



BLOOMSBURG AREA HIGH SCHOOL PROGRAM OF STUDIES, 2017-2018

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The Bloomsburg Area School District does not discriminate on the basis of race, color, national origin, sex, age, religion, or disability in its activities, programs or employment practices as required by Title VI, Title IX, Section 504, and ADA.

The School District will provide those related services, aids and accommodations which are needed to afford all students an equal opportunity to participate in and obtain benefits of the school program and co-curricular activities without discrimination and to the maximum extent appropriate to the student's ability.

For information regarding Civil Rights; Grievance Procedures, as well as services, activities and facilities that are accessible to and usable by disabled persons please contact the Superintendent at (570) 784-5000.

INTRODUCTION

MISSION

The mission of the Bloomsburg Area School District is to prepare its students to become contributing, responsible citizens and lifelong learners, with the ability to adapt and to succeed in a competitive world.

The Bloomsburg Area High School strives to create a positive learning environment and work with the community to:

- Encourage increased parental and community awareness and involvement in the educational process.
- Provide educational resources that are current and relevant.
- Provide a competent, caring staff; a challenging curriculum; and a comprehensive extra-curricular program.
- Strive for proficiency in reading comprehension, mathematical fundamentals, and verbal and written communication skills.
- Develop an atmosphere of academic excellence conducive to acquiring knowledge and skills necessary for rational, analytical, and creative thinking.
- Foster self-esteem and promote attitudes and values which enable students to respect and work cooperatively with others.
- Cultivate an appreciation for lifelong learning.

CHILD FIND

Every school district, along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and related services because of their disabilities (Chapter 14, Pennsylvania Regulations 14.121; Part 300 Federal Regulations 300.125). Furthermore, Federal Regulations under Individuals with Disability Education Act require child find from birth to 21 years of age. This notice is to help find these children, offer assistance to parents and describes the parents' right with regard to confidentiality of information that will be obtained during this process.

ACADEMIC STANDARDS

The Bloomsburg Area School District (BASD) has adopted the academic standards required for public school students in Pennsylvania. BASD's curriculum is developed from these standards. Every student must demonstrate satisfactory progress toward achieving proficiency in these standards. Students may meet this requirement by satisfactorily completing course work in an approved program of studies. A description of the academic standards can be found at www.pde.sas.org.

The Pennsylvania Department of Education and the Bloomsburg Area School District have adopted the following academic standards:

Reading, Writing, Speaking and Listening
Mathematics
Science and Technology and Engineering Education
Environment and Ecology
Civics and Government
Economics
Geography

History
Arts and Humanities
Health, Safety and Physical Education
Family and Consumer Science
World Languages
Career Education and Work

KEYSTONE EXAMS

The Keystone Exams are end-of-course assessments that help determine whether or not a student has mastered the state standards associated with a particular course. The content areas of biology, literature are tested in Pennsylvania. At the Bloomsburg Area High School, the following courses have accompanying Keystone Exams: Algebra I, Biology 9 Honors, Foundations of Biology II, English 10, and English 10 Honors. Though proficiency on the exams is not required for graduation, participation in these exams is required for federal accountability purposes unless a religious exception is filed.

Parents and guardians may review the assessments prior to the testing window by making arrangements with the high school administration. If after reviewing the test, parents/guardians find the test to be in conflict with their religious beliefs and wish their child to be excused from the test, the parents/guardians must provide a written request that states the objection to the Superintendent of Schools.

GRADUATION REQUIREMENTS

In order to graduate from the Bloomsburg Area High School and to participate in the commencement ceremony, a student must have accumulated a minimum of 27.25 credits, which must include the following:

English	4.0 credits
Mathematics	4.0 credits
Science	4.0 credits
Social Studies	4.0 credits
Arts and Humanities	1.0 credit
Business Technology	1.0 credit
Computer Applications (<i>0.5 credit, grade 9</i>)	
Personal Finance (<i>0.5 credit</i>)	
Physical Education.....	2.0 credits
Health	1.0 credit
Health 9 (<i>0.5 credit</i>)	
Health 11/12 (<i>0.5 credit</i>)	
Driver Education.....	0.25 credit
Driver Education (grade 10)	
Electives	6.0 credits
TOTAL:	27.25 credits

PROMOTION REQUIREMENTS

The minimum number of credits that must be earned for promotion from:

GRADE 9 TO GRADE 10...

7 credits accumulated

GRADE 10 TO GRADE 11...

14 credits accumulated

GRADE 11 TO GRADE 12...

20 credits accumulated

GRADING SYSTEM

Students receive a percentage grade for courses granting credit. Report cards are issued every nine weeks and include a final grade in June. Progress reports are issued during the grading period for all students.

Parents and teachers are encouraged to establish and maintain communication about students throughout the year through the parent portal. To gain access to the portal, please contact the Guidance Office. Additionally, parent conferences scheduled in November provide a special opportunity to discuss student progress. Parents are encouraged to request conferences at any time throughout the year, however.

HONOR ROLL

High school students who have earned a grade point average (*each marking period*) of 93% to 96.9% and no incompletes are eligible for the Honor Roll.

DISTINGUISHED HONOR ROLL

High school students who have earned a grade point average (*each marking period*) of 97% and above and no incompletes are eligible for the Distinguished Honor Roll.

GRADING SCALE

<i>Rating</i>	<i>Percentage</i>
Excellent Work	93-100
Above Average	85-92
Average	77-84
Below Average	70-76
Unsatisfactory	Below 70

FINAL EXAM

The percentages for each grading period or semester will be averaged together to compute the final grade for the course. If a final examination is part of the course, it will count for 12% of the final grade. Letter grades are not used in calculating grade point average.

GRADE POINT AVERAGE AND CLASS RANK

High school grade point average (GPA) and class rank are calculated from course completion and grades earned throughout high school. In addition, all high school level courses taken prior to 9th grade will be calculated into a student's GPA and class rank. Courses designated as *Honors* are weighted by 6% and courses designated as *Advanced Placement (AP)* are weighted by 10%.

Class rank is determined by ordering students based upon a cumulative GPA calculated using final grades earned for BASD courses.

GUIDANCE DEPARTMENT

Students are assigned to counselors as follows:

Grades 9-12, letters A-K: Mrs. Tammy Mrozek, tamrozek@bloomsd.k12.pa.us

Grades 9-12, letters L-Z: Mr. Brian McNamara, bmcnamara@bloomsd.k12.pa.us

Appointments may be made by calling the high school guidance office at **570.784.6100, ext. 6004.**

ADVANCED COURSES

HONORS COURSES

Courses designated as *Honors* are weighted by 6%. All honors courses require that students have maintained a minimum of a 93% average in prior courses in the same or related discipline to enter the honors curriculum and then maintain a minimum of an 87% in an honors course to continue in the honors level course sequence. Students will be enrolled in these classes until the class limits have been reached. (In the case of French IV and Spanish IV, this grade requirement may be waived by the instructor since no equivalent non-honors course is offered.)

Honors courses will include some or all of the following:

- Summer reading assignments or projects (**Failure to complete summer assignments will result in the student receiving a zero as a summer work assignment grade.**) Students will not be removed from an Honors or AP class due to a non-completion of the summer assignments
- Increased skill levels in technology
- Higher level skills required such as application, analysis, synthesis, and evaluation
- Advanced projects, reading assignments, research and/or presentations
- Greater emphasis on theory
- Independent study of special interest topics may be required.
- Additional study groups outside of class may be required.

***See the complete listing of summer course requirements in Appendix A.**

ADVANCED PLACEMENT (AP COURSES)

Courses designated as *Advanced Placement (AP)* are weighted by 10%. Students may enroll in AP courses with teacher recommendation only. Students enrolled in Advanced Placement courses are **required** to take the College Board's AP exam that is administered in the spring. The AP exam testing fee must be paid or the student will not be permitted to take the scheduled AP course.

ADVANCED COLLEGE EXPERIENCE PROGRAM (ACE)

Qualified juniors and seniors can take regular, for-credit university courses while still in high school to get a head start on college. ACE students may be able to save up to 75% tuition costs in Bloomsburg's Advanced College Experience Program. Please talk to your guidance counselors for more information.

PENN COLLEGE NOW DUAL ENROLLMENT

Penn College NOW is a nationally accredited dual enrollment program that features Pennsylvania College of Technology courses taught by approved teachers here at Bloomsburg High School.

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) PROGRAM

The STEM Magnet Program allows high-achieving high school juniors and seniors the opportunity to get a head start on a college career in the STEM disciplines. The program offers a choice in three areas of focus: **Engineering, Health Sciences, and Technology**. It also gives students interested in math or other sciences the tools needed to be successful in college. While continuing to take classes at their current high school, STEM Magnet participants will be a part of a cohort of students from 11 school districts who take two STEM college courses per semester at Bloomsburg University. (Students also have the option of taking a summer course at the University.) More information can be found in the guidance office.

GIFTED PROGRAM

Gifted students are afforded the opportunity to complete an individual study project as well as enrichment activities. Parents are encouraged to contact the high school Guidance office for additional information about our gifted program.

PROCEDURES FOR COURSE REQUESTS

Course requests must meet the minimum standards for the grade level. Students may choose electives provided they have met the prerequisites and/or have obtained approval as required. The selection of courses should be discussed with teachers, counselors, and parents to be sure the educational and vocational needs of the students have been met.

Students are expected to register for and complete a minimum of 7.0 credits per year.

There will be ample time for the students and their parents to discuss selections with the guidance counselors. Once the selections have been made, there should be no changes. The selection of courses is a contract between the student and the school. The school will attempt to provide all core subject

courses scheduled by the students but may be unable to offer classes with very low enrollment.

All courses in Bloomsburg Area High School are open to both boys and girls. The Bloomsburg Area School District does not discriminate in regard to race, color, national origin, sex, age, religion or disability.

SCHEDULE CHANGES

No course may be dropped from a student's schedule without the approval of the guidance department and high school administration. **NOTE:** Only under unusual circumstances, after consultation with the teacher, student, parent/guardian and the guidance counselor, the principal may approve a student withdrawing from a course. If this occurs beyond the first two weeks of the class, the result of the withdrawal will include a W on his/her transcript.

COURSE CREDITS

Courses meeting six days per cycle (*every day*) for one school year are counted as one (1) credit. Those courses meeting six days per cycle for half a year, or every other day for a full year, are worth 0.5 credits. Courses that meet for one quarter (*Driver Education*) receive 0.25 credits per year.

MINIMUM COURSE ENROLLMENT

In accordance with the provisions of Section 1604 of the Public School Code, the School District reserves the right to cancel a course offering with insufficient enrollment.

COLUMBIA-MONTOUR AREA VOCATIONAL-TECHNICAL SCHOOL (CMAVTS)

The Columbia-Montour Area Vocational -Technical School Program typically begins in the ninth grade. As eighth graders, students make application for admission through the guidance department. Competitive admission quotas make it necessary for applicants to have a record of good conduct, attendance, and passing grades in their academic subjects before their application can be processed. Recommendations are necessary from teachers, guidance counselors and the school administration.

The Columbia-Montour Area Vocational -Technical School offers opportunities for career or technical training. Training is offered in the following areas:

TRANSPORTATION/MANUFACTURING

Automotive Repair/Refinishing
Automotive Mechanics
Machine Technology
Welding Technology

SERVICE

Cosmetology
Food Preparation
Health Occupations
Horticulture & Floriculture

TECHNOLOGY

Computer Technology
Drafting & Design Technology
Electronics Technology
Printing Technology

CONSTRUCTION

Building Trades Maintenance
Carpentry & Construction
Electrical Occupations
Plumbing/Heating/Air Conditioning

Students who attend CMAVTS must meet the requirements of the PA Department of Education. Credits earned in courses at the center are applied to the total number of credits for graduation. Students will receive their complete education at the CMAVTS. CMAVTS course descriptions are available in the guidance office.

Students who are selected will attend the CMAVTS on a full-time basis. Normally, enrollment begins in the ninth grade. Other grade level students may attend if they can be accommodated in the Bloomsburg Area School District's quota.

COURSE DESCRIPTIONS

The following pages of the **Program of Studies** contain brief descriptions of all high school courses. As you read the descriptions and begin to make course requests, please keep the following in mind:

- All courses are open to both young men and young women.
- Courses marked as one credit meet every day for the full year; those marked 0.5 meet every other day for the year or every day for one semester.
- The availability of elective courses depends upon student enrollment. A course may be canceled if an insufficient number of students enroll or if the staffing does not support it.
- Subject areas are arranged alphabetically within this section. The lower grade-level courses are usually listed first within each subject area.
- Students should select courses at the appropriate level of difficulty. Discussions with teachers and guidance counselors can help students choose the most appropriate courses.

Ordinarily, all courses are open to students who have taken the prerequisites. However, some courses are specifically designed for students with particular abilities and thus have limited enrollment. Some important definitions that are used in this regard are:

Prerequisite (pre-req.) – A prerequisite is a requirement which the student must satisfy before taking a particular course. In some instances, concurrent enrollment or permission are acceptable alternatives.

Honors – A higher level or more demanding course offered to any student who meets the pre-requisite.

AP – These college level courses are developed to prepare students for the Advance Placement examinations.

ART

The art program gives students an opportunity to express themselves through the use of a variety of media and techniques. The program helps students develop sensitivity towards the elements and principles of art and an appreciation for forms of art, both past and present. It is recommended that students planning an art career take studio art each year. Please refer to page 7 for honors guidelines.

1541 Art I (0.5 credit)

Art I is a semester course intended to be the precursor course for all Advanced Art courses. Art I is based upon the importance of the Elements of Art and the Principles of Design. The knowledge and understanding of these important factors will help support future success in Advanced Art courses. Students will be assigned projects that incorporate many different media which encourage creativity and originality.

1542 Advanced Art (1 credit)

Pre-req. – Successful completion of Art I

Advanced Art is designed to meet the needs of students whose interest and ability in art is outstanding. It allows for in-depth study by the individual student and offers experiences similar to Art I but on a more challenging level. Units in Advanced Art move between two dimensional media, three dimensional media and Art History.

1543 Independent Art Study I (1 credit)

Pre-req. – Successful completion of Advanced Art I

Independent Advanced Art Study I is designed to encourage those outstanding art students who may choose a field of Art as a career, or whose future field of interest may relate indirectly to some aspect of art, or those students who seek, through the creating of art objects, self-fulfillment of joy in becoming a connoisseur of art. The involvement with media and techniques will involve more mature efforts in creative expression and will utilize materials and tools used by the professional artist. The student and instructor will decide the art projects which most meet the needs of each individual student. Students will meet with the instructor at the beginning of each semester to design and set a plan of study. Successful students at this level will be self-motivated and exemplify good classroom behavior, attendance and work habits.

1544 Independent Art Study II (1 credit)

Pre-req. – Successful completion of Independent Art Study I

In addition to the criteria of Independent Advanced Art Study I, the Advanced Art II student will be expanding on that course, researching the various universities, colleges and art schools and developing a portfolio appropriate for the student's selection of post-secondary school education.

1545 Painting I (0.5 credit)

Painting I is designed as the first level of painting for the student who is interested in working solely in the paint mediums. Students will work in water color and acrylic painting completing assignments that center on landscape, still life, figure and non-objective subject matter. Students will progress through the curriculum; building knowledge based upon experiences and learned techniques. Students will participate in making art, talking about art, and learning historical perspectives related to art.

1546 Drawing I (0.5 credit)

Students will be introduced to new techniques and media within the drawing realm. Subject matter will vary to enhance the student's drawing experiences and abilities. Students will look at and discuss master artists and their drawings. Critiques will be used to enrich the student's feed-back concerning artistic growth.

1547 Jewelry I (0.5 credit)

Jewelry I is designed to give students a general introduction to techniques and processes in making jewelry. Students will be introduced to multiple techniques in construction, casting and forging jewelry. Students will be given the option of working in copper, brass, nickel silver or sterling silver. There may be a minimal lab fee for jewelry and students may purchase stones and materials on their own.

1548 Ceramics I (0.5 credit)

Ceramics I is designed to review learned ceramic information and build upon that knowledge and experience through-out the semester. Students will gain useful information relating to hand building techniques and wheel throwing techniques. Students will learn about the entire ceramic realm, from initial construction to different firing processes. Students will learn about the rich history of ceramics throughout the world.

1549 Honors Art (1 credit)

Pre-req. – Successful completion of Art I & Advanced Art

An Honors Art class is designed for advanced and serious art students in their junior or senior years. Students petitioning for this class need to be members of the National Art Honor Society, have a history of self-motivation and desire for knowledge and abilities in the visual arts, as well as a 90% in studio and 85% overall GPA. The Honors selection is open for negotiations from the current course offerings of the Art Program. Students can select a studio specific concentration or choose to be more eclectic in their choice of methods, media and techniques.

Each Honors student will have an individualized program of study drawn up and agreed upon by the student and teacher. Part of the individualized program will include two short research papers on an agreed-upon topic. Honors students are also required to serve on one of the two gallery committees. In some cases, the coordinator of High School Gifted Programs will be contacted and given a copy of each student's program of study for their records. The Honors classroom reaches outside of the halls and walls of our school building. Students will be encouraged to attend art openings in the community and in the area. A special trip to the Philadelphia Art Museum may be a part of the course. Students will be introduced to local professional artists on multiple occasions during the school year.

Students will also begin building a portfolio as soon as they decide upon pursuing additional training and schooling in the visual arts.

BUSINESS AND TECHNOLOGY

BUSINESS INFORMATION PROCESSING

List of Occupational Career Areas:

Administrative Assistant
Computer Programmer
Data Entry Clerk
Desktop Publisher
Manager
Office Machine Operator
Secretary
Typist
Webpage Designer

Suggested Courses:

Computer Applications (*required*)
Computer Programming
Desktop Publishing
Webpage Design
Introduction to Business (1 & 2)
Principles of Law
Personal Finance (*required*)
Cooperative Education

FINANCE / ACCOUNTING

List of Occupational Career Areas:

Account Administrator
Accountant
Account Executive
Accounts Payable/Receivable Clerk
Auditor
Bank Teller
Bookkeeper
Business Manager
Cashier, Credit Clerk, Payroll Clerk, Treasurer

Suggested Courses:

Accounting I
Accounting II
Computer Applications (*required*)
Introduction to Business (1 & 2)
Principles of Law
Personal Finance (*required*)
Cooperative Education

GENERAL OFFICE

List of Occupational Career Areas:

Administrative Assistant
Court Reporter
Data Entry Clerk
Law Clerk
Legal Secretary
Manager
Office Machine Operator
Paralegal

Suggested Courses:

Accounting I
Computer Applications (*required*)
Desktop Publishing
Webpage Design
Personal Finance (*required*)
Principles of Law
Introduction to Business (1 & 2)
Cooperative Education

The goal of Business and Technology courses is to provide the basic foundation to prepare students for college or the workforce. Students will have the opportunity to use the most popular software available in college classrooms and business offices today. By enrolling in business and technology courses, students will have the opportunity to acquire a background in these areas prior to college enrollment or a career in business. Knowledge of business and technology is essential for today's world and tomorrow's future.

1470 Computer Applications (0.5 credit)

This ninth grade semester course is designed for students to apply and evaluate basic computer operations and concepts. Throughout the semester, students will focus on applying and enhancing word processing, spreadsheet, presentation, and database skills. Students will begin to research potential careers and create a resume and cover letter. 21st Century Communication Skills such as Web 2.0, Internet safety and digital citizenship skills will also be addressed.

1471 Introduction to Business – Level 1 (0.5 credit)

Introduction to Business Level 1 and Introduction to Business Level 2 are semester courses offered back to back.

Over 22% of all college graduates major in the business field. Introduction to Business Level 1 is a semester course offered to students in grade 10-12 that are interested in furthering their education in business or engage in a career in business. This course introduces students to the global environment of modern business, types of business ownership, role of government in business, business management, entrepreneurship, innovation and creation of capital, marketing, financial analysis, and business ethics. Students will use interactive software to create a virtual business, participate in the Entrepreneurship Challenge (a state-wide competitive event), be exposed to outside speakers, and go on field trips to local businesses. Students will also participate in the Bloomsburg Business Boomers (3B), Bloomsburg High School's only profit-making in-school business. Profits earned from this business will be used toward an overnight field trip to an East Coast city. This course prepares students for employment in business or college in the fields of Accounting, Business Management, Marketing, and Business Education.

1472 Desktop Publishing (0.5 credit) Pre-req. - Computer Applications

Desktop Publishing and Webpage Design are semester courses offered back to back.

Desktop Publishing is a semester course offered to students in grade 10-12 who have successfully completed Computer Applications. The purpose of this course is to introduce students to desktop publishing principles and practices including fonts, text, graphics, layout and design. Students will use Microsoft Publisher and Adobe Photoshop to design and create a variety of documents including flyers, newsletters, brochures, business documents and other publications.

1473 Webpage Design (0.5 credit) Pre-req. – Computer Applications

Desktop Publishing and Webpage Design are semester courses offered back to back.

Webpage Design is a semester course offered to students in grade 10-12 who have successfully completed Computer Applications. The purpose of this course is to introduce students to Web design using HTML code. Dreamweaver will also be used to design and edit webpages in a What You See Is What You Get environment. Students will learn Web design tips, concepts and techniques that are essential to planning, creating, testing, publishing and maintaining Web sites.

1474 Personal Finance (0.5 credit)

This semester course is offered to all students in grades 10, 11, or 12. This course informs students of their financial responsibility and will help to develop financial literacy as a consumer in the business world. Topics covered will include career analysis, checking accounts and other banking services, budgets, credit cards, bankruptcy, identity theft, saving and investing.

** This course is required for graduation.*

1475 Introduction to Business – Level 2 (0.5 credit)

Introduction to Business Level 1 and Introduction to Business Level 2 are semester courses offered back to back. Note – students are encouraged to take Introduction to Business Level 1, but can enroll in Level 2 without having taken Level 1.

Business degrees are among today's most desired degrees by employers. As President Calvin Coolidge once said, "the chief business of America is business." Introduction to Business Level 2 builds on the skills and concepts learned in Level 1 and is intended for those desiring to further their education or engage in a career in business. Level 2 will center on developing a business plan for an individual business. This will be achieved through a computer simulation activity in which students will learn business concepts of marketing, pricing, inventory control, merchandising, financing, and promotion. Using the computer simulation, students will design and operate their own convenience store with a goal of being the most profitable business in the class. Students will develop a business plan of their own (or with a partner) to be entered in the state-wide Entrepreneurship Challenge, as well as be exposed to outside speakers, and go on field trips to local businesses. Students will also participate in the Bloomsburg Business Boomers (3B), Bloomsburg High School's only profit-making business. Profits earned from this business will be used toward an overnight field trip to an East Coast city. This course prepares students for employment in business or college in the fields of Accounting, Business Management, Marketing, Finance, Banking and Business Education.

1476 Entrepreneurship (0.5 credit)

Want to be the next Bill Gates? Entrepreneurship is offered to students in grades 10, 11, and 12. This course focuses on recognizing a business opportunity, starting a business, operating, and maintaining that business. Entrepreneurship integrates the functional areas of accounting, finance, marketing, management, and the legal environment in which a new business operates. The course culminates with the student developing a hypothetical business plan to implement their unique venture that conforms to all applicable governmental laws and regulations. Students taking this class are eligible for University of Iowa College Credits. Juniors and seniors enrolled in BizInnovator entrepreneurship course must achieve a score of 70% or greater on the cumulative exam to earn three (3) semester credits.

1478 Business and Personal Law (0.5 credit)

Business and Personal Law and Business and Criminal Law are semester courses offered back to back.

Business and personal law is recommended for anyone interested in operating a business, considering a law enforcement career, or simply wanting a good working background in understanding their own personal legal rights and responsibilities. A rich mixture of personal law and consumer law makes the course especially relevant and useful in students' daily lives. Some of the topics discussed include criminal law, court systems, trial procedures, contracts, consumer protection, tort law, and student rights. Students also are provided with suggestions on how to solve problems relating to common experiences, analyze and judge real world cases, and orally present law related current events. Field trips to the county prison and courthouse will enhance the student's understanding and knowledge of the United States justice system.

1479 Computer Programming (0.5 credit)

JavaScript is the language of the web browser. Throughout this course, students will be creating their own web pages and viewing them locally using a web browser. HTML tags will be used to define the content of a web page and JavaScript will be used to program the behavior of the web page. Topics covered will include variables, data types, if statements, comparison operators, conditional operators, logical operators, arrays, loops, scope, objects and functions.

1480 Accounting I (1 credit)

Accounting is the language of business; this course should be taken if you are planning on a career in a business field. Accounting I provides a complete study of double entry accounting as it applies to a single proprietorship, partnership and corporation. Students will acquire a thorough knowledge of debits, credits, the accounting cycle, journalizing, posting, trial balance, adjusting and closing entries. Various accounting simulations will also be used.

1481 Accounting II (1 credit)

Pre-req. – Successful completion of Accounting I

Accounting II builds on the fundamental Accounting concepts covered in Accounting I. This course includes departmental accounting, adjustments and valuation, general accounting adjustments and corporate accounting. Accounting simulations will be used to give students hands-on, real-world experience. Completion of this course should provide an adequate background to secure an entry level bookkeeping or accounting position or provide the skills necessary for college level accounting classes.

1482 Business and Criminal Law (0.5 credit)

Business and Personal Law and Business and Criminal Law are semester courses offered back to back.

Students interested in criminal justice, criminal forensics, or law careers are highly encouraged to take this course. This course prepares students for career opportunities within the criminal justice system as well as entrance into institutions of higher learning. Students will learn about the United States criminal justice system, criminal law and investigations, white collar crime, cyber-crime, crime prevention, court procedure and police operations. Students will be highly engaged in crime scene investigations through a hands-on-approach to learning. Outside speakers as well as field trips to the county prison and courthouse will enhance the concepts learned in this course.

1484 Cooperative Education (2 credits – full year; 1 credit - semester)

Cooperative Education is an elective program open to seniors. Students enrolled in this course for the full school year will receive 2 credits. Students enrolled for a semester will receive 1 credit. Students will leave early from school to work at their co-op job for a minimum of two hours per day.

Co-op provides goal-oriented occupational education to students electing this program through on-the-job training. Successfully completing the Cooperative Work Experience will provide the student with a better understanding of the world of work as well as occupational training.

This course will:

- Enhance the co-op student's educational experience with real-world career related work experience.
- Allow the co-op student to develop skills and knowledge applicable to an identified career field.
- Allow the co-op student to explore, through on-the-job experience, the career options related to their academic work, and to verify their career choice.
- Increase the co-op student's maturity level by exposure to the profession work environment.
- Establish credentials for the co-op student to enhance their opportunities after graduation for employment or admission to college.

1485 FBLA (0.5 credit) (1 semester – offered 1st semester only)

This semester course is offered to students in grades 10-12 who are FBLA members or are interested in learning more about FBLA related topics.

Throughout this course, students will choose multiple competitive events from the Future Business Leaders of America Competitive Events Reference Guide to research. All events are aligned with the National Business Education Standards in the following areas: Accounting, Business Law, Career Development, Communication, Computation, Economics & Personal Finance, Entrepreneurship, Information Technology, International Business, Management and Marketing.

Students will also participate in a Virtual Business simulation and Life Smarts online competitions. Projects that cover additional business related topics will also be completed.

CULINARY ARTS

Culinary Arts courses are designed to help students learn the art of cooking. Participation in guided food preparation labs provide opportunities for students to improve their culinary skills as well as prepare for independent living.

1560 Culinary Arts (0.5 credit)

Culinary Arts is open to all students and will introduce students to the basics of food preparation and kitchen safety. Skills explored include measuring, mixing, cooking, baking, basic nutrition and dishwashing. This class must be taken **before** enrolling in any other culinary course.

1561 Food Preparation (0.5 credit)

Pre-req. - Culinary Arts

In this course students will learn a variety of cooking methods and food preservation techniques. Nutrition, preparation, menu planning and food costs are a component of this course.

1564 Foods & Nutrition I (0.5 credit)

Pre-req. - Culinary Arts

Students will explore healthy eating patterns, the nutrients and their functions through guided labs and nutrition activities. They will practice the preparation of healthy foods and learn to make wiser food selections.

1565 Foods & Nutrition II (0.5 credit)

Pre-req. – Foods & Nutrition I

This course is designed to help students take charge of their food choices to develop into healthy adults. Students will participate in guided foods labs and meal preparations to practice what they learn during this course. A study of various diets choices is part of this course.

1567 Baking I (0.5 credit)

Pre-req. - Culinary Arts

Students will learn to bake a variety of foods in this course. Appetizers, main dishes, bread and desserts are on the menu. Baking ingredients and food science principles will be explored.

1568 Baking II (0.5 credit)

Pre-req. – Baking I

This course is an extension of skills acquired during Baking 1. Students will prepare a variety of baked products including main dishes, pies, cakes and breads. Cake decorating skills are practiced in this course.

1570 International Foods (0.5 credit)

Pre-req. - Culinary Arts

In this class students will take a culinary tour around the world with a tasting adventure of ethnic foods. Students will research the culture and dining habits of selected nations, then prepare samples of their studies. Students should be open to tasting a variety of flavors when considering this class.

DRIVER EDUCATION

1730 Driver Education (0.25 credit)

The standardized course in Driver Education and Highway Safety consists of two phases: 1) 30 hours of classroom instruction and 2) six hours of actual “behind the wheel training” in everyday driving situations. The classroom curriculum is required to be taken and successfully completed as a requirement for graduation in our school district. The “behind the wheel” phase of training is an elective for students who desire to participate. Students electing this phase will receive an additional .2 credit. The classroom phase of Driver Education must be completed before taking the “behind the wheel” phase of Driver Education.

Both phases have to be successfully completed to obtain a senior license at age seventeen and a half, provided no moving traffic violations have been made. Also, most insurance companies will give a reduction in automobile insurance premiums until age twenty-five for successful completion, after which you would go under their normal rates.

The classroom instruction encompasses, but is not limited to the following content: the desire to develop the correct attitudes, habits, and knowledge in an individual to be a safer driver; providing the proper information and background so an individual can and does make the correct decision in any driving situation he/she encounters, traffic citizenship, social responsibility, psychology of the driver, skills, judgment, the motor vehicle, the Motor Vehicle Code, laws of nature, accidents and their prevention, and the effect of alcohol and drugs on drivers and potential drivers.

HOW TO OBTAIN A LEARNER’S PERMIT

One must be at least 16 years of age to apply for a learner’s permit. Applicants need to bring the following to the examination center:

- Completed medical qualification form (DL-180)
- Check or money order for \$35.50
- Original social security card
- **Original proof of identity** (*one of the following*):
 - Original Birth Certificate or PA Photographic ID

Upon successful completion of the knowledge test and vision screening, the applicant will be issued a temporary learner’s permit that can be used for practice driving when accompanied by a licensed driver 21 years of age or older.

ENGLISH

THE ACCELERATED READER PROGRAM

To encourage all students to read and to reward their efforts in reading, the English Department incorporates the Accelerated Reader program into all its courses of study. Research has shown that increased reading practice leads to increased reading ability and that gains in reading translate to gains in other subject areas. Because many students will take the SATs and ACTs and all sophomores will take the Literature Keystone Exam, the Accelerated Reader Program provides essential opportunities for students to practice their reading comprehension skills.

The Accelerated Reader Program encourages students to read by offering a choice of books from the Accelerated Reader list targeted at their interest and reading levels. Students read at their own pace and then demonstrate their comprehension by taking a computerized multiple-choice exam. Their results are available immediately, including percentage correct and total points they have earned. *Please refer to page 7 for honors guidelines.*

Keystone Literature: Keystone Literature Review Course (0.5 credit)

Students who do not achieve proficiency on the Keystone Literature Exam may be enrolled in the Keystone Literature Review course. This course will focus on remediation materials designed to meet the state's academic standards in order to retake the Keystone Exam and/or complete a project-based assessment.

1102 English 9 (1 credit)

The primary purpose of ninth grade English is to span the transition from reading to literature and to expand the skills of writing and speaking our American English language. Ninth grade English expands on the comprehension and application of grammar especially in terms of developing a writing style. In addition, various literary genres—novels, short stories, drama and poetry—are examined using specific intrinsic guidelines. Finally, students will prepare for the PSAT through vocabulary acquisition and practice of specific reading strategies and study skills.

1103 English 9 Honors (1 credit)

The English Honors section will generally realize a greater sense of independent study as part of the various areas covered in this course. English 9 Honors goes beyond skills in language arts by focusing on a commitment to learn and explore the depths of the various subjects. Students will be expected to take advantage of opportunities for independent study and cooperative learning. Finally, students will prepare for the PSAT through vocabulary acquisition and practice of specific reading strategies.

1106 English 10 (1 credit)

This academic course offers an in-depth study of literature, communication, thinking skills, and SAT vocabulary development. Diverse readings and writing assignments are meant to prepare students for both the required Keystone Literature Exam and future English courses throughout high school. There will be a strong focus on foundational literacy skills applied to a multitude of literary genres as well as nonfictional texts. Students will also complete a graduation project focused on investigating career choices, thoroughly researching a career, and presenting their research in diverse formats.

1107 English 10 Honors (1 credit)

This academic course offers an in-depth study of literature, communication, thinking skills, and SAT vocabulary development. Diverse readings and writing assignments are meant to prepare students for both the required Keystone Literature Exam and future English courses throughout high school. There will be a strong focus on foundational literacy skills applied to a multitude of literary genres as well as nonfictional texts. Students will also complete a graduation project focused on investigating career choices, thoroughly researching a career, and presenting their research in diverse formats. In addition, the honors sections of this course will complete more in-depth studies of both novels and a full length non-fiction book, as well as more demanding assessments throughout the course of the school year.

1109 English 11 (1 credit)

The focus of this course is the connection between academic topics, personal experience, and workplace skills. The curriculum, which builds on the study of communication initiated in tenth grade, emphasizes critical thinking, organization, information gathering, self-management and team communication as students read and analyze literature, complete a variety of writing assignments, and deliver technology enhanced presentations. Students who did not reach proficiency on the Keystone Literature Exam in tenth grade may be scheduled into this course.

1110 American Literature 11 (1 credit)

This course has as its central focus the study and analysis of American literature. Its intention is to foster greater understanding and appreciation of our American heritage in a historical context. Students will analyze the elements of the short story; critically examine the novel; and identify poetic forms and devices to use these techniques to interpret poetry. Throughout the course, students will respond to classic literature by actively participating in discussions, completing a variety of writing assignments, and giving presentations.

1111 American Literature 11 Honors (1 credit)

The scope and sequence of this course is primarily designed to follow a historical context based on genre to include autobiography, short story, poetry, and novel. The American body of literature will be the focus of analysis employing the upper levels of Bloom's Taxonomy, which will result in essays, research papers, and presentations utilizing modern technology. A classical accelerated reading list is a requisite.

1113 English 12 (1 credit)

*Pre-req. - ** Only those students currently enrolled in English 11 should request English 12. Other students will be enrolled by teacher recommendation only.*

English 12 emphasizes critical thinking, reading, and writing skills as students explore the units of the College Application Essay, Technical Writing, Negotiations, Diversity, and Ethics. To enhance this study, students will analyze and evaluate web sites, news articles, various forms of media, and literature. To demonstrate mastery of these core issues, students engage in various simulations that promote active learning. When possible, English 12 will be integrated with other content area classes.

1114 British and World Literature 12 (1 credit)

British and World Literature 12 is a literary survey course that serves as a transition from secondary-level expectations to college-level expectations. Students will engage in active, inquiry-based learning that will promote independent, critical thinking. By analyzing and evaluating the genres of prose, poetry, drama, and non-fiction using critical literary theories, students will explore multiple interpretations of texts through asking essential questions. Students will demonstrate and validate their interpretations through creative writings, analytical essays, and persuasive essays, or by completing individual and group presentations implementing 21st century research and technology skills.

1118 British and World Literature 12 Honors (1 credit)

British and World Literature is a literary survey course that serves as a transition from secondary-level expectations to college-level expectations. Students will engage in active, inquiry-based learning that will promote independent, critical thinking. By analyzing and evaluating the genres of prose, poetry, drama, and non-fiction using critical literary theories, students will explore multiple interpretations of texts through asking essential questions. Students will demonstrate and validate their interpretations through creative writings, analytical essays, and persuasive essays, or by completing individual and group presentations implementing 21st century research and technology skills. Due to the honors notation, instruction will be differentiated so that students will be required to read literature of greater complexity.

1115 AP English Literature & Composition (1.5 credits)

Pre-req. - 85.0% or better in a prior English honors course. Students enrolled in this course will be required to take the College Board's AP English Literature & Composition exam.

Advanced Placement English: Literature and Composition is a college-level course for highly motivated students who desire an intensive study of literature. Using college-level materials, students evaluate literary texts using literary theories with an emphasis on the new-critical / formalist approach. After mastering the skills associated with the new-critical / formalist approach, students will apply these strategies as well as other literary theories to evaluate a variety of texts in the genres of fiction, drama, and poetry. In addition, students will independently analyze three novels or dramas.

1116 Creative Writing I Honors (1 credit) -11th & 12th grade

In this course, students interested in developing their creative writing skills will focus in the areas of the four major genres of literature: fiction, literary non-fiction, poetry and drama. Students will spend approximately one marking period on each genre, reading a broad swath of examples and forms from various literary time periods. Building on this knowledge, students will compose several of their own pieces in each genre, go through multiple revisions of self-selected pieces and build a working creative writing portfolio which will serve as the final project.

1117 Creative Writing II Honors (1 credit)

Pre-req. -Creative Writing Honors I with at least an 85%

In this level, students who wish to continue to hone their creative writing skills will develop their own creative writing projects and work towards completion throughout the year. Reading and writing exercises will be highly differentiated by the instructor to provide the skills and knowledge which students both need and are interested in. The final portfolio will include at least two major literary pieces. There will be a strong emphasis on finding outlets for publishing.

1121 Journalism I (1 credit)

Pre-req. -10th, 11th & 12th grade with at least an 80% in English

This course provides a wide-range of print media experiences. In addition to learning the fundamentals of news gathering, writing, and editing, students are trained in photography, layout, and computer-assisted production and publication. They examine the media, the concept of our community's need to know, its right to know, and its responsibility to know. All students interested in any of the topics listed are invited to be part of the Red & White, a Bloomsburg High School tradition.

1122 Journalism II Honors (1 credit)

This second level course is for those students who have completed Journalism I and are interested in becoming part of the award-winning Red & White's editorial board. This group of student editors coordinates the staff of the high school newspaper, designs the publication format and layout, chooses the content, edits stories, and represents the paper as part of the school community. This course allows students to apply at a more professional level the skills acquired in Journalism I.

1123 Journalism III Honors (1 credit)

Pre-req. - Teacher recommendation

Students electing to take the third level of Journalism will be working on and with the school newspaper on a specialized basis designed around the interests of the student. This could include advanced levels of design, news and/or feature writing, or editorial work.

1125 Publications I (1 credit)

This first Publications course is focused on beginning and advancing your photography and Photoshop skills as part of a highly motivated staff that produces our high school yearbook and school-wide slide show. Throughout the year, students will work with InDesign and page layout in preparation for print projects and planning the following year's Memorabilia.

1126 Publications II Honors (1 credit)

The advanced program (Honors weighed) is for students who want to take their photography, design, technology and writing skills to another level as production editors of our 128-page, full-color high school yearbook. Students must be ready to assume leadership roles that will involve decisions, deadlines and creativity in a fast-paced, pressure-packed environment.

1127 Film as Literature - Elective (0.5 credit- semester course)

The purpose of Film Studies is to introduce students to the narrative aspects as well as the basic technical and aesthetic elements of film so that students are able to “read” a film much as they would any work of literature. Film Studies will introduce the history of filmmaking through the study of a variety of film genres. Areas of study will include stylistic innovations, narrative techniques, cinematic terminology, and thematic interpretation of film. Class discussion and written assignments will include critical analysis which reflects understanding and interpretation of the films screened. *Students should be prepared to regard each film as a literary work.*

1129 Publications III Honors (1 credit)***Pre-req. - Teacher recommendation***

Students electing to take the third level of Publications will be working on the school yearbook with students in Publications I and II in an advanced and specialized role based upon the unique interests and skills of the Publications III student. Publications III students will also have assignments outside of the project of the yearbook to complete, such as newsletter for publication, literary magazine publication, and special projects.

LIBRARY

The BHS library contains over 5000 books, over 200 videos, computer databases, Internet access and dozens of magazines and journals for our students to utilize. The collection can be accessed through the library webpage of the school website.

The purpose of the high school library is to support the various curricular areas through the availability of supplemental materials. Throughout their high school careers, students are given instruction in research skills in conjunction with classroom assignments. Students will be provided instruction on digital citizenship skills through the library services and classroom activities and projects.

The ACCESS Pennsylvania program makes it possible to obtain research material statewide from 2,834 participating libraries. POWER Library (Pennsylvania Online World of Electronic Resources) provides databases such as *Contemporary Authors*, *SIRS Discoverer*, *Health Source Plus*, *AP Multimedia Archive*, *Oxford Reference Online*. Additional online databases will continue to be evaluated and added to the library collection.

In addition to supporting research, the BHS library advocates leisure reading and has an active role in the Accelerated Reader program. AR was adopted and incorporated into the English curriculum to help students achieve independent reading success. Students have thousands of titles to select from to earn their points each marking period.

The library is open for student use from 7:20 a.m. to 3:00 p.m. Monday through Friday. Any questions can be directed to pburrell@bloomsd.k12.pa.us

MATHEMATICS

*Mathematics provides the basis for every field wherein measurement is required. As a discipline, it enables students to think clearly, sequentially, and logically. Students should choose mathematics courses which will provide the background necessary to pursue desired career goals. The sequences are designed to meet varied needs. A student is able to move from one sequence to another or to schedule concurrent courses with department approval provided that the prerequisites (if any) have been met. The forward progression of courses will always be required. **Each student must consult with his or her math teacher before selecting a course.** At the end of scheduling and at the end of the school year, all course selections and student grades will be reviewed. If a student's grades have changed in such a way that the chosen course prerequisite has not been met, the student may not move on to that course.*

Keystone Algebra Review (0.5 credit)

Students who do not achieve proficiency on the Keystone Algebra Exam may be enrolled in the Keystone Algebra Review course. This course will focus on remediation materials designed to meet the state's academic standards in order to retake the Keystone Exam.

1201 Algebra I (1.5 credit)

Algebra I (1.5) will give students a basic foundation of algebraic concepts. This course will cover all the material taught in Algebra I (1.0) but will be presented with more class time and hands-on-activities. **A scientific or graphing calculator is required for this course.**

1202 Geometry (1.5 credit)

Pre-requisite – Successful completion of Algebra I (1.5) 1201 & Algebra II 1203

Geometry (1.5) is the third course in a sequence designed to follow the material learned in **Algebra I (1.5)**. This course will cover all the basic geometry ideas and principles, as well as a few related algebraic concepts. **A scientific or graphing calculator is required for this course.**

1203 Algebra II (1 credit)

Pre-requisite – Successful completion of Algebra I (1.5) 1201

This is the second course in a sequence designed to follow **Algebra I (1.5)**. Algebra topics not covered in the previous course will be taught in this course. It completes the study of basic algebra and proceeds into more advanced topics. **A scientific or graphing calculator is required for this course.**

1206 Algebra I (1 credit)

Algebra I is for the student who wants to pursue course work in academic mathematics. Algebra I is essential for any student planning to further her/his education beyond high school. In this course, concepts of arithmetic basic to understanding algebra are solidified. In logical sequence, more difficult algebraic concepts are introduced. Wherever possible, applications of these concepts are used so that the student realizes the relevant, real-life uses of algebra. Problem solving is a vital component of this course. Students learn to read a problem, analyze it, put it into the form of an equation and then discover a way to solve it. **A scientific or graphing calculator is required for this course.**

1207 Geometry (1 credit)

Pre-req. – Successful completion of Algebra I 1206 & Algebra II 1209

Geometry is the third course in a sequence designed for the student who is pursuing a course in academic mathematics. Geometry integrates “thinking skills” into the entire course. It develops logical, deductive reasoning by having the student make, test, and prove conjectures. Students must use accepted statements (definitions, theorems, postulates, and given information) to reach conclusions. **A scientific or graphing calculator is required for this course.**

1208 Geometry Honors (1 credit)

This is an accelerated course for students who have successfully completed Algebra II Honors. More material is covered than in Geometry 1207 and a more thorough examination of the included concepts is undertaken. **A scientific or graphing calculator is required for this course.**

1209 Algebra II (1 credit)

Pre-req – Successful completion of Algebra I (1.0) 1206

Algebra II is the second course in a sequence designed for the student pursuing an academic mathematics series of classes. Algebra II completes the study of basic algebra; it then proceeds into topics involving polynomials, quadratics, and rational expressions. Practical applications are essential in each chapter along with instruction **that requires the use of a scientific, or graphing calculator, or computer.**

1210 Algebra II Honors (1 credit)

Algebra II Honors is taken in the 8th or 9th grade year by students who have completed Algebra I in the middle school with at least a 93%. Any student who wishes to take this course in the 10th grade year must have the recommendation of the Algebra I teacher and must also schedule Geometry Honors 1208 in the same year. Algebra II completes the study of basic algebra and then proceeds into topics involving polynomial expressions and functions, radicals, quadratic functions, rational expressions, and conic sections. Application problems used throughout the course are designed to show how the math is used in the real world. **A scientific or graphing calculator is needed for this course.**

1211 Pre-Calculus (1 credit)

Pre-req. – Successful completion of Algebra II, & Geometry

Pre-Calculus is the fourth course in a sequence designed for the student pursuing an academic mathematics series of courses. Pre-Calculus offers a comprehensive overview of the mathematical skills needed for students to succeed in a rapidly changing technical world. Students will cover, in detail, relations and functions, trigonometry, conics, logarithmic and exponential functions, and sequences and series. **A graphing calculator is required for this course.**

1212 Pre-Calculus Honors (1 credit)

Pre-calculus honors is an advanced course designed for those students who have successfully completed (87% or better) both algebra II honors and geometry honors. One semester will be devoted to the study of trigonometry. Other topics covered are logarithmic and exponential functions, sequences and series, and the calculus concepts of limits and derivatives. **A graphing calculator is required for this course.**

1213 Calculus Honors (1 credit)

Calculus is an accelerated course. The emphasis is on application and techniques of both differential and integral calculus. The course consists of functions, limits, differentiation and integration of algebraic and transcendental functions, plus practical applications of the derivative and integral. **A TI-89 graphing calculator is required.**

1214 AP Calculus 12 (1.5 credit)

Pre-req. – An average of 87.0% or better in Honors Pre-Calculus or Honors Calculus. Students enrolled in this course will be required to take the College Board's AP Calculus AB exam.

The Advanced Placement Calculus course is designed for highly motivated students who have successfully completed the honors courses in mathematics through Honors Pre-Calculus or Honors Calculus, while maintaining an 87% average. The course is based on college level materials and college level teaching strategies in Calculus. Students taking AP Calculus will be required to take the College Board's Advanced Placement Calculus exam in May. **A TI-89 graphing calculator is required.**

1215 Probability and Statistics (1 credit)

Pre-requisite – Successful completion of Algebra I

This course is geared toward students who have completed at least Algebra I. The statistical applications are drawn from various disciplines, including natural sciences, social sciences, business, economics, education, engineering, and computer science. **A TI-83 or higher graphing calculator is required.**

1216 Math SAT Preparation (.5 credit)

This one-semester math elective is designed to help prepare students to take the college entrance exam. There will be a review of testing strategies and skills necessary for success. SAT sample problems, along with computer software will be used to help students improve their ability to solve problems.

MUSIC

The high school music program offers a variety of courses to develop and refine musical skills. The comprehensive music curriculum prepares students for courses in music education, performance, composition, and theatre arts.

1500 Band (1 credit)

The course of study used in band class or band rehearsals includes (1) a study of the various instruments of the band. (2) Rehearsing with emphasis being placed on musical blend, pitch, intonation, timbre, rhythm, etc. (3) a study of music history through the use of period music. (4) The use of scales, arpeggios, personal disciplines as related to band performances such as marching, concerts, parades, etc. Required performances include football games, competitions, parades and concerts.

1501 Band Front (0.25 credit)

Band Front meets 5 days each week for the first marking period. Students will learn basics in flag techniques, dance, marching techniques, and drill. Students will combine these basics to enhance the visual presentation of the Bloomsburg High School Marching Band. Performances at all rehearsals, football games, competitions and parades scheduled during the school year are required for this course.

1502 Band/Chorus (1 credit)

Band students who would like to participate in the choral program could elect to do so by selecting this course of study named Band/Chorus. An arrangement of three band periods and three chorus periods would complete the six-day requirement. During the first nine weeks chorus will meet two times, band three times a week.

1503 Band/Band Front (1 credit)

Band students who would like to participate in band front could do so by selecting this course. This elective meets daily combining band front for the first nine weeks and band for the remaining marking periods.

1504 Band Front/Band/Chorus (1 credit)

Students have the option to participate in all three musical electives through participation in Band Front during the first nine weeks and completing the year with the Band/Chorus component.

1505 Band Front/Chorus (1 credit)

Students will participate in Chorus twice per week during the first nine weeks then five days a week from second nine weeks to the end of the year.

1506 Music Theory I (1 credit)

Music Theory gives students the opportunity to express their thoughts through a medium of music. The art of composition is explored through the use of Sibelius, a computer notation program. If you have the desire to express yourself through song writing, this class is for you. This course is a must if you plan to study music beyond the high school level.

1507 Music Theory II Honors (1 credit)

Music Theory II H is designed for more in-depth study of the elements of the structure of music. Beware; your appreciation for the structure of good music will be greatly enhanced by taking this course! Through the use of Sibelius, you will notate scores and easily change the key so any instrument can perform your song. Through the use of www.musictheory.net, you will be able to better write the melodies that get stuck in your head in the middle of the night. More rules for the structure of music are explored, followed and then broken! This course would prepare you well if you desire to have a music career someday. Because it is an honors course, there is summer work and the successful completion of Theory I is required.

1508 Chorus (1 credit)

Chorus is offered five times a week. The following areas of music will be explored by students who select this one credit course: 1) Rhythm, melody, form and tone color through the use of choral music; 2) Various periods and styles of choral music; 3) Techniques of singing; 4) Performance of music in required public performances. Students will also have the opportunity to try out for County and District Chorus Festivals.

1509 Voice Class I (1 credit)

Are you unhappy with the sound of your voice? Do you want to sing like your favorite pop icon? Do you eat, sleep, drink and breathe the desire to be a singer? Do you just want to learn more about singing? Check out Voice Class I. You will learn to sing with ease! There are several ingredients to the success puzzle for aspiring vocalists: diction, a fancy word for pronounces words correctly, efficient use of the body to breathe and shape sounds, phrasing and dynamics. One of the tools that will help you to learn diction is the secret language of IPA. You'll have to take the course to learn how to use it effectively.

1510 Voice Class II Honors (1 credit)

If you loved the first level, you will certainly want to delve deeper into vocal study. This course is designed for the serious vocal student that wants to study voice in college or pursue singing more actively after high school. The curriculum is designed to encourage you to dig deeper into singing technique so the voice is more effortless and more expressive. More practice is required in this level. Students will be required to complete prerequisite work for the honors distinction, ie. Learn repertoire over the summer or complete a book review.

1511 Voice Class III Honors (1 credit)

This course is designed for students that have completed Voice Class II with an average of 90 including the final and approval of the instructor will be given to the opportunity to extend their vocal study. Students are required to be enrolled in chorus or band/chorus for the year. Students will be required to complete prerequisite work for the honors distinction, ie. Learn repertoire over the summer or complete a book review.

PHYSICAL EDUCATION/HEALTH EDUCATION

Physical Education is a mandatory co-ed program at Bloomsburg Area High School. These planned programs include activities that contribute to the individual's overall physical development during their high school years. The curriculum includes team sports, individual sports, lifetime recreational activities, and an emphasis on physical fitness.

A sequential program of health units is offered. These programs contribute to personal and community health and encompass mental, emotional, social, spiritual, and physical part of the human being.

1709 Physical Education 9 (0.5 credit)

The 9th grade year of physical education focuses on leadership skills, sportsmanship, and team building activities. The concept is to help create a positive and cooperative school environment through class lessons that challenge students to work together.

1710 Physical Education 10 (0.5 credit)

The 10th grade year of physical education is devoted to each individual's personal fitness levels. Evaluations on every aspect of fitness are given at the beginning and end of the year. Personal improvement over the school year is the objective. Individualized training programs are initiated to improve endurance, core strength, muscle strength, flexibility and BMI. Community professionals may be used to supplement curriculum in the area of exercise science.

PHYSICAL EDUCATION 11 & 12

The students are responsible for scheduling at least two classes of physical education throughout the last two years of their time at BHS. They may not repeat a course choice for credit. The students will have the opportunity to choose from the following possible activity categories.

1711 Individual Sport Activities (0.5 credit)

Students will be introduced to several different individual lifetime sports. Activities may include but are not limited to: Golf, Tennis, Archery and community professionals will also be used to supplement existing curriculum in the areas of dance and self-defense. Emphasis will be on basic skill development and sport strategy. Activities will conclude with instruction and participation in a fundamentally competitive scenario.

1712 Team Sport Activities (0.5 credit)

Students will be introduced to several different team lifetime sports. Activities may include but are not limited to: Basketball, Softball, Volleyball and community professionals may be used to supplement existing curriculum in the areas of dance and self-defense. Emphasis will be on basic skill development and sport strategy. Activities will conclude with instruction and participation in a fundamentally competitive scenario.

1713 Aerobics and Dance (0.5 credit)

Emphasis will be placed on physical/aerobic fitness using a variety of cardiovascular building activities including dance aerobics. The course will build on the fitness principles developed in previous grades. Dance instruction will range from beginning to intermediate dance techniques which include standards from the PA State Standards for Health and Physical Education.

1714 Personal Fitness -Level I (0.5 credit)

This class is an introduction to exercise science. The objective of this class is to learn how the human body adapts to exercise and to be able to use that information to design scientifically provable exercise programs. This class involves the use of anatomy, physiology, kinesiology, biomechanics, and biology to gain an in-depth understanding of the human movement system as a whole. This class also involves very rigorous exercise regimens. A firm understanding of biology and experience exercising are preferred. Students must be in their junior or senior year to enroll in this class.

1715 Personal Fitness -Level II (0.5 credit)

Pre-req. – instructor permission and signature is required

Personal Fitness is a personalized program of physical activity and strength conditioning. Students in level II will gain a deeper understanding of resistance exercise to gain muscle mass, mobilize joints, and improve cardiovascular and pulmonary fitness. This class is open to all 11th and 12th grade students, and can only be taken once for credit. This is a very demanding and challenging course.

1719 Health 9 (0.5 credit)

Health 9 is a course in which we introduce the students to such topics as human sexuality, disease, physical fitness, substance use, safety and nutrition. Throughout the course the student will learn how each topic will affect him/her physically, mentally and socially. The student will also learn how to use this information in personal, family and community interactions.

1720 Health 11/12 (0.5 credit) (may be taken during the 11th or 12th grade)

Health education must be continuous. Health education is built around biological and social facts as well as principles that relate to the existence, survival and adjustment of human beings. Twelfth grade health includes such topics as substance use, death and dying, human sexuality, mental health, disease, and health care. Throughout the year the student will learn how each topic will affect him/her physically, mentally and socially. The student will also learn how to use this information in personal, family and community interactions.

SCIENCE

*The science curriculum is designed to emphasize the process of scientific inquiry so that students can think clearly, solve problems, participate in scientific discoveries, and interpret scientific data. These areas of emphasis are designed to fulfill three goals for students: 1) to prepare for further study and potential careers in biology, medicine, chemistry, physics, environmental science, etc.; 2) to instill such ongoing scientific curiosity that the student will continue to ask and answer scientific questions; and 3) to develop an appreciation for the role of science and scientists in the world of expanding technology. Inquiry and curiosity are stimulated through lecture and discussion, review of current scientific literature, and laboratory activities. Any student in the honors program who leaves the program may not re-enter the program. **It is not recommended that more than one science course be taken during the same year due to the sequential nature of science courses.** Please refer to page 7 for Honors guidelines.*

Keystone Biology Remediation Course (0.5 credit)

Students who do not achieve proficiency on the Keystone Biology Exam may be enrolled in the Keystone Biology Review course. This course will focus on remediation materials designed to meet the state's academic standards in order to retake the Keystone Exam.

1301 Foundations of Biology I (1 credit) – 9th Grade Course

Foundations of Biology I is a 9th grade science course that will deal with biology as an everyday experience. This course satisfies the first of four required science credits. Topics covered include the Nature of Biology, Principles of Ecology, Cell Biology, Evolution and Classification. Lab experiments combined with demonstrations, and multiple learning activities will be utilized throughout the year. Relevant issues in Biology along with web-based activities will be integrated as needed. Effective teaching strategies will include teacher and student centered activities such as hands-on activities, and projects to achieve our daily objectives. The course content is aligned with the assessment anchors for the Keystone Exam for Biology. Upon completion of Biology Foundations II you will be required to take and achieve a proficient or advance rating on the Biology Keystone Exam.

1302 Foundations of Biology II (1 credit) – 10th Grade Course

Foundations of Biology II is the second course in a two course sequence designed to help prepare students for the Biology Keystone Exam. This course will complete our study of the Assessment Anchors for the Biology Keystone Exam. The Assessment Anchors are defined by the Eligible Content statements established by the Pennsylvania Department of Education. The course will focus on the following assessment anchors: The Chemical Basis of Life, Bioenergetics, Cell Growth and Reproduction, and Genetics. A significant laboratory component will be incorporated into the course to support the major concepts studied in class. Students will take the Biology Keystone Exam at the conclusion of this course.

1303 Biology I Honors (1.5 credits)

Honors Biology is designed to provide students with a strong foundation in the biological sciences. The focus of the course will include the nature of Biology, Principles of Ecology, Chemical Basis of Life, Cellular Biology, Reproduction, Genetics, and Evolution. The class will promote science inquiry by challenging students to think critically and justify answers and think like a scientist. Effective teaching strategies will include lecture, group discussion activities, projects, web-based resources, and a significant laboratory component. The goal of this course is to challenge academic students who plan to further their education after high school or pursue a career in the science and science related fields. The course content is aligned with the assessment anchors for the Keystone Exam for Biology. Upon completion of the course students will be required to complete the Keystone Exam for Biology as defined by the Pennsylvania Department of Education. Students will need to achieve a proficient or advanced rating on this exam to graduate. All students taking this course who earn a proficient or Advanced score on the Biology Keystone Exam will be required to take Honors Chemistry (1.5 credits) in order to earn the 4 science credits required for graduation. Those students who do not earn a Proficient or Advanced score on the Biology Keystone may be required to take the (.5 credit) Biology Keystone Remediation course in addition to the required science course as listed above.

1305 Biology II Honors (1 credit)

Biology II is a senior level elective course designed to provide students with a curriculum equivalent to an introductory level college biology course. The curriculum will focus on the areas of the chemistry of life, the cell, genetics, and ecology. A significant laboratory component is integrated with each topic area. Students will be required to analyze, interpret and communicate an understanding of the theories and principles of biology. The intent of the class is to challenge students who plan to pursue a career in the biological sciences or other related scientific fields.

1306 Chemistry I (1 credit)

Chemistry is the study of matter and how it behaves. This course will study nomenclature, the mole, chemical reactions, acids and bases, consumer chemistry, and simple organic chemistry with an approach geared to descriptive and practical uses of chemistry. Lab work will be distributed throughout the year where hands-on activities can enhance the learning.

1307 Chemistry Honors (1.5 credits)

Chemistry is the study of matter and its properties. This course will study nomenclature, the mole, reactions, thermodynamics, atomic structure, the periodic table, gas laws, acids & bases, redox chemistry, and nuclear chemistry, with an emphatic mathematical approach. Students will have a lab period scheduled every other day that will act as a hands-on tool to solidify theory given in the course. Both application and theory will be emphasized.

1308 Organic Chemistry Honors (1 credit)

This course will deal with the chemistry unique to the element carbon. The first part of the year will deal with the major functional groups, their chemistry and their applications into the lives of students. After studying stereochemistry, the course will look at biomolecules and then the biochemistry of metabolism in humans. Last, a study of the spectroscopy, including NMR, IR, and mass spec, will be done.

1309 Applied Physical Science (1 credit)

Applied Physical Science is designed for students in their senior year of school who are completing their four science course requirement in the general track of study. The course content will include topics of motion, Newton's laws, momentum, energy and gravitation. Work in heat and thermal energy, wave motion, sound, light electricity and magnetism and astronomy topics will be included. This course will involve minimal amounts of math with an emphasis toward practical application. The course will rely more on description and examples through both demonstration and experimentation. This course is not intended to prepare students for college physics classes.

1310 Academic Physics (1 credit)

Academic Physics is a college-prep course that introduces students to as many topics of the science as possible in the allotted time. The course is designed for students in their junior or senior year of school, in either the Honors or the general track of study. The course begins in mechanics with a study of motion, forces, energy and the conservation laws and continues with wave motion, fluid dynamics, a study in heat and thermal energy and electricity. Laboratory exercises will be included to allow for a more practical understanding of the concepts being developed. This course will prepare students for a first year, general physics class in college.

1311 Physics I Honors (1 credit)

Pre-req. – currently taking Honors Pre-Calculus or Calculus

Physics is an advanced college-prep course designed for students in their junior or senior year of school currently on the Honors science track of study, with high success in math and science courses. The course begins in mechanics with a study of motion, forces, energy and the conservation laws and continues with wave motion, fluid dynamics, a study in heat and thermal energy and electricity and magnetism. Laboratory exercises will be included to allow for a more practical understanding of the concepts being developed. This course is extremely challenging, with a rigorous work load. It will prepare students for the physics classes needed in engineering, physics, or advanced sciences in college.

1312 Physics II Honors (1 credit)

Pre-req. – 85% or better in Physics Honors AND the teacher's recommendation is required.

Physics II Honors is designed as a senior level honors course. It will be a continuation of Physics Honors and is developed at a higher instructional level. The initial study will include a review of basic physics concepts. This will be followed by a more in-depth study of topics in kinematics, optics, electricity, relativity, magnetism, and quantum theory. An array of laboratory exercises will also be used as hands-on learning activities. It will be recommended that students enrolled in this course prepare for the study before the start of the school year. Materials will be provided for this preparation.

1313 AP Biology (1.5 credit)

Pre-req. – Successful completion of Biology I Honors and Chemistry I Honors.

Prospective students must have maintained an 85% average in both courses. Students enrolled in this course will be required to take the College Board's AP Biology exam.

AP Biology is a college-level course for highly motivated students who plan to further their education in a scientific field. The course is designed to be the equivalent of a two-semester college introductory biology course. The goal of the course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. A significant laboratory component will be integrated into the curriculum. The class differs from Biology II Honors with respect to the range and depth of topics covered, the kind of laboratory work done, and the time and effort required of students. Due to the volume of material to be covered, students will be expected to assume responsibility for their own learning by completing several assignments during the summer.

1314 Human Anatomy & Physiology (1 credit)

Pre-req. – Successful completion of Foundations of Biology II or Biology I Honors and Chemistry I or Chemistry Honors. Prospective student must have maintained an 85% average in both courses.

Human Anatomy and Physiology is a full year course that focuses on the structure and function of the human body. Students will study the biochemical composition, basic organization, and major body systems of the human body. The course will focus on anatomical terminology, anatomical identification, and the physiological process of the human body systems. An emphasis will be placed on an understanding of the functions of the human body systems and how the systems maintain homeostatic balance. The course will feature labs that will further explore key content and is designed for students pursuing a degree in the health sciences, biological sciences, or nursing field.

SOCIAL STUDIES

The social studies curriculum is built upon the foundation disciplines of history, geography, economics, sociology, psychology, anthropology, and political science. The specific courses and topics which comprise the curriculum rest on this foundation and focus on the past, present and future interaction of human beings and their environment.

The special purpose of social studies is citizen education and the civic learning of each individual. The Bloomsburg Area School District has as its goal the development of a contributing and productive individual possessing self-awareness, knowledge, skills, and a sense of responsibility as a member of the family, school, local community, state, nation and the world.

Each of the social studies courses are to be taken in order of their course number. Exceptions will be considered on an individual basis and only when the regular order is impossible, such as might occur when a student transfers from another school. Please refer to page 7 for honors guidelines.

1400 Civics (1 credit)

This course is designed to give freshmen students an understanding of government operations as they affect the everyday life of the American citizen. Students examine citizenship in our democracy and then turn to a study of current problems facing school, community, and family life. A solid review of the government process ensues at the national, state and local levels. Other related units include “the United States and the World” and the Citizen in Government. The purpose of the course is centered around the growth of students into becoming responsible citizens with the ability to be contributing members of society. Appreciation of current events is also a significant part of the course structure.

1401 Civics Honors (1 credit)

This course is designed for the highly motivated freshman student. A summer project will serve as the first test grade for the first academic quarter. The student will be required to do research, provide oral reports, participate in cooperative learning, and write short papers. The course begins with a general review of citizenship in our democracy. It then turns to an independent inquiry of the citizen in society. It also encourages good citizenship through a thorough understanding of and respect for the law. The course continues by reviewing specific information about the traditions of democracy. It then provides a detailed study of our federal system of government to explain the functions and activities of each of the three branches of government. Students also examine the powers, duties and organization of state and local government to receive a clearer understanding of how the federal system works. Comparing the PA Constitution with the US Constitution completes this review. The course then looks at the citizen in government with an in-depth look-at the key elements of the American political system - elections, political parties, interest groups, public opinion, and the media. It finishes with students being introduced to the concept of foreign policy focusing on past and future foreign policy challenges for the United States. Appreciation of current events is also a significant part of the course structure.

1402 World Cultures (1 credit)

This sophomore course is designed to foster an understanding and appreciation of the political, cultural and social aspects of the world's cultures from the rise of absolutism in Europe to the present. The purpose of this course is to develop students' understanding of the world as global community and their roles as citizens in that community. This course is a continuation of the World Cultures course taken in sixth grade.

1403 World Cultures Honors (1 credit)

The Honors World Cultures course extends the depth and breadth of the sophomore World Cultures course. Honor students are expected to be well-versed in current events and issues. Integrated into the coursework are more extensive and challenging projects, assignments, and assessments.

1404 American Cultures (1 credit)

The American Cultures class is intended to be taken during your junior year. American Cultures is an attempt to teach a fundamental knowledge of the culture and history of the American people arising out of a belief that the future destiny of any society can be to a large degree molded through a sound knowledge of its past. Students are encouraged to develop the habit of critical thinking and analytical reasoning as an integral part of American Cultures.

1405 American Cultures Honors (1 credit)

American Cultures Honors is designed to expose junior students to a more in depth exploration of the American Cultures curriculum. Additionally, honors students can expect a higher level of questions and topics within class, and on examinations. This curriculum lends itself well to the exploration of primary sources and the linking of past to present through the use of critical thinking skills.

1406 Current Issues in History (1 credit) 12th grade level course

Current Issues in History is a required senior year course. This course is an extension of American Cultures around the time period of the Cold War and moving until the present day. Unlike American Cultures, Current Issues in History will also look at the history of the rest of the world in past centuries and how that history has implications on current world relations. In addition, it investigates the roles of government and economics and their impact on today's society and world affairs. A strong focus on current events is ever-present, which allows for students to focus on current history as it is taking shape. This allows for students to become more knowledgeable about current domestic and international affairs, leading to students who will be better prepared for their role as productive citizens.

1407 Current Issues in History Honors (1 credit) 12th grade level course

Current Issues in History Honors will expose students to the Current Issues curriculum at an accelerated pace. Honors level students are expected to learn the information at a higher level of understanding. More challenging assessments, projects, and assignments are also an expectation of honors students.

1410 AP United States History (1.5 credit)

Pre-req. – An average of 85.0% or better in a previous Social Studies honors course.

Students enrolled in this course will be required to take the College Board's AP United States History exam. 11th & 12th grade only

The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP United History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

1411 AP Psychology (1.5 credit)

Pre-req. – An average of 85.0% or better in a previous Social Studies honors course.

Students enrolled in this course will be required to take the College Board's AP Psychology exam. 11th & 12th grade only

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

1412 Psychology (0.5 credit)

Psychology is a one semester elective course for interested juniors and seniors. This course will spend time investigating the subfields of Psychology. The program will focus on topics such as social psychology, psychological disorders and their treatments, sensation and perception, and learning.

1413 Sociology (0.5 credit)

This one semester course will explore the Sociological Perspective; Doing Sociology; Research Methods; Culture; Socialization and Development; Social Interaction and Social Structure; Group Structures; Communities; Society; Deviance and Criminal Behavior; Social Stratification; Racial and Ethnic Minorities; and Gender Roles in today's society. The course is open to both juniors and seniors.

1414 Social Studies in Action (1 credit)

Social Studies in Action is an elective course targeting interested juniors and seniors who have an appreciation for utilizing technology and a desire to solve real world problems. The purpose of this course is to give students an opportunity to explore, through an inquiry-based model, community-related issues utilizing data, maps, interviews, etc. Students will begin the course expanding the 32 Feet Project (oral history project of the 2011 flood) and/or updating the historical tour of Bloomsburg with 21st Century technologies and resources. Students will learn how to use industry-standard GIS software to collect, organize, and analyze data to perform geographical discovery. Later in the course, students will create and gain approval for individualized and small group project-based learning opportunities in conjunction with local government agencies, businesses, and organizations. Students will utilize historical analysis and skills to generate questions and current and emerging technologies to spur creative problem solving.

1415 Anthropology (0.5 credit)

This course is a semester course designed to give students an introduction to the field of anthropology. Students will investigate the four major subfields: physical anthropology, archaeology, sociocultural anthropology, and linguistic anthropology. Anthropology focuses on the study of humankind. Students will have the opportunity to investigate such topics as human origins, cultural inference through archaeological evidence, and cultural implications of human behavior. Priority will be given to juniors and seniors when scheduling this course.

TECHNOLOGY & ENGINEERING EDUCATION

The Technology & Engineering curriculum offers courses that develop higher order thinking skills and problem solving through the practical application of science and mathematics. Students are provided creative opportunities to develop hands-on skills in a variety of technical areas making them more competitive in future career opportunities after graduation. Technology & Engineering Education courses also deliver skills and practical knowledge that could lead to further study in engineering, manufacturing, STEM related careers and vocational professions. The STEM correlated activities offered within each of these courses can provide a better insight to the man-made world and its materials, products and processes.

1520 Introduction to Technology Education (0.5 credit)

This semester course is designed to provide an introductory exposure to various aspects of engineering and construction. At the entry level there will be an overview of manufacturing, materials, machine safety, and computer-aided machining. Each student will construct a number of simple projects using various construction techniques, materials in addition to learning how to use the computer-aided machinery available in the engineering lab.

1521 Computer Design and Engineering (0.5 credit)

This course is designed to allow students to explore a variety of different Computer Aided Manufacturing (CAM) applications. Students will utilize 3D modeling programs in addition to Computer Aided Design (CAD) software to design and create a variety of mechanical and artistic projects. Emphasis will be placed on the computer design aspects of engineering and related computer-assisted machining of those ideas. Students will be using a laser cutter/engraver, 3D printer, CNC router and vinyl cutter to create unique projects as part of this course. *There are no prerequisites for this course, but it is recommended that the student possess strong computer skills in addition to having a good background in math and science.*

1523 Robotic Design I (1 credit)

This course is intended to challenge students to apply elements of engineering to design, create and manufacture robots that can solve specific real world problems. Students in this course will have the opportunity to participate in a number of robotic competitions, i.e. **BattleBots IQ**, to test their solutions against other schools from across the state and country. Participating students will develop a multidisciplinary set of engineering skills and knowledge as they design and build a functioning robot from scratch using tools and equipment available in the Technology Education classroom and materials laboratory. *No prerequisites are required, however a strong math, science and technology background is recommended.*

1524 Robotics Design II (1 credit)

Pre-req. - Robotic Design I

This course is a follow-up to Robotics Design I where the advanced student is expected to become a class mentor to the Robotics Design I students. The expectations for those students who select this course are high, but hard work has its own rewards. Personal achievement and referencing experience and success will get the attention of college admissions officers. **BattleBots IQ, The High School Challenge** is an engineering program of studies that offers many avenues for achievement, level II students are expected to participate in this or a comparable event which will entail spending time outside of class to complete the require work.

1525 *Computer-Aided Design (CAD) (1 credit)

This course provides students with an exposure to a variety of different computer-aided design program experiences. Students will utilize CAD to solve problems of visualization of multi-view drawings using AutoCAD and SolidWorks. Students will develop 3D models that they can then print using the 3D printers to analyze the fundamentals of design, mass, center of gravity and other engineering elements. In addition, students will utilize architectural design software to create new home and building designs as well as study construction methods and proper use of materials and space.

*This course is offered as Dual Enrollment through Penn College. Students who pass a placement exam are eligible to receive credit for:

CCD103: Technical Drawing I

Basic principles and skills of drafting as a graphic language using the parametric modeling approach. Topics include technical sketching, SolidWorks® CAD operations and procedures, shape description, geometric construction, multiview projection, sectional views, auxiliary views, revolutions, threads and fasteners, and application of dimensions and tolerancing. Other topics include detail views, part drawings, assembly drawings, manufacturing processes, surface finishing, descriptive geometry, and the use of vendor part catalogs. ANSI/ASME drawing standards and practices are emphasized. 4 Credits (3 Lecture - 3 Lab) *Corequisite(s): CCD104*

CCD104: Detailing I

Technical drawing procedures using SolidWorks® CAD operations in compliance with the ANSI standards to develop finished drawings. Drawing assignments involve technical sketching, shape description, geometric construction, multiview projection, sectional views, auxiliary views, revolutions, threads and fasteners, application of dimensions and tolerancing, detail views, part drawings, and assembly drawings. Other topic will include manufacturing processes, surface finishing, descriptive geometry, and acquiring and using vendor part catalogs. ANSI/ASME drawing standards and practices are emphasized. 3 Credits (0 Lecture - 9 Lab) *Corequisite(s): CCD103.*

1526 Architectural Drawing (1 credit)

This elective course is an in depth study of residential home and commercial building designs. Student will learn the fundamentals of building design and will replicate a variety of different home styles. By the end of the course, each student will be responsible to design and draw a complete set of plans necessary in the building of a residential home. The student will use the computer program, Chief Architect and Revit to complete these activities.

1527 Design and Construction (1 credit)

Each student, with the use of available computer programs will research, design, and build scale models of architectural and mechanical structures. Students will construct a variety of different models to better understand the complexities of human interaction with the modern world.

1528 Design & Construction II (1 credit)

This course is an in-depth study of the skills, tools, and materials required to build an architectural structure. Starting with scale models and ending with full-sized materials each student will experience hands-on learning from foundation to roof.

1529 Technology Education I (1 credit)

This course is designed to provide a study of various aspects of engineering. At this level there will be a major emphasis placed on manufacturing, machine safety, and computer-aided machining. Students will get the opportunity to utilize a 3D printer, Laser Cutter/Engraver, Vinyl Cutter, CNC Router and a variety of different design software needed to run the machines in the laboratory. Each class will construct a group project using various construction techniques and computer-aided machining. There will also be time for individual study/projects in a particular area of student interest. There will be a minimal fee involved to help defray the cost of the individual projects. *No prerequisites are required.*

1530 Technology Education II (1 credit)

Pre-req. - Technology Education I

This course is a student-centered exploration of engineering and technology. The course allows students to explore a variety of manufacturing operations and procedures. Students will utilize various software applications to further develop their computer-aided machining and computer-aided design capabilities while refining their hands-on construction capabilities.

1531 Technology Education III (1 credit)

Pre-req. - Technology Education II

This course is designed to develop competence in material manufacturing and computer-aided machining as a means towards the production of major projects, with the emphasis upon the proper and efficient use of equipment and materials. Individual laboratory work experiences in the construction of a major project will be supplemented by classroom activities, lecture and demonstrations.

1532 Technology Education IV (1 credit)

This course is designed to give students the flexibility to develop advanced skills in a particular area of interest. Students will be required to research and develop specific skills necessary to become competent in this chosen field of concentration. For students to participate in this independent study, they should have successfully completed at least the first three levels of Technology Education.

WORLD LANGUAGES

Research shows that students who have taken several years of a language learn much more about English in the process. As a result, they tend to achieve high scores on the verbal portion of college entrance tests. Language study can also make graduates more competitive in the job market. The in-depth study of a world language gives students an awareness of cultural differences among nations, resulting in better international understanding. College-bound students should complete at least a two-year sequence of one world language before graduation from high school. Careers in Foreign Service, international trade and government, interpreting, education, the media and travel involve knowledge of world languages. Please refer to page 8 for honors guidelines.

NOTE: Spanish I and French I courses are open to all students with the exception of native speakers. The remaining levels of language study have as a pre-requisite of the successful completion of the previous level. Language courses at Bloomsburg High School emphasize oral communication and are not appropriate for those students that speak the language at home. Native speakers of Spanish should select course #1454: Spanish for Native Speakers.

1450 Spanish I (1 credit)

Spanish I provides an introduction to the language and culture of the Spanish-speaking world. It is designed to help each student attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing. The emphasis is on communication as ample opportunities are provided for the students to interact among themselves and with the teacher.

1451 Spanish II (1 credit) Recommended: Minimum 75% average in Spanish I

Spanish II continues the study of the language and culture of the Spanish-speaking world that was begun in Spanish I. In this level of study, some of the more complex structures of basic Spanish are presented and the cultural themes studied last year are expanded. The course is designed to help each student to acquire a command of the key vocabulary and structures necessary for personal communication as well as an appreciation of the breadth and variety of the Spanish-speaking world.

1452 Spanish III (1 credit) Recommended: Minimum 75% average in Spanish II

In this third level of study, the basic language skills taught in the prior courses are further developed. Along with a review of grammar, the student is introduced to Hispanic literature and culture. While oral expression is still stressed, greater emphasis is now placed on reading and writing. The year concludes with a brief study of Cervantes' masterpiece, Don Quixote de la Mancha.

1453 Spanish IV Honors (1 credit)

Pre-req. -90% average in the previous level of study or permission of the instructor

This fourth level of study begins with a review and expansion of language topics covered in the first three years of study. Additional vocabulary and grammatical structures are then presented along with a more in-depth study of the art and literature of the Hispanic world. The students will read selections from classic and contemporary Hispanic literature, view artistic masterpieces, and discover the many aspects of the dynamic Hispanic culture.

1454 Spanish for Native Speakers (1 Credit)

This course is designed for students that speak Spanish at home but want to improve their academic language and literacy skills. The intent is to strengthen these skills and develop in the students an appreciation for the literature and culture of the various areas of the world where the Spanish language is spoken. *(Depending on enrollment, this course may be offered concurrently with an existing level of Spanish.)*

1455 French I (1 credit)

French I is an introduction to the French language and culture. Cultural topics are an integral part of the text and program. Level I is designed to move students as quickly as possible from working with individual words and memorized material to dealing with sentences and using the language creatively. Students are placed into realistic contexts that allow them to use the language they learn in meaningful communication.

1456 French II (1 credit) Recommended: Minimum 75% average in French I

French II is a continuation of French I. In addition to reviewing and expanding topics and functions presented in Level I, Level II introduces new topics that allow students to further communicate their concerns and interests. The emphasis is now placed more systematically on the receptive skills (reading and listening). Culture continues to be an integral part of the program.

1457 French III (1 credit) Recommended: Minimum 75% average in French II

French III focuses on everyday life in the lives of young people in France and other French speaking countries. Students learn about current social concerns as well as French customs and heritage. In terms of language skills, greater emphasis is now placed on reading and writing which serve as the catalysts for listening and speaking.

1458 French IV Honors (1 credit)

Pre-req. -90% average in the previous level of study or permission of the instructor

In French IV the student is provided with an in-depth view of France, its culture and civilization by means of a systematic introduction to French history and literature. We will focus on those events that have left a lasting mark on today's consciousness and language. The literature will allow the student to appreciate the unique ways of life and thought which developed throughout French history. Literary selections include the best known authors. Grammar from previous levels is reviewed and expanded in order to further strengthen the student's language skills.

1460 Survey of French Culture (0.5 credit)

Students will prepare and sample some famous French cuisine, learn about the most famous people and events from French history, and become familiar with the best-known monuments of Paris. Prior knowledge of the French language is not required.



BLOOMSBURG HIGH SCHOOL GRADUATION CHECKLIST

NAME: _____

MATH (4 CREDITS):

- ☐ ALGEBRA I (1 OR 1.5 CREDITS)
- ☐ ALGEBRA 2
- ☐ GEOMETRY (1 OR 1.5 CREDITS)
- ☐ PRE-CALCULUS
- ☐ CALCULUS
- ☐ PROBABILITY & STATISTICS
- ☐ AP CALCULUS

ENGLISH (4 CREDITS):

- ☐ ENGLISH 9
- ☐ ENGLISH 10
- ☐ ENGLISH 11
- ☐ AMERICAN LITERATURE
- ☐ ENGLISH 12
- ☐ BRITISH AND WORLD LITERATURE
- ☐ AP ENGLISH

SCIENCE (4 CREDITS):

- ☐ FOUNDATIONS OF BIOLOGY I
- ☐ FOUNDATIONS OF BIOLOGY II
- ☐ BIOLOGY I HONORS (1.5 CREDITS)
- ☐ BIOLOGY II HONORS
- ☐ CHEMISTRY I
- ☐ CHEMISTRY HONORS (1.5 CREDITS)
- ☐ ORGANIC CHEMISTRY HONORS
- ☐ APPLIED PHYSICAL SCIENCE
- ☐ ACADEMIC PHYSICS
- ☐ PHYSICS I HONORS
- ☐ PHYSICS II HONORS
- ☐ AP BIOLOGY
- ☐ HUMAN ANATOMY & PHYSIOLOGY

SOCIAL STUDIES (4 CREDITS):

- ☐ CIVICS
- ☐ WORLD CULTURES
- ☐ AMERICAN CULTURES
- ☐ CURRENT ISSUES IN HISTORY
- ☐ AP U.S. HISTORY

HEALTH (1 CREDIT):

- ☐ HEALTH 9 (.5 CREDIT)
- ☐ HEALTH 11/12 (.5 CREDIT)

BUSINESS TECHNOLOGY (1 CREDIT):

- ☐ COMP. APPLICATIONS (.5 CREDITS)
- ☐ PERSONAL FINANCE (.5 CREDITS)

PHYSICAL EDUCATION (2 CREDITS):

- ☐ PE 9 (.5 CREDIT)
- ☐ PE 10 (.5 CREDIT)
- ☐ COURSE CHOICE (.5 CREDIT)
- ☐ COURSE CHOICE (.5 CREDIT)

DRIVER EDUCATION (.25 CREDITS)

- ☐ DRIVER EDUCATION

ARTS & HUMANITIES (1 CREDIT)

☐

ELECTIVES (6 CREDITS)

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

ELECTIVES

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

APPENDIX A

AP/Honors Courses: Summer Assignments

Course	Summer Assignment	Assessment
Art Honors	<ol style="list-style-type: none"> 1. Gather a body of art to develop an individualized art plan. 2. Start an active sketch book. 3. Select a time period of Art to explore. 4. Art museum/gallery visit 	<ol style="list-style-type: none"> 1. Time period of Art will be used as a base for written reports. There is an information sheet associated with this project. 2. Art museum/gallery - acquire information, students are also required to submit a written summary/feelings of their trip.
AP English Literature & Composition All submissions must be completed in Mrs. Callahan's Google Classroom	Typed Draft College / Scholarship Application Essay – 50 points <i>Independent Reading Log 1</i> <i>The Awakening</i> Reading Log	Assignments will be due throughout the summer. Check Google Classroom for specific deadlines.
English 9 Honors	<ol style="list-style-type: none"> 1. A summer journal that includes a minimum of 10 entries. Students should use vivid detail to describe their daily activities, summer camps or jobs, vacations, personal reflections, and other points of interest throughout the summer. 2. Independent reading of <i>A Separate Peace</i>. Students will complete pre-reading and post-reading questions for the novel. 	Both assignments are due the first day of school.
English 10 Honors	Honors' students will read the novella <i>Of Mice and Men</i> as well as a pair of poems and a non-fiction article. Students will write an analysis of the novella and the poems. They will write a five paragraph essay of synthesis of all of the pieces that considers how the theme of "The American Dream" is treated by each.	These assignments will be due at the end of the first week of school.

Course	Summer Assignment	Assessment
American Literature 11 Honors All submissions must be completed in Google Classroom *Submissions must be in by 11:59pm on the due date.	1. Choose 5 poems from the packet and respond to each following the response instructions included in packet. 2. Read <i>Daisy Miller</i> and complete assignment 3. Read "The Imp of the Perverse" and write a two-page Reader-Response Essay	Assignments will be due throughout the summer. Check Google Classroom for specific deadlines.
British and World Literature 12 Honors All submissions must be completed in Mrs. Callahan's Google Classroom	Typed Rough Draft of College / Scholarship Essay Independent Reading Log 1	Assignments will be due throughout the summer. Check Google Classroom for specific deadlines.
Creative Writing Honors Level I and Level II	Independent reading of one novel (choose from science fiction, memoir, fantasy, romance, mystery) 10 Journal Entries 1 short fictional piece Optional: Read one play script	Due first day of school Presentation of novel (25 pts) Journal entries (5 pts each) Fictional piece (25 pts)
Journalism II/III Honors	Journalism II/III students are required to attend a one-day workshop that will outline the publication's printing requirements and editors' responsibilities. .	

Course	Summer Assignment	Assessment
Publication II/III Honors	Publication II/III students are required to attend a one-day workshop that will outline the yearbook's printing requirements and editors' responsibilities.	
AP Calculus	Entrance Test -Derivatives and Graphing Calculators	100 point test -Due at the end of the first week of school
Geometry-Honors	1. Algebra Review 2. Crossword Puzzle	1. Three assignments from the textbook that will be graded based on correctness. (40 points) 2. Make a crossword puzzle using 30 terms from geometry. Need to use definitions from the textbook. (60 points)
Algebra II Honors	Complete the problems that are in the packet which is a review from Algebra I.	Submit the completed problems on the first day of school (30 points). Within the first two weeks of school there will be a 70 point test on the summer work.
Pre-Calculus Honors	Complete the problems that are in the packet which is a review from Algebra II and Geometry.	Submit the completed problems on the first day of school (30points). Within the first two weeks of school there will be a 70 point test on the summer work.
Calculus Honors	Entrance Test -Functions and Graphs	100 point test -Due at the end of the first week of school
Music Theory II Honors	1. Review all Major scales and key signatures. 2. Complete one 16 measure chorale in four parts that fulfills the requirements listed on the summer information sheet.	1. Identify all Major key signatures in a timed key signature quiz. 2. During the first week of school, you will need to generate the final product of your chorale using Sibelius of Finale Notepad. The assignment will be graded at that time.
Voice Class 2 Honors	1. Prepare the Country Chorus audition music. 2. Complete a 5-10 page journal documenting the observed changes in your posture as you read and perform the exercises in the selected chapters of Deborah Caokab's book, <u>Back Trouble</u>	1. Audition for County Chorus. 2. The journal must be turned in for grading by the end of the first week of school.

Course	Summer Assignment	Assessment
Voice Class 3 Honors	<ol style="list-style-type: none"> 1. Prepare the Country Chorus audition music. 2. Complete a 5-10 page journal and solutions for performance anxiety in Eloise Ristad's book, <u>A Soprano on Her Head</u> OR complete a 5-10 page reading response journal summarizing the rehearsal strategies presented in John Calwell's book, <u>The Performer Prepares</u>. 	<ol style="list-style-type: none"> 1. Audition for County Chorus. 2. Organize and present a 5-10 minute report on the problems and solutions of the book, that they have read for the Voice Class 1 during the first two weeks of school.
AP Biology	Read Chapters 1-3 and complete the guided notes for each chapter.	Unit Evaluation on chapters 1-3 will be given by the end of the first week of school.
Biology I Honors	Choose 4 of 5 issues and decision making in Biology on the progress and application of scientific development. Complete critical thinking and analysis questions.	Submit the completed packet on the 1 st day of school. This assignment will be considered a test and count towards the 1 st marking period grade.
Biology II Honors	<ol style="list-style-type: none"> 1. Read Chapter 1 "Themes in the Study of Life" p. 1-19. 2. Complete the guided notes for the chapter (see handout). 3. Design a concept map with the central theme of "Unifying Themes in Biology" (see attached sheet for requirements). 	<ol style="list-style-type: none"> 1. Concept map will be collected on the first day of school and evaluated for content and quality of work. 2. Chapter 1 Evaluation will be given by the end of the first week of school.
AP US History	<ol style="list-style-type: none"> 1. Read and study the first four chapters of the textbook. 2. Book review and plot character visual: Students will select a work of fiction or non-fiction that has ties to American history. After gaining approval by June 30 from the instructor, students will read their selected book and write a book review using the guidelines in the summer assignment packet. Students will also create a visual for classmates to view that will create a visual for classmates to view that will creatively provide an outline of the plot and character information. 	<ol style="list-style-type: none"> 1. Each student during the first days of school will present their book to the class. Each student will be an "expert" on a particular aspect of American history and all students will have some background information from which to draw upon at the appropriate time. 2. By the end of the first week of school, students will be taking a test on chapters 1 & 2 in the textbook. By the end of the second week, students will have a test on chapter 3 & 4.

AP Psychology	<ol style="list-style-type: none"> 1. Choose two psychologists and research their impact on the field of psychology. Prepare a summary of each. 2. Research a school of psychology and prepare a summary of its importance. 3. Research and prepare a summary of an important experiment in psychology. Please check the website for more information and to sign up for your topics. 	<ol style="list-style-type: none"> 1. Psychologists: 10 points each 2. School of Psychology: 5 points 3. Experiment: 10 points
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Course	Summer Assignment	Assessment
Civics Honors	Create a Constitution. Details will be provided on the Summer Project Sheet.	Project equals the first exam grade for the first academic quarter. The project is due the first day of class.
World Cultures Honors	Students create a country based upon selected scenarios and design a government that will fit the needs of the country. Following the project instructions, students will design a creative diagram to show their governments' organization and will write a description to answer questions on their designs.	Students will use the self-evaluation sheet to determine their progress and success. This completed evaluation sheet will be handed in with the project. This evaluation is identical to the one the instructor will use to evaluate the project.
American Cultures Honors	Genealogy and Ancestry Project. This is related to our first unit of study. Immigration in the late 1800's and early 1900's. Create a family tree/ancestry timeline and write a 2-4 page report on ancestry orientation. Full details are on the website.	The ancestry timeline or family tree will be presented the first day of school. It is worth 20 points.
POD Honors and Economics Honors	Student Charge: Study, reflective research and formal writing. Type of Writing: Five page research in Expository Style.	Paper equals the first exam grade for the first academic quarter.
Spanish IV Honors	1. Read the short novel, <i>The House on Mango Street</i> , and answer the questions provided. 2. Gather materials and ideas for the completion of additional assignments based on the novel. 3. Questions and instructions are provided on the website.	A written and illustrated booklet of the student's life, an oral report, and a comprehensive test—all completed by the end of the second week of school and graded as a major test.
French IV Honors	1. Read the first chapter of the French IV text. 2. Complete all activities	The activities will be graded. In addition, a chapter test on this material will be given shortly after the school year begins.