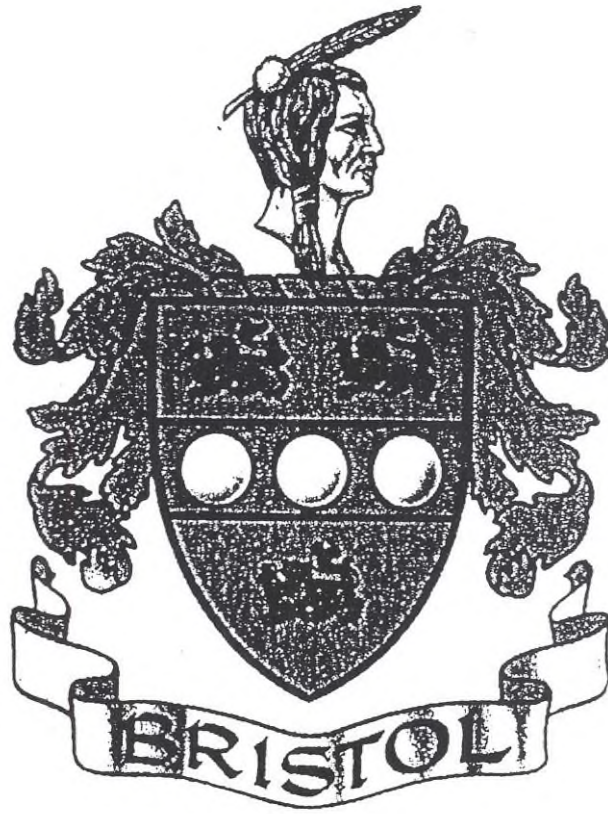


# *Bristol High School*

## *Curriculum Guide*



*2022-2023*

## **Message from the Counselor**

*The proper selection of subject-matter courses is one of the most important tasks that you will undertake. Consider with care the many courses listed in this guide. Your counselor will do everything possible to help you select the most appropriate program of studies for the next school year.*

*This guide has been prepared for students and their parents to assist them in selecting courses that will best meet their educational and career goals. You are encouraged to consult with your counselor for long and short term program planning. The review and revision of the planned programs should be an ongoing process throughout the high school years.*

*In consulting with your parents, teachers and staff you should consider the following criteria in making your course selections:*

- *Future career goals*
- *Aptitude, interests, and abilities*
- *Teacher recommendation*
- *Meeting graduation credit, service learning and course requirements, both state and local guidelines*

*Since education is a lifelong process, the importance of thoughtful ongoing planning cannot be over emphasized. If you have any questions or concerns about this selection process, please feel free to contact Mrs. Conard at your earliest convenience.*

## **SERVICE LEARNING PROJECT**

### ***What is the Service Learning Project?***

- An opportunity to get involved in community activities that are fun and geared to your interests.
- A way to build character, personal values, self-esteem, confidence, empathy, and social responsibility.
- A vehicle for you to achieve your academic goals.
- An opportunity to become aware of career choices and experience what they involve.
- A way to intersect classroom learning with community interaction.

Students are required to complete 10 hours of service each year (grades 9 through 12). In grades 9-11 students also complete 8 journal entries. In 12th grade students write a three page paper which highlights a service experience and give a presentation about their project to a small group of peers and teacher advisors.

## **Graduation Requirements**

*The following graduation requirements must be met in order to obtain a diploma from Bristol High School:*

- *Achieve minimum credit requirements each year. (See Below)*
- *Successfully completed the BBSD Service Learning Project (10 volunteer hours each year & presentation) by the end of their senior year.*

### Graduation Requirements for the Class of 2023, 2024, 2025, 2026

<u>Course</u>	<u>Credits</u>
English	4
Math	4
Social Studies	4
Science	3
Academic Literacy	1
Foreign Language (Consecutive Language)	2
Health	.5
Physical Education	.5
Electives	4.5
Service Learning Project	.5
<b>Total Credits =</b>	<hr/> <b>24</b>

\*\* Minimum credit requirement for  
promotion to 10<sup>th</sup> grade = 6

\*\* Minimum credit requirement for  
promotion to 11<sup>th</sup> grade = 12.00

\*\* Minimum credit requirement for  
promotion to 12<sup>th</sup> grade = 17.00

\*\*Minimum credit requirement  
for **graduation = 24**

**A = 90-100    B = 80-89    C = 70-79    D = 65-69    F = 0-64**

## **WEIGHTED COURSE/QUALITY POINT POLICY**

*Rank-in-Class is defined as the numerical estimate of a student's scholastic achievement in relation to that of his classmates. All students and all subjects are included in the ranking procedure. Grades in all courses that are applicable for graduation credits (9 through 12) will be counted when computing quality point average.*

*Class rank is a procedure by which students are placed in order according to their quality point average (QPA). A student's QPA is computed by adding the numerical grade for the courses and the total is divided by the number of credits attempted to yield a QPA.*

**RATIONALE:** *Quality points are computed to provide a measure of the relationship between the level of difficulty of courses selected by a student and his/her level of achievement.*

---

### ***B Level Courses (Basic)***

*Courses in this category offer the basic curriculum requirements as set forth by PDE for a discipline at a particular grade level. **Formula: 1.0 x student grade = quality points***

*English  
American History  
Italian 1*

*Algebra I  
Physical Science  
Spanish 1*

---

### ***A Level Course (Advanced/College Prep)***

*Courses in this category offer a more intense college preparation than those in the B level courses. **Formula: 1.1 x student grade = quality points***

*English  
American History  
Algebra 1*

*Algebra II  
Physical Science  
Geometry*

---

### ***HONORS Level Courses***

*Courses in this category meet the standards established by the College Board and are the equivalent of a full year college course. This category will include college level courses with prior approval by the building principal. **Formula: 1.135 x student grade = quality points***

*Honors English 9  
Honors English 10  
Honors English 11  
Honors English 12  
Human Anatomy & Physiology*

*American History I  
American History II  
Honors Physical Science  
Honors Biology  
Honors Chemistry  
Honors Physics*

### ***AP Level Courses***

*Courses in this category meet the standards established by the College Board and are the equivalent of a full year college course. This category will include college level courses with prior approval by the building principal. **Formula: 1.175 x student grade = quality points***

*AP European History  
AP Calculus AB*

*Chemistry 121  
US History 151 / 152*

---

*For those “weighted” courses, the numerical grade will be multiplied by the level factor listed in each category to compensate for the greater challenge and competition that it involves. It is hoped that this aspect of the procedures will encourage more high ability students to take on the challenge of advanced courses rather than settling for a less rigorous course where a high grade is certain.*

### **Keystone Exams**

*The Keystone exams are end-of-course assessments designed to evaluate proficiency in academic content. **At this time, students must demonstrate proficiency on the Algebra I, Literature, and Biology Keystone Exams to graduate.** Specific testing dates are published by the Pennsylvania Department of Education.*

*Keystone exams include multiple-choice questions and constructed response questions. Each test consists of two modules, and each module (or Test Session) should take approximately 1.5 hours to complete.*

*Parents and guardians may review the Keystone Exams if they believe the test may be in conflict with their religious beliefs by making arrangements with the School Test Coordinator once the exams arrive at the school. If, after they review the test, they believe that the test is in conflict with their religious beliefs; they may opt out of the testing by submitting a letter to the Superintendent.*

*For additional information about the Keystone Exams visit [www.pdesas.org](http://www.pdesas.org).*

## RECOMMENDED SEQUENCE

*Below are course sequences that are a guide for students. There are many options for students as they progress through their high school year.*

<b><i>Department</i></b>	<b><i>Grade 9</i></b>	<b><i>Grade 10</i></b>	<b><i>Grade 11</i></b>	<b><i>Grade 12</i></b>
<b><i>English</i></b>	<i>English 9</i>	<i>English 10</i>	<i>English 11</i>	<i>English 12</i>
<b><i>Social Studies</i></b>	<i>American History I</i>	<i>American History II</i>	<i>European History</i> <i>AP European Hist.</i>	<i>Economics</i> <b>OR</b> <i>History Through Film</i> <b>OR</b> <i>US History 151/152</i>
<b><i>Science</i></b>	<i>Physical. Science</i>	<i>Biology</i>	<i>Chemistry</i> <b>OR</b> <i>Human Anatomy &amp; Physiology</i> <i>(see pre-requisites)</i>	<i>Chemistry 151</i> <b>OR</b> <i>Human Anatomy &amp; Physiology</i> <b>OR</b> <i>Physics</i>
<b><i>Math</i></b>	<i>Algebra I, Part I</i>  <i>Algebra I</i>  <i>Geometry</i>	<i>Algebra I, Part II</i>  <i>Geometry</i>  <i>Algebra II</i>	<i>Geometry</i>  <i>Algebra II</i>  <i>Trig/Precalc.</i>	<i>Algebra II</i>  <i>Trig/PreCalc.</i>  <i>Calculus/</i> <i>AP Calculus</i>
<b><i>Academic Lit.</i></b>	<i>Academic Literacy</i>			
<b><i>Service Learning Project</i></b>	<i>Service Learning Project Hours</i>	<i>Service Learning Project Hours</i>	<i>Service Learning Project Hours</i>	<i>Service Learning Project Hours</i>
<b><i>PE/Health</i></b>		<i>PE/Health</i>		
<b><i>Languages</i></b>	<i>Spanish I</i>  <i>Italian I</i>	<i>Spanish II</i>  <i>Italian II</i>	<i>Spanish III</i>  <i>Italian III</i>	<i>Spanish IV</i>  <i>Spanish IV</i>
<b><i>Additional Electives</i></b>	<i>Art, Business Ed.</i> <i>FCS, English, Music,</i> <i>PE, Wellness</i>	<i>Art, Business Ed.</i> <i>FCS, English,</i> <i>Music, PE, Wellness</i>	<i>Art, Business Ed.</i> <i>FCS, English,</i> <i>Music, PE, Wellness</i>	<i>Art, Business Ed.</i> <i>FCS, English,</i> <i>Music, PE, Wellness</i>

## NCAA Core Courses

*NCAA schools require college-bound student-athletes to build a foundation of high school courses to prepare them for the academic expectations in college.*

*Not all high school classes count as NCAA core courses. Only classes in English, math (Algebra 1 or higher), natural or physical science, social science, foreign language, comparative religion or philosophy may be approved as NCAA core courses. Remedial classes and classes completed through credit-by-exam are not considered NCAA core courses.*

## NCAA Credit

*You can earn credit for a core course only once. If you take a course that repeats the content of another core course, you earn credit for only one of these courses and the higher grade counts toward your core-course GPA.*

*Generally, you receive the same number of credits from the NCAA for a core course that you receive from your high school for the class. One academic semester of a class counts for .5 of a core course credit. One academic trimester of a class counts for .34 of a core-course credit. One academic quarter of a class counts for .25 of a core-course credit. A one-year class taken over a longer period of time is considered one core course and is not awarded more than one credit.*

*Visit the links below for additional information:*

<https://www.ncaa.org/sports/2014/10/6/core-courses.aspx>

<https://www.ncaa.org/sports/2014/10/24/play-division-i-sports.aspx>

<https://www.ncaa.org/sports/2014/10/24/play-division-ii-sports.aspx>

<https://www.ncaa.org/sports/2014/10/24/play-division-iii-sports.aspx>

## **ARTS**

**COURSE:** Art 1

**GRADE LEVEL:** 9-12

**COURSE LENGTH:** Semester

**PREREQUISITES:** None

**WEIGHT:** 1.0

**PIMS:** Art Elective - 1402

**COURSE DESCRIPTION:** *This is an introductory course in the arts. In this course students will gain an introductory and developmental experience in drawing, painting, printmaking and sculpture. Through independent exploration and guided study students will be introduced to key concepts in art processes, art history, art criticism, aesthetics and philosophy. .*

**COURSE:** Art 2

**GRADE LEVEL:** 9-12

**COURSE LENGTH:** Semester

**PREREQUISITES:** Art Elective or Art 1 with a grade C or better

**WEIGHT:** 1.0

**PIMS:** Art Elective - 1402

**COURSE DESCRIPTION:** *This course builds on the skills and techniques learned in Art 1 and Art Elective. Students will build on their knowledge by refining their skills through a more advanced study of media and processes involved in drawing from direct observation, painting, printing, three dimensional design, art criticism, art history, aesthetics and philosophy. This course is a prerequisite for Art 3.*

**COURSE:** Art 3 /4

**GRADE LEVEL:** 10-12

**COURSE LENGTH:** Year

**PREREQUISITES:** Art 2 or Art Major with a grade C or better with written permission from art coordinator

**WEIGHT:** 1.0

**PIMS:** Art Elective - 1402

**COURSE DESCRIPTION:** *This course is designed for students with a strong interest in the arts who are looking to develop a more sophisticated and refined style for their artwork, or for those students who wish to prepare portfolios for college or employment interviews. Through guided practice and independent self-exploration students will develop individual creative solutions to problems involving advanced drawing skills, spatial design, mixed media, painting, graphics and sculpture. Through each project, art history, art criticism and student's individual art philosophies and artistic styles will be explored.*

**COURSE:** Dramatic Arts

**GRADE LEVEL:** 9-12

**COURSE LENGTH:** Year

**PREREQUISITES:** Must be willing to perform in front of their peers

**WEIGHT:** 1.0

**PIMS:** Drama 05052

**COURSE DESCRIPTION:** This course is an introduction to the craft and acting foundation for all performance electives and students seeking a future into the art of acting. The course consists of group exercises to develop physical awareness, concentration, imagination and trust. Basic physical, vocal and analytical concepts; methods; vocabulary, and discipline required of the beginning actor will also be explored. Students will develop personalized creative processes through monologues, scene work and observational exercises.

## **BUSINESS EDUCATION**

**COURSE:** Accounting I

**GRADE LEVEL:** 10-12

**COURSE LENGTH:** Semester

**PREREQUISITES:** None

**WEIGHT:** 1.0

**PIMS:** Accounting I - 12104

**COURSE DESCRIPTION:** An introduction to the basic principles of Accounting. The topics of debit and credit, special journals, trial balance, adjusting and closing entries, and financial papers are studied. Some hands-on operation in using the computer for automated Accounting work will also be offered.

**COURSE:** Computer Science Principles

**GRADE LEVEL:** 9-12

**COURSE LENGTH:** Semester

**PREREQUISITES:** None

**WEIGHT:** 1.0

**PIMS:**

**COURSE DESCRIPTION:** This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Students will achieve an intermediate level skill set in JavaScript language. The goal is to create leaders in computer science fields and attract and engage those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities.

**COURSE:** *Financial Literacy*  
**GRADE LEVEL:** 9-12  
**COURSE LENGTH:** *Semester*  
**PREREQUISITES:** *None*  
**WEIGHT:** 1.0  
**PIMS:**

**COURSE DESCRIPTION:** *Financial Literacy for High School is a digital education program that teaches students how to make wise financial decisions to promote financial well-being over their lifetime. The interactive lessons in this financial literacy course translate complex financial concepts and help students develop actionable strategies for managing their finances. Immersive digital environments and diverse characters bring modern, relevant financial education objectives to life. Students accelerate their financial understanding through problem-solving, self-reflection and games that provide real-life scenarios for practice.*

**COURSE:** *Microsoft Applications*  
**GRADE LEVEL:** 9-12  
**COURSE LENGTH:** *Semester*  
**PREREQUISITES:** *None*  
**WEIGHT:** 1.0  
**PIMS:** 10004

**COURSE DESCRIPTION:** *This course will teach students introductory level skills in using Microsoft Office specifically Word, Excel and PowerPoint. Students will learn to integrate these applications into each other.*

**COURSE:** *Web Development*  
**GRADE LEVEL:** 10-12  
**COURS LENGTH:** *Semester*  
**PREREQUISITES:** *None*  
**WEIGHT:** 1.0  
**PIMS:** *Web Page Design - 10201*

**COURSE DESCRIPTION** *In this project-based course the students will learn to create web pages and edit images using Gimp. Web Development introduces HTML (HyperText Mark-Up Language) which provides the foundation for building web sites. The students will use their creativity as they build websites on topics of their choice!*

## **ENGLISH**

**COURSE:** *Academic Literacy*

**GRADE LEVEL:** 9

**COURSE LENGTH:** *Year*

**PREREQUISITES:** *None*

**WEIGHT:** 1.0

**PIMS:** *English/Literature (freshmen) - 01051*

**COURSE DESCRIPTION:** *This course addresses the social, personal, cognitive and knowledge-based dimensions of the reading process as outlined in the Reading Apprenticeship framework. Course work provides strategic approaches to reading in academic content area classes. Students work collaboratively and independently to develop competencies in these areas. The course also focuses on students' personal growth as readers, exploring interests and reader identities. Students are required to read self-selected texts in and out of class and to monitor that reading.*

**COURSE:** *Honors English 9 – Literature Genre Study*

**GRADE LEVEL:** 9

**COURSE LENGTH:** *Year*

**PREREQUISITES:** *Teacher recommendation*

**WEIGHT:** 1.135

**PIMS:** *English/Language Arts I - 01001*

**COURSE DESCRIPTION:** *Honors English 9 is a course designed to examine a variety of literary genres (short story, drama, novel, and poetry) in terms of self and society. The course traces a number of universal themes established through these various works and selected texts. The Honors English 9 class will explore and connect both canonical and contemporary literature selections. In addition to mastery of literary content, the course stresses the development of critical thinking skills through written and oral evaluation; class discussion is a hallmark of the honors program. This course will also aid in the development of student skills in expository and creative writing, Keystone test taking strategies, and oral presentation. Grammar and vocabulary skills will be taught through contextual study.*

**COURSE:** *English 9 – Literature Genre Study*

**GRADE LEVEL:** 9

**COURSE LENGTH:** *Year*

**PREREQUISITES:** *None*

**WEIGHT:** 1.0

**PIMS:** *English/Language Arts I – 01001*

**COURSE DESCRIPTION:** *English 9 is a literature survey course and will explore short story, novel, drama, and poetry. The course will explore universal themes established in these selections. In addition to mastery of literary content, the course develops critical thinking skills through written and oral evaluation. It will also develop student skills in expository and creative writing, Keystone test taking strategies, and oral presentation. Grammar and vocabulary skills will be taught through contextual study.*

**COURSE:** Honors English 10

**GRADE LEVEL:** 10

**COURSE LENGTH:** Year

**PREREQUISITES:** English 9, Social Studies 9 and Teacher Recommendation

**WEIGHT:** 1.135

**PIMS:** English/Language Arts II - 01002

**COURSE DESCRIPTION:** Honors English 10 and US History II are tenth grade honors courses designed to teach American history through the context of the US Constitution and American literature from the beginning of the 20th Century up to the present day. The course is chronological with a focus on a number of universal themes and constitutional issues as they develop throughout modern American history and are reflected in a myriad of American written works. Students will not only develop knowledge and comprehension of people, literature, and events key to understanding the 20th century, but will also develop skills in interpreting the impact people and events had on the nation's social, economic, governmental, and political development. Students will also develop skills in research, creative writing, and oral presentation. The course provides practice for proficient performance on the Keystone Exams.

**COURSE:** English 10 - American Literature

**GRADE LEVEL:** 10

**COURSE LENGTH:** Year

**PREREQUISITES:** English 9

**WEIGHT:** 1.0

**PIMS:** English/Language Arts II - 01002

**COURSE DESCRIPTION:** This year-long course is designed to cover American literature from the late 19<sup>th</sup> century to the present. Reading and writing are an integral, constant part of the program. Keystone testing and independent reading comprehension strategies are taught. Special emphasis is given to skills required for effective literary analysis through regular written assignments and essays. Higher level thinking skills are taught and practiced. Vocabulary and grammar are covered through the writings, readings, and units of study. Speaking skills will be addressed through formal presentations.

**COURSE:** Honors English 11 – World Literature

**GRADE LEVEL:** 11

**COURSE LENGTH:** Year

**PREREQUISITES:** English 9, 10, and Teacher Recommendation

**WEIGHT:** 1.135

**PIMS:** English/Language Arts IV – 01004

**COURSE DESCRIPTION:** The year-long course is designed for the highly motivated, college bound student. Extensive reading assignments given at an accelerated pace, focus on authors and works from around the world. An emphasis is also placed on the college application and admittance process, scholarship/application essay writing, and creation of a working resume and cover letter. Grammar skills, vocabulary, and public speaking are also integral components of the course. Composition requirements include persuasive essay, literary interpretations, personal reflection, critical literature analysis, satirical essay and poetic writing.

**COURSE:** English 11 – World Literature  
**GRADE LEVEL:** 11  
**COURSE LENGTH:** Year  
**PREREQUISITES:** English 9, 10  
**WEIGHT:** 1.0  
**PIMS:** English/Language Arts IV - 01004

**COURSE DESCRIPTION:** The year-long course focuses on authors and works from around the world varying topics, as well as contemporary novels and short stories which connect thematically. Composition requirements include critical and persuasive essays, literary interpretations, satirical essay, and creative / poetic and writing. An emphasis is also placed on creating a working plan for life after high school that includes knowledge of the college application and admittance process, application essay writing, and creation of a working resume and cover letter. Students are given information regarding secondary educational options such as technical and trade schools, two year programs, and four year college/university programs. Grammar skills, vocabulary, and public speaking are also integral components of the course. Composition requirements include persuasive essay, literature interpretations, journal and reflection writing, creative, and poetic writing.

**COURSE:** Honors English 12– Great Works  
**GRADE LEVEL:** 12  
**COURSE LENGTH:** Year  
**PREREQUISITES:** English 9, 10, 11 and Teacher Recommendation  
**WEIGHT:** 1.135  
**PIMS:** English/Language Arts IV - 01004

**COURSE DESCRIPTION:** This year long course is designed for the highly motivated, college bound student. Students will focus on college essay and college application completion. Extensive reading assignments are given at an accelerated pace and focus on a collection of great works. The literacy techniques used in poetry, fiction, and drama are analyzed and applied in a variety of formal and informal writing assignments. The course is designed to help develop skills necessary for success in college courses in literature and composition. Close reading skills and a working knowledge of literacy terminology are stringently assessed.

**COURSE:** English 12-Great Works  
**GRADE LEVEL:** 12  
**COURSE LENGTH:** Year  
**PREREQUISITES:** English 9, 10, 11  
**WEIGHT:** 1.0  
**PIMS:** English/Language Arts IV - 01004

**COURSE DESCRIPTION:**  
This year-long course is geared toward the student who may be undecided regarding their post-secondary plans, but is considering entering college, trade school, the armed forces, or the work-force. It is designed to provide mastery in Language Arts skills: reading, analysis of the written word, written communication, listening, and speaking. Reading assignments will focus on

*fictional works from varying time periods, as well as modern non-fiction pieces meant to relate to life beyond the high school classroom. The course is designed to help develop writing skills expected in college courses as well as business/technical writing skills expected in the work-force. Grammar skills, vocabulary, and public speaking are integral components of the course. Composition requirements include critical and persuasive essays, literature and article interpretation, journal and reflective writing, and researched pieces. An emphasis will be placed on creating a working plan for life after high school. Students will be given information regarding various continuing education options.*

## **ENGLISH ELECTIVES**

***COURSE:*** Journalism & Communication

***GRADE LEVEL:*** 9-12

***COURSE LENGTH:*** Semester

***PREREQUISITES:*** none

***WEIGHT:*** 1.0

***PIMS:*** Communication - 11049

***COURSE DESCRIPTION:*** This semester-long course focuses on how we communicate critical information to one another and how people consume news today. Students will explore various forms of communication (newspapers, newsletters, podcasts, social media etc.) and create news releases and reports relevant to the Bristol community.

***COURSE:*** Contemporary Young Adult Literature

***GRADE LEVEL:*** 9-11

***COURSE LENGTH:*** Semester

***PREREQUISITES:*** none

***WEIGHT:*** 1.0

***PIMS:*** Literature Genre - 01065

***COURSE DESCRIPTION:*** This semester-long course is designed to increase the level of student reading, engagement with reading and in-depth analysis through the use of worthy Young Adult Literature (YA) works in the context of a standard English classroom. Students will closely examine YA novels to study and consider the important literary concepts found in works of the standard English curriculum. Research suggests that reading and analyzing YA literature serves as an excellent gateway to understanding and analyzing more difficult literary works. Students will read, analyze, interest, respond to evaluate and compare literary concepts in the novels orally, in writing and in presentations.

**COURSE:** *Creative & Critical Writing*

**GRADE LEVEL:** 9-12

**COURSE LENGTH:** *Semester*

**PREREQUISITES:** *none*

**WEIGHT:** 1.0

**PIMS:** *Creative Writing - 01104*

**COURSE DESCRIPTION:** *This course explores the best way to express a complex idea and the qualities that define a writer's distinctive voice. Creative writing focuses on different genres through both reading and writing, as well as the other necessary elements needed to improve composition skills. Critical writing focuses on academic skills such as essay and paragraph structure, coherence, and unity. The goals are to inspire students to develop original pieces and ideas and writing structure, including MLA formatting and college readiness.*

## **FAMILY & CONSUMER SCIENCE**

**Course:** *Career Planning*

**Grade Level:** 9-12

**Course Length:** *Semester*

**Prerequisite:** *none*

**Weight:** 1.0

**PIMS:** 22151

**Course Description:** *This course focuses on preparing for a career. Students will learn social-emotional skills such as self-awareness. Interpersonal skills such as time management and problem-solving will be practiced. Students will analyze personal strengths and interests as related to career clusters and specific careers. Students will create a personal plan for continuing education after high school. Critical thinking, independent reading, internet research, oral presentations, class discussion and journaling skills are required.*

**Course:** *College Planning*

**Grade Level:** 10-12

**Course Length:** *Semester*

**Prerequisite:** *none*

**Weight:** 1.0

**PIMS:** 22209

**Course Description:** *This course focuses on preparing for post-high school education. Students will assess their needs, wants and resources. Students will write values-based goals, research training paths, practice standardized testing, explore educational opportunities and research specific colleges. Students will understand the responsibility of paying for education, including creating a personal plan. Critical thinking, independent reading, internet research, oral presentations, class discussion and journaling skills are required.*

**Course:** Food for Thought

**Grade Level:** 9-12

**Course Length:** Semester

**Prerequisite:** none

**Weight:** 1.0

**PIMS:** 22202

**Course Description:** This course is designed to introduce healthy and sustainable food habits to improve overall wellness. Basic concepts of nutrition, including reading labels, understanding nutritional needs and knowing how diet can reduce the risks of certain diseases will be taught. Students will become familiar with the U.S. food supply system, including strategies for avoiding food-related diseases, foodborne illnesses and environmental issues. Critical thinking, independent reading, internet research, oral presentation, class discussions and cooperative learning skills are required.

**Course:** Nutrition & Basic Foods

**Grade Level:** 10-12

**Course Length:** Semester

**Prerequisite:** none

**Weight:** 1.0

**PIMS:** 22202

**Course Description:** This course focuses on the learning of safe handling techniques for food and tools. Basic etiquette. Basic nutrition. Food preparation of health foods for breakfast, lunch, dinner and snacks on a budget.

**Course:** International Foods & Cultures

**Grade Level:** 10-12

**Course Length:** Semester

**Prerequisite:** Nutrition & Basic Foods

**Weight:** 1.0

**PIMS:** 22202

**Course Description:** "Travel" around the world to briefly learn aspects of a culture that influence food choices. Prepare and share a variety of recipes from each culture studied. the course included Africa (North and South), Europe (North, South, East & West), South American, the Caribbean, and Asia (China & Japan).

## **FOREIGN LANGUAGE**

**COURSE:** Italian I  
**GRADE LEVEL:** 9-12  
**COURSE LENGTH:** Year  
**PREREQUISITES:** None  
**WEIGHT:** 1.0  
**PIMS:** Italian I - 06141

**COURSE DESCRIPTION:** Italian I is a full year course. This is an introductory course to the Italian language and its culture. The skills of listening, speaking, reading and writing as well as the study of culture, history, geography and the interrelations of language are the essential elements taught in first year Italian. Computer and technology are integrated weekly into the curriculum.

**COURSE:** Italian II  
**GRADE LEVEL:** 10-12  
**COURSE LENGTH:** Year  
**PREREQUISITES:** Italian I  
**WEIGHT:** 1.0  
**PIMS:** Italian II - 06142

**COURSE DESCRIPTION:** Italian II is a full year course. This is a continuation to and builds upon the Italian language and its culture. The further development of the skills of listening, speaking, reading and writing as well as the study of culture, history, geography and the interrelations of language are the essential elements will be continued in second year Italian. Computer and technology are integrated weekly into the curriculum.

**COURSE:** Italian III  
**GRADE LEVEL:** 11-12  
**COURSE LENGTH:** Year  
**PREREQUISITES:** Italian I, II  
**WEIGHT:** 1.1  
**PIMS:** Italian III - 06143

**COURSE DESCRIPTION:** Italian III is a full year course offered as an elective. This is a conversation based, interactive course wherein students will be required to participate in meaningful dialogues and translations. The course will continue to build upon the Italian language and its culture. The further development of the skills of listening, speaking, reading and writing as well as the study of culture, history, geography and the interrelations of language are the essential elements will be continued in third year Italian. Computer and technology are integrated weekly into the curriculum. Field trips will be offered to this level Italian.

**COURSE:** Italian IV  
**GRADE LEVEL:** 12  
**COURSE LENGTH:** Year  
**PREREQUISITES:** Italian I, II, III  
**WEIGHT:** 1.1  
**PIMS:** Italian IV - 06144

**COURSE DESCRIPTION:** Italian IV is a full year course offered as an elective. This is a conversation based, interactive course wherein students will be encouraged to think independently in Italian, expressing ideas through conversation and writing. There will be much emphasis on literature and art. The course will continue to build upon the Italian language and its culture. The further development of the skills of listening, speaking, reading and writing as well as the study of culture, history, geography and the interrelations of language are the essential elements will be continued in fourth year Italian. Computer and technology are integrated weekly into the curriculum. Field trips will be offered to this level Italian.

**COURSE:** Spanish I  
**GRADE LEVEL:** 9 - 12  
**COURSE LENGTH:** Year  
**PREREQUISITES:** None  
**WEIGHT:** 1.0  
**PIMS:** Spanish I - 06101

**COURSE DESCRIPTION:** Spanish I is a full - year major course. The course presents a basic introduction to the Spanish language, its vocabulary and grammar. All language skills listening, speaking, reading and writing skills are developed to a beginning level. Basic geographical concepts and cultural patterns are also introduced.

**COURSE:** Spanish II  
**GRADE LEVEL:** 10 - 12  
**COURSE LENGTH:** Year  
**PREREQUISITES:** Spanish I  
**WEIGHT:** 1.0  
**PIMS:** Spanish II - 06102

**COURSE DESCRIPTION:** Spanish II is a full year major course. The course continues the development of basic skills of the Spanish language, including listening, speaking, reading and writing. This course presents vocabulary and grammar.

**COURSE:** Spanish III  
**GRADE LEVEL:** 11 – 12  
**COURSE LENGTH:** Year  
**PREREQUISITES:** Spanish I, II  
**WEIGHT:** 1.1  
**PIMS:** Spanish III - 06103

**COURSE DESCRIPTION:** Spanish III is a full year major course which is offered as an elective. The course intensifies the development of basic language skills, including listening,

*speaking, reading and writing. Various cultural situations are studied. The course presents vocabulary and grammar:*

**COURSE:** Spanish IV

**GRADE LEVEL:** 12

**COURSE LENGTH:** Year

**PREREQUISITES:** Spanish I, II, III

**WEIGHT:** 1.1

**PIMS:** Spanish IV - 06104

**COURSE DESCRIPTION:** *Spanish IV is a full year major course which is offered as an elective. The course intensifies and summarizes the development of Spanish language skills including listening, speaking, reading and writing and summarizes the development of Spanish language skills. Spanish literature and history are studied.*

## ***ELECTIVE***

**COURSE:** World Current Events

**GRADE LEVEL:** 9-12

**COURSE LENGTH:** Year

**PREREQUISITES:** None

**WEIGHT:** 1.0

**PIMS:** 04064

*Current Events is an exploratory class where we will do a daily examination of news from a multitude of sources. We will determine significant events and types of stories and how they fit into our lives.*

*We will compare the historical perspectives to news and crucial world events. The class will define and learn about prominent and ever-changing social and political groups and leaders of our country, along with other news-making countries from around the world.*

*Using social media, TV, magazines, and newspapers the students will answer and raise questions for discussion. They will also use those mediums of communication to compare and debate critical issues of our country and beyond. The sources and credibility of sources will be dissected for many topics also looking for bias. Students will acquire the knowledge and skills to gather, analyze and apply information and ideas. They will be able to communicate effectively, recognize and problem solve, and form responsible decisions as members of society. This is an ongoing course that can be repeated yearly due to the ever-changing world.*

## HEALTH & PHYSICAL EDUCATION

**COURSE:** Health Education

**GRADE LEVEL:** 9 - 12

**COURSE LENGTH:** Semester

**PREREQUISITES:** None

**WEIGHT:** 1.0

**PIMS:** Health & Education - 08051

**COURSE DESCRIPTION:** *The object of Health Education is to establish in students the importance of making healthy choices. Students face many important decisions every day and the choices they make can greatly affect their futures. It is the hope of the instructors that students will realize that the choices they make today will greatly affect them later on in life. Healthy habits are important for achieving success in personal, family and community life.*

**COURSE:** Physical Education

**GRADE LEVEL:** 9-12

**COURSE LENGTH:** Semester

**PREREQUISITES:** None

**WEIGHT:** 1.0

**PIMS:** Physical Education - 02001

**COURSE DESCRIPTION:** *Physical Education provides guidance and instruction through physical activities designed to help students develop fitness and recreational skills. There is a strong emphasis on developing life-long skills that can be carried into adulthood. It is the hope of the instructors that students will develop respect for their bodies and continue to take care of themselves after the class is finished.*

**COURSE:** Wellness

**GRADE LEVEL:** 9 - 12

**COURSE LENGTH:** Semester

**PREREQUISITES:** None

**WEIGHT:** 1.0

**PIMS:** Health & Education - 08051

**COURSE DESCRIPTION:** *The aspects of wellness that are important for overall well-being are physical health, mental health, emotional health and social health. This course will provide information in these four domains. Students will learn how positive wellness habits will help them to stay healthy in the future. Consequently, negative wellness habits may result in diseases, obesity, shorter life expectancy and a low quality of life. We will also practice meditation and yoga in order to reduce stress and increase physical fitness.*

## ***MATH***

***COURSE:*** Algebra I

***GRADE LEVEL:*** 9

***COURSE LENGTH:*** Year

***PREREQUISITES:*** none

***WEIGHT:*** 1.0

***PIMS:*** Algebra I - 02053

***COURSE DESCRIPTION:*** Students will be exposed to an extensive study of the basic concepts of a first year Algebra course, with an emphasis on applications to science and careers. Topics discussed are operations involving signed numbers, simplifying variable expressions, linear equations and inequalities, linear functions, non-linear functions and their graphs. Completion of Keystone preparation materials is a core requirement for success. The course will also include an introduction to probability, and statistics.

***COURSE:*** Algebra 1 – Part 1; Algebra 1 – Part 2

***GRADE LEVEL:*** 9-11

***COURSE LENGTH:*** Year

***PREREQUISITES:*** Teacher recommendation and Principal approval

***WEIGHT:*** 1.0

***PIMS:*** 02054

***COURSE DESCRIPTION:*** Algebra 1 part 1 and 2 is the study of Algebra 1 over the course of 2 years. Students will be exposed to an extensive study of the basic concepts of Algebra I. Topics discussed are operations involving signed numbers, simplifying variable expressions, linear equations and inequalities, linear functions and their graphs. Completion of Keystone preparation materials is a core requirement for success. The course will also include an introduction to probability and statistics.

***COURSE:*** Algebra II

***GRADE LEVEL:*** 10-12

***COURSE LENGTH:*** Year

***PREREQUISITES:*** Successful completion of the Algebra I course and either teacher recommendation or completion of the geometry elective

***WEIGHT:*** 1.0

***PIMS:*** Algebra II – 02056

***COURSE DESCRIPTION:*** This course reviews and extends the concepts of Algebra I bringing into greater depth the study of equations, inequalities, problem solving, factoring, linear equations, simultaneous equations and modeling. A study of quadratic functions, exponential functions, and rational functions, in preparation for advanced topics, is included in the course. Geometry, statistics, and probability are integrated into this study.

**COURSE:** Trigonometry/Pre-Calculus

**GRADE LEVEL:** 10-12

**COURSE LENGTH:** Year

**PREREQUISITES:** Successful completion of Algebra I & Algebra II.

**WEIGHT:** 1.1

**PIMS:** Pre-Calculus – 02110

**COURSE DESCRIPTION:** This course extends the student's algebraic concepts to the trigonometric functions. Fundamentals necessary for success in calculus are also covered including: quadratic, exponential, logarithmic, power, and polynomial functions including the analysis of domain, range, and asymptotic behavior. This course is designed for students whose past achievement indicates that they can pursue the study more rigorously.

**COURSE:** Calculus

**GRADE LEVEL:** 11-12

**COURSE LENGTH:** Year

**PREREQUISITES:** Successful completion of Algebra I, Algebra II and Pre-Calculus.

**WEIGHT:** 1.1

**PIMS:** Calculus - 02121

**COURSE DESCRIPTION:** The calculus course initially enhances the student's learning of algebra, geometry and trigonometry. Then, an in-depth study of limits, derivatives and integrals is pursued. A daily menu of work problems is also offered. Completion of daily assignments is a requirement for success in this course.

**COURSE:** Advanced Placement Calculus AB

**GRADE LEVEL:** 12

**COURSE LENGTH:** Year

**PREREQUISITES:** Calculus

**WEIGHT:** 1.175

**PIMS:** Calculus – 02124

**COURSE DESCRIPTION:** This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry (rectangular and polar coordinates), equations and graphs, lines, and conics and who have successfully completed the calculus course. Functions, limits, and continuity are topics covered thoroughly, followed by a rigorous study of differential and integral calculus.

**COURSE:** Geometry

**GRADE LEVEL:** 10-12

**COURSE LENGTH:** Semester

**PREREQUISITES:** Algebra I

**WEIGHT:** 1.0

**PIMS:** Geometry - 02072

**COURSE DESCRIPTION:** Geometry is a semester course designed to involve the student in a study of geometric shapes, spatial and angular relationships, and transformational geometry through the application of fundamental algebraic operations.

**COURSE:** *Applications of Math*

**GRADE LEVEL:** 10-12

**COURSE LENGTH:** Semester

**PREREQUISITES:** Algebra I

**WEIGHT:** 1.0

**PIMS:** *Mathematics and Applications – 02154*

**COURSE DESCRIPTION:** *The goal of this course is to refine and extend concepts learned in algebra, geometry, statistics and probability which includes a range of everyday situations through the application of practical problem solving strategies. Emphasis is placed on those topics required for success in college Algebra.*

**COURSE:** *Statistics*

**GRADE LEVEL:** 11-12

**COURSE LENGTH:** Semester

**PREREQUISITES:** Algebra II

**WEIGHT:** 1.0

**PIMS:** *Mathematics and Applications – 02154*

**COURSE DESCRIPTION:** *The study of statistics is now a requirement for many university majors. Students in this class will perform statistical tests on data sets using technology in order to organize, analyze, and predict outcomes. The study includes, but is not limited to, basic data analysis, curve fitting, and data collection. This is a rigorous course that will require students to apply algebra skills in order to be successful.*

## **MATH ELECTIVES**

**COURSE:** *Math Meets Culinary Arts*

**GRADE LEVEL:** 9-10

**COURSE LENGTH:** Semester

**PREREQUISITES:** Algebra I and a Keystone score of Basic or Below Basic

**WEIGHT:** 1.0

**PIMS:** *Mathematics Other 02999*

**COURSE DESCRIPTION:** *This course focuses on how chefs use math in their job, and how math is used in culinary arts in general. Students will learn how to apply math skills to real-life skills. By using a core knowledge of ratios, proportions, fractions, and decimals, students will be able to create beautiful foods for themselves and others. Units include ratios/proportions, fractions/decimals, measurement conversions, weighing ingredients, temperatures with baking in fahrenheit & celsius, nutrition facts, and a final recipe project.*

**COURSE:** *Personal Finance*  
**GRADE LEVEL:** *10-12*  
**COURSE LENGTH:** *Semester*  
**PREREQUISITES:** *Successful completion of Algebra 1*  
**WEIGHT:** *1.0*

**COURSE DESCRIPTION:** *This course is designed to help students prepare to be financially responsible young adults. Students will further develop their math skills in practical, real-life situations. Some topics covered in this course are understanding income, banking concepts, developing a credit score, purchasing/leasing a vehicle, and renting/purchasing a home.*

## **MUSIC**

**COURSE:** *Digital Media and Sound Engineering*  
**GRADE LEVEL:** *9-12*  
**COURSE LENGTH:** *Semester*  
**PREREQUISITES:** *None*  
**WEIGHT:** *1.0*  
**PIMS:**

**COURSE DESCRIPTION:** *This one-semester course is designed for students with an interest in creating, editing, learning new media, and storytelling through use of a variety of digital media tools. Throughout the course students will become familiar with the use of such programs as iMovie and GarageBand and other web based applications. Students will use the various digital media tools on a variety of projects that will include, but not limited to: podcasting, blogging, and digital portfolio design.*

**COURSE:** *Guitar*  
**GRADE LEVEL:** *9-12*  
**COURSE LENGTH:** *Semester*  
**PREREQUISITES:** *None*  
**WEIGHT:** *1.0*  
**PIMS:**

**COURSE DESCRIPTION:** *This one-semester course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat-picking, rhythmic patterns, chord study, finger-picking styles, musical forms, improvisation and performing experiences.*

**COURSE:** *Introduction to Piano 1 / Introduction to Piano 2*

**GRADE LEVEL:** 9-12

**COURSE LENGTH:** *Semester*

**PREREQUISITES:** *None*

**WEIGHT:** 1.0

**PIMS:** *Piano - 05107*

**COURSE DESCRIPTION:** *Intro to Piano is a fine arts course in which students will learn basic piano techniques, and the introductory stages of reading music notation. The goal of this course is for students to develop proper technique for playing the keyboard. The objectives are to learn basic music vocabulary and theory and gain the ability to play simple pieces of music artistically and expressively.*

**COURSE:** *Instrumental Music (Band)*

**GRADE LEVEL:** 9-12

**COURSE LENGTH:** *Year*

**PREREQUISITES:** *This course is intended for students who read music and play an instrument*

**WEIGHT:** 1.0

**PIMS:** *Instrumental Music - 05109*

**COURSE DESCRIPTION:** *This course is designed for students who read music and play a brass, woodwind, or pitched percussion instrument that have the desire to continue with instrumental music. Activities include group rehearsals and individual practices/lessons, and participation in concerts/performances.*

**COURSE:** *Electronic Music*

**GRADE LEVEL:** 9-12

**COURSE LENGTH:** *Semester*

**PREREQUISITES:** *Musical experience is highly recommended.*

**WEIGHT:** 1.0

**PIMS:** *Music-Other - 05149*

**COURSE DESCRIPTION:** *This course is intended for highly motivated students who are interested in learning about and creating electronic music as audio mixing and audio effects. Students will learn how to operate the Digital Audio Workstation Audio Tool and be required to complete and present various projects that highlight different electronic music styles.*

**COURSE:** Music Genres  
**GRADE LEVEL:** 9-12  
**COURSE LENGTH:** Semester  
**PREREQUISITES:** None  
**WEIGHT:** 1.0  
**PIMS:** Music-Other - 05149

**COURSE DESCRIPTION:** This course is designed to expose students to different musical styles that have happened throughout history by listening, seeing, and experiencing how music has changed over time and how it has evolved into the music we listen to today. Genres discussed (but not limited to) include: Chant, Middle Ages, Classical, Jazz, Pop, Rock, RnB, Rap, etc.

**COURSE:** Percussion  
**GRADE LEVEL:** -12  
**COURSE LENGTH:** Semester  
**PREREQUISITES:** Guitar, Piano, Instrumental Music, or recommendation from teacher.  
**WEIGHT:** 1.0  
**PIMS:** Music-Other - 05105

**COURSE DESCRIPTION:** This course is designed for students with previous music reading experience. Students will receive guidance and direction related to playing a variety of percussion instruments at a beginning level and will learn many different styles, skills and techniques required to become a successful percussionist. Areas of concentration include: correct posture, note reading, rhythmic patterns, musical forms (drumline/symphonic), improvisation and performing experiences.

## SCIENCE

**COURSE:** Honors Physical Science  
**GRADE LEVEL:** 9H  
**COURSE LENGTH:** Year  
**PREREQUISITES:** Teacher recommendation  
**WEIGHT:** 1.135  
**PIMS:** Physical Science - 031592

**COURSE DESCRIPTION:** Honors Physical Science is designed to promote a student's understanding of science through application and analysis. A primer for both chemistry and physics, the laboratory oriented curriculum includes studies of the scientific method, measuring and the metric system, density, states of matter, mixtures and solutions, chemical properties, forces, motion, and simple machines, and electromagnetic spectrum.

**COURSE:** *Physical Science*

**GRADE LEVEL:** 9

**COURSE LENGTH:** *Year*

**PREREQUISITES:** *None*

**WEIGHT:** 1.0

**PIMS:** *Physical Science - 031592*

**COURSE DESCRIPTION:** *Physical Science is designed to promote a student's understanding of science through application and analysis. A primer for both chemistry and physics, the laboratory oriented curriculum includes studies of the scientific method, measuring and the metric system, density, states of matter, mixtures and solutions, chemical properties, forces, motion, and simple machines, and electromagnetic spectrum.*

**COURSE:** *Honors Biology*

**GRADE LEVEL:** 10H

**COURSE LENGTH:** *Year*

**PREREQUISITES:** *Physical Science*

**WEIGHT:** 1.135

**PIMS:** *Biology I – B3051*

**COURSE DESCRIPTION:** *In this accelerated laboratory-based course students will learn many of the concepts and principles of general biology. Topics include: molecular biology, cell structure and function, genetics, evolution, ecology and a survey of the Kingdoms of life. Students will learn the techniques used in laboratory research, including the use of microscopes and gel electrophoresis equipment. In addition, students will be required to complete research reports in oral and written form. Students who complete this course are encouraged to take the SAT Subject Test in Biology.*

**COURSE:** *Biology*

**GRADE LEVEL:** 10

**COURSE LENGTH:** *Year*

**PREREQUISITES:** *Physical Science*

**WEIGHT:** 1.0

**PIMS:** *Biology I – B3051*

**COURSE DESCRIPTION:** *In course students will learn many of the concepts and principles of general biology. Topics include: molecular biology, cell structure and function, genetics, evolution, ecology and a survey of the Kingdoms of life. Students will learn the techniques used in laboratory research, including the use of microscopes and gel electrophoresis equipment.*

**COURSE:** Human Anatomy & Physiology

**GRADE LEVEL:** 11/12

**COURSE LENGTH:** Year

**PREREQUISITES:** Biology and presently taking or passed Chemistry

**WEIGHT:** 1.135

**PIMS:** Biology II - 03052

**COURSE DESCRIPTION:** This course is designed for the student with an interest in biology or planning to enter a career in healthcare, athletics, science or education. This course will apply the themes of biology to the structures and the functions of the human body. This course is 75% individual learning and 25% lab work.

**COURSE:** Honors Chemistry

**GRADE LEVEL:** 11/12H

**COURSE LENGTH:** Year

**PREREQUISITES:** Physical Science and Algebra I

**WEIGHT:** 1.135

**PIMS:** Chemistry I - 03101

**COURSE DESCRIPTION:** This course is a laboratory science course designed to fulfill requirements for college entrance. The course surveys inorganic chemistry and includes topics such as atomic structure, the periodic table, chemical bonds, chemical equations, stoichiometry, and solutions. Problem solving and laboratory work are integral parts of this course. Students who complete this course are encouraged to take the SAT Subject Test in Chemistry.

**COURSE:** Chemistry

**GRADE LEVEL:** 11/12A

**COURSE LENGTH:** Year

**PREREQUISITES:** Physical Science and Algebra I

**WEIGHT:** 1.1

**PIMS:** Chemistry I - 03101

**COURSE DESCRIPTION:** This course is a Laboratory Science course designed to fulfill requirements for college entrance. The course surveys inorganic chemistry and includes topics such as atomic structure, the periodic table, chemical bonds, chemical equations, and stoichiometry. Problem solving and laboratory work are integral parts of this course.

**COURSE:** Applied Chemistry

**GRADE LEVEL:** 11/12B

**COURSE LENGTH:** Year

**PREREQUISITES:** Algebra I

**WEIGHT:** 1.0

**PIMS:** Chemistry Other - 03149

**COURSE DESCRIPTION:** Applied Chemistry focuses on the general uses of chemistry within the community. Topics of general chemistry such as chemical equations, atomic structure, chemical bonds and acids and bases will be studied. Problem solving and some laboratory work are integral parts of this course.

**COURSE:** Chemistry 121 (BCCC)

**GRADE LEVEL:** 12

**COURSE LENGTH:** Year

**PREREQUISITES:** Students should have successfully completed a general high school chemistry course and Algebra II.

**WEIGHT:** 1.175 (4 credits BCCC)

**PIMS:** 03990

**COURSE DESCRIPTION:** This Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students will receive 4 college credits from Bucks County Community College.

**COURSE:** Honors Physics

**GRADE LEVEL:** 12H

**COURSE LENGTH:** Year

**PREREQUISITES:** Currently taking or passed Chemistry and Algebra II

**WEIGHT:** 1.135

**PIMS:** Physics I – B3151

**COURSE DESCRIPTION:** The Academic Physics course is highly inductive in its approach to the study of Newtonian physics. Emphasis will be placed on the application rather than the derivation of the formulas of physics. This will be accomplished through a systematic approach to problem solving, laboratory exercise and computer simulations. The course is designed to introduce students to the topics of mechanics (kinematics and dynamics), conservation laws (energy and momentum), quantum mechanics and quantum Electro dynamics (QED) simple harmonic motion, wave motion, light (reflection/refraction), optics (lenses and mirrors), electric circuits (series/parallel).

**COURSE:** Pre-Engineering (Elective)

**GRADE LEVEL:** 10, 11, 12

**COURSE LENGTH:** Semester

**PREREQUISITES:** Currently taking or passed Geometry

**WEIGHT:** 1.0

**PIMS:** Principles of Engineering - 21004

**COURSE DESCRIPTION:** Pre-Engineering is a project based course for college bound students considering a career in engineering and the sciences. The course provides the student with a working knowledge of mechanical, civil/structural, electrical and biomedical engineering. Students will learn the problem solving skills used every day by engineers around the world. Projects students will engage in are (but not limited to) include Tower and Bridge building, Mouse Trap Car & Robotics, Household Wiring & Power Distribution, Artificial Joints & Prosthetics Design. Students will learn the role that scheduling, resources, and budget have on decision making and project management along with safety and liability. Students will be expected to work 3-4 hours per week outside the classroom doing research and project building.

## ***SOCIAL STUDIES***

***COURSE:*** Honors United States History & Government I

***GRADE LEVEL:*** 9 Honors

***COURSE LENGTH:*** Year

***PREREQUISITES:*** Teacher Recommendation

***WEIGHT:*** 1.135

***PIMS:*** US History to Reconstruction – 04102

***COURSE DESCRIPTION:*** US History and Government I is a ninth grade course designed to teach American studies from the pre- Revolutionary period (1750's) up to the Civil War and Reconstruction. The course is chronological with a focus on the development of both the history and the formation of the American government. Concepts covered include the struggle for national unity, equality and freedom. Students also analyze and evaluate the creation and evolution of the American political system as it developed during this time period. In addition to mastery of the content, the course stresses the development of critical thinking skills, student skill in expository and creative writing, critical reading skills, research, and oral presentation. The course provides practice to ensure proficient performance on the Keystone Exams.

***COURSE:*** United States History & Government I

***GRADE LEVEL:*** 9

***COURSE LENGTH:*** Year

***PREREQUISITES:*** Teacher Recommendation

***WEIGHT:*** 1.0

***PIMS:*** US History to Reconstruction – 04102

***COURSE DESCRIPTION:*** US History and Government I is a ninth grade course designed to teach American studies from the pre- Revolutionary period (1750's) up to the Civil War and Reconstruction. The course is chronological with a focus on the development of both the history and the formation of the American government. Concepts covered include the struggle for national unity, equality and freedom. Students also analyze and evaluate the creation and evolution of the American political system as it developed during this time period. In addition to mastery of the content, the course stresses the development of critical thinking skills, student skill in organization and note-making expository and creative writing, critical reading skills, research, and oral presentation.

**COURSE:** *Honors US History & Government II*  
**GRADE LEVEL:** *10 Honors*  
**COURSE LENGTH:** *Year*  
**PREREQUISITES:** *Teacher recommendation*  
**WEIGHT:** *1.135*  
**PIMS:** *US History Other - 04149*

**COURSE DESCRIPTION:** *Honors English 10 and US History II are tenth grade honors courses designed to teach American history through the context of the US Constitution and American literature from the beginning of the 20th Century up to the present day. The course is chronological with a focus on a number of universal themes and constitutional issues as they develop throughout modern American history and are reflected in a myriad of American written works. Students will not only develop knowledge and comprehension of people, literature, and events key to understanding the 20th century, but will also develop skills in interpreting the impact people and events had on the nation's social, economic, governmental, and political development. Students will also develop skills in research, creative writing, creative analysis, research, presentation, and argumentation.*

**COURSE:** *United States History & Government II*  
**GRADE LEVEL:** *10*  
**COURSE LENGTH:** *Year*  
**PREREQUISITES:** *US History & Government I*  
**WEIGHT:** *1.0*  
**PIMS:** *US History Other - 04149*

**COURSE DESCRIPTION:** *US History and Government II is a tenth grade course designed to teach American studies from the beginning of the 20th Century up to the present day. The course is chronological with a focus on the development of both the history and American government. The course traces a number of universal themes and constitutional issues as they develop throughout the historical periods studied. Students will not only develop knowledge and comprehension of people and events of each period, but will also develop skills in interpreting the impact people and events had on the nation's social, economic, governmental, and political development. Students will also develop skills in research, creative writing, and oral presentation.*

**COURSE:** *European History*  
**GRADE LEVEL:** *11*  
**COURSE LENGTH:** *Year*  
**PREREQUISITES:** *Successfully completed US History and Government I and II*  
**WEIGHT:** *1.0*  
**PIMS:** *04055*

**COURSE DESCRIPTION:** *European History focuses on developing students' understanding of European history from approximately 1450 to the Present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods. The course also provides five themes (interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society) that the students explore throughout the course*

*in order to make connections among historical developments in different times and places. This course aligns with 11 grade English.*

**COURSE:** *Advanced Placement European History*

**GRADE LEVEL:** *11 or 12*

**COURSE LENGTH:** *Year*

**PREREQUISITES:** *Students who register for this course should carry an “A” average in English and should have successfully completed ninth and tenth grade American Culture courses with an “A” average. They must be recommended by teachers and guidance counselors.*

**WEIGHT:** *1.175*

**PIMS:** *AP History (European) - 04056*

**COURSE DESCRIPTION:** *The AP European History course focuses on developing students’ understanding of European history from approximately 1450 to the Present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society) that the students explore throughout the course in order to make connections among historical developments in different times and places.*

## **12<sup>th</sup> GRADE ELECTIVES**

**COURSE:** *History Through Film I: Selected Topics in US History*

**GRADE LEVEL:** *11 & 12*

**COURSE LENGTH:** *Year*

**PREREQUISITES:** *US History & Government I, II*

**WEIGHT:** *1.0*

**PIMS:** *04099*

**COURSE DESCRIPTION:** *This course examines Hollywood feature films and historical dramas as historical evidence. Students view movies and documentaries on various US history topics and participate in Socratic seminar discussions, complete research packets and write essays comparing that film evidence to information in more traditional sources, such as articles, film reviews and critical commentaries. The students' task is to separate fantasy from fact. A major goal of this course is determining what is valid in contemporary films and historical dramas and what do these films say about the people who create them, the politics behind their creation, and how they reflect the values, ideas, and larger historical issues of the times in which they were created. Students will also determine if the story presented accurately depicts actual events. Films will cover the time periods of 1754-2000’s.*

**COURSE:** *Introduction to Economics & Global Trade Relations*

**GRADE LEVEL:** 12

**COURSE LENGTH:** Year

**PREREQUISITES:** None

**WEIGHT:** 1.0

**PIMS:** 04990

**COURSE DESCRIPTION:** *The first semester will introduce students to the basic concepts of economics, through the stock market game while studying economic theories, taxation and personal finance. The second semester will focus on international economic concepts, systems and relations. The course is designed so that students are able to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.*

**COURSE:** *Modern World Cultures*

**GRADE LEVEL:** 12

**COURSE LENGTH:** Year

**PREREQUISITES:** US History I & II

**WEIGHT:** 1.0

**PIMS:**

**COURSE DESCRIPTION:** *This elective course examines global and regional issues affecting the international relations that connect the United States and the world. The cultural background and historical social, political, economic, religious, or modernization causes that have led to regional issues in Africa, the Middle East, East Asia, South Asia, Europe, and Latin America will be examined through instruction, research, discussion, and debate. Each cultural area will include a brief historical review followed by an analysis of the major countries and events that have shaped the modern world. Problem solving, conflict resolution, consensus building, diplomacy, debate, and public speaking will be utilized throughout the course, especially through active participation in United Nations simulations.*

**Course:** Hist. 151 US History: Young America (BCCC)

**Grade Level:** 12/College

**Course Length:** 1 Semester

**Pre-requisites:** Passes AP Euro or had an average of 90 or better in Euro A

**Weight:** 1.175 & 3 Credits BCCC

**PIMS:** 04149

*This course explores U.S. history from European colonization until the end of the Civil War. Students critically examine the social, cultural, economic, and political dynamics of America's agrarian age. Students will be able to: demonstrate an understanding of U.S. history, and the relationships and conflicts between the diverse peoples of North America, from the colonial era to the end of the Civil War [Diversity]; critically analyze and evaluate competing points of view and voices in early American history [Critical Thinking]; demonstrate an understanding of the social and political systems, economies, and cultures of the various African, European, and Native American societies, from the colonial era to the end of the Civil War [Arts/Humanities]; identify the major reasons for the start and later victory of the American Revolution; describe the rise of the United States as a nation domestically and internationally during the Antebellum Period;*

*demonstrate an understanding of the reasons for and process of American expansion during the Antebellum Period and its impact on American society, culture, and politics; and identify the causes and course of the American Civil War.*

*\*Note: You must get a B or higher to get the college credit*

**Course:** *Hist. 152 US History: Modern America (BCCC)*

**Grade Level:** *12/College*

**Course Length:** *1 Semester*

**Pre-requisites:** *Passes AP Euro or had an average of 90 or better in Euro A*

**Weight:** *1.175 & 3 Credits BCCC*

*Students explore America's transformation into an industrial and global power since the Reconstruction era. Topics critically examined include: immigration, modernization, struggles for race, class, gender, and sexual equality, nationalism, world war, and broad social, economic, and cultural change. Students will be able to: demonstrate an understanding of the history of the United States, and the relationships and conflicts between diverse Americans, from the Reconstruction era to the beginning of the twenty-first century; critically analyze and evaluate competing points of view and voices in modern American history [Critical Thinking]; identify events, politics, social systems, economic arrangements, and ideologies that set the framework for modern race relations in the U.S. [Diversity]; examine the Reconstruction Era's broad effects in setting the framework American politics, economics, and social systems in the 20th century; identify the major intellectual, technological, and cultural developments of the Progressive Era and World War I [Arts/Humanities]; demonstrate an understanding of intellectual and cultural history of the Roaring 20s and the Great Depression [Arts/Humanities]; and demonstrate an understanding of the WW II home front and warfront; and demonstrate an understanding of the cold war and post-cold war periods.*

*\*Note: You must get a B or higher to get the college credit.*

## ***TENTATIVE ELECTIVE***

**Course:** *Firefighting Academy Certificate Program*

**Grade Level:** *11/12*

**Course Length:** *Year*

*Specific course information will be available at a later date.*