



## BLOOMSBURG AREA HIGH SCHOOL

## PROGRAM OF STUDIES, 2023-2024

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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.

At the core of the Bloomsburg Area School District's mission is to ensure that we provide opportunity and access to high quality, grade level programming to all of our students so that they can read critically, write effectively, and understand math conceptually and fluently.

## 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](http://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  
History  
Mathematics  
Arts and Humanities  
Science and Technology and Engineering Education  
Health, Safety and Physical Education  
Environment and Ecology  
Family and Consumer Science  
Civics and Government  
World Languages  
Economics  
Career Education and Work  
Geography

## **KEYSTONE EXAMS**

The Keystone Exams are end-of-course assessments that help determine whether a student has mastered the state standards associated with a particular course. The content areas of algebra, 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 counselor. If after reviewing the test, parents/guardians find the test to 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 25 credits, which must include the following:

English.....	4.0 credits
Mathematics .....	4.0 credits
Science .....	3.0 credits
Social Studies.....	3.0 credits
Arts and Humanities.....	1.0 credit
Business Technology.....	0.25 credit
Personal Finance (0.25 credit)	
Physical Education.....	1.0 credits
Health.....	0.5 credit
Health 9 (0.5 credit)	
Driver Education.....	0.25 credit
Driver Education (grade 10)	
Electives.....	8.0 credits
<b>TOTAL:</b>	<b>25 credits</b>

## **PROMOTION REQUIREMENTS**

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

### **GRADE 9 TO GRADE 10...**

6 credits accumulated

### **GRADE 10 TO GRADE 11...**

13 credits accumulated

### **GRADE 11 TO GRADE 12...**

19 credits accumulated

## **MINIMUM SCHEDULED CREDITS**

In order to remain on track for graduation, all students must take a minimum of 7 credits each year. Given the school's mission to prepare students for lifelong learning, students are encouraged to challenge themselves throughout their high school career. Multiple opportunities exist for seniors who have less need for credits. These include Community Based Learning and numerous Dual Enrollment programs.

## **ACADEMIC SUPPORTS**

Academic Support blocks differ from Study Hall sections. In Academic Support periods, students will have access to a teacher who will monitor their coursework, academic success and provide intervention strategies to pre-teach, re-teach and support students in their learning. Academic Supports are scheduled by administration and may be adjusted throughout the school year, depending upon an individual student's academic progress.

## **GRADING SYSTEM**

Report cards are issued every nine weeks and include a final grade at the end of each course.

Parents are encouraged to monitor student grades throughout the year using the Focus Portal. To gain access to the portal, please contact the Main Office at the Secondary Complex. 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**

<b><i>Rating</i></b>	<b><i>Percentage</i></b>
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.

## **GRADE POINT AVERAGE AND CLASS RANK**

High school Grade Point Average (GPA) and class rank are calculated from course completion. In addition, all high school level courses taken prior to 9<sup>th</sup> 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:

Mrs. Tammy Mrozek, [tamrozek@bloomsd.k12.pa.us](mailto:tamrozek@bloomsd.k12.pa.us)

Mr. Brian McNamara, [bmcnamara@bloomsd.k12.pa.us](mailto:bmcnamara@bloomsd.k12.pa.us)

Mrs. Jami Fisher, [jfisher@bloomsd.k12.pa.us](mailto:jfisher@bloomsd.k12.pa.us)

Appointments may be made by calling the main office at the Secondary Complex at 570-784-6100.

## **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:

- Reading assignments or projects prior to the beginning of the course (**Failure to complete pre- course 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.

### ***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.

### ***ADVANCED PLACEMENT (AP COURSES)***

Courses designated as ***Advanced Placement (AP)*** are weighted by **10%**. Students may enroll in AP courses with teacher recommendation. 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. Fee waivers are available for those who meet financial need eligibility guidelines.

# BLOOMSBURG AREA HIGH SCHOOL

## ASSOCIATE'S DEGREE IN GENERAL STUDIES

Through the Bloomsburg Area School District's partnerships with Luzerne County Community College and Bloomsburg University, the district is able to provide the opportunity for our students to earn up to an Associate's Degree in General Studies from Luzerne County Community College at no charge to students and families. The Associate's Degree can be earned by taking a combination of in-person and online classes. These courses are delivered in three ways:

- 1) On our campus and taught by Bloomsburg Area School District teachers in courses that earn dual enrollment credit in both Bloomsburg Area High School requirements and Luzerne County Community College requirements or taught by Bloomsburg University faculty on our campus.
- 2) Online courses through Luzerne County Community College, taken by students in the Enhanced Learning Center, taught by Luzerne County Community College faculty and supported by Bloomsburg Area School District teachers and
- 3) On campus at either Bloomsburg University or Luzerne County Community College and taught by faculty of the respective institutions.

While we provide a general framework for the courses which need to be taken, students who prove capable have some degree of flexibility in course selection with administrative approval to fulfill the required electives for the Associate's Degree.





# BLOOMSBURG HIGH SCHOOL

## GRADUATION CHECKLIST-

### Associate's Degree in General Studies

#### **BASD English (4 credits)**

*Luzerne: (2 Italicized Courses Below)*

- Y English 9
- Y English 10
- Y *\*American Literature (ENG 101)*
- Y *\*British & World Literature (ENG 102)*
- Y *\*AP English (ENG-102)*

#### **BASD Social Studies (3 credits)**

*Luzerne: (2 Italicized Courses Below)*

- Y Civics
- Y *\*World Cultures (HIS 102)*
- Y *\*American Cultures (HIS 202)*
- Y Current Issues in History
- Y *\*\*AP U.S. History (HIS 201 & 202)*

#### **Health & Physical Education (1.5 credits)**

- Y Health 9 (.5 credit)
- Y PE 10 (.5 Credit)
- Y *\*Foods & Nutrition (HPE 130)*

#### **Required Courses (.5 credit)**

- Y Personal Finance (.25 credit)
- Y Driver Education (.25 credit)

#### **BASD Science (3 credits)**

*Luzerne: (2 Italicized Courses Below)*

- Y Foundations of Biology I
- Y Biology I Honors
- Y Foundations of Biology II
- Y *\*Biology II Honors (BIO 101)*
- Y *Chemistry Honors (CHE-111)*
- Y Organic Chemistry Honors
- Y Applied Physical Science
- Y Physics I Honors
- Y Physics II Honors

#### **BASD Math (4 credits)**

- Y Algebra I
- Y Algebra II
- Y Geometry
- Y Probability & Statistics
- Y Pre-Calculus
- Y Calculus
- Y AP Calculus

#### **Arts & Humanities (1 credit)**

Y

#### **BASD Electives (8 credits) *Luzerne: (Required electives italicized)***

- Y *First Year Experience (FYE 101) Online*
- Y *Computer Information Systems (CIS 110) Online*
- Y *Fundamentals of Speech (SPE 125) offered on campus*
- Y *Survey of Mathematics (MAT-101) Offered on campus*
- Y *Introduction to Journalism/News Writing (JOR 101) offered on campus*
- Y *Introduction to Theatre Arts (THE-100) offered on campus*
- Y *Music Appreciation (MUS 150) offered on campus*
- Y *Psychology (PSY 103) offered on campus*
- Y *Sociology (SOC 101) offered on campus*
- Y *Spanish III (SPA 101) offered on campus*
- Y *9 additional electives (27 credits) for Luzerne's Associate's Degree in General Studies*



## CONCURRENT ENROLLMENT OPPORTUNITIES

Courses that allow students to earn both high school credit and college credit are referred to as Concurrent Enrollment. These courses will be reflected on students' official transcripts. As such, these credits will count toward GPA and will therefore affect class rank. We have expanded our program to include the following concurrent enrollment options.

### LUZERNE COUNTY COMMUNITY COLLEGE (LCCC)

Courses designated as LCCC Concurrent Courses are weighted by 6%. Through Bloomsburg Area School District's partnership with LCCC, students have two options for taking courses while on a viable track toward earning an Associate's Degree during their time in Bloomsburg High School. Several of our high school courses will offer an option to also come with attached LCCC credits. These credits are transferrable to many universities and colleges, including but certainly not limited to all of the members of the Pennsylvania State System of Higher Education as well as the Pennsylvania State University.

In addition, students can take full advantage of the online course catalogue that LCCC offers. LCCC online courses are recorded as Pass/Fail basis in regard to Bloomsburg Area High School transcripts. Successful completion of these courses may be used to fulfill elective credits necessary for graduation. These courses may be taken within the school day (if the student's schedule will allow) or outside of it.

For students who are interested in a Vocational Diploma or Certificate from LCCC, Bloomsburg High School also offers vocational programs through LCCC, in which students can be transported to LCCC campus for their academic day to complete courses which are not available on our Bloomsburg Campus. This is a flexible programming option which can begin as early as a student's sophomore year. It is feasible for a student to earn a post-secondary Diploma, Certificate or even an Associate's Degree in an Applied Science.

The tuition rates for LCCC courses will be paid up front by the district. However, students who do not earn an 'A' or a 'B' may be billed for reimbursement to the district. Scholarships based upon financial need will also be available.

### ADVANCE COLLEGE EXPERIENCE PROGRAM (ACE)

Qualified students can take regular, for-credit Bloomsburg University courses while still in high school to get a head start on college. Participating students may be able to save up to 75% tuition costs in Bloomsburg's Advanced College Experience (ACE) Program.

Successful completion of these courses may be used to fulfill up to eight high school credits toward the elective credits necessary for graduation. These courses may be taken within the school day (if the student's schedule will allow) or outside of it.

Election for Pass/Fail must be completed prior to the start of the course, however. No additional weighting will be offered to courses taken through the ACE Program.

The information above is applicable to all courses taken within the Bloomsburg University Education Magnet Program as well.

### **SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) PROGRAM**

The Bloomsburg University 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 four areas of focus: **Engineering, Health Sciences, Education and Technology.**

The STEM Magnet Program 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.

Only the approved STEM Magnet Program courses listed below will receive dual enrollment core credit and honors-level weighting of 6%. Students enrolled in the STEM Magnet Program may take alternate courses but will receive high school elective credit and no weighting as noted in the ACE Program description.

- To fulfill BHS Mathematics Credit Requirements: Pre-Calculus, Essential of Calculus, Calculus I, Calculus II, Calculus III, Python Programming
- To fulfill BHS Science Credit Requirements: Physics I, Anatomy & Physiology I, Introduction to Engineering, Chemistry for Science (prerequisite of BHS 1306 or 1307: Chemistry)

### **COURSE CREDITS**

Courses meeting six days per cycle (*every day*) for one semester or every other day for a year, are counted as one (1) credit. Those courses meeting six days per cycle for a quarter, or every other day for a semester, are worth 0.5 credits. Courses that meet every other day for one quarter (*Driver Education and Personal Finance*) 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.

### **PROCEDURES FOR COURSE REQUESTS**

*Students are expected to register for and complete a minimum of 7 credits per year.*

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.

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 CHANGE REQUESTS**

After final schedules have been distributed in June, no course may be dropped from a student's schedule without the approval of the guidance department and high school administration. The request for such a change must be made in writing and include an educational reason for the request to be considered.

**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 week of the semester or quarter, the result of the withdrawal will include a W on his/her transcript.

# **VOCATIONAL EDUCATION OPPORTUNITIES**

## **LUZERNE COUNTY COMMUNITY COLLEGE (LCCC)**

Through the Bloomsburg Area School District's partnership with Luzerne County Community College, our students have a viable option to enroll in a wide range of vocational education opportunities. Through such programs, students can concurrently receive high school vocational education while earning post-secondary credits leading to a possible diploma, certificate or even an Associate's Degree in Applied Sciences from Luzerne County Community College.

Students have several options as to when they begin vocational programming. It can begin as early as their Sophomore year or at any point thereafter as long as they can satisfy their core graduation requirements. An individualized plan will be crafted for any student wishing to enroll in one of these programs. Students will complete their core academic graduation requirements here on our campus and their vocational courses on-campus at Luzerne County Community College. The District will provide transportation both to and from Luzerne's campus and pay for all associated costs of enrollment including tuition, text books, fees and supplies mandatory to complete course work.

If students enroll in a program through Luzerne County Community College and decide after one semester that they do not want to continue, they will be able to return as normal to Bloomsburg High School, and the credits earned will count toward their elective credits necessary for graduation from the Bloomsburg Area School District.

## **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.

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 within the Bloomsburg Area School District's quota.

# 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.*

## **1542 Advanced Art (1 credit)**

*Pre-req. – Successful completion of at least two media-based courses: (1545, 1546, 1547, and 1548)*

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*

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 watercolor 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 feedback concerning artistic growth.

## **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 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 in the visual arts.

#### **1550 Commercial Art (1 credit)**

*Pre-req. – Successful completion of Advanced Art*

This course will develop an art student's skills and knowledge in the foundations of Commercial Art. Commercial Arts includes the advertising, design, and branding of logos and illustrations. Students will be working with the elements and principles of art to create unique designs that will be applied to products such as mugs, t-shirts, and other products. A variety of fine art mediums and techniques will be used such as linoleum printing, silk screening and ceramic impression. This course is for a serious art student looking to improve their skills in designing and manufacturing their art. A significant part of this course is the design and production of Bloomsburg High School Store merchandise.

## BUSINESS AND TECHNOLOGY

*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.*

### **1471 Introduction to Business (1 credit)**

Introduction to Business is an elective course offered to students that are interested in furthering their education in business or pursuing a career in business. This course introduces students to the global environment of modern business, types of business ownership, entrepreneurship, the role of government in business, economics, business management, marketing, human resources and business ethics.

### **1474 Personal Finance (0.25 credit)**

This quarter 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 getting a job, workplace skills, banking, budgeting, loans and mortgages, credit, investing and insurance, planning for the future and entrepreneurship.

*\* This course is required for graduation.*

## BUSINESS Management - CTE PROGRAM

*The following course work is part of our Business Management CTE program. The courses are based online through our partnership with Luzerne County Community College and are supplemented with Bloomsburg High School core courses. Business Basics is also taken as a course within the program. Interested students should contact the district CTE Coordinator, The Secondary Principal of Students and Programs, for more information.*

*Business Management - The goal of this CTE Program 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*

### **LCCC - CIS-110 Basic Computer Skills (1 credit) -Grade 9**

This course is intended for students whose familiarity with computers and computer applications is limited. The student will learn basic Windows operating system concepts and commands, management of files and folders on computers and USB drives, use of the Internet (for research, e-mail, and college classes), word processing with Microsoft Word, creating a presentation using Microsoft PowerPoint, and an introduction to spreadsheets with Microsoft Excel.

### **1471 Business Basics (1 credit) – Grade 9**

Introduction to Business is a course offered to students that are interested in furthering their education in business or pursuing a career in business. This course introduces students to the global environment of modern business, types of business ownership, entrepreneurship, the role of government in business, economics, business management, marketing, human resources and business ethics.

### **1474 Personal Finance (0.25 credit)**

This quarter 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 getting a job, workplace skills, banking, budgeting, loans and mortgages, credit, investing and insurance, planning for the future and

entrepreneurship.

*\* This course is required for graduation.*

### **LCCC- BUS-101 Intro to Business (1 credit)**

This course will provide the business student with a solid foundation that they need to succeed in today's competitive business world. It will include the following topics: the business environment, including global business; business trends, including forming a business and franchises; management; human resources, including motivating and satisfying employees; marketing; business strategy, including accounting and decision making, and e-business; and finance.

### **LCCC- BUS-203 Salesmanship (1 credit) -Grade 10-Grade 10**

A study of the basic principles of successful selling; included are such topics as the place of the salesperson in our competitive economy, developing a sales-winning personality, and the selling cycle from prospecting through closing the sale; emphasis is placed on creative selling and specialty goods; deals with the background information needed by salespeople; analyzes the selling process and the relationship existing between the business firm and the salesperson.

### **Microsoft Certification (1 credit) -Grade 10**

This course will teach what is necessary to pass an exam in a specific Office program to earn a Microsoft Office Specialist certification. Being certified as a Microsoft Office Specialist demonstrates you have the skills needed to get the most out of Office.

### **LCCC-BUS 209 Business Communication (1 credit) -Grade 11**

Developing skill in clear, persuasive writing; style and correct work is supplemented by practical exercise in composing credit, collection, adjustment, inquiry and sales letters; students prepare job applications and a brief report.

### **Intro to Accounting (1 credit)- Grade 11**

This class will be an introduction to accounting which will explore the field of accounting, covering the process of recording, analyzing, classifying, summarizing, and communicating accounting information. Students will have the opportunity to learn how to interpret and formulate financial information for use in management decision making.

### **LCCC - BUS-201 Principles of Marketing I (1 credit) -Grade 11**

The scope and significance of marketing; the markets for consumer and industrial goods; the wholesaling and retailing of consumer goods; the marketing of agricultural and industrial goods and the marketing policies and practices of business firms.

### **LCCC - ACC-111 Principles of Accounting I (1 credit) -Grade 12**

This course presents the accounting cycle covering both service and merchandising activities of a sole proprietorship. It also analyzes a business transaction from a journal entry through the preparation of the



financial statements (income statement, statement of owner equity, and the balance sheet) to closing journal entries. This course includes but is not limited to, perpetual inventory, accounts and notes receivable, and accounting for plant and intangible assets

### **LCCC – BUS-231 Principles of Management (1 credit) -Grade 11**

This is a survey course designed to introduce the student to the basic concepts and analytical techniques of management. Functions of management discussed include: traditional viewpoints of organization and new developments; motivation and the human element of organization; planning and decision-making; control and its applications; motion and time study; managerial economics and managerial accounting; schematic analysis; mathematical and statistical approaches in decision-making.

### **LCCC - HRM-110 Human Resource Management (1 credit) -Grade 11**

The course forefronts the people aspects of a managerial position in the hospitality industry. It provides an understanding on how to find and hire the right people; then develop, train, supervise and motivate those individuals. The laws governing the hospitality workplace are explained to help protect the business entity from legal disputes while ensuring that employees and customers rights are also protected. The importance of developing employee standards of performance and quality are emphasized along with administering various competitive employee benefit and compensation programs existent in the hospitality industry.

### **LCCC- BUS-215 Digital Marketing (1 credit) -Grade 12**

This course will introduce the student to an emerging area of marketing practice, digital marketing. The student will gain an understanding of how website design can drive website traffic, and how web analytics can be used to measure website performance. The significance of search engine optimization and search engine marketing will be addressed. Email marketing and various methods of online advertising, including social media advertising, will be covered. Finally, students will gain an understanding of online reputation management and tactics to improve a company's reputation.

### **Internships -Grade 12**

#### **Business Internship (3 credits)**

Students will be placed in selected Businesses to perform internships designed to give students the opportunity to make practical application of their course work in a business setting.

# COOPERATIVE AND WORK-BASED LEARNING

## **1481 Work-based Learning I (1 Credit) *Diversified Occupations Students Only***

Available to students during their Junior year of high school this course will prepare student for Work- Based Learning II and work during their senior year. Course work includes: Orientation to Co-op (Diversified Occupations), Career Development and Planning, Employment Acquisition, Human Relations, Health & Safety as well as the OSHA Career Safe online general industry 10 hour certification.

## **1482 Work-Based Learning II (1 Credit) *Diversified Occupations Students Only***

Available to students during their senior year if they completed Work -Based Learning I during their junior year. Course work includes: Employment Retention, Communication Development, Legal Awareness, Professional Organizations, Consumer Skills, Economics, Future Planning and Technical Related Instruction.

**1483 Cooperative Education- Work Placement (3 Credits) *Diversified Occupations Students Only*** Available to seniors who have completed Work Based Learning I and are enrolled in Work-Based Learning II –To qualify for cooperative education, you must be on track for the necessary credits to earn you diploma, have good attendance history and good work ethics. You will also need 3-5 periods available for work in your schedule. These blocks are usually at the start or end of a school day depending on your place of employment. Your position must be a paid position. Students must work at least 15 hours per week, and student work hours must include time during the school day.

Successfully completing the Cooperative Work Placement 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 professional work environment.
- Establish credentials for the co-op student to enhance their opportunities after graduation for employment or admission to college

## **1484 Internship (.25-3 credits) *Traditional Model***

Available to seniors ONLY. This follows our traditional model. To qualify for this internship you must be on track for the necessary credits to earn your diploma, have good attendance history and good work ethic. Student will need to have 1-3 blocks available at the beginning or end of the school day. This internship can be paid or unpaid. Scheduling can be flexible to meet student needs. Credits are based on scheduled time. 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.

# Education - CTE PROGRAM

*The goal of Education CTE Program is to provide the basic foundation to prepare students for college or the workforce. Students will have the opportunity to earn transferrable course credit and work with students and teachers in classrooms.*

**LCCC- EDU-150, Introduction to Education (1 Credit) -Grade 9**

An introductory course in the field of education. It presents an overview of the historical, philosophical and social foundations of education. Current trends, legislation, governance and finance of schools, opportunities for employment, and certification processes are explored. Particular emphasis is placed on the professional role of the teacher. Practical experience in area educational settings for a total of forty hours is an integral part of this course.

**LCCC- CIS 110, computer Information systems (1 Credit) -Grade 9**

This course is designed to introduce students to computer concepts and technologies used for communication, problem-solving, decision-making and personal productivity. Topics covered include the current Microsoft Office suite in word processing, spreadsheets, databases and presentation software; the Internet, electronic communications, and the social, legal and ethical issues related to technology.

**Education Observation (1 Credit) -Grade 9**

Provide students with the opportunity to observe and assist tenured teachers in day-to-day class activities. Observe and reflect upon instructional practices. Participate in an elementary, middle, high school, career and technical center or cross-grade instructional program. Observe a variety of classrooms and reflect upon learning environment and classroom management. Maintain a log of time and activities in clinical experiences.

**Education Action (1 Credit) (2024-25) -Grade 10**

Provide students with the opportunity to observe and assist teachers with various activities as well as a more active role in the classroom working with small groups under the guidance of a tenured teacher. Assist with teacher activities and with grading and student records. Participate in an elementary, middle, high school, or cross-grade instructional program. Meet with mentor teacher and plan for active participation in the classroom. Observe a variety of classrooms and reflect upon learning environment and classroom management. Maintain a log of time and activities in clinical experiences.

**Education Internship (1 Credit) (2026-27) -Grade 12**

Provide students with the opportunity to observe and assist teachers with various activities as well as a more active role in the classroom working with small teacher groups under the guidance of a tenured teacher. Internship students will also assist with learning experiences and lesson planning, instruction and grading. Establish high expectations for each learner and treat them as capable and deserving of achieving success. Work with teacher to observe and evaluate students' performance and development. Participate in an elementary, middle, high school, career and technical center or cross-grade instructional program. Meet with mentor teacher and plan for active participation in the classroom. Observe a variety of classrooms and reflect upon learning environment and classroom management. Maintain a log of time and activities in clinical experiences. Promote asset-based perspectives about differences. Design culturally relevant learning that brings real world experiences into educational spaces/the classroom.

**LCCC- EDU-151, Educational Technology (1 Credit) (2024-25) -Grade 10**

This course is designed to introduce students to educational technology. In addition to preparing students to select and use equipment and software, this course prepares students to effectively use technology as a teaching tool.

**LCCC- EDU 251, Curriculum (1 Credit) (2026-27) -Grade 12**

This course serves as an introduction to the foundations, structures, and expectations of curriculum, including individualized education programs used with students with disabilities. Curriculum regulations, purposes and structures will also be discussed. The course prepares students to develop and use the curriculum and materials to plan, implement and assess units and lessons. Students will also learn to develop, administer and use the results of formal and informal tests, establish classrooms and conduct the many non-instructional duties

performed by classroom teachers.

**LCCC- EDU-261, Teaching (1 Credit) (2025-2026) -Grade 11**

This course prepares students to plan and implement units and lessons that follow models for group-oriented direct instruction in content areas. During this course students prepare and actually teach a series of demonstration lessons.

**LCCC- EDU-271, Classroom Management (1 Credit) (2025-2026) -Grade 11**

This course introduces students to the basic roles and responsibilities of classroom teachers as they relate to managing classrooms and behaviors. Students explore the challenges they are likely to face as classroom teachers, including those presented by students with disabilities and prepare to understand and use a series of theory and research-based routines and techniques to manage students' behaviors across levels and settings.

**LCCC- PSY-210, Educational Psychology (1 Credit) (2026-2027) -Grade 12**

The application of psychology to the classroom situation with emphasis on cognition, learning, personality development, testing methods of teaching, motivation, and individual differences.

**LCCC- PSY-217, Developmental Psychology (1 Credit) (2026-2027) -Grade 12**

Presentation of the theoretical models and basic principles of development throughout life. An emphasis will be placed on current research findings and their applications to actual situations.

**LCCC- SPE-125 Fundamentals of Speech (1 Credit) -Grade 12**

The course Fundamentals of Speech is the study of various types of formal speeches that are most commonly required on the college level. This course is designed to integrate critical thinking skills, research skills, listening skills, and speaking skills with an emphasis on effective nonverbal and verbal communication to demonstrate mastery of public speaking skills for a variety of audiences. Throughout the course, students will have opportunities to practice and refine their speaking techniques including vocal variety, pacing, volume dynamics, eye contact, gestures, facial expressions, and implementation of multiple media resources.

# 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 (1 credit)**

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. This is a semester based course.

*\*This course is offered as Concurrent Enrollment through Luzerne County Community College.*

**HPE 130: Nutrition for Wellness:** This course is designed to introduce the student to fundamental, introductory nutrition terms, concepts and dietary strategies. The student will learn about nutrients and complete activities related to their own consumption of those nutrients. (2 college credits)

## **1567 Baking I (.05 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 (1.0 credit)**

*Pre-req. Juniors or Seniors who have passed– 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. *\*This course is offered as Concurrent Enrollment through the Penn College Now program.*

**FHD 137 - Introductory Baking-**Fundamental principles and procedures used to prepare a variety of bakery products and desserts. A study of ingredients and mixing methods for producing various baked foods. (3 Credits. FHD 118 is a co-requisite.)

**FHD 118 - Sanitation-** This course will train you to understand all of the food safety risks faced in food-service and how to reduce them to safe levels. This will teach you how to keep yourself and others safe when handling food. (1 Credit.)

## **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. This course is delivered through a third-party, online platform.

The “behind the wheel” phase of training is an elective for students who desire to participate. 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 class 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

## **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)**

Students in English 10 will continue to grow in the areas of reading, writing, listening, and speaking as outlined in the Pennsylvania Academic Standards for English -Language Arts. This academic course offers an in-depth study of literature, nonfiction, communication, critical thinking skills, and vocabulary development. Diverse reading and writing assignments are meant to prepare students for the required Keystone Literature Exam and future high school English courses. Students will complete a research project focused on investigating their career options. This course will broaden the perspectives of students as they encounter a variety of literature, and they work to write compositions in order to become culturally, technologically, and academically literate citizens within our communities.

## **1107 English 10 Honors (1 credit)**

Students in English 10 Honors will continue to develop a growing independence in their preparation for college- level skills in the areas of reading, writing, listening, and speaking as outlined in the Pennsylvania Academic Standards for English -Language Arts. This academic course offers an in-depth study of literature, nonfiction, communication, critical thinking skills, and vocabulary development. Diverse readings and writing assignments are meant to prepare students for the required Keystone Literature Exam and future Honors English courses. Students will complete a research project focused on investigating their career options. This course will broaden the perspectives of students as they encounter a variety of literature, and they work to write compositions in order to become culturally, technologically, and academically literate citizens within our communities. Additionally, the Honors sections of this course will complete more in-depth studies of novels, as well as more demanding assessments throughout the course of the school year. By interacting with classic, modern, and contemporary works, students will have the opportunity to independently broaden their understanding of the world in which we live.

## **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 reading and thinking, effective writing skills, organization, information gathering, self-management and team communication. Students will  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.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

**ENG 101: English Composition:** Principles of rhetoric, grammar and usage; the development of vocabulary and extensive use of selected reading materials and study of research methods are stressed as fundamentals in the writing of themes as well as extended papers. Students will be required to compile a writing portfolio for critique as part of the course. (3 college credits)

#### **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, Fiction & Non-Fiction Text Analysis, all in order to discover their own philosophies about life and their roles in society. 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 21<sup>st</sup> century research and technology skills.

#### **1118 British and World Literature 12 Honors (1 credit)**

*Pre-req. - American Literature 11 Honors / ENG 101: English Composition*

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 21<sup>st</sup> 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.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

**ENG 102: Advanced Composition:** Students will develop writing, research, and critical thinking skills through diverse reading assignments, writing assignments, and class discussion in this writing intensive course. The methods of the academic processes of inquiry, argument, and persuasion will be discussed and employed, culminating in an extended paper employing multiple patterns, such as cause/effect and analogy, utilizing secondary sources. Critical thinking and writing skills to be achieved by students reading and discussing cultural/contemporary issues/articles as the basis for the argumentative/persuasive process. Students will support their analyses and assert their conclusions through the use of argumentative methodology/terminology and careful and well-documented research, using Modern Language Association (MLA) citation methods. (3 college credits)

**1115 AP English Literature & Composition (1.5 credits)**

*Pre-req. - American Literature 11 Honors / ENG 101: English Composition with an 85% or above*  
*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.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

**ENG 102: Advanced Composition:** Students will develop writing, research, and critical thinking skills through diverse reading assignments, writing assignments, and class discussion in this writing intensive course. The methods of the academic processes of inquiry, argument, and persuasion will be discussed and employed, culminating in an extended paper employing multiple patterns, such as cause/effect and analogy, utilizing secondary sources. Critical thinking and writing skills to be achieved by students reading and discussing cultural/contemporary issues/articles as the basis for the argumentative/persuasive process. Students will support their analyses and assert their conclusions through the use of argumentative methodology/terminology and careful and well-documented research, using Modern Language Association (MLA) citation methods. (3 college credits)

**1116 Creative Writing I Honors (1 credit)**

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

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 nonfiction, 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)**

*Prerequisite: 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.

**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.\*

**1121 Journalism I (1 credit)**

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

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.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

JOR 101\* Introduction to Journalism and News Reporting • 4 credits (3 lecture/2 laboratory) A beginner’s course in gathering and writing news. Topics include definition of news, writing leads and building a story, the law of libel, and news sources. The focus of the course is writing in a terse, accurate Associated Press style.

**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, choose 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.

**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.

**1151 Fundamentals of Speech (1 credit)**

This course is LCCC's SPE-125 Fundamentals of Speech. The course Fundamentals of Speech is the study of various types of formal speeches that are most commonly required on the college level. This course is designed to integrate critical thinking skills, research skills, listening skills, and speaking skills with an emphasis on effective nonverbal and verbal communication to demonstrate mastery of public speaking skills for a variety of audiences. Throughout the course, students will have opportunities to practice and refine their speaking techniques including vocal variety, pacing, volume dynamics, eye contact, gestures, facial expressions, and implementation of multiple media resources. (3 college credits)

**1102-LS Language Arts Skills (1 credit)**

*Pre-Req.- Based on recommendation from a member of the IEP team.*

This course is focused on developing language arts skills such as reading, writing, and grammar. This course is designed for students to develop the foundational skills needed to be a productive member of society after high school.

# LIBRARY

The BHS library contains over 5000 books, over 500 eBooks, approximately 200 videos, various 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 are provided instruction on digital citizenship skills through the library services and classroom activities and projects.

The library provides access to the ACCESS Pennsylvania program, which 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, and Oxford Reference Online. The library also has online research databases that focus on literary topics and analysis, history, culture, and current issues and controversies.

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](mailto: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. For honors/upper level course work, Summer work will be assigned prior to the school year in which the student takes the course. Students must complete the Summer work for the course.*

## **1200 Pre-Algebra (1 credit)**

Students will complete basic math and pre-algebra topics. This course is designed to prepare students for an Algebra I course.

## **1201 Algebra IA (1 credit)**

Algebra IA will give students a basic foundation of algebraic concepts. This course, in combination with Algebra IB, will cover all the material necessary for Keystone Algebra. **A scientific or graphing calculator is required for this course.**

## **1202 Geometry A (1 credit)**

*Pre-requisite – Successful completion of Algebra I 1206 & Algebra II 1203 or of 1201 and 1204*

Geometry 1202 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.**

## **1204 Algebra IB (1 credit)**

*Pre-requisite – Successful completion of Algebra IA*

Students will continue topics from Algebra IA and complete topics for Keystone Algebra. It will also prepare them for Algebra IIA and/or Geometry A. **A scientific or graphing calculator is required for this course.**

## **1205 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.**

## **1206 Algebra I Honors (1 credit)**

Algebra I Honors is taken by students who have completed Math 8 with at least a 93%. Any student who wishes to take this course must have the recommendation of their current math teacher. **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.**

### 1203 Algebra IIA (1 credit)

*Pre-requisite – Successful completion of Algebra IB*

This is another course in a sequence designed to follow **Algebra IB** and it prepares students to complete the study of basic algebra and proceed into more advanced topics. **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 10<sup>th</sup> 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 A/B (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.**

**1217 AP Calculus B/C (1 credit)**

*Pre-req. – A minimum score of 3 on the AP Calculus AB exam or a minimum class average of 90.0%. Students enrolled in this course will be required to take the College Board's AP Calculus BC exam.*

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

**1218 Survey of Mathematics I (1 Credit)**

*Pre-req. - Completion and passing of Algebra I, Algebra II, and Geometry and the required LCCC entrance exam*

This course is intended to meet minimum college requirements in mathematics and necessary to complete the associates degree track. Explores the role of mathematics in modern culture emphasizing techniques and applications in the social, natural, and management sciences, as well as those in technological fields. Topics studied include: problem solving, set theory, logic, number theory, the real number system, probability, and statistics.

\*This course is offered as a Luzerne County Community College course taught by our teachers (3 college credits)

**1219 AP Pre-Calculus (1 credit)**

*Pre-requisite – AP Pre-Calculus is an advanced course designed for those students who have successfully completed (87% or better) both Algebra II Honors and Geometry Honors. Students enrolled in this course will be required to take the College Board's AP Pre-Calculus exam.*

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

**2020 Consumer Math (1 credit)**



***Pre-requisite – Junior or Senior year***

Students will learn practical real-life applications including, but not limited to, personal finance, taxes, banking, and business math.

**2093      Integrated Math (1 credit)**

***Pre-Req.- Based on recommendation from a member of the IEP team.***

Topics explored in Integrated Math include: Integers, Equations, Multi-Step Equations, Consumer Math Topics, Slope, Coordinate Planes, and more.

# MUSIC

## **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.

## **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 will 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 must be enrolled in chorus or band/chorus for the year. Students will be required to complete prerequisite work for the honors distinction (i.e. learn repertoire over the summer and/or complete a book review).

#### **1512 Guitar (.5 credit)**

In this semester class, students will be given the opportunity to further their technique on guitar. They will also develop an understanding of the theoretical concepts of harmony through the completion of online and group instruction. Fundamental skills like scales will be explored through improvisation in class. Beginning students are welcome, but experienced guitar players are preferred.

#### **1513 Theatre Appreciation (1 credit)**

This course is an introduction to the nature of theatre art and its representative dramatic genres, and the functions of the basic practices of the playwright, actor, director, and design technicians. The course is designed to help students bring critical thinking skills into their experience as theatergoers, and increase their appreciation and evaluation of theatre presentations. By reading, discussing, and seeing plays, students will have a better understanding of the various elements of theatre and theatre production as art. Available to Sophomores and up.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.  
THR 100 Theatre Appreciation (3 credits)

#### **1514 Music Appreciation (1 Credit)**

An introduction to Western music including the elements of music, various musical styles, medias and forms, stylistic periods, and significant composers. Available to Sophomores and up.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.  
MUS 150 Music Appreciation (3 credits)

#### **1516 Introduction to Acting (1 Credit)**

In this course, students will explore specific techniques in acting. The students will prepare monologues and dialogues, will explore body awareness, gestures and movement through space, will study vocal inflection, and will analyze monologues for content and delivery. The goal is to equip students as young actors to more effectively communicate the text and "POP" in the limelight of the spotlight. Available to Sophomores and up.

\*This course is offered as Concurrent Enrollment through Luzerne Community College THR101 (3 credits)

# 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.*

## **1710 General Physical Education (0.5 credit)**

Physical Education 10 is the first of two required physical education courses. It is a generalized approach including team building skills, personal fitness and team sports participation. Personal improvement over the semester is the objective, so that students learn lifelong fitness activities and skills.

## **PHYSICAL EDUCATION 10, 11 & 12**

Pre-requisite – Successful completion of General Physical Education 1710

The students have the ability to select more individualized physical education classes throughout the last three years of their time at BHS to fulfill their Physical Education and elective credits. 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/Fitness (0.5 credit)**

Students will be introduced to several different individual lifetime sports. Activities may include but are not limited to Table Tennis, Pickleball, and Badminton. Emphasis will be on basic skill development and sport strategy. Activities will conclude with instruction and participation in a fundamentally competitive scenario. This course also involves use of the fitness center.

## **1712 Team Sport Activities/Fitness (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. This course also involves use of the fitness center.

## **1713 Aerobics and Dance/Fitness (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 and involves the fitness center.

## **1714 Personal Fitness -Level I (0.5 credit)**

This course is designed to give students the opportunity to acquire knowledge of fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness and conditioning. Students will understand the influence of lifestyle choices on personal health as well as participate in very rigorous exercise regimens.

**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, decision making, mental health, disease, and developing a healthy lifestyle. 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.

*\* This course is required for graduation.*

# 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 school year due to the sequential nature of science courses.** Please refer to page 7 for Honors guidelines.*

## **1301 Biology (1 credit)**

Foundations of Biology I is a 9th grade science course that will deal with biology as an everyday experience. This course curriculum will focus on the assessment anchors for the Biology Keystone Exam. Topics discussed include the nature of Biology, Principles of Ecology, Chemical Basis of Life, Cellular Biology, Reproduction, Genetics, and Evolution. Lab experiments combined with demonstrations, and multiple learning activities will be utilized throughout the year. Effective teaching strategies will include teacher and student-centered activities such as hands-on activities, and projects to achieve our daily objectives. Upon completion of the course, students will be required to complete the Keystone Exam for Biology as defined by the Pennsylvania Department of Education.

## **1303 Biology Honors (1 credit)**

Honors Biology is designed to provide 9th grade 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; 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.

## **1304 Biology II Honors (1 credit)**

Biology II Honors is a 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, taxonomy, and basic human systems. 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.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

**BIO 101 Introduction to Biological Science I • 3 credits** Structure, metabolism, development, reproduction and evolution of plants and animals; for students in non-technical fields.

**1306—Chemistry (1 credit)**

This science course will study matter and change, measurements and calculations, atomic structure, quantum mechanics, periodic law, chemical bonding, chemical formulas and compounds, chemical equations and reactions, and gas laws. Lab work is included throughout the course.

**1307 Chemistry Honors (1 credit)**

This course is an advanced college-prep course that will study matter and change, measurements and calculations, atomic structure, quantum mechanics, periodic law, chemical bonding, chemical formulas and compounds, chemical equations and reactions, stoichiometry, gas laws, acids and bases, biological chemistry and organic chemistry. Lab work is included throughout the course. This course is math intensive.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

**CHE 111 Fundamentals of Chemistry • 3credits**

**1308 Organic Chemistry Honors (1 credit)\*\***

*Pre-req. – Successful Completion of Chemistry I Honors*

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-credit science 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.

*\*\* Course may not run. The course will run based on a review of student requests.*

**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 or 93% or higher in Academic Physics 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.

**1315 AP Physics (1.5 credit)\*\***

*Pre-requisite- 93% or better in Algebra II and Honors Chemistry.*

AP Physics is a full-year course that is the equivalent of a first semester introductory college course in algebra-based physics. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

**1316 AP Chemistry (1.5 credits)\*\***

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

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. 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. Students enrolled in this course will be required to take the College Board's AP Chemistry exam.

**1314 Human Anatomy & Physiology (1 credit)\*\***

*Pre-req. – Successful completion of Biology or Biology Honors and Chemistry 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. (COURSE MAY DEVELOP INTO A CONCURRENT ENROLLMENT COURSE THROUGH LCCC for BIO 135)

*\*\* Course may not run. The course will run based on a review of student requests.*

### **1315 Pennsylvania Ecology (.5 credit)**

This course will focus on the study of the ecological systems and natural resources of Pennsylvania. Content will be based on the Pennsylvania Integrated Standards for Science Environment and Ecology as well as the Pennsylvania Technology and Engineering Standards. Topics discussed in the course will include a review of ecological concepts as well as a focused study of the wildlife, forests, soils, and ecosystems of Pennsylvania. All topics will be integrated with an exploration into the impact humans have on Pennsylvania's ecological systems. Students will have the opportunity to study current environmental issues with the goal of developing plausible solutions to help promote a more sustainable environment.

# 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 core social studies courses are to be taken in order of their course number. This sequence is Civics/Civics Honors—World Cultures/World Cultures Honors—American Cultures/American Cultures Honors/AP U.S. History. 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. The purpose of the course is centered on 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. 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 by providing a detailed study (reworded) 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.

### **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.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

**HIS 102 Western Civilization II** This course is a continuation of Western Civilization I beginning with the 18th century. It, too, emphasizes the concepts, ideas, events and people that shaped the complex dimensions of the contemporary world. It begins with a consideration of the forces influencing the West's dominance of the globe between 1700 and 1900. It concludes with analysis of the 20th century as each major civilization confronts the forces of modernity (3 credits)

### **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 using critical thinking skills.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

**HIS 202: American History Since 1865** The development of the United States from the Reconstruction Era to the present; emphasis is given to late nineteenth and twentieth century industrialization, the expansion of government, the emergence of the industrial-urban society and America's status as a world power. (3 college credits)

### **1406 Current Issues in History (1 credit)**

Current Issues in History is an elective senior year course. This course is an extension of American Cultures around the time 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 students to focus on current history as it is taking shape. This allows 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)**

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 based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College and counts as two courses:

**HIS 201 American History to 1865 • 3 credits** The development of the United States from the period of discovery and colonization to the end of the Civil War, with attention to the most important political, economic, social, and cultural forces.

and

**HIS 202 American History Since 1865 • 3 credits** The development of the United States from the Reconstruction Era to the present; emphasis is given to late nineteenth and twentieth century industrialization, the expansion of government, the emergence of the industrial-urban society and America's status as a world power.

**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. This course comes with 6 total credits from 2 Psychology courses from Luzerne.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

**PSY 103: General Psychology** This course will introduce students to the study of psychology as the science of behavior and mental processes. Theoretical perspectives, major concepts, and historical trends will be examined utilizing current research findings. Students will develop understanding of their own and other's behavior and mental processes. Throughout the course, critical thinking will be emphasized. (3 college credits)

and

**PSY-213 Abnormal Psychology:** This course is designed to introduce the student to the broad field of abnormal psychology. The student will be introduced to the classification and diagnostic criteria for mental disorders, the psychological, biological, and sociological explanations of disorders, and the management/treatment of behavior considered maladaptive to effective functioning in daily life. Major topics will include mood disorders, anxiety disorders, dissociative disorders, trauma and stressor related disorders, personality disorders and schizophrenia. *Prerequisite: PSY 103.* (3 college credits)

#### **1412 Psychology (.5 credit)**

Psychology is a one semester elective course for interested juniors and seniors with administrative exceptions made for some sophomores. 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.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

PSY 103: General Psychology This course will introduce students to the study of psychology as the science of behavior and mental processes. Theoretical perspectives, major concepts, and historical trends will be examined utilizing current research findings. Students will develop understanding of their own and other's behavior and mental processes. Throughout the course, critical thinking will be emphasized. (3 credits)

#### **1414 Vietnam (.5 credit)**

In this course students will be analyzing the Vietnam War Era (1945-1975). We will begin with a background of colonialism & conflict in Vietnam that which predates the American invasion. Students will study and gain knowledge throughout the course of the Cold War policies which shaped the U.S. military strategies in Vietnam, the social & political impacts of the war at home, and the multifaceted ramifications following the war's end & American withdrawal. The course will be taught at an upper-level, college pace. Students will be expected to take notes, complete independent readings, engage with primary & secondary sources, demonstrate understanding through written reflections, class discussions, projects, and assessments.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

HIS-259: Vietnam provides a full record of the conflict - from background on Vietnam and its people, through the French presence, to a chronology of the period from 1945 to 1975, with an examination of the impact of the war on American society in the years which followed. The series places Vietnam in the perspective of history and permits viewers to form their own conclusions about the basis for the conflict, what was won and lost, and by whom.

Credits: 3

**1413 Sociology (.5 credit)**

This one semester elective 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 with administrative exceptions made for some sophomores.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

**SOC 101: Principles of Sociology** The course is designed to introduce the student to the unique perspective of the sociologist. Students will learn about the history of the field, research methods, culture, stratification, deviance, social psychology and various other areas. This course lays the theoretical and conceptual framework for other sociology courses. (3 credits)

**1416 Western Civilization I (.5 Credit)**

This elective course is a survey of the main stages of the history of western civilization up to the beginning of the 17th Century. It emphasizes the concepts, forces, ideas, events and people that shaped the complex dimensions of the contemporary world. After a brief consideration of the earliest civilization phase, the course explores the classical period, from about 1000 B.C.E. to 500 B.C.E., the spread of civilization period, 500 to 1400 C.E., and the spread of the Renaissance and Reformation.

\*This course is offered as a Luzerne County Community College course taught by our teachers (3 college credits)

# 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 Concurrent Enrollment through Penn College. Juniors and Seniors who pass a placement exam are eligible to receive credit for both of the following courses.

**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 college credits) *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 college credits) *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. Offered every other year, opposite of CAD.

**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.*

## **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.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

**SPA 101: Elementary Spanish I** Designed to teach basic skills; comprehension, speaking, reading and writing. Students will learn to write controlled sentences on selected subjects and vocabulary. Spanish culture and songs are included. (3 college credits)

## **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.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

**SPA 102: Elementary Spanish II** A further concentration on the acquisition of the basic skills of comprehension, speaking, reading and writing. The aural/oral method is stressed. (3 college credits)

**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.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

**FRE 101 Elementary French I • 3 credits** The first course for students beginning the study of French; the elements of grammar and reading, drill in vocabulary, pronunciation, diction and graded readings are studied.

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

French III focuses on the concerns of everyday life for young people in France and other French speaking countries. Students learn about current social issues 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.

\*This course is offered as Concurrent Enrollment through Luzerne County Community College.

**FRE 102 Elementary French II • 3 credits** Stresses the aural-oral approach to reading; the development of the student's ability to read, write and converse on an elementary level of difficulty. Prerequisite: FRE 101 or its equivalent.

**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.



## Bloomsburg Area High School Graduation Checklist

Name: \_\_\_\_\_

### English (4 Credits)

- English 9 or English 9 Honors
- English 10 or English 10 Honors
- American Literature, American Literature Honors or English 11
- British & World Literature, British & World Literature Honors, English 12 or AP English
- AP English

### Social Studies (3 Credits)

- Civics or Civics Honors
- World Cultures or World Cultures Honors
- American Cultures, American Cultures Honors or AP U.S. History
- Current Issues

### Science (3 Credits)

- Environmental Science
- Biology
- Biology Honors
- Chemistry or Chemistry Honors
- Academic Physics
- Physics I Honors
- Applied Physical Science
- Biology II Honors
- Physics II Honors
- Organic Chemistry
- AP Chemistry
- AP Biology

### Math (4 Credits)

- Pre-Algebra
- Integrated Math
- Algebra IA
- Algebra IB
- Algebra I
- Applied Algebra II, Algebra II or Algebra II Honors
- Applied Geometry or Geometry Honors
- Pre-Calculus or Pre-Calculus Honors
- Consumer Math
- Probability and Statistics
- Calculus or Calculus Honors
- Calculus A/B
- Survey of Mathematics

### Health & Physical education (1.5 Credits)

- Health 9
- Physical Education (1710)
- Physical Education Elective

### Arts & Humanities (1 Credit)

- Elective

### Required Courses (.5 Credit)

- Personal Finance (.25)
- Driver's Education (.25)

### Elective Credits (8 Credits)

25 Total Credits Needed for Graduation