

**Warren/Forest Higher Education Council
And
Warren County School District**

**Diploma Program and Drop-Out Program
Agreement**

THIS AGREEMENT, made the _____ day of _____, 2008, by and between
Warren/Forest Higher Education Council, a non-profit organization organized under the laws of the
Commonwealth of Pennsylvania, hereinafter referred to as -----**"COUNCIL"**

AND

Warren County School District, a school district of the Second Class organized under the
laws of the Commonwealth of Pennsylvania, hereinafter referred to as -----**"DISTRICT"**

WHEREAS, the District finds that a Diploma Program would allow those who have dropped out
of high school a chance to continue their education beyond earning a General Education Diploma
(GED) to obtain a Warren County School District Diploma; and

WHEREAS, this program will provide educational opportunities to Warren County residents who
want to receive a Warren County School District Occupational Knowledge Diploma; decrease drop-out
rates; and assist in providing an educated workforce for the Warren County business community.

WHEREAS, in the immediate past, no programs of this nature has been available to the
residents of Warren County; and

WHEREAS, the District desires to collaborate with the Council for the provision of a Diploma
Program and a Drop Out Program; and

WHEREAS, the parties wish to set forth the terms of their agreement by which the Council will
provide said services.

NOW, THEREFORE, in consideration of the mutual covenants herein contained, the parties
agree as follows:

1. The term of this agreement shall be for one (1) year, commencing July 1, 2008 and ending June
30, 2009, and continue yearly, thereafter until either party provides written notice to terminate.

This agreement may be terminated by either party for any reason or no reason upon ninety (90) calendar days written notice prior to July 1st of each year.

FOR THE DIPLOMA PROGRAM

2. The Council will provide supervision, documentation reports, attendance reports, tutors, instructors, program coordination and compliance, event and graduation planning, recruiting, advertising, registration, materials, portfolios and curriculum.
3. In consideration of the diploma program, the District shall pay to the Council an amount to be determined annually. Such amount shall be a maximum of 50% of the budget for the program and such amount shall be mutually agreed to and set forth annually as Exhibit A. Any increase to Exhibit A less than 10% in any given year shall require the approval of the Superintendent. Any increase to Exhibit A greater than 10% in any given year shall require the approval of the Board. Under no circumstances shall the District be required to pay, in any given year, an amount greater than the amount set forth in Exhibit A for that year.
4. The District funding from Exhibit A will be used for program support. In addition, the District will supply participant diplomas and building use for graduation and other events. The District will provide supervision through portfolio reviews and participation on the Council's Adult Education Advisory Board, which oversees review of program content.
5. The Council and the District will work together to bring in community support for the program through funding opportunities, advertising, media events and newsletters.
6. This agreement is expressly contingent upon the ability of the Council to obtain community support, including a minimum of 50% funding of the project from organizations other than the District. The District understands and agrees that if independent funding cannot be obtained and/or renewed; the Council shall have no obligation to provide the Diploma Program. The parties further understand and agree that staff of neither party hereto is eligible for any payment and/or remuneration from the other party.
7. As standard procedure, the Council will obtain a signed Release of Information from the student, and/or parent if the student is a minor, to provide verification of attendance, participation and portfolio project to the District.
8. The Diploma Program is attached to this document as Exhibit B. Diploma Program participants are expected to earn their GED before or during the program. The Diploma Program requires an additional one hundred sixty (160) hours of coursework beyond passing the GED exam and a successful final review of the completed project portfolio by the District to be eligible for a Warren County School District Occupational Knowledge Diploma.

FOR THE DROP-OUT PROGRAM:

9. Only students who are seventeen years of age and have made the decision to leave high school will be given the option of continuing their education to earn their General Education Diploma (GED). The District will pay for the cost of the GED exam, per Exhibit A, for those who meet attendance and timeline expectations.
10. The District will notify the Council of students who have made the decision to drop-out. The District will, when possible, coordinate a meeting with Council staff, parents and student who is dropping out. Council staff will provide the District with pamphlets to drop-outs who cannot or will not meet with Council staff. When possible, Council Staff will meet with students to provide registration information.
11. Students who register for the Drop-Out Program will be enrolled and pre-tested by GED preparation provider. The GED preparation instructor will then make a recommendation to the student and Council on attendance requirements to pass the GED test by October 1 of the following fall. The Council will prepare an agreement to be signed by Council staff, GED preparation instructor and participant. The Council will make sure participants understand attendance expectations. All three will receive a copy of the agreement. Participants will also sign a release of information form to allow shared information with GED preparation provider and the District. The Council will contact the District to inform them of each individual student registered and provide monthly attendance reports. The Council will provide a collective report on attendance quarterly.
12. Council will audit records to make sure attendance is being met monthly, and will schedule a meeting with the participant and instructor when they are not to rectify or adjust agreement as needed.
13. For students with learning disabilities that require special attention, the GED instructor will help facilitate the application to the Commonwealth of Pennsylvania for consideration of those special test-taking needs.
14. The Council will notify the District of pass or fail, and retests of students taking the GED exam.

FOR THE DIPLOMA AND DROP OUT PROGRAM:

15. The District, Council, and their agents and employees shall perform their respective obligations under this agreement in such manner as to insure that any information exchanged between the parties is in accordance with all applicable laws and regulations (including, but not limited to, FERPA) pertaining to their respective programs.

16. The Council agrees to carry and maintain, at its sole expense the policies of insurance in the specified minimum of: Workmen's Compensation – minimum amount mandated by the Commonwealth of Pennsylvania; Public Liability - \$500,000 per person, \$2,000,000 per incident.
17. The Council shall defend, protect, indemnify and save District harmless against any and all claims, demands and causes of action of every kind and character, including attorney fees, arising in favor of any person including Council, on account of personal injuries or death or damages to property occurring solely as a result of the negligence, intentional acts or omissions of the Council. The term District, as used herein, is intended to mean the WARREN COUNTY SCHOOL DISTRICT as well as its officers, directors, employees and agents. The Parties agree that the terms and obligations imposed by this paragraph shall survive the termination of the Agreement.
18. The Parties agree that they conduct completely separate businesses or affairs, are separate entities, are not partners or joint venturers in any sense whatsoever, and that Council's agents and/or members are independent contractors, and not employees of the District.
19. There are no understandings between the Parties regarding this Agreement other than those set forth in this Agreement, and there have been no promises, inducements, or commitments made in conjunction with this Agreement which are not explicitly set forth herein. This Agreement may be amended, modified, or waived only by written agreement signed by all of the parties. Alterations or modifications should be submitted to the Office of the Superintendent, Warren County School District, 185 Hospital Drive, Warren, PA 16365 and Office of the Executive Director, Warren/Forest Higher Education Council, 185 Hospital Drive, Warren, PA 16365
20. If any paragraph or term of this Agreement is deemed to be unlawful, invalid, or unenforceable, the remainder of this Agreement shall remain in full force and effect and shall remain binding on the parties hereto.

IN WITNESS WHEREOF, the parties hereto, intending to be legally bound hereby, for themselves, their respective heirs, executors, successors and assigns, have hereunto set their hands and seals the day and year first above written.

For the Council:

For Warren County School District:

Duane Vicini, Chair
Board of Directors

Jack Martin, President
Board of Directors

Joan Stitzinger, Executive Director

Robert Terrill, Superintendent

Ruth Huck, Board Secretary

EXHIBIT A

July 1, 2008 to June 30, 2009

1. The District will provide funding support for the Diploma Program, not to exceed \$9,000 payable October 1, 2008.
2. For students in the Drop Out Program who meet attendance and timeline expectations, the District will pay \$100 for the cost of the GED Exam.

EXHIBIT B

Diploma Program Narrative

Diploma Program

The goals of this program are to provide educational opportunities to Warren County residents who want to receive a Warren County School District Occupational Knowledge Diploma.

The program requires participants to earn their General Education Diploma (GED) before or during the program. Candidates are required to complete an additional 160 hours of course work beyond passing the GED exam. The 160 hours of additional course work is described below.

Diploma Candidates will be required to meet attendance criteria and develop a portfolio to be reviewed by the District to assess completion of course work to receive an Warren County School District Occupational Knowledge Diploma.

Community Resources

1. Diploma Candidates will use effective research and information management skills, including location of primary and secondary sources of information within traditional and emerging library techniques.
 - Participants will visit and obtain a library card from the Warren Library Association. (Make a copy to include in the portfolio.)
 - Participants will work in small groups and develop a report that includes:
 - ✓ Five services that the library offers.
 - ✓ Research: the operating cost of the library; and identify where the funds come from.
 - ✓ List five magazines, five resource books, and five newspapers available at the library.
2. Diploma Candidates will learn about local organizations, agencies, and emergency facilities in the community and the services that are available.
 - A member of a local volunteer fire department will educate the participants about their organization the benefits of volunteering. Each participant will learn about the organization's function, main sources of revenue, and major services it provides.
 - Local non-profit organizations will meet with participants to educate them on their services.
3. Diploma Candidates will analyze and critically evaluate different forms of communication, such as fact from opinion, propaganda, stereotypes, bias statements, and recognition of inconsistencies.
 - Participants will read local editorials and discuss them with the program coordinator.
 - Participants will watch news coverage on current events and discuss them with the group and program coordinator.

Occupational Knowledge and Technology

1. Diploma Candidates will demonstrate his/her readiness to seek employment; pursue a career; and maintain or change careers.
 - Participants will attend the following computer applications courses: Windows, Word I, Excel I, Word II and Excel II. Each participant will receive a certificate for each course in their Career Portfolio.

Standard 3.7.10 Letter E: Apply basic computer communications systems.

E. Identify and explain various types of on-line services.

- Identify and explain the function of each part in a basic network.
- Describe and apply the components of a Web page and their function.
- Explain and demonstrate file transfer within and outside of a computer network.
- Identify, describe and complete advanced online research.

Standard 3.7.12 Letter E: Assess the effectiveness of computer communications systems.

E. Assess the effectiveness of a computer based communications system.

- Transfer files among different computer platforms.
- Analyze the effectiveness of online information resources to meet the needs for collaboration, research, publications, communications and productivity.
- Apply knowledge of protocol standards to solve connectivity problems.

2. Diploma Candidates will participate in a 6-hour technical writing course to help them prepare for the Language Arts, Writing part of their GED Test. The course will cover the Basic Writing Skills, Writing Tools, Technical Writing Terminology and Business Writing.

Standard 1.5.11: A, B, D, E, F & G

A. Write with a sharp, distinct focus.

- Identify topic, task and audience.
- Establish and maintain a single point of view.

B. Write using well-developed content appropriate for the topic.

- Gather, determine validity and reliability of, analyze and organize information.
- Employ the most effective format for purpose and audience.
- Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

D. Write with a command of the stylistic aspects of composition.

- Use different types and lengths of sentences.
- Use precise language.

E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.

F. Edit writing using the conventions of language.

- Spell all words correctly.
- Use capital letters correctly.
- Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
- Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
- Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

G. Present and/or defend written work for publication when appropriate.

3. Diploma Candidates will participate in a 3- hour leadership course.

Standard 13.3.11: C

C. Evaluate conflict resolution skills as they relate to the workplace:

- Constructive criticism
- Group dynamics
- Managing/leadership
- Mediation
- Negotiation
- Problem solving

4. Diploma Candidates will create a professional, typed resume reflecting their employment history, education, skills, etc. during a 6-hour Resume Writing Workshop.

Standard 1.4.11: E

E. Write a personal résumé.

5. Diploma Candidates will participate in a 1-hour Public Speaking course.

Standard 1.6.11: C, D & E

C. Speak using skills appropriate to formal speech situations.

- Use a variety of sentence structures to add interest to a presentation.
- Pace the presentation according to audience and purpose.
- Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.

D. Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

E. Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select and present an oral reading on an assigned topic.
- Conduct interviews.
- Participate in a formal interview (e.g., for a job, college).
- Organize and participate in informal debate around a specific topic.

6. Diploma Candidates will learn about services available in local job access agency and how to access job posting information. Candidates will apply effective speaking and listening skills used in a job interview.

Standard 13.2.11: B, C, D & E

B. Apply research skills in searching for a job.

- CareerLinks
- Internet (i.e. O*NET)
- Networking
- Newspapers
- Professional associations
- Resource books (that is *Occupational Outlook Handbook, PA Career Guide*)

C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:

- Job application

- Letter of appreciation following an interview
 - Letter of introduction
 - Postsecondary education/training applications
 - Request for letter of recommendation
 - Resume
- D. Analyze, revise, and apply an individualized career portfolio to chosen career path.
- E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
- Commitment
 - Communication
 - Dependability
 - Health/safety
 - Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
 - Personal initiative
 - Self-advocacy
 - Scheduling/time management
 - Team building
 - Technical literacy
 - Technology
7. Diploma Candidates will participate in a 45-minute class on Business Etiquette.
8. Diploma Candidates will participate in a 45-minute Career Assessment course.

Standard 13.2.11: D

D. Analyze, revise and apply an individualized career portfolio to chosen career path.

9. Diploma Candidates will review steps with the program coordinator on how to change careers or find employment.

Standard 13.3.11: A & F

- A. Evaluate personal attitudes and work habits that support career retention and advancement.
- F. Evaluate strategies for career retention and advancement in response to the changing global workplace.

10. Diploma Candidates will review the interview process including topics on proper dress, attitude, preparation, and skills.

Standard 13.3.11: A & F

- A. Evaluate personal attitudes and work habits that support career retention and advancement.
- F. Evaluate strategies for career retention and advancement in response to the changing global workplace.

11. Diploma Candidates will participate in mock interviews and apply effective speaking and listening skills used in a job interview.

Standard 13.2.11: A

- A. Apply effective speaking and listening skills used in a job interview.

12. Diploma Candidates will demonstrate the ability to successfully make decisions, problems solving, and explore rights and responsibilities in the workplace.

- Participants will review with the program coordinator attributes or skills that may lead to promotion in the workplace.

Standard 13.3.11: E, F & G

- E. Evaluate time management strategies and their application to both personal and work situations.
- F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
- G. Evaluate the impact of life-long learning on career retention and advancement.

13. Diploma Candidates will review in small groups common workplace issues, and develop strategies for dealing with or solving common issues.

Standard 13.3.11: B & C

- B. Evaluate team member roles to describe and illustrate active listening techniques:
 - Clarifying
 - Encouraging
 - Reflecting
 - Restating
 - Summarizing
- C. Evaluate conflict resolution skills as they relate to the workplace:
 - Constructive criticism
 - Group dynamics
 - Managing/leadership
 - Mediation
 - Negotiation
 - Problem solving

14. Diploma Candidates will review with the program coordinator common types of workplace discrimination.

Standard 13.2.11: E

- E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
 - Commitment
 - Communication
 - Dependability
 - Health/safety
 - Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
 - Personal initiative
 - Self-advocacy
 - Scheduling/time management
 - Team building
 - Technical literacy

15. Diploma Candidates will participate in a 45-minute class on Ethics.

16. Diploma Candidates will participate in a 15-hour Reading Comprehension class. Students will Identify, describe, evaluate and synthesize the essential ideas in text and identify the reading strategies that were most effective in learning from a variety of texts.

Standard 1.11.12: D, G & H

- D. Establish a reading vocabulary by identifying and correctly using new words acquired through the

- study of their relationships to other words. Use a dictionary or related reference.
- G. Understand the meaning of and apply key vocabulary across the various subject areas.
- H. Demonstrate after reading level of understanding and interpretation of fiction and nonfiction text, including public documents.
- Make, and support with evidence, assertions about texts.
 - Compare and contrast texts using themes, settings, characters and ideas.
 - Make extensions to related ideas, topics or information.
 - Assess the validity of the document based on context.
 - Analyze the positions, arguments and evidence in public documents.
 - Evaluate the author's strategies.
 - Critique public documents to identify strategies common in public discourse.

Government, Law & Citizenship

Diploma Candidates will work with the Certified Teacher and the Program Coordinator on the following areas:

1. Diploma Candidates will demonstrate knowledge of his/her rights and responsibilities at the federal, state, and local government levels.
2. Diploma Candidates will demonstrate map reading skills, geographic patterns of their state, county, and/or world in terms of land masses and major bodies of water.

Standard 13.3.11: E, F & G

- E. Analyze the location of places and regions.
 - F. Changing regional characteristics (e.g., short- and long-term climate shifts; population growth or decline; political instability)
Criteria to define a region
(e.g., the reshaping of south Florida resulting from changing migration patterns; the U.S.-Mexico border changes as a function of NAFTA; metropolitan growth in the Philadelphia region)
 - G. Cultural change (e.g., influence on people's perceptions of places and regions)
3. Diploma Candidates will participate in a 20-hour volunteer program with various local agencies.
 - Graduation Project – will write a paper detailing participation
 4. The Diploma Candidate will learn about the Commonwealth of Pennsylvania from a government representative.

Standard 5.2.9: A-G

- A. Contrast the essential rights and responsibilities of citizens in systems of government.
 - Autocracy
 - Democracy
 - Oligarchy
 - Republic
 - B. Analyze citizens' rights and responsibilities in local, state and national government.
 - C. Analyze skills used to resolve conflicts in society and government.
 - D. Analyze political leadership and public service in a republican form of government.
 - E. Explain the importance of the political process to competent and responsible participation in civic life.
 - F. Analyze the consequences of violating laws of Pennsylvania compared to those of the United States.
 - G. Analyze political and civic participation in government and society.
5. Diploma Candidates will discuss current events.

Standard 5.3.12: A-K

- A. Analyze and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.
- B. Analyze the responsibilities and powers of the national government.
- C. Evaluate the process of how a bill becomes the law on federal, state, and local levels.
- D. Evaluate how independent government agencies create, amend and enforce regulations.
- E. Evaluate the roles of political parties in election campaigns.
- F. Evaluate the elements of the election process.
- G. Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.
- H. Evaluate the impact of interest groups on the political process.

- I. Evaluate how and why government raises money to pay for its operations and services.
- J. Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.
- K. Evaluate the strengths and weaknesses of various systems of government.
 - Autocracy
 - Democracy
 - Oligarchy
 - Republic

Standard 5.2.12: A-G

- A. Evaluate an individual's civic rights, responsibilities and duties in various governments.
- B. Evaluate citizens' participation in government and civic life.
- C. Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
- D. Evaluate political leadership and public service in a republican form of government.
- E. Analyze how participation in civic and political life leads to the attainment of individual and public goals.
- F. Evaluate how individual rights may conflict with or support the common good.
- G. Evaluate what makes a competent and responsible citizen.

Global Studies

Certified teacher will provide educational support in the following areas:

1. Visual and performing arts and literature, and discuss the historical and cultural context of where they were created.

Standard 9.2.12: A-K

- A. Know and use the elements and principles of each art form to create works in the arts and humanities.
 - Elements
 - Dance: • energy/force • space • time
 - Music: • duration • intensity • pitch • timbre
 - Theatre: • scenario • script/text • set design
 - Visual Arts: • color • form/shape • line • space • texture • value
 - Principles
 - Dance: • choreography • form • genre • improvisation • style • technique
 - Music: • composition • form • genre • harmony • rhythm • texture
 - Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice
 - Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony
- B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
 - Dance: • move • perform • read and notate dance • create and choreograph • improvise
 - Music: • sing • play an instrument • read and notate music • compose and arrange • improvise
 - Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct
 - Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
- C. Integrate and apply advanced vocabulary to the arts forms. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).
- D. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- E. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- G. Analyze the effect of rehearsal and practice sessions.
- H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
 - Evaluate the use and applications of materials.
 - Evaluate issues of cleanliness related to the arts.
 - Evaluate the use and applications of mechanical/electrical equipment.
 - Evaluate differences among selected physical space/environment.
 - Evaluate the use and applications of safe props/stage equipment.
 - Evaluate the use and apply safe methods for storing materials in the arts.

2. Racial, ethnic, religious, and social groups in the community, nation, and world.

Standard 8.2.12: C

C. Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.

- Belief Systems and Religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism)
- Commerce and Industry (e.g., work of defense industries, rise and decline of the steel industry, increase of service industries)
- Innovations (e.g., polio vaccine, air pollution examined, nuclear power plants)
- Politics (e.g., Great Depression special legislative session, creation of the state income tax)
- Settlement Patterns (e.g., growth and decline of cities, coal towns, Pittsburgh Renaissance)
- Social Organization (e.g., creation of the State Soil Conservation Commission, First Amendment challenges to education, social services)
- Transportation (e.g., Pennsylvania Turnpike, Interstate highways, international airports)
- Women's Movement (e.g., League of Women Voters, Commission on Women)

Science

Certified teacher will provide educational support in the following areas:

1. Diploma Candidates will be instructed on how genetic information is inherited and expressed and explain the relationship between structure and function at all levels of organization.

Standard 3.3.12: A, B, C

- A. Explain the relationship between structure and function at all levels of organization.
 - Identify and explain interactions among organisms (e.g., mutually beneficial, harmful relationships).
 - Explain and analyze the relationship between structure and function at the molecular, cellular and organ-system level.
 - Describe and explain structural and functional relationships in each of the five (or six) kingdoms.
 - Explain significant biological diversity found in each of the biomes.
 - B. Analyze the chemical and structural basis of living organisms.
 - Identify and describe factors affecting metabolic function (e.g., temperature, acidity, hormones).
 - Evaluate metabolic activities using experimental knowledge of enzymes.
 - Evaluate relationships between structure and functions of different anatomical parts given their structure.
 - Describe potential impact of genome research on the biochemistry and physiology of life.
 - C. Explain gene inheritance and expression at the molecular level.
 - Analyze gene expression at the molecular level.
 - Describe the roles of nucleic acids in cellular reproduction and protein synthesis.
 - Describe genetic engineering techniques, applications and impacts.
 - Explain birth defects from the standpoint of embryological development and/or changes in genetic makeup.
 - D. Analyze the theory of evolution.
 - Examine human history by describing the progression from early hominids to modern humans.
 - Apply the concept of natural selection as a central concept in illustrating evolution theory.
2. Diploma Candidates will learn the value of water as a natural resource

Standard 4.1.12: A-E

- A. Analyze the principles and history of hydrology
- B. Analyze the operation and effectiveness of a water purification and desalination system.
- C. Evaluate the pros and cons of surface water appropriation for commercial and electrical use.
- D. Analyze the historical development of water use in Pennsylvania (e.g., recovery of Lake Erie).
- E. Compare the marine life and type of water found in the intertidal, neritic and bathyal zones.

Mathematics

Certified teacher will provide educational support in the following areas:

1. Diploma Candidates will pass a 45-hour Pre-algebra course.
 - The Diploma Candidate will use various computations, measurements, graphs, and estimation to solve practical problems.

Standard 2.1.8: A-G

- A. Represent and use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, exponents, scientific notation, square roots).
- B. Simplify numerical expressions involving exponents, scientific notation and using order of operations.
- C. Distinguish between and order rational and irrational numbers.
- D. Apply ratio and proportion to mathematical problem situations involving distance, rate, time and similar triangles.
- E. Simplify and expand algebraic expressions using exponential forms.
- F. Use the number line model to demonstrate integers and their applications.
- G. Use the inverse relationships between addition, subtraction, multiplication, division, exponentiation and root extraction to determine unknown quantities in equations.

Standard 2.2.8: A-F

- A. Complete calculations by applying the order of operations.
- B. Add, subtract, multiply and divide different kinds and forms of rational numbers including integers, decimal fractions, percents and proper and improper fractions.
- C. Estimate the value of irrational numbers.
- D. Estimate amount of tips and discounts using ratios, proportions and percents.
- E. Determine the appropriateness of overestimating or underestimating in computation.
- F. Identify the difference between exact value and approximation and determine which is appropriate for a given situation.

Health & Self Awareness

The Diploma Candidate will demonstrate knowledge of injury prevention, treatment, and the ability to respond to emergency situations.

1. Diploma Candidates will successfully complete and pass a CPR/First Aid course. Their Certificate will become part of their portfolio.

Standard 10.3.12: B

B. Analyze and apply strategies for the management of injuries.

- CPR
- advanced first aid

Describe and apply strategies for emergency and long-term management of injuries.

- rescue breathing
- water rescue
- self-care
- sport injuries

2. The EMA will meet with Diploma Candidates to give an overview of services, and will also help participants understand how to develop their own personal plan.

Standard 10.3.9: B

B. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.

- modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle)
- violence prevention in school
- self-protection in the home
- self-protection in public places
- evaluate the benefits, risks and safety
- factors associated with self-selected
- life-long physical activities.

The Diploma Candidate will recognize and demonstrate the ability to apply guidelines of proper nutrition through the stages of one's life.

1. Penn State Cooperative Extension will provide the nutritional information.

Standard 11.3.9: A-G

A. Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).

B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

C. Analyze the impact of food addictions and eating disorders on health.

D. Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; foliate and birth defects; sodium and hypertension).

E. Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.

F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).

G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Standard 10.1.12: B & C

B. Evaluate factors that impact the body systems and apply protective/ preventive strategies.

- fitness level
- environment (e.g., pollutants, available health care)
- health status (e.g., physical, mental, social)
- nutrition

C. Analyze factors that impact nutritional choices of adults.

- cost
- food preparation (e.g., time, skills)
- consumer skills (e.g., understanding food labels, evaluating fads)
- nutritional knowledge
- changes in nutritional requirements (e.g., age, physical activity level)