Bangor Area School District

2026-2027 Program of Studies

Equipping #NextGen Slaters

Board Approved on November 18, 2025

OUR MISSION:

Equipping students to launch into a dynamic world and thrive!

Bangor School Board Directors

The Board of School Directors is a locally elected legislative body of citizens who serve to provide a “thorough and efficient” education for its community as mandated by the Pennsylvania State Constitution. The Board consists of nine members who serve as volunteers in four-year terms. The Superintendent is an official member of the board without the power to vote. Bangor School Board Members are elected at large, meaning that any of the nine members may reside in any municipality within the boundaries of the district.

The School Board meets as a body once per month to conduct business according to the schedule located on the Bangor School District website. The Board adopts its calendar of meetings each December, which is published in local newspapers. The School Board may also schedule a special meeting for a designated topic, such as adoption of the budget or the holding of a hearing. All special meetings are advertised.

The Board is organized into four standing committees: Buildings and Grounds, Curriculum, Finance and Policy. Board committees are authorized to render advice on district business and operate in accordance with the provisions of the Sunshine Act. Each committee typically convenes once per month. The President of the Board appoints members of each committee and serves as an ex-officio member on all committees. Committees are comprised of three to four board members and an administrative liaison. Each board committee is led by a chairperson, who reports on behalf of the committee and is facilitated by an administrative liaison.

Members of the public are invited to attend school board and committee meetings. School Board Meetings are held in the Slater Conference Room on the 3rd Tuesday of each month at 7:00 PM unless announced otherwise. Thirty (30) minutes is available prior to the action agenda at each meeting to allow individuals with comments restricted to current agenda items. Speakers are limited to three (3) minutes. If more than ten (10) people wish to speak, time limits may be reduced. Anyone wishing to address the Board with other issues must notify the Superintendent's office by noon of the day of the Board meeting with the topic they wish to address. (Board Policy 903-Public Participation in Board Meetings)

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President: Christopher Marozzi
Vice-President: Thomas Mort
Superintendent: Dr. Braden Hendershot
Treasurer: Melissa Smith
Secretary: Mark Schiavone

Bangor Building Directory & Hours

District Offices

123 Five Points Richmond Road
Bangor, PA 18013
610-588-2163

Braden Hendershot, Ed.D. | Superintendent
Stephanie Deemer, Ed.D. | Assistant Superintendent
Andrew Krohn, Ed.D. | Assistant to the Superintendent
Mark Schiavone | Business Manager

Academic Support

Scot Engler | Director of Special Education
Joseph Kondisko, Ed.D. | Director of Student Services
Timothy Curran | Director of Technology

Operations

Stephan Panczer | Director of Athletics & Facilities
Vacant | Chief of School Police
Ronald Baker | Director of Building and Grounds
James Saylor | Director of Food Services (Aramark)
Kirsty Klinger | Transportation (Krise)

Hours

District

8:00 a.m. – 4:00 p.m.

Elementary

Regular Hours: 8:10 a.m. – 2:50 p.m.
2-Hour Delay: 10:10 a.m.

Secondary

Regular Hours: 7:00 a.m. – 2:05 p.m.
2-Hour Delay: 9:00 a.m.

Elementary Schools

Five Points Elementary School (Grades K-2)
363 Five Points Richmond Road
Bangor, PA 18013
610-599-7015
Cara McCormick | Principal
Jacob Heck | Assistant Principal

Washington Elementary School (Grades 3-4)
381 Washington Boulevard
Bangor, PA 18013
610-599-7014
Amanda Borger | Principal

DeFranco Elementary School (Grades 5-6)
267 Five Points Richmond Road
Bangor, PA 18013
610-599-7013
Kimberly Kochanski | Principal
Radhahari Ericson | Assistant Principal

Secondary Schools

Middle School (Grades 7-8)
401 Five Points Richmond Road
Bangor, PA 18013
610-599-7012
Jason Clifford | Principal
Lisa Dente | Assistant Principal

High School (Grades 9-12)
187 Five Points Richmond Road
Bangor, PA 18013
610-599-7011
Joseph Disidore | Principal
Joshua Thomas | Assistant Principal
Justine Andrews | Assistant Principal

B.A.S.E. (Grades 7-12)
Bangor Alternative to Support Education
Allison Tucker | Director of Alternate Education
610-599-7011 ext. 1802

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NOTICE OF NONDISCRIMINATION

The Bangor Area School District does not discriminate based on race, color, ancestry or national origin, religion, sex, sexual orientation, gender identity, gender expression, marital status, disability, veteran status, genetic information, or age in its programs and activities. For inquiries regarding the nondiscrimination policies, please contact:

Title IX Coordinator
123 Five Points Richmond Road
Bangor PA, 18013
Phone 610-588-2163 (extension 8822)
Fax 610-599-7040

OR

Director of Special Education and Coordinator – Section 504
123 Five Points Richmond Road
Bangor PA, 18013
Phone 610-588-2163 (extension 8851)
Fax 610-599-7040

If you believe you have been treated differently because of your race or color, national origin or ethnicity, religion of creed, sex or gender, age, physical or mental disability, genetic information, marital status, sexual orientation, or gender identify or expression, you have the right to file a complaint with the Title IX Coordinator. You must file a complaint within 90 days of the most recent act(s) of discrimination or harassment.

HIGH SCHOOL PROGRAM (Grades 9-12)

HIGH SCHOOL GENERAL INFORMATION

Planning a four-year program is a serious undertaking. It requires balance to integrate required core classes with courses that are specific to the future**.** It is essential to take the most challenging courses that match a student's academic abilities. Some students are sure of their career direction; others are not. The key is to select the most rigorous program possible and map out a four-year plan.

Scheduling is primarily a student's responsibility. Counselors, teachers, and parents will provide guidance. The school counselor provides detailed information about academic programs, graduation requirements, college admissions, technical programs, and scheduling options. Teachers guide the selection of the most appropriate level of courses to match a student's abilities. Parents provide guidance about career options and approve course selections.

Students are scheduled according to their parent/guardian-approved course requests. If it is impossible to schedule one or more course requests, alternate course selections will be utilized. Students are required to carry a full schedule.

Core Program Course Levels

College/Career Preparatory (CP) courses provide content learning that prepares students for college and/or careers. Through in-class instruction and outside assignments, students receive teacher-supported and guided practice followed by independent demonstrations of learning.

Honors are college preparatory courses that provide rigorous in-depth study through independent interpretation, application, analysis, and synthesis of course concepts, content, and standards. Both in-class instruction and outside assignments focus on self-directed learning through activities and assessments that emphasize written and oral communication.

Advanced Placement courses are college-level courses offered in high school. They represent the highest level of rigor in a high school curriculum and are meant to prepare the student for the type of work and material that they will see in college. In May, the AP® Exam is given as an end of course assessment for a fee that is paid by the student. The score on this national test can earn the student academic recognition on college applications, college credit, or placement out of introductory courses.

Dual Enrollment Through Dual Enrollment, qualifying juniors and seniors may elect to take Northampton Community College courses (NCC) that are offered online. Each course is worth three college credits and one high school credit. The student's grade will be added with an AP weight to their GPA in high school. Please note that these courses will be honored as core credits only after the Keystone core courses have been taken and with principal approval. (Example: English III and IV may be substituted with AP/Dual Enrollment English) Dual enrollment courses may not be taken as a final core credit during the second semester of a student's senior year.

Recommended Course Sequences

Course sequences are recommended for English, Math, Science, Social Studies, and World Language sections in Grades 9–12. The most rigorous program is recommended for college-bound students with high achievement and interest in an academic area. Students planning to apply for the most selective colleges should select courses in one or more subject areas from this sequence. Very competitive colleges look for students who take the district's most challenging course sequences. Advanced Placement (AP) courses not only prepare students for college subjects but also prepare them for the rigor of post-secondary programs. Courses in the college/career preparatory (CP) have been designed with the rigor necessary for students who are planning to attend college or exit high school directly into a career field. Students applying to competitive post-secondary, or trade schools may also want to select courses from the most rigorous program.

High School Five by Five (5x5) Schedule

Bangor Area High School uses a 5x5 scheduling model. Students take five courses each semester with each course scheduled for approximately 70 minutes. The maximum number of courses a student may take is five. Courses are taught for 18 or 36 weeks. This schedule allows students the greatest amount of flexibility in selecting an instructional program that meets their individual needs. Because a student can take the equivalent of 10 full-year courses instead of only 7 in a traditional schedule, students have more opportunities to accelerate course sequences and take courses in areas most important to them. The following table contains a sample schedule of how the 5x5 schedule works. The courses listed are only examples. Your schedule may look different.

<table>
<tr><th></th><th colspan="4">Sample Schedule
Grade 9</th><th colspan="4">CIT Sample Schedule
Grade 10</th></tr>
<tr><th>Block</th><th colspan="2">Semester 1</th><th colspan="2">Semester 2</th><th colspan="2">Semester 1</th><th colspan="2">Semester 2</th></tr>
<tr><td>Marking Period</td><td>1</td><td>2</td><td>3</td><td>4</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>1</td><td colspan="4">Algebra I</td><td colspan="4" rowspan="3">CIT Coursework</td></tr>
<tr><td>2</td><td colspan="2">Elective</td><td colspan="2">Elective</td></tr>
<tr><td>3</td><td colspan="4">English I</td></tr>
<tr><td>4a</td><td colspan="4">Lunch</td><td colspan="4">Lunch</td></tr>
<tr><td>4b</td><td colspan="2" rowspan="2">9th Grade Science</td><td colspan="2" rowspan="2">Elective</td><td colspan="4" rowspan="2">Biology</td></tr>
<tr><td>4c</td></tr>
<tr><td>5</td><td colspan="2">Wellness 9</td><td colspan="2">U.S. History II</td><td colspan="2">English II</td><td colspan="2">American Civics and Government</td></tr>
</table>

*Students begin their studies at CIT during their sophomore year thus enabling them to gain proficiency on at least two state required Keystone Exams needed for graduation during their freshman year***.**

Graduation Requirements (Board Policy 217)

Students have the ultimate responsibility of meeting all graduation requirements. Students should periodically check their credit status and consult the school counselor with questions. Counselors will meet with students each year to review graduation and pathway progress.

Students who do not complete the graduation requirements after four years of high school will remain enrolled in Bangor Area High School. They may participate in credit recovery courses over the summer or continue coursework into the following school year. Students who continue into the following school year must carry a full schedule (five courses) regardless of the credits needed to meet graduation requirements.

Course Requests

All course requests are to be reviewed by parents/guardians and approved by the principal. Courses must have a sufficient enrollment to be offered. If a course requested is not offered, another course will be selected from the list of alternates within the Program of Studies.

Course Change Requests

A course withdrawal must occur within the first five days for an 18-week or 36-week course. The course will be removed from the student's record. A student must schedule an appointment with their school counselor to discuss any course change requests. All course changes shall be approved by the principal.

Academic Core Requirements for All Pathways

This four-year plan of study should serve as a guide as you develop your academic core requirements and electives. All plans should meet graduation requirements. ***Keystone tested subject and 36-week course; + 36-week course**

	9th	10th	11th	12th
English	***English I**	English II	English III Creative Writing / Video Games AP English Courses NCC Dual Enrollment Courses	English IV Mass Communications AP English Courses NCC Dual Enrollment Courses
Social Studies	US History II	American Civics and Government	Global Studies AND American Cultures, Economics, Sociology, AP Social Studies Courses, NCC Dual Enrollment Courses	
Science	Ninth Grade Science ***Biology (H only)**	***Biology** Chemistry Environmental Science Physics	Chemistry Environmental Science Physics AP Science Courses	
Math	***Algebra I** Algebra II only if Algebra I was taken in 8th grade	Integrated Algebra / Geometry Financial Literacy Algebra II Geometry	Geometry Financial Literacy Trigonometry / Pre-Calculus Calculus I Statistics	Statistics Financial Literacy Calculus AP Math Courses NCC Dual Enrollment Courses
Phys. Ed and Health	Wellness 9	Wellness Electives	Wellness 11	Wellness Electives
World Language	Levels I, II, III, IV +**AP** Spanish French	Levels I, II, III, IV +**AP** Spanish French	Levels I, II, III, IV +**AP** Spanish French	Levels I, II, III, IV +**AP** Spanish French
College & Career Focus	Pathway Electives	Pathway Electives	Pathway Electives	Pathway Electives

Academic Core Requirements for Career Institute of Technology (CIT) Students

Students typically enroll in CIT during their 10th grade year. Students have a full schedule as a 9th grader, then accumulate most of their elective credits in Grades 10-12 from CIT. All plans should meet graduation requirements. *** Keystone tested subject and 36-week course; + 36-week course**

	9th	10th	11th	12th
English	***English I**	English II	English III	English IV NCC Dual Enrollment Courses
Social Studies	US History II	American Civics and Government OR **+AP US Civics and Government**	Global Studies AND American Cultures, Economics, Sociology, AP Social Studies Courses, NCC Dual Enrollment Courses	
Science	Ninth Grade Science	***Biology**	Chemistry Environmental Science Physics	Science Elective
Math	***Algebra I** Algebra II only if Algebra I was taken in 8th grade	Integrated Algebra/Geometry Algebra II Geometry Financial Literacy	Financial Literacy Geometry Trig/Pre-Calculus Calculus I Statistics	Statistics Financial Literacy Calculus AP Math Courses NCC Dual Enrollment Courses
Phys Ed & Health	Wellness 9	Phys. Ed. Elective	Wellness 11	Phys. Ed. Elective
Electives	Choose two (2) electives from BAHS Program of Studies		Choose two (2) electives from BAHS Program of Studies	Choose two (2) electives from BAHS Program of Studies
CIT		CIT	CIT	CIT

Core Course Credit

Core course credit refers to the number of credits that all students are required to complete. Bangor Area High School has five (5) core course subject areas. The core subject areas and required number of credits for graduation are listed in the table below.

Subject	Number of Credits
English	4
Math	4
Wellness**	2
Science	4
Social Studies	4
Total Core Credits	*18*

**Health and Physical Education

Total Course Credits

A Bangor Area High School student is required to complete a total of thirty (30) credits to graduate. This includes eighteen (18) core credits and twelve (12) elective credits.

Elective Course Credits

Elective course credits are courses that fall outside of the core subject areas (English, math, wellness, social studies, and science). Electives may reflect a student's career interests or talents. Students are required to earn twelve (12) elective credits.

AP Course Credits

Advanced Placement courses will earn students one (1) core credit and one (1) elective credit.

Required Courses

Keystone Courses

Keystone courses are 36-week, one (1) core credit courses, designed for students to attain proficiency in the subject areas of Algebra I, Biology, and English I. Keystone courses count as core course credit within their respective subject areas and culminate with the Keystone Exam.

Financial Literacy

Beginning with the Class of 2027 and each successive class, students must complete a course in financial literacy. Students must take the course during their high school career. The Financial Literacy course shall count as a core math credit.

American Civics and Government

Students must complete a course in American Civics and Government and take the Civics Exam. Students must take the course during their high school career. The American Civics and Government course shall count as a core social studies credit.

Keystone Exams

Students must demonstrate proficiency on the Keystone Exams for reading (Literature), mathematics (Algebra I), and science (Biology) to qualify for a high school diploma as listed below:

1. A score of Proficient or better on Algebra I, Biology, and Literature Keystone Exams.
2. Successful completion of academic Individualized Education Plan (IEP) goals and objectives by students with disabilities.
3. Successful completion of any alternate option established by the Pennsylvania Department of Education and/or set by Pennsylvania law. Students who fail to score proficient or above on the re-take Keystone Exam by the end of 11th grade, must demonstrate proficiency through remediation or alternative pathway to graduation as per Act 158 of 2018.

A student who transfers from an out-of-state school having demonstrated proficiency in coursework and assessments aligned with the academic standards assessed by each Keystone Exam may satisfy the requirements.

Career Education and Work Standards

By the end of 11th grade, students must meet the Career Education and Work (CEW) Standards defined by the Pennsylvania Department of Education through the completion of a career portfolio. Students complete activities electronically, through Xello, to meet the CEW standards. All activities completed in Xello become part of the career portfolio.

Independent Study

An independent study course is defined as an area of study or research necessitating a high level of self-directed learning. Board Policy 118 – Independent Study and its administrative regulations outline the approval process. Independent study requests for the fall semester are due on the last day of school of the preceding school year. Independent study requests for the spring semester are due by October 31st.

Credit Recovery

A student who fails a course may enroll in credit recovery, if available. The district may deliver credit recovery courses through an online learning platform. Credit recovery courses may be taken over the summer, with the recommendation of the school counselor and the approval of the principal or designee. Any costs associated with credit recovery course(s) are the responsibility of the student. Students are responsible for completing the credit recovery course independently within the established timeline. Grade weighting is not awarded for credit recovery course(s). Students interested in credit recovery must contact their school counselor.

Placement in Core Classes

For each school year, placement in core classes (Math, Science, English, and Social Studies) will be determined using several indicators. The indicators may include but are not limited to classroom performance, teacher recommendation, standardized assessments (Keystone, PSSA, CDT), AP Potential, PVAAS projections, and student input. Students should review the levels of classes that are offered and the pre-requisites that are required to register for a course. Students are encouraged to speak with their parents/guardians and meet with their school counselor to develop a schedule that appropriately addresses their academic needs. The building principal has final authority in placing students. College-bound students should review college entrance requirements prior to selecting courses for their senior year to avoid last minute schedule changes.

High School Courses taken at the Middle School

Planned courses taken at Bangor Area Middle School are considered for graduation course credit if they are equivalent to the Bangor Area High School course of study.

Grade Weighting

Weighted grades are designed to encourage students to select the most rigorous courses. Students may earn additional quality points in AP, Dual Enrollment, and Honors level courses. In the calculation of Grade Point Average, courses receive added value to their grade determination based on the level of rigor and required work. No credit will be given for a failing grade.

Grade Weights				
Grade	Numeric Range	CP Grade Points	Honors Grade Points	AP/Dual Enrollment Grade Points
A+	97-100	4.40	4.90	5.40
A	93-96	4.20	4.70	5.20
A-	90-92	4.00	4.50	5.00
B+	87-89	3.40	3.90	4.40
B	83-86	3.20	3.70	4.20
B-	80-82	3.00	3.50	4.00
C+	77-79	2.40	2.90	3.40
C	73-76	2.20	2.70	3.20
C-	70-72	2.00	2.50	3.00
D+	67-69	1.40	1.90	2.40
D	63-66	1.20	1.70	2.20
D-	60-62	1.00	1.50	2.00
F	0-59	0.00	0.00	0.00

Class Rank

Rank in class, honor graduate status, valedictorian, and salutatorian determination shall be based on the weighted grade point average (GPA). Grade points shall be based on grades for courses taken in grades 9–12.

Student Recognition for Graduates

On the last day of school, the principal and the school counselor will review students for high academic performance according to the following system:

Highest Honors — 4.4 G.P.A. or higher
High Honors — 4.2 up to 4.39 G.P.A.

Cumulative grade point averages are calculated using weighted and non-weighted grades.

Honor Roll

High School First Honor Roll Requirements
Must have a minimum grade point average of 4.40 based on the weighted 4-point system.
Must have no grade lower than a 90 in any course.

High School Second Honor Roll Requirements
Must have a minimum grade point average of 4.00 based on the weighted 4-point system.
Must have no grade lower than an 80 in any course.

Valedictorian and Salutatorian Requirements

Bangor Area High School will have a valedictorian and salutatorian. Candidates must attend Bangor Area High School continuously, commencing with enrollment no later than the first day of the student's junior year through graduation. The valedictorian shall be the eligible graduate with the highest GPA; the salutatorian shall be the eligible graduate with the second highest GPA.

Early Completion of Graduation Requirements

Students who have completed the necessary coursework, projects, and all other requirements for high school graduation prior to that student's year or semester of scheduled graduation from high school, may graduate from high school at the recommendation of the Superintendent and the approval of the Board.

Sapphire Community Portal

Parents and students can log into the Home Access Center to see current student information within the Sapphire Community Portal. Information about a student's attendance record, immunizations, family address, grades, schedules, and phone contacts are available through the portal. Students can track their credits completed towards their high school graduation requirements.

Transfer Students

A student who transfers from an out-of-state school having demonstrated proficiency in coursework and assessments aligned with the academic standards assessed by each Keystone Exam may satisfy the Keystone Exam proficiency requirement.

When a student transfers to Bangor Area High School with credit for college preparatory classes, honors classes, or advanced placement classes from other school districts, the student shall receive the district's weighted grade point average equivalent for only those classes that are labeled college preparatory, honors, or advanced placement, and that were offered and scheduled in the district at the same time the transferring student earned the course credit.

1. All credit and weighted grade point average calculations will only be based on official transcripts from the sending school district.
2. For transferred credits to which grades such as A, B, C, D, or F are reported for college preparatory classes, honors classes, or advanced classes, the numerical grade must be reported through an official transcript of the sending school district, or a weighted grade point average equivalent will not be calculated.
3. For transferred credits to which marks such as "O" (Outstanding), "S" (Satisfactory), and "U" (Unsatisfactory) are reported for college preparatory classes, honors classes, or advanced classes, a weighted grade point average equivalent will not be calculated.
4. Transferred credits and grades from sending school districts shall be converted by the principal/designee. Any discrepancy or dispute arising with respect to the conversion of transferred credits and/or grades from sending school districts shall be referred to the Superintendent for resolution. The Superintendent's decision is final.

NCAA Athletic Eligibility

The NCAA requires that all student athletes who plan to compete at the Division I or Division II levels must register with the eligibility center. The eligibility center will review your academics and amateur status in order that you are eligible to participate in athletics at the Division I and II colleges and universities. Division III does not use NCAA Eligibility Clearinghouse. They have their own individual policies on admission, financial aid, practice, and competition. Please see your Guidance Counselor for assistance in completing this task.

Registration Information

1. Student athletes should register on www.eligibilitycenter.org at the beginning of their junior year. There is a one-time fee to register.
2. The website will provide a step-by-step process to take you through the information that needs to be submitted and will send you "tasks to be completed" when it is time for you to submit information.
3. The NCAA Eligibility Center will only accept scores sent directly from the testing agencies. When taking the ACT or SAT, list the NCAA as a designated institution to receive your scores and use code 9999.

Senior Experience

Bangor Area School District will offer any senior who has met the requirements listed below, an opportunity to broaden their educational and career experiences through a program called Senior Experience. Students who qualify to participate in this program should notify their intent to the school counselor. Students who participate will be expected to arrange their own work experience, college enrollment, or a combination of both. The deadline to apply for the fall semester is the last day of school of the preceding school year. The deadline to apply for the spring is December 31, 2026.

Requirements

1. Enrollment or participation in a post-secondary institution.
2. Students requesting to participate in the Senior Experience must have:
    - earned thirty (30) required graduation credits prior to the first semester they plan to participate,
    - ***and*** scored overall proficient on the Algebra, Biology and Literature Keystone Exams or demonstrated proficiency on local assessments.
3. Students may not take remaining graduation credits concurrently with the Senior Experience.
4. The Senior Experience shall include a minimum of 5 hours 44 minutes of time per day. Travel, transition, and lunchtime may not count towards the minimum time per day.
5. Any combination of the senior experience and high school programming for the fourth year shall include a minimum of 5 hours and 44 minutes of time per day.
6. Senior experience shall not count towards high school GPA but will be listed on the student's transcript. Courses listed in the Program of Studies that are part of the senior experience are exempt from this rule and will be included in the high school GPA.
7. Students who fail post-secondary courses or fail to meet the work experience requirements shall return to a full schedule at Bangor Area High School.

Work Experience Program

1. The primary purpose of Work Experience is to provide students with practical and relevant career experience.
2. The Work Experience will:
    - deliver opportunities for students to acquire an improved understanding of their abilities, interests, and educational/career aspirations.
    - provide educational opportunities not available within the high school structure.
    - provide a means of applying/measuring academic skills learned throughout the student's formal high school education in a career field of interest.
    - aim to develop the confidence, responsibility, and maturity of students necessary for success on the job.
    - seek to strengthen the partnership between school and community by supporting and serving the needs of local business and industry.

Work Experience Requirements

1. Qualified and interested students must complete the Senior Experience Application. See your counselor for an application.
2. Participation in the program is limited to students who have completed the thirty (30) credits to graduate and passed the Algebra, Biology and Literature Keystone Exams or demonstrated proficiency in alternate pathways.
3. A committee consisting of at least the principal or designee, and school counselor shall evaluate the student applications to determine program eligibility and acceptance.
4. High school credit will not be awarded for the program.
5. Evaluation of a student's participation in the Work Experience Program shall be a joint effort by the employer/work experience host and school official.
6. Job assignments are recommended to correspond with the student's career interests and/or post-secondary educational/employment plans.
7. The student may not be self-employed.
8. Students may not work for any District staff member.
9. A training agreement must be completed and signed for each qualifying experience. The training agreement shall be signed by the employer/work experience host, student, student's parent or guardian and the principal or designee.
10. Classroom and work attendance records shall be maintained during the program.
11. Any work experience for pay must follow all federal, state and local tax guidelines which shall be reported on their pay stub.

Withdrawal/Termination

1. Students who request removal from work experience must provide a written statement, signed by both the student and parent/guardian. The request shall be presented to the principal or designee and to the student's assigned employer. The statement shall include the reasons for requesting withdrawal from the work experience.
2. Employers who wish to dismiss/terminate the work experience with the student must notify the principal or designee regarding the dismissal/termination and include the reasons for dismissal/termination.
3. It is the responsibility of any student who either withdraws or is dismissed/terminated to find a new work experience within two (2) weeks of the withdrawal/termination date.
4. If a student is unable to find an appropriate work experience within two (2) weeks, the student shall re-enroll into Bangor Area High School for the remainder of the semester.

Work Experience Assignments

1. Work Experience Assignments must be scheduled for either a full year or semester.
2. The beginning of a Work Experience Assignment must coincide with the start of a semester.
3. Work Experience Assignments may be paid employment, paid internships, unpaid internships, or job shadowing.
4. Payment for work in the Work Experience Assignments is not a requirement to the program and secondary to the value of the career learning experience.
5. Work experience hours must align with the cooperating teacher's ability to visit the job site.

Work Experience Responsibilities

<u>School Responsibilities:</u>

1. Coordinate the work experience
2. Provide forms and maintain adequate records
3. Review and approve/deny student work experiences
4. Act as liaison between the parties of the work experience
5. Contact the work experience site at least once per semester to discuss student progress, evaluate the work experience and coordinate the program
6. The school district is **not** responsible for supplying equipment, clothing or other supplies/materials required by the work experience.

Employer/Work Experience Host Responsibilities:

1. Provide safe working conditions and safety instruction for tasks and duties performed during the work experience for the student
2. Release the student from his/her work schedule to participate in any required school activities, provided that prior arrangements have been made
3. Provide instruction and training to the student necessary to successfully complete the work experience
4. Evaluate and supervise the student
5. Speak with the school official to discuss the student's progress
6. Meet all federal, state, and local labor laws and existing labor-management agreements that apply
7. No person shall be denied employment, re-employment, or advancement nor shall be evaluated on the basis of sex, marital status, race, color, age, disability, creed, or national origin. Age shall be considered only with respect to minimums set by law as specified by the state.

Student Responsibilities:

1. Perform the necessary tasks and follow instructions given by the school and/or employer/work experience sponsor.
2. Students must submit a log for any unpaid work experience signed by the work experience host every other week.
3. Students must submit a pay stub for any paid work experience every other week.
4. Provide transportation to and from work experience.
5. Notify the school or employer/work experience host on day of absence or late arrival prior to starting time.
6. Report to the school official, as soon as possible, when problems arise affecting his/her work experience.
7. Work to improve skills, knowledge, and personal qualities.

Work Experience Rules and Regulations

1. All school rules, regulations and policies are in effect while a student is in the program. This includes tardiness, absences, disciplinary action, athletic and extra-curricular eligibility, etc.
2. Failure of a student to abide by all work experience rules and regulations may result in disciplinary action up to and including expulsion.
3. All expenses incurred in traveling to and from a work experience site are the responsibility of the student. All expenses incurred in securing and maintaining the work experience assignment are the responsibility of the student.
4. The employer assumes all liability and responsibility for Workman's Compensation and insurance coverage with work experience.
5. Students under the age of 18 will not be assigned hazardous tasks as defined by the U.S. Secretary of Labor. Hazardous tasks are defined as any non-agricultural task which may include but is not limited to the following:

- Manufacturing and storing explosives
- Motor vehicle driving
- Logging and saw milling
- Exposure to radioactive substances
- Power-driven metal forming, punching, and shearing machines
- Power-driven bakery machines
- Excavation operations
- Manufacturing brick, tile, and kindred products
- Wrecking, demolition, and ship-breaking operations
- Mining, other than coal mining
- Coal Mining
- Power-driven woodworking machines
- Power-driven hoisting apparatus
- Slaughtering or meatpacking, processing, or rendering
- Power-driven paper-products machines
- Power-driven circular saws, band saws, and guillotine shears
- Roofing operations

College Coursework Requirements

1. A student interested in a senior experience that is solely college coursework must minimally enroll in three 3-credit credit college courses per semester.
2. A student can take two high school courses and one 3-credit college course per semester.

3. A student can take two high school courses and participate in a work experience program.
4. The college must be accredited and approved by the Board.
5. Students must provide a copy of their schedule from the accredited college.
6. A student who drops any course for any reason must notify the school counselor. If the student is unable to add another course, they must return to Bangor Area High School.
7. Students with a Senior Experience that includes both Bangor Area High School courses (post-30 required credits as per Senior Experience requirements) and college courses or work experience are only permitted on District property during their scheduled courses.
8. A student who has a partial Senior Experience between high school and college courses/work experience, must maintain passing grades.

Career Pathways

Bangor Area High School wants every student to develop a high school education plan that is focused on their post-secondary goals and matches their unique interests, skills, knowledge, and experience. Career pathways are broad groupings of careers that share similar characteristics and employment opportunities to assist with high school student course selection.

Career pathway planning helps students focus their education on their career. In a career pathway system, students choose a pathway that will prepare them for employment in the area that best fits their interests and abilities. Each career pathway represents a group of related occupations and industries from today's workforce. The six pathways offered by the Bangor Area School District are as follows:

Arts and Communication

Business, Finance, and Information Technology

Engineering and Industrial Technology

Human and Social Services

Health Services

Natural Sciences

Why are career pathways important?

- They help students set goals and discover classes necessary to achieve those goals.
- They encourage planning for post-secondary education and career opportunities.
- They provide knowledge that connects a student's high school education to the world after graduation.

How should students use this information?

- Students should build a schedule that aligns their course selections to their career pathway
- Students should seek advice from their parents, counselors, principal, and teachers to help them make their course selections.
- Students are to select a pathway that interests them, using the career opportunities by educational background table. Then, use the suggested course selections by career pathway to build their individualized high school program.

Career Pathway	Description
Arts and Communications	Designed to cultivate students' awareness, interpretation, application, and production of visual, verbal, and written work.
Business, Finance, and Information Technology	Designed to prepare students for careers in the world of business, finance, and information services.
Engineering and Industrial Technology	Designed to cultivate students' interest, awareness and application to areas related to technologies necessary to design, develop, install, or maintain physical systems.
Human and Social Services	Designed to cultivate students' interests, skills, and experience for employment in careers related to families and human needs.
Health Services	Designed to cultivate students' interest in the life, physical and behavioral sciences. In addition, the planning, managing, and providing of therapeutic services, diagnostic services, health information and biochemistry research development.
Natural Sciences	Designed to cultivate students' interest in preserving our agriculture, food, and natural resources.

Suggested Courses for Career Pathways		
College/Career Preparatory	English I, II, III, IV Algebra I, II Geometry Financial Literacy Ninth Grade Science Environmental Science Biology Chemistry Physics	United States History II American Civics & Government Global Studies American Cultures Economics Wellness 9, Wellness 11 World Language Trigonometry Pre-Calculus
Arts and Communications	Ceramics I, II, III, IV Choir Concert Band Digital Photography Graphic Design I, II Art I, II Fine & Contemporary Crafts Music Appreciation Web Page Design Mass Communication I, II Art History	World Language Drawing & Painting III, IV Music Theory I, II Cosmetology-CIT Culinary Arts-CIT AP Language and Composition AP Literature and Composition NCC English I, II Sculpture Printmaking
Business, Finance, and Information Technology	Personal Finance Introduction to Business Sports/Entertainment Marketing/Sales Computer Applications World Language Accounting I, II AP Computer Science	Business and Personal Law AP Statistics Computer Systems Networking & Telecommunications-CIT Marketing and Retail Services-CIT Automotive Technology-CIT

Engineering and Industrial Technology	World Language Invention and Innovation Robotics Engineering Design Building Construction Technology-CIT Machine Tool Technology-CIT Masonry-CIT Statistics Introduction to Engineering Computer Science Discoveries Physics Automotive Collision & Refinishing Technology-CIT	Electrical Construction Technology-CIT Electronics Technology-CIT Heating, Ventilation, Refrigeration & Plumbing-CIT Welding Technology-CIT AP Physics AP Chemistry AP Biology Elements of Scientific Research AP Calculus AB AP Calculus BC AP Computer Science A AP Computer Science Principles
Human and Social Services	Early Childhood Education-CIT Global Studies Protective Services-CIT Sociology World Language	Forensic Science AP Psychology AP Statistics AP U.S. Government and Politics AP U.S. History
Health Services	Health Related Technology-CIT Biology Chemistry World Language	AP Biology AP Chemistry Elements of Scientific Research Human Anatomy and Physiology
Natural Sciences	Agricultural Science Astronomy	AP Biology World Language Horticulture

College and Career Planning

Students often want to know how they can improve their chances of being hired or accepted to the college of their choice. The next few pages offer strategies to get hired and/or gain acceptance into the college that is the best fit for you.

Go for the Challenge - Selecting appropriate courses and a challenging academic program is the first step. Your college/career preparatory foundation is key to helping you plan for a career or college. Plan as rigorous a program as you can within your abilities that aligns with your desired career or college.

Academics Must Come First - Give your studies your maximum effort. Although all phases of your high school record are considered for potential careers and college admission, scholastic achievement in challenging courses is the most important criterion. For example, college admission officers have learned that a student's quality of work in high school is the best predictor of success in college.

- Maximum effort means more than doing your homework, completing course assignments on time, and studying for tests. It means speaking to them about potential careers along with the requirements that will help you land a job.
- Ask for help from your teachers if you are having difficulty or if you have missed classes because of illness.
- Make sure that athletics, a part-time job, or extra-curricular involvements do not interfere with schoolwork.
- Review class work periodically, not just the night before a test.
- Read for pleasure and keep up with news/current events.

PSAT

All students take the PSAT as sophomores. The PSAT provides the students with a valuable experience in preparing for important exams such as a career entrance exam or the SAT. Scores on the PSAT taken by juniors are used to determine National Merit Scholarship semifinalists and commended students for the following school year.

SAT

Colleges consider scores on the SAT. Colleges may also look at results of Advanced Placement Tests, where applicable. Please make sure that you have your scores sent to your high school. Visit www.collegeboard.org for online registration, test preparation, and further information.

ACT

Some students may choose to take the ACT. All colleges accept ACT scores for consideration in addition to (or in place of) SATs. Visit www.actstudent.org for online registration test preparation, and further information.

Test Preparation is Key - Students should not take the PSAT, SAT, or ACT without careful preparation.

Advanced Placement (AP) Testing

Take the AP Test as Part of Your AP Course - Students who take Advanced Placement courses should plan to take the appropriate Advanced Placement Exam. When you take the AP exam, you can compare your ability with students across the country. AP test scores are not placed on the high school transcript. If the student scores high enough on the AP Exam (qualifying scores vary among colleges), many colleges will award college credit or allow the student to skip the beginning level of a course sequence.

Gather Information - Visit college websites for applications and information, including financial aid and early-decision requests. Find out all you can about colleges and the application process. School counselors are your best source of information about college selections, admissions procedures, and testing schedules. Students should talk to counselors regularly and keep them informed of plans. Both you and your parents should plan to attend college information programs provided by the Guidance Departments, along with College Fairs. Colleges also send representatives to Bangor High School throughout the year to meet with interested students. Information is available in the Guidance Department.

ASVAB (Armed Services Vocational Aptitude Battery)

Timed multi aptitude test that helps to determine fit for career and military opportunities.

College Visits

It is important to visit the colleges of your interest, and schedule interviews with admissions counselors to fully experience the school and campus environment. Report to college interviews on time, appropriately dressed, and prepared with thoughtful questions. Be sure to send a letter of thanks after the interview. Students making college visits are excused up to four visits per school year. Please complete the College Visit Form in Sapphire.

Complete Applications Carefully - When applying for college, students are often overwhelmed by applications, especially those that ask for extensive responses to essay questions. Be sure to give yourself plenty of time to fill them out. Students are ultimately responsible for meeting all application deadlines. Take time with essay questions. Revise and edit your responses and have someone proofread them before you submit them. Tips for completing the college essay can be found in the High School Guidance Department.

Transcripts

Official transcripts must come from the Guidance Department, not from the student. Please note that transcripts will contain grades for all courses taken in grades 9-12. The student's GPA is based on grades in courses taken in grades 9-12. Students who complete their applications online must also complete a Transcript Request Form to have an official transcript sent to the College. Please allow at least fifteen school days for your Transcript Request to be processed. Most colleges accept electronic transfer of college application documents. Bangor High School uses this method of sending transcripts and other supporting documents when accepted electronically by individual colleges.

College Recommendations

When personal or teacher references are required, ask the permission of the individuals whose names you intend to give. Do not ask teachers, counselors, or community members to write recommendations for you at the last minute. A hastily written recommendation will not help your application.

Financial Aid

Explore all options for financial aid. Financial aid packages include grants, which are based on student need; scholarships, which are awarded based on ability or ability combined with need; work-study programs; and low-interest student loans, which must be repaid after graduation. See your school counselor for information about how to apply for financial aid. Contact the financial aid office of any college to which you are applying for specific policies. Along with filling out the required forms for college financial aid, you should explore all other scholarship opportunities. Some scholarships are based on need, some on academic achievement or special talent, and some are even more specialized. Students must apply online at www.fafsa.ed.gov for consideration for financial aid.

Scholarship Information

The Guidance Department provides scholarship announcements and college information throughout the year.

BANGOR AREA HIGH SCHOOL COURSE OFFERINGS

Core Programs

English

Course #	Course Title	Credit
ENG1200	English I CP	1
ENG1301	English I Honors	1
ENG2202	English II CP	1
ENG2303	English II Honors	1
ENG3204	English III CP	1
ENG3305	English III Honors	1
ENG5406	NCC English 101	1
ENG5407	*AP English Language and Composition	2
ENG4208	English IV CP	1
ENG4309	English IV Honors	1
ENG5410	NCC English 151	1
ENG5411	*AP English Literature and Composition	2
ENG2211	Rhetoric and Persuasion	1
ENG2212	Mass Communications I	1
ENG0113	English Concepts***	1
ENG3214	Creative Writing and Design in Video Games	1
ENG3216	Mass Communications II	1

Health and Physical Education

Course #	Course Title	Credit
HEA1200	Wellness 9	1
HEA3201	Wellness 11	1
HEA0102	Adaptive Physical Education	1
HEA3203	Advanced Physical Education	1
HEA3204	Personal Fitness	1
HEA3205	Physical Education Helper	1
HEA3206	Recreational Physical Ed.	1

Mathematics

Course #	Course Title	Credit
MAT1203	Algebra I CP	1
MAT1203B	Algebra I CP (18 weeks)***	1
MAT1220	Financial Literacy	1
MAT2205	Algebra II CP	1
MAT2306	Algebra II Honors	1
MAT0107	Integrated Algebra/Geometry	1
MAT3208	Geometry CP	1
MAT3309	Geometry Honors	1
MAT3311	Trig./Pre-Calculus Honors	1
MAT4312	Calculus Honors	1
MAT5413	AP Calculus AB	1
MAT5414	AP Calculus BC	1
MAT4215	Statistics CP	1
MAT5416	*AP Statistics	2
MAT5417	NCC College Algebra	1
MAT0118	Algebra Concepts***	1

Science

Course #	Course Title	Credit
SCI1200	Agriculture	1
SCI1201	Astronomy	1
SCI1202	Horticulture – Fall	1
SCI1203	Horticulture – Spring	1
SCI1205	Ninth Grade Science	1
SCI1206	Environmental Science CP	1
SCI1307	Environmental Science Honors	1
SCI2208	Biology CP	1
SCI2309	Biology Honors	1
SCI5410	*AP Biology	2
SCI3211	Chemistry CP	1
SCI3216	Zoology	1
SCI3312	Chemistry Honors	1
SCI5413	*AP Chemistry	2
SCI3214	Human Anatomy and Physiology Honors	1
SCI4215	Physics CP	1
SCI4316	Physics Honors	1
SCI5417	*AP Physics	2
SCI3318	Elements of Scientific Research Honors	1
SCI3320	Scientific Research Practicum Honors	1
SCI2221	Forensic Science	1
SCI5422	NCC In Your Genes	1

Social Studies

Course #	Course Title	Credit
SOC1202	U.S. History II CP	1
SOC1303	U.S. History II Honors	1
SOC2204	American Cultures CP	1
SOC2305	American Cultres Honors	1
SOC5406	*AP United States History	2
SOC5407	NCC Introduction to Political Science	1
SOC5408	AP Psychology	2
SOC1209	Sociology	1
SOC3210	Global Studies CP	1
SOC3311	Global Studies Honors	1
SOC5412	NCC Introduction to Psychology	1
SOC2213	American Civics and Government CP	1
SOC5414	*AP U.S. Government/Politics	2
SOC2315	Amer. Civics and Gov't. Honors	1
SOC3216	Economics	1
SOC5417	NCC Cultural Anthropology	1

*An asterisk is a 36-week advanced placement course.
***Administrative Placement Only

Elective Programs

Art

Course #	Course Title	Credit
ART1200	Art History	1
ART1201	Fine and Contemporary Crafts	1
ART1202	Art I	1
ART2203	Art II	1
ART3204	Drawing and Painting III	1
ART4205	Drawing and Painting IV	1
ART1206	Sculpture	1
ART1208	Ceramics I	1
ART2209	Ceramics II	1
ART3210	Ceramics III	1
ART4211	Ceramics IV	1
ART4212	Art Seminar	1
ART2213	Printmaking	1

Business Education

Course #	Course Title	Credit
BUS1200	Computer Applications	1
BUS1203	Introduction to Business	1
BUS1206	Personal and Business Law	1
BUS1207	Sports Entertainment Marketing	1
BUS1208	Accounting I	1
BUS2209	Accounting II	1
BUS0110	Career Exploration***	1
BUS0111	Supports and Interventions CBI***	1
BUS1212	Introduction to Entrepreneurship	1

Technology Education

Course #	Course Title	Credit
TEC1200	Graphic Design I	1
TEC2201	Graphic Design II	1
TEC1203	Introduction to Engineering	1
TEC1204	Invention and Innovation	1
TEC2205	Robotics	1
TEC2207	Video Game Design and Development	1
TEC3206	Engineering Design	1
TEC1207	Computer Science Discoveries	1
TEC5408	AP Computer Science A (CSA)	2
TEC5409	AP Computer Science Principles (CSP)	2
TEC3210	Video Production	1
TEC1211	Digital Photography	1
TEC1212	Architectural Design	1
TEC1213	Web Page Design	1
TEC1214	Architectural Design II	1

**A double asterisk indicates a band or music course that is taken every other day for a full year. A semester is not an option for this course. Students must sign up for another course that is every other day (example: MUS1201 and MUS1208 are compatible- 9th grade band and music every other day).

***Administrative Placement Only

Music

Course #	Course Title	Credit
MUS1200	Concert Band 9	2
MUS1201	Concert Band 9**	1
MUS2202	Concert Band 10	2
MUS2203	Concert Band 10**	1
MUS1204	Concert Choir 9	2
MUS1205	Concert Choir 9**	1
MUS2206	Concert Choir 10	2
MUS2207	Concert Choir 10**	1
MUS3208	Concert Choir 11	2
MUS3209	Concert Choir 11**	1
MUS1210	Guitar	1
MUS1211	Music Appreciation	1
MUS4212	Concert Choir 12	2
MUS4213	Concert Choir 12**	1
MUS3214	Symphonic Band 11	2
MUS3215	Symphonic Band 11**	1
MUS4216	Symphonic Band 12	2
MUS4217	Symphonic Band 12**	1
MUS3218	Slater Chorale 11	2
MUS4219	Slater Chorale 12	2
MUS1220	Instrument Instruction I	1
MUS1221	Slater Chorale 9	2
MUS2222	Slater Chorale 10	2
MUS1224	Vocal Instruction I	1
MUS1230	Music Theory I	1
MUS2231	Music Theory II	1
MUS1236	Jazz Band 9	1
MUS2237	Jazz Band 10	1
MUS3238	Jazz Band 11	1
MUS4239	Jazz Band 12	1

World Languages

Course #	Course Title	Credit
WOR1200	French I	1
WOR2201	French II	1
WOR3202	French III	1
WOR4203	French IV Honors	1
WOR5404	AP French Language and Culture	2
WOR1210	Spanish I	1
WOR2211	Spanish II	1
WOR3212	Spanish III	1
WOR4213	Spanish IV Honors	1
WOR5414	AP Spanish Language and Culture	2

Other

OTH4200	Senior Experience Fall	0
OTH4601	Independent Study	TBD
OTH4202	Diversified Occupations	4
OTH4203	Diversified Occupations	2
OTH4204	Senior Experience Spring	0

Core Program Course Descriptions

English

ENG0113 English Concepts **Pathways:**

Grade 10 | 18 Weeks | 1 Credit | Prerequisites: Administrative Placement

This course is designed to review the fundamental concepts of English I and prepare students to re-take and pass the Keystone English Test. The course provides many of the same concepts that were covered in English I but will be modified based on student need. This course is **by administrative placement** only.

ENG1200 English I CP **Pathways:**

Grade 9 | 36 Weeks | 1 Credit | Prerequisites: None

English I is a yearlong foundational course designed to strengthen students' skills in reading, writing, speaking, and critical thinking while exploring essential themes of human experience. Through a diverse selection of fiction, nonfiction, drama, poetry, and multimedia texts, students will examine topics such as survival, social change, love, and transformation. The course emphasizes analytical and argumentative writing, vocabulary development, and research skills aligned with the Pennsylvania Core Standards. Students will engage in activities that build comprehension, interpretation, and communication skills through projects, essays, presentations, and discussions. By the end of the course, students will be able to analyze complex texts, craft well-supported arguments, and communicate ideas clearly and effectively, preparing them for advanced English courses and real-world literacy demands. Upon completion, students are required to take the Keystone Exam.

ENG1301 English I Honors **Pathways:**

Grade 9 | 36 Weeks | 1 Credit | Prerequisites: Administrative Placement

By the end of this course, students will be able to gather evidence from texts and incorporate it in written and oral responses, including a presentation using multiple forms of media. Students will be able to write in a variety of modes including argumentative, explanatory, and narrative writing. This course will focus on student-directed learning through activities and assessments that emphasize written and oral communication. courses are distinguished by a more rigorous study of literature. Moving at an accelerated pace compared to the English I College and Career course, the Honors course covers text in more depth and requires more independent work. Upon completion, students are required to take the Keystone Exam.

ENG2202 English II CP **Pathways:**

Grade 10 | 18 Weeks | 1 Credit | Prerequisites: English I

English II is a foundational course designed to strengthen students' reading, writing, speaking, and critical thinking skills through a diverse selection of literary and informational texts. Students will explore how authors use language and structure to convey meaning while examining universal themes such as freedom, fear, belonging, and morality. Through units like *Extending Freedom's Reach*, *Inside the Nightmare*, *Outsiders and Outcasts*, and *Virtue and Vengeance*, students will engage in close reading, discussion, and writing that connect literature to historical and contemporary contexts. Emphasis is placed on developing academic vocabulary, composing analytical and narrative essays, and presenting ideas through multimedia projects and debates. By the end of the course, students will have built the literacy, research, and communication skills essential for success in future English courses and beyond.

ENG2303 English II Honors **Pathways:**

Grade 10 | 18 Weeks | 1 Credit | Prerequisites: English I

Students will be able to explore the theme of culture while analyzing various literary terms in complex texts. Students will further be able to apply the literary terms and advance their language development in various writing assignments and presentations. This course will focus on student-directed learning through activities and assessments that emphasize written and oral communication. Moving at an accelerated pace compared to the English II College and Career course, the Honors course covers text in more depth and requires more independent work. This course is taken in preparation for AP courses.

ENG3204 English III CP **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: English I

English III builds on students' previous study of literature and composition by exploring how language shapes identity, culture, and society. Through units such as *Writing Freedom*, *The Individual and Society*, *Leaders and Visionaries*, *Grit and Grandeur*, *The Threat of "The Other"*, and *The Past Meets the Present*, students examine diverse voices in American literature while analyzing how authors use rhetoric, style, and structure to express ideas and inspire change. The course emphasizes close reading, critical thinking, and effective communication through writing, discussion, and multimedia presentation. Students write analytical, argumentative, and narrative pieces, deliver speeches and presentations, and engage with foundational texts that connect the past to modern perspectives. By the end of the course, students will have strengthened their academic vocabulary, refined their writing and research skills, and deepened their understanding of how words and stories continue to shape the world.

ENG3305 English III Honors **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: English I

Students will explore concepts that have shaped American thought and discourse since its revolution through the study of American literature and rhetoric. Students will analyze foundational US documents, twentieth century literature, drama, and pivotal literary movements with the goal of becoming effective writers. This course will focus on student-directed learning through activities and assessments that emphasize written and oral communication. Moving at an accelerated pace compared to the English III College and Career course, the Honors course covers text in more depth and requires more independent work. This course is taken in preparation for AP courses.

ENG4208 English IV CP **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: English III, other AP English course, or NCC Dual Enrollment English Courses

English IV is a senior-level literature and composition course that guides students through an exploration of identity, society, and the human experience as reflected in British and world literature. Through major units such as *Forging a Hero*, *Reflecting on Society*, *The Trap of Time*, *Seeing Things New*, *Discovering the Self*, and *Exile and Belonging*, students engage with texts that span historical periods and genres from epic poetry and Shakespearean drama to modern essays and contemporary global voices. The course emphasizes critical reading, academic writing, and research skills, along with public speaking and collaborative discussion. Students will craft analytical, argumentative, and personal essays; deliver formal speeches; and create multimedia projects that connect literature to modern contexts. English IV prepares students for the rigor of college-level reading and writing while encouraging reflection on their own values, perspectives, and place in the world.

ENG4309 English IV Honors **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: English III, other AP English course, or NCC Dual Enrollment English Courses

Students will use literary theory to analyze complex texts through multiple perspectives. Students will learn how to apply Archetypal, Cultural, Feminist, Historical, Marxist, and Reader Response Criticism to both literary and informational texts. This course will focus on student-directed learning through activities and assessments that emphasize written and oral communication. Moving at an accelerated pace compared to the English IV College and Career course, this Honors course covers text in more depth and requires more independent work.

ENG3214 Creative Writing and Design in Video Games **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: English I

Students taking this course will explore the role of writers in a video game environment by drafting technical, concept, and design documents. Students will learn how to convey meaning through both technical and narrative writing with an emphasis on communicating with simulated teams and revising for content, audience, and industry conventions. Students will practice critical thinking skills by demonstrating how design theories synthesize with project outcomes to create a composite of their learning throughout the course.

ENG2211 Rhetoric and Persuasion **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: English I

Students will learn about and engage in discussion regarding rhetorical analysis and argument, focusing on how language and persuasion function in everyday life. Additionally, students will practice constructing and analyzing arguments, improving their ability to read critically and write effectively. Through the study of various texts, students will develop skills in identifying rhetorical strategies and applying them to their own writing and communication.

ENG2212 Mass Communications I **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: None

This course is designed for students to learn about and engage in discussion regarding publication and journalism with a focus on media literacy, the art and craft of journalism, and publication. Additionally, students will learn about and practice multiple styles of journalistic writing, including news writing, profile writing, and copy writing.

ENG3216 Mass Communications II **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: Mass Communications I

In this course, students will advance their knowledge of publication and journalism expanding with online media, production, and content creation. Additionally, students will expand their knowledge of journalistic writing to include and focus on feature and editorial writing.

ENG5407 AP English Language and Composition **Pathways:**

Grade 10-12 36 Weeks 2 Credits Prerequisites: English I

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments.

ENG5411 AP English Literature and Composition **Pathways:**

Grade 12 36 Weeks 2 Credits Prerequisites: English III or AP English Language & Composition

The AP English Literature and Composition course is designed to provide students with a learning experience equivalent to the introductory year of college literature coursework. The course will engage students in the careful reading and critical analysis of literature. Through the close reading of literary texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers.

ENG5406 NCC English 101 **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: English I and meet NCC application requirements

This course gives close attention to the writing process in various forms of thesis-based writing. The course develops skills in logical and focused writing, through thesis development using supporting ideas and evidence. In addition, students learn to integrate and document information from sources.

ENG5410 NCC English 151 **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: NCC English 101

Students continue to develop the academic writing and critical reading skills begun in English I. Students may elect to work on Introduction to Literature (L), report writing (R), or technical writing (T).

Health and Physical Education

HEA1200 Wellness 9 **Pathways:**

Grade 9-10 18 Weeks 1 Credit Prerequisites: None

Through this course, the students will participate in physical education as well as a health course. The health topics will include body systems, disease prevention, changes throughout adolescence and adulthood, healthy relationships, decision making, prevention skills, First Aid and CPR and the effects of the media. The physical education topics will include a variety of team and individual activities.

HEA3201 Wellness 11 **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: None

Through the integration of physical activity and health knowledge, students will learn desirable personal habits, and good decision-making skills to support their health and well-being. Students will be able to identify healthy lifestyle habits, how to manage their stress and recognize, prevent, and treat issues related to mental health, and learn about Drugs and Addiction, CPR and AED. The Physical Education topics will include a variety of team and individual sports.

HEA0102 Adaptive Physical Education **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: Administrative Placement

This course is designed for students who have specific physical education needs which require a personalized, and modified program. Further information and forms are available from the school nurse. A referral is required for entry into this program.

HEA3203 Advanced Physical Education **Pathways:**

Grade 10, 12 18 Weeks 1 Credit Prerequisites: None

Health related fitness is the goal for all students. This standards-based elective's intent is to provide students with a more competitive environment to explore their interest with a variety of movement experiences that will lead to an active and healthy lifestyle. Activities will include student lead lessons, tournament making, officiating, fitness, net/wall games, target games, invasion games, striking and field games.

HEA3204 Personal Fitness **Pathways:**

Grade 10, 12 18 Weeks 1 Credit Prerequisites: None

This course is designed for students to have the opportunity to identify and focus on specific individualized training principles for individual goals. The course is designed for all students, whether their goals are sport specific, activity driven, or simply fitness based. The focus on this course is to apply fitness trained principles learned to create an individualized training program. The student will be able to implement the program throughout the semester with guidance to make appropriate changes as implementation progresses. This course will also focus on the nutrition aspects of achieving personalized goals.

HEA3205 Physical Education Helper **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: Teacher/Admin Referral

This peer mentor course helps to connect our regular education students to our students with special needs. They pair up with a student with special needs to help encourage and assist them with the daily activities. They will assist in the cardio room, weight room and in training for the Special Olympics. The program promotes inclusion and focuses on becoming leaders within the school.

HEA3206 Recreational Physical Education **Pathways:**

Grade 10, 12 18 Weeks 1 Credit Prerequisites: None

Health related fitness is the goal for all students. This standard based elective's intent is to provide students in a lesser competitive environment and interests with a variety of movement experiences that will lead to an active and healthy lifestyle. Activities are taught co-educationally and include fitness, net/wall games, target games, invasion games, striking and fielding games.

Mathematics

MAT1220 Financial Literacy **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: Algebra I

Financial Literacy is a practical, high school-level course designed to help students build the knowledge and skills necessary for lifelong financial success. Through engaging, real-world lessons, students explore how personal choices influence income, purchasing power, and overall financial well-being. Key topics include budgeting, saving, credit management, investing, and the impact of economic factors on financial decisions. Students will also learn about career planning, paying for college, taxes, insurance, and the importance of developing a healthy money mindset. By the end of the course, students will be equipped to make informed financial choices and confidently plan for their future.

MAT1203 Algebra I CP **Pathways:**

Grade 9-11 36 Weeks 1 Credit Prerequisites: None

By the end of the course, students will be able to perform a variety of operations with, understand, and apply the concepts of solving polynomials, factoring, simplifying rational expressions, radicals, coordinate geometry and data analysis, probability, and quadratic equations. The goal of the course is for students to achieve proficiency on the state Keystone exam given at the completion of this course.

MAT1203B Algebra I CP **Pathways:**

Grade 9 18 Weeks 1 Credit Prerequisites: Administrative Placement

By the end of the course, students will be able to perform a variety of operations with, understand, and apply the concepts of solving polynomials, factoring, simplifying rational expressions, radicals, coordinate geometry and data analysis, probability, and quadratic equations. The goal of the course is for students to achieve proficiency on the state Keystone exam given at the completion of this course.

MAT0118 Algebra Concepts **Pathways:**

Grade 10 18 Weeks 1 Credit Prerequisites: None

This course is designed to review the fundamental concepts of Algebra I and to prepare students to re-take and pass the Keystone Algebra I Test. The course provides many of the same concepts that were covered in Algebra I but will be modified based on student need. This course is by **administrative placement only**.

MAT2205 Algebra II CP **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: Algebra I

By the end of this course, students will be able to understand transformations of graphs; recognize, problem-solve, and model with linear functions, quadratic functions, polynomial functions, rational functions, radical functions, exponential and logarithmic functions; solve systems of equations analytically and graphically; understand complex numbers; and build confidence in preparation for standardized testing (college entrance exams, etc.).

MAT2306 Algebra II Honors **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: Algebra I

Students taking this course will be able to apply deductive reasoning to explore, in a broader depth of knowledge, transformations of graphs, to recognize, problem-solve, and model with linear functions, quadratic functions, polynomial functions, radical functions, to solve systems of equations analytically and graphically, and to understand and apply statistics and probability. Students will advance to graphing and problem solving using rational, logarithmic, and exponential functions.

MAT0107 Integrated Algebra/Geometry **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: Algebra I

By the end of this course, students will be able to set up, analyze, and solve real life situations across a variety of career fields using concepts from Algebra 2 and Geometry combining the big ideas from each into a single class allowing for multiple modes of instruction and assessment opportunities.

MAT3208 Geometry CP **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: Algebra II

By the end of this course, students will be able to apply deductive reasoning to the development of formal proof writing skills and the solving of problems. Basic geometric concepts such as points and lines, parallelism, similarity, congruency, polygons, right triangles, basic trigonometric concepts, coordinate geometry, an introduction to solid geometry, and circles will be studied and applied to problem-solving situations. Students will apply a wide range of geometric properties and formulas.

MAT3309 Geometry Honors **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: Algebra II

By the end of this course, students will be able to apply deductive reasoning to the development of formal proof writing skills and the solving of problems. Basic geometric concepts such as points and lines, parallelism, similarity, congruency, polygons, right triangles, basic trigonometric concepts, coordinate geometry, an introduction to solid geometry, and circles will be studied and applied to problem-solving situations. Students will apply a wide range of geometric properties and formulas.

MAT3311 Trigonometry/Pre-Calculus Honors **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: Geometry

By the end of this course, students will have the foundational mathematical understanding to pursue a course in Calculus. Students will have the ability to use trigonometric functions, logarithms, limits, and sequences in a variety of applications and develop an understanding necessary for higher math. As an honors course, this class requires a higher cognitive demand and is weighted accordingly.

MAT4312 Calculus Honors **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: Trigonometry/Pre-Calculus Honors

Calculus I is the first in a series of three courses that explores calculus and limits, differentiations of algebraic and trigonometric functions of a single variable, with applications, and the beginnings of integration. This course leads to AP Calculus courses.

MAT5413 AP Calculus AB **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: Calculus

AP Calculus II AB is the second in a series of courses that integrates the calculus of functions of a single variable, transcendental functions, differential equations, and applications. Students should prepare to sign up and take the AP Calculus AB exam following this course. It is strongly recommended that students take Honors Calculus I in the fall and AP Calculus II AB in the spring of the same year.

MAT5414 AP Calculus BC **Pathways:**

Grade 12 18 Weeks 1 Credit Prerequisites: AP Calculus AB

AP Calculus BC is the third in a series of classes offered to students that extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, improper integrals, and series) and their applications. Students should prepare to sign up for and take the AP Calculus III BC exam at the end of this course.

Please note that the College Board states that students may not take both AP Calculus AB and BC exams within the same school year. Due to student demand this course may not be offered every year.

MAT4215 Statistics CP **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: Algebra II or Integrated Algebra/Geometry

By the end of this course, students will have a basic understanding of the process by which we learn from data. This includes the proper organization and description of data, the methods by which we collect data, the underlying elements of randomness and probability, sampling distributions, and finally to making valid inferences about a population based on a sample set of data.

MAT5416 AP Statistics **Pathways:**

Grade 11-12 36 Weeks 2 Credits Prerequisites: Algebra II

By the end of this course, students will explore the proper organization and description of data, the methods by which we collect data, the underlying elements of randomness and probability, sampling distributions, and finally to making valid inferences about a population based on a sample set of data. Students will critique research and identify when the basic elements of good statistics are not being followed and at the end of the course take the AP Statistics exam.

MAT5417 NCC College Algebra **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: Meet NCC application requirements

Concepts of algebra, graphs, and functions, exponential and log functions, systems of inequalities and equalities, complex numbers. See guidance for more information, students may be required to take a placement test prior to application.

MAT5419 NCC Introduction to Statistics **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: Meet NCC application requirements

This course introduces students to descriptive statistics, probability, correlation and regression, normal distribution, sampling distributions, confidence intervals, and hypothesis testing.

Science

SCI1200 Agriculture **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: None

Students in the agriculture course will specifically develop an appreciation for differing perspectives as they discuss the ethics of hunting of white-tailed deer, the manufacturing of the beef, dairy, poultry and pork industries, and the overbreeding of puppy mills. Through in-depth analyses and written responses, students will work together to uncover some additional issues facing the agriculture industry today including the production of genetically modified organisms, the importance and disappearance of honeybees, and the problem of invasive species that are ruining many of our farm crops today.

SCI1201 Astronomy **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: None

This course is designed to give students an introduction to the science of astronomy. Topics of study include Earth's planetary motion, Earth's moon, solar system objects, the Sun, life cycle of a star, space explorations and light and telescopes. Students will be exposed to content via analysis of observational data, graphing techniques and models related through physics, chemistry and traditional scientific methods and concepts. Activities designed to guide the student through the course include group and individual work, internet research, and hand on activities.

SCI1202 Horticulture Fall **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: None

Horticulture Fall is a hands-on course created for students who enjoy plants and gardening. They will specifically nurture their own Christmas poinsettia in our greenhouse and create original flower arrangements. Students will practice utilizing basic math and writing skills that will specifically support greenhouse growing methods such as: calculating fertilizer, measuring plant growth, and performing cost analyses on our plant sales. Students will utilize both the lab/classroom setting as well as the 2,500 square foot greenhouse facility to maximize their learning experience in horticulture.

SCI1203 Horticulture Spring **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: None

Horticulture Spring is designed for students who enjoy being up out of their seats working with their hands out in the greenhouse. They will cultivate bedding plants, vegetables, herbs from seed and acquire and use essential business skills as they prepare for the Mother's Day plant sale in May.

SCI1205 Ninth Grade Science **Pathways:**

Grade 9 18 Weeks 1 Credit Prerequisites: None

This introductory 9th grade science course explores the dynamic systems of Earth and how they connect to human society. Students will investigate Earth's history, the role of water in shaping the planet's surface, and the forces behind weather and climate. Topics include biogeology, natural resources, and the interactions between agricultural systems and the environment. Emphasis is placed on understanding human impacts on Earth and the relationship between the environment and society. Through inquiry, discussion, and hands-on activities, students will build a foundation for future science learning while developing critical thinking about the world around them.

SCI1206 Environmental Science CP **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: Biology

Environmental science is the study of the interrelationships between humans and the natural world. This course focuses on the decision making and natural resource use by humans in society. Environmental science is a capstone course that requires students to apply prior knowledge obtained in Biology including scientific methods, genetics, evolution, and ecology. Students will also need to utilize information dealing with geology, nutrient cycles, and basic chemistry. This course is ideal for students interested in science or those looking to further their understanding of the environment. Field work is included in this course.

SCI1307 Environmental Science Honors **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: Biology and Chemistry

Environmental science is the study of the interrelationships between humans and the natural world. This course focuses on the decision making and natural resource use by humans in society. Environmental science is a capstone course that requires students to apply prior knowledge obtained in Biology including scientific methods, genetics, evolution, and ecology. Students will also need to utilize information dealing with geology, nutrient cycles, and basic chemistry. This course is ideal for students interested in science or those looking to further their understanding of the environment. Field work is included in this course.

SCI2208 Biology CP **Pathways:**

Grade 10 36 Weeks 1 Credit Prerequisites: Ninth Grade Science

Students will gain knowledge in topics such as the scientific method, biochemistry, cell biology, genetics, molecular biology, ecology, and evolution. Upon completion, students are required to take the Keystone Exam.

SCI2309 Biology Honors **Pathways:**

Grade 9-10 36 Weeks 1 Credit Prerequisites: Administrative Placement for 9th Grade Only

Biology is a Keystone tested course in which students will be exposed to all the Pennsylvania Science and Technology standards and much more. In Biology Honors, students will gain advanced knowledge in topics such as the scientific method, biochemistry, cell biology, genetics, molecular biology, ecology, and evolution. Course content will be complemented with inquiry-based activities, an in-depth exploration of scientific writing, and exposure to many of the current issues in biology. This is a rigorous course which goes beyond the Keystone Standards to prepare students for AP Biology and other advanced sciences.

SCI5410 AP Biology **Pathways:**

Grade 11-12 36 Weeks 2 Credits Prerequisites: Biology and Chemistry

AP Biology is an introductory college level Biology class. Students cultivate their understanding of Biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes- energy and communication, genetics, information transfer, ecology, and interactions. Students will also gain valuable lab experience in molecular genetic techniques, hypothesis testing and advanced data analysis that occurs between 2 full semesters. This course is designed to prepare students for the College Board's AP exam in biology, providing them with an advanced understanding of all key areas in biological science as delineated in the national standards for AP Biology.

SCI3211 Chemistry CP **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: Algebra I

This course provides a program designed to acquaint the student with the principles of chemistry and their applications. Emphasis is placed on laboratory work as a means of reinforcing important concepts. Students will develop skills necessary to design an experiment, graph, and apply knowledge gained in the course. They will learn concepts like atomic structure, electron configuration, mole and stoichiometric conversions, periodic table properties, chemical bonding, and the basics of chemical reactions. The course gives background knowledge for further studies in science.

SCI3312 Chemistry Honors **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: Algebra I

Students in this course will be rigorously challenged to develop their knowledge and apply it through laboratory practices. An inquiry-based approach will be used in multiple settings throughout the course to ensure a high level of understanding. Students will be learning about atomic structure, nomenclature, electron configuration, periodic trends, and bonding at the molecular level. Students will be able to predict products in a chemical reaction and use stoichiometric calculations to assess the efficiency of reactions. All content in this course is meant to prepare students for a career in science or technology and is highly recommended before taking AP Chemistry in order to be successful.

SCI5413 AP Chemistry **Pathways:**

Grade 11-12 36 Weeks 2 Credits Prerequisites: Chemistry

This is a college level class that is designed to prepare the student be successful on the College Board AP exam and is the equivalent of a general chemistry course usually taken during the first year of college. The course is lab intensive and provides a deep understanding of the concepts within the six “big ideas” through the application of the science practices in the required laboratory component of the course. Students who are successful on the AP exam may earn college credits toward their degree. Students will investigate topics in the structure of matter, properties of matter (characteristic, state, and forces of attraction), chemical reactions, kinetics (rates of chemical reactions), thermodynamics, electrochemistry, and chemical equilibrium.

SCI3214 Human Anatomy & Physiology Honors **Pathways:**

Grade 11-12 18 Weeks Credit Corequisites: Biology and Chemistry

Students will gain a strong understanding of the key systems of the human body and the current medical technologies in common use today. Students will be able to identify both macro and microstructures of human anatomy and be able to explain their physiological functions. By means of inquiry-based case studies, students will also gain an understanding of the various diseases and disorders that often afflict those systems. These investigations will provide students with a strong understanding of current medical diagnostics. Highlights of the course will include an in-depth study of neuroscience, the brain, cardiology, and current surgical procedures and medical technology. This is a rigorous course, designed to prepare students for the advanced education necessary for the health-care field.

SCI3216 Zoology **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: Biology and Chemistry

Students will gain a strong understanding of animal diversity, structure, and function across the biological spectrum. The course begins with an introduction to zoology, taxonomy, and evolutionary relationships before moving into an in-depth study of invertebrate and vertebrate groups. Students will examine animal characteristics, body plans, and adaptations through comparative studies and laboratory investigations, including dissections of earthworms, squid, dogfish sharks, and frogs. This is a rigorous course designed to prepare students for advanced study in the biological sciences.

SCI4215 Physics CP **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: Algebra II

In this course students will measure and analyze the motion of objects (linear kinematics); the causes of motion (dynamics); vectors and projectiles; momentum and collisions; work and energy; and circular motion and gravity. Laboratory investigations and mathematical solutions to problems will accompany all topics. Lab investigations are teacher-supported with directions to guide students. Student's will be able to represent their analyses graphically, mathematically and draw and write conclusions.

SCI4316 Physics Honors **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: Algebra II

By the end of this course students will be able to describe and analyze the motion of objects (linear kinematics); the causes of motion (dynamics); vectors and projectiles; momentum and collisions; work and energy; and circular motion and gravity; torque and rotational motion. Laboratory investigations are inquiry-based and student directed. Discussion of current theories and mathematical solutions to problems will accompany all topics. Students will be able to present their analyses graphically and mathematically and present their conclusions in written and oral formats. The problems to be solved include more depth and rigor than CP Physics 1, including solving systems of equations.

SCI5417 AP Physics **Pathways:**

Grade 10-12 36 Weeks 2 Credits Corequisite: Algebra II and Geometry

AP Physics is an Algebra –based, introductory college level physics course. Students cultivate their understanding of physics through inquiry- based investigations as they explore these topics: kinematics, dynamics; circular motion and gravitation; work and energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC currents; and mechanical waves and sound. Inquiry-based laboratory experiences provide opportunities for students to engage in science practices as they design plans for experiments, make predictions, collect, and analyze data, apply mathematical routines, develop explanations, and communicate about their work.

SCI3218 Elements of Scientific Research Honors **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: Chemistry Physics

Students will learn the nuances of the scientific method and how to conduct and present scientific research. They will create research questions, effectively search resources as they develop hypotheses, create experimental designs, analyze data, and draw conclusions. Students will learn how to build a scientific presentation and how to present it to an audience.

SCI3320 Scientific Research Practicum Honors **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: Elements of Scientific Research

This course will be a continuation of the content investigated during "Elements of Scientific Research - Honors." Students will apply information learned during this prerequisite course as they pursue their own scientific research project. Upon completion, each student will present his/her research project as a scientific paper, an oral presentation, and a poster presentation. All students must attend at least one research symposium to present their research projects.

SCI2221 Forensic Science **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: Biology and Chemistry

This course is designed to provide an in-depth understanding on concepts of forensic science such as evidence collection/processing, crime scene analysis, and toxicology. Students will apply these concepts through hands on laboratory experience in the classroom using an inquiry-based approach.

SCI5422 NCC In Your Genes **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: Biology & meet NCC application requirements

This course is designed for students with an interest in modern genetics and the Human Genome Project and will develop an awareness of the impact of genetics on individuals, society, and the environment. The course's goal is to empower students to make informed decisions about ethical dilemmas in genetics that society will face in the next generation. This course is not intended for Biological Science or Allied Health majors.

Social Studies

SOC1202 United States History II CP **Pathways:**

Grade 9 18 Weeks 1 Credit Prerequisites: None

This study of American history from 1877 to present will emphasize college and career ready critical analysis, reflection, and research and writing skills while preparing students for engaged living in a culturally diverse and rapidly changing world. The key events, individuals, movements, and concepts that continue to shape America from the end of Reconstruction to the present are the focus of this course.

SOC1303 United States History II Honors **Pathways:**

Grade 9 18 Weeks 1 Credit Prerequisites: None

This study of American history from 1877 to the present, through an advanced pace and rigor, will emphasize intensive critical analysis, reflection, and research and writing skills while preparing for engaged living in a culturally diverse and rapidly changing world. The key events, individuals, movements, and concepts that continue to shape America from the end of Reconstruction to the present are the focus of this intensive course.

SOC2204 American Cultures CP **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: U.S. History II

This course will study the anthropological perspective of human behavior throughout the development of American cultural climates. The course will examine subgroups of America and the cross-cultural development that continues to shape the nation in the modern world. The course will examine the unique development, perspective, and interaction of the multitude of groups that add American to their identities through college and career research and writing. It is strongly suggested that students take American History prior to taking this course.

SOC2305 American Cultures Honors **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: U.S. History II

Through an advanced pace and rigor this course this course will study the anthropological perspective of human behavior throughout the development of American cultural climates. The course will examine subgroups of America and the cross-cultural development that continues to shape the nation in the modern world. The course will examine the unique development, perspective, and interaction of the multitude of groups that add American to their identities through intensive research and writing. It is strongly suggested that students take American History prior to taking this course.

SOC5406 AP United States History **Pathways:**

Grade 10-12 36 Weeks 2 Credits Prerequisites: None

Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians. The course also gives students seven themes to explore throughout the course to make connections among historical developments in different times and places.

SOC5407 NCC Introduction to Political Science **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: NCC application requirements

This course introduces students to basic issues of political science including political theory, comparative political institutions, dominate ideologies and ideas, the importance of law, the domestic and Third World struggles for civil/ political equality and international relations.

SOC5408 AP Psychology **Pathways:**

Grade 11-12 36 Weeks 2 Credits Prerequisites: None

AP Psychology is designed to introduce students to the systematic and scientific study of behavior and mental processes. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

SOC1209 Sociology **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: None

This course involves college ready research and writing about the ways people interact with one another and their relationships within groups, relationships in social institutions, and the organization of societies. Sociology also deals with developing critical thinking and problem-solving skills concerning vital issues and social challenges confronting our society. This course will benefit students wanting to pursue a college major or career in several fields, including but not limited to education, criminology, social work, law, psychology, and religious studies.

SOC3210 Global Studies CP **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: None

Students taking this course will expand their understanding of and the connection between people, places, ideas, and events throughout the world. Students will explore the political, economic, geographic, and social changes in history from the 1750s to present day, focusing on historical changes throughout the world and raising awareness of important societal issues. Some of the important topics will include government systems, economic philosophies, geopolitics, and social movements. Students will display knowledge and comprehend critical issues facing the regions of the globe and how these issues connect to the world in which they live.

SOC3311 Global Studies Honors **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: None

Students taking this course will expand their understanding of and the connection between people, places, ideas, and events throughout the world. Students will explore the political, economic, geographic, and social changes in history from the 1750s to present day, focusing on historical changes throughout the world and raising awareness of important societal issues. Some of the important topics will include government systems, economic philosophies, geopolitics, and social movements. Students will display knowledge and comprehend critical issues facing the regions of the globe and how these issues connect to the world in which they live.

SOC5412 NCC Introduction to Psychology **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: English I and meet NCC application requirements

This college class will cover research and psychotherapeutic methods and will include the following topics: history of psychology, biological bases of behavior, sensation, perception, consciousness, learning, memory, language and thought, intelligence, motivation, emotion, human development, personality, stress and coping, psychological disorders, and social behavior.

SOC2213 American Civics and Government CP **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: None

This course will focus on the origins, concepts, and policies of American government while emphasizing college and career ready critical analysis, reflection, research, and writing skills to prepare students to be engaging and contributing members of a democratic society.

SOC5414 AP U.S. Government and Politics **Pathways:**

Grade 11-12 36 Weeks 2 Credits Prerequisites: American Civics and Government

The AP U.S. Government and Politics course is an introduction to the discipline of political science. It provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. Students will also engage in disciplinary practices that require you to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, students will complete a political science research or applied civics project.

SOC2315 American Civics and Government Honors **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: None

Through an advanced pace and rigor this course will focus on the origins, concepts, and policies of American government while engaging students in intensive critical analysis, reflection, research, and writing skills to prepare students to be engaging and contributing members of a democratic society.

SOC3216 Economics **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: None

Students taking this course will gain an understanding of the role economics plays in their everyday lives and decision making. Students will learn how people, businesses, and governments make decisions using limited resources. Students will study authentic real world case studies to improve their critical thinking skills.

SOC5417 NCC Cultural Anthropology **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: None

The analysis of human culture as it has evolved to the present, covering theories and methods, cultural universals, and variations in such areas as marriage and family, politics, economics, kinship, religion, and the arts, with an emphasis on non-Western and non-industrial societies.

Elective Course Descriptions

Art

ART1200 Art History **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: None

Art History is an academic art class that introduces students to the disciplines of Art Appreciation, Art History and Art Criticism. The goal of this course is to have students develop literacy in the Fine Arts so that they will be able to look at, interpret and appreciate art in real world settings including museums, galleries and historical sites. The course is organized by Great Themes in Art, rather than a traditional chronological view of World Art. This allows students to contextualize art works, teaching students the necessary skills to approach any artwork and gain an understanding of why and how the artist created the work. Students will not make artworks in this course.

ART1201 Fine and Contemporary Craft **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: None

Students will gain an understanding of contemporary crafts such as book making, weaving, silk painting, jewelry, and stitchery while working with their hands to make works of art. Art Media used will include paper, wire, silk, yarn, clay, paint, fabric, and embroidery thread to make unique works of art.

ART1202 Art I **Pathways:**

Grade 9-11 18 Weeks 1 Credit Prerequisites: None

Art I is a studio art class which focuses on teaching the basics of Fine Art through drawing. Skills are learned through a sequence of hands-on art projects in which students explore, in depth, the Elements of Art and Principles of Design. Students will be introduced to a variety of media including pastels, oil pastels, charcoal, conte', graphite pencil, pen and ink, and illustration markers. Projects in still life, landscape, portraiture, illustration and design, figurative and nonfigurative drawing will be created and tied to both contemporary and historical works of art. Students will leave the course having gained a strong sense of material usage, styles of art, color theory, art terminology, and compositional skills preparing them for further studies in art.

ART2203 Art II **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: Art I

Art II is a studio art course that builds on the foundational skills learning in Art I while exploring the medium of paint. Students will continue to develop and gain confidence as an artist using painting media and techniques to create works of art. Projects will become more sophisticated in terms of the application of the Elements of Art and Principles of Design, as well as encouraging students to develop their own artistic style. Painting methods will include studies in watercolor, gouache, acrylics, and mixed media.

ART2213 Printmaking **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: Art 1

This class is an introductory course in art printmaking processes. Students will learn both Hand and Press printing techniques for the making and reproduction of original works of art. The course is designed to build on drawing and skills learned in Art I . Students will continue to hone their drawing skills and develop a deepened understanding of color theory and painting processes as applied to the creation of prints. Additionally, this course will provide the serious art student with the opportunity to create sophisticated artworks for a college entrance portfolio that will make the student stand out in a competitive field.

ART3204 Drawing & Painting III Pathways:

Grade 10-12 18 Weeks 1 Credit Prerequisites: Art II

Students will build upon production elements and processes learned in the previous Drawing & Painting Level 2 studio course. Complex subject matter in the areas of Art History, Art Appreciation, Criticism, and Aesthetics will be learned throughout the semester, all which will play a role in inspiring quality Art works and critical thinking.

ART4205 Drawing & Painting IV Pathways:

Grade 10-12 18 Weeks 1 Credit Prerequisites: Drawing & Painting III

Students will build upon production elements and processes learned in drawing and painting I, II, and III. This level students will be expected to create an independent study project that incorporate elements of Art History, Appreciation, Criticism, and aesthetics while producing a cohesive body of work.

ART1206 Sculpture Pathways:

Grade 9-12 18 Weeks 1 Credit Prerequisites: None

Sculpture is a studio-based course that introduces students to three-dimensional artmaking through a variety of materials and processes. Students will explore the role of sculpture in contemporary society while developing technical skills and creative problem-solving. The course emphasizes experimentation with diverse media including paper, plastic, wood, plaster, papier-mache, and fabric. Through research and hands-on practice, students will study the work of contemporary artists, gaining an understanding of sculpture as both personal expression and cultural commentary.

ART1208 Ceramics I Pathways:

Grade 9-12 18 Weeks 1 Credit Prerequisites: None

An introduction to ceramics and pottery will be explored. Students will learn how to create artworks in clay by hand building and wheel throwing. Self-evaluation and historical links to ancient and contemporary artists will be examined.

ART2209 Ceramics II Pathways:

Grade 9-12 18 Weeks 1 Credit Prerequisites: Ceramics I

Ceramics II will build on the knowledge and skills learned in level l ceramics. Students will further develop their hand building skills with an emphasis on deepening wheel throwing techniques.

ART3210 Ceramics III Pathways:

Grade 10-12 18 Weeks 1 Credit Prerequisites: Ceramics II

Students who are serious about art and are considering a career in the field of Art or crafts should take this class. Students will gain a deeper understanding of ceramics and learn advanced techniques.

ART4211 Ceramics IV Pathways:

Grade 10-12 18 Weeks 1 Credit Prerequisites: Ceramics III

Students will create an "Action Plan" for their work throughout the semester. Independent work is required. Students are expected to produce a body of work that shows their artistic voice.

ART4212 Art Seminar Pathways:

Grade 11-12 18 Weeks 1 Credit Prerequisites: Ceramics IV or Drawing & Painting IV

Art seminar is for students who plan to attend college for a career in the arts. Students will work on a body of work as well as prepare a physical and digital portfolio.

Business Education

BUS1200	Computer Applications		Pathways:
Grade 9-12	**18 Weeks**	**1 Credit**	**Prerequisites: None**

This class is designed to familiarize the student with various software packages and procedures used with computers. The content of this course includes labs on the following: Microsoft Word, Excel, Access, and PowerPoint. Concepts in word processing, spreadsheets, database management, and multi-media presentations are learned. Projects include improving desktop publishing techniques by enhancing document design by adding bullets/numbering, font types, font styles, themes, images, charts, shapes, text boxes, word art, etc. Other projects include career exploration, personal flyer, drawing maps, creating real-world charts, tables, documents, and databases. Students will also present a PowerPoint presentation applying animation, transitions, adding charts, design layouts, and creating your own slide designs.

BUS1203	Introduction to Business		Pathways:
Grade 9-12	**18 Weeks**	**1 Credit**	**Prerequisites: None**

This course is a foundation for the business program. The content of the course will acquaint students with such things as Business in the Global Economic Environment, where students will learn how to plan a career in Corporate Economics, Business Development, International Business, or a Career in Government. Students will become familiar with Business Organizations and Management, which helps students plan a career in Corporate Leadership, Consulting, Management, Human Resources, and Employment Assistance. The third category will include Business Operations and Technology in which students will learn how to plan a career in Marketing, Information Technology, Accounting, Industrial Engineering and Risk Analysis. The final Section will cover Personal Financial Management, where students will learn how to plan a career in Customer Service, Financial Planning, Banking, Consumer Credit, Investments, and Insurance. Projects conducted throughout the course will include how to write checks, complete deposit slips, a check register and bank reconciliation form, Virtual Business, and a Stock Market Simulation.

BUS1206	Personal and Business Law		Pathways:
Grade 9-12	**18 Weeks**	**1 Credit**	**Prerequisites: None**

This course is designed to emphasize a student's understanding of how laws affect minors, citizens, and businesses. Enforcement and origins of law, crimes, torts, the court system, contract law, bailments, employment contracts and employment of minors are covered. Topics such as how ethics and law differ, how juvenile offenders are treated by the courts, the rights of an individual who has been arrested, how to classify different types of crimes, what common defenses are used in the defense of an accused criminal, the rights and duties involved in marriage contracts, the purposes and issues of the premarital agreement, legalities dealing with divorce, renting a place to live, when and how a contract legally comes into existence, the difference between fraud and misrepresentation, who can and cannot enter a contract, how contracts with minors are treated, how state civil and criminal statutes may affect contracts legality, how usury, gambling, or Sunday statutes may affect contract legality, how to identify when a breach of contract has taken place and what remedies are available to the injured party when a breach has occurred, will be covered to assist in planning for the future.

BUS1207	Sports and Entertainment Marketing/Sales		Pathways:
Grade 9-12	**18 Weeks**	**1 Credit**	**Prerequisites: None**

The field of sports and entertainment marketing is growing rapidly. Many colleges and universities offer specializations in sports and entertainment marketing. In this course you will explore the intriguing world of sports and entertainment from a marketing perspective. You will develop skills necessary to gain an understanding and competence in this field, including target markets, marketing research, global trends, supply and demand, the economic effect of endorsements, and skills needed for careers in this area. Students will be working on a Virtual Business - Sports and Entertainment Simulation where they will run a sports franchise.

BUS1208	Accounting I		Pathways:
Grade 9-12	18 Weeks	1 Credit	Prerequisites: None

This course allows students to explore the basic accounting principles, concepts, and procedures that govern the recording and analysis of business transactions. Emphasis is on accounting concepts and practices for a service business organized as a proprietorship and for a merchandising business organized as a corporation. The Parker Brothers board game, Monopoly, will be incorporated throughout the course to assist with the understanding of accounting concepts. Students will also apply concepts in a business simulation and computerized accounting program. Career opportunities are also covered including forensic accountants, payroll and timekeeping clerks, auditors, budget analysts, financial managers, personal finance advisors, tax preparers, etc. In addition, this course provides the essential knowledge, skills, and concepts presented in this class will help prepare students for today's business environment.

BUS2209	Accounting II		Pathways:
Grade 9-12	18 Weeks	1 Credit	Prerequisites: Accounting I

The main emphasis of the course is on departmentalized accounting and accounting control systems. Emphasis is on accounting concepts and practices for a merchandising business organized as a corporation. Students will also apply concepts in a business simulation and computerized accounting program. In addition, this course provides the essential knowledge, skills, and concepts presented in this class will help prepare students for today's business environment. Computerized accounting and business simulations are integrated into the course, including Virtual Business Accounting, which allow students to run and maintain the finances of their own business.

BUS0110	Career Exploration		Pathways:
Grade 9-12	18 Weeks	1 Credits	Prerequisites: Administrative Placement

Students will be able to exhibit appropriate workplace skills (Task Completion, Interpersonal Skills, Preparedness) by actively participating at non-paid work sites both in the school building and outside in the community. (A signed permission slip from a parent/guardian is required to attend work sites in the community.)

BUS0111	Supports and Interventions CBI		Pathways:
Grade 9-12	18 Weeks	1 Credits	Prerequisites: Administrative Placement

Community Based Instruction: This class allows students the opportunity to access their community and local businesses. Its purpose is real-life experience with purchases based on wants and needs, budgeting and the transaction of money. Students gain additional exposure to safety, social skills, self-advocacy, ordering and table etiquette, with use of total communication.

BUS1112	Introduction to Entrepreneurship		Pathways:
Grade 9-12	18 Weeks	1 Credits	Prerequisites: None

This course is designed for students to develop and use their entrepreneurial skills and mindset to recognize business opportunities and develop innovative business solutions. Students research and test their business concepts, develop customer profiles, competitive matrices, marketing campaigns, and financial analyses to support claims about the feasibility of their business ideas. As a culminating experience, students pitch their business opportunities in a fast pitch setting.

Music

MUS1200	Concert Band 9		Pathways:
Grade 9	36 Weeks	2 Credits	Prerequisites: None

MUS1201	Concert Band 9		Pathways:
Grade 9	36 Weeks-Every other day	1 Credit	Corequisites: MUS1205

Members of this ensemble explore the aspects of instrumental music performance associated with embouchure, articulation, intonation, rhythm, tone, balance, blend, and technique through the performance of quality band repertoire composed by respected composers and arrangers. This ensemble works to achieve the highest standards of musical excellence. Members are encouraged to participate in the Bangor Area High School Marching Band. Scheduled performances are mandatory and included as part of the grade.

MUS2202	Concert Band 10		Pathways:
Grade 10	36 Weeks	2 Credits	Prerequisites: None
MUS2203	Concert Band 10		Pathways:
Grade 10	36 Weeks- Every other day	1 Credit	Corequisites: MUS2207

Members of this ensemble explore the basic aspects of instrumental music performance associated with continued embouchure development, advanced articulation styles, how to combat intonation tendencies, advanced rhythm reading, characteristic tone, how to avoid balance issues, how to achieve ensemble blend, and advanced performance techniques through the performance of quality band repertoire composed by respected composers and arrangers. This ensemble works to achieve the high standards of musical excellence associated with Grade 3 and 4 Band compositions. Members are encouraged to participate in the Bangor Area High School Marching Band. Scheduled performances are mandatory and included as part of the grade.

MUS1204	Concert Choir 9		Pathways:
Grade 9	36 Weeks	2 Credits	Prerequisites: None
MUS1205	Concert Choir 9		Pathways:
Grade 9	36 Weeks-Every other day	1 Credit	Corequisites: MUS1201

Concert Choir is a non-auditioned choir that works towards the development of beautiful tone and music literacy through choral works ranging from early Renaissance to Modern choral music. Members of the choir build the foundation for beautiful tone through daily vocal and breathing exercises. They also build upon the musical foundations of note reading, rhythm reading and reading music at sight. Students in the choir perform in two concerts throughout the year.

MUS2206	Concert Choir 10		Pathways:
Grade 10	36 Weeks	2 Credits	Prerequisites: None
MUS2207	Concert Choir 10		Pathways:
Grade 10	36 Weeks-Every other day	1 Credit	Corequisites: MUS2203

Concert Choir is a non-auditioned choir that works towards the development of beautiful tone and music literacy through choral works ranging from early Renaissance to Modern choral music. Members of the choir build the foundation for beautiful tone through daily vocal and breathing exercises. They also build upon the musical foundations of note reading, rhythm reading and reading music at sight. Students in this class begin to explore music in compound meter and a variety of modes. Students in the choir perform in two concerts throughout the year.

MUS3208	Concert Choir 11		Pathways:
Grade 11	36 Weeks	2 Credits	Prerequisites: None
MUS3209	Concert Choir 11		Pathways:
Grade 11	36 Weeks-Every other day	1 Credit	Corequisites: MUS3215

Concert Choir is a non-auditioned choir that works towards the development of beautiful tone and music literacy through choral works ranging from early Renaissance to Modern choral music. Members of the choir build the foundation for beautiful tone through daily vocal and breathing exercises. They also build upon the musical foundations of note reading, rhythm reading and reading music at sight. Students in this class are asked to sight read music in simple meter. Students will also begin to build artistry by discussing and realizing the composer's intent with each concert selection. Students in the choir perform in two concerts throughout the year.

MUS1210	Guitar		Pathways:
Grade 9-12	18 Weeks	1 Credit	Prerequisites: None

This course introduces students to the basic musical notation and performance techniques associated with playing the guitar. The skills necessary to perform on the guitar are applied, rehearsed, and assessed to assist students in achieving success as musicians. Single note melodies as well as strummed chord accompaniments are studied. Additionally, students complete several projects throughout the course. The projects may include: a presentation on a specific popular guitar artist, a research paper on the history of the guitar, a report on how to purchase a guitar, and a test on how to restring a guitar.

MUS1211	Music Appreciation		Pathways:
Grade 9-12	18 Weeks	1 Credit	Prerequisites: None

Students in this class will be able to identify the style characteristics of each of the major periods of Western Music (European and American). Students will be able to discuss their and others' aesthetic response to a variety of musical genres. Students review and master basic music concepts and apply them to the compositions discussed in class. The class will explore and become familiar with specific composers and representative works from each style period and discuss their role in the cultural context of the time.

MUS4212	Concert Choir 12		Pathways:
Grade 12	36 Weeks	2 Credits	Prerequisites: None
MUS4213	Concert Choir 12		Pathways:
Grade 12	36 Weeks-Every other day	1 Credit	Corequisites: MUS4217

Concert Choir is a non-auditioned choir that works towards the development of beautiful tone and music literacy through choral works ranging from early Renaissance to Modern choral music. Members of the choir build the foundation for beautiful tone through daily vocal and breathing exercises. They also build upon the musical foundations of note reading, rhythm reading and reading music at sight. Students in this class will perform music by sight that is in a variety of modes and both simple and compound meter. These students will be able to demonstrate excellent vocal technique both in an ensemble and as a soloist. Students in the choir perform in two concerts throughout the year.

MUS3214	Symphonic Band 11		Pathways:
Grade 11	36 Weeks	2 Credits	Prerequisites: None
MUS3215	Symphonic Band 11		Pathways:
Grade 11	36 Weeks- Every other day	1 Credit	Corequisites: MUS3209

Members of this ensemble demonstrate the advanced aspects of instrumental music performance associated with continued embouchure development, advanced articulation styles, excellent intonation, advanced rhythm reading, characteristic tone, proper balance, proper ensemble blend, and advanced performance techniques through the performance of quality band repertoire composed by respected composers and arrangers. This ensemble works to achieve the highest standards of musical excellence associated with Grade 4 and 5 Band compositions. Members are encouraged to participate in the Bangor Area High School Marching Band. Scheduled performances are mandatory and included as part of the grade.

MUS4216	Symphonic Band 12		Pathways:
Grade 12	36 Weeks	2 Credits	Prerequisites: None
MUS4217	Symphonic Band 12		Pathways:
Grade 12	36 Weeks-Every other day	1 Credit	Corequisites: MUS4213

Members of this ensemble demonstrate the advanced aspects of instrumental music performance associated with characteristic embouchure, advanced articulation styles, excellent intonation, advanced rhythm reading, characteristic tone, proper balance, proper ensemble blend, and advanced performance techniques through the performance of quality band repertoire composed by respected composers and arrangers. This ensemble works to achieve the highest standards of musical excellence associated with Grade 5 and 6 Band compositions. Members are encouraged to participate in the Bangor Area High School Marching Band. Scheduled performances are mandatory and included as part of the grade.

MUS3218	Slater Chorale 11		Pathways:
Grade 11	36 Weeks	2 Credits	Prerequisites: Teacher Recommendation

The Bangor Area High School Slater Chorale is a mixed choir. The choir works toward the development of a beautiful choral blend with music ranging from early Renaissance to 21st Century compositions. Choir members work to improve musical literacy, tone production, vocal control, pitch, and diction through the performance of choral music. Vocal volume and expression will be learned, as the student becomes a confident and independent singer. Literature performed in this ensemble will be of a higher difficulty. This ensemble prepares choral repertoire level 4-6 from most musical periods, written in a variety of foreign languages and English. Members are expected to sight-sing 4-part harmony in homophonic or polyphonic form and demonstrate beautiful tone and the ability to adjust tone to the style of the composition being performed. Students in this ensemble are required to perform in school concerts. These students are invited to participate in the adjudicated festivals, Northampton County Chorus, PMEA District, Region, and All-State Choir. This course meets daily for the entire year.

MUS4219	Slater Chorale 12		Pathways:
Grade 12	**36 Weeks**	**2 Credits**	**Prerequisites: Teacher Recommendation**

The Bangor Area High School Chamber Choir is a mixed choir. The choir works toward the development of a beautiful choral blend with music ranging from early Renaissance to 21st Century compositions. Choir members work to improve musical literacy, tone production, vocal control, pitch, and diction through the performance of choral music. Vocal volume and expression will be learned, as the student becomes a confident and independent singer. Students must demonstrate excellent musicality both in an ensemble and as a soloist. Students in this class will perform music in mixed-meter and in several different modes. Literature performed in this ensemble will be of a higher difficulty. This ensemble prepares choral repertoire level 4-6 from most musical periods, written in a variety of foreign languages and English. Members are expected to sight-sing 4-part harmony in homophonic or polyphonic form and demonstrate beautiful tone and the ability to adjust tone to the style of the composition being performed. Students in this ensemble are required to perform in school concerts. These students are invited to participate in the adjudicated festivals, Northampton County Chorus, PMEA District, Region, and All-State Choir. This course meets daily for the entire year.

MUS1220	Instrument Instruction		Pathways:
Grade 9-12	**18 Weeks**	**1 Credit**	**Prerequisites: None**

This course provides current and prospective band members individual and small group instruction on their primary and/or secondary wind or percussion instruments. Emphasis is placed on the performance techniques associated with each instrument. Basic concepts covered include embouchure development, breathing techniques, fingerings and alternate fingerings, rhythm reading, basic intonation, and the development of a characteristic tone. Students are assessed via weekly individual lessons and periodic performances. Students who wish to audition for PMEA District 10 Band, perform in the Bangor Area High School Jazz Band or Pit Orchestra, or audition to major in music in college should enroll in this course.

MUS1221	Slater Chorale 9		Pathways:
Grade 9	**36 Weeks**	**2 Credits**	**Prerequisites: Teacher Recommendation**

The Bangor Area High School Slater Chorale is a mixed choir. The choir works toward the development of a beautiful choral blend with music ranging from early Renaissance to 21st Century compositions. Choir members work to improve musical literacy, tone production, vocal control, pitch, and diction through the performance of choral music. Students in this ensemble are required to perform in four school concerts a year. These students are invited to participate in the adjudicated festivals, Northampton County Chorus, PMEA District, Region, and All-State Choir. This course meets daily for the entire year.

MUS2222	Slater Chorale 10		Pathways:
Grade 10	**36 Weeks**	**2 Credits**	**Prerequisites: Teacher Recommendation**

The Bangor Area High School Slater Chorale is a mixed choir. The choir works toward the development of a beautiful choral blend with music ranging from early Renaissance to 21st Century compositions. Choir members work to improve musical literacy, tone production, vocal control, pitch, and diction through the performance of choral music. Vocal volume and expression will be learned, as the student becomes a confident and independent singer. Students in this ensemble are required to perform in four school concerts a year. These students are invited to participate in the adjudicated festivals, Northampton County Chorus, PMEA District, Region, and All-State Choir. This course meets daily for the entire year.

MUS1224	Vocal Instruction		Pathways:
Grade 9-12	**18 Weeks**	**1 Credit**	**Prerequisites: None**

The Vocal Instruction I course is designed for beginner voice students to work on the basic skills of singing, including vocal technique and solo vocal performance. Aspects of breathing, support, diction, and a variety of vocal literature will be addressed. Training your voice will be the key focus of this course. Students will sing in a variety of languages and will learn how singing is used in cultures around the world.

MUS1230 Music Theory I **Pathways:**

Grade 9-12 | 18 Weeks | 1 Credit | Prerequisites: None

This course introduces students to basic musical notation and elementary level music theory concepts. The course begins with major and minor scales and key signatures, modes, intervals, chords, and sequences before progressing to harmonization of original melodies in four parts. Sight singing, melodic dictation, and rhythmic dictation are incorporated to increase each student's ability to compose away from the keyboard. Students are required to write an original composition with all the concepts and techniques discussed. Band and Choir members are strongly encouraged to enroll in this course, as the concepts discussed will augment the performance techniques associated with the ensembles.

MUS2231 Music Theory II **Pathways:**

Grade 10-12 | 18 Weeks | 1 Credit | Prerequisites: Music Theory I

This course augments the harmonic and melodic concepts introduced in Music Theory I. Techniques of orchestration and arranging are explored in depth. Original compositions are stressed. Altered and advanced chords, modulation, and larger forms are discussed and utilized. Modern harmonic techniques, including twelve-tone and serial techniques, are discussed. This is a highly individualized course. Students should be prepared to spend numerous hours outside of class on their projects.

MUS1236 Jazz Band 9 **Pathways:**

Grade 9 | 18 Weeks | 1 Credit | Corequisites: Concert Band or Symphonic Band

Members of this ensemble explore the aspects of jazz performance associated with embouchure, articulation, intonation, rhythm, tone, balance, blend, technique, and improvisation through the performance of quality jazz repertoire composed by respected composers and arrangers. This ensemble works to achieve the highest standards of musical excellence. Additional performances at local venues, as well as jazz festivals hosted by nearby high schools, are typical for this ensemble. Scheduled performances are mandatory and included as part of the grade.

MUS2237 Jazz Band 10 **Pathways:**

Grade 10 | 18 Weeks | 1 Credit | Corequisites: Concert Band or Symphonic Band

Members of this ensemble explore the aspects of jazz performance associated with continued embouchure development, proper jazz articulation, excellent intonation, intermediate rhythm reading, characteristic jazz tone, ensemble balance, blend issues, intermediate techniques, and improvisation through the performance of quality jazz repertoire composed by respected composers and arrangers. This ensemble works to achieve the highest standards of musical excellence. The Jazz Band performs one public concert at the end of the year. Additional performances at local venues, as well as jazz festivals hosted by nearby high schools, are typical for this ensemble. Scheduled performances are mandatory and included as part of the grade.

MUS3238 Jazz Band 11 **Pathways:**

Grade 11 | 18 Weeks | 1 Credit | Corequisites: Concert Band or Symphonic Band

Members of this ensemble explore the aspects of jazz performance associated with characteristic embouchure, advanced jazz articulation/techniques, excellent intonation, intermediate rhythm reading, characteristic jazz tone, ensemble balance, blend, intermediate techniques, and intermediate improvisation through the performance of quality jazz repertoire composed by respected composers and arrangers. This ensemble works to achieve the highest standards of musical excellence. The Jazz Band performs one public concert at the end of the year. Additional performances at local venues, as well as jazz festivals hosted by nearby high schools, are typical for this ensemble. Scheduled performances are mandatory and included as part of the grade.

MUS4239 Jazz Band 12 **Pathways:**

Grade 12 | 18 Weeks | 1 Credit | Corequisites: Concert Band or Symphonic Band

Members of this ensemble explore the aspects of jazz performance associated with perfect embouchure, advanced jazz articulation/technique, superior intonation, advanced rhythm reading, characteristic jazz tone, ensemble balance, blend, advanced techniques, and advanced improvisation through the performance of quality jazz repertoire composed by respected composers and arrangers. This ensemble works to achieve the highest standards of musical excellence. The Jazz Band performs one public concert at the end of the year. Additional performances at local venues, as well as jazz festivals hosted by nearby high schools, are typical for this ensemble. Scheduled performances are mandatory and included as part of the grade.

Technology Education

TEC1200 Graphic Design I **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: None

Starting with the pixel, students in Graphic Design learn how to modify and create the digital imagery that is pervasive in our modern society. Graphic Design students will become familiar with Adobe Photoshop, Adobe Illustrator, Sketchbook Motion, MS PowerPoint, and even MS Paint. Learning is almost exclusively hands-on, with project-based assessments, all designed to help students create professional as well as personal imagery.

TEC2201 Graphic Design II **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisites: Graphic Design I

Building on the digital art skills taught in Graphic Design I, students learn the fundamentals required to properly transfer their on-screen imagery to the printed page. Graphics II emphasizes careful file management and time management, both necessary skills to ensure big projects are turned in on time and to standard. Students will be working with software from Adobe's creative suite to make their creative vision a reality.

TEC1203 Introduction to Engineering **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisite: None

This course is an introduction to concepts in the field of engineering. Students will conduct investigations into the different types of engineering and the skills required to succeed. Engineering graphics will be explored through technical sketching and 2D drawing techniques. Autodesk AutoCAD software will be utilized to give the students experience with Orthographic Projection, Multi-View Drawings, Auxiliary Views, Sectioning, Isometric Drawing, and Geometric Construction.

TEC1204 Invention and Innovation **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisite: None

This course will explore the world of Inventions and Innovations. 3D drawing and design will be taught using Autodesk Inventor. Student-centered projects are the focus of this class. The problem-solving process and teamwork will be explored through dynamic projects. Students will also get to work with 3D printing and the 3D printing process.

TEC2205 Robotics **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisite: Intro to Engineering and Invention & Innovation

This course will explore robotics in a head-to-head competition style. Students will be introduced to robotics utilizing the Vex Robotics EXP system. STEM and robotics principles will be reinforced through building, troubleshooting, and programming robotic systems. This course is a competition-based curriculum that is hands-on and requires extensive student involvement.

TEC2207 Video Game Design and Development **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisite: Creative Writing in Video Game Design

This course will teach students about the Unity Software Development Platform, its tools and how they work to create interactive media. Starting with small projects, focusing on movement, variable tracking, sprite development, and more, each unit will focus on an integral part of a larger, end-of-unit game/simulation.

TEC3206 Engineering Design **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisite: Robotics and Architectural Drawing and Design

This course will explore 3D modeling. The Autodesk suite of products will be utilized as several types and manufacturers of 3D printers. Projects will focus on research and the design visualization process. Prototypes will be manufactured as part of a product portfolio so the students can convey their design ideas to a prospective client. Student-centered projects are the focus of this class. This is intended as a culmination class for seniors who have successfully completed all engineering courses to date.

TEC1207 Computer Science Discoveries **Pathways:**

Grade 9-12 18 Weeks 1 Credit Prerequisite: None

CSD provides an introductory, broad perspective look into the computer science industry. In CSD, students learn how a program runs instructions, output images to a screen, protects data, and connects to other programs running on other computers anywhere on Earth. Students who enjoy gaming and believe a career in the gaming industry may be worth exploring are welcome.

TEC5408 AP Computer Science A (CSA) Pathways:

Grade 10-12 36 Weeks 2 Credits Prerequisite: Algebra II

AP CSA is a college preparatory course that focuses on mastering coding fundamentals. Using a Java virtual programming environment, students create and modify programs to provide multi-purpose solutions to open-ended problems. Additionally, students adapt games such as tic-tac-toe, rock-paper-scissors, Battleship, dice games, card games, and more, to run in a digital environment. AP CSA's primary goal is to prepare students to pass the College Board's Computer Science A examination with a 3 or better.

TEC5409 AP Computer Science Principles (CSP) Pathways:

Grade 10-12 36 Weeks 2 Credit Prerequisite: Algebra II

AP CSP is a college preparatory course which models a 100-level college computer science class. The course looks at software functionality, coding basics, and current innovations/controversies in the computer science field. Students that have an interest in the way computers work, or anyone that is planning to move on to a post-secondary school, are welcome. AP CSP's primary goal is to prepare students to pass the College Board's Computer Science Principles examination with a 3 or better.

TEC3210 Video Production Pathways:

Grade 10-12 18 Weeks 1 Credit Prerequisite: Digital Photography

In Video Production students will develop storyboarding and script-writing skills to create videos. They will also learn basic videography and video manipulation skills. Students will use DSLR Cameras to take professional-looking videos. Students will edit videos using Final Cut Pro or Adobe Premiere Pro. Students will also analyze and critique digital images to develop visual literacy skills.

TEC1211 Digital Photography Pathways:

Grade 10-12 18 Weeks 1 Credit Prerequisites: None

In Digital Photography students will develop basic photography and image manipulation skills. Students will use DSLR Cameras to take professional-looking photos. Student will edit photos using Adobe Photoshop CC. Students will also analyze and critique digital images to develop visual literacy skills.

TEC1212 Architectural Design I Pathways:

Grade 11-12 18 Weeks 1 Credit Prerequisites: None

This course will explore the field of Architectural Design and Civil Engineering. Autodesk Revit Architecture is used to complete projects. Students will examine the architectural design process. Projects may include design of homes and/or sports venues, as well as analysis of data and site planning.

TEC1213 Web Page Design Pathways:

Grade 9-12 18 Weeks 1.0 Credit Prerequisites: None

This course is intended as an introductory course on creating Web pages using HTML. The objectives of this course are to teach the fundamentals of developing Web pages using HTML; to show students how to create Web pages suitable for course work, professional purposes, and personal use; to expose students to common Web page formats and functions; to promote curiosity and independent exploration of World Wide Web resources; to develop an exercise-oriented approach that allows students to learn by example; and to encourage independent ability. Projects include creating personal, holiday, hobby, music, and movie Web sites. Students will learn how to format text, links, images, tables, layouts, image maps, and templates.

TEC2214 Architectural Design II Pathways:

Grade 11-12 18 Weeks 1 Credit Prerequisites: Architectural Design I

Students will utilize the Autodesk software suite (Primarily using Autodesk Revit) to complete coursework. Extensive student problem solving and creativity in solution will be paramount. Detailed architectural models will comprise most of the student's course portfolio. Student centered and developed projects are the focus.

World Languages

In each language course, students will interact and negotiate meaning in spoken and written conversations to share information, reactions, feelings, and opinions. Students will access and evaluate information from diverse perspectives. The difference between each level of course is the level of language proficiency specified. The ACTFL proficiency scale has four main levels (Novice, Intermediate, Advanced, and Superior). The first three levels are each subdivided into three sublevels (Low, Mid, and High). In addition, the AP course prepares students to take the AP exam for college credit.

French				Pathways:
WOR1200	**French I**			
Grade 9-11	18 Weeks	1 Credit	Prerequisites: None	Proficiency Goal- Low Novice
WOR2201	**French II**			
Grade 9-12	18 Weeks	1 Credit	Prerequisites: French I	Proficiency Goal- Mid Novice
WOR3202	**French III**			
Grade 10-12	18 Weeks	1 Credit	Prerequisites: French II	Proficiency Goal- Low Intermediate
WOR1210	**French IV Honors**			
Grade 10-12	18 Weeks	1 Credit	Prerequisites: French III	Proficiency Goal- Mid Intermediate
WOR5404	**AP French Language and Culture**			
Grade 10-12	36 Weeks	2 Credits	Prerequisites: French IV	Proficiency Goal- High Intermediate

Spanish				Pathways:
WOR1210	**Spanish I**			
Grade 9-11	18 Weeks	1 Credit	Prerequisites: None	Proficiency Goal- Low Novice
WOR2211	**Spanish II**			
Grade 9-12	18 Weeks	1 Credit	Prerequisites: Spanish I	Proficiency Goal- Mid Novice
WOR3212	**Spanish III**			
Grade 9-12	18 Weeks	1 Credit	Prerequisites: Spanish II	Proficiency Goal- Low Intermediate
WOR1210	**Spanish IV Honors**			
Grade 10-12	18 Weeks	1 Credit	Prerequisites: Spanish III	Proficiency Goal- Mid Intermediate
WOR5414	**AP Spanish Language and Culture**			
Grade 10-12	36 Weeks	2 Credits	Prerequisites: Spanish IV	Proficiency Goal- High Intermediate

Other

OTH4200	**Senior Experience Fall**		Pathways:
Grade 12	18 Weeks	No Credit	Prerequisites: See senior experience program

OTH4601	**Independent Study**		Pathways:
Grade 12	18 Weeks	Credits determined with application	Prerequisites: See 118-AR-0

OTH4202	**Diversified Occupations**		Pathways:
Grade 12	36 Weeks	4 Elective Credits	Prerequisites: None

Diversified Occupations is a Cooperative Education Course where students will maintain legal employment at an approved Training Station. Students will learn on-the-job skills.

OTH4203	**Diversified Occupations**		Pathways:
Grade 11-12	18 Weeks	2 Elective Credits	Prerequisites: None

Diversified Occupations is a Cooperative Education Course where students will maintain legal employment at an approved Training Station. Students will learn on-the-job skills.

OTH4204	**Senior Experience Spring**		Pathways:
Grade 12	18 Weeks	No Credit	Prerequisites: See senior experience program

Dual Enrollment Online Course Descriptions

ENG5406 NCC English 101 **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: English I/II and meet NCC application requirements

This course gives close attention to the writing process in various forms of thesis-based writing. The course develops skills in logical and focused writing, through thesis development using supporting ideas and evidence. In addition, students learn to integrate and document information from sources.

ENG5410 NCC English 151 **Pathways:**

Grade 12 18 Weeks 1 Credit Prerequisites: NCC English I- Course 101

Students continue to develop the academic writing and critical reading skills begun in English I. Students may elect to work on Introduction to Literature (L), report writing (R), or technical writing (T).

MAT5417 NCC College Algebra **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: Algebra II and meet NCC application requirements

Concepts of algebra, graphs, and functions, exponential and log functions, systems of inequalities and equalities, complex numbers. See guidance for more information, students may be required to take a placement test prior to application.

MAT5419 NCC Introductory Statistics **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: Algebra II and meet NCC application requirements

This course introduces students to descriptive statistics, probability, correlation and regression, normal distribution, sampling distributions, confidence intervals, and hypothesis testing.

SOC5412 NCC Introduction to Psychology **Pathways:**

Grade 11-12 18 Weeks 1 Credit Prerequisites: English II and meet NCC application requirements

This college class will cover research and psychotherapeutic methods and will include the following topics: history of psychology, biological bases of behavior, sensation, perception, consciousness, learning, memory, language and thought, intelligence, motivation, emotion, human development, personality, stress and coping, psychological disorders, and social behavior.

SOC5417 NCC Cultural Anthropology **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: None

The analysis of human culture as it has evolved to the present, covering theories and methods, cultural universals, and variations in such areas as marriage and family, politics, economics, kinship, religion, and the arts, with an emphasis on non-Western and non-industrial societies.

SCI5422 NCC In Your Genes **Pathways:**

Grade 10-12 18 Weeks 1 Credit Prerequisites: Biology

This course is designed for students with an interest in modern genetics and the Human Genome Project and will develop an awareness of the impact of genetics on individuals, society, and the environment. The course's goal is to empower students to make informed decisions about ethical dilemmas in genetics that society will face in the next generation. This course is not intended for Biological Science or Allied Health majors.

Career Institute of Technology

The Career Institute of Technology is the Career and Technical Education Campus of the Bangor, Easton, Nazareth, Pen Argyl and Wilson Area School Districts. CIT offers 18 high school programs for students in 10th, 11th, and 12th grades. At the Career Institute of Technology, occupational, professional, and academic skills are integrated throughout each program. Courses are designed to provide students with the skills and confidence they need to create and maintain an atmosphere which contributes to their entire process of learning and succeeding. Take advantage of what we have to offer and enjoy the challenges that will make learning rewarding. Including CIT in your schedule will provide students the opportunity to earn college credit for the course work completed, recognized certifications, gain marketable skills and leave prepared to enter college or the workforce.

Students are encouraged to research their career plans by reading related information and reviewing and discussing their plans with counselors and parents. Students may obtain an application from their school counselor and are encouraged to complete a program visit prior to attending. Prospective students must complete the CIT application process to be considered for admission. Student visitations are encouraged for students to see the actual class and lab atmosphere and course content in action.

SOAR College Credit: **SOAR** (Students Occupationally and Academically Ready) SOAR programs prepare today's students for High Priority Occupations which include career categories that are in high demand by employers, have higher skill needs, and are most likely to provide family sustaining wages. Programs of Study are statewide curriculum approved by the Pennsylvania Department of Education that allow students in high school career and technical programs to seamlessly continue their education in a related Program of Study on the college level. Upon successful completion of the high school program, students may be awarded college credits for their work completed at CIT. Program of study college credits are available for all programs with the exception of Cosmetology which has a local articulation agreement with LCCC.

Business and Communications:

Pathways:

Computer Systems Networking
Marketing and Retail Services

Engineering and Industrial:

Pathways:

Automotive Collision & Refinishing Technology
Automotive Technology
Building Construction Technology
Electrical Construction Technology
Electronics Technology
Heating, Ventilation, Refrigeration & Plumbing
Machine Tool Technology
Masonry
Small Engine and Outdoor Equipment Technology
Welding Technology

Health and Human Services:

Pathways:

Cosmetology
Culinary Arts
Early Childhood Education
Exercise Science/Sports Medicine
Health Related Technology
Occupational Child Care
Protective Services
Veterinary Technician

CIT Program Descriptions

Automotive Collision and Refinishing Technology, CIP Code 47.0603

Automotive Collision & Refinishing Technology students will learn all phases of repair and refinishing work necessary to restore a damaged automobile. Major and minor collision repair skills include auto body tools, removing and replacing body parts, frame and body straightening, welding, body work preparation, spray painting, air brushing, and estimating repair costs.

Automotive Technology, CIP Code 47.0604

The Automotive Technology program is a nationally recognized and award-winning three-year program that teaches students entry level skills in automotive services that are based on NATEF National Standards. The program includes work safety, hand tools, suspension and steering, brakes, engines, engine performance, electrical systems, and air conditioning. Students have access to the latest computerized equipment for automotive diagnosis and repairs.

Building Construction Technology, CIP Code 46.0201

The Building Construction Technology program prepares students to apply technical knowledge and skills in all aspects of residential construction. Students will receive hands on experience using hand and power tools, blueprint reading, framing, and roofing, interior and exterior finishing work, and more. Students will work outdoors in all types of weather on a live Student-Built House Project using up-to-date equipment and materials.

Computer Systems Networking & Telecommunications, CIP Code 11.0901

The Computer Systems Networking & Telecommunications program focuses on the design, implementation and management of linked computers, peripherals, and associated software. Instruction includes network technologies and standards, system design, architecture, operating systems, security, communications protocols, client support, messaging services, network management, and troubleshooting.

Cosmetology, CIP Code 12.0401

The Cosmetology program teaches the art of hair, nails, and skin care. Students learn anatomy, physiology, facial treatment, manicuring and the coloring, cutting, and styling of hair. By starting in their 10th grade year, students can complete the 1,250 hours of instruction needed to be eligible to take the Cosmetology State Board Licensure Examination. Students gain experience through the services they provide to clients in our on-site Clinic Department.

Culinary Arts, CIP Code 12.0508

The Culinary Arts program instructs students in kitchen safety, food preparation and food service. Students spend their days working in the actual production setting of a restaurant and cafeteria. They prepare and serve the food and beverages at in-school functions such as breakfasts and luncheons, provide the refreshments needed for meetings and cater for special events such as school banquets. Special emphasis is given to the development of both a strong work ethic and teamwork skills.

Early Childhood Education, CIP Code 19.0708

The Early Childhood Education Program prepares students for careers in the early childcare field and Early Childhood Education college programs. Students receive hands-on training in health, safety, child development, learning environments, guidance, classroom and behavior management, lesson planning and assessment. Our on-site day care, Tech Tykes Early Learning Center, provides students with practical experience with older toddlers and preschoolers.

Electrical Construction Technology, CIP Code 46.0399

The Electrical Construction Technology program instructs students in basic electrical theory, circuits, wiring, maintenance and installation of motors, blueprint reading, and telecommunications cabling technology. National, state, and local electrical codes, tools, and equipment as it pertains to the electrical trade are studied and used. Students in the program also participate in the CIT Student-Built House Project.

Electronics Technology, CIP Code 15.0303

The Electronics Technology program instructs students in all areas of electronics, including direct current circuits, alternating current circuits, semiconductor circuits and digital circuits. Students also acquire skills in schematic reading, troubleshooting, circuit fabrication and prototyping techniques, interpreting technical manuals and the use of general test equipment such as volt/ohm/ammeters, variable AC/DC power supplies, signal generators and oscilloscopes.

Exercise Science/Sports Medicine, CIP 51.2604

The Sports Medicine Program will provide students with a strong foundation in human anatomy, physiology, athletic healthcare, and introduction to clinical rehabilitation skills. Upon completion of the 3-year program, students will be competent in assisting patients with completing their therapeutic exercise program, monitoring vitals, treatment of athletic injuries, and demonstrating proper body mechanics for weight-lifting and supervising patient mobility.

Health Related Technology, CIP Code 51.0899

The Health-Related Technology program instructs students in the areas of first aid, medical terminology, growth and development, gerontology awareness, nutrition, home health aide, and medical assisting. Students also learn entry level skills in office management, scheduling, and telephone techniques. Our on-site adult day care center provides students with practical instruction and experience in adult day care procedures and therapeutic recreation.

Heating, Ventilation, Refrigeration and Plumbing, CIP Code 47.0201

The Heating, Ventilation, Refrigeration and Plumbing program instructs students in the theory, construction, and repair of gas and oil burners, component parts, and water and air systems. Students are taught plumbing basics as they relate to the HVACR trades and residential construction. On-the-job skills like job estimating, blueprint reading and building code requirements are also taught. Students get hands-on experience using tools, test instruments, sheet metal, and by participating in the Student-Built House Project.

Machine Tool Technology, CIP Code 48.0501

Students in the Machine Tool Technology program learn the highly precise processes for cutting and shaping metals and other materials with lathes, milling machines, precision grinders, and saws. These skills are supported by blueprint reading, mathematics, and the use of precision measuring instruments. Students gain valuable experience in our state-of-the-art automated manufacturing lab and computer programming (CNC) and CAD-CAM technology to design and manufacture precision machined components.

Marketing and Retail Services, CIP Code 52.1801

Marketing & Advertising Technology is an instructional program that prepares students for careers in marketing and retail management. Students learn the principles of entrepreneurial economics, basic sales skills, customer service, warehousing/distribution, inventory, pricing, and the basics of marketing and customer relations. The on-site school store provides students with practical instruction and hands-on experience with food marketing principles and concepts, money handling, and customer service.

Masonry, CIP Code 46.0101

The Masonry program teaches students bricklaying, block laying, concrete work, tile work, plastering, stonework, and laboring. Students gain hands-on experience with lab projects and live work for the school and local community. Students also participate in the CIT Student-Built House Project.

Protective Services, CIP Code 43.9999

The Protective Services Program is a comprehensive public safety course that is designed to assist students in pursuing a career in Law Enforcement, Emergency Medical Technician, or Firefighting. Law enforcement instruction includes the PA Crimes Code and Vehicle Code Books, arrest procedures and processing, use of force, crime scene investigations, and an introduction to corrections. The Emergency Medical Technician portion includes patient care and transportation of the sick and injured. Students also learn the foundations of firefighting which includes instruction in personal protective equipment, tools and hose lines, firefighting equipment such as ladders and ropes along with basic rescue techniques.

Small Engine & Outdoor Equipment Technology, CIP Code 47.0699

This program prepares individuals to apply technical knowledge and skills to repair, service, maintain and diagnose problems on a variety of small internal-combustion gasoline engines and related systems used on portable power equipment such as lawn and garden equipment, chain saws, outboard motors, rototillers, snowmobiles, lawn mowers, motorcycles, personal watercraft and pumps and generators.

Veterinary Technician, CIP Code 01.8301

Our Veterinary Technician program offers in-depth training in animal care, covering essential skills such as office procedures, client communication, nursing, surgical assistance, and laboratory techniques. Students also gain expertise in radiology, ultrasound imaging, pharmacology, and animal anatomy, preparing them for a successful career in veterinary technology.

Welding Technology, CIP 48.0508

The Welding Technology Program instructs students in all basic forms of welding and metal cutting; gas metal arc welding, shielded metal arc welding, flux core arc welding, gas tungsten arc welding, oxy fuel welding, various cutting processes, and the identification and the use of shop equipment and tools. CIT has been chosen by the American Welding Society as an educational institute of such high caliber that we may train and certify students to the national skills standards required by today's employers.

MIDDLE SCHOOL PROGRAM (Grades 7-8)

BANGOR AREA MIDDLE SCHOOL ACADEMIC PROGRAMS COURSE OFFERINGS

Middle School General Information

The middle school curriculum is divided into a Core Program of courses taught daily throughout the school year. These courses include Math, English/Reading, Social Studies, Science and Related Arts. Related Arts are exploratory in nature. Students in need of math or reading support outside classroom support may be provided additional time through interventions.

Middle School Scheduling

Core Courses	Course Time	7th Grade	8th Grade
English Language Arts	**80 minutes daily**	✓	✓
Core Instruction	40 minutes daily	✓	✓
Small Group Instruction	40 minutes daily	✓	✓
Math	**80 minutes daily**	✓	✓
Core Instruction	40 minutes daily	✓	✓
Small Group Instruction	40 minutes daily	✓	✓
Science	**40 minutes daily**	✓	✓
Social Studies	**40 minutes daily**	✓	✓
Elective Courses			
Art	40 minutes for 45 days	All student schedules include a combination of elective courses assigned by the building principal for two 40-minute periods 182 school days.	
Band	40 minutes for 90 days		
Chorus	40 minutes for 90 days		
Computers and Careers	40 minutes for 45 days		
French I	40 minutes daily		
Future Engineers	40 minutes for 45 days		
General Music	40 minutes for 45 days		
Innovative Technology	40 minutes for 45 days		
Intervention	40 minutes for up to 182 days		
Library/Research Skills	40 minutes for 45 days		
Spanish I	40 minutes daily		
TV Production	40 minutes for up to 182 days		
Wellness	40 minutes for 90 days		
Non-Instructional Activity			
Lunch	30 minutes daily	✓	✓

Guidelines for Course Selection

Students are scheduled into courses based on academic performance, standardized tests, and classroom performance in sixth and seventh grade. All students are required to have a full middle school schedule.

On-Level Courses – A rigorous core curriculum which encompasses all appropriate state and national standards
Advanced Courses – Offered in Math (Algebra Foundations & Algebra I) and World Languages (Spanish I & French I)
***Algebra I, Spanish I and French I are eligible for one high school credit based on performance.**

Middle School Course Codes

GRADE SEVEN		GRADE EIGHT	
Course #	***Course Title***	***Course #***	***Course Title***
MAT700	**Math 7**	**MAT800**	**Math 8**
MAT701	**Algebra Foundations**	**MAT1203**	***Algebra I**
ENG710	**English 7**	**WOR1200**	***French I**
SOC720	**Geography 7**	**WOR1210**	***Spanish I**
SCI730	**Science 7**	**ENG810**	**English 8**
SCI731	**The Science of Stuff – Grade 7**	**SOC820**	**U.S. History I 8**
ART740	**Art 7**	**SCI830**	**Science 8**
HEA760	**Wellness 7**	**SCI831**	**The Science of Stuff – Grade 8**
MUS770	**Chorus 7**	**ART840**	**Art 8**
MUS771	**Band 7**	**HEA860**	**Wellness 8**
MUS772	**General Music 7**	**MUS870**	**Chorus 8**
TEC780	**Innovative Technology 7**	**MUS871**	**Band 8**
BUS785	**Computer and Careers 7**	**MUS872**	**General Music 8**
FCS750	**Family and Consumer Sciences 7**	**TEC880**	**Innovative Technology 8**
OTH795	**Personal Management Skills 7**	**BUS885**	**Computer and Careers 8**
		FCS850	**Family and Consumer Sciences 8**
		OTH895	**Personal Management Skills 8**
		COM890	**TV Production 8**
		WOR865	**Exploratory Spanish**

Middle School Course Descriptions

All middle school courses support the preparation for college and/or career ready skills. All career pathways apply:

Core Instruction

Core instruction is designed to allow students to meet the Pennsylvania Core Standards in the areas of English Language Arts, Math, Science, and Social Studies.

Small Group Instruction

At the end of a lesson, students are formatively assessed to determine skill mastery. Students not yet proficient with the lesson objective are assigned small group instruction. Small group instruction involves targeted, explicit lessons designed to prevent skill gaps with students.

Intervention

Intervention is targeted, skill-based instruction designed to close skill gaps. The frequency and intensity of intervention is determined by the level of student need.

Grade Seven

MAT700	**Math 7**
Grade 7	**36 Weeks**

By the end of this course, students will be able to perform a variety of operations with rational numbers, ratios, proportions, algebraic expressions and equations, geometric formulas, and data analysis. The goal of this course is for students to achieve proficiency on the 7th grade state PSSA exam given the completion of this course.

MAT701	**Algebra Foundations**
Grade 7	**36 Weeks**

By the end of this course, students will be able to perform a variety of operations with integers, equations, rational numbers, ratios, proportions, percent, algebraic expressions and equations, geometric formulas, and data analysis. The goals of this course are for students to achieve proficiency on the 7th grade state PSSA exam and prepare students for the formal study of Algebra I.

ENG710	English 7
Grade 7	**36 Weeks**

By the end of this course students will be able to analyze, interpret and respond to text, and gather evidence from text to incorporate into written and oral responses, including a presentation using multiple forms of media. Students will be able to write in a variety of modes, including argumentative, explanatory, and narrative writing. They will also be able to use complex vocabulary in speaking and writing, using their knowledge of Greek and Latin words.

SOC720	Geography 7
Grade 7	**36 Weeks**

This is the second part of a two-year program titled Geography and World Cultures. This course provides opportunities for students to develop their understanding of the Five Themes of Geography and concepts of world cultures in relation to their own. Students will learn about cultural issues and history of the Western half of the world. Some of the topics of study will include: the Age of Exploration, development of North and South America, and Colonization to Modern Day.

SCI730	Science 7
Grade 7	**36 Weeks**

The 7th Grade Life Science curriculum is an introduction of biological science and the characteristics of living things. The concepts covered are environmental science, biological science, cells, heredity, scientific method, animal science, bacteria, and viruses.

SCI731	The Science of Stuff – Grade 7
Grade 7	**36 Weeks**

Students will explore the fascinating world of materials and their properties through a lab-focused, hands-on course. This introduction to Materials Science includes labs on metals, ceramics and glass, polymers, and engineering design.

ART740	Art 7
Grade 7	**18 Weeks every other day**

Students will gain fundamental skills in both two dimensional and three-dimensional art forms needed to excel in more advanced visual arts. Throughout the semester the students will learn how to use both formal and informal production techniques, critically analyze various art forms, and gain an appreciation for their own art and the artworks of others.

FCS750	Family and Consumer Sciences 7
Grade 7	**18 Weeks every other day**

Students will focus on the science and art of living and working well in our complex world, encompassing family and consumer sciences, community and family connections, consumer and family resource management, parenting and child development, food, nutrition, wellness, and family and interpersonal relationships.

HEA760	Wellness 7
Grade 7	**36 Weeks every other day**

Through this course, students will participate in physical education and health education. Students will explore body systems, changes throughout adolescence and adulthood, healthy relationships, decision making, prevention skills, hygiene, effects of the media, and team/individual sports.

MUS770	Chorus 7
Grade 7	**36 Weeks every other day**

The middle school chorus is a non-auditioned group that works towards the development of beautiful vocal tone and music literacy through a variety of choral works from different cultures and time periods. Members of the chorus build the foundation or beautiful tone through daily vocal and breathing exercises. They also build upon the musical foundations of note reading, rhythm, reading and reading music at sight. Students in the chorus perform in two concerts throughout the year.

MUS771	Band 7
Grade 7	**36 Weeks every other day**

Members of the middle school concert band explore the elements of instrumental music performance associated with tone, technique, notes, rhythm, embouchure, articulation, intonation, balance, blend, and tempo through this performance of quality band repertoire composed by respected composers and arrangers. This ensemble works to achieve the highest standards of musical excellence. The middle school concert band performs two public concerts each year.

MUS772	General Music 7
Grade 7	**18 Weeks every other day**

This course is a music theory course which focuses on basic music concepts including notes, rhythms, and basic composition. The students will demonstrate their mastery through an original harmonic composition.

TEC780	Innovative Technology 7
Grade 7	**18 Weeks every other day**

In Innovative Technology 7, students are introduced to computer-based coding and robotic programming. General curricular themes include computational thinking, trial, and error, and using creativity to solve problems.

BUS785	Computers and Careers 7
Grade 7	**18 Weeks every other day**

By the end of the course students will be able to navigate basic email functions and the Office 365 suite to support their education. Students will also complete the requirements of Chapter 339 relating to careers and leadership using a digital career research tool. As they navigate careers, students will develop their first resume and discuss interview skills.

OTH795	Personal Management Skills 7
Grade 7	**18 Weeks every other day**

In the Library/Research Skills students will learn to navigate the world of digital study tools. They will use these study tools in conjunction with the work being done in core classes. In addition, students will explore personal money management.

Grade Eight

MAT1203	Algebra I (1 High School Credit)
Grade 8	**36 Weeks**

By the end of the course, students will be able to perform a variety of operations with, understand, and apply the concepts of solving polynomials, factoring, simplifying rational expressions, radicals, coordinate geometry and data analysis, probability, and quadratic equations. The goal of the course is for students to achieve proficiency on the state Keystone exam given at the completion of this course.

WOR1200	French I (1 High School Credit)
Grade 8	**36 Weeks**

In the French language course, students will interact and negotiate meaning in spoken and written conversations to share information, reactions, feelings, and opinions. Students will access and evaluate information from diverse perspectives. Proficiency Goal- Low Novice

WOR1210	Spanish I (1 High School Credit)
Grade 8	**36 Weeks**

Students will interact and negotiate meaning in spoken and written conversations to share information, reactions, feelings, and opinions. Students will access and evaluate information from diverse perspectives. Proficiency Goal-Low Novice

MAT800	Math 8
Grade 8	**36 Weeks**

By the end of the Math 8 course, students will be proficient on the topics of the number system, expressions and equations, geometry, functions, statistics, and probability. The course is designed to prepare them to take the Math 8 PSSA and serves as a prerequisite for high school math.

ENG810	English 8
Grade 8	**36 Weeks**

Within 8th grade English, students will explore Heroism, the idea of a Utopian society, the Holocaust and how one can make a difference in the world, followed by analyses of humor within various comedic sources. Incorporated within these units will be various writing assignments in the following genres: narrative, compare and contrast, definition (explanatory), and persuasive argument. Students will also study various concepts of grammar and their application within writing throughout each unit.

SOC820	U.S. History I 8
Grade 8	**36 Weeks**

In this course, students will begin with the colonization of the Americas and Africa by European powers and the impact Europeans had on the lives of Native Americans. Students will learn about the founding of the British colonies, through Reconstruction and Westward Expansion.

SCI830	Science 8
Grade 8	**36 Weeks**

The physical science course introduces the basic concepts in chemistry and physics. Experimental design and problem solving is incorporated into both disciplines. Topics include the structure of matter and the interaction of matter and energy.

SCI831	The Science of Stuff – Grade 8
Grade 8	**36 Weeks**

Students will delve into a broader exploration of Materials Science through this lab-focused, hands-on course. This Materials Science course introduces students to advanced, engineered, and natural materials. Engineering design will continue to be a focus.

ART840	Art 8
Grade 8	**18 Weeks every other day**

Students will increase fundamental skills in both two dimensional and three-dimensional art forms learned needed to excel in more advanced visual arts and will learn more advanced methods of art production. Complex subject matter and techniques learned throughout the semester will inspire critical thinking and creative problem solving.

FCS850	Family and Consumer Science 8
Grade 8	**18 Weeks every other day**

Students will focus on the science and art of living and working well in our complex world, encompassing family and consumer sciences, community and family connections, consumer and family resource management, parenting and child development, food, nutrition, wellness, and family and interpersonal relationships.

HEA860	Wellness 8
Grade 8	**36 Weeks every other day**

Through this course, the students will participate in physical education and health education. Students will explore basic first aid skills, changes throughout adolescence and adulthood, healthy relationships, decision making, prevention skills, effects of the media, nutrition, and team and individual sports.

MUS870	Chorus 8
Grade 8	**36 Weeks every other day**

The middle school chorus is a non-auditioned group that works towards the development of beautiful vocal tone and music literacy through a variety of choral works from different cultures and time periods. Members of the chorus build the foundation or beautiful tone through daily vocal and breathing exercises. They also build upon the musical foundations of note reading, rhythm, reading and reading music at sight. Students in the chorus perform in two concerts throughout the year.

MUS871	Band 8
Grade 8	**36 Weeks every other day**

Members of the middle school concert band explore the elements of instrumental music performance associated with tone, technique, notes, rhythm, embouchure, articulation, intonation, balance, blend, and tempo through this performance of quality band repertoire composed by respected composers and arrangers. This ensemble works to achieve the highest standards of musical excellence. The middle school concert band performs two public concerts each year.

MUS872	General Music 8
Grade 8	**18 Weeks every other day**

This course is an overview of different styles of American music through history. This class will explore and become familiar with specific composers and performers from each genre and style of music and discuss their role in the cultural context of the time.

TEC880	Innovative Technology 8
Grade 8	**18 Weeks every other day**

In Innovative Technology 8, students will learn about three-dimensional modeling and printing, graphic design, and hypertext markup language. General curricular themes include geometry, design, computational thinking, and using computers to express creativity.

BUS885	Computer and Careers 8
Grade 8	**18 Weeks every other day**

Students in this course will learn advanced Office 365 skills to use in educational applications. Digital Citizenship is another area of focus as students become immersed in the digital world. Lastly, concepts in personal finance will be explored as students begin to consider employment.

OTH895	Personal Management Skills 8
Grade 8	**18 Weeks every other day**

The class is divided into three units. Unit 1 is Literature Appreciation; Unit 2 is Digital Citizenship; and Unit 3, Information Literacy. Students will choose a topic from a list and complete the research process which includes finding relevant sources; extracting information from those sources; evaluating a website, creating a works cited page, and creating a multi-media presentation.

COM890	TV Production 8
Grade 8	**36 Weeks**

Students accepted into this class will apply and interview at the end of 7th grade. The TV crew researches, films, and creates the daily TV news for BAMS. Throughout the school year, they also create digital video projects to support the activities within the school.

WOR865	Exploratory Spanish
Grade 8	**18 Weeks every other day**

This course invites students to explore the language and culture in an engaging, supportive environment. Through interactive activities, students will learn basic vocabulary, pronunciation, and conversational skills, laying a foundation for future language study.

ELEMENTARY PROGRAM (K-6)

Elementary Scheduling

	Five Points (K-2)	Washington (3-4)	DeFranco (5-6)
English Language Arts			
Core Instruction	80 minutes daily	80 minutes daily	50 minutes daily
Small Group Instruction	30 minutes daily	20 minutes daily	
Intervention	45 minutes daily	40 minutes daily	30 minutes daily
Math			
Core Instruction	50 minutes daily		
Small Group Instruction	30 minutes daily	30 minutes daily	20 minutes daily
Intervention	30 minutes (3 times per week)	30 minutes daily	30 minutes daily
Integrated Content			
Science	30 minutes for 90 days		50 minutes daily (core) 20 minutes daily (small group)
Social Studies			
Related Arts			
Art	40 minutes for 36 days		
Library			
Music			
Physical Education			
Technology			
Non-Instructional Activities			
Recess	30 minutes daily		
Lunch	30 minutes daily		

*Alternative scheduling may be implemented based on collaborative team meetings including appropriate school staff and parents.

Core Instruction

Core instruction is designed to allow students to meet the Pennsylvania Core Standards in the areas of English Language Arts, Math, Science, and Social Studies.

Small Group Instruction

Throughout instruction, students are formatively assessed to determine skill mastery. Students not yet proficient with the lesson objective are assigned small group instruction. Small group instruction involves targeted, explicit lessons designed to prevent skill gaps with students.

Intervention

Intervention is targeted, skill-based instruction designed to close skill gaps. The frequency and intensity of intervention is determined by the level of student need.

Elementary Assessment

Benchmark Assessments

The district will collect benchmark data on students three times per year in courses that lead to a state assessment. The purpose of the benchmark data is to identify student skill gaps and measure progress of student performance measures. The data is reviewed in detail during data analysis and instructional planning sessions.

Beginning of Year (BOY)	September
Middle of Year (MOY)	January
End of Year (EOY)	April/May

Literacy and Math Skills

Short fluency measures are used regularly to detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade. Progress monitoring and/or online assessments are utilized in both reading and math (grades K-6) to inform instructional decisions and show achievement and growth.

Open Ended

Open-ended questions require students to answer in open-text format to demonstrate their complete knowledge, analysis, and thorough understanding of the question. Open ended items are scored using the Pennsylvania State System of Assessment rubric.

Diagnostic Assessments

Diagnostic assessments identify specific learning gaps with students. These assessments help educators measure students' strengths, and weaknesses, to determine individual learning needs for students.

Progress Monitoring Assessments

Progress monitoring is used to assess students' performance and quantify a student's rate of improvement or responsiveness to instruction or intervention. It is also used to evaluate the effectiveness of instruction. The frequency of monitoring is determined based on student's level of need. The greater the skill gap for students, the more frequently progress monitoring occurs.

Planning Elementary Instruction

Data Analysis

Professional staff apply a systematic process for analysis of their students' data collected from universal benchmark assessments. They apply the analysis to determine which students will receive further assessment and/or progress monitoring. Professional staff discuss prevention interventions using the district's 3-tier MTSS model. Teachers set individual, classroom and learning goals for moving their students toward proficiency targets.

Goal Setting

In the summer, the district will complete a full review of state testing results and end of year benchmark assessments. The purpose of the review is to set annual learning targets at the district, building and classroom levels, identifying instructional areas of focus, and refine professional development priorities. The identified District and building targets will become the foundation of administrator, teacher, and student performance measures.

Instructional Planning Sessions

Professional staff analyze benchmark assessments, diagnostic assessments, and previous intervention data administered to students. Teachers set instructional goals and determine interventions for all identified student needs.

Data Meetings

Using formative assessments, summative assessments, diagnostic data, intervention logs, and progress monitoring data, teachers review student performance to make instructional adjustments at least twice per month. Adjustments may be made at the student, classroom, and grade levels.

Child Study

The child study team collaborates to identify root causes of student barriers to success. This team completes a full review of student performance including but not limited to current and historic academic performance, intervention records, progress monitoring data, data team records, attendance, and behavior incidents. Related service providers with specialized expertise often comprise problem-solving teams to include teachers, reading specialists, academic coaches, school psychologists, school counselors, and administrators with family communication.

PSSA Courses

Students in grades 3-6 take the Pennsylvania System of School Assessment (PSSA) each spring in the areas of Math and English Language Arts. Every student in grade 5 is also assessed in science. Curriculum and instruction are designed to allow students to meet or exceed the standards' expectations.

Career Education and Work Standards

By the end of 5th grade, students must meet the Career Education and Work (CEW) Standards defined by the Pennsylvania Department of Education through the collection of six or more pieces of evidence. Students complete activities in Xello electronically to meet the CEW standards. All activities completed in Xello become part of the career portfolio.

Summer Remediation

A student who demonstrates a need for additional skill practice or remediation in the areas of Language Arts or Math will be invited to attend summer remediation during the month of July. Student needs are determined through various assessments including Firefly, DIBELS, IXL, and classroom-based assessments, as well as input from teachers. Students are provided targeted, skill specific interventions during summer remediation to maintain and build skills.

Student Placement

The building principal is responsible for student placement. Students in grades K-4 receive all core program instruction within a self-contained classroom model. Fifth and sixth grade students are departmentalized for core instruction. Students are grouped in heterogeneous homerooms with careful consideration using assessment data and teacher input. Differentiation occurs within the classroom to best meet the needs of all students. While parent input is always welcome, requests for specific teachers are not accepted.

Sapphire Community Portal

Parents and students can log into the Sapphire Community Portal to see current student information. Information about students' attendance records, immunizations, family address, grades, schedules, and phone contacts are available through the portal.

ELEMENTARY ACADEMIC DESCRIPTIONS

Kindergarten

Core Program

English Language Arts — **Primary Resource: Benchmark Advance**

Kindergarten students develop foundational skills such as concepts of print and alphabetic principles. They master skills like tracking text and demonstrate understanding of spoken words, syllables, and phonemes. They learn and apply grade level phonics and word analysis skills while developing vocabulary and comprehension skills to read a variety of texts with purpose and understanding. Manipulating phonemes in words develops phonemic awareness. Students in kindergarten will have a basic understanding of most sound-symbol relationships in the English language and apply those rules to read and spell single-syllable words. Kindergarten students begin the school year by drawing careful illustrations with several details. Teachers model good sentence writing using phonemic awareness and phonics skills. As the year progresses, students use their knowledge of phonemic awareness and phonics to write complete sentences on a variety of topics. Students are taught proper handwriting techniques, to print upper and lowercase letters.

Math — **Primary Resource: enVision**

Kindergarten students learn the names of numbers and how to count them in sequence. They develop number sense using one-to-one correspondence and describing everyday patterns in math. Kindergarten students also develop basic addition and subtraction concepts. They learn the concept of addition as "putting together" and "adding to." They also learn the concept of subtraction as "taking apart" and "taking from." Practicing these concepts and patterns will develop a basic level of fact fluency. In geometric concepts, students identify and describe two-dimensional (flat shapes) and three-dimensional (solid shapes). Students describe objects according to measurable attributes and also graph data and analyze the data collected.

Integrated Content

Science/ Social Studies

Kindergarten students will connect social studies and science concepts through shared read alouds and journal writing responses. Students will explore these concepts through several modes of instruction and application including illustrated responses, written responses, demonstrations, responses to experiments and observations, and read alouds. Social Studies concepts include communities, aspects of culture, and character education. Science concepts include life science (life cycles, animal habitats, pets, plants), physical science (weather, simple machines), chemistry (scientific method, following recipes).

Related Arts Program

Art

Students will learn about new artists and techniques in different media. Artists will include Andy Warhol and Henri Matisse. Mediums will include paint, clay, pencils, watercolor, pastels, and crayons. By the end of the year, students will show understanding on basic clay terms and construction such as a pinch pot, print making, still life, lines, patterns, how to work with basic materials for the first time, and primary colors.

Library

In kindergarten through second grade, students will be exposed to a variety of reading materials and digital resources. Basic library rules and procedures are emphasized throughout the year. The overall organization of the library is emphasized to help students in finding desired materials. Students will be learning fundamental elements of both fiction and nonfiction texts, building upon prior knowledge. Students will also explore topics that help spark curiosity, foster a love of reading, and inspire meaningful research.

Music

Students will experience music through singing, expressive movement, steady beat, reading rhythm and melody, and playing various classroom instruments, including pitched and unpitched sound sources. Students will learn about music from different time periods and cultures.

Physical Education

In grades K-2 Physical Education, students participate in various units throughout the year. The units include Spatial Awareness, Locomotor Movements, Fitness, Cooperation, and lead up lessons related to various sport related skills. In addition, students also learn age-appropriate motor, non-locomotor, and manipulative skills within units. Each unit lesson includes a warmup and cool down related to the lesson content. Units have been developed in an order where skills and content build off one another. Within units, social skills and personal responsibility are taught through leadership roles, communication, and sportsmanship. Health Education is also taught throughout the year during Physical Education classes. Unit topics include Nutrition, Safety, Germ Prevention, Decision Making, and Conflict Resolution.

Technology

In Grades K-2 Computer Science & Computational Thinking, students are pushed to think creatively while building the foundational technology skills they will use throughout their school career and lifetime. They will focus on understanding how to use necessary district programs, such as Schoology, and begin to learn aspects of Microsoft Office Suite. Keyboard, mouse, and trackpad skills will be developed and practiced, supporting their fine motor skills growth. Students will build their classroom technology skills, as they stretch their thinking to understand computational thinking strategies and keep themselves safe in a digital world.

First Grade

Core Program

English Language Arts **Primary Resource: Benchmark Advance**

First grade students will continue to gain a working knowledge of concepts of print and alphabetic principles. They will solidify their understanding of foundational skills and phonological awareness. They will apply grade-level phonics and word analysis skills to decode one and two syllable words with common patterns. First grade students are working towards the goal of reading with accuracy and fluency to support their comprehension. They will be applying grade level reading skills to read, understand and respond to informational text and literature. Students will identify the main idea, retell key details, describe characters, and demonstrate understanding of the central message or lesson in a text. When writing, first grade students will demonstrate a grade appropriate understanding of conventions such as grammar usage, capitalization, and punctuation. They will spell words using knowledge of common spelling patterns and phonemic awareness. Students will write complete sentences that are focused on a specific topic. They will expand simple sentences and use a variety of words and phrases. First grade students continue to refine their handwriting of upper and lowercase letters through daily practice.

Math **Primary Resource: enVision**

First grade students will extend the counting sequence and use place value concepts to represent amounts of tens and ones. They will also compare two-digit numbers. Students will represent and solve problems involving addition and subtraction within 20. They will distinguish between two- and three-dimensional shapes and partition shapes into halves and quarters. First grades students will order and measure lengths of various objects. They will tell and write time to the nearest half hour on both analog and digital clocks. Students will also use tables and charts to represent and interpret data.

Integrated Content

Science/Social Studies

Science and Social Studies concepts will be presented in a variety of instructional methods. Students will explore informational texts, observe, and respond to demonstrations and participate in learning experiences to enhance their understanding. Science concepts include categorization of living and nonliving things, identification of plant parts and functions, properties of matter, types of motion, shadows, light movement and energy, earth materials and weather. Social Studies concepts include the importance of rules, equality and responsibilities in the school community, identification of the value of fire fighters, police officers and emergency workers in the community. Students will also identify basic economic principles, physical characteristics of communities and history.

Related Arts Program

Art

Students will learn about new artists and techniques in different media. Students will build on the skills they learned in the previous year. Artists will include Wassily Kandinsky, Jeff Koons, and Laurel True. Mediums will include clay, pastels, paint, clay, collage, and textured paper. By the end of the year, students will show understanding on new clay terms and construction, 3D sculpture, history of cave paintings, patterns, texture, printmaking, radial design, mosaics, and aerial view.

Library

In kindergarten through second grade, students will be exposed to a variety of reading materials and digital resources. Basic library rules and procedures are emphasized throughout the year. The overall organization of the library is emphasized to help students in finding desired materials. Students will be learning fundamental elements of both fiction and nonfiction texts, building upon prior knowledge. Students will also explore topics that help spark curiosity, foster a love of reading, and inspire meaningful research.

Music

Students will experience music through singing, expressive movement, reading rhythm and melody, and playing various classroom instruments, including pitched and unpitched sound sources. Students will be introduced to standard notation and will learn about music from different time periods and cultures.

Physical Education

In grades K-2 Physical Education, students participate in various units throughout the year. The units include Spatial Awareness, Locomotor Movements, Fitness, Cooperation, and lead up lessons related to various sport related skills. In addition, students also learn age-appropriate motor, non-locomotor, and manipulative skills within units. Each unit lesson includes a warmup and cool down related to the lesson content. Units have been developed in an order where skills and content build off one another. Within units, social skills and personal responsibility are taught through leadership roles, communication, and sportsmanship. Health Education is also taught throughout the year during Physical Education classes. Unit topics include Nutrition, Safety, Germ Prevention, Decision Making, and Conflict Resolution.

Technology

In Grades K-2 Computer Science & Computational Thinking, students are pushed to think creatively while building the foundational technology skills they will use throughout their school career and lifetime. They will focus on understanding how to use necessary district programs, such as Schoology, and begin to learn aspects of Microsoft Office Suite. Keyboard, mouse, and trackpad skills will be developed and practiced, supporting their fine motor skills growth. Students will build their classroom technology skills, as they stretch their thinking to understand computational thinking strategies and keep themselves safe in a digital world.

Second Grade

Core Program

English Language Arts **Primary Resource: Benchmark Advance**

Second grade students continue to develop phonological awareness and knowledge of phonics rules. They solidify how to orally identify, produce, and manipulate speech sounds. When reading, they use and apply phonetic strategies to decode text. Students expand their vocabulary and use context clues to understand word meanings. Additionally, they demonstrate comprehension of fictional and non-fiction text through a variety of literacy skills. Decoding and encoding multisyllabic words are a focus of instruction in second grade. Students apply proper conventions (grammar usage, capitalization, and punctuation) to a variety of writing pieces including narrative, informational, and opinion.

Math	Primary Resource: enVision

Second grade students represent and solve problems involving addition and subtraction, add and subtract fluently within 20, and work with equal groups of objects to gain foundations for multiplication. They learn number sense to include three-digit whole numbers. Students develop place value concepts and properties of operations to add and subtract. They measure and estimate lengths in standard units, relate addition and subtraction to length, learn to tell analog time to the minute, count money, and represent and interpret data.

Integrated Content

Science and Social Studies

Science and Social Studies concepts will be explored through a variety of instructional modes. Social Studies instruction includes categories of civics and government, economics, geography, and history. Concepts include communities, rules, and laws, needs, and wants, and famous Americans. Science concepts include life science (life cycles, animal habitats, plants, human body, exercise, nutrition) and physical science (solar system, weather, electricity, magnets, and force).

Related Arts Program

Art

Students will learn about new artists and techniques in different media. Students will also build on the skills they learned in the previous year. Artists will include George O'Keefe, Liu Dan, Wayne Thiebaud, and Pablo Piedra. Mediums will include pastels, watercolor, pencils, clay, and collage. By the end of the year, students will show understanding of new clay terms and construction, new watercolor techniques, history of Chinese watercolor brush paintings, how bubbles freeze in the cold, complimentary colors, lines, tints and shades, the anatomy of bugs, symmetry and still life paintings.

Library

In kindergarten through second grade, students will be exposed to a variety of reading materials and digital resources. Basic library rules and procedures are emphasized throughout the year. The overall organization of the library is emphasized to help students in finding desired materials. Students will be learning fundamental elements of both fiction and nonfiction texts, building upon prior knowledge. Students will also explore topics that help spark curiosity, foster a love of reading, and inspire meaningful research.

Music

Students will experience music through singing, expressive movement, reading rhythm and melody, and playing various classroom instruments. Students will learn about the five-line staff and the various singing voices. Students will learn about music from different time periods and cultures.

Physical Education

In grades K-2 Physical Education, students participate in various units throughout the year. The units include Spatial Awareness, Locomotor Movements, Fitness, Cooperation, and lead up lessons related to various sport related skills. In addition, students also learn age-appropriate motor, non-locomotor, and manipulative skills within units. Each unit lesson includes a warmup and cool down related to the lesson content. Units have been developed in an order where skills and content build off one another. Within units, social skills and personal responsibility are taught through leadership roles, communication, and sportsmanship. Health Education is also taught throughout the year during Physical Education classes. Unit topics include Nutrition, Safety, Germ Prevention, Decision Making, and Conflict Resolution.

Technology

In Grades K-2 Computer Science & Computational Thinking, students are pushed to think creatively while building the foundational technology skills they will use throughout their school career and lifetime. They will focus on understanding how to use necessary district programs, such as Schoology, and begin to learn aspects of Microsoft Office Suite. Keyboard, mouse, and trackpad skills will be developed and practiced, supporting their fine motor skills growth. Students will build their classroom technology skills, as they stretch their thinking to understand computational thinking strategies and keep themselves safe in a digital world.

Third Grade

Core Program

English Language Arts **Primary Resource: Benchmark Advance**

In third grade, students will grow in English Language Arts by applying phonics, spelling, comprehension, grammar, and writing skills and strategies using reading literature and nonfiction text. Students will phoneme grapheme map words to decode, read, spell, and write multisyllable words with varied spelling patterns. They will use comprehension skills that include story structure, predict, and infer, compare, and contrast, cause and effect, sequence of events, text, and graphic features, drawing conclusions, author's purpose, author's point of view, understanding characters, and main ideas and details. Students will use these skills to complete text dependent questions. Students will use grammar skills, writing lessons, and the writing process, to create and publish a narrative, persuasive/opinion writing, and a state research report. It is expected that students maintain legible manuscript writing as they transition into cursive.

Math **Primary Resource: enVision**

In third grade, students will be able apply problem solving strategies to compute and complete written responses in math. Students will be able to multiply and divide within 100 and multiply by multiples of 10. They will find area and perimeter, add, and subtract to 1,000. Students will understand, compare, and find equivalent fractions. They will solve time, capacity, and mass problems. They will identify attributes of two- dimensional shapes. They will apply these skills to solve word problems and explain their reasoning.

Science

In third grade, students will use informational text to explore Earth Science, Physical Science, and Life Science. The topics in Earth Science include materials related to the Earth, weather, clouds and storms. The topics in Life Science include plant life cycles, animal life cycles, living things and their environments, and changing environments. The topics in Physical Science include matter and changes, forces, machines and work, and energy in the world.

Social Studies

In third grade, students will use informational text to explore maps, globes, continents, and oceans. Students will delve into history, government, and economics. Third grade students will also explore and compare rural, urban, and suburban communities.

Related Arts Program

Art

Students will learn about new artists and techniques in different media. Students will also build on the skills they learned the previous years. Artists will include Paul Cezanne, Wayne Thiebaud and Wassily Kandinsky. Mediums will include pastels, clay, paint, pencil, paper weaving, collage, and watercolor. By the end of the year, students will show understanding on abstract art, new clay terms and construction, new painting techniques, one-point perspective, painting to music, still life, why leaves change color in the fall, and the Northern Lights.

Library

In third and fourth grades, students will learn essential library skills that make them an efficient library user. Utilizing the online catalog, students will independently select library materials for both fiction and nonfiction resources. They will engage in lessons teaching the research process, culminating in a grade level research report. Students will also explore topics that help spark curiosity, foster a love of reading, and inspire meaningful research.

Music

Students will experience music through singing, expressive movement, reading rhythm and melody, and playing various classroom instruments, including recorder. Students will learn about expressive elements of music and musical traditions from different time periods and cultures.

Physical Education

In Physical Education class, 3rd and 4th grade students will work on various skills needed for basketball, soccer, floor hockey, baseball/softball, among others. Modified or lead-up games and activities will be used to practice these skills. Proper underhand and overhand throwing forms will be taught and utilized during different games and activities. Exercises, tagging games, and jogging will be done to get the students warmed up and ready for each lesson. Good sportsmanship behaviors, cooperation, and positive interactions will be stressed. Health will also be taught at different times throughout the school year during the students' Physical Education time. Health topics to be covered include body systems (skeletal, muscular, digestive, circulatory, respiratory), nutrition, tobacco/drugs, safety.

Technology

This program is designed to allow students to use their imaginations. Computer Science and Computational Thinking goes beyond learning to use programs. This year, students will not only be focusing on learning programs such as Schoology and Microsoft Office Suite but will also spend time focusing on building typing fluency, coding, and computational thinking strategies, being safe in our fully digital world.

Fourth Grade

Core Program

English Language Arts **Primary Resource: Benchmark Advance**

In grade 4, students decode unknown words, apply literacy skills (such as predicting, inferring, questioning, evaluating, and summarizing) to answer text-based questions, as well as use literacy skills to read and comprehend new/unfamiliar texts. Students also develop their vocabulary to better understand text. An emphasis on writing allows students to apply proper grammatical structure to various sentence types, follow the writing process to compose multi-paragraph pieces, as well as use author's purpose to write targeted pieces including persuasive, narrative, and informative pieces.

Math **Primary Resource: enVision**

In grade 4, students develop skills to be able to complete the following: display accuracy and automaticity in fact computation (division/multiplication/addition/subtraction), display numbers to the millions in their various forms and compare them, manipulate and compare fractions/decimals, as well as read/covert/use measurements.

Science

In grade 4, students compare living things, describe ecosystems and agriculture, describe matter and energy, explain force and motion, describe Earth's resources, as well as discuss the relationships amongst the sun, moon, and Earth.

Social Studies

In grade 4, students will identify common characteristics shared among different communities, how early communities shaped the United States, the impact that communication technology has on communities, and government. Students will also learn about the innovations of transportation, including the early railroad system across North America which allowed for settlement and expansion.

Related Arts Program

Art

Students will learn about new artists and techniques in different media. Students will also build on the skills they learned in previous years. Artists will include Yayoi Kusama, George Seurat, and Victor Vasarely. Mediums will include clay, pencils, painting, and collage. By the end of the year, students will show understanding on complimentary colors, new clay terms and construction, new painting techniques, secondary colors, how candy canes are made, Japanese design concept called Notan Dot Paintings, how hot air balloons are made and fly, and op art.

Library

In third and fourth grades, students will learn essential library skills that make them an efficient library user. Utilizing the online catalog, students will independently select library materials for both fiction and nonfiction resources. They will engage in lessons teaching the research process, culminating in a grade level research report. Students will also explore topics that help spark curiosity, foster a love of reading, and inspire meaningful research.

Music

Students will experience music through singing, expressive movement, reading rhythm and melody, and playing various classroom instruments, including ukulele. Students will learn about music from different time periods and cultures, including the music of Pennsylvania.

Physical Education

In Physical Education class, 3rd and 4th grade students will work on various skills needed for basketball, soccer, floor hockey, baseball/softball, among others. Modified or lead-up games and activities will be used to practice these skills. Proper underhand and overhand throwing forms will be taught and utilized during different games and activities. Exercises, tagging games, and jogging will be done to get the students warmed up and ready for each lesson. Good sportsmanship behaviors, cooperation, and positive interactions will be stressed. Health will also be taught at different times throughout the school year during the students' Phys. Ed. time. Health topics to be covered include body systems (skeletal, muscular, digestive, circulatory, respiratory), nutrition, tobacco/drugs, safety.

Technology

This program is designed to allow students to use their imaginations. Computer Science and Computational Thinking goes beyond learning to use programs. This year, students will not only be focusing on learning the programs such as Schoology and Microsoft Office Suite but will also spend time focusing on building typing fluency, coding, and computational thinking strategies, being safe in our fully digital world.

Fifth Grade

Core Program

English Language Arts **Primary Resource: Benchmark Advance**

In grade 5, students complete lessons with an emphasis on reading and types of writing. Reading skills include story structure, compare and contrast, sequence of events, cause and effect, author's purpose, main ideas and details, fact and opinion, use of figurative language, and author's word choice. Students will build and apply background knowledge to strengthen comprehension and deepen understanding across a variety of texts. Student writing pieces include narrative, opinion essay, response to literature, and informative essay.

Math **Primary Resource: enVision**

In grade 5, students complete lessons with a focus on computation and written response. Students will apply understanding of place value and rounding with whole numbers and decimals, calculate whole numbers, decimals, and fractions, represent, and interpret data, solving problems using a line plot, apply concepts of volume, convert within a measurement system, evaluate numerical expressions using order of operations, graph and interpret points on a coordinate plane, analyze patterns and relationships using two rules in algebra, and classify two-dimensional figures. Students will use Concrete-Representational-Abstract (CRA) techniques to move from hands-on learning with manipulatives to visual models and finally, abstract problem solving.

Science

Grade 5 engages students in exploring matter, energy, ecosystems, Earth systems and space. Students investigate the structure of matter, chemical change, and conservation of mass. They examine forces, energy in food chains and the movement of matter among plants, animals, decomposers, and the environment. Earth science study includes water distribution, the interactions of Earth's systems, and observable patterns of shadows, day and night, and seasonal star changes. Students also learn about human impacts on the environment and how communities use science to protect natural resources. Throughout the year, students apply scientific practices such as modeling, data analysis and evidence-based argument, while also engaging in engineering design to develop and test solutions to real world problems.

Social Studies

In grade 5, students learn about topics concerning America and the building of a nation. These include migration to the Americas; early American cultures; the rise of empires of Aztecs, Maya, and Inca; Native Americans of the Eastern Woodlands, the Great Plains, the Southwest Desert, and the Northwest Coast; Asia's Silk Road, Africa's Trading Empires, and European Explorers. Lessons involve emphasis on reading skills such as main idea/details, cause and effect, and sequencing in informational text. In Social Studies, students practice Text Dependent Analysis (TDA) writing to develop evidence-based responses that strengthen critical thinking and analytical skills.

Related Arts Program

Art

Students will learn about new artists and techniques in different media. Students will also build on the skills they learned in previous years. Artists will include Jasper John, Bridget Riley, and M.C. Escher. Mediums will include clay, pencils, painting, collage, and watercolor. By the end of the year, students will show their understanding of new clay terms and construction, new painting techniques, abstract art, Day of the Dead, Op art, Tessellations, and new drawing techniques.

Library

In fifth and sixth grades, students will learn essential library skills that make them efficient and independent library users. Students will use the online catalog to select and locate independent reading materials, both fiction and informational texts. Students will explore their identity as a reader and how that affects their understanding of what they read. Students will engage in activities to develop their skills as critical consumers, creators, collaborators, and curators of information. Students will participate in a variety of independent research activities. Library sciences support science, technology, engineering, and math (STEM) learning through hands-on activities. Students strengthen problem-solving, collaboration and information literacy skills through inquiry-based projects and exploration.

Music

In fifth and sixth grades, students will experience music through singing, expressive movement, reading rhythm and melody, and playing various classroom instruments, including bucket drums. Students will learn about music from different time periods and cultures, including American and patriotic music.

Physical Education

In fifth and sixth grades, students will participate in both physical education and health. Students will perform skills necessary for successful participation in a variety of team sports, individual sports, and fitness-related activities. Students will demonstrate knowledge of rules and strategies for each unit. Safety, respect, cooperation, teamwork, work ethic, and good sportsmanship are continually emphasized during physical education. Health education will take place during various times of physical education class throughout the school year. Health topics include growth and developmental changes between childhood and adolescence, body systems, decision making skills, factors that influence drug use, drug use prevention and refusal skills, effects of media, health problems and ways to prevent them, and personal health practices. Students will gain the tools to lead healthy, active lives.

Technology

In fifth and sixth grades, this program is designed to expand the students' understanding of how to use the computer and its programs. During the school year, the students will work with programs like Microsoft PowerPoint, Word, and Excel. The students will also learn how to be good digital citizens by doing internet safety & cyber bullying lessons. In addition, the students will work on typing fluency, coding, and do a
research study. Finally, the students will work on Xello for career placement.

Sixth Grade

Core Program

English Language Arts **Primary Resource: My Perspectives**

In grade 6, students complete lessons with an emphasis on reading and types of writing. Focus skills include theme, plot, main idea and details, author's purpose, cause and effect, internal and external conflict, use of figurative language, sequencing, author's word choice and analyzing poetry. Student writing pieces include personal narrative, short story, response to literature, informative essay, writing an argumentative letter, debating and completion of a poet research project. Students build and apply background knowledge to strengthen comprehension and deepen understanding across a variety of texts.

Math **Primary Resource: enVision**

In grade 6, students complete lessons with a focus on computation and written response with an emphasis on preparing students for pre-algebra. Students will calculate whole numbers, decimals and fractions; represent rational numbers on a number line and coordinate grid; find and use absolute value to describe situations; evaluate exponents; find greatest common factor and least common multiple; write and solve algebraic expressions and equations and inequalities; understand and use percent; use formulas to calculate perimeter, area, volume and surface area; create and analyze dot plots, histograms and box plots; calculate and use mean, median, mode, range and mean absolute deviation. Students use Concrete-Representational-Abstract (CRA) techniques to move from hands-on learning with manipulatives to visual models, and finally, abstract problem solving.

Science

Grade 6 students are introduced to foundational concepts across physical, life, earth, and environmental sciences. Students explore matter, energy and forces investigating how particles, motion and energy transfer shape the physical world. In life science they study cells, ecosystems, reproductions, and natural selection to understand how living systems grow and interact. Earth and space science topics include the solar system, Earth's history, weather, climate and the impact of human activity on natural systems. Students engage in engineering design challenges to apply scientific principles to problem solving while developing environmental literacy and sustainability skills to better understand the relationship between human actions and the environment.

Social Studies

In grade 6, students learn about topics concerning ancient cultures. These include ancient Mesopotamia and the Fertile Crescent, Egypt, China, India, Greece, Rome and the Medieval Europe period. Lessons involve emphasis on reading skills such as main idea/details, cause and effect, and sequencing in informational text. In Social Studies, students practice Text Dependent Analysis (TDA) writing to develop evidence-based responses that strengthen critical thinking and analytical skills.

Related Arts Program

Art

Students will learn about new artists and techniques in different media. Students will also build on the skills they learned the previous years. Artists will include Charles Ethan Porter, M.C. Escher, Vincent van Gogh, and Stanley McKay. Mediums will include pencil, pen and ink, watercolor, painting, and colored pencils. By the end of the year students will show understanding on new drawing techniques, new clay terms and construction, new painting techniques, pen and ink techniques, still life, contour line drawings, symmetry, op art, concentric circles, and drawing from observation, the function and building of a dream catcher, and Indian Corn growth and colors.

Library

In fifth and sixth grades, students will learn essential library skills that make them efficient and independent library users. Students will use the online catalog to select and locate independent reading materials, both fiction and informational texts. Students will explore their identity as a reader and how that affects their understanding of what they read. Students will engage in activities to develop their skills as critical consumers, creators, collaborators, and curators of information. Students will participate in a variety of independent research activities. Library sciences support science, technology, engineering, and math (STEM) learning through hands-on activities. Students strengthen problem-solving, collaboration and information literacy skills through inquiry-based projects and exploration.

Music

In fifth and sixth grades, students will experience music through singing, expressive movement, reading rhythm and melody, and playing various classroom instruments. Students will create rhythmic and melodic compositions. Students will learn about music from different time periods and cultures.

Physical Education

In fifth and sixth grades, students will participate in both physical education and health. Students will perform skills necessary for successful participation in a variety of team sports, individual sports, and fitness-related activities. Students will demonstrate knowledge of rules and strategies for each unit. Safety, respect, cooperation, teamwork, work ethic, and good sportsmanship are continually emphasized during physical education. Health education will take place during various times of physical education class throughout the school year. Health topics include growth and developmental changes between childhood and adolescence, body systems, decision making skills, factors that influence drug use, drug use prevention and refusal skills, effects of media, health problems and ways to prevent them, and personal health practices. Students will gain the tools to lead healthy, active lives.

Technology

In fifth and sixth grades, this program is designed to expand the students' understanding of how to use the computer and its programs. During the school year, the students will work with programs like Microsoft PowerPoint, Word, and Excel. The students will also learn how to be good digital citizens by doing internet safety & cyber bullying lessons. In addition, the students will work on typing fluency, coding, and do a research study. Finally, the students will work on Xello for career placement.