AND NON-DISCRIMINATION

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

**Greencastle-Antrim School District
360 South Ridge Avenue
Greencastle, PA 17225
717-597-3226**

PURPOSE OF THIS BOOKLET

The Program of Studies is a guide for all students and their parents. It contains information for each student to understand the opportunities available and make the best choices for their future regarding their choice of a career major, courses, and programs for the high school years. Scheduling decisions should be made after careful thought and consultation with the student's family, teachers, faculty advisor, assistant principal and school counselor. Strong consideration should be given to the student's career plans beyond high school when choosing each year's program. It is our desire to empower all students for success by equipping them with the tools they need to realize their potential.



GREENCASTLE-ANTRIM SCHOOL DISTRICT

CORE COMPETENCIES:

The Portrait of a GASD Graduate

COMPETENCY 1: Critical Thinking and Social Responsibility

GASD students will demonstrate varied thinking skills to construct knowledge, identify patterns, formulate arguments, and solve problems. Our students will think critically to develop authentic, logical action plans to demonstrate their ability to be resourceful problem solvers. Our students will be able to act as decisive leaders within their personal, professional and community environments communicating with clarity, empathy, while responding with compassion. GASD students will excel in working independently and collaboratively with others to garner diverse perspectives, contribute using their strengths and rely on support in areas of challenge as they approach every new problem, situation, and opportunity.

COMPETENCY 2: Creativity and Innovation

GASD students will embrace the structured learning environment as a pathway for creative thought, expression, and innovation. Our students will use general knowledge and skills coupled with curiosity and imagination to find new and innovative solutions to problems and to communicate personal thoughts and ideas. Students will be reflective in their experiences in order to adapt to changing environments and consider diverse perspectives. GASD students will demonstrate resilience and resourcefulness as they practice their creative thinking. Students will acknowledge that innovation is a process often requiring multiple attempts, revisions to ideas, and a willingness to collaborate with others to achieve a desired outcome.

COMPETENCY 3: Literacy and Communication

GASD students will demonstrate the ability to access and understand information from a variety of forms to include words, numbers, pictures, and charts. Students will be able to garner information from both print and digital media, oral or visual representations and determine reliability and purpose of the information presented. GASD students will demonstrate the ability to process information in order to react and respond appropriately. GASD students will be able to effectively organize information and adjust their communication methods to meet the demands of the purpose and targeted audience. Our students will be able to quickly adapt to changing technologies by understanding the purpose and function of available tools and applications. They will demonstrate a deep understanding and sense of numbers in order to identify patterns, relationships, and functions to maintain financial stability and find different routes to solving complex problems.

COMPETENCY 4: Physical and Emotional Health

GASD students will demonstrate an awareness of their individual work habits, social habits, strengths, and weaknesses. GASD students will be able to express and manage emotions and develop meaningful relationships with others through physical, social and emotional experiences. They will demonstrate self-awareness, self-esteem, and self-regulation through their actions, communication, and collaboration with others. GASD students will be equipped to make healthy decisions to protect themselves, both physically and emotionally. Students will be adaptable, respectful, and empathetic as they engage with others in diverse settings. They will be equipped with healthy strategies to manage emotions and face challenges.

COMPETENCY 5: General Knowledge and Academic Preparation

GASD students will demonstrate acquisition of general knowledge as measured by local, state, and national standards. Our students will demonstrate mastery of interdisciplinary skills and processes associated with academic preparation. GASD students will demonstrate the ability to transfer their knowledge and skills to authentic, real-world situations. GASD students will experience a rigorous curriculum with diverse offerings to ignite curiosity for the possible pathways post-graduation. GASD students will be self-directed learners and supported as they prepare for and design their own post-graduation plans.

GRADUATION REQUIREMENTS

Requirements to Graduate from Greencastle-Antrim High School include:

4 planned courses in English

4 planned courses in Math

3 planned courses in Social Studies

3 planned courses in Science

1 planned course in Financial Literacy (*beginning with the Class of 2028*)

1 planned course in Wellness per year, for 4 years

1 planned course in World Language

Career Portfolio Graduation Project

- Job Shadowing
- Community Service

8 planned elective courses

Graduation Requisites:

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

---- See Appendix A (page 75) for the Graduation Requirements Checklist----

ADDITIONAL GRADUATION REQUIREMENTS

Class of 2023 and beyond

Effective with the graduating class of 2023, Students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness. Keystone Exams will continue as the statewide assessment Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA).

Students must take the Keystone Exams for purposes of federal accountability. For more information regarding the ACT 158 Pathways to Graduation Toolkit, visit this site and select the PA Act 158 link:

[PA ACT 158 Keystone Exams and Graduation](#)

ENRICHMENT COURSES

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

CAREER PORTFOLIO GRADUATION PROJECT/PATHWAYS

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

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

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

The final PATHWAYS requirement is the Senior Exit Interview. The purpose of the Senior Exit Interview is to sharpen a student's interviewing skills by encouraging that student to examine three key areas of

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

<u>PATHWAYS GOALS</u>			
9th Grade	10th Grade	11th Grade	12th Grade
Objective: Introduce students to opportunities at GAHS and skills necessary for success in high school; introduction to post-secondary Pathways	Objective: Expose students to the variety of career options available and assist them in gathering information about careers in which they are interested	Objective: Introduce students to a career in which they are interested; introduce students to post-secondary school options and prepare a resume	Objective: Prepare students for a job interview including a final resume and cover letter; financial planning information
• Examination of student's skills and abilities • FCCTC presentation • Community Service Fair during Ninth Grade Open House • Introduction to career options and post-secondary education	• Transcript review • The benefits of extracurricular activities • College Tour • Career Panels • Higher Education Panels • Entrepreneurship Panel	• Exploration of a student's career interests • Introduction to workplace etiquette • Building a resume • Career Day • Completion of a Job Shadowing experience	• Building a cover letter • Reinforce interviewing skills • College & Career Application Day • Planning for your financial future • Completion of Senior Exit Interview

Optional Higher Education and Career Experiences:

FCCTC Tour

Internships

College Tours

College Reps

FAFSA Completion Night

College Web Site Searches

College Planning

Financial Aid Night

College Fair Nights

Scholarship Opportunities

COMMUNITY SERVICE

Greencastle-Antrim High School students are tasked with completing a minimum number of community service volunteer hours as a part of the graduation requirements. Participating in community service provides students the opportunity to experience first-hand the benefits of volunteerism while working with a community organization to help fulfill a need within our society. All students will submit an iMovie/presentation at the conclusion of completing their hours to showcase their volunteerism and understanding of social responsibility.

Approved by the GASD Board of School Directors, the Community Service requirement is described below:

Class of 2026 and Beyond
Students will complete a minimum of fifteen (15) hours of community service with a non-profit organization.

For students finding it difficult to complete the Community Service requirement, a GAHS Gives Back day will be offered as an opportunity to acquire community service hours.

GAHS Gives Back Day

- Open to 9th and 10th grade students
- A GAHS Gives Back day will be scheduled during the week following graduation.
- Participating students must register by the last day of the fifth marking period (MP5) - more information will be made available
- Parents are responsible for transportation to and from school on the GAHS Gives Back day.
- Completion of one GAHS Gives Back day is equivalent to 7.5 hours of Community Service.
- Students may complete two GAHS Gives Back days, or complete one day and serve an additional 7.5 hours with a non-profit organization to complete the 15-hour requirement.

Additional Community Service Information

- Students may not be paid for their service.
- While participation in GAHS service clubs is highly encouraged, service club hours **cannot be used** for Community Service.
- Students must complete their community service hours by the end of the first semester of their eleventh (11) grade year.
 - **Students who have not fulfilled their Community Service requirement may not be granted Earned Senior Privilege and risk being exempt from other school activities (i.e. Homecoming, Prom, etc.)**
- Community Service must be done before completing the Senior Exit Interview.
 - **Students who have not fulfilled their Community Service requirement will not be permitted to complete the Senior Exit Interview.**
- The Community Service requirement is coupled with the Career Portfolio. Students will share their experience during the Senior Exit Interview.
- Students will earn .5 credit upon completion of their Career Portfolio and Community Service.
- Students will follow the guidelines outlined in the Community Service Packet.
 - Students will complete a Community Service Project Proposal before beginning their community service hours. It is also suggested that students converse with Mrs. Brockway before beginning their hours to verify the organization.

For more information including the Community Service packet, potential community service opportunities, presentation template, and frequently asked questions, please visit the [Community Service page](#) on the Greencastle-Antrim website.

SCHEDULING PROCEDURE

All students are encouraged to choose a broad career major at the end of ninth grade and to use the guidelines on pages 19-23 when choosing courses. Study hall periods are discouraged; however, variations will occur due to curriculum, personal choice, and year in school. In the intensive block schedule, courses are one semester in length. Every student must minimally schedule three major subjects for each semester; four majors are preferred. A major subject meets two periods per day for one semester. Descriptions of all subjects offered are included in this booklet for use by students, parents, and school staff. Students should read the description of each course they schedule. If more information is needed, the subject teacher or department chairperson should be consulted. If help is needed in making a course decision, a parent, counselor, faculty advisor, or administrator should be consulted. School counselors, academic administrators, and faculty advisors are very important in this decision process since they are most familiar with the graduation requirements and the uniqueness of each student's chosen career path.

OVER-SUBSCRIBED CLASSES AND PROGRAMS

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

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

SCHEDULE CHANGE POLICY

Greencastle-Antrim High School's schedule change policy is intended to encourage students (and their families) to carefully consider initial course selections. Thorough consideration should be given to course selections for the next school year BEFORE and DURING the course scheduling process. Preliminary schedules for the next school year will be made available to students prior to the start of the next school year. Students should carefully review their schedules.

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

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

If, after reviewing your schedule, you require a change **for one of the reasons listed above** complete a schedule change request form and promptly return it to Student Services. Students will have until **July 24, 2026** to submit a schedule change request form with parental approval. Schedule change requests for both semesters should be submitted by this date. If extenuating circumstances necessitate a second semester schedule change after the school year has begun a schedule change request form, with parental approval, must be submitted to Student Services by **December 4, 2026**.

GRADING

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

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

COMPUTATION OF GRADE POINT AVERAGE (GPA)

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

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

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

Computation of Grade Point Average

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

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

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

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

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

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

EARNED SENIOR PRIVILEGE

Seniors who are on track to graduate on time have earned the opportunity to attend classes for less than the standard four blocks per day for an entire school year. **The goal of this program is to allow students to seek further opportunities within their post-graduation goals.** Students who choose to take advantage of this opportunity should plan to be gainfully employed and/or begin their post-high school education. To be eligible, students must need less than eight credits in order to fulfill graduation credit requirements and have met all Pennsylvania proficiency requirements on standardized tests. In addition, the student must have completed their Community Service (by the end of the first semester of their junior year), Job Shadowing requirements, be current with all career portfolio assignments, and submitted their junior physical form to the nurse's office. An application for Earned Senior Privilege must be completed and on file in the main office.

DIPLOMA REQUIREMENTS/GRADUATION

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

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

ACADEMIC RECOGNITION AT GRADUATION

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

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

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

NATIONAL HONOR SOCIETY

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

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

JANUARY GRADUATION DECLARATION FORM

Student Name: _____ Homeroom #: _____

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

Reason for Early Graduation:

_____ Begin my post-high school education Where: _____

_____ Begin working full-time Where: _____

_____ Enter the military Branch: _____

_____ Other: _____

Both student and parent/guardian must read the following statements and sign below.

I am aware of the graduation requirements listed below and understand they must be completed before my diploma can be issued or an official graduation verification letter can be signed. **Initial each step when complete.**

_____ Verify completion of all coursework, job shadowing, community service, and career portfolio requirements with your **school counselor**

_____ Confirm you have met Act 158 requirements with your **school counselor**

_____ Confirm **school nurse** has received my junior physical and has my height/weight for cap & gown

_____ Inform the **student center secretary** where to send my final transcript, if applicable

_____ Notify the **main office** of my intentions to participate in graduation ceremonies and confirm the spelling of my name for diploma

_____ Senior announcements and apparel can be ordered from www.jostens.com (Greencastle Antrim High School – PA)

_____ Return all books and materials to my teachers and the library; pay any outstanding debts and return your iPad to the student services secretary (Student Center)

_____ Return this completed and signed form to the **student services secretary** (Student Center)

I understand that to be eligible to participate in commencement activities, I must attend all scheduled rehearsals in preparation for the graduation ceremony. I also understand that it is my responsibility to initiate at least monthly contact with the main office to remain informed regarding graduation preparation information.

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

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

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

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

School Counselor: _____ Date: _____

Revised 01/05/2026

CAREER ACADEMIES

Career Academies are very broad in scope and are limited only by a student's specific career path. The Career Academy represents a continuum of possibilities ranging from immediate employment to enrollment in a four-year college. As you consider how to best invest your time as a high school student, choosing a Career Academy will help you make choices to become more prepared and marketable.

This guide lists recommended opportunities for students to choose from in each Career Academy, including required courses, suggested programs and electives, related occupations, and college preparation recommendations. Choose the academy most closely aligned to your career plans.

- Health Science
- Science Engineering and Mathematics
- Arts and Communications
- Transportation, Manufacturing, and Industrial Technology
- Business, Marketing, and Finance
- Government and Public Safety
- Education and Human Services

Career Academies Guide

HEALTH SCIENCE

High Demand Careers

Occupational Therapy Assistant, Home Health & Personal Care Aide, Physical Therapy Assistant, Medical & Health Services Manager, Medical Assistant, Veterinarian, Infection Control Practitioner, Nurse Practitioner, Anesthesiologist Assistants, Speech Language Pathologist, Phlebotomist

Recommended Electives

Two levels or more of a World Language

Psychology

Algebra 3

Trigonometry

Statistics

Anatomy and Physiology

Child Development I

Independent Living

Recommended AP Courses

AP Statistics

AP Biology

AP Chemistry

AP Psychology

FCCTC Programs

Allied Health, Medical Assisting, Vet Assisting, Dental Assisting, Protective Service

Other Learning Opportunities

Health Career Institute

Penn State Med Camp

Job Shadowing Trips

Internship

Career Academies Guide

SCIENCE, ENGINEERING and MATHEMATICS

High Demand Careers

Agricultural, Biological, and Biosystems Engineer, Atmospheric Scientists, Automation and Robotics Professions, Biochemists, Chemical Engineer, Computer and Information Research Scientist, Data Science and Data Analysis, Electrical and Electronics Engineer, Geographic Information Systems Researcher, Information Security Analyst, Materials Engineer, Mining and Geological Engineer, Petroleum Engineer, Physicist, Industrial Engineer, Aerospace Engineer, Mechanical Engineer

Recommended Electives

Two levels or more of a World Language
Electronics and Circuits
Astro Tech
Astronomy
Economics
Robotics
Computer Science 1
Statistics
Algebra 3

Trigonometry
Anatomy and Physiology
Physics
Chem Lab
Engineering & Design 1
Engineering & Design 2
Engineering & Design 3
Independent Living

Recommended AP Courses

AP Biology
AP Chemistry
AP Environmental Science
AP Computer Science Principles
AP Statistics
AP Calculus AB
AP Calculus BC

FCCTC Programs

Electronics, Engineering Technology, Information Systems Technology, Landscaping and Horticulture

Other Learning Opportunities

Job Shadowing Trips
Internship
Robotics Club
Astronomy Club

Career Academies Guide

ARTS and COMMUNICATIONS

High Demand Careers

Marketing Coordinator, Social Media Manager, Public Relations Specialist, Copywriter, Brand Strategist, Content Strategist, Event Coordinator, Film & Video Editor, Fine Artist (Painters, Sculptor, Illustrator), Photographer, Media Programming Director, Technical Director, Producer, Director, Talent Director, Audio & Video Technician, Technical Writer

Recommended Electives

Art 1	Creative Writing
Art 2	Singing Skills and Techniques
Art 3	Fundamentals of Theater
Digital Art	Acting Skills
Ceramics & Sculpture 1	Percussion Chamber Ensemble & Techniques
Ceramics & Sculpture 2	Wind Chamber Ensemble & Techniques
Ceramics & Sculpture 3	Music Theory 1
Photography & Graphic Design	Melodramatics in Music
Content Creator 1	Psychology
Content Creator 2	College Readiness Math
Content Creator 3	Independent Living
Photojournalism 1	Speech Communication
Photojournalism 2	Live Broadcasting

Recommended AP Courses

AP Psychology
AP English Language and Composition
AP English Literature and Composition
AP Music Theory

FCCTC Programs

Graphic Communications, Cosmetology, Culinary Arts, Marketing & Web Design

Other Learning Opportunities

Band Ensembles	Spanish National Honor Society
Vocal Ensembles	German National Honor Society
Drama Club	Job Shadowing Trips
Art Club	Internship

Career Academies Guide

TRANSPORTATION, MANUFACTURING, CONSTRUCTION, and INDUSTRIAL TECHNOLOGY

High Demand Careers

Electrician, Welder, Carpenter, Machine Operator, Assembler, Telecommunications Line Installer and Repairer, Floor Layer, Tile & Stone Setter, Occupation Health & Safety Specialist, Logistician, Mechanical Door Repairer, Radio, Cellular & Tower Equipment Installer & Repairer, Software Developer, Solar Photovoltaic Installer, Wind Turbine Service Technician, Freight Forwarder

Recommended Electives

Art 1	Creative Writing
Art 2	Speech Communication
Art 3	Singing Skills and Techniques
Digital Art	Fundamentals of Theater
Ceramics & Sculpture 1	Percussion Chamber Ensemble & Techniques
Ceramics & Sculpture 2	Wind Chamber Ensemble & Techniques
Ceramics & Sculpture 3	Music Theory 1
Photography & Graphic Design	Melodramatics in Music
Content Creator 1	Psychology
Content Creator 2	College Readiness Math
Content Creator 3	Independent Living
Photojournalism 1	Live Broadcasting
Photojournalism 2	

Recommended AP Courses

AP Psychology
AP English Language and Composition
AP English Literature and Composition
AP Music Theory

FCCTC Programs

Graphic Communications, Cosmetology, Culinary Arts, Marketing & Web Design

Other Learning Opportunities

Band Ensembles	Spanish National Honor Society
Vocal Ensembles	German National Honor Society
Drama Club	Job Shadowing Trips
Art Club	Internship

Career Academies Guide

BUSINESS, MARKETING, and FINANCE

High Demand Careers

Financial Manager, Financial Advisor, Management Analyst, Human Resource Manager, Logistician, Market Research Analyst, Chief Executive, Auditor, Accountant, Risk Analyst, Controller, Medical & Health Service Manager, Operations Research Analyst, Brand Manager, Social Media Strategist, Product Marketing Manager, Digital Marketing Specialist

Recommended Electives

Two levels or more of a World Language

Economics

Statistics

Algebra 3

Trigonometry

Content Creator 1

Content Creator 2

Content Creator 3

Computer Science 1

Speech Communication

Independent Living

Recommended AP Courses

AP Statistics

AP Calculus AB

AP Calculus BC

AP Computer Science Principles

FCCTC Programs

Marketing and Web Design

Other Learning Opportunities

Job Shadowing Trips

Internship

Career Academies Guide

GOVERNMENT and PUBLIC SAFETY

High Demand Careers

Financial Examiners, Occupational Health & Safety Specialist, Compliance Officer, Environmental Compliance Inspector, Urban & Regional Planner, Budget Analyst, Attorney, Statistician, Economist, Cybersecurity Specialist, Emergency Management Director, Law Enforcement Officer, Emergency Medical Technician, Firefighter, Correctional Officer, Security Guard, Dispatcher

Recommended Electives

Two levels or more of a World Language
Economics
Psychology
Speech Communication
Independent Living

Recommended AP Courses

AP Government
AP European History
AP Psychology
AP English Language and Composition
AP English Literature and Composition

FCCTC Programs

Protective Services

Other Learning Opportunities

Rho Kappa National Honor Society
Job Shadowing Trips
Internship

Career Academies Guide

EDUCATION AND HUMAN SERVICES

High Demand Careers

Preschool Teacher, Instructional Coordinator, School Counselor, Teaching Assistant, Post-Secondary Teacher, High School Teacher, Middle School Teacher, Elementary Teacher, Special Education Teacher, Case Worker, Health Education Specialist, Substance Abuse Counselor, Social Worker, Crisis Support Worker, Rehabilitation Counselor, Personal Care Aide, Massage Therapist, Fitness Trainer, Manicurist & Pedicurist, Healthcare Social Worker, Mental Health Counselor

Recommended Electives

Two levels or more of a World Language
Child Development 1
Child Development 2
Speech Communication
Psychology
Statistics

Content Creator 1
Content Creator 2
Content Creator 3
Photography and Graphic Design
Independent Living
College Readiness Math

Recommended AP Courses

AP Psychology
AP Statistics
AP English Language and Composition
AP English Literature and Composition

FCCTC Programs

Early Childhood Development, Culinary Arts, Cosmetology

Other Learning Opportunities

Big Buddies
Peer Tutoring
Job Shadowing Trips
Internship

ELECTIVES

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

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

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

Department

Elective Courses

Art

See STEAM

Business

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

Career

Internship (paid or unpaid)

Driver Education

Driver Education (textbook only)

English

Speech Communication
Creative Writing
Advanced Placement (AP) Language and Composition
Advanced Placement (AP) Literature and Composition
Journalism
Photojournalism I
Photojournalism II

Family and Consumer Science

Independent Living
Child Development I
Child Development II

Financial Literacy

Financial Literacy

Mathematics

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

Music

Concert Choir
Singing Skills and Techniques
Fundamentals of Theater
Acting Skills
Concert Band
Symphonic Band
Wind Chamber Ensemble and Techniques
Percussion Chamber Ensemble and Techniques
Music Theory I
Advanced Placement (AP) Music Theory
Melodramatics in Music

Science

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

Social Studies

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

STEAM

Art 1
Art 2
Art 3
Ceramics & Sculpture 1
Ceramics & Sculpture 2
Ceramics & Sculpture 3
Advanced Studio 1 & 2
Digital Art
Photography & Graphic Design
DIY Home Essentials
Engineering & Design 1
Engineering & Design 2
Engineering & Design 3
Fabrication 1

Fabrication 2
Fabrication 3
Content Creator 1
Content Creator 2
Content Creator 3
Live Broadcasting 1 (2-4)
Computer Science 1
Advanced Placement (AP) Computer Principles
Electronics & Circuits
Robotics
Astro Tech
Emerging Tech

World Language

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

NINTH GRADE CURRICULUM

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

NINTH GRADE REQUIRED COURSES

- English 9
- Mathematics (*recommendation by school staff*)
- U.S. History
- Environmental Science
- Ninth Grade Wellness

WORK-BASED LEARNING OPPORTUNITIES

Work-based learning opportunities for GAHS students include paid and unpaid internships, the Advanced Manufacturing Pre-Apprenticeship (AMP) Program, and WellSpan Health Career Institute (HCI).

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

Students are released from school during the school day for one or more periods so that they may obtain a supervised training experience in a career field which matches their personal career goals. To qualify, the students must be at least 16 years old (most are 17 or 18), have a driver's license and transport themselves to work, have no discipline or attendance concerns, and find an employer (with direction from Mrs. Everetts) willing to train them for as many hours as they are being released from school for an eighteen-week semester (either Aug-Jan. or Jan-May). In some industries employers will have students fill out applications and interview like any other employee. If the employer is satisfied with the applicant and chooses to host the student as an intern, then agreements are formalized. Students may also be dismissed from the internship for the same reasons as normal employees. However, a majority of all students placed are rated by their employers as very enthusiastic and competent employees.

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

The worksite mentors evaluate the students each marking period (3 per semester) based on their performance. Mrs. Everetts grades the students based upon work-related assignments, which are turned in weekly. At the end of the semester the agreements with the employer are dissolved.

Mrs. Everetts serves as the Career Coordinator and can be reached by calling 717-597-3226 ext. 50522 Monday thru Friday, 7:30 am to 2:30 pm. Please call her to talk about opportunities and programs in which you are interested in participating. Applications for this program should be completed at least two months in advance of the semester when the experience will occur—in May for fall placements, and in October for spring placements, if possible. Because the initial set up process is time consuming, the student and Mrs. Everetts must coordinate activities and begin well ahead of time for a smooth start each semester.

PAID INTERNSHIPS

Paid internships are working positions in which students will also complete academic assignments related to employability skills. The weekly assignments count as half of their final grade and the employers' evaluations of their work count as the other half. Paid internships can vary in credit value from 0.5 to 4.0 credits.

UNPAID INTERNSHIPS

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

INTERNSHIP APPLICATION PROCESS

1. Consider your work completed in Pathways, job shadowing experience, and discussions with school counselors during the 10th grade planning conference and determine your career goals.
2. Complete the internship application packet available from the Student Center secretary.
3. Work with your school counselor and/or assistant principal to check your graduation requirements and enroll in a full schedule of classes in case an internship is not secured.
4. After steps 1-3 are completed, Mrs. Everetts will meet with you to discuss your career aspirations, ideal internship placements, best internship time frame, course schedule adjustments, and appropriate action steps to move the set-up process forward. Some business partners may require an additional application, an interview, or other procedures that align with their human resources protocol.
5. Once a business partner agrees to the internship, Mrs. Everetts will complete the formal Training Agreement and Training Plan. These documents will be signed by the internship mentor, a parent, the student, and Mrs. Everetts and will be returned to Mrs. Everetts. Final course adjustments will be made to your academic schedule to maximize time at your internship experience.

ADVANCED MANUFACTURING PRE-APPRENTICESHIP (AMP) PROGRAM

Through a partnership with Pennsylvania College of Technology, students enrolled in *Fabrication 2* at GAHS (pg. 66), as well as students pursuing an internship in a related field will be enrolled in the Advanced Manufacturing Pre-Apprenticeship (AMP) Program offered by Penn Tech. The four-month AMP Program is a career exploratory opportunity for high school students that provides foundational knowledge and skills needed for entry-level positions in today's manufacturing industry. Utilizing online

learning and hands-on sessions, the AMP program exposes students to skill sets that are transferrable among the many career paths in manufacturing including engineering, product design and fabrication, maintenance, quality control, and management.

- AMP is ideal for junior and senior students who are considering a career path in technology or engineering and those who would like to learn more about careers in manufacturing. Through this program, students will network with manufacturing employers in a variety of fields.
- The AMP program is aligned with the Certified Manufacturing Associate (CMfgA) industry certification from the Society of Manufacturing Engineers. The pre-apprentices sit for the CMfgA exam at the end of the program. Candidates scoring 70% or better on the assessment earn the Certified Manufacturing Associate certificate.
- AMP is registered with the PA Apprenticeship and Training Office, PA Department of Labor and Industry, and the program qualifies as an “Alternative Assessment Pathway” under the PA Department of Education Pathways to Graduation. AMP completers receive a certificate from the PA Department of Labor and Industry.

WELLSPAN HEALTHCARE CAREER INSTITUTE

WellSpan Health, along with high schools in Franklin County, has designed a program to direct juniors and seniors in exploration of various healthcare careers. It requires selected students to engage in critical thinking, observation, inquiry, and assessment of possible career choices. Candidates will explore healthcare career opportunities through educational presentations, mentoring relationships with healthcare professionals, and volunteer service experience in healthcare settings. The one-credit course is offered through grant funding obtained by WellSpan Health. The course will be available whenever funding and hospital scheduling allow. Students will attend the Healthcare Careers Institute from 7:30-9:30 a.m. Monday through Friday at the Chambersburg Hospital during one semester. For the first nine weeks, students will follow a rotating schedule through approximately 20 hospital departments. The second nine weeks will allow students to customize a volunteer service project in at least one preferred department of the WellSpan Healthcare System. The application process normally occurs during late January or early February. Interested students must apply either in their 10th or 11th grade year and should have a minimum GPA of 3.2 and excellent attendance. Students are required to provide their own transportation. Space is limited in this program. Please contact Mrs. Everetts for more information.

COLLEGE CREDIT OPPORTUNITIES

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

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

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

GUIDELINES FOR TAKING COLLEGE COURSES

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

1. Listen and look for announcements at the high school pertaining to the application process. Be aware of due dates and complete applications promptly. Applications typically are due in October for second semester placement; March for first semester placement. These deadlines are critical for you to get into the college classes you are applying.
2. Investigate your options (which colleges participate in the early-to-college program, what classes are offered, cost, etc.) before making a definite decision. You may want to complete an application for each college that participates in the early-to-college program, and then make a final decision after you know if you have been accepted.
3. Be prepared to discuss your personal goals. Meet with the pathways adviser to get expert advice on which college and high school classes to pursue.
4. Be prepared to make some important decisions. It is not always possible to schedule every course you want to take at college and at high school. Students must be present for all scheduled high school classes. Students may not arrive late or leave early. Students should be able to attend all scheduled classes at both GAHS and the college. It is very important to attend your schedule meeting at the high school with the college representative.
5. Students must take a combination of three full credit courses per semester when scheduling college and high school courses.
6. If you encounter any changes with your college classes or schedule, you must notify the high school office immediately.
7. Be prepared to be more of an independent learner than you have ever been before and enjoy the challenge!

EARLY TO COLLEGE OPPORTUNITIES

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

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

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

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

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

HAGERSTOWN COMMUNITY COLLEGE – ESSENCE PROGRAM

The ESSENCE (Early Support for Students Entering College Education) Program is designed to give high academic achievers the opportunity to earn college credits while still in high school. Students enrolled in certain AP courses at GAHS can earn HCC credit, based on guidelines set up through an articulation agreement between HCC and GASD (copies available in the Student Center for Career and Counseling). HCC credits earned in general education courses will transfer to satisfy general education requirements at most public institutions and to many upper division colleges and universities in the country. This is a great way to get a head start on college and to save time and money. Some students can complete a semester or more of college while still in high school. A 3.0 GPA is required. For more information, visit the Hagerstown Community College website at <https://www.hagerstowncc.edu/admissions/essence>.

The HCC ESSENCE Program is offered as a scheduling option; however, all tuition and related expenses incurred, including transportation, are the individual student's responsibility.

FRANKLIN COUNTY CAREER & TECHNOLOGY CENTER PROGRAMS

www.franklinctc.com



All Students at **GAHS** in both college prep and general classes may enroll in courses at the Franklin County Career Technology Center. At CareerTech, students receive **technical training, employability skills, and academic proficiency**, while also having the opportunity to earn free college credits through the Pennsylvania College of Technology with the assistance of Perkins funding. Other reduced college funding is available through Harrisburg Area Community College (HACC) and Hagerstown Community College (HCC). This opportunity will build a firm foundation for a **career or pursuing post-secondary education**.

Scheduling - Each year, students spend one semester at CareerTech studying their chosen program and the other semester at **GAHS** taking academic subjects to fulfill graduation requirements. Students can apply online at www.FranklinCTC.com during semester 1 of their 9th, 10th, or 11th grade year. The chart below lists the programs available for students entering grades 10, 11, and 12:

Academy	Career Tech Programs
Construction	Building Construction Trades, Carpentry, Electrical Occupations, Heating Ventilation and Air Conditioning
Health Sciences	Allied Health, Animal Science, Dental Assisting, Medical Assisting, Veterinary Assisting
Sales and Human Service	Cosmetology, Culinary Arts, Early Childhood Education, Graphic Communications, Landscaping & Horticulture, Marketing/Web Design, Protective Services
STEAM and Manufacturing	Machining Technology, Electronics, Engineering Technology, Information Systems Technology, Mechatronics, Welding
Transportation	Agricultural Mechanics, Automotive Collision Repair, Automotive Technology, Diesel Mechanics
Workforce Development	Equips students with essential skills in career exploration, employability, health and safety, communication, and financial literacy to prepare them for success in today's workforce; designed for senior year

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

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

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

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

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

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

FCCTC CAPSTONE COOPERATIVE EDUCATION

Cooperative Education is a method of instruction that blends school and workplace learning. It is most often tied to career and technical education. This program is the culminating experience for students who have completed two semesters at the Franklin County Career and Technology Center (FCCTC) in a trade area. At the worksite, students work directly with a supervisor or a mentor over a semester to observe, assist and accomplish work tasks. Students receive academic credit for their work. FCCTC personnel will monitor and evaluate the student. To qualify for a third semester FCCTC or Capstone Work Experience, a student must have maintained a 3.0 GPA at FCCTC and a 2.5 GPA at GAHS. If a student does not qualify for Capstone, he or she may apply for Diversified Occupations or regular academic classes at GAHS. Enrollment in this program is limited.

UNIQUE LEARNING OPPORTUNITIES

FRANKLIN VIRTUAL ACADEMY (FVA)

The Greencastle-Antrim School District offers education ANYWHERE at ANYTIME. Franklin Virtual Academy (FVA) was designed as another option for individualizing educational paths so that... "Every student will experience success and positively impact the world." At GASD, we believe the education of a child is no small matter. Our belief is that children learn in their own way and at their own pace. FVA offers a complete, online K-12 curriculum and electives to cover a range of multiple intelligences and interests. Each course is instructed by a Pennsylvania-certified teacher who will guide and support students as they complete activities within the course. When requesting enrollment, each student's academic history, attendance record, and graduation requirements are considered. Interested students should contact Mrs. Reiber. More information is available at www.franklinvirtualacademy.com.

BUSINESS PROGRAM (FVA)

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

Essentials of Business
Money Matters A
Money Matters B

Personal Financial Literacy
Technology & Research
Business Computer Information Systems

INDEPENDENT STUDY

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

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

TESTING OUT OF A COURSE: THE MASTERY EVALUATION

A policy is in place to serve those students who want to have the opportunity to test out of a course.

The following planned process will be followed:

- The process will begin during scheduling time.
- The student must state his/her intent in writing in order to attempt to test out of a course the following school year.
- A family planning conference will be held with the student, his/her parents, the teacher of the course to be tested, a counselor, and an administrator, outlining the course requirements, setting a date for administration of the Mastery Evaluation, and planning for the following year's course work to provide for both the successful and unsuccessful completion of the Mastery Evaluation.
- A certified teacher will give the Mastery Evaluation.
- The Mastery Evaluation will include some type of evaluation for each course objective and could include projects, lab work, research papers, exam, etc. The scope of the evaluation will be broader than the course final examination.
- In order to pass the Mastery Evaluation, the student will be required to earn at least 85% on each objective.
- If the student passes the Mastery Evaluation, he/she will receive a **P** for a passing grade, which will not be calculated into their grade point average.
- If the student fails to pass the Mastery Evaluation, he/she will receive an **F** for a failing grade, which will not be calculated into their grade point average. In addition, he/she would need to take the course itself the following year.

ADVANCED PLACEMENT (AP) COURSE STANDARDS

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

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

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

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

EXTRACURRICULAR ELIGIBILITY

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

ACCESS TO STUDENT RECRUITING INFORMATION

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

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

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

NCAA REQUIREMENTS FOR ATHLETES

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

THE CERTIFICATION PROCESS

- College-bound student-athlete registers by creating an online account during grade 9
- At the end of the junior year, student asks high school to send his/her transcript to the NCAA Eligibility Center
- On/after April 1 of the college-bound student-athlete's senior year, he/she finalizes amateurism

DIVISION I REQUIREMENTS

- I. 16 Core Courses:
 - a. 4 English
 - b. 3 Math (Algebra 1 or higher)
 - c. 2 Natural/Physical Science (1 lab if offered by any school attended)
 - d. 1 Additional English/Math/Science
 - e. 2 Social Studies
 - f. 4 Additional courses (from any category above, or from World Language, comparative religion/philosophy)
 - g. Complete 10 of 16 core course credits (7 English, Math, Science) before 7th semester
- II. Minimum 2.3 core course GPA
- III. Graduation from high school

DIVISION II REQUIREMENTS

- I. 16 Core Courses:
 - a. 3 English
 - b. 2 Math (Algebra 1 or higher)
 - c. 2 Natural/Physical Science (1 lab if offered by any school attended)
 - d. 3 Additional English/Math/Science
 - e. 2 Social Studies
 - f. 4 Additional courses (from any category above, or from World Language, comparative religion/philosophy)
- II. Minimum 2.2 core-course GPA
- III. Graduation from high school

NCAA Approved Core Courses: eligibilitycenter.org/course list

COURSE DESCRIPTIONS (by Department)

DRIVER EDUCATION

DRIVER EDUCATION

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

(0.30 credit)

Prerequisite – 2.0 Cumulative GPA

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

ENGLISH DEPARTMENT

ENGLISH 9

English 9 is a requirement for all freshmen.

This course is all about honing your literary prowess and mastering the art of persuasive expression. We'll dive into a variety of texts, from thought-provoking essays to suspenseful short stories. With a focus on sharpening your analytical expertise, you'll unravel the mysteries behind speeches that stir souls and plays that provoke endless emotions. Through targeted reading strategies and analysis techniques, we'll uncover hidden depths and dissect intricate narratives to uncover the nuances of each piece. Alongside, we'll polish essential writing skills such as vocabulary, punctuation, and grammar to craft compelling paragraphs and essays that captivate readers. In addition, both written and oral communication will be a key focus throughout the course, empowering you to express yourself with clarity and confidence.

ENGLISH 10

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

Prerequisite: Passing final grade in English 9

English 10 is a year of discovery, creativity, and connection through language and literature. This course builds upon the foundational literacy skills developed in earlier grades, challenging students to think critically, read analytically, and communicate effectively across multiple genres and contexts, and emphasizes reading, writing, speaking, and listening as essential tools for academic and real-world success. From timeless classics to modern voices, students will examine how and why writers use language, structure, and style to inspire, challenge, and shape the way we see the world. In addition to literary analysis, students will engage in a variety of writing experiences – including narrative, analytical, persuasive, and real-world forms – to strengthen their command of organization, voice, and purpose. Emphasis will be placed on developing arguments supported by textual evidence, crafting original creative and reflective pieces, and communicating effectively for different audiences. Speaking and listening skills will be refined through class discussions, collaborative activities, Socratic seminars, and

presentations that promote confidence, clarity, and respectful dialogue. Grammar, vocabulary, and research skills will be integrated throughout the course to support effective communication and academic growth. By the end of English 10 students will not only grow as readers and writers, but also as thinkers and communicators ready to navigate both the academic world and the world beyond the classroom with confidence and creativity.

ENGLISH 10 – HONORS

Prerequisite: Final grade of A or B in English 9

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

ENGLISH 11 – AMERICAN LITERATURE

English 11 – American Literature or English 11 – American Literature Honors is a requirement for all juniors.

Prerequisite: Passing final grade in English 9 and English 10

This course offers an exploration of American literature from the origins of American tradition through the Harlem Renaissance and the Roaring Twenties, providing students with a deep understanding of the nation's cultural and historical landscape. Beginning with early Native American narratives and colonial writings, we trace the development of American ideals and identity through revolutionary texts, romanticism, and transcendentalism. The journey continues through realism and naturalism, reflecting the shifting values of a post-Civil War society, and culminates in the vibrant voices of the Harlem Renaissance and Jazz Age literature. Through novels, short stories, poetry, and essays, students will engage with themes of freedom, individualism, social justice, and the complexities of the American Dream. Class discussions, projects, and analytical writing assignments will deepen students' appreciation of the language, context, and cultural significance of each literary period, encouraging critical thought and a stronger connection to American history.

ENGLISH 11 – AMERICAN LITERATURE HONORS

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

American Literature Honors deepens and advances the curriculum of American Literature. Students read and analyze a variety of literary and nonfiction texts, comparing and contrasting the techniques American authors use in literature of various centuries. In addition to sharpening writing and analysis skills, this course is designed to better prepare students for an AP course.

ENGLISH 12 – BRITISH LITERATURE

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

Prerequisite: Passing final grade in English 9, English 10, and English 11 – American Literature

In this course, students explore the development of British literature from its origins in the Anglo-Saxon period to the diverse and innovative voices of the modern era. This course provides an in-depth study of major works and authors that reflect the changing cultural, political and philosophical landscapes of Britain across centuries. Students will examine themes of heroism, identity, social justice, and human nature, considering how these themes evolve across historical periods. Through close reading, literary analysis and creative projects, students will develop their critical thinking and analytical writing skills. Emphasis will be placed on tracing the development of the English language, understanding major literary movements, and appreciating the influence of historical events on literature. Class discussions, presentations, and collaborative projects will encourage students to connect British literature with contemporary issues and to appreciate its lasting impact on global culture. By the end of the course, students will have a broad understanding of British literary heritage, a refined ability to analyze and discuss complex texts, and an appreciation for the way literature reflects and challenges the human experience across time.

ENGLISH 12 – HUMAN RIGHTS LITERATURE

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

Prerequisites – Passing final grade in English 9, English 10, and English 11 – American Literature

This course explores the issues of human rights revealed through literature and other media forms of the 20th and 21st centuries. Students will examine topics related to war and conflict, global youth activists, and genocide. Students will also examine current issues related to human rights. The development of written and oral analytical skills will be a focal point of the course. Students will utilize technology on a regular basis in and out of class to complete written and project-based assignments.

ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION

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

Prerequisite: A or B in AP Literature or English 11 – American Literature Honors or an A in English 11 – American Literature

AP English Language and Composition is an intensive writing course designed to help students learn about the elements of argument and composition as they develop critical-reading and writing skills. This class often satisfies the Composition/Argumentation or Rhetoric General Education requirement when students successfully complete the AP Language test or elect to dual enroll in the Hagerstown Community College English 101 course. Students are encouraged to check with their individual college or university to determine if AP language credits will transfer.

According to the Advanced Placement Course Description: The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and

analyze rhetorical elements and their effects in nonfiction texts – including images as forms of text – from a range of disciplines and historical periods. Students may choose to take the AP College Board examination in May (fee required).

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE AND COMPOSITION

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

Prerequisite: A or B in AP Language or English 11 – American Literature Honors or an A in English 11 – American Literature

In AP English Literature and Composition, students will examine how authors and poets create meaning through their rich, purposeful use of language. Students will write and refine essays about literature and continue to develop the skills of analysis and composition to communicate their interpretations effectively. This course often satisfies a Humanities General Education requirement when students successfully complete the AP Literature test or elect to dual enroll in the Hagerstown Community College English 102 course. Students are encouraged to check with their individual college or university to determine if AP Literature credits will transfer.

According to the Advanced Placement Course Description: The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the methods writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students may choose to take the AP College Board examination in May (fee required).

JOURNALISM

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

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

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

PHOTOJOURNALISM I

This course is open to sophomores, juniors and seniors only. Photography & Graphic Design is HIGHLY RECOMMENDED prior to taking this course.

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

Students who elect to take Photojournalism I, an **elective course**, will be involved with all aspects of yearbook production. They will do the overall planning for the book and help determine its content. They will acquire experience in layout, copy writing, editing, illustrating, organizing materials, and meeting deadlines. They will also work with advertising and conform to the book's budget. Students will

be required to visit local businesses to solicit advertising funds. An optional planning workshop will be held in early summer. Enrollment in the course is limited.

PHOTOJOURNALISM II

This course is open to seniors only who have successfully completed Photojournalism I.

Prerequisite: Final grade of A or B in Photojournalism I

Students who elect to take Photojournalism II, an **elective course**, WILL BE REQUIRED to take on a leadership position within the yearbook production. Students will be given additional responsibilities and higher expectations because they will not be required to go through the training given to Photojournalism I students. They will be leading the rest of the staff in the overall planning for the book and help determine its content. They will utilize their experience in layout, copy writing, editing, illustrating, organizing materials, and meeting deadlines. They will also work with advertising and conform to the book's budget. Students will be required to visit local businesses to solicit advertising funds. An optional planning workshop will be held in early summer. Enrollment in the course is limited. Photojournalism II will be run in tandem with Photojournalism I so that students in this course can train, lead, and work with the Photojournalism I students.

SPEECH COMMUNICATION

This is a single-period, semester long course.

(0.5 credit)

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

CREATIVE WRITING

This is a single-period, semester long course.

(0.5 credit)

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

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

FAMILY AND CONSUMER SCIENCE DEPARTMENT

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

INDEPENDENT LIVING

This course is recommended for juniors and seniors.

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

CHILD DEVELOPMENT I

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

CHILD DEVELOPMENT II

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

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

FINANCIAL LITERACY

The Financial Literacy course is a graduation requirement for 11th grade students beginning with the Class of 2028. It is a recommended elective course for the Class of 2026 and 2027.

FINANCIAL LITERACY

This is a single-period, semester long course.

(0.5 credit)

This course is designed to introduce basic financial literacy skills and responsible financial decision making in an effort to establish and promote financial well-being for life. Concepts covered include behavioral economics and consumer skills, banking, various forms of credit and loans, wages and taxes, investments, and insurance. Students will gain the information and skills needed to implement a life-long plan for financial success based on personal future goals.

MATH DEPARTMENT

GEOMETRY

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

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

ELEMENTS OF GEOMETRY

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

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

ALGEBRA I

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

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

ELEMENTS OF ALGEBRA I / ALGEBRA I

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

ALGEBRA II

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

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

ELEMENTS OF ALGEBRA II

Prerequisite: Algebra I

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

ALGEBRA III

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

This course is intended to prepare the student for Calculus and covers advanced mathematical concepts. Topics in the curriculum include simplifying expressions in various forms, solving various types of equations and inequalities, and a thorough study of functions including the following function families: linear functions, quadratic functions, polynomial functions, and rational functions.

TRIGONOMETRY

Prerequisite: Final grade of C or better in Algebra III

This course covers connections between right triangle trigonometry and circular functions. After a short review of relevant algebraic topics, the following topics are discussed: the six trigonometric functions treated are circular-periodic functions and their graphs, the inverse trig functions and their graphs, trig identities and equations, applications of trigonometry, complex numbers and their graphs, and exponential and logarithmic functions.

STATISTICS

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

This course will offer an introduction to statistical reasoning. Emphasis will be on concepts rather than in-depth coverage of traditional statistical methods. Topics include sampling and experimentation, descriptive statistics, normal distributions, probability, binomial distributions, and inferential statistics for means and proportions.

ADVANCED PLACEMENT (AP) STATISTICS

Prerequisite: Final grade of B or better in Algebra II

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts in descriptive statistics, sampling and experimentation, probability, and inferential statistics.

This class can be taken as a dual enrollment course through Hagerstown Community College (HCC). A representative from HCC will meet with interested students during the second week of class to discuss dual enrollment options. Students may choose to take the AP College Board examination in May (fee required).

ADVANCED PLACEMENT (AP) CALCULUS (AB)

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

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with problems represented graphically, numerically, analytically, and verbally, and using definitions and theorems to build arguments and justify conclusions as they explore concepts like limits, differentiation, applications of differentiation, and integration.

This class can be taken as a dual enrollment course through Hagerstown Community College (HCC). A representative from HCC will meet with interested students during the second week of class to discuss dual enrollment options. Students may choose to take the AP College Board examination in May (fee required).

ADVANCED PLACEMENT (AP) CALCULUS II (BC)

Prerequisite: AP Calculus (AB)

AP Calculus BC is the second in a series of two introductory college-level calculus courses. Students continue to cultivate their understanding of differential and integral calculus through engaging with problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like integration, applications of integration, infinite series, parametric equations, and polar coordinates and equations.

This class can be taken as a dual enrollment course through Hagerstown Community College (HCC). A representative from HCC will meet with interested students during the second week of class to discuss dual enrollment options. Students may choose to take the AP College Board examination in May (fee required).

COLLEGE READINESS MATH

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

Prerequisite – Successful completion of Algebra III

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

MUSIC DEPARTMENT

CONCERT CHOIR

Concert Choir meets before school on alternate days throughout the school year.

Prerequisite: Students must be enrolled in this class for the school year

Concert Choir is a performance group of student members who are dedicated to the beauty and art of creating music through singing various styles of choral repertoire. The primary activity of Concert Choir is direct participation in choral music, through which students will learn a diverse set of musical skills, including music reading, vocal production, ensemble singing, performance practice, and the experience of singing in a variety of different languages and time periods. Students in grades 9-12 may participate. Rehearsals and performances require mandatory attendance and are scheduled by the director. Concert Choir members participate in assemblies, public concerts, and community performances. Students are also given an opportunity to audition for County, District, Regional, All-State and National Festivals sponsored by PMEA (Pennsylvania Music Educators Association) and NAFME (National Association for Music Education).

SINGING SKILLS AND TECHNIQUES

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

Students who completed Vocal Lesson Techniques should not schedule Singing Skills and Techniques.

Do you like to sing? Would you like to learn more techniques to improve your singing voice? Whether you are a beginner or an experienced singer, this class is for you! It covers the basics of singing, such as body awareness, correct breathing and technique, rhythm, stage presentation and working with an accompanist. It is meant to prepare the singer for successful vocal solo performances.

This class is designed for students with varying vocal/choral experience to focus on the development of musical and technical skills of their specific voice through warm-ups, scales, and selected vocal literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers.

Daily singing and culminating vocal performance will serve as a display of specific instructional goals. Students will be singing alone and in front of others daily in this class. Course goals include; utilizing healthy vocal techniques while developing musical skills through singing; the ability to differentiate

pitches in vocal, aural and written form; and learning solo vocal and choral ensemble singing concepts, breathing, phrasing, diction, stage presentation, and overall proper vocal ensemble technique through daily singing of choral repertoire.

FUNDAMENTALS OF THEATER

This is a single-period, semester long course.

(0.5 credit)

This course offers students a general overview of theater and its use and effect in and on culture. Students will learn about theatrical lighting, explore set/stage design, learn about costuming and stage makeup, read plays, discover theater and musical theater history, and explore career options in the field of theater. The standards for Fundamentals of Theater enable students to survey theater arts, appreciate theatrical works and performances, and participate in the creative processes of producing and performing theater.

ACTING SKILLS

This is a single-period, semester long course.

(0.5 credit)

Ready to hit it big on the stages of New York City? Maybe you just want to improve upon the acting skills you already have or learn the basics of acting. You'll get the opportunity to act out monologues, duet scenes, small ensemble scenes, and learn theater games and warm-ups to improve your techniques. This beginning level course lays the foundation for students to acquire the fundamental skills and tools for developing the acting process. Students strengthen their powers of concentration and focus as they learn how to analyze and create characters, breakdown the structures of monologues, scripts and plays, and identify the given circumstances. Students create and access several different types of characters; use breath, optimum pitch, and diction to communicate the character's purpose.

Students make clear and specific acting choices, learn the language of theater, and connect with their body, voice, and imagination while in performance. In addition, students learn how to behave as a professional actor who demonstrates respect and focus in class or on stage. In-class work will consist of monologues, scenes, improvisations, critiques, and performances.

CONCERT BAND

This is a single-period, semester long course.

(0.5 credit)

Concert Band is offered during the first semester of the academic year and meets for one "skinny period." Participation in this course is required for students wishing to participate in Symphonic Band.

This course is open to any GAHS student who have the desire to study and perform on a wind or percussion instrument in a large ensemble instrumental music setting. This course is required for first semester 9th graders, and any student who is new to playing an instrument. This course provides students with experiences designed to develop their technical and musical understandings from a fundamental perspective. Primary emphasis is placed upon the development of characteristic instrumental tone, musical literary, and ensemble performance through the study of a wide variety of appropriate musical literature. Upon successful completion of Concert Band all students will transition into Symphonic Band, which meets before the school day.

Students must be enrolled in Concert Band or Symphonic Band to be eligible for participation in Jazz Band, Marching Band, or Indoor Percussion Ensemble. Exceptions may be made in special circumstances if communicated with the Band Director.

SYMPHONIC BAND

Symphonic Band meets before school on alternate days throughout the school year.

Prerequisite: Students must have completed Concert Band or auditioned with the Band Director for eligibility.

The Greencastle-Antrim High School Symphonic Band meets on alternate days throughout the school year from 7:00-7:30 a.m. as a co-curricular academic performing ensemble. It is open to students who have the desire to study and perform on a wind or percussion instrument in a large ensemble instrumental music setting and has completed Concert Band or demonstrated the skill/knowledge for Symphonic Band. This year-long course provides students with more advanced experiences designed to develop their technical and musical understandings from a deeper prospective. Primary emphasis is placed upon the development of characteristic instrumental tone, musical literacy, and ensemble performance through the study of a wide variety of appropriate musical literature.

Students must be enrolled in Concert Band or Symphonic Band to be eligible for participation in Jazz Band, Marching Band or Indoor Percussion Ensemble. Exceptions may be made in special circumstances if communicated with the Band Director.

WIND CHAMBER ENSEMBLE AND TECHNIQUES

This is a single-period, semester long course.

(0.5 credit)

Wind Chamber Ensemble and Techniques is a semester-long course in which students will have access to information on their chosen instrument in individual and small group settings. Students will participate in chamber ensembles made up of small groups of like instruments, as well as chamber ensembles with all students in the class.

Students will develop skills pertaining to characteristic instrumental sound, practice and performance techniques, musicality, articulation, and more. Students will develop these skills through scales, individual "solo" performances, and small group "chamber" ensemble pieces. Students enrolled in Wind Chamber Ensemble and Techniques must be a member of either Concert Band or Symphonic Band.

PERCUSSION CHAMBER ENSEMBLE AND TECHNIQUES

This is a single-period, semester long course.

(0.5 credit)

Percussion Chamber Ensemble and Techniques is a semester-long course in which students will have access to information on their chosen instrument in individual and small group settings. Students will participate in chamber ensembles made up of small groups of like instruments, as well as chamber ensembles with all students in the class.

Students will develop skills pertaining to characteristic instrumental sound, practice and performance techniques, musicality, articulation, and more. Students will develop these skills through scales, individual "solo" performances, and small group "chamber" ensemble pieces. Students enrolled in Percussion Chamber Ensemble and Techniques must be a member of either Concert Band or Symphonic Band.

MUSIC THEORY I

This is a single-period, semester long course.

(0.5 credit)

Prerequisites: Students must have participated in a GAHS music ensemble or received permission from the Band Director.

Music Theory is the study of traditional music (Western Tonal Art Music). Students will learn about major and minor key signatures and scales, basic harmony, rhythm, and meter. The culmination of this course will be a final project.

ADVANCED PLACEMENT (AP) MUSIC THEORY

Prerequisite: Successful completion of Music Theory I with a C or better

This full block course continues into more advanced analysis and compositional techniques. Students will learn about transposition, non-chord tones, cadences, rhythm, chromatic harmonies, and additional scales. Students will learn how to sight read and complete aural dictation. Students will complete several projects throughout the course of the semester. Students may choose to take the AP College Board examination in May (fee required).

MELODRAMATICS IN MUSIC

This is a single-period, semester long course.

(0.5 credit)

This class will cover musicians and their music throughout history as they traverse through some of the most scandalous, heart-wrenching, and dramatic moments in music history from the 1600s through the 2000s. A background in music and ability to use music terminology is helpful, but not required. This course will culminate in a final presentation project where students take a deeper dive into one of the artists or works that are discussed in this course.

SCIENCE DEPARTMENT

ENVIRONMENTAL SCIENCE

This course is a requirement for all students.

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

ENVIRONMENTAL SCIENCE HONORS

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

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

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

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE

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

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

The Advanced Placement Environmental Science course is designed to be the equivalent of a one semester, introductory college course in Environmental Science. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study, such as biology, geology, environmental studies, chemistry, and geography. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of Environmental Science. This course has been developed to enable students to undertake, as first-year college students, a more advanced study of topics in Environmental Science. Ultimately, the goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students may choose to take the AP College Board examination in May (fee required).

BIOLOGY

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

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

BIOLOGY HONORS

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

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

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

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

ADVANCED PLACEMENT (AP) BIOLOGY

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

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

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

ELEMENTS OF CHEMISTRY

Course is for students who have taken Algebra I with a final grade of C or lower. Highly recommended for students who took Elements of Algebra/Algebra I, regardless of final grade.

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

CHEMISTRY

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

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

CHEMISTRY LAB

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

(0.25 credit)

Prerequisite: Must schedule Chemistry for the concurrent or earlier semester

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

ADVANCED PLACEMENT (AP) CHEMISTRY

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

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

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

PHYSICS WITH LABORATORY

This is a semester long course.

(1.25 credit)

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

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

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

ASTRONOMY

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

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

ANATOMY AND PHYSIOLOGY

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

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

SOCIAL STUDIES DEPARTMENT

UNITED STATES HISTORY

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

Skills: reasoning, conceptual understanding, and information gathering

Topics: World War II, Civil Rights Era, the Cold War time period, and the Age of Terrorism

UNITED STATES HISTORY HONORS

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

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

Skills: logic and reasoning, conceptual and analytical understanding, and research and synthesis

Topics: World War II, Civil Rights Era, the Cold War time period, and the Age of Terrorism

WORLD HISTORY

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

Skills: reasoning, conceptual understanding, note-taking, written expression, and information gathering

Topics: Renaissance, Reformation, the Age of Discovery and colonization, Asian Empires, Absolutism, the French Revolution and the Napoleonic Era.

WORLD HISTORY HONORS

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

This survey course is designed for students who have demonstrated exceptional reading comprehension, time management and writing skills and desire to prepare for future Advanced Placement (AP) courses, such as AP European History. Students who earn the honors distinction in

World History are expected to meet and exceed the expectations for the standard curriculum in the course. Students that successfully complete this course with a grade of A or B should strongly consider enrolling in AP European History.

This course incorporates an intensive investigation of World History using primary and secondary source documents, historical literature excerpts, class discussions, video clips, and independent research. Students will be expected to think analytically like a historian. Students may demonstrate their knowledge through higher-level reading comprehension assignments, various writing components, presentations, discussions, and projects to illustrate higher level personal analysis regarding political, economic, religious, social, intellectual, artistic and geographical changes that have shaped the world.

Skills: logic and reasoning, conceptual and analytical understanding and research and synthesis

Topics: Renaissance, Reformation, the Age of Discovery and colonization, Absolutism and Constitutionalism, the French Revolution and the Napoleonic Era

CIVICS

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

Prerequisite: Satisfactory completion of United States History and World History

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

Skills: logic and reasoning, conceptual understanding, research and synthesis, and political debating

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

ADVANCED PLACEMENT (AP) U.S. GOVERNMENT & POLITICS

Prerequisite: Completion of United States History and World History with a 90% or higher

This class can be scheduled to earn required Social Studies credit or as an elective. Although not required, it is highly recommended, that students complete Civics prior to scheduling this course for maximum understanding and application of AP content, knowledge, and skills.

Advanced Placement (AP) U.S. Government and Politics: This college-level survey course examines the institutions, principles and processes of American government and politics. Students will be required to actively engage in higher level reading tasks, analysis of quantitative and qualitative concepts and data, complete AP Classroom online assignments, and foundational Document Analyses. Topics explored include: the constitutional underpinnings of United States government, political beliefs and behavior of American citizens, political parties and interest groups in American politics, institutions and policy processes of national government, and civil rights and civil liberties in America.

This class can be taken as a dual enrollment course through Hagerstown Community College (HCC). Students have the opportunity to receive three college credits at HCC for *POL-101 American Government* while completing the AP U.S. Government and Politics class at GAHS. A representative from HCC will meet with interested students during the second week of class to discuss dual enrollment options. Students may choose to take the AP College Board examination in May (fee required).

ECONOMICS (ELECTIVE)

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

(0.5 credit)

Prerequisite: Satisfactory completion of United States History and World History

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

Skills: logic and reasoning, financial analysis, conceptual understanding, research and synthesis

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

ADVANCED PLACEMENT (AP) EUROPEAN HISTORY (ELECTIVE)

Prerequisite: Final Grade of A or B in World History Honors or an A in World History.

This college-level survey course examines events and movements that occurred in Europe during the time-period from approximately 1450 to the present. Students will be required to actively read a chapter approximately each week, complete daily assignments and prepare for a chapter assessment each week. Topics explored include the Renaissance, the Reformation, exploration, absolutism and constitutionalism, Enlightenment, the French Revolution, the rise of Napoleon, Industrial Revolution, urbanization, the Age of Nationalism, New Imperialism, WWI, WWII and the Cold War. Students may choose to take the AP College Board examination in May (fee required).

PSYCHOLOGY (ELECTIVE)

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

Skills: logic and reasoning, written expression, conceptual understanding, presentation skills, research and synthesis

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

ADVANCED PLACEMENT (AP) PSYCHOLOGY (ELECTIVE)

Prerequisite: Completion of United States History and World History with a 90% or higher

This college-level survey course provides a systematic and scientific study of the behavior and mental processes of human beings. Students will be required to actively read a chapter approximately each week, complete daily assignments and prepare for a chapter assessment each week. Additionally, students will be required to complete various written assignments including free response questions, article reviews, and informative essays. Throughout this course students will be exposed to psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. Students will also learn the ethics and methods psychologists use in their science and practice. Topics of study include the biological, behavioral, cognitive, humanistic, psychodynamic and social-cultural approaches used by psychologists, the basic skills of psychological research, neuroscience, developmental psychology, intelligence and testing, memory, language, motivation, emotion, personality and social psychology.

This class can be taken as a dual enrollment course through Hagerstown Community College (HCC). Students have the opportunity to receive three college credits at HCC for *PSY-101 General Psychology* while completing AP Psychology at GAHS. A representative from HCC will meet with interested students during the second week of class to discuss dual enrollment options. Students may choose to take the AP College Board examination in May (fee required).

STEAM DEPARTMENT

Visual Art & Design, Engineering & Manufacturing, Technology & Innovation

STEM + ART = STEAM. In response to the evolving needs of contemporary learners, GAHS is enhancing its existing STEAM department by incorporating more interactive learning opportunities. Acknowledging the crucial role of hands-on learning experiences in preparing students for future success, STEAM courses are fundamentally structured to encourage collaboration, problem-solving, and creativity; empowering learners to think innovatively and devise unique solutions to real-world challenges. This integrated approach cultivates relevant and rigorous learning experiences, nurturing essential skills such as communication, adaptability, critical thinking, and self-directedness. Students will have the opportunity to chart their own path in student-directed courses conducive to their personal growth and learning.

VISUAL ART & DESIGN

ART 1

Formerly Art Foundations. Students who completed Art Foundations should not schedule Art 1.

Embark on your artistic journey with this beginner-friendly course! No prior skills are required as we dive into the exciting world of art. While tailored for newcomers, this foundational class also develops more advanced artists in nurturing your innate creativity as we introduce you to fundamental artistic concepts. Explore a variety of techniques using pencil, pen & ink, and more, guided by study, direct analysis, hands-on application, demonstrations, and enjoyable assessments. Uncover the boundless design possibilities using the elements and principles of art. Develop your drawing skills through projects covering diverse subjects and media. Share your artistic journey by expressing yourself through writing and speaking about your creations and those of others. Whether you're contemplating a future in art or simply seeking to enjoy the process, this elective program is perfect for beginners. Open to 9th-12th graders, this class guarantees a rewarding experience with your genuine effort. Gear up for artistic exploration and be ready to potentially grab some extra supplies along the way to make your visions come to life.

ART 2

Prerequisite: Final grade of B or higher in Art Foundations or Art 1

Art 2 is intended for students who want to continue their journey in art with a more serious interest. This course is intended to further personal artistic expression, creativity, and technical skills. Art 2 will require more time outside of class to complete high quality projects. The course will build upon concepts introduced in Art 1 with an expanded approach to utilizing a variety of mediums including a concentration on painting skills and mixed media. Art 2 combines fast paced sketchbook and experimental projects with longer term projects intended to build skills and concepts at a higher level. Students will expand their technical ability while fostering personal artistic expression and the creative process. Students will have regular sketchbook assignments, art exercises, student-directed authentic art projects, and continue to build portfolios. Required written and formal critiques are a key component in facilitating an engaging creative environment. Active participation will be expected from all students. Students may be asked to purchase additional supplies for this course.

ART 3

This class is only open to juniors and seniors.

Prerequisites: Final grade of B or higher in Art Studio or Art 2

This advanced visual arts course offers students the exclusive opportunity to focus on individualized assignments with an emphasis on building a high-quality portfolio of work. The goal is to enhance and master the creative process and personal artistic expression. While the course continues to develop technical skill, we shift towards a greater focus on the student's artistic voice. There will be a combination of instructor-directed prompts for theme-based projects and a move towards the development of a personal concentration of work by the student. Artwork will be matted, framed, or suitable for public exhibition and entry to various art shows and contests, and culminates in an art portfolio exhibition as the final exam. This class will require a significant amount of personal time and may require the purchase of a variety of materials based on student needs. The course is intended for students very interested in visual art and to prepare students for college and careers in creative, design, and fine Arts fields.

CERAMICS & SCULPTURE 1

Come get your hands on some clay and make a lasting impression! Ceramics is one of the oldest art forms in human history and tells the stories of past human civilizations. Today, ceramics has gained in popularity as people are seeking authentic experiences and hand-made products. No prior artistic skill is required to join this class, only a willingness to make something you love.

Ceramics & Sculpture 1 is a studio art course with a focus on creating original student projects including functional pottery, ceramic sculptures, and sculpture in other mediums. Students will be exposed to ceramics and sculpture through the study of past and present artists to enhance the understanding of good design and expressive potential within the various media used. Technical properties of the science of clay, glaze, kilns, and firing will also be addressed. Writing, reading, and research skills are an integral part of the curriculum; projects will typically have a writing and presentation component.

CERAMICS & SCULPTURE 2

Prerequisite: Final grade of B or higher in 3-D Design & Ceramics or Ceramics & Sculpture 1

Have you ever wanted to learn the wheel to make pottery? This is the class for you! This advanced studio course allows the student to take their 3D work to a higher level of skill and personal expression. Advanced skills will build upon the basics to allow the creation of unique functional and sculptural projects. Students will also be investigating current artists and craftspeople producing nationally and internationally recognized work. Possible course topics include: Wheel thrown pottery, figure and portrait sculpture, installation and site-specific sculpture, kiln design and firing, Raku and other alternative firing methods. Students will also be encouraged to explore glaze chemistry and experimentation with glaze and firing effects.

CERAMICS & SCULPTURE 3

This class is only open to juniors and seniors.

Prerequisite: Final grade of B or higher in Ceramics & Sculpture Studio or Ceramics & Sculpture 2

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

ADVANCED STUDIO 1 & 2

Advanced Studio 1

Prerequisite: Final grade of A in Art 3 or Ceramics & Sculpture 3, or by teacher recommendation

Advanced Studio is a rigorous, choice-based course designed for highly motivated students who have completed the Level 3 sequence in either 2D Art or Ceramics & Sculpture. The course functions as an artist's residency, providing a structured yet flexible environment where students continue to refine technical skills, develop personal artistic voice, and pursue self-directed studio work. Students follow an individualized path of study focused on portfolio development, experimental media exploration, collaborative practice, and reflective decision-making.

Advanced Studio 2

Levels 1 and 2 share a core structure, but Level 2 students are expected to demonstrate greater conceptual depth and studio leadership through peer mentorship. Assessment is based on a series of benchmarks, including process-based rubrics, iterative critiques, and a comprehensive portfolio review. The course culminates in a final exhibition where each student curates a personal gallery space to showcase their semester's growth. The mixed-level format fosters a collaborative studio environment while allowing for differentiated, advanced-level work across multiple semesters.

DIGITAL ART

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

(0.5 credit)

Explore the exciting world of digital art in this introductory *skinny-period* course. Using iPads as your canvas, dive into the realm of creativity, unleashing your artistic potential through cutting-edge digital tools. This course is perfect for students passionate about art, technology, and the intersection of both. Students will grow in basic drawing skills through the creation of digital art projects in a variety of drawing and design app. No prior drawing experience is required, however the willingness to try is essential. Students will explore a range of digital art styles and techniques throughout the course.

PHOTOGRAPHY & GRAPHIC DESIGN

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

(0.5 credit)

Formerly Photography & Digital Design. Students who completed Photography & Digital Design should not schedule Photography & Graphic Design.

Have you ever wondered what makes a photo "good" or how to create visually striking images? This course provides the answers, offering students foundational skills in photography, composition, and editing. Immerse yourself in the Adobe Creative Suite, gaining expertise in industry-standard tools such as Lightroom, Photoshop, and Illustrator. Unleash your creativity on real-world design challenges, collaborating with students across disciplines. From logos and branding to package design, album art, digital design, and beyond, you'll tackle it all. Students will acquire proficiency in technical camera skills, mastering the art of lighting subjects both in a studio setting and natural environments. In addition to compositional basics in photography, we will explore various themes and content that can be expressed in the photograph. Join us in Photography & Graphic Design, where every click and design bring your imagination to life in pixels and prints. Let the lens be your brush, and the screen your canvas!

ENGINEERING & MANUFACTURING

DIY HOME ESSENTIALS

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

(0.5 credit)

Want to learn the basics of repair, maintenance, and DIY projects for the home? This course provides a comprehensive introduction to the fundamental principles and skills of home construction and repair, DIY projects, and more. This class introduces students to essential skills needed to operate and work on large- and small-scale home projects. Students will gain a broad understanding of various aspects of the home with possible topics including framing, roofing, plumbing, and electrical work. The course combines theoretical knowledge with hands-on practical experiences to equip students with the foundational skills necessary for being a homeowner.

ENGINEERING & DESIGN 1

Embark on an engaging journey into the world of engineering with this course. Students will explore the exciting realm of the engineering profession and its various job opportunities. Acquire fundamental knowledge and skills in designing objects, machines, and parts, covering essential topics such as line work, multi-view drawings, sectional views, auxiliary views, 3-D modeling, and 3D printing. Through a mix of individual and group activities, students will apply drafting techniques, use drafting equipment and CAD software, and refine problem-solving skills. Test ideas by 3D printing designs through hands-on projects, incorporating scientific notation, decision-making models, and collaborative problem-solving. This course provides a hands-on comprehensive foundation for those eager to navigate the diverse landscape of engineering and design.

ENGINEERING & DESIGN 2

Prerequisite: Final grade of B or higher in Engineering & Design 1

Engineering & Design 2 immerses students in advanced three-dimensional modeling software, offering real-world design challenges to enhance problem-solving and critical thinking skills. The course explores high-tech digital fabrication tools, focusing on simple machines and mechanical motion in the design process. Students refine existing products and create new ones, using their knowledge to craft functioning prototypes that highlight basic mechanical principles. Guided by the instructor, the course covers the entire design cycle, including brainstorming, research, reverse engineering, and real-life testing. With a focus on meticulous documentation, students demonstrate mastery in utilizing digital fabrication tools to bring designs to life, presenting and defending their prototypes with precision and innovation in practical applications.

ENGINEERING & DESIGN 3

Prerequisite: Final grade of A in Engineering & Design 2, or by teacher recommendation

Engineering & Design 3 is an advanced, project-based course designed for highly motivated students seeking deeper engagement with engineering, design, and innovation. The course emphasizes student-driven problem solving through authentic engineering challenges, advanced CAD modeling, and digital fabrication. Students work in a studio-style, professional environment, refining technical skills while developing original solutions, functional prototypes, and comprehensive design documentation. The course culminates in a substantial independent design project that integrates research, iterative testing, and creative problem solving into a polished, presentation-ready outcome. Emphasis is placed on collaboration, critique, and professional communication, preparing students for postsecondary engineering pathways and advanced technical coursework.

FABRICATION 1

Formerly called Materials & Processes. Students who completed Materials & Processes should not schedule this course.

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

FABRICATION 2

Prerequisite: Final grade of B or higher in Materials & Processes or Fabrication 1

This course shares a partnership with Pennsylvania College of Technology. The collaboration will allow for students to be enrolled in an Advanced Manufacturing Pre-Apprenticeship (AMP) program. This program is designed to increase awareness of employment opportunities in manufacturing and to

expand the number of students choosing manufacture-related career pathways. The program, which runs throughout the semester, prepares individuals with the foundational skills required to enter a variety of manufacturing occupations. With its alignment to multiple registered apprenticeship programs, this model provides benefits to both the Pre-Apprentices and companies who may ultimately employ them. Pre-Apprentices who successfully complete the program will earn an industry recognized certification in addition to a certificate of completion from the College.

FABRICATION 3

Prerequisite: Final grade of B or higher in Manufacturing & Innovation Studio or Fabrication 2

This advanced individualized high school course is crafted to allow students to explore their unique interests and passions through hands-on projects. The course will build on the skills developed in Fabrication 1 and 2 to foster the ability to create more original products. The curriculum is flexible, adapting to each student's preferences, and emphasizes project-based learning to foster creativity, critical thinking, and practical skills. The course encourages students to identify and pursue their own areas of interest, providing a platform for self-discovery and skill development.

TECHNOLOGY & INNOVATION

CONTENT CREATOR 1

Formerly called Video & Digital Production. Students who completed Video & Digital Production should not schedule Content Creator 1.

Content creators are anyone that produces and publishes content for various media platforms, such as the internet, social media, television, radio, or print. This course introduces participants to the technical aspects of production of content with a focus on video and audio. The course covers key concepts such as ideation, planning, scriptwriting, and storyboarding. Students will gain hands-on experience in crafting compelling audio and video content, exploring the intricacies of production from conception to completion. This course is where the fusion of creativity and technical expertise takes place in the realm of audio and video production. By the end of the semester, students will be proficient in using industry-standard tools such as Adobe Audition and Premiere Pro, enhancing their skill set for future endeavors in content creation.

CONTENT CREATOR 2

Formerly called Digital Production Studio. Students who completed Digital Production Studio should not schedule Content Creator 2.

Prerequisites: Final grade of B or higher in Content Creator 1 or Video & Digital Production

Content Creator 2 is the next chapter in your exploration of production following Content Creator 1. Building upon the foundation established in the introductory course, students will elevate their skills as they embark on a more advanced journey. In this course, emphasis will be placed on creating a brand, allowing students to tailor their content to a distinct identity. Collaborative efforts will come to the forefront as students engage with a real-world client from our community, gaining practical experience and honing their teamwork skills. As the course progresses, students will have the exciting opportunity to unleash their individual creativity by developing and executing their own digital media project during the final marking period.

CONTENT CREATOR 3

Formerly called Digital Production Portfolio. Students who completed Digital Production Portfolio should not schedule Content Creator 3.

Prerequisites: Final grade of B or higher in Content Creator 2 or Digital Production Studio

Content Creator 3 is the pinnacle of content creation mastery! In this advanced course, students will step into the role of true multimedia creators, taking full creative control over their projects. Building on the skills acquired in previous levels, Content Creator 3 empowers students to bring their visions to life through personalized multimedia endeavors. Throughout the course, participants will delve into the intricacies of project development, honing their ability to conceptualize, plan, and execute multimedia creations. Whether it's a captivating video series, an immersive podcast, or an interactive digital experience, students will have the freedom to explore diverse mediums and push the boundaries of their creative expression. Students will navigate the challenges and triumphs of independent project development, refining their technical proficiency and storytelling prowess. What sets Content Creator 3 apart is its commitment to providing a real-world experience, equipping students with transferable skills that extend far beyond the classroom. Content Creator 3 is not just a course; it's a platform for students to unleash their full creative potential and emerge as true masters of multimedia content creation.

LIVE BROADCASTING 1 (2-4)

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

(0.5 credit)

Prerequisites: Final grade of B or higher in Content Creator 2

Expectations: This course will be scheduled during the normal school day but will require students to be **available at 7:20 am** on a rotating schedule to prepare for the daily morning announcements broadcast. Live Broadcasting immerses students in the dynamic world of live-streaming and video content creation, with a specific focus on delivering engaging daily morning announcements. Building on the foundational skills acquired in previous digital media courses, this advanced-level class empowers students with the knowledge and techniques required to produce professional-quality video content for school broadcasts and professional-style outlets. Topics may include video news production, animations, mobile journalism, TV studio operations, online media, digital portfolios, commercials, public service announcements, lighting, live stage production, and more. Students also gain a deeper understanding of responsible broadcasting and audience engagement strategies that extend beyond the classroom. This course prepares students to excel in the field of digital media production and storytelling.

Levels 2, 3, 4

Prerequisite: Final grade of A in previous level of Live Broadcasting

Levels 2-4 share the same class structure, schedule, and core responsibilities; distinctions exist for transcript sequencing and credit purposes. Students may enroll in Live Broadcasting for multiple semesters after meeting prerequisites, allowing them to deepen their skills, take on increasing levels of responsibility, and contribute in leadership roles within the broadcast team. The mixed-level format fosters mentorship, peer collaboration, and authentic newsroom dynamics. Advanced-level students are expected to assume leadership responsibilities such as directing broadcasts, mentoring newer students, managing production workflows, and producing more complex or independent broadcast projects.

COMPUTER SCIENCE 1

Computer Science 1 is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication and problem solving. Possible topics cover programming, web development, interactive games, *big data*, and physical computing. Computer Science 1 builds on prior coding concepts introduced in previous school experiences but does not assume previous experience. This beginner level course also serves as preparation for those intending to take AP Computer Science courses.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES

Prerequisite: Final grade of B or higher in Computer Science 1

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

ELECTRONICS & CIRCUITS

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

(0.5 credit)

Electronics & Circuits introduces students to the fundamentals of digital electronics, covering essential concepts related to the design, analysis, and implementation of digital circuits. Our world is now immersed in electronics and many facets of our lives depend on them. Electronics & Circuits focuses on the physical components of circuitry and allows for a real hands-on experience on the interaction between software controls and physical electronics. This course provides a foundation for understanding modern technology and its applications, with a strong emphasis on electronics, programming, projects and problem-solving.

ROBOTICS

Prerequisite: Final grade of B or higher in Computer Science 1 or Electronics & Circuits

Robotics is an advanced, collaborative, hands-on course focused on the design, construction, and programming of robotic machines. Students will engage in the engineering design process to solve a variety of different problems through the programming and creation of robotic projects. Topics covered will include a blend of computer science with engineering and construction methods, as well as concepts of robotic locomotion and interaction with the physical environment. The class is intended to foster collaboration by including a range of pre-requisites enhanced by varied student skillsets and interests.

ASTRO TECH

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

(0.5 credit)

Astro Tech is a course where students will explore the wonders of the cosmos and the technological tools that unlock its secrets. In this course, we will explore astronomy fundamentals and the technical tools used to study our Universe, emphasizing the seamless marriage of science and technology. Astro Tech offers a unique opportunity for learners to not only comprehend the mysteries of the Universe but also reveal the tools and resources that scientists and astronomers use to study space. From the intricacies of the solar system to hands-on experiences, students will witness firsthand how the fusion of scientific principles and technological innovation propels our understanding of the cosmos to new heights.

EMERGING TECH

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

(0.5 credit)

In this course, students will delve into the realms of current emerging technologies including cybersecurity, machine learning, artificial intelligence (AI), and data science. The course is designed to prepare students for the future technological workplace. Through real-world applications, learners will develop fundamental skills in securing digital landscapes, creating predictive models, understanding AI principles, and data science. Emerging Tech not only equips students with cutting-edge technological expertise but also fosters critical thinking and problem-solving, preparing them for the challenges and opportunities of our rapidly evolving digital world. By design, this course will change and adapt continually to new and emerging technologies.

WELLNESS DEPARTMENT

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

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

Students enrolled in the Franklin County Career and Technology program may utilize this option to fulfill their physical education requirements. Also, students who wish to accelerate their program may schedule Wellness after school. After-School Wellness classes will be offered every day of the six-day cycle for one semester. The class will meet from 2:25 p.m. to 3:00 p.m. The physical education curriculum is appropriately modified to meet the needs of the program.

ACCELERATED WELLNESS

Prerequisite: Satisfactory completion of Wellness in Grade 9

The Accelerated Wellness course is designed to address the needs of highly competitive and motivated students with a strong interest in the area of sports, athletics, recreation and physical education. Activities selected will be the most competitive and intense activities offered by the Wellness department. An application will be required for consideration; enrollment is limited.

FITNESS FOR LIFE

Prerequisite: Satisfactory completion of Wellness in Grades 9 and 10

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

WEIGHT TRAINING AND CONDITIONING

Prerequisite: Satisfactory completion of Wellness in Grades 9 and 10

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

WORLD LANGUAGE DEPARTMENT

SPANISH I

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

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

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

SPANISH II

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

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

SPANISH III

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

The Spanish III course continues to build on the first- and second-year Spanish skills. The course includes a comprehensive review of Spanish vocabulary and grammar while continuing to emphasize reading, writing, speaking, comprehending the language, as well as an appreciation of the culture of many Spanish-speaking countries. Spanish III students will become more confident in their speaking and comprehension skills as much of the class is conducted in Spanish. Students will leave Spanish II with the ability to converse well with Spanish-speakers in the community.

SPANISH IV

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

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

ADVANCED PLACEMENT (AP) SPANISH V

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

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

SPANISH LANGUAGE AND CULTURE

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

(0.5 credit)

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

The Spanish Language and Culture course includes a comprehensive review of the Spanish language through a variety of real-world sources that would be encountered in daily life in a Spanish-speaking country, such as newscasts, magazines, television programs, movies, music, sporting events, theatrical productions, advertisements, etc. Through the study of these true to life materials, students will gain a better perspective of the culture of many people from around the world. This course has been designed for those students who have completed AP Spanish in either 10th or 11th grade and still have one or two years before graduation. One of the benefits of completing the entire Spanish program is to prepare for college language study, which may be required depending on the college. Spanish Language and Culture has been created to give early completers of the Spanish program another class that will help them remember their Spanish in the last year(s) of high school before taking Spanish in college.

GERMAN I

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

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

German has practical applications for careers and internships (both internationally and locally), and we will also study the rich culture of the German-speaking world including Austria and Switzerland. Since English is a Germanic language, learning a world language does not have to be a “foreign” concept. The German I course provides students with practical skills, focusing on comprehension, speaking, reading and writing in an atmosphere of immersion. The class incorporates authentic materials and media to transmit a modern representation of culture. We will build a foundation of basic vocabulary that will enable students to communicate about their interests, their families and their environments.

GERMAN II

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

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

GERMAN III

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

The German III course continues to build on the basic skills acquired in German II. In addition to speaking about their environment in the past and present, and expressing opinions and thoughts about the future, students will hone details of the language, while developing greater fluency and deeper understanding of texts. Emphasis will continue to be placed on comprehension, speaking, decoding skills and writing. Students will be able to appreciate culture in the target language. Students will leave German III with practical skills they can use in a social or business environment.

GERMAN IV

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

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

FRENCH I

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

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

FRENCH II

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

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

APPENDIX A

GREENCASTLE-ANTRIM HIGH SCHOOL GRADUATION REQUIREMENTS CHECKLIST

Student: _____ Year of Graduation: _____

Advisor: _____ Homeroom #: _____

	9 th	10 th	11 th	12 th
WELLNESS	9 th Wellness	10 th Wellness	11 th Wellness Fitness for Life Weight Training	12 th Wellness Fitness for Life Weight Training
ENGLISH (4)	English 9	English 10 or English 10 Honors	English 11-American Lit. or English 11-American Lit. Honors	English 12-Human Rights Lit. English 12 - British Lit. AP English Lang. & Comp. AP English Lit. & Comp.
SOCIAL (3) STUDIES	US History or US History Honors	World History or World History Honors	Civics or AP U.S Government	
SCIENCE (3)	Environmental Science or Environmental Science Honors	Biology or Biology Honors	Chemistry or Elements of Chemistry	
MATH (4)	Elements of Algebra/Algebra I Algebra I Elements of Geometry Geometry	Elements of Algebra II Algebra II Algebra III Trigonometry	Statistics AP Statistics AP Calculus AB AP Calculus BC	

ELECTIVES (8) 1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____

WORLD LANGUAGE _____

DIGITAL FOUNDATIONS (*Classes of 2026 and 2027*) _____

FINANCIAL LITERACY (*beginning with the Class of 2028*) _____

CAREER PORTFOLIO completed _____

COMMUNITY SERVICE completed _____

JOB SHADOWING completed _____