

NORTHEAST BRADFORD JUNIOR – SENIOR HIGH SCHOOL

Northeast Bradford 2024-2025 Course Catalog



**Panther
Pride!!!**

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GUIDANCE SERVICES

A major emphasis of the guidance services provided to the students at Northeast Bradford High School is to assist with educational and career planning. To ensure that students are provided with pertinent information concerning all subject and course offerings at Northeast Bradford, the guidance department has compiled this curriculum and course offerings guide in conjunction with the teachers of each specific subject area.

We ask that each student and his or her parent(s)/guardian(s) review this guide in its entirety to have an understanding of the various courses offered at Northeast Bradford and the related policies. It is hoped that this information will allow students to make personally responsible and appropriate choices when selecting next year's courses and program options while ultimately preparing for life's future endeavors. Students should have a clear purpose in mind when scheduling courses and courses should be related to their expressed career plans.

Throughout every school year, students should continue to investigate career choices, learn about and understand the high school subjects needed to best prepare them in their fields of interest, determine what additional schooling is appropriate, and plan accordingly by choosing appropriate required courses, prerequisites, and electives while working towards graduation from Northeast Bradford.

All information, student resources, and services relating to the Northeast Bradford High School Guidance Office can be found on the NEB website at www.nebpanthers.com, then by clicking 'Schools', then selecting "High School Guidance." Students also have access to a personalized career exploration, development, and planning program called SmartFutures. Student accounts can be accessed through the NEB homepage by selecting "Students," and then "Student Portals."

Currently, students participate in the PSSA's (state assessments) in high school grades 7 & 8. In addition, students will participate in Keystone Exams in Algebra I, Literature, and Biology. Any student who is currently enrolled in a Keystone course will test in the spring. Results from both PSSA tests and Keystone Exams will contribute to the district's [Future Ready PA Index](#).

The Keystone Exams are one component of Pennsylvania's new system of high school graduation requirements. The below chart indicates the most recent legislation as it relates to the pathways for meeting the Pennsylvania graduation requirements.

Due to the Pandemic, waivers have been implemented to exclude students from a Keystone Exam if they were scheduled for the related course during the 2019-2020 school year. The waiver's coverage of assessment requirements applies to the cohort of 2019-2020 test takers who were scheduled to take one or more Keystone Exams in the spring of 2020 (Spring 2019-20 Cohort). Accordingly, the Federal government is not requiring any student enrolled in a Keystone Exam trigger course (Algebra I, Biology, English Literature) during the spring of the 2019-20 school year, regardless of their current grade level or expected graduation date, to take the associated Keystone Exam(s) once schools reopen and federal assessment requirements resume. Because Keystone Exams scores are "banked" for accountability purposes and applied in grade 11, this waiver will affect students enrolled in grades other than grades 11 and 12, including as low as grade 6.

As additional questions arise, please feel free to contact the high school at 570-744-2521.

Northeast Bradford School District
Act 158 of 2018 Graduation Requirements
 Effective with the graduation class of 2022

Purpose

The purpose of these guidelines is to provide an overview of changes to the statewide graduation requirements because of enacting Act 158.

Requirements

For students graduating in 2023 and beyond, the following FIVE options (pathways) exist to meet the statewide graduation requirements:

| | | |
|--|------------------------------|---|
| Option #1 | Keystone Proficiency Pathway | |
| | | Requirement met through-- |
| Scoring proficient or advanced on each of the Keystone Exams <ul style="list-style-type: none"> ● Algebra ● Literature ● Biology | | |
| Option #2 | Keystone Composite Pathway | |
| | | Requirement met through-- |
| Earning a satisfactory composite score on: | | |
| <ul style="list-style-type: none"> ● Algebra, Literature, and Biology Keystone Exams (while achieving <u>at least a proficient score on at least one of the three exams</u> and no less than a basic score on the remaining two) ● Two of the three Keystone Exams after earning a non-numeric Proficient on a Keystone Exam | | 4452 3-score Composite 2939 2-score Composite (where eligible under 121.1) Notes: 4500 possible points |
| Option #3 | Alternate Assessment Pathway | |
| | | Requirement met through-- |

| | |
|--|--|
| <ul style="list-style-type: none"> • Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and <u>one of the following</u>: | <p>Pass the following courses with a 70% or higher:</p> <ul style="list-style-type: none"> • Algebra I (trigger course for Algebra Keystone exam) • Biology • English 10 |
| <ul style="list-style-type: none"> • Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB) | <p>Approved minimal qualifying scores:</p> <p>SAT: Reading and Writing 480 Math 530</p> <p>PSAT/NMSQT: Grade 11 benchmark Reading & Writing 460 Math 510</p> <p>ACT English 18 Reading 22 Math 22 Science 23</p> <p>ASVAB Composite score 31 or higher</p> |
| <ul style="list-style-type: none"> • Gold Level on the ACT WorkKeys Assessment (administered by local CareerLink office) | <p>Gold level or higher Score a five on all three core tests</p> |
| <ul style="list-style-type: none"> • Attainment of an established score on an Advanced Placement exam in a Keystone content area (Algebra, Biology, and Literature) in which the student did not achieve at least a proficient score | <p>Score of 3 or higher on an AP course associated with a Keystone Exam</p> |
| <ul style="list-style-type: none"> • Successful completion of a concurrent enrollment course in a Keystone content area (Algebra, Biology, and Literature) on which the | <p>Dual enrollment in a college course in a Keystone content area</p> |

| | |
|--|---|
| student did not achieve at least a proficient score | |
| <ul style="list-style-type: none"> • Successful completion of a pre-apprenticeship program | Penn College Pre Apprenticeship program |
| <ul style="list-style-type: none"> • Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework | <p>Acceptance letter from an accredited 4-year nonprofit institution</p> <ul style="list-style-type: none"> • Placement test results indicating the student may enroll in college-level coursework • College registration form confirming enrollment in college-level courses |

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|---|---|
| Option #4 | Evidence Based Pathway |
| | Requirement met through-- |
| Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and <u>demonstration of three pieces of evidence</u> consistent with the student's goals and career plans | <p>Pass the following courses with a 70% or higher:</p> <ul style="list-style-type: none"> • Algebra I (trigger course for Algebra Keystone exam) • Biology • English 10 |
| ONE of the following: | |
| <ul style="list-style-type: none"> • Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, an Advanced Placement Program Exam | <p>ACT WorkKeys--Silver or higher (administered by local CareerLink office)</p> <p>SAT Subject Test--National Average Scaled Score</p> |

| | |
|---|--|
| | <p>Advance Placement--3 or higher</p> <p>International Baccal--3 or higher</p> |
| <ul style="list-style-type: none"> ● Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework | |
| <ul style="list-style-type: none"> ● Attainment of an industry-recognized credential | |
| <ul style="list-style-type: none"> ● Successful completion of a concurrent enrollment or postsecondary course | |
| <p>AND</p> <p>Two additional pieces of evidence (including one or more of the options listed above, or)</p> | |
| <ul style="list-style-type: none"> ● satisfactory completion of a service learning project | <p>See <i>Appendix A</i> for Service Learning Project activity, description, and requirements to qualify</p> <p>Service Learning Project does not have to follow the Work-based Learning guidelines.</p> |
| <ul style="list-style-type: none"> ● attainment of a score of proficient or advanced on a Keystone Exam | |
| <ul style="list-style-type: none"> ● a letter guaranteeing full-time employment | Letter |
| <ul style="list-style-type: none"> ● a certificate of successful completion of an internship or cooperative education program | <p>See <i>Appendix B</i> for Work-based Learning activity, description, and requirements to qualify as stated in the Industry-Based Learning Indicator for the Future Ready PA Index</p> |
| <ul style="list-style-type: none"> ● satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0 | |

| | | |
|--|--|---------------------------|
| Option #5 | CTE Pathway | |
| | | Requirement met through-- |
| For Career and Technical Education (CTE) Concentrators | | |
| <ul style="list-style-type: none"> ● successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency | Pass the following courses with a 70% or higher: <ul style="list-style-type: none"> ● Algebra I (trigger course for Algebra Keystone exam) ● Biology ● English 10 | |
| <ul style="list-style-type: none"> ● attainment of an industry-based competency certification related to the CTE Concentrator program of study | Passing score on the NOCTI, NIMS, or other approved industry-based competency assessment. | |
| OR | | |
| <ul style="list-style-type: none"> ● demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator program of study. | | |

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| Special Education |
| <p>A student with a disability who satisfactorily completes a special education program developed by an individualized education program team under the Individuals with Disabilities Education Act and 22 Pa. Code Ch. 14 (relating to special education services and programs) that does not otherwise meet the requirements of this section shall be granted and issued a regular high school diploma by the student's school entity.</p> |

Appendix A: Service Learning

(as stated in the Industry-Based Learning Indicator for the Future Ready PA Index)

| Activity | Description | Requirements to Qualify |
|------------------------------|---|---|
| Service Learning (unpaid) | A teaching and learning opportunity that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Through these experiences, students gain skills and knowledge to prepare for future work relationships and experiences. | <ol style="list-style-type: none"> 1. Supervised by both an agency representative and an assigned teacher advisor. 2. Evaluated by the educator and the agency representative, with input from the student. 3. Connected to the school's curriculum/course of study. 4. Includes a learning plan and a contract that details learning objectives and roles of all parties. 5. Required hours: minimum of a six-week experience, and/or 60 hours total. |

Appendix B: Work-based Learning

(as stated in the Industry-Based Learning Indicator for the Future Ready PA Index)

| Activity | Description | Requirements to Qualify |
|--|--|---|
| Internships/Practicum/ (paid or unpaid) | A highly-structured, sustained career preparation work experience in which students are placed at a workplace for a defined period to participate in and observe work within a given industry. Learning objectives are specified and student performance is assessed. Students earn academic credit, giving the student a broad overview of the career area. | <ol style="list-style-type: none"> 1. Supervised by both an employer and a teacher advisor 2. Educator and employer evaluate the work experience, with input from student. 3. Connected to the school's curriculum/course study. 4. Includes a learning plan and a contract that details learning objectives and roles of all parties. 5. Minimum six-week experience and/or 60 hours total. |

| | | |
|---------------------------------------|---|--|
| <p>Cooperative Education Programs</p> | <p>A structured method of instruction combining school-based classroom learning with productive work-based learning in an occupation matching the student's academic and career objectives. At the secondary level, cooperative education involves a planned partnership with specified connecting activities and responsibilities among students, parent/guardians, schools, employers, labor organizations, and government.</p> | <p>These specified connecting activities and responsibilities include, but are not limited to, the following:</p> <ol style="list-style-type: none"> 1. Supervision, coordination, monitoring, and evaluation of student progress and performance between the school-based and work-based learning components are performed by appropriately certified professional school personnel because school credit is to be awarded for this experience. A minimum of one on-site visit per month is required. 2. Student enrollment in a PDE-approved career and technical education program that facilitates linkages with postsecondary education, a coherent multi-year sequence of instruction and the opportunity for full-time paid employment following graduation. 3. Cooperative education teacher-coordinators shall complete a written training agreement and training plan, collect the student's employment certificate or work permit and proof of workers' compensation before being placed at the work site. 4. An employer/employee relationship exists; therefore, all state and federal laws regarding employer/employee relationships are enforced. Attention shall be given to the Child Labor Act regarding work permits, working hours, insurance, workers' compensation, and knowledge of OSHA standards. |
|---------------------------------------|---|--|

More information on Pennsylvania's graduation requirements and graduation pathways please visit the following link: [Pennsylvania Department of Education's Graduation Requirements](#).

PATHWAYS MODEL & SELF-EXPLORATION, CAREER EXPLORATION, CAREER PLANNING & CAREER & WORK READINESS

As a result of Pennsylvania's Chapter 339 requirements and the Future Ready PA Index mandates, each school district in Pennsylvania is required to have a comprehensive school counseling program grades K -12 which includes inclusive career and work education. This is in addition to also meeting the personal, social/emotional, and academic standards of all students - also outlined in the comprehensive plan. The Northeast Bradford School District follows and uses the Pennsylvania Career Education and Work (CEW) Standards as well as those outlined by the American School Counselor Association (ASCA) to formulate the comprehensive school counseling plan and update it annually. The formal plan is on file and available upon request. The PA CEW Standards can be found at [PA Career Education and Work Standards](#). The four strands of the PA CEW Standards include: Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship. The ASCA standards can be found at [ASCA Standards](#).

To meet the Pennsylvania Career Education and Work (CEW) Standards, students are educated by opportunities for self-exploration, career exploration, career planning, entrepreneurship, and career and work readiness. The Northeast Bradford School District uses a variety of educational tools to assist students including the Nebraska Pathways Model, comprehensive career software programs such as SmartFutures and Pennsylvania Career Zone, as well as the development of an individualized career portfolio for each student.

The Pennsylvania Department of Education (PDE) had mandated documentation (pieces of evidence) be provided through an individualized student career portfolio to prove the standards are being met for each student. The following paragraphs outline the requirements:

1. By the end of grade 5, the student has produced six or more pieces of evidence (in grades 3 – 5) having at least one piece of evidence at each grade level and one piece of evidence that meets standards within each of the four strands of the CEW Standards.
2. By the end of grade 8, the student continues to build the career portfolio by adding an additional six pieces of evidence (in grades 6 – 8), again having at least one piece of evidence at each grade level and one piece of evidence that meets standards within each of the four strands of the CEW Standards. One piece of evidence in the 6 – 8 grade band must be a student's individualized career plan.
3. By the end of grade 11, the student must have produced an additional 8 pieces of evidence, again having at least one piece of evidence at each grade level (9 – 11) and one piece of evidence that meets within each of the four strands of the CEW Standards. By the end of the junior year, students are to have at least 20 pieces of evidence related to career and work education including those that show meaningful movement toward and through each student's individualized career plan. Further, students are to have immersive opportunities to solidify career plans. Student progress in all these areas is reported at the end of the 5th, 8th, and 11th grades.

The Pathways Model allows students to make informed decisions regarding their chosen coursework to best match their pathways of interest while recognizing that many skills, such as job readiness skills, apply to all students and all pathways. We have chosen to adopt Nebraska's Career Education Pathways Model. This differs from the Pennsylvania Pathways Model in that it adds a sixth broad pathway of Agriculture, Food, and Natural Resources. Students will receive instruction regarding the Pathways Model beginning at the elementary level.

Additional information on the various pathways (career clusters) including information on careers within each cluster, job growth information, needed preparation for the various careers, salary information, recommended course offerings, and educational institutions offering training can be found at www.pacareerzone.org/clusters. Students can also obtain this information through their personal SmartFutures accounts.

SmartFutures is used in grades K – 12 and is a comprehensive career education and work software program. SmartFutures enables students to participate in self-exploration, career exploration and career options, career planning and preparation, as well as career acquisition skills such as career retention and advancement and career related documents. Entrepreneurship concepts are also incorporated into the career education process.

It is the goal of the Northeast Bradford School District that every student leaves high school career and work ready with a meaningful and personally appropriate career and work plan in place.

CAREER PORTFOLIO REQUIREMENTS DIAGRAM

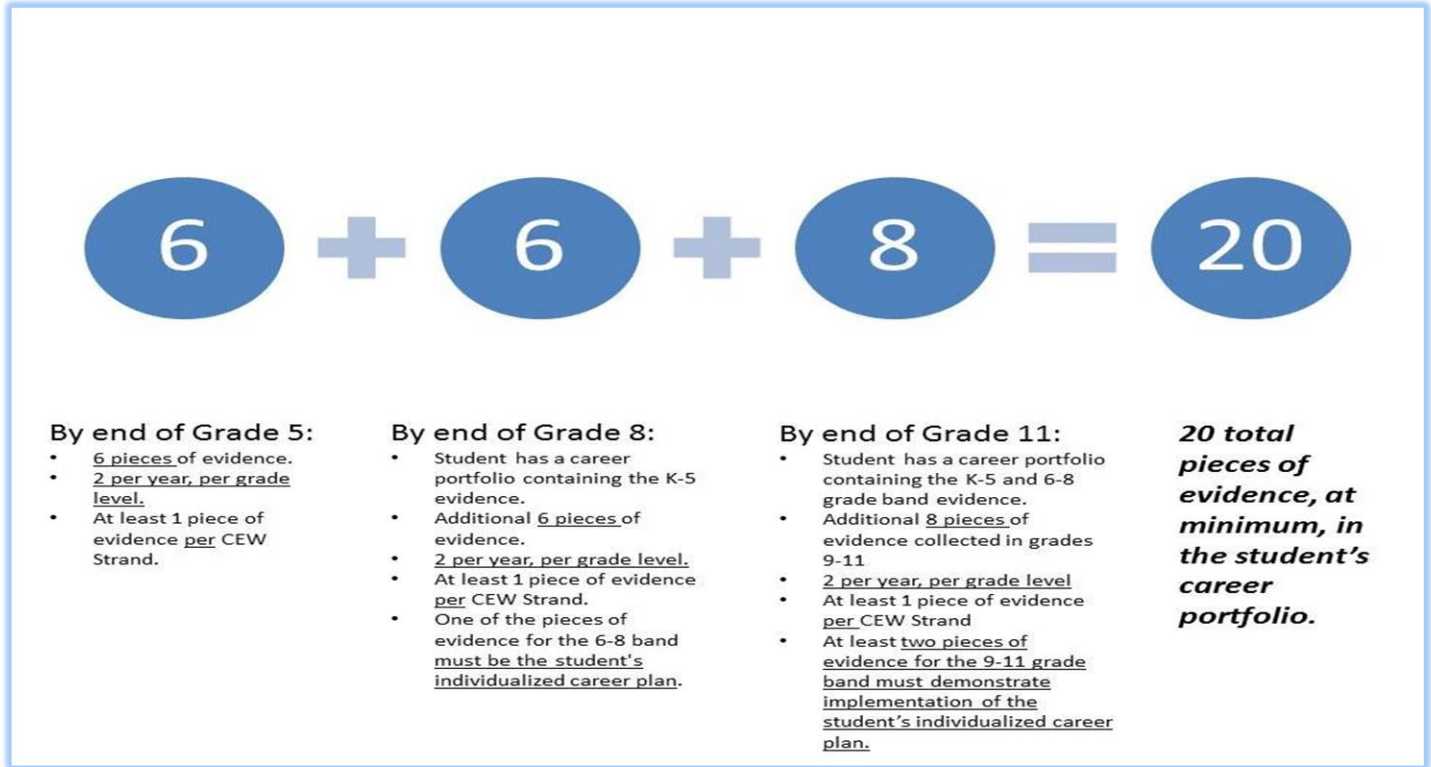


Diagram taken from: <https://www.gjst.net/apps/pages/index.js>

16 CAREER CLUSTERS



Hospitality and Tourism



Human Services



Information Technology



Law and Public Safety



Manufacturing



Marketing Sales and Service



Scientific Research/Engineering



Transportation, Distribution, and Logistics



Agriculture, Food and Natural Resource



Architecture and Construction



Arts, A/V Technology and Communication



Business and Administration



Education and Training



Finance and Insurance



Government and Public Administration



Health Science



PATHWAYS MODEL DIAGRAM

Below are the “I” statements that follow the PA Career Education & Work (CEW) Standards.

The four strands of the standards are represented here:

1. Career Awareness and Preparation
2. Career Acquisition
3. Career Retention and Advancement
4. Entrepreneurship

Grades 6-8

13.1.8 Career Awareness and Preparation

- _____ I can list ten (10) careers that match my interests and abilities.
- _____ I can list five non-traditional careers for both boys and girls.
- _____ I have researched three (3) different types of career training programs and their related employment possibilities.
- _____ I can list five careers in demand in the area where I live.
- _____ I understand how the global economy influences each person’s job opportunities, earnings and the rate of unemployment in our area.
- _____ I have made a list of my extracurricular activities and community experiences and can describe how they may influence my career development.
- _____ I have written a career plan with goals, assessments, interests, abilities, and postsecondary plans.
- _____ I have met with my 8th grade counselor and my parents to list courses and extracurricular plans for high school, matched to my academic and career goals.

13.2.8 Career Acquisition

- _____ I have made a formal speech in front of others.
 - _____ I can list five (5) effective listening skills and can demonstrate these skills in a role-play situation.
 - _____ I have used three (3) different resources to research three (3) regional job openings linked to my interests and abilities.
 - _____ I have completed a formal job application.
 - _____ I have drafted a resume.
 - _____ I have written a thank-you letter after an interview.
 - _____ I have assembled my written career plan and goals in a portfolio along with my awards, achievements, school work, and projects.
 - _____ I can describe five (5) workplace skills* that I will need in my future career.
- *Attitude, punctuality/attendance, commitment, communication, dependability, initiative, time management, teamwork, technical literacy, and getting along with others.

13.3.8 Career Retention and Advancement

- _____ I have interviewed a worker to find out what attitudes and work habits helped him/her to get promoted and to keep his/her job.
- _____ I have worked with others on a team and can state each person’s contribution to the project.
- _____ I have discussed various conflict resolution skills in a group setting and can use them to solve a problem.
- _____ I have set up a sample budget with imaginary expenses and income to understand importance of financial planning.
- _____ I have developed a weekly and a monthly time schedule and kept track of events in a daily/weekly planner.
- _____ I have interviewed a person with a disability and asked him/her how it affected his/her career planning and goals.
- _____ I have interviewed a person who has been retrained for a new career.

13.4.8 Entrepreneurship

- _____ I have interviewed both someone who works for a company and a business owner to learn about the difference in their job security, wages, costs, and benefits.
- _____ I have interviewed 3 business owners to learn the entrepreneurial qualities needed to be successful
- _____ I have started to develop a basic business plan after interviewing an entrepreneur.
- _____ I have discussed with my teacher or parent the basic components of a business plan (competition, daily operations, finances, marketing, and resource management) as applied to the creation of a new business.

Grades 9-12

13.1.12 Career Awareness and Preparation

- _____ I have completed at least two (2) self-assessments (interest, aptitude, personality, and values).
- _____ I have reviewed my career options based on my self-assessments, experiences, and achievements.
- _____ I have researched five to ten careers that match my interests and aptitudes.
- _____ I have participated in three of the following:
- Community service
 - Cooperative education/Internship
 - Job shadowing and/or career-focused field trips
 - Part-time employment
 - School-based enterprise
 - Industry-based career programs
- _____ Based on research, self-assessment, as well as school and work experiences, I can select my future career path.
- _____ My career goals have influenced my high school course selection.
- _____ I attended a college fair and researched postsecondary training programs, and I can determine the training needed for careers in my interest area.
- _____ I understand postsecondary education and certification programs and the degrees awarded in those programs.
- _____ I updated my career portfolio and I am looking at postsecondary options that relate to my career goals.

13.2.12 Career Acquisition

- _____ I have participated in an interview and demonstrated effective speaking and listening skills.
- _____ I have used Internet-based systems to research a career field in my area of interest.
- _____ I have used newspapers and professional associations to research employment prospects in my career field.
- _____ I have registered my resume on the Career Link system.
- _____ I have completed a job application.
- _____ I have completed a cover letter.
- _____ I have an up-to-date resume.
- _____ I use my career portfolio when making career decisions.
- _____ I can demonstrate workplace skills* by citing specific examples from my academic and work history.
- *Workplace skills include attitude, punctuality/attendance, commitment, communication, dependability, initiative, time management, teamwork, technical literacy, and getting along with others.

13.3.12 Career Retention and Advancement

- _____ Based on my school and work/volunteer experiences, I can describe what I need to do to get and to keep a job.
- _____ I contributed to a project's successful outcome while working on a team.
- _____ I have used listening techniques such as clarifying, encouraging, restating, and summarizing when working as part of the team.
- _____ I can give examples of how I used mediation, negotiation, and problem solving in the workplace to diffuse and/or resolve conflict.
- _____ I have estimated a personal budget based on an amount for a realistic income in my chosen career.
- _____ I can give three (3) examples of time management strategies, which help me at school and/or on the job.
- _____ I have evaluated how the global workplace affects my chosen career, and I can describe strategies needed to respond to change.
- _____ I can give five (5) examples of people who have advanced in their careers through continued learning.

13.4.12 Entrepreneurship

- _____ I have compared working in the corporate environment with starting my own business in order to achieve career goal.
- _____ I can give three (3) examples of how entrepreneurial traits (adaptability, ethical behavior, leadership, positive attitude, and risk-taking) match - or don't match - my personality.
- _____ I developed a business plan using entrepreneurial resources. For example, I used information from the career center at school, community based organizations, and financial institutions when planning my future.

JUNIOR HIGH COURSE AND POLICY INFORMATION

Grading

A passing course average is 70%. Final exams are worth 10% of the final average. Students are eligible to recover failed core courses with a 55% or higher failing final average.

Retention & Promotion Policy

Students in 7th and 8th grade meet the criteria for retention upon failure of two core courses (1 credit) OR one core course (1 credit) and two cycles (<1.0 credit). All matters of retention and promotion are discussed by the Northeast Bradford administration to act in the best interest of each student's educational needs and progress. Final determination of retention and promotion is at the sole discretion of the Northeast Bradford administration in conjunction with teacher input.

Reading & Math Placement

Multiple data points are used to appropriately place students in their math and reading courses including teacher recommendations, benchmarking scores, and state assessment scores.

Electives

Although encouraged, band and chorus are considered electives and are not required at the junior high level.

| | 7th Grade | 8th Grade |
|---------------------------------|---|---|
| Core Courses | <p>All worth 1.0 credit</p> <ul style="list-style-type: none"> • Reading • English • Geography • 7th Grade Environmental & Life Science • 7th Grade Math • P.E. (7th)(0.5 credit) • Health (7th)(0.5 credit) | <p>All worth 1.0 credit</p> <ul style="list-style-type: none"> • Reading • English • Document History • 8th Grade Space & Physical Science • 8th Grade Math • P.E. (8th)(.5 credit) |
| Possible Jr. High Cycles | <ul style="list-style-type: none"> • Library Media (7th)(.25 credit) • Introduction to Ag Mechanics(7th)(.25 credit) • Computer Apps (7th)(.25 credit) • Art (7th)(.25 credit) • Coding (7th)(.25 credit) • PSSA Prep (7th) (.25 credit) • Intro to Ag (7th)(.25 credit) • WIN (7th)(.25 credit) <p>Electives: Jr. High Band (.5 credit) Jr. High Chorus (.5 credit)</p> | <ul style="list-style-type: none"> • Art (8th)(.25 credit) • Intro to Ag (8th)(.25 credit) • Coding (8th)(.25 credit) • Introduction to Ag Mechanics (8th)(.25 credit) • Career Readiness (8th)(.25 credit) • PSSA Prep (8th)(.25 credit) • Engineering Design (8th)(.25) • Wellness (8th)(.25 credit) • WIN (8th)(.25 credit) <p>Electives: Jr. High Band (.5 credit) Jr. High Chorus (.5 credit)</p> |

HIGH SCHOOL GRADING, HONORS, COURSEWORK, AND POLICY INFORMATION

Grading

A passing course average is 70%. Final exams are worth 10% of the final average. No student shall receive a grade less than 50% in Quarter 1 or Quarter 3 for semester-long courses. No student shall receive a grade less than 50% in Quarter 1 or Quarter 2 for year-long courses. All high school level courses are computed into a student's grade point average and are weighted by credit value. AP courses are weighted at a ratio of 1.06. Beginning in 2023-2024, Lackawanna Dual Enrollment courses are weighted at a ratio of 1.03.

Grading Scale

| Letter | Exact % | Rounded % | 4.0 scale exact |
|---------------|----------------|------------------|------------------------|
| A+ | 97.4587 | 97 | 3.7500 |
| A | 94.9170 | 95 | 3.5000 |
| A- | 92.3753 | 92 | 3.2500 |
| B+ | 89.8336 | 90 | 3.0000 |
| B | 87.2919 | 87 | 2.7500 |
| B- | 84.7502 | 85 | 2.5000 |
| C+ | 82.2085 | 82 | 2.2500 |
| C | 79.6668 | 80 | 2.0000 |
| C- | 77.1251 | 77 | 1.7500 |
| D+ | 74.5834 | 75 | 1.5000 |
| D | 72.0417 | 72 | 1.2500 |
| D- | 69.5000 | 70 | 1.0000 |
| F | < 69.5 | | <1.0000 |

Requirements for Promotion & Graduation

The following number of credits are required for a student to advance through the grade levels at Northeast Bradford. A student will be marked as retained in the system without making adequate yearly credit progress as shown below and placed in the homeroom appropriate for the amount of credits earned. However, a student who is short in credit requirements but capable of graduating on time with his or her cohort will be advanced within the grade level and year of graduation fields within the student information system.

| <u>GRADE</u> | <u>PROMOTION REQUIREMENT</u> |
|------------------------------|--|
| To be promoted to 10th grade | 6 credits earned by 1st day of 10th grade |
| To be promoted to 11th grade | 12 credits earned by 1st day of 11th grade |
| To be promoted to 12th grade | 18 credits earned by 1st day of 12th grade |
| To graduate | 24 credits |

Required Courses/Subject Credit Totals

| | |
|--|----------------------|
| English | 4.00 credits |
| Social Studies | 3.00 credits |
| Math | 3.00 credits |
| Science | 3.00 credits |
| Personal Finance | 1.00 credit |
| Health | .50 credits |
| Phys. Ed | 1.00 credits |
| (or at least two passing Phys. Ed. classes in grades 9 - 12) | |
| TOTAL CREDITS | 15.50 credits |

An additional 8.50 elective credits are required for a total of 24 credits.

High Honor Roll and Honor Roll Determination

Honor roll will be calculated each quarter. Honor roll is weighted by class credit.

Honor Roll: 92.00% – 94.49%

High Honor Roll: 94.5% and Higher

Academic Honors at Graduation

All students may be recognized for graduation honors based on the following cumulative grade point average levels:

Honors: 92.00% to 94.49%

High Honors: 94.50% to 96.49%

Distinguished Honors: 96.50+%

Class Rank

Class rank will be updated at the end of each academic year and at the midway point of the academic year. The Board acknowledges the usefulness of a system of computing grade point averages and class ranking for secondary school graduates to inform students, parents/guardians, and others of their relative academic placement among their peers under relatively similar circumstances.

The Board authorizes a system of class ranking, by grade point average, for students in grades 9 through 12. Qualified students shall be ranked together unless enrolled in a modified program using the Pennsylvania Alternate Academic Standards, in which case, they will be excluded from ranking.

Class rank shall be computed by the final average in all subjects. Career Weighted GPA will be calculated at the end of each semester. Any two (2) or more students whose computed grade point averages are identical shall be given the same rank. The rank of the student who immediately follows a tied position will be determined by the number of students preceding him/her and not by the rank of the person preceding him/her. A student's grade point average and rank in class shall be entered on his/her record and shall be subject to the Board's policy on release of student records.

Additional Policy Information

- Each student is required to carry a minimum 6 credits annually. Exceptions may be granted with approval by the administration.
- Early release or late start from/to school may be permitted with approval by the administration.
- Youth apprenticeship, supervised agricultural field experience, correspondence courses, and any dual enrollment courses started spring semester will not be included in the 6 credit per school year requirement.
- Independent studies may only be offered as emergency credit recovery for students in a position to graduate at the end of the school year or in instances of NEB students on approved foreign exchange programs in the last year of high school, with the exception of Spanish III, IV, V, and French III and IV. All independent study courses must be approved by the building administration.
- Students in 11th grade, but tentatively expected to graduate at the end of the school year, will be placed in a senior homeroom at the start of the school year. Applications for early graduation must be submitted before the add/drop period of the student's 11th grade year. Early grads will not be included in senior class rank or eligible for senior class Homecoming or Prom court. Early grads will be included in Senior Class Trips.
- A student will be permitted to take a Keystone Exam prior to the associated coursework if the student has scored Advanced on the most recent PSSA in the same content area or, for a transfer student, a comparable score on an assessment from the student's prior state of residence. If the student subsequently passes the Keystone Exam with a score of Advanced, he or she will be excused from the related Keystone course. If the student chooses to forgo the course, the student will receive equivalent credit on his or her transcript with a final average of "P" (pass) indicated.
- Students who fail a Keystone course but pass the related exam will be given equivalent credit for the exam. This will be designated on their transcripts with a "P" for the Keystone exam and the equivalent credit noted.

- With administrative approval, students in a remedial Keystone course who pass the retest of the equivalent Keystone exam may be issued a “P” for the course final average and excused from the remainder of the remedial course.
- Dual enrollment courses through Mansfield are considered elective courses and do not meet core subject requirements. Unless requested by the administration that a student enroll in a dual enrollment course (or as part of a student’s gifted curriculum as outlined in school policy), parents will be responsible for the cost of any dual enrollment courses.

Online Panther Academy

The Panther Academy is a district-approved online program. All Panther Academy course enrollments must be approved by the building administration. Students enrolled in the Panther Academy are part of the Northeast Bradford School District and have the opportunity to participate in the same athletics and extracurricular activities as their peers in the traditional classroom setting. Available courses depend on the course offerings through the online Panther Academy course catalog.

- Panther academy students can be full-time or part-time (taking only one or two courses).
- Panther academy courses are at no charge to the student or his/her family unless enrollment is for credit recovery purposes. Part-time students enrolled in the Panther Academy who withdraw before course completion may pay a prorated tuition charge based on the amount of the course not completed.
- Students are required to notify administration of their intention to enroll in the Panther Academy as a full or part-time student and indicate coursework of interest before June 30th of the coming school year in which they plan to enroll. This includes the completion of all required paperwork and requests to borrow technology. All returning Panther Academy students will be required to complete and sign requested paperwork yearly.
- Students will not be permitted to take a Panther Academy course in place of a course offered within the building unless they are full-time Panther Academy students, there is an unavoidable conflict with the students’ needed courses, the course is related to the students’ career interests, or with administrative approval.
- Students are only approved to transition from in-person learning to full-time Panther Academy during the semester change or with administrative approval.
- Students are only approved to add additional Panther Academy courses during the add/drop period.
- There are a variety of core, AP, and elective courses online. The Panther Academy course catalog can be found online here: [Edgenuity Course Catalog](#). The summary course list can be found here: [Edgenuity PA Course List](#).

New Students – Coursework and Credits

Completed courses from previous schools where credits were awarded toward graduation (high school level) and final averages assigned will be included in a student’s cumulative grade point average at Northeast Bradford. It is at the discretion of the school counselor/high school principal as to how credits will be transferred and applied upon enrollment.

Students who took correspondence courses and/or summer school courses as a means of credit recovery within another district will be granted any credit earned, but the grade will not be included in their cumulative grade point average, and the final average will be designated as a 'P' (Pass) on the permanent transcript.

Students who took high school level courses within a homeschooled setting or an alternative, non-traditional setting will be granted any credit earned, but the grade and credits will not be included in their cumulative grade point average, and the final average will be designated as a 'P' (Pass) on the permanent transcript.

Students coming from an alphabetic grading system or a 4.0 grading system will have their grade listed as such on their permanent transcripts, but the grade will be factored into the cumulative grade point average using the highest, equivalent grade from the Northeast Bradford grading scale.

New Students - Class Rank and Locally Designated Scholarships

In order to be included in the class ranking, or to be considered for locally designated scholarships as determined by the Senior Awards Committee, students must be enrolled for at least four complete, consecutive semesters up to and including their last semester prior to graduation.

Students who have attended less than four complete, consecutive semesters may still be recognized for achievement by individual teachers. These students also have full access to apply for any competitive scholarships that are available.

Schedule Changes

Students are to finalize their schedules within the first eight school days from the start of the semester. Students will have 22 days from the start of a course to withdraw from a course. Students who choose to drop a course within the first 22 days will have the change indicated on their permanent transcripts as a withdrawal (W). After this allotted time, students who choose to drop a course will have the change indicated on their permanent transcript as a withdrawal/fail (W/F), which will factor in to the students' current year and cumulative GPAs as a .50. Class changes include Panther Academy courses. All course changes are contingent upon the approval of the school counselor, parents, and the subject teacher. Students with significant medical issues or special education students may withdraw from a course, without penalty, at the discretion and approval of the administration. Students must continue to maintain a minimum of 6 credits throughout the school year unless fewer are deemed necessary under extenuating circumstances and approved by the administration. Students are encouraged to contact the guidance office during the summer to discuss problems and/or changes regarding their schedules to ensure the best chance of room in a desired course.

Summer Courses

Students who choose to complete courses over the summer may only do so as a method of credit recovery for a class that was failed with at least a 55% average. Students wishing to complete summer courses as a means of credit recovery may only do so if they were enrolled for the length of a school year without unexcused gaps of time not being enrolled. All summer courses must first be approved by the school counselor. For credit recovery options, parents should contact the high school office.

Usually, only core subject courses have credit recovery as an option, and credit recovery is not an option for courses that have a related Keystone Exam unless approved by the administration. It remains the responsibility of the student and parent to ensure the timely completion of approved summer courses and to abide by the NEB summer school policy that will be included with the registration form when enrolling. The deadline date is the date provided by NEB, NOT the date provided by the correspondence company.

Required High School Courses

The following courses represent required courses the majority of students take at each grade level. Electives will also be taken to ensure the minimum credit requirements are met. Each course description is included in this catalog for further review.

The NEB Schedule allows for much flexibility in the coursework taken within a given school year. Multiple courses within the same subject area can be taken in the same school year.

For the 2024 – 2025 School Year:

| GRADE 9 | GRADE 10 |
|---|---|
| 9 th Literature ; 9 th Reading | 10 th Literature |
| American History | World History |
| Biology; Agriscience ; Earth and Space | Chemistry or additional science electives for advanced science students; Biology |
| Pre-Algebra; Algebra I | Algebra I, Geometry, Algebra II |
| Phys. Ed. (1.0 credit total over grades 9 – 12) | Phys. Ed. (1.0 credit total over grades 9 – 12) |
| Electives | Electives |
| GRADE 11 | GRADE 12 |
| 11 th Lit; Contemporary Lit. Survey; Presentation Literacy; AP Literature & Composition; Science Fiction/Fantasy; The Short Story, Comparative World Mythology; Creative Writing | 12 th Lit; Contemporary Lit. Survey, Presentation Literacy; AP Literature & Composition; Science Fiction/Fantasy; The Short Story; Comparative World Mythology; Creative Writing |
| Civics (other social studies electives, as requested by the student) | AP Psychology; Sociology; Economics; Advanced Research Methods in Social Studies |
| Genetics; Anatomy; Chemistry I; Chemistry II; Medical Chemistry; Forensic Science; Physics; Agriscience, Animal Science; Horticulture | Genetics; Anatomy; Chemistry I; Chemistry II; AP Chemistry; Medical Chemistry; Forensic Science; Physics; Agriscience, Animal Science; Horticulture |
| Geometry; Algebra II; Trig & Pre-Calc; AP Statistics; Calculus | Algebra II; Personal Finance; Trig & Pre-Calc; AP Statistics; Calculus |
| Personal Finance (counts as a math credit) | Health |
| Phys. Ed. (1.0 credit over grades 9 – 12) | Phys. Ed. (1.0 credit over grades 9 – 12) |
| Electives | Electives |

ELECTIVE - An elective is any course that is not specifically required for graduation. Students may choose any elective, provided they are in the appropriate grade, have any necessary teacher and/or administrative recommendations, and have completed any pre-requisite(s). If students are in need of additional electives not currently offered in-house or as a result of a scheduling conflict, it is possible for students to request online courses through the Panther Academy.

OUTSIDE PROGRAMS OF STUDY

Career and Technical

Instruction in the career and technical education programs will take place at the Northern Tier Career Center (NTCC) located near Towanda, Pennsylvania. Students apply at the end of their 10th grade year during scheduling for 11th grade and begin at the start of their junior year. Cosmetology is a three-year program and students begin as sophomores, applying in 9th grade. Career and technical program students will complete the same graduation course requirements as students electing to pursue any other program of study and remain at Northeast Bradford High School. Students are chosen for admittance into a program by administrative recommendation and approval.

Career and technical education program students attend the Northern Tier Career Center daily in the mornings and return to the high school at approximately 11:30 am. They complete the remainder of their scheduled courses during the afternoon. NTCC students should be aware that it is extremely difficult, and in many cases impossible, to recover from failed courses while attending the career center. It is extremely important that students make every effort to pass all courses in all grade levels. A complete description of the NTCC programs can be obtained from the guidance office or on the [NTCC website](#). In 9th and 10th grade, students should select courses that will help prepare them for their program of interest at the NTCC.

Youth Apprenticeship Program (NTIEC)

Students have the opportunity to receive a blend of school-based and work-based experience through youth apprenticeship. This program allows students to receive education that is relevant to today's employment in addition to learning about the world of work. These opportunities are allotted to students through a ranking system and with administrative approval. The ranking system includes selection criteria including grades, attendance, discipline, etc. This opportunity is offered to juniors and seniors.

Dual Enrollment

Lackawanna College Option – Grades 10 – 12

Instruction in the dual enrollment courses through Lackawanna College is provided through a number of Northeast Bradford courses using the classroom teacher as an adjunct professor. Students enrolled in Northeast Bradford courses approved through Lackawanna will have the option to take the course for college credit and/or as a standard high school course; the curriculum will be identical. Students will earn the standard course credit through NEB, as noted in this course catalog, and if choosing the dual enrollment credit through Lackawanna, will also earn 3.0 credits through the college (or 4.0 if it is a course with a related lab). More information is provided in the dual enrollment section of this course catalog.

Mansfield Option – Grades 9 - 12

Instruction in dual enrollment courses through Mansfield will take place at NEB under the direction of Mansfield professors and in an online format. Students approved by the administration and deemed college-ready may participate beginning in their 9th grade year. Credit is earned at NEB as well as at Mansfield University. Students will earn .65 weighted credit at NEB and 3.0 credits through the university upon the successful completion of a dual enrollment course. Many Mansfield courses allow students to earn specific credits toward a particular associate's degree. Please see the dual enrollment section for more information.

SCHEDULING, PREREQUISITES, and COURSE ENROLLMENT

Scheduling

Students have the opportunity to schedule their courses in the spring for the following school year. A presentation will be conducted at each grade level by the school counselor to help students make appropriate course decisions. At this time, students will receive a scheduling sheet on which to make selections. Once a student is satisfied with his or her choices, the scheduling sheet must be approved by a parent or guardian. Students will mark their required course with an "X". Students will mark elective choices by numbering them in rank order, (1) first-choice elective, (2) second-choice elective, and so on. Students are encouraged to select as many electives as they wish. The guidance office will do its best to ensure a student's top choices in the student's schedule for the following school year. Student will update their individualized career plans during the scheduling process. Students who have failed required courses will automatically have these courses rescheduled for the next school year.

Pre-Requisites

Some courses require the completion of pre-requisites. A pre-requisite is simply an entry-level course that students are required to pass successfully, sometimes with a particular grade-point average, in order to have the ability to schedule more advanced courses in a similar subject area. This is often because the skills that students learn in the first course are needed to be successful in the second, more advanced course. Information regarding pre-requisites is provided with the course description.

Course Enrollment

Courses may not be offered due to an enrollment of less than ten students. Other times, courses are offered on a rotating basis, meaning they are not offered every school year. Students are advised to choose their courses carefully. Students in higher grades have priority over students in lower grades when seats are limited.

COURSE DESCRIPTIONS

Agriculture, Food & Natural Resources

AgriScience (Science Elective)

Prerequisite: None (Serves as the prerequisite for all other agriculture courses)

Grade Level: 9 - 10

Credit: 1

What do you want to do after high school? Once you graduate, how will you use the science, math, reading, and writing you learned? The agricultural industry may be the answer. Agricultural careers require a wide array of skills from food tasting to construction. In Agriscience, you will develop foundational skills leading you to a rewarding career in agricultural science.

Spend your school year with hands-on experiences using plants, animals, natural resources, and agricultural tools. Burrow down in a soil pit to discover what is beneath your feet. Investigate the mystery of plant deaths in a greenhouse. Research the quality of water in your community and school. Determine how food should be safely stored and preserved to keep you healthy. Plan, design and construct a habitat for local wildlife. These are just a few of many activities you will complete in *Agriscience*.

Your days in the classroom will involve communication with peers while exploring real world issues in agriculture. You will personalize your learning by exploring careers interesting to you. Throughout the course, you will plan experiences outside of school, identify potential awards, and seek out post-secondary schools and scholarships meeting your future career goals.

The *Agriscience* course enables you to experience all fields of agricultural science and natural resources. Upon completion of the course, you will be prepared to pursue a specific agricultural career pathway using a sequence of courses of your choosing. Whether you are interested in science, communications, business, or engineering and mechanics, there is an agricultural pathway awaiting your future.

****Delval - 3 credits of restricted electives in the Ag Business major**

Ag Mechanics I

Prerequisite: Agriscience

Grade Level: 9 - 10

Credit: 1

This is an introduction to the Power, Structural and Technical Systems aspect of the Agriculture Program. A hands-on approach exploring the content areas of welding, tool fitting, sheet metal and fabrication. The use of measuring devices used in the work settings and all safety skills needed in agricultural mechanics areas will be learned and practiced. Instruction and certification for students can be earned through the National Safe Tractor and Machinery Operation program. Small Gas Engine principles and applications will be included in the course. Certification with the OSHA 10 (Agriculture) will also be received in the course. Students who would like to follow the Agriculture, Food and Natural Resources Pathway are encouraged to schedule this class.

****Industry Credential Opportunities: National Safe Tractor & Machinery Operation, OSHA 10 hour (Agriculture**

Ag Mechanics II

Prerequisite: Ag Mechanics I

Grade Level: 10-12

Credit: .5

Students will further develop and practice skills needed for career readiness in the areas of safety and Power, Structural and Technical Systems. The course will be divided into two sections; Carpentry and Electricity.

Carpentry instruction includes basic building systems, site layout methods, building member identification, construction and installation, rafter and roof systems. Lumber product classification, hardwood and softwood grading will be taught. Electricity instruction begins with generation and transmission methods. Lab activities include diagramming and wiring 120 volt, residential circuits. The national Electric Code will provide the basis for safety and applications. Alternative energy sources and basic electric motors will complete the course.

****Industry Credential Opportunities: Machinery Operation, OSHA 10 hour (Agriculture)**

Supervised Agricultural Experience (SAE); FFA Leadership

Prerequisite: None

Grade level: 9 - 12

Credit: 1

Full-year AA

This course offers instruction about the National FFA Organization, develops leadership skills and conducts

Supervised Agriculture Experience (SAE) projects. Students will gain the benefits of the FFA organization, and participate in the awards portion of FFA. Students will conduct an instructor-approved project and maintain records for the project. The ultimate goal for students is working towards FFA degrees and awards. Students will not be released during the school day for project work. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Students may continue in the course for more than one year.

This course does NOT count towards the 6 required credits students should be enrolled in per year.

****Industry Credential Opportunities; OSHA 10 hour (Agriculture)**

Agriculture Business Management and Leadership

Prerequisite: Agriscience

Grade Level: 11- 12

Credit: 1

Introduction to Agriculture Business Management offers the application of management principles and processes to agricultural business firms in their planning and operating in the marketplace. The course explores how agricultural businesses use supply industries, agricultural production, commodity processing, food

manufacturing and food distribution to meet marketplace demands. Effectively communicating in the marketplace is also a point of emphasis in the course. Other course topics include: cooperatives in agriculture, agricultural business entrepreneurship, developing a market plan, consumer demand and market risk. Additionally, students will develop resumes, public speaking and interview skills.

****Delval 2 credits of restricted electives in the Ag Business major**

Welding & Metallurgy

Prerequisite: Agriscience

Grade Level: 10-12

Credit: 1

This course includes instruction in principles of electric arc, oxy-acetylene, MIG, and TIG welding. This is a hands-on skill development course where students will follow proper techniques in electric arc, oxygen-acetylene, MIG and TIG welding. Proper safety and equipment selection will be an emphasis in the class. Electrode selection, metal identification and metallurgy will be taught as well. The class will also include forging, hot-metal work and plasma cutting applications. Work site safety applications and practices will be employed throughout the course. Teacher recommendation stipulates this course.

****Industry Credential Opportunities: OSHA 10 hour (Agriculture)**

Horticulture and Greenhouse Management (Science Elective)

Prerequisite: Agriscience

Grade Level: 9-12

Credit: 1

This course will help students discover the different career options in the horticulture industry. Instruction principles include plant physiology and environmental aspects as they impact plant growth. The greenhouse will be utilized to practice concepts and skills. Production crops such as geraniums, chrysanthemum, annual bedding plants, perennials, bulbs and other seasonal crops will be grown for public sale. Horticulture, hydroponics, aquaponics, composting and landscape design are also parts of the course.

****Industry Credential Opportunities; OSHA 10 hour (Agriculture)**

Animal Science (Science Elective)

Prerequisite: Agriscience

Grade Level: 9 - 12

Credit: 1

Do you enjoy working with animals? Would you like to know more about animal behavior, anatomy, and health? Gain foundational knowledge and skills through this course to prepare for a career working with animals.

Spend the year investigating how animals and humans are dependent upon each other. Investigate how animals were domesticated by humans. Evaluate the management practices used by humans to keep animals safe and healthy. Design an animal facility for your favorite species of animal and build a model. Develop an animal care plan and perform routine healthcare practices. Brainstorm a business plan related to animals. Throughout the year, you will complete all of this and much more through Animal Science.

In addition to animal science, develop the necessary technical communication skills and learn the common mathematics functions used in the animal industry and in taking care of personal companion animals.

During class, expand your portfolio of career exploration and leadership development opportunities discovered along the way. Take part in career exploration and leadership development experiences outside of school, apply for awards, and seek out post-secondary opportunities and scholarships related to your interest in animals. Investigate the fascinating and multifaceted animal industry and consider what opportunities lie there for you!

****Delval 3 credits of restricted electives in the Animal Science major**

Veterinary Prep (Science Elective)

Prerequisite: Biology and Animal Science

Grade Level: 11 - 12

Credit: 1

This course is an extension of Animal Science for students interested in exploring a veterinary medicine career. Students will be introduced to medical terminology that is used in veterinary medicine. Clinical skills will be focused on small animals; however, other species will be introduced to emphasize comparative anatomy. Small animal handling, restraint, and physical exam techniques will be demonstrated and practiced. Animal nutrition, comparative anatomy, medication calculation, diseases and disease-causing agents will also be included in the course.

****Industry Credential Opportunities; OSHA 10 hour (veterinary)**

Conservation Science:

Prerequisite: None

Grade Level: 10 - 12

Credit: 1

Students will build an understanding of science content and learn scientific techniques taught through the lens of conservation with an emphasis on hands-on, real-world activities. The curriculum will center on wildlife conservation and the outdoor recreational activities that financially support the North American Model of Wildlife Conservation, such as hunting, fishing, trapping, conservation work, shooting sports and boating; and how they directly benefit habitat enhancement and protection, and wildlife management, including game, nongame and endangered species. Students are not required to actually participate in these activities, but rather the lessons relate to these recreational activities. Some examples include:

Conservation Work: Conducting cleanup projects and investigating the effects of trash on wildlife and/or habitat. Fishing: A lab testing the breaking strength of various fishing knots while learning how to apply the scientific method and write a formal lab report. Hunting: Learn how to process a game animal, such as a pheasant, rabbit or deer, while learning anatomy standards. Sports: Students apply physics standards related to

force, acceleration, aerodynamics, projectile motion, etc. to the flight path of an arrow. Boating: Students apply physics standards, such as buoyant force, average density, volume, etc., to kayaking.

Floral Design – Introduction to Floral Arranging

Prerequisite: Agriscience and Horticulture & Greenhouse Management

Grade Level 10-12

Credit: 1

Students will focus on elements of design as they take a hands-on approach learning about the floral design industry. Students will design multiple floral arrangements focusing on texture, colors, patterns and other elements of design. Students will explore the careers available through the horticulture industry and how they relate to business ownership. Working in groups and individually students will transform fresh cut flowers to a beautiful work of art.

****Industry Certification: Benz School of Floral Design: Principles of Design Certification (Texas A&M)**

Floral Design II – Advanced Floral Arranging

Prerequisite: Agriscience and Floral Design I

Grade Level 11-12

Credit: 1

Students who have completed floral design 1 may take this course as a continuation of building skills in the floral design industry. This course will focus on business development, oversee the subscription program and begin to develop skills related to bouquet recipes and pricing. These students will use the online ordering platform to develop budgets and order the flowers for the subscription program. In addition, students will have hands-on experiences with more in depth designs to further elevate their skills.

Landscape Design and Turf Grass Management

Prerequisite: Agriscience and Horticulture and Greenhouse Management

Grade Level 10-12

Credit: 1

Drafting, drawing, designing and plants are just a few of the focus areas in horticulture and landscape design. That information is utilized to develop landscape design drawings for the local community beginning with your own backyard. Students will also expand on plant growth knowledge developed in Horticulture to focus on growing and maintaining turf. This class heads out-side to work on building, implementing and maintaining our schools landscape and fields.

Ag Machinery Maintenance & Restoration

Prerequisite: Agriscience

Grade Level: 10-12

Credit: 1

A course designed to familiarize students with the principles of safety, operation, and maintenance of common farm equipment. This could include automotive, tractors, attachments, and other power equipment. Students

will be required to complete National Safe Tractor and Machine Operation certification. Students in this course can participate in an annual statewide FFA equipment restoration competition. Equipment and machinery safety will be a key component of this course. Small Gas Engine principles and applications will be included in the course. Certification with the OSHA 10 (Agriculture) will also be received through this course.

** Industry Credential Opportunities: NSTMOP Certification, Machinery Operation, Machinery Maintenance, OSHA 10 hour (Agriculture)

Forestry & Woodworking

Prerequisite: Agriscience

Grade Level: 11-12

Credit: 1

This course will examine the process of forestry from start to finish. Safety protocols will be taught extensively, as this course will include the use of forestry-related power equipment. Students will learn different methods of tree selection, forest management, and lumber processing. All students must possess and use appropriate Personal Protective Equipment when required (certain items will be provided). This includes, but is not limited to: chaps, hardhats, and footwear with a protected toe.

The first semester will consist of forestry related concepts and field work, while the second semester will cover concepts of woodworking. Teacher recommendation stipulates this is an upper-level course limited to 11th and 12th grade students.

**Industry Credential Opportunities; Machinery Operation, OSHA 10 hour (Agriculture)

Food Science and Safety

Prerequisite: Agriscience

Grade Level 10-12

Credit: 1

There is a science to the food we consume on a daily basis. Students will use their senses to understand the concepts of food science while practicing food safety. From growing, to processing, packaging and marketing students will follow food through the steps it takes to get food to a consumer, Students will experience first hand the science that it takes to get the food to their table with hands-on labs in the kitchen and will each walk away with a ServSafe Certification.

Art

Studio Art 1

Prerequisite: None

Grade levels: 9 - 12

Credit: 1

This course is designed for students beginning their study of art at a high school level. *Studio Art I* will focus on fundamental drawing and painting skills, color theory, and two and three-dimensional art forms. This course will expose students to a variety of media and develop the skills for further art study. Students will learn to

utilize the elements and principles of art and design. Students are permitted to schedule this elective in multiple years to continue advancing skills within this area.

Studio Art 2

Prerequisite: *Studio Art 1*/Instructor Approval

Grade level: 9 - 12

Credit: 1

This course is designed as an intermediate/advanced art class that reviews the elements of art and investigates the principles of design in depth. Students will continue refining and advancing visual art knowledge learned within Studio Art 1. Students will explore specific styles of drawing, painting, mixed media, print making, and sculpture. Art history, appreciation, analysis, and critiquing will be emphasized. Studies within Art 2 is designed to give students innovative ways of artistic expression on a wide range of media. Students are permitted to schedule this elective in multiple years to continue advancing skills within this area.

Business

Advanced Computer Apps

Prerequisite: None

Grade Level: 10 – 12

Credit: 1

Computer classes give students a working knowledge of computers, software, and web based programs. In this course, students will gain employable knowledge and experience in several different computer applications formats through various types of activities and simulations including building web pages. This course is valuable for both the college-bound and work-bound student.

Entrepreneurship and Marketing

Prerequisite: None

Grade Level: 10 - 12

Credit: 1

Small businesses are the backbone of the American economy. Over half of America's workers either own or work for a small business. In this course, students will learn the core skills needed to plan and launch their own business. Students will walk through the steps of setting up a business, including developing a business plan, a mission and a vision. They will learn marketing skills such as selling, promotion, buying, distribution, pricing, market research and product planning. Practical knowledge and skills gained from this course will provide a solid foundation for them to excel in their personal life, college career or business endeavors.

Accounting I

Prerequisite: None

Grade Level: 10 - 12

Credit: 1

This course progresses through the accounting cycle in its simplest form to accounting with special journals and subsidiary ledgers. The students will be introduced to recording special accounting transactions and adapting various accounting methods to the needs of a business. Each student will gain accounting experience through utilizing Automated Accounting Online Working Papers with computerized accounting software.

LACKAWANNA COLLEGE DUAL ENROLLMENT COURSE: ACC 105 – Principles of Accounting (3cr.)

Personal Finance (Math Elective) Required for graduation

Prerequisite: Algebra I

Grade Level: 11 (Grade 10 & 12 with administrative approval only)

Credit: 1

This course will cover aspects of personal finance. Personal finance topics will cover money management, financial security, credit management, resource management, risk management/consumer rights and responsibilities. Students will apply skills in basic Algebra to solve problems, practice calculations, find percentages, solve equations, and use Excel spreadsheets. This course will also serve to meet PA Career Education and Work Standards giving students knowledge in the areas of career awareness and preparation, career acquisition, retention, and advancement including the creation of related documents (resume, cover letter, etc.) for their career folders. Students will also be exposed to the concepts of entrepreneurship. This course is required for graduation.

English

9th English Literature

Prerequisite: None

Grade Level: 9

Credit: 1

9th grade Literature is a required course for all freshmen and is designed to be closely aligned with the Pennsylvania State Common Core and the Keystone Exams. Students will read, annotate, and analyze texts that span a wide range of genres, topics, and contexts. Students will read both fiction and nonfiction including short stories, novels, poetry, and informational texts. This course is designed to enable students to develop a common understanding of literary elements, to effectively summarize texts, and to make connections to the world around them. Students will also study and practice three styles of writing: argumentative, informative, and narrative. Students will apply the concept that writing is a recursive process that includes pre-writing, drafting, revising, as well as self and peer editing. Throughout the course, students will demonstrate knowledge and understanding of tone, style, conventions, sentence structure, and the writing process; moreover, students will apply these concepts to their own writing. Assessments will include essays, small and large group discussions, projects, oral presentations, and traditional quizzes and tests. This course is the first step in the preparation for student success on the Keystone Literature Exam.

9th Grade Reading

Prerequisite: Teacher Recommendation
 Grade Level: 9
 Credit: 1

Students enrolled in this class will continue to improve their reading skills in preparation for 10th grade and the Keystone Literature Exam. Reading, comprehension, and vocabulary skills will be practiced. Additionally, reading will be cross curricular. Students will master unpacking prompts, annotating readings, and writing text dependent responses. Students will use IXL, Sadlier text based Vocabulary For Success, and Step Up to Writing.

10th English Literature

Prerequisite: None
 Grade Level: 10
 Credit: 1

Students enrolled in this class will be gaining instruction, practice, and assessment in reading comprehension, analysis, and composition. This course will focus on skills and content that are addressed on the Keystone Literature Exam. Students will utilize materials from Study Island, as well as teacher-prepared materials and assessments to demonstrate proficiency on eligible content and standards. Content covered may include, but is not limited to, literary devices, poetry, reading comprehension, context clues, vocabulary, inference, analysis of fiction and non-fiction. In addition, students will be instructed in the elements of good writing, i.e., grammar, usage, agreement, verb tenses, and composition. This course is used to satisfy the district's graduation requirement for Keystone Literature. Students in this course are required to take the end-of-course Keystone Literature Exam. All 10th-grade students are required to take this course.

11th-12th Grade Literature

Prerequisite: 10th lit
 Grade Level: 11-12
 Credit: 1

This English course for 11th and 12th graders provides an overview of either American literature or British Literature in alternate years. Year one focuses on significant works of American literature, both nonfiction and fiction, alongside the historical context of the works. Students will read complex texts, write arguments, and analyze the works of literature to better understand American thought both historically and in the present. Reading, writing, speaking, and listening are required elements of the course.

Year two focuses on works of British literature, with the big idea, What makes a hero? Students will compare and contrast heroes and monsters from different eras with readings from modern interpretations of *Beowulf* and *Sir Gawain and the Green Knight*, to an exploration of The Legend of King Arthur, *Frankenstein*, and Sherlock Holmes. Students will read either a graphic novel version of *Macbeth* or study the play at the teacher's discretion. Students will also examine World War 1 poetry and the changing definition of a hero in modern times. Heroes in classic tales will be compared and contrasted with heroes in movies to open a discussion about what actions students consider heroic.

Advanced Placement (AP) Literature and Composition

Prerequisite: Proficient or Advanced on the Keystone Literature Exam, Pass 10th Grade English Literature with 80% or higher, Teacher Recommendation

Grade Level: 11 - 12

Can be scheduled BOTH junior and senior year. The course content rotates every other year

Credit: 1.25

This one-year AP English Literature and Composition course aligns to an introductory college-level literary analysis course. Emphasis is placed on a variety of authors from various cultures and eras. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

LACKAWANNA COLLEGE DUAL ENROLLMENT COURSE: ENG 105 – College Writing (3cr.)

Presentation Literacy

Prerequisite: Proficient or Advanced on the Keystone Literature Exam, Pass 10th Grade English Literature with 80% or higher, Teacher Recommendation

Grade Level: 11 - 12 Credit: 1

This course is designed to provide students with the basic concepts to be an effective public speaker. This course will address essential skills in public speaking, such as body language, confidence, audience awareness, effective language, and presentation methods. Students will demonstrate growth and mastery of demonstrative, informative, special occasion, and persuasive speeches. In addition to speech execution, students will explore and utilize various genres of digital media with each presentation.

LACKAWANNA COLLEGE DUAL ENROLLMENT COURSE: COM 125 – Effective Speaking (3cr.)

Contemporary Literature Survey

Prerequisite: Proficient or Advanced on the Keystone Literature Exam, Pass 10th Grade English Literature with 80% or higher, Teacher Recommendation

Grade Level: 11 - 12

Credit: 1

This course is open to students in grades eleven and twelve who particularly like to read and analyze literature. This course provides students with the opportunity to study and appreciate contemporary literature (post 1950s to the present). The major emphasis of the course will be on the ideas and themes presented in the literature. Students analyze how the interpretations and themes of contemporary literature read in this course relate to the time period and to historical issues through their study of novels, short stories, poetry, and nonfiction selections. A variety of activities, such as group work, discussion, presentations, projects, research, vocabulary enrichment, and written compositions will be incorporated. Writing assignments will consist of responses to literature, literary analysis essays, and creative interpretations of selections studied.

LACKAWANNA COLLEGE DUAL ENROLLMENT COURSE: ENG 110 – Intro to Literature (3cr.)

Science Fiction/Fantasy (2023 - 2024)

Grade Level: 10 - 12
 Prerequisite: None
 Credit: .5

This course devotes one marking period to each genre. Students will read, discuss, and analyze the origins of the genres, classic examples, and the evolution of each genre in pop culture. Emphasis in the genre of science fiction will be the authorial use of the genre as a form of social commentary, especially in modern and post-modern literature. Fantasy will focus on the epic qualities and the archetypal hero. This course is offered odd years. (Typically paired with Short Story)

The Short Story (2023 - 2024)

Grade Level: 10 - 12
 Prerequisite: None
 Credit: .5

This course is designed for the student looking to expand their literary repertoire without the necessity of reading full length novels. By definition, a short story may be as long as 12,000 words. Subscription to the Library of America's Short Story of the Week is required (it only requires a valid email). Writing will focus on analysis of the possibilities as well as limitations of the short story genre. American Greats, both past and present, across all genres will be part of the curriculum. This course is offered odd years. (Typically paired with Science Fiction/Fantasy)

Comparative World Mythology (2024- 2025)

Grade Level: 10 - 12
 Prerequisite: None
 Credit: .5

“Myths are serious stories that reflect a society’s spiritual foundations. They are symbols of human experience that each culture values and preserves because they embody the world view or important beliefs of that culture. Myths may explain origins, natural phenomena, and death” (Rosenberg). Join us as we look at myths of the major cultures of the world both historically and in modern times. See how mythologies influence literature and their continuing importance in modern life. This course is offered even years. (Typically paired with Creative Writing)

Creative Writing (2024 - 2025)

Grade Level: 10-12
 Prerequisite: None
 Credit: .5

Creative Writing is a course designed to work on writing skills in areas such as narrative, poetry, and short stories. In addition, the use of dialect and dialogue will be addressed. To be an effective writer, you need to be an avid reader. Students will look at examples of the different genres to help improve their own writings. Grammatical issues will be discussed in correlation with writing assignments. Peer review, one-on-one conferencing, and portfolios will be used to assist students, as well as daily journal writing. This course is offered even years. (Typically paired with Comparative World Mythology)

Health & Physical Education

Students will be limited to .5 credit of physical education credits per year unless more are approved by the administration.

Physical Education

Prerequisite: None

Grade Level: 9 - 12

Credit: .5

The activities in all grade levels are designed to promote a variety of objectives: development of motor skills, development of fundamental and more advanced skills pertaining to specific activities where needed, and a development of an appreciation of the need for physical activity in general. An attempt is made to provide an equal balance of individual and team activities with emphasis on those activities more likely to be carried over in to adult life. The activities offered are as diverse as the facilities and group sizes will allow, so that students' individual needs and interests are met. Above all, enjoyment and self-improvement are primary objectives.

Health

Prerequisite: None

Grade Level: 11 - 12

Credit: .5

Emphasis in this class is on six (6) general areas. They are as follows: (1) First Aid-C.P.R., (2) drugs, (3) mental health and mental disorders (4) sex education and preparation for marriage, (5) communicable, congenital, and degenerative diseases, (6) consumer education pertaining to food, health, medical care, aids, and insurance policies. Several units with as much interest toward current events as possible are covered. Topics are covered by notes, class discussion, movies, quizzes, and tests. The units covered are those which will benefit students in the future. An effort is made to have students realize that they are not too far from making some of the most important decisions of their lives. It is pointed out that their roles in all aspects of society are going to change and bring more responsibility to rest on them. Hopefully, they will absorb some information to help them make wise and healthful decisions. Many outside resource persons (professionals and experts) are used to introduce or reinforce content areas. Example: trained technicians teach unit on C.P.R., school liaison persons from Alcohol and Drug Abuse Center, etc. This course is required for graduation.

Dance & Fitness

Prerequisite: None

Grade: 9 - 12

Credit .5

This unit is designed to expose students to dance and other activities and how to incorporate those activities into a lifetime fitness plan. Activities offered will be Zumba, line dancing, stability ball, pilates, the weight room, and more as dictated by the instructor. Credit is applied toward P. E. requirements. Students may be take this course more than once.

Driver's Education

Prerequisite: None

Grade: 10-12

Credit 0.5

This course is designed to prepare students to receive a Pennsylvania Driver's License and instill sound fundamentals for safe driving. Specific lessons include: Introductory, right and left turns, K-turns and turnabouts, yielding right of way, backing up, parking, light traffic, expressway travel, in-town travel, and an end-of-course skill test.

*Upon completion and with parental consent students wishing to receive their Pennsylvania Driver's License may take the test here at school. (Lab Fee: \$50.00)

Driver's Safety Education

Prerequisite: None

Grade: 10-12

Credit: 0.5

This course is designed to prepare students with the content knowledge and background knowledge necessary to prepare them to become mature, respectful and responsible users of our highway system. Students will also Assess the personal and legal consequences of unsafe practices in the home, school or community.

Languages

Spanish I

Prerequisite: None

Grade Level: 9 - 12

Credit: 1

The first-year Spanish Program has three primary goals:

1. To teach the most frequently used grammatical structures
2. To afford opportunities for students to practice Spanish using four skills: speaking, listening, reading and writing
3. To cultivate student appreciation of Hispanic culture.

As part of this course, students will have a small project each marking period. It is suggested that students have earned a "C" or better in their English class the previous year. Spanish I is a typical introductory course that emphasizes vocabulary acquisition, basic grammatical structures, and cultural backgrounds. The present indicative tense is covered extensively, introducing students to the world of verb conjugation. Students are required to keep a three-ring binder. Students' content material is in preparation for the National Spanish exam.

Advanced Spanish

Prerequisite: Spanish I

Grade Level: 9 - 12

Credit: 1

The Spanish program for this blended course (levels 2-4) has four primary goals:

1. To offer in-depth study of new grammar beginning with a review the previous level's grammar.
2. To afford opportunities for students to practice Spanish in meaningful ways.
3. To help students develop their listening, speaking, reading and writing skills in Spanish.
4. To enhance knowledge and understanding of Hispanic culture.

As part of this course, students will have a progressive project in each marking period. In addition, students are introduced to tense structures appropriate for their level of knowledge. Extensive reading begins simply with Enrique y Maria and advances to college level articles in La cultura y civilizacion which affords students the opportunity to develop vocabulary while refining their knowledge of the Spanish-speaking world's culture and place in the modern world. Grammar and vocabulary are correlated to level of study. Students cover material in keeping with The National Spanish exam and surrounding area community colleges. *¡Arriba! Comunicación y cultura* is used by those Advanced Spanish students in levels 3 and 4.

LACKAWANNA COLLEGE DUAL ENROLLMENT COURSE: SPN 101 – Elementary Spanish (3cr.)

Foreign Language Year I and II

Prerequisite: None

Grade Level: 9 – 12

Credit: 1

PANTHER ACADEMY ONLY with permission from administration

Students with career plans or interests that indicate the need for a language other than Spanish or multiple languages will be provided with at least two credits of the relevant foreign language through the online platform. Languages available through the Panther Academy include:

1. American Sign Language

AMERICAN SIGN LANGUAGE I This beginning of this full-year course will introduce you to vocabulary and simple sentences so that you can start communicating right away. Importantly, you will explore Deaf culture: social beliefs, traditions, history, values and communities influenced by deafness. The second semester will introduce you to more of this language and its grammatical structures.

AMERICAN SIGN LANGUAGE II In this course, students will build on the skills they learned in American Sign Language 1 and explore the long and rich history of Deaf culture and language. They will expand their knowledge of the language as well as their understanding of the world in which it is frequently used. Students will grow their vocabulary and improve their ability to interact using facial expressions and body language. They will also learn current trends in technology within ASL as well as potential education and career opportunities.

2. Chinese I & II

CHINESE I In this middle school course, students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

CHINESE II Middle school students continue their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

3. French

FRENCH I Students in middle school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

FRENCH II Middle school students continue their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

4. German

GERMAN I Middle school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major German-speaking areas in Europe.

GERMAN II Students continue their introduction to middle school German with this second-year course by covering fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major German-speaking areas in Europe.

5. Latin

LATIN I High school students begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

LATIN II Students continue their introduction to high school Latin by continuing to cover the fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

Mathematics

Pre-Algebra

Prerequisite: None
Grade Level: 9 and above
Credit: 1

This course provides a formal introduction of the algebraic skills and concepts necessary for students to succeed in Algebra 1. Topics including properties of real numbers, properties of exponents, polynomials and factoring, solving linear equations, rational expressions, graphing linear equations and functions, writing linear equations, and solving and graphing linear inequalities.

Algebra I

Prerequisite: 8th Grade Math or Pre-Algebra
Grade Level: 9 and above (or recommended prior to grade 9 by the administration)
Credit: 1

Algebra 1 provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. The concept of “functions” is emphasized throughout the course. This course breaks algebraic themes into two main categories: Operations with Real Numbers/Expressions, Linear Equations, and Linear Inequalities. Students will: Calculate and estimate with numbers and algebraic expressions in various forms; Understand and represent real-life situations using mathematical models; Apply and interpret equations and inequalities and relationships among variables Functions, Coordinate Geometry, and Data Analysis. Students will: Represent functions in multiple ways (descriptions, equations, tables, graphs); Find rates of change; Read, interpret, and make predictions from data and graphical displays. **Students are required to take the Keystone Algebra Exam as part of this course.** The only exception is a previous score of advanced or proficient on an earlier Keystone Algebra Exam.

COURSE CONTENT

1.) Expressions, Equations, and Functions (M-2); 2.) Properties of Real Numbers (M-1); 3.) Solving Linear Equations (M-1); 4.) Graphing Linear Equations and Functions (M-2) ; 5.) Writing Linear Equations (M-2); 6.) Solving and Graphing Linear Inequalities (M-1); 7.) Systems of Equations and Inequalities (M-1); 8.) Properties of Exponents (M-1); 9.) Polynomials and Factoring (M-1); 10.) Radicals and Geometric Applications (M-1); 11.) Rational Expressions (M-1); 12.) Probability and Data Analysis (M-2)

Each unit is denoted with M-1 or M-2, abbreviations for “Module 1” or “Module 2” of the Keystone Exam. Such coursework should prepare students for the eligible content of standardized assessment. Curriculum is aligned to the Pennsylvania Keystone Assessment Anchors of Mathematics and in preparation for Keystone Assessment.

Geometry

Prerequisite: Algebra I
Grade Level: 9 and above
Credit: 1

The goals are to develop proficiency with geometric skills and to apply the understanding of geometric concept to real-life situations such as improving logical reasoning.

Algebra II

Prerequisite: Algebra I (Recommended to have an 80% average or better in Algebra I)

Grade Level: 9 and above
Credit: 1

Includes a review of elementary algebra and the study of such topics as graphing, linear and quadratic equations, fractional exponents, imaginary numbers, simultaneous equations, written problems, advanced factoring, fractional equations, and radical equations.

Trigonometry/Pre-Calculus

Prerequisite: Algebra I & II and Geometry
Grade Level: 10 and above
Credit: 1

This course includes the study of functions, conic sections, logarithms, series, sequences, counting principles, probability, central tendencies, trigonometry functions, identities, and solving triangles.

LACKAWANNA COLLEGE DUAL ENROLLMENT COURSE: MAT 120 – College (3cr.)

Calculus

Prerequisite: Trigonometry/Pre-Calculus
Grade Level: 11 - 12
Credit: 1

This course explores the relationships between algebra and geometry through graphing. It focuses on the idea of limits and continuity, which leads to the study of the tangent line to a curve and the derivative, including major differentiation formulas, related rates, optimization, and curve sketching. The anti-derivative and integral calculus are also explored.

LACKAWANNA COLLEGE DUAL ENROLLMENT COURSE: MAT 120 – College Algebra (3cr.)

Practical Probability & Statistics

Prerequisites: Algebra I and Geometry
Grade Level: 10 and above
Credit: 1

This is a survey of basic statistical methods for analyzing data. Topics include descriptive statistics, probability, sampling, point and interval estimation, and hypothesis tests. This course only studies one-sample hypothesis testing. This course is designed to prepare college-bound students to better interpret, analyze, and synthesize the concepts of probability and statistics.

AP Statistics

Prerequisites: Geometry and Algebra II
Grade Level: 11 - 12
Credit: 1.25

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- * Exploring Data: Describing patterns and departures from patterns (20–30 percent of the exam),
- * Sampling and Experimentation: Planning and conducting a study (10–15 percent of the exam),

- * Anticipating Patterns: Exploring random phenomena using probability and simulation (20–30 percent of the exam),
- * Statistical Inference: Estimating population parameters and testing hypotheses (30–40 percent of the exam).

LACKAWANNA COLLEGE DUAL ENROLLMENT COURSE: MAT 135 – Intro to Statistics and Data Analysis (3cr.)

Personal Finance (Math Elective)

Prerequisite: Algebra I

Grade Level: 11 (Grade 10 & 12 with administrative approval only)

Credit: 1

This course will cover aspects of personal finance. Personal finance topics will cover money management, financial security, credit management, resource management, risk management/consumer rights and responsibilities. Students will apply skills in basic Algebra to solve problems, practice calculations, find percentages, solve equations, and use Excel spreadsheets. This course will also serve to meet PA Career Education and Work Standards giving students knowledge in the areas of career awareness and preparation, career acquisition, retention, and advancement including the creation of related documents (resume, cover letter, etc.) for their career folders. Students will also be exposed to the concepts of entrepreneurship. This course is a graduation requirement.

Music

Senior High Band

Prerequisite: Junior High Band

Grade Level: 9 - 12

Credit: .5

The Senior High Band consists of musicians in grades 9-12 who have several years of playing and musicianship underway. This group performs at the winter and spring concerts, as well as representing the school at various events and festivals throughout the year. This course also includes lessons on a rotating cycle (1 lesson per month) during the school day. Alternating with Senior High Chorus, this course meets 3 days out of a 6-day cycle.

Senior High Chorus

Prerequisite: None

Grade Level: 9 - 12

Credit: .5

The Senior High Chorus is made up of high school students who enjoy singing and wish to study, prepare and perform music for various events. Through studying a variety of music, including classical, pop, Broadway,

contemporary and pieces in foreign languages, this group performs in the winter and spring concerts and at special programs as directed. Alternating with Senior High Band, this course meets 3 days out of a 6-day cycle.

Basic Music Theory

Prerequisite: None

Grade Level: 9-12

Credit: .5

Students learn a basic understanding of music reading, and notation. Students will participate in listening skills, Roman numeral analysis, solfege and basic composition skills.

Advanced Music Theory

Prerequisite: Students must have a basic understanding of music reading and must also be involved in NEB high school performance ensembles. Other students will be admitted at the instructor's discretion.

Grade Level: 10 - 12

Credit: .5

This is an advanced course where students will achieve understanding of music in theory and practical application. This music theory course is designed to develop a student's ability to recognize, analyze and describe the basic elements of music theory as well as create a more in-depth knowledge base for musical study and performance. This course will cover topics such as notation, chordal theory, music composition and analysis, through various listening, performance, written and aural exercises.

Concert Choir

Prerequisite: Senior High Chorus, audition and/or admitted at the instructor's discretion.

Grade Level: 9-12

Credit: 1

This is an advanced choral experience class. The students will participate in both the winter and spring concert, as well as added festivals and field trips. Students will sing a variety of harder selections of choral music, as well as doing some small choreography in a show choir/dance capacity.

Modern Band

Prerequisite: Senior High Band, knowledge of instruments in which they want to participate with, audition and/or invitation to perform by the director.

Grade Level: 10-12

Credit: 1

This is an advanced modern band experience. Instruments in this class are guitar, bass, drum kit, and lead vocal. Students will participate in the winter and spring concert, as well as added festivals and field trips. Students will play a variety of songs, from pop, rock, metal, country, and various other "modern" music genres.

Guitar

Prerequisite: None
 Grade: 9-12
 Credit: 1

This is a basic guitar class. Students will learn to tune the guitar, and learn to read and play the common guitar chords used in most modern band literature, i.e. rock, pop, country etc. Students will learn to string their guitars, and proper guitar maintenance. In addition, students will participate in the spring band concert.

Musical Theater and Drama

Prerequisite: None
 Grade 9-12
 Credit 1 (Full Year)

This course deals with watching/listening to/reading different musicals and plays and comparing and contrasting the different styles of theater. In this class we will learn about the different jobs and careers you can have in the dramatic arts, such as set design, actor, carpentry, lighting design, fashion design, production, direction, lyric composing, music composing, etc. The students will also participate in one act dramatic and comedic plays, as well as a Shakespearean experience.

Science

Biology

Prerequisite: Required 8th or 9th Grade Sciences
 Grade Level: 9 & 10
 Credit: 1

The course deals with the scientific method, biological organization of life, biochemistry, cell biology, genetics/ heredity, natural selection/ evolution, and ecology. With a focus on how these areas all relate to interconnected life and biodiversity. We will also examine how humans have influenced different aspects of life on our planet. **Students are required to take and pass the Keystone Biology Exam as part of this course.** The only exception is a previous score of advanced or proficient on an earlier Keystone Biology Exam.

Genetics

Prerequisite: Proficient on Biology Keystone exam
 Grade Level: 10 - 12
 Credit: 1

Genetics focuses on advancing the understanding of cell biology, mitosis, meiosis, botany, reproductive fitness, and factors that determine which genetic traits are passed onto future generations. Through readings, videos,

labs, discussions, assignments, and other interactive experiences, learners in this course will have multiple opportunities to develop content knowledge about adaptations, natural selection, and applied genetics.

Anatomy and Physiology

Prerequisite: Proficient on Biology Keystone exam

Grade Level: 10 - 12

Credit: 1

This course is for college-bound students pursuing any type of medically related degree. We will study the structure and function of the human body and mechanisms for maintaining homeostasis. It includes the study of cells, tissues, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. The concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance are also included.

Chemistry I

Prerequisite: Algebra I & Biology

Grade Level: 10 - 12

Credit: 1

This course is designed for the highly motivated student who plans to attend college majoring in chemistry, pre-med, engineering, nursing, forensics, or any other science-related field. It is also required for any student who plans on taking Advanced Placement Chemistry. Students must have a strong math aptitude. The fundamentals of chemistry will be studied, as well as advanced chemical concepts.

Chemistry II

Prerequisite: Chemistry I

Grade Level: 10 - 12

Credit: 1

This course is designed as the continuation of Chemistry I. We will continue to study advanced concepts that will allow you to be successful when entering a college-level course after graduation.

LACKAWANNA COLLEGE DUAL ENROLLMENT COURSE: CHM 120/121(lab) – General Chemistry I (with lab) (4cr.)

Advanced Placement (AP) Chemistry

Prerequisite: Chemistry I, Chemistry II, and teacher recommendation

Grade Level: 11 - 12

Credit 1.25

This course is designed for the highly-motivated college-bound student. AP Chemistry will be taught as an entry-level college course following the College Board Curriculum. Students must be able to think analytically, and they must be proficient in both math and English.

LACKAWANNA COLLEGE DUAL ENROLLMENT COURSE: CHM 120/121(lab) – General Chemistry I (with lab) (4cr.)

Forensic Science

Prerequisite: Chemistry 1

Grade Level: 10 - 12

Credit: 1.0

Forensic science is the application of science to the criminal and civil laws that are enforced by police agencies in the criminal justice system. This course will focus on the chemical and physical interpretation of evidence and crime scenes through the subjects of chemistry, biology, physics, geology, and computer technology. It will focus on the reality of the job of a criminalist and diminish the glamour of the position as portrayed on television. A strong fundamental knowledge of biology and chemistry are necessary for the successful completion of this course. The course will be limited to 20 students maximum (per class).

Physics

(1 period per day and one lab period per cycle)

Prerequisite: Trig./Pre-Calc. or teacher recommendation

Grade Level: 11 - 12

Credit: 1

This course is designed for the college-bound student. A strong background in algebra and geometry are prerequisites. The course will use the mathematical approach to understand forces, velocity, acceleration, waves, light, theories of quantum mechanics, and theories of electricity. Class time will be devoted to problem solving, discussions, and demonstrations.

LACKAWANNA COLLEGE DUAL ENROLLMENT COURSE: PHY 120/121(lab) – General Physics I (with lab (4cr.)

Medical Chemistry

Prerequisite: Chemistry I

Grade Level: 10 – 12

Credit: 1.0

Knowing and understanding chemistry in a medical setting is critical. This course will cover the chemical and mathematical concepts needed to prepare for entering a medical program. This course will also delve into the biochemical processes that occur in different biological systems in the body. The study will focus on medications used for treating different conditions with the specific systems. It is strongly recommended that the student has completed biology and chemistry before taking this course.

AP Environmental (Science Elective)

Prerequisite: Proficient on Biology Keystone Exam, Algebra I and Chemistry I

Grade Level: 11 - 12

Credit: 1.25

The AP Environmental Science course will teach student to learn how to analyze environmental concepts and processes to achieve understanding to be able to propose and justify solutions to environmental problems. The

course teaches students how to apply science to the solutions of important social problems. It also provides opportunities to practice applying scientific methods to practical, real-life problems. 25% of this course is instructional field work so students should be prepared for extensive lab related research and outdoor experiences.

Earth and Space Science

Prerequisite: 8th grade Science

Grade Level: 9-10

Credit: 1

The Earth and Space Science class focuses on the structure and development of the Earth and its environment over time including the formation of the universe and Earth's place in space. It will detail different Earth systems, rock and mineral formation, the Theory of Plate Tectonics, continental tectonics and mountain chains, chemical cycles, different The course is composed of segments from Geology, Biology, and Astronomy.

AgriScience (Science Elective)

Prerequisite: None

Grade Level: 9 - 10

Credit: 1

This is an introduction course to the AgriScience Systems aspect of the Agriculture Program. Areas of instruction include Animal Systems, Plant Systems, Hydroponics, Aquaponics, Natural Resource Systems and the National FFA Organization. The course will be a mixture of class room and hands-on learning. Lab activities include the production of plants in different growth mediums, production of animals, soil testing, water testing and agriculture related environmental experiments. Parliamentary Procedure and public speaking are also a part of the course. Students who would like to follow the Agriculture, Food and Natural Resources Pathways are encouraged to schedule this course.

Social Studies/Humanities

American History

Prerequisite: None

Grade Level: 9

Credit: 1

American history is a chronological study of the United States from the colonial period to the 21st century. This course examines texts, speeches, historical events, individuals, and other topics to place the origins of the United States in a global framework. Students will come away with a basic narrative of American history, an understanding of common themes in American society and an appreciation for our evolving relationship with the rest of the world.

World History

Prerequisite: None
Grade Level: 10
Credit: 1

This course follows the development of world history. Students will explore world history from the 1400's to modern times. They will be focusing on world history from an economic, political, geographical, and social realm. With this information, students will better understand the people and events that affect their lives.

Civics

Prerequisite: None
Grade Level: 11
Credit: 1

This course is a survey of government and politics in the U.S. emphasizing political decision-making and political activism. The constitution and contemporary problems are discussed. Topics include: constitution and the law, civil rights, economics, foreign policy and state and local governments. Role play, public opinion polls, papers, projects and debate will be utilized and explored.
Course Requirement: Pennsylvania Civics Test

Sociology

Prerequisite: None
Grade Level: 11 - 12
Credit: .5

This course deals with the study of the facts and principles that explain human relations with one another in the groups to which they belong. Its purpose is to introduce the basic factors in the social life of individuals, particularly those influences that make human social life possible. The student is helped in gaining a balanced perspective of social life and social issues. Having a knowledge of how social order came to be and what it is will better prepare the student to aid in directing social changes in the future. (Typically paired with Economics)

Economics

Prerequisite: None
Grade Level: 11 - 12
Credit: .5

This course will focus on economic interdependence on a national and international level. Students will analyze the characteristics of markets and economic systems as well as the government influences on scarcity and supply and demand on the micro and macro level as well as the economic reasoning behind choice. (Typical paired with Sociology)

LACKAWANNA COLLEGE DUAL ENROLLMENT COURSE: ECO 105 – Macroeconomics (3cr.)

Advanced Placement (AP) Psychology

Prerequisites: A recommended average of 90% in social studies and summer assignment that encompasses research throughout the first unit.

Grade Level: 11 - 12

Credit: 1.25

This is a broad-based investigation of the nature of behavior. Major theoretical viewpoints will be examined, as well as research methods, human psychological and biological development, sensation, perception, memory thinking, motivation and abnormal behavior. Critiques, reports, role playing, active listening and interpersonal skills will be explored and utilized. This course is designed to help students successfully complete the AP Psychology Examination.

LACKAWANNA COLLEGE DUAL ENROLLMENT COURSE: PSY 105 – Intro to Psychology (3cr.)

Technology Education

Intro to Programming (Mixture of Intro to Programming/Web Design/Creative Computing)

Prerequisite: None

Grade Level: 9 - 12

Credit: 1

This is an introductory course in programming using Karel the dog (JavaScript) and Tracy the turtle (Python). This course is step one in the computer programming and computer science sequence and should be taken by all students pursuing a career in this pathway. This course teaches students the basics of programming by giving commands to a computer just like controlling the movements of the Karel and Tracy and also the basics of designing a web page using HTML and CSS, and/or creating a video game using Java and how information and images are represented with computers. This course is a mixture of programming, web design, and other aspects of creative computing.

Advanced Programming

Prerequisite: Intro to Programming OR Prior Semester-Length Coding Course

Grade Level: 9 - 12

Credit: 1

Students will design projects based on their coding choice. They will map out their plan of learning, set goals, overcome obstacles through critical thinking and create their projects as they work through the steps of their plan. This is a student-driven, project-based class. *Students can take this course every year*

Computer Science Principles

Prerequisite: Intro to Computer Science

Grade Level 10 – 12

Credit: 1

The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how computing impacts our world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving.

Cybersecurity

Prerequisite: None
Grade Level: 9 – 12
Credit: 1

As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that companies and individuals take precautions to protect themselves from the growing threat of cyber attacks. This course prepares students with crucial skills to be responsible citizens in a digital future. The Introduction to Cybersecurity is the first online blended K12 cybersecurity course and is designed for students with some exposure to computer science, but there are no specific course prerequisites. Topics included are: foundational cybersecurity topics including digital citizenship and cyber hygiene, the basics of cryptography, software security, networking fundamentals, and basic system administration. This course is one year for high school students.

High School STEM

Prerequisite: None
Grade Level: 9 - 10
Credit: 1

This course is designed to be a hands-on, real world application of the engineer design process course. Students will be given a prompt or select a real life problem to solve. Students will then research their problem, brainstorm possible solutions, plan out their solution, create and ultimately present their solution. This is a student-driven, project based course.

Drone Flight Systems

Prerequisite: None
Grade Level: 9 – 12
Credit: 1

This course is the first of a two-class sequence designed to focus on the applications of drone flight systems for commercial purposes. Students will be introduced to the basics of drone flight, the wide variety of commercial uses in the rapidly emerging drone industry, and the Federal Aviation Administration (FAA) rules for unmanned aircraft. Indoor flight training will be a component of this course, as will preparation for the FAA Part 107 Remote Pilot testing and certification as a commercial drone pilot.

Intro to Digital Photography

Prerequisite: None
 Grade Level: 9 - 12
 Credit: .5

Students will learn and use basic photography techniques to become better artists using a variety of techniques and subjects. There is also an introduction to basic editing. Students will create a portfolio and submit photographs to be shared on the photography blog on the school website. Students must be willing to use a school camera; cell phones do not always work well within the system. This is a lab style course that follows a basic pattern of lesson, time to practice and edit an assignment and then a new assignment is given.

Advanced Digital Photography

Prerequisite: Intro to Digital Photography
 Grade Level: 9 - 12
 Credit: .5

Students will continue to grow as a photographer and explore more challenging photography labs. More experience with Adobe editing software will be gained as well. Students will expand their portfolio and submit photographs to be shared on the photography blog on the school website. Use of school cameras will also be required.

Yearbook & Photography

Prerequisite: None
 Grade Level: 9 - 12
 Credit: 1
 Full-year AA

Students will create the yearbook: documenting school events, interviewing students and staff, recording happenings and events. Students will gain knowledge of graphic design skills, photography and editing skills, as well as create and sell a yearbook that represents the entire student body. A student looking to join this class should have a basic understanding of photography and a willingness to learn new skills. Students will also be asked to be reporters covering school events (i.e. pep rallies and sporting events, dances, etc.)

Graphic Design

Prerequisite: None
 Grade Level: 9 - 12
 Credit: 1

Students will explore Adobe Photoshop and Illustrator as tools to create graphic designs and communication forms. Students may also explore digital photography with the intent to create a message. Typography, editing skills and other skills will be explored.

Video Game Design

Prerequisite: None
 Grade Level: 9 - 12
 Credit: 1

Students will explore video game design theories and create 2D games using Game Maker. Topics include sprites, story lines, game play, and GML Visual coding.

Dual Enrollment Courses

These courses are designed for highly-motivated, academically-successful students who have plans of furthering their education after graduation. Students have the opportunity to earn credits from NEB as well as from Mansfield University (MU) and/or Lackawanna College (LC). Students have the opportunity to complete college-level course-work while still earning credits towards high school graduation.

Dual Enrollment Courses

Pre-requisite: Meet the criteria for dual enrollment participation (see above)
 Grade Level: 10 – 12 (LC); 9 – 12 (MU)
 Credits for MU courses: 0.65 credits from NEB per course (weighted)
 Credits for LC: Standard course credit assigned as outlined in NEB course descriptions.
 Credits: 3.00 credits from MU, & LC (4.0 credits for courses with a related lab)

LACKAWANNA OPTION – GRADES 10 – 12

- ✓ Lackawanna dual enrollment courses are offered at \$300 PER COURSE (\$400 if there is an associated lab).
- ✓ Lackawanna courses are BUILT IN TO OUR COURSES AND SCHEDULE AT NEB and do count as core credits toward graduation. Our teachers have been approved as adjunct professors and the courses they teach have been approved as Lackawanna courses.
- ✓ Students are limited to four courses worth of Lackawanna coursework per year.
- ✓ Students can enroll in Lackawanna summer courses, but will not receive credit through NEB.
- ✓ Lackawanna Course Selections:

LACKAWANNA COURSE NAME
 COM 125 – Effective Speaking (3cr.)
 ENG 105 – College Writing (3cr.)
 ENG 110 – Intro to Literature (3cr.)
 PSY 105 – Intro to Psychology (3cr.)
 ECO 105 – Macroeconomics (3cr.)
 MAT 120 – College Algebra (3cr.)

CORRESPONDING NEB COURSE NAME
 Presentation Literacy
 AP Literature and Composition
 Contemporary Literature Survey
 AP Psychology
 Economics
 Trigonometry/Pre-Calculus or Calculus

| | |
|--|------------------------------|
| MAT 135 – Intro to Statistics and Data Analysis (3cr.) | AP Statistics |
| CHM 120/121(lab) – General Chemistry I (with lab) (4cr.) | Chemistry II or AP Chemistry |
| PHY 120/121(lab) – General Physics I (with lab) (4cr.) | Physics |
| ACC 105 – Principles of Accounting (3cr.) | Accounting I |

MANSFIELD OPTION – GRADES 9 - 12

- ✓ Mansfield dual enrollment/Early Start (ESP) courses are offered to our students at \$53 PER CREDIT.
- ✓ All Mansfield courses are taken online with a college professor through the “Early Start Program.” Mansfield offers students course options in the fall, spring, and summer! We will also give .65 credits weighted to students for coursework taken during the school year. These courses count as electives at Northeast Bradford toward meeting graduation requirements. If we can, we offer the student time during the school day to work on his or her course. If not, coursework can be completed at home.
- ✓ Students can begin coursework beginning in 9th grade and must show college readiness. In large, this is on a case-by-case basis.
- ✓ In the spring, we are notified of the summer and fall courses to be offered. In the fall, we are notified of courses to be offered in the spring. Information will be distributed to students at the respective times.
- ✓ Students are typically limited to two courses per college session (fall, spring, summer), but may be approved for more with permission from the administration.
- ✓ Students can enroll in Mansfield summer courses, but will not receive credit through NEB.

Mansfield Course Selection Descriptions

All classes are worth 3.00 credits through Mansfield and .65 credits weighted through NEB. All classes meet general education requirements at Mansfield and are elective courses at NEB. All courses are offered in an online format. The current total cost for a three-credit course online is \$150. There is no limit to the number of courses a dual-enrollment student can take at the discounted rate each semester. The price does not include required textbooks. Mansfield University provides a list of courses offered each semester. *Course selection varies and is according to Mansfield offerings*

The **highlighted** courses are those associated with Mansfield’s Early Start Program (ESP) in addition to meeting general education requirements (in most cases) as well as also being for dual enrollment credit. The courses are associated with one or more associate degree programs at Mansfield including, Business Administration (BA), Chemical Technology (CT), Computer Information Systems (CIS), Criminal Justice (CJ), Environmental Technology (ET), Substance Use and Behavior Disorder Counseling (SUBDC), and Health Education (HE). Students are able to take a particular set of dual enrollment courses to work toward one of these specific associate degrees. This could mean that students are approximately half-way done with one of these associates degrees at the time of high school graduation.

ACC 1110 – Principles of Accounting I (BA)(CIS) – Fall

Introduces fundamentals of accounting, which is “the language of business”. It includes the accounting cycle, balance sheet and income statement preparation, and internal controls. Other topics include accounting for cash, receivables, merchandise inventory, plant assets and intangibles, and ethics.

ACC 1111 – Principles of Accounting II (BA) - Spring/Fall

A continuation of ACC-1110, includes current and long-term liabilities, payroll, corporate accounting, cash flows, and financial statement analysis. Introduces managerial accounting concepts, including manufacturing accounting and budgets, and costing tools. Covers concepts of ethical behavior in accounting practice.

Prerequisites & Notes: ACC 1110.

ARH 1101 – Introduction to Art - Spring/Fall

This is an approach to the dominant movements and ideas of the Western World as they evolved in visual arts from the cave art origins to the 20th Century systems.

BUS 1130 – Intro to Business & Management or MGT 2230 – Management Principles (BA)(CIS) - Fall

Studies an overview of the broad concept of business functions. Provides a foundation for understanding the relationship between essential activities of business. Helps students to determine and pursue their areas of interest and aptitude.

BUS 2202 – Personal Finance (BA) - Summer

The focus of this course is to provide financial decision making tools and techniques of money management. The course will analyze handling of financial records, financing of home and automobiles, financing of education, and retirement planning.

CJA 1100 – Introduction to Criminal Justice (CJ) Fall

An introduction to the field of criminal justice, its major components, roles and functions. Emphasis is placed upon concepts of law and the historical descriptive analysis of the police, courts, and corrections.

CJA 2200 – Survey of Policing (CJ) - Spring

Introduction to law enforcement problems and practices; its legal, political, and historical framework. An analysis of police organizations and their relationship with other criminal justice and social agencies.

CJA 2201 – Survey of Corrections (CJ) - Spring

Origin and history of incarceration practices and procedures; associated organizational, criminological and penological concepts; categories of inmates and laws affecting classification; special custody problems and treatment programs, staff organization; professional, administrative and custodial personnel training, recruitment and promotions; interagency relationships and cooperation; release programs, furloughs, work-release, and final discharge.

CIS 2203 – Software for Business Applications (BA)(CT)(CIS) - Spring / Summer

Advanced applications of spreadsheets, database management systems, and graphics.

COM 1101 – Oral Communication (BA)(CJ)(CT)(CIS)(HE)(SUBDC) - Summer

Objectives are to help the student to formulate his/her own ideas coherently, evaluate factual material, and use sound reasoning patterns in his/her preparation and attempts to communicate concepts orally; to

determine and select the most effective means of expression in formal and informal speaking situations. Required of all Mansfield students.

ENG 1112 – Composition I (BA)(CT)(CIS)(ET)(HE)(SUBDC) - Fall / Spring

Intensive reading and writing of expository prose. Analytical and critical thinking and college-level research skills are emphasized.

Prerequisites & Notes: Exemption from ENG 0090 or equivalent transfer course.

ENG 1115 – Introduction to Literature - Spring/Fall

Introduction to reading poetry, fiction, and drama for understanding and enjoyment.

ECO 1101 & 1102- Principles of Macroeconomics (BA)(CIS) - Spring/Summer/Fall

An introduction to aggregate economics with emphasis on interdependence of sectors of an economy, aggregate concepts, determination of national income and fiscal and monetary policy for stabilization.

GEG 1122 – Environmental Issues (HE) Spring/Fall

Surveys a wide range of environmental issues. Topics include: population growth, soils, floods, water availability and quality, sewage treatment, solid and toxic waste, fossil fuels, nuclear power, and alternative energy sources.

GEL 1125 – Physical Geology with Lab (ET) - Spring

A study of the solid portion of the earth, the materials of which it is composed, and the processes that are acting on it. Included are such topics as rocks and minerals, weathering, and geologic structures.

HST 1111 – World Civilizations to 1350

A survey of significant ideas, events and cultural developments from the emergence of ancient civilizations to 1350.

HST 1112 -190 World Civilization 1350-1900 - Spring

A continuation of HST 1111, beginning with the Renaissance to the close of the nineteenth century, including the political, economic, and social developments that affected the world

HST 2201 – United States History to 1877 - Fall

A survey of American history covering pre-European contact through colonization, independence, and the formation of the new republic; nationalism, sectionalism, and the growth of democracy in the 19th century; and the Civil War and Reconstruction.

HST 2202 – United States History Since 1877 - Spring/Summer

Covers significant trends and events in the rise of modern industrial America, its emergence as a world power, and events into the 21st century.

MA 1115 – Survey of Mathematical Ideas - Spring/Summer

This is a liberal arts course designed to acquaint the student with the nature and scope of modern mathematics. The emphasis is on concepts and understanding rather than the acquisition of technique. Topics included are suitable for the non-science liberal arts student. No extensive background in algebra is required. **THE COURSE IS NOT INTENDED FOR MAJORS REQUIRING ACADEMIC MATH CLASSES.**

MA 1125 – Introductory Statistics (CT)(CIS)(ET)(HE) - Spring/Summer/Fall

A survey of basic statistical methods for analyzing data. Topics include descriptive statistics, probability, sampling, point and interval estimation, hypothesis tests, linear regression, correlation, and non-parametric tests.

MA 1170 – Fundamental Concepts of Calculus (CT) - Summer

Intended to prepare students for the study of calculus. Topics include functions, graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions and analytic trigonometry.

Prerequisites & Notes: MA 1128 or equivalent

MGT 2230 – Principles of Management (BA)(CIS) - Spring/Fall

A study of the basic ideas and structure in modern arithmetic, algebra, and geometry.

MU 1103 – Introduction to Music Fundamentals - Summer

An overview of music theory fundamentals, including notes, key signatures, scales, intervals, triads, Mm seventh chords, and rhythm. This course is designed for music majors.

PHY 1191 – Physics I (CT)

A one-year sequential calculus physics course discussing classical mechanics, fluids, thermodynamics, classical electricity and magnetism, optics and waves, modern physics. Application of physics to life science is made in problem selection and laboratory experimentation.

Prerequisites & Notes: Corequisite: MA 2231.

PHL-2200-190 CRITICAL THINKING - Spring

This course is designed to improve a student's ability to recognize and evaluate arguments and claims as they occur in a variety of contexts, such as editorials, articles, debates, newscasts, speeches, advertisements, and conversations. Logical fallacies, common ways in which arguments go wrong, will be studied, along with the features of good reasoning. Various forms of inductive or informal argumentation will be analyzed, including scientific, legal and everyday reasoning.

PSC 2201-190 - AMERICAN POLITICS - Spring

An introductory course on the major institutions and processes of the U.S. political system. Topics discussed include the principles of governance, separation of powers, checks and balances, federalism, civil rights and liberties, and policy-making.

PSY 1101 – Introduction to Psychology (BA)(HE) - Spring/Summer/Fall

Designed to familiarize students with the application of scientific psychology to human life. Emphasis is on “normal” behavior and its antecedents. Includes the study of broad categories of human behavior through various psychological models.

PSY 2212 – Human Sexuality (HE) - Summer

Provides a survey of scientific findings and contemporary perspectives in the area of human sexuality. Covers cultural, psychological, emotional, physiological, and developmental aspects of human sexuality and the information needed to help students make responsible decisions concerning their own sexuality and sexual behavior.

SFM 1101 – Introduction to Environmental Health & Safety (HE) (ET) - Fall

An introduction to the basic principles and implementation of Environmental Health and Safety in industrial and other types of organizations. Required as a first course for students enrolled in the Environmental Health and Safety major.

SOC 1101 – Introduction to Sociology (BA) (HE) - Summer/Fall

Introduction to the basic concepts, premises, and techniques involved in the scientific approach to the study of human societies. Analysis is made of selected aspects of social behavior at interpersonal, intergroup, and societal levels. Global perspectives are explored.

SOC 1121 – Contemporary Social Problems (HE) - Summer

A survey of the major problems in contemporary society with special attention to the major paradigms (conflict, functionalist, interactionist) that are used to interpret the formation of social policy and social movement. Special focus is on social and economic justice and populations at risk globally and locally.

SOC 2232 – American Family Systems (HE) - Fall

An examination of the diversity of marriage and family life in American society as reflected in changing social conditions and social policies. Focus is given to social and economic justice and populations at risk, including the identification and function of values, norms, and codes relevant to marriage and family decision making.



Northern Tier Career Center

Course Catalog 2024-2025

For additional details & program overview video, visit www.ntccschool.org.
Download the Northern Tier Career Center app for free!


College Credits: NTCC offers opportunities for students to earn college credits in NTCC programs at

NO COST to them through:

Dual Enrollment with Pennsylvania College of Technology and Keystone College

1:1 Articulation Agreements with multiple colleges and trade schools

Details available at www.ntccschool.org

 **SOAR:** The Students Occupationally & Academically Ready (**SOAR**) Program is a Pennsylvania Department of Education approved, Career & Technical Education Program of Study that credits skills and tasks learned at the secondary school (high school) level to a postsecondary (college) degree, diploma, or certification program. SOAR programs prepare today's students for High Priority Occupations which are tomorrow's high demand and high wage careers. Students in SOAR programs may qualify for **FREE** college credits at institutions in PA.

[https://www.education.pa.gov/K-](https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Programs%20of%20Study/Pages/default.aspx)

[12/Career%20and%20Technical%20Education/Programs%20of%20Study/Pages/default.aspx](https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Programs%20of%20Study/Pages/default.aspx)
or www.collegetransfer.net

PROGRAMS OF STUDY

CONSTRUCTION TRADES

Building Construction Trades - 900 hours (Tech Prep)

This program of study covers construction and remodeling of buildings including carpentry, concrete, masonry, painting, drywall, cabinetry, roofing, plumbing, electrical, stairs, and interior/exterior finishes. Students study and practice all phases of building construction, from layout of site, foundation, and wall construction, to roof framing and interior trim.

Industry Credential Opportunities:

OSHA: 10-hour Safety Course, Construction

National Safety Council: Forklift Operator Certification

Penn College Dual Enrollment: BCT 103, 109 & 234 (10 credits offered)

Mechanical Trades (HVAC-Plumbing-Electrical) - 900 hours

This Heating, Ventilation & Air Conditioning (HVAC) program combines classroom and practical learning experiences and prepares individuals to apply technical knowledge and skills to install, repair, and maintain home and business heating, air conditioning, basic plumbing, electrical, and refrigeration systems. Students will gain experience by working on equipment that is used daily in their own homes, such as furnaces, water heaters, electrical appliances, and air conditioning units.

Industry Credential Opportunities:

OSHA: 10-hour Safety Course, Construction

Mainstream Engineering: EPA 608
 National Safety Council: Forklift Operator Certification
 American Ladder Institute: Single & Extension Ladder, Step Ladder
Penn College Dual Enrollment: ACR 111 (5 credits offered)

HEALTH CARE

Pre-Nursing/Health Assistant - 900 hours

This course allows the student to advance at their own rate and allows for individuality in the choice of a specific career objective and provides skills for Medical Assistant, Nursing Assistant, and Dental Assistant. Introduction to EKG, Phlebotomy, Occupational and Physical Therapies are included. This course is for the students looking to further their education in health care as a Registered Nurse, LPN, OT, PT, and other health care related fields. After completion of the nursing assistant curriculum, students are eligible to take the state exams (written & skill) for placement on the registry for long-term care nursing assistants. Clinical experiences may accompany portions of this course.

Industry Credential Opportunities:

Pennsylvania Department of Health: Nurse Aide Registry
 American Red Cross: Community First Aid and Safety, AED Essentials
 DVM-Instructional Systems: Dean Vaughn Learning Systems in Medical Terminology
 PA Department of Human Services: Personal Care Home Direct Care Staff

Keystone College Dual Enrollment

HOSPITALITY

Culinary Arts/Food Production & Management - 900 hours

This course is designed to provide the student with the skills, knowledge, and attitudes necessary in food service and hospitality related careers. Specialized learning units include theory and work experience in the major areas of selection, purchasing, storage and preparation of ingredients, baking and desserts, restaurant management, and cold food preparation. The restaurant kitchen serves as the preparation laboratory, while the 40 seat Blue Fountain Café at NTCC provides experience in proper front-of-the house operations.

Industry Credential Opportunities:

National Restaurant Association: ServSafe Manager Certification
 ServSafe: Allergen Certification, Food Handler Certification
Penn College Dual Enrollment: FHD 118 & FHD 137 (4 credits offered)

HUMAN SERVICES

Cosmetology - *1350 hours (Tech Prep)

This is a state licensed course designed to provide the student with fundamentals needed to prepare for the state board examination. Instruction is provided in chemical textures, hair coloring and lightening techniques, haircutting and hair design, microdermabrasion, glycolic peels, facials, superfluous hair removal, styling eyebrows, pedicures, manicures, and nail art. Practical experience is gained by providing services through the operation of an on-site clinic for classmates, fellow NTCC students, and clients from the community.

Industry Credential Opportunities:

Pennsylvania State Board of Cosmetology: Cosmetologist

***1250 hours** are required by the Pennsylvania State Board of Cosmetology to take the State Board exam. In order to obtain sufficient hours, students will need to enroll in their **10th grade year**. Summer school is no longer offered for completion of hours.

Teacher Academy/Early Childhood Education – 900 hours

This program provides instruction in the physical, emotional, intellectual, and social development of children. Aspects of teaching and working with children from birth to elementary school age are included, such as health, wellness, safety, growth, behavior, and developmental milestones. Students will learn to attend to children's basic needs, organize activities, develop curriculum, prepare lesson plans, design and manage programs, and effectively deliver instruction in childcare, pre-school, and elementary settings. Theory in this course includes human development, psychology, ethical and professional responsibilities, communication, and the interaction of child, family, community, and schools. Students will participate in clinical experiences at schools and childcare centers and operate the Little Learners Pre-School Laboratory at NTCC to develop the skills necessary to become successful future teachers and childcare providers while working directly with young children.

Industry Credential Opportunities:

American Red Cross: Community First Aid & Safety, Infant & Child CPR, AED Essentials

University of Pittsburgh: Act 31 Mandatory Reporter

Penn State Extension: Get Started with Center-Based Care

Keystone College Dual Enrollment

INFORMATION TECHNOLOGY

Information Technology - 900 hours

This program prepares students to apply basic engineering principles and technical skills as they take the first step in pursuit of an IT career in cloud computing, network administration, mobility, security systems administration, programming, database management, and/or continuing education at a post-secondary institution. Taking a broad-spectrum approach, students will learn basic computer design and maintenance, security, networking, operating systems, IT operations, hardware and software problem diagnosis, troubleshooting, technical support, and web design. Students will gain the foundational knowledge and skills necessary to successfully pursue the post-secondary training and education that is required for most entry-level positions in IT.

Industry Credential Opportunities:

Computing Technology Industry Association (CompTIA): IT Fundamentals, A+ Certification

Test Out: IT Fundamentals Pro, PC Pro

MANUFACTURING

Welding Technology - 900 hours

The Welding program is taught in a simulated work environment to help develop the hands-on experience, as well as theory and equipment and shop safety skills. The course is designed to equip students with skills and knowledge in shielded metal arc welding (SMAW), gas metal arc welding (GTAW), and flux core arc welding (FCAW), as well as blueprint reading and fabrication.

Industry Credential Opportunities:

American Welding Society: Level 1 Entry Welder Training

CareerSafe: OSHA: 10-hour Safety Course

National Safety Council: Forklift Operator Certification

Penn College Dual Enrollment: WEL114, WEL116, WEL120, WEL123, WEL124 & WEL129 (12 credits offered)

TRANSPORTATION

Automotive Mechanics Technology - 900 hours

This program prepares individuals to apply technical knowledge and skills to the specialized area of automotive technology including engine diagnosis, engine repairs, heating & cooling systems, power train, brake suspension, steering systems, and computerized engine controls. Students study and practice all phases of engine repair and overhaul from diagnosis-problem solving to preventative maintenance.

Industry Credential Opportunities:

Pennsylvania Department of Transportation: Certified Safety Inspector Cat I, Cat II, Cat III

Mobile Air Conditioning Society Worldwide: Section 609 Certification for Refrigerant Recycling & Recovery

Valvoline: Motor Oil Certification

Collision Repair Technology/Auto Body - 900 hours

This program prepares individuals to apply technical knowledge and skills to the specialized areas of automotive reconstruction and restoration including panel replacement and repair, frame repair, plastic repair, refinishing, auto body related mechanics, automotive electricity, and estimating. Students study and practice all methods of auto body repair including the use of hand tools, welding practices, body and frame repair, refinishing processes, spray painting techniques, interior trim removal, upholstery, weather stripping, sheet metal repair, filler work, and plastic repair.

Industry Credential Opportunities:

Pennsylvania Department of Transportation: Certified Safety Inspector Cat I, Cat II, Cat III

Environmental Protection Agency: 6H Certification

ICAR: Non-Structural (14 certifications available)

Diesel Mechanics Technology - 900 hours

This program prepares individuals to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles. Instruction in diesel engine mechanics, suspension and steering, brake systems, electrical systems, preventative maintenance inspections, drive trains, HVAC systems, and auxiliary equipment installation and repair is included.

Industry Credential Opportunities:

Pennsylvania Department of Transportation: Certified Safety Inspector Cat I, Cat II, Cat III

Bendix: Brake Certification; MGM: Brake Certification

Valvoline: Motor Oil Certification

Mobile Air Conditioning Society Worldwide: Section 609 Certification for Refrigerant Recycling & Recovery

Penn College Dual Enrollment: DSM 119 & DSM 141 (4 credits offered)

DIVERSIFIED OCCUPATIONS – One Year, Seniors Only

This opportunity is available to **SENIORS** who are not enrolled in another NTCC program and allows students with specific career objectives in pathways that are not offered at NTCC to gain related experience for credit. Students complete theory classes through NTCC, including employability, career development, workplace readiness, technical skills, and safety. Students complete their remaining hours (minimum 15 hours per week) through paid part-time on-the-job experience at training sites, where they will develop skills in accordance with their individual training plans. Students will complete the NOCTI: 21st Century Skills for Workplace Success.

Industry Credential Opportunities:

CareerSafe: OSHA 10-hour Safety, Employability Skills
 National Safety Council: Forklift Operator Certification

Carl D. Perkins Act – Funding provided by the Carl D. Perkins Act allows NTCC to provide services to all students with an emphasis on providing services to students of special populations.

The Northern Tier Career Center is an equal opportunity education institution and does not discriminate in any manner, including Title IX sexual harassment or on the basis of race, color, national origin, sex or handicap in its activities, education programs, or employment practices as required by Title VI and IX and Section 504. For more information, contact the Title IX and Section 504 Coordinator: Administrator of Educational Services; 120 Career Center Lane

Student Admission Procedures

Selection Process

- Students will indicate interest in Northern Tier Career Center programs of study during the course selection process at their high schools.
- The following will be taken into consideration when selecting students for admission to NTCC:
 - Interest and aptitude in program of study.
 - Post-secondary educational and career path goals related to program of study.
 - Indicators of academic success, including GPA, test scores, and math and reading levels necessary for completing competencies in the program of study.
 - Indicators of employability potential, including attendance and discipline records.
 - Ability to benefit from career and technical education by mastering core competencies of the program of study, as assessed by NOCTI or other state-approved assessment.
 - A reasonable expectation of completing the program of study, passing the end-of-program assessment, and graduating from high school.
 - Ability to use initiative, self-direction, and self-discipline in an individualized, competency-based learning environment that simulates the workplace and is thereby structured differently from the traditional high school classroom.
- The process of enrollment for students with disabilities is the same as that used for students without disabilities. Enrollment for students who have an IEP will be determined by the IEP team in accordance with the guidelines provided by the Pennsylvania Department of Education Bureau of Special Education. “Understanding Career and Technical Education and Special Education: What IEP Teams Need to Know” June 2016
 - If a student is considering attending a program of study at NTCC, the representative from NTCC must be invited to participate as a member of the IEP team, as required by Pennsylvania School Code (Chapter 339.21(5)(6)).
 - The decision to enroll in a program of study will be determined by the IEP team, including the student. The team bases their decision on a review of the competencies, requirements, task lists, curricula, and task requirements and determining a match between these and the results of assessment of the student’s interests and aptitudes.
 - The following will be taken into consideration by the IEP team:

- Ability to meet present levels of education in the program of study at Northern Tier Career Center.
- Whether specially-designed instruction, modifications and accommodations will enable the student to be successful in gaining employment or continuing to post-secondary education in a field related to the program of study at NTCC.
- When considering placement of a student in general education with supplementary aids and services, this includes program of study at NTCC.

END OF COURSE DESCRIPTIONS

Contact Information

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Northeast Bradford School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, handicap, or age in its activities, programs, or employment practices as required by Title VI, Title IX, Section 504 and the Age Discrimination Act of 1975.

For information regarding civil rights or grievance procedures, and for information regarding services, activities, and facilities that are accessible to and used by disabled persons, contact the Superintendent of Schools, Title VI, Title IX and Section 504 Coordinator; Northeast Bradford School District; 526 Panther Lane; Rome, PA 18837. Telephone: 570-744-2521.