“Children Are Our Highest Priority!”

DEPARTMENTS

- BUSINESS
- ENGLISH
- ESOL
- FINE & PRACTICAL ARTS
- HEALTH/PHYSICAL EDUCATION
- MATHEMATICS
- SCIENCE
- SOCIAL STUDIES
- SPECIAL EDUCATION
- WORLD LANGUAGES

The complete FHS 2015-2016 Program of Study can be downloaded from [http://www-fhs.beth.k12.pa.us/](http://www-fhs.beth.k12.pa.us/)

For a hard copy, please contact your guidance counselor.
Roadmap 2.0: Roadmap to Educational Excellence

*One Child at a Time*
FREEDOM HIGH SCHOOL

Freedom High School has an enrollment of nearly 2,000 students grades 9 through 12, and is one of two high school in the Bethlehem Area School District. It is located in the northeastern section of Bethlehem. The school was built in 1967 and an addition of eleven classrooms, fitness room, aerobics room, and a state of the art gymnasium was built and dedicated in 2006. It is a comprehensive four year high school accredited by the Pennsylvania Department of Education and the Middle States Association of Colleges and Secondary Schools. A vocational and technical education is available at the Bethlehem Area Vocational Technical School for grades 9 through 12. The attendance area for Freedom includes a small portion of Northeastern Bethlehem, South Bethlehem, and Bethlehem Township.

COMMUNITY

Bethlehem is a community of approximately 72,000 people. The sixth largest city in Pennsylvania located 90 miles southwest of New York City and 60 miles North of Philadelphia. The campuses of Lehigh University, Moravian College, DeSales University, Penn State University, and Northampton County Area Community College provide an academic dimension to the city. Transportation facilities are readily available to Philadelphia, New York City, and New Jersey communities.

ACTIVITIES & ATHLETICS

All co-curricular activities are an integral part of our school community. Students have the opportunity to participate in over 35 organizations and 22 interscholastic sports at the AAAA/AAA level of competition. Freedom’s athletic teams compete in the Lehigh Valley Interscholastic Conference. Sports include field hockey, cross country, cheerleading, football, golf, rifle, soccer, basketball, swimming, baseball, softball, tennis, track & field, volleyball and wrestling. A sampling of our clubs include Anime, Art, Astronomy, Chess, Debate, Environmental Awareness, French, Gay/Straight Alliance, German, Global Reach, Pen & Ink, Freedom Forum Newspaper, Photography, SADD, Student Council, Theatre Company, Yearbook, Science Olympiad, Scholastic Scrimmage, Band, Twirlers, Orchestra, Choir, and Les Chanteurs.

SPECIAL PROGRAMS

Many of our students participate in Dual Enrollment programs offered at Northampton Community College. We also offer a University Scholars Program for our top students with Lehigh University, Moravian College, Lafayette College and DeSales University. Our Business and Technology Department offers a seven credit certificate program in Accounting, Marketing, Information Processing and Finance & Banking. Our Fine and Practical Arts Department offers a certificate program for students who plan to pursue a career in Early Childhood Education. Vocational and technical education is available for all students through Bethlehem Area Vocational Technical School, and their program includes senior honors programs in engineering, in cooperation with Lafayette College and a medical academy, through Lehigh Valley Health Network.

ADMINISTRATION

MR. MICHAEL LAPORTA
PRINCIPAL

MS. MAUREEN LEeson
DEAN OF STUDENTS

MR. WILLIAM CECCHINI
MRS. HOLLY DENOFA
MR. MICHAEL DIBILO
ASSISTANT PRINCIPALS

COUNSELORS

MR. MICHAEL HERCik
DEPARTMENT CHAIR

DR. WILLIAM FEIGLEY
MRS. MELANIE HOUSEr
MRS. CAROL LEE
MRS. LORETTA LOHENITZ
MR. JEFFREY LONGACRE
MR. CHRISTIAN LYNDE
MS. TARA McGOFF

ATHLETICS

MRS. DIANE JORDAN
ATHLETIC DIRECTOR

NATIONAL MERIT SCHOLARSHIP 2014

1 SCHOLARSHIP RECIPIENT
5 COMMENDED STUDENTS
**STUDENT AND GRADING SUMMARY**

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<th>GRADE</th>
<th>GRADE POINTS</th>
<th>% EQUIVALENCY</th>
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**Grading and Class Rank**

Honors Courses and Advanced Placement courses, as noted on transcript, receive one additional grade point unit (A+=5.0, B+=4.0, etc.)

Academic subjects meet five days per week for periods of 85 minutes for one semester. There are two marking periods each semester. Final grades are calculated as follows: two marking periods at 40% of grades for each plus 20% for the final examination. For grades 9, 10, 11, and 12, students receive letter grade assessments of A, B, C, and F. The standard for passing is 70%.

Class rank is computed at the end of each semester for all students. An official class rank is computed at the end of each school year. All students are ranked together by grade. Community service is exempt from the rank.

**Advanced Placement Courses**
- Language & Composition
- Literature & Composition
- Calculus AB & BC
- Statistics
- French
- Spanish
- Biology
- Chemistry
- Environmental
- Physics
- Physics B
- Physics C: Mechanics
- Comparative Gov't & Politics
- Psychology
- United States History
- World History
- Government & Politics
- Macroeconomics
- Music

**Freedom's CEEB Code**

390322

**Honors Level Courses**
- English 9, 10, 11
- United States History 2
- United States History 3
- Global Studies
- Government/Economics 12
- Geometry
- Algebra 1
- Algebra 2
- Pre-Calculus
- French 4
- German 4
- Spanish 4
- Biology
- Chemistry
- Physics
- Human Anatomy and Physiology

**Graduation Requirements**
- English ........................................... 4 credits
- Math .................................................. 4 credits
- Social Studies .................................... 4 credits
- Science ............................................. 4 credits
- Health ............................................. 1 credit
- Physical Education ............................. 2 credits
- Computer Technology .......................... 1 credit
- Arts .................................................. 1 credit
- Community Service......................... 60 hours,.5 credit
- Total credits .................................. 26 credits

**Last Year's Graduates: Class of 2014**

**2013-2014 SAT Scores**

- **Mean Critical Reading Score:**
  - Male = 510
  - Female = 492

- **Mean Math Score:**
  - Male = 521
  - Female = 477

- **Mean Writing Score:**
  - Male = 491
  - Female = 487

**Class of 2013 Post-High School Placement**

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<tr>
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BASD Mission Statement

The Bethlehem Area School District, in partnership with the home and community, is committed to providing a safe and supportive environment in which each student will attain the knowledge, skills, and attitudes necessary to become a productive citizen and life-long learner in our technologically demanding and culturally diverse society.

The BASD Mission in Practice

The job of the Bethlehem Area School District is to graduate students who are college and career ready. Our goal is to provide students with an educational experience that best matches their skills and interests while stretching students to become the best they can be. The path to success is as varied as the individual students we serve. The common variable is that all students must rise to the increased rigor of the PA Common Core Curriculum and the new Keystone graduation requirements. By aligning coursework to students’ post-secondary goals, students see the relevance in what they are learning and are more likely to achieve at higher levels.

In the 21st Century, high school is about more than just the acquisition of credits. Students should begin planning for their post-secondary success even before they enter high school. As students begin the scheduling process for their ninth-grade year, counselors will work closely with students to chart a path that, if successfully completed, will give students a competitive advantage when applying to the college or career of their choice.

For those students who wish to accelerate their high school experience and graduate from high school with some college credits in hand, the Bethlehem Area School District offers a wide variety of Advanced Placement and concurrent enrollment opportunities (please see pages 5 and 8). Students wishing to participate in a more challenging curriculum but who do not wish to acquire college credits may choose from a number of honors courses in each of the major content areas. Some students may wish to begin their career training while still in high school. The Bethlehem Area Vocational-Technical School (BAVTS), in partnership with the BASD, offers students industry-benchmarked training in high-priority occupations. Ninth-graders desiring to accelerate their career preparation may choose to participate in the FastTrack program, a BAVTS elective offering designed specifically for our ninth-grade students.

Depending upon their college and career goals, students may follow a flexible path that is a combination of those described above. A student wishing to become an engineer may take AP Calculus and AP Physics but opt for honors or college preparatory social studies. A student who desires to become a writer may opt for AP English Language and Literature, journalism and creative writing electives, and honors or college preparatory math and science. A student whose goal is to be an electrician may opt for AP or honors physics and coursework at BAVTS. The college and career goal of the student, along with his or her interests, should drive the student’s schedule.

All of our students, no matter their career path, benefit from community partnerships. The BASD is working with local organizations such as Lehigh University, Northampton Community College, ArtsQuest, PBS, and St. Luke’s Hospital to create real-world learning opportunities for our students related to specific career paths. In addition, students must complete sixty hours of community service in order to graduate. This requirement can be tailored to students’ interests so that they can explore careers of their choice before committing to a college major.

We are partners in each student’s educational experience. Providing each student with a flexible, personalized learning plan will ensure success beyond high school.
CAREER PATHWAYS

Mission Statement:
The Bethlehem Area School District is committed to assist every student focus his or her high school education on a deliberate post-secondary plan that matches the interests, skills, knowledge, and experience of each individual student.

About the Program:
The driving force behind the Career Pathways program is that every student personalizes his/her career and educational plan beyond high school. Some students believe that learning ends with high school graduation. This attitude and belief system typically results in a low-paying, un-fulfilling job, which in turn can impact the individual’s entire well being. Helping students recognize that they have direct control over the career path they choose is the challenge of Career Pathways.

A career path is a broad spectrum of careers that share similar characteristics and for which employment requirements call for common interests, strengths, and competencies. The U.S. Department of Education has identified sixteen (16) Career Clusters that were designed to help students focus on an area of interest and possible career path. BASD’s Pathways Program combined the clusters to create four broader and flexible paths for student exploration and instruction. The four Pathways used by the Bethlehem Area School District are as follows:

- Arts, Humanities, & Communication
- Business, Finance, & Law
- Health & Social Services
- Science, Technology, Engineering, & Mathematics (STEM)

It is recommended that students select a Career Pathway during course selection of their 8th grade year. Students will then be able to examine specific careers and post-high school educational programs related to their Pathway. In addition, elective course recommendations and service learning options will be available to assist parents and students in making course selections that will be most beneficial to their academic and career goals. This information will help students see a connection between what they learn within the classroom and the skills they need for success in their adult lives and the work world.

Goals:
- To assist each student in determining a Career Pathway based on interest and ability.
- To provide a variety of course offerings that will prepare students for education/training beyond high school to meet individual career goals.
- To produce students who are responsible citizens, effective communicators, cooperative workers, and skilled problem-solvers.

Rationale:
What do you want to be when you grow up? The Pathways Program has been designed to help Bethlehem Area School District students answer this most important question. Students begin their journey by exploring personal skills, interests, and aptitudes through career assessments which supply them with ideas about which one of the four Career Pathways might “best fit” their personality.

Course Selection:
In this Program of Study, electives and other selected courses are marked with one or more of the above Career Pathways symbols. Students are encouraged to choose electives based on their interest in or curiosity about a particular Career Pathway. The guidance department will also help to guide you in your course selection.
## Career Pathways Overview

The four pathways are described below. Once you have found a pathway that interests you, read on for suggested courses, community service opportunities, and career opportunities.

<table>
<thead>
<tr>
<th>4 PATHWAYS</th>
<th>Health &amp; Social Services</th>
<th>Science, Technology, Engineering, &amp; Math</th>
<th>Arts, Humanities &amp; Communications</th>
<th>Business, Finance, &amp; Law</th>
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<tbody>
<tr>
<td><strong>This is a pathway that includes a large and diverse group of careers. Human services involves careers that help people and families meet their needs, including education, social services, and mental health needs.</strong></td>
<td><strong>Engineers and technicians</strong> design and build things. They are critical in all kinds of manufacturing, especially at the earliest stages when products and processes are being created and refined. A career in science is exciting, challenging, and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services. <strong>The health and medicine</strong> career pathway includes careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medivac units, sports arenas, space centers, or within the community.</td>
<td><strong>Careers in the Performing Arts, Visual Arts or certain aspects of Journalism, Broadcasting and Film</strong> are careers that tap students' creative talents. <strong>Careers in Audio-Video Communications Technology, Telecommunications or Printing Technology</strong> require strong backgrounds in computer and electronic-based technology and a solid foundation in math and science. All pathways require the ability to communicate effectively in both oral and written form. <strong>Information technology</strong> careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society.</td>
<td><strong>The Business, Finance, and Law pathway includes careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.</strong> The <strong>finance</strong> portion of this pathway involves careers in financial and investment planning, banking, insurance and business financial management. The legal system impacts us in many ways, from buying a home to safely driving a car. <strong>Careers in law</strong> keep the legal system running smoothly and includes public services, jobs that serve and protect people, including law enforcement, firefighting, legal services, and the military.</td>
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<td>Students Considering:</td>
<td>Health &amp; Social Services</td>
<td>Science, Technology, Engineering, &amp; Math</td>
<td>Arts, Humanities &amp; Communications</td>
<td>Business, Finance, &amp; Law</td>
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<td>Suggested Courses:</td>
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<td>Lab Science (biology,</td>
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<td>English 12 Non-fiction</td>
<td>English 12 Non-fiction</td>
<td>AP Literature &amp;</td>
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<td>AP Psychology</td>
<td>Environmental Studies – The Environment</td>
<td>Composition</td>
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<td>AP Calculus</td>
<td>in Politics</td>
<td>Creative Writing</td>
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<td>AP Biology</td>
<td>AP Calculus</td>
<td>Journalism</td>
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<td>AP Chemistry</td>
<td>AP Statistics</td>
<td>Performance Theatre/Dramatics</td>
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<td>AP Environmental Science</td>
<td>Discrete Math</td>
<td>Public Speaking</td>
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<td>AP Physics C</td>
<td>AP Biology</td>
<td>AP Government &amp; Politics</td>
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<td>Honors Anatomy &amp;</td>
<td>AP Chemistry</td>
<td>AP History</td>
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<td>Physiology</td>
<td>AP Environmental Science</td>
<td>Media as a Political Tool</td>
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<td>Genetics</td>
<td>AP Physics C</td>
<td>Sustainability in the 21st</td>
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<td>Biotechnology</td>
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<td>Organic Chemistry</td>
<td>Microbiology (LHS)</td>
<td>AP Computer Science (LHS)</td>
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<td>PLTW - Biomedical</td>
<td>Biotechnology</td>
<td>Digital and Print Design</td>
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<td>Introduction to</td>
<td>Organic Chemistry</td>
<td>AP Music Theory</td>
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<td>Kinesiology</td>
<td>PLTW - Engineering</td>
<td>Music Electives</td>
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<td>Art Portfolio &amp; Art Design (LHS)</td>
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<td>Epidemiology</td>
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<td>Art/Pottery &amp; Clay Sculpture/</td>
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<td>Medical Arts Academy</td>
<td>Computer Programming</td>
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<td>Skepticism &amp; Logic (LHS)</td>
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<td>Organic Chemistry</td>
<td>Plant Biology (LHS)</td>
<td>Media as a Political Tool</td>
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<td>Microbiology</td>
<td>Meteorology (FHS)</td>
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<td>Plant Biology (LHS)</td>
<td>Physics of Flight (LHS)</td>
<td>AP Music Electives</td>
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<td>Plant Biology</td>
<td>PLTW - Engineering</td>
<td>Studio Art, Ceramics,</td>
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<td>(LHS)</td>
<td>Computer Programming</td>
<td>Photography</td>
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<td>Metallurgy (FHS)</td>
<td>Flash, APPS, Java, Networking</td>
<td>Digital and Print Design</td>
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<td>Environmental Science</td>
<td>Academy for Applied Engineering (BAVTS)</td>
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<td>Students Considering:</td>
<td>Health &amp; Social Services</td>
<td>Science, Technology, Engineering, &amp; Math</td>
<td>Arts, Humanities &amp; Communications</td>
<td>Business, Finance, &amp; Law</td>
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<td>Community Colleges (with possible transfer to 4 year college) and/or Technical Schools</td>
<td>o Sociology &lt;br&gt; o Psychology &lt;br&gt; o Skepticism &amp; Logic (LHS) &lt;br&gt; o Human Forensics &lt;br&gt; o Human Growth &amp; Development (LHS) &lt;br&gt; o Genetics &lt;br&gt; o Biotechnology &lt;br&gt; o Chemistry of Cooking (LHS) &lt;br&gt; o Microbiology (LHS) &lt;br&gt; o Anatomy &amp; Physiology &lt;br&gt; o PLTW - Biomedical &lt;br&gt; o Parenting &amp; Child Development &lt;br&gt; o Exploring Childhood (FHS) &lt;br&gt; o Cooking Classes &lt;br&gt; o Medical Arts Academy (BAVTS) &lt;br&gt; o Health Careers (BAVTS)</td>
<td>o Environmental Studies - The Environment in Politics &lt;br&gt; o Principles of Flight (LHS) &lt;br&gt; o Astronomy &lt;br&gt; o Geology &lt;br&gt; o Zoology &lt;br&gt; o Plant Biology (LHS) &lt;br&gt; o Meteorology (FHS) &lt;br&gt; o Microbiology (LHS) &lt;br&gt; o Environmental Science &lt;br&gt; o Biotechnology &lt;br&gt; o Genetics &lt;br&gt; o Human Forensics &lt;br&gt; o Astronomy &lt;br&gt; o PLTW - Engineering &lt;br&gt; o Computer Programming (Flash, APPS, Java, Networking) &lt;br&gt; o Graphic Arts &lt;br&gt; o Computer Programming Courses &lt;br&gt; o Creating Apps for Phones, Pads, &amp; Other Devices &lt;br&gt; o Woodworking (FHS)</td>
<td>o Poetry &lt;br&gt; o Film Studies &lt;br&gt; o Public Speaking &lt;br&gt; o Creative Writing &lt;br&gt; o Media as a Political Tool &lt;br&gt; o Multimedia Technology &lt;br&gt; o Web Page Design &lt;br&gt; o Studio Art, Ceramics, Photography &lt;br&gt; o Digital and Print Design &lt;br&gt; o TV Broadcasting/Video Editing / Flash &lt;br&gt; o Commercial Art (BAVTS) &lt;br&gt; o Fashion Industries (BAVTS) &lt;br&gt; o Graphic Communications (BAVTS) &lt;br&gt; o Video &amp; Media Arts (BAVTS) &lt;br&gt; o Web Design (BAVTS) &lt;br&gt; o Culinary Arts (BAVTS) &lt;br&gt; o Cosmetology (BAVTS)</td>
<td>o Public Speaking &lt;br&gt; o Economics &lt;br&gt; o Criminal Justice &lt;br&gt; o Contemporary Constitutional Law &lt;br&gt; o Media as a Political Tool &lt;br&gt; o Environmental Studies - The Environment in Politics &lt;br&gt; o Sociology &lt;br&gt; o Psychology &lt;br&gt; o Sustainability in the 21st Century (LHS) &lt;br&gt; o Environmental Science &lt;br&gt; o Creating Apps for Phones, Pads, &amp; Other Devices &lt;br&gt; o Coop Program &lt;br&gt; o Marketing &lt;br&gt; o Accounting &lt;br&gt; o Finance &lt;br&gt; o Management &lt;br&gt; o Protective Services (BAVTS)</td>
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<td>*4 Years English &lt;br&gt; *3-4 Years of Math, Science &amp; Social Studies &lt;br&gt; *2-3 Years of one Foreign Language</td>
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<td>Students may also wish to consider concurrent enrollment at local colleges.</td>
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| High School Diplomas, Vocational/Technical Training, On the Job Training, Career | Sociology <br> Psychology <br> Skepticism & Logic (LHS) <br> Chemistry of Cooking (LHS) <br> Human Forensics <br> Human Growth & Development (LHS) <br> Chemistry of Cooking (LHS) <br> PLTW - Biomedical <br> Cooking Classes <br> Health Careers (BAVTS) | PLTW - Engineering <br> Woodworking (FHS) <br> Cabinet Making (BAVTS) <br> Carpentry (BAVTS) <br> Electrical Construction (BAVTS) <br> HVAC (BAVTS) <br> Masonry (BAVTS) <br> Plumbing (BAVTS) <br> Electronic Engineering & Manufacturing (BAVTS) <br> Auto Collision & Repair (BAVTS) <br> Welding (BAVTS) <br> SKILLS USA (BAVTS) | Poetry <br> Film Studies <br> Public Speaking <br> Creative Writing <br> Office Technology <br> Coop Program <br> Digital and Print Design <br> TV Broadcasting/Video Editing / Flash <br> Studio Art <br> Ceramics <br> Photography | Public Speaking <br> Economics <br> Criminal Justice <br> Sustainability in the 21st Century (LHS) <br> Environmental Science <br> Coop Program <br> Office Technology <br> Career Exploration <br> School Store Marketing <br> Manufacturing Processes (BAVTS) |
# Community Service Opportunities that Align with Career Pathways

<table>
<thead>
<tr>
<th>Community Service Opportunities for Each Pathway</th>
<th>Health &amp; Social Services</th>
<th>Science, Technology, Engineering, &amp; Math</th>
<th>Arts, Humanities &amp; Communications</th>
<th>Business, Finance, &amp; Law</th>
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</thead>
<tbody>
<tr>
<td>American Red Cross</td>
<td>o American Cancer Society</td>
<td>o Engineering/Technology:</td>
<td>o ArtsQuest</td>
<td>o Bethlehem Area School District</td>
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<tr>
<td>Big Brothers/Sisters of Lehigh Valley</td>
<td>o American Diabetes Association</td>
<td>o Bethlehem Area School District IT Dept.</td>
<td>o BASD Center for Language Assessment</td>
<td>o Bethlehem Area Vocational Technical School</td>
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<tr>
<td>Camelot for Children</td>
<td>o American Heart Association</td>
<td>o Bethlehem Area Vocational Technical School</td>
<td>o Bethlehem Area School District</td>
<td>o Bethlehem Housing Authority</td>
</tr>
<tr>
<td>Center for Humanistic Change</td>
<td>o American Red Cross</td>
<td>o Crayola</td>
<td>o Bethlehem Area School District</td>
<td>o Bethlehem Morning Star Rotary</td>
</tr>
<tr>
<td>Dream Come True</td>
<td>o Bethlehem Health Bureau</td>
<td>o Davinci Discovery Center</td>
<td>o Bethlehem Area School District</td>
<td>o Bethlehem Police Dept. Explorer Post</td>
</tr>
<tr>
<td>Easter Seals</td>
<td>o Bethlehem Special Olympics</td>
<td>o Gertrude B. Fox Environmental Center</td>
<td>o Children's Theater of Bethlehem</td>
<td>o Bethlehem Police Youth Scholar Assn</td>
</tr>
<tr>
<td>Meals on Wheels</td>
<td>o Blough Healthcare Center</td>
<td>o The Hess Cornfield Recycling Center</td>
<td>o Crayola</td>
<td>o Bethlehem Township Fire Company</td>
</tr>
<tr>
<td>Minsi Trail Boy Scouts</td>
<td>o Boys and Girls Clubs</td>
<td>o Science / Agriculture:</td>
<td>o Da Vinci Discovery Center</td>
<td>o Better Business Bureau of Eastern PA</td>
</tr>
<tr>
<td>Northampton County Special Olympics</td>
<td>o Cancer Support Community</td>
<td>o Animal Food Bank of Lehigh Valley</td>
<td>o Easton Community Band</td>
<td>o Boutique at the Rink</td>
</tr>
<tr>
<td>Project Child</td>
<td>o Good Shepherd Rehabilitation</td>
<td>o Center for Animal Health and Welfare</td>
<td>o Lehigh Valley Storytelling Guild</td>
<td>o Community Action Committee of Lehigh Valley</td>
</tr>
<tr>
<td>Salvation Army</td>
<td>o Gracedale Nursing Home</td>
<td>o Lehigh Valley Zoo</td>
<td>o Mock Turtle Marionette Theater</td>
<td>o Community Action Development Corporation</td>
</tr>
<tr>
<td>Trinity Soup Kitchen</td>
<td>o Kirkland Village</td>
<td>o National Canal Museum</td>
<td>o Museum of Indian Culture</td>
<td>o Crayola</td>
</tr>
<tr>
<td>Victory House</td>
<td>o Lehighton Hospital</td>
<td>o Penn State Extension,</td>
<td>o Musikfest</td>
<td>o Hanover Township Fire Company</td>
</tr>
<tr>
<td>Volunteer Center of the Lehigh Valley</td>
<td>o Miller-Keystone Blood Center</td>
<td>Northampton County 4-H</td>
<td>o Pennsylvania Playhouse</td>
<td>o Lehigh University Financial Aid Office</td>
</tr>
<tr>
<td>Healthcare / Medicine:</td>
<td>o Moravian Village</td>
<td>o Wildlands Conservancy</td>
<td>o PA Shakespeare Festival</td>
<td>o Lehigh Valley Hospital - Gift Shop</td>
</tr>
<tr>
<td>American Cancer Society</td>
<td>o Phi Beta Nursing and Rehab Center</td>
<td>... and many others</td>
<td>o PA Youth Theater</td>
<td>o Lehigh Valley Hospital, Muhlenburg - Gift Shop</td>
</tr>
<tr>
<td>American Diabetes Association</td>
<td>o Sacred Heart Hospital</td>
<td></td>
<td>o Phillipsburg Summer Theater</td>
<td>o Miness Trail Boy Scouts of America</td>
</tr>
<tr>
<td>American Heart Association</td>
<td>o St. Luke's Hospital</td>
<td></td>
<td>o Saucon Valley Community Center</td>
<td>o Musikfest</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>o Sunrise Assisted Living</td>
<td></td>
<td>o Southside Film Festival</td>
<td>o St. Luke's Hospital - Gift Shop</td>
</tr>
<tr>
<td>Bethlehem Health Bureau</td>
<td>o Via of the Lehigh Valley</td>
<td></td>
<td>o Star Cross Youth Performing Arts</td>
<td>o State Theater</td>
</tr>
<tr>
<td>Bethlehem Special Olympics</td>
<td>o YWCA Adult Daycare Center</td>
<td></td>
<td>o State Theatre Center for the Arts</td>
<td>o United Way of the Greater Lehigh Valley</td>
</tr>
<tr>
<td>Blough Healthcare Center</td>
<td>... and many others</td>
<td></td>
<td>o Touchstone Theater</td>
<td>o Victory House of the Lehigh Valley</td>
</tr>
<tr>
<td>Boys and Girls Clubs</td>
<td></td>
<td></td>
<td>o YMCA</td>
<td>o Volunteer Center of the Lehigh Valley</td>
</tr>
<tr>
<td>Cancer Support Community</td>
<td></td>
<td></td>
<td>o YWCA</td>
<td>o Wildlands Conservancy</td>
</tr>
<tr>
<td>Good Shepherd Rehabilitation</td>
<td></td>
<td></td>
<td>o Youth Education in the Arts</td>
<td>... and many others</td>
</tr>
<tr>
<td>Gracedale Nursing Home</td>
<td></td>
<td></td>
<td>... and many others</td>
<td></td>
</tr>
<tr>
<td>Kirkland Village</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lehighton Hospital</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miller-Keystone Blood Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moravian Village</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phi Beta Nursing and Rehab Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacred Heart Hospital</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Luke's Hospital</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunrise Assisted Living</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Via of the Lehigh Valley</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YWCA Adult Daycare Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Career Opportunities for Specific Career Pathways

<table>
<thead>
<tr>
<th>Health &amp; Social Services</th>
<th>Science, Technology, Engineering, &amp; Math</th>
<th>Arts, Humanities &amp; Communications</th>
<th>Business, Finance, &amp; Law</th>
</tr>
</thead>
</table>
| **Advanced Course Work** | o Physician  
 o Pharmacist  
 o Dentist  
 o Physical/Occupational Therapist  
 o Counselor  
 o Psychologist  
 o Veterinarian | o Engineer  
 o Architect  
 o Security Analyst  
 o Computer Scientist  
 o Research Scientist/Research Professor | o Post Secondary Professors  
 o Political Scientist  
 o Systems Engineer |
| **College Course Work** | o Registered Nurse  
 o Physician’s Assistant  
 o Medical Lab Tech  
 o Social Worker  
 o Medical Assistant  
 o Teacher | o Construction Manager  
 o Statistician  
 o Meteorologist  
 o Chemist  
 o Teacher | o Teacher  
 o Musician  
 o Journalist/Editor  
 o Technical Writer  
 o Information Technology Specialist |
| **College and/or Career Course Work** | o Dental Assistant  
 o Licensed Practical Nurse  
 o Medical Records Technician  
 o Emergency Medical Technician  
 o Dental Hygienist  
 o Vet Technician  
 o Nurses Aide | o Drafter  
 o Engineering Technician  
 o Master Electrician  
 o Automotive Technician  
 o Cost Estimator  
 o Lab Technician  
 o Welder  
 o Precision Machinist  
 o Armed Services | o Pre-school Teacher  
 o Fashion Design  
 o Web Designer  
 o Cosmetologist  
 o Horticulturist  
 o Commercial Artist  
 o Photographer  
 o AV Tech  
 o IT Support |
| **Career Course Work** | o Home Health Aid  
 o Nursing Aid  
 o Pharmacy Technician | o Carpenter  
 o Mason  
 o Electrician  
 o Manufacturer  
 o Plumber  
 o HVAC Tech | o Cook  
 o Receptionist  
 o Advertising Sales Agent |
| | | | o Claims Adjustor  
 o Retail Sales Clerk  
 o Office Clerk  
 o Janitor & Cleaner  
 o Secretary |
FHS PATE BLOCK

In order to provide greater supports for students as they transition to 9th grade, explore Career Pathways, and meet the increased proficiency requirements for graduation, Freedom High School has implemented the Pate Block. In addition to the regular 4x4 block schedule, Freedom students will attend a 40-minute period every day (see bell schedule below).

9th-grade students attend Freshman Seminar, a course that addresses career exploration, academic literacy, study skills, and Restorative Practices, during Pate Block. Students in grades 10, 11, and 12 will rotate through Career Pathways exploration or be scheduled for additional time at BAVTS, Keystone remediation, or Advanced Placement extension time. Pate Block allows for this exploration, remediation, or extension without impacting electives or a student's BAVTS course work. (Please see the Pate Block course descriptions on page 73.)

The Pate Block will be graded Pass/Fail based on the criteria outlined in the course syllabi and will not be incorporated into a student’s GPA or class rank. Students in Freshman Seminar will receive 1.0 credit for completing the course. All other students will receive 0.25 credit per marking period. Although the credit earned in Pate Block is not meant to replace the 6 elective credits a student must earn toward graduation, as part of a credit recovery plan, a student who is credit deficient may have some or all of the credits count toward graduation with administrative approval.

<table>
<thead>
<tr>
<th>FREEDOM HIGH SCHOOL</th>
<th>Pate Block Bell Schedule to Facilitate Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pd</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>1</td>
<td>7:38 - 8:55</td>
</tr>
<tr>
<td>2</td>
<td>8:55 – 9:01</td>
</tr>
<tr>
<td>3</td>
<td>9:01 – 10:18</td>
</tr>
<tr>
<td>4</td>
<td>10:18 – 10:24</td>
</tr>
<tr>
<td>5</td>
<td>10:24 – 11:05</td>
</tr>
<tr>
<td>6</td>
<td>11:05 – 11:11</td>
</tr>
<tr>
<td></td>
<td>11:11 – 12:59</td>
</tr>
<tr>
<td></td>
<td><strong>Lunch A</strong> 11:11 – 11:41</td>
</tr>
<tr>
<td></td>
<td><strong>Block 3</strong> 11:11 – 11:48</td>
</tr>
<tr>
<td></td>
<td><strong>Lunch B</strong> 11:48 – 12:18</td>
</tr>
<tr>
<td>7</td>
<td>12:59 – 1:05</td>
</tr>
<tr>
<td>8</td>
<td>1:05 – 2:22</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

FOUR YEAR HIGH SCHOOL GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Required courses</th>
<th>Credit</th>
<th>Grade</th>
<th>When Usually Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>1.0</td>
<td>Credit each in Grades 9, 10, 11, 12</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4.0</td>
<td>1.0</td>
<td>Credit each in Grades 9, 10, 11, 12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.0</td>
<td>1.0</td>
<td>Credit each in Grades 9, 10, 11, 12</td>
</tr>
<tr>
<td>Science</td>
<td>4.0</td>
<td>1.0</td>
<td>Credit each in Grades 9, 10, 11, 12</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2.0</td>
<td>0.5</td>
<td>Credit each in Grades 9, 10, 11, 12</td>
</tr>
<tr>
<td>Health</td>
<td>1.0</td>
<td>0.5</td>
<td>Credit each in Grades 9 and 10</td>
</tr>
<tr>
<td>Computer Technology</td>
<td>0.5</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Community Service</td>
<td>0.5</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Arts*</td>
<td>1.0</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>General Electives</td>
<td>5.0</td>
<td>9-12</td>
<td></td>
</tr>
</tbody>
</table>

26.0 Credits are required for graduation.
Beginning with the Class of 2017, students must also demonstrate proficiency in Literature, Algebra 1, and Biology to graduate.

* Arts courses include elective courses in the English department and all courses in the Art, Music, Family and Consumer Science, and Industrial Arts departments.

Students enrolled in the Vocational-Technical or career course path may, if necessary, replace up to one required credit each in Social Studies, Science, and/or Mathematics with a course aligned to their career goals. Eligibility for pursuing such a credit replacement toward graduation will be determined by the principal (or his or her designee) in consultation with the student, parent, guidance counselor, and the BAVTS.

COURSE SELECTION PROCESS

Counselors will begin this process in early December. Completion of this process occurs in late February and also includes the incoming 9th grade class. Placement of students in English, social studies, math, and science is done based on multiple data indicators. For elective course offerings, please refer the Career Pathways section beginning on page 2. Sometimes, due to scheduling constraints, specific courses may not be available. A course request verification sheet is sent home when course requests are made. Schedules will be sent to students during the summer.

Prerequisite Courses – In students’ best interest, teachers, department chairpersons, administrators, and counselors have agreed on certain prerequisites for some course offerings. These prerequisites must be completed before taking the course.

Remember – Schedule planning can take place only when the school can consider the course selections of students to be final and binding. If a student selects a course, he/she is expected to complete it.

Any student who has not successfully completed any core course and has not completed remediation programs will not enter the next level of the course of study.
ENTRY INTO HONORS COURSES

Criteria for Admission

Grade 9:

1. Student willingness to meet the rigors of the course
2. Advanced or proficient standardized test results
3. Teacher recommendation
4. Submission of an on-demand writing sample
5. Satisfactory completion of honors application

Grades 10 – 12:

1. Student willingness to meet the rigors of the course
2. A final grade of 90% or higher
3. Advanced or proficient standardized test results
4. Teacher recommendation
5. Submission of an on-demand writing sample
6. Satisfactory completion of honors application

It is the belief of the BASD that all of our students should have the opportunity to participate in courses with the highest rigor. While all of our high school courses have been designed with rigor in mind, the honors courses go beyond the college preparatory courses insofar as an additional commitment to work is required for successful completion. Therefore, all students and parents should review the above expectations of an honors student. As students and parents examine these expectations, the following should be noted:

1. The criteria for entry into honors courses have been put into place in order to give our students the greatest chance for success in the courses. Students are reminded about the additional work and time that is involved in being in an honors course. They should also remember that, unlike college prep courses, grades in these courses are weighted.

2. Students who, in consultation with their parents and teachers, agree to meet the challenge of an honors course and request entry into honors courses will be scheduled accordingly.

3. Student entry into an honors course will not be denied based on failure to meet a single criterion. Please note: Students applying for Honors Biology may be required to take an entrance test should we require additional data.

4. Students who fail to meet entry criteria will be notified; however, if the parents and student still wish for the student to be scheduled into the course, they may make that request, and scheduling may be adjusted.

5. Students planning to take AP courses in the future are strongly encouraged to enroll in Honors/Pre-AP courses for prerequisite coursework.

6. Grading point equivalents for honors courses are explained on page 12.

Please see additional information for specific courses in each section.
ADVANCED PLACEMENT COURSES

Through AP’s college-level courses and exams, students can earn college credit and advanced placement, stand out in the admission process, and learn from some of the most skilled, dedicated, and inspiring teachers. From the moment students enter an AP classroom they notice the difference—in the teacher’s approach to the subject, in the attitude of their classmates, in the way their peers start to think. In AP classrooms, the focus is not on memorizing facts and figures. Instead students engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively. With a variety of AP courses to choose from, including Environmental Science, Psychology, and Economics, students will be able to explore interests and discover new passions. In AP classes, students study fascinating topics and ideas that just might become the foundation of their future college major or career. AP courses can help acquire the skills and habits needed to be successful in college. Students improve writing skills, sharpen problem-solving abilities, and develop time management skills, discipline, and study habits. Because of the demands of AP courses, the student should choose courses wisely and deliberately based on his/her personal passions and time commitments.

Most four-year colleges in the United States and colleges in more than 60 other countries give students credit, advanced placement, or both on the basis of AP Exam scores. By entering college with AP credits, students will have the time to move into upper level courses, pursue a double-major, or study abroad. Multiple research studies have shown that AP students who earn credit and advanced placement for the corresponding introductory college course:

- Perform well in subsequent courses within the same discipline
- Take more, not fewer, courses in the discipline for which they’ve received AP credit
- Tend to earn higher GPAs than non-AP students.
- Are more likely to graduate from college in four or five years

Talk to an AP teacher, a counselor, or the AP Coordinator about the course you want to take. It is crucial that the student and parent discuss the course's workload, prerequisite courses, and any additional preparation students might need. AP courses require planning and preparation by the student through the appropriate course selection and counseling services. Students planning to take AP courses in the future are strongly encouraged to enroll in honors and Pre-AP courses for prerequisite coursework.

AP Courses Offered by the Bethlehem Area School District:

<table>
<thead>
<tr>
<th>English Language &amp; Composition</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature &amp; Composition</td>
<td>Chemistry</td>
</tr>
<tr>
<td>US History</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>World History</td>
<td>Physics 1</td>
</tr>
<tr>
<td>Comparative Government</td>
<td>Physics 2</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>Physics C- Electricity &amp; Magnetism</td>
</tr>
<tr>
<td>US Government &amp; Politics</td>
<td>Physics C- Mechanics</td>
</tr>
<tr>
<td>Psychology</td>
<td>French</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>German</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>Spanish</td>
</tr>
<tr>
<td>Statistics</td>
<td>Music Theory</td>
</tr>
</tbody>
</table>
SAMPLE COURSE SEQUENCE

Freedom High School operates on a block schedule.

Grade 9  Credit  Grade 11  Credit
Honors or English 9  1.0  AP Language and Composition,  
Honors or U.S. History 2  1.0  Honors, or English 11  1.0
Honors or Geometry, Algebra 2,  or Algebra 1  1.0  AP World History, Honors, or Global Studies  1.0
Honors or Biology  1.0  AP or Calculus, Statistics; Honors or
World Language  1.0  or Geometry  1.0
Technology Concepts  1.0  Honors or Physics or AP Science  1.0
Health 9 and Gym 9/10  1.0  World Language  1.0
Freshman Seminar  1.0  Physical Education 11/12  0.5
Pathway Elective  1.0  Pathway Electives  1.0
Total Credits:  9.0  Pathway Electives  2.5

Grade 10  Credit  Grade 11  Credit
Honors or English 10  1.0  AP Literature and Composition,  
AP US History, Honors or  U.S. History 3  1.0  English 12, or English 12 Non-fiction  1.0
Honors or Pre-Calculus,  Geometry, or Algebra 2  1.0  AP Macro-Economics, or AP US Government,  
Honors or Chemistry  1.0  or Honors or Government/Economics  1.0
World Language  1.0  Consumer Math  1.0
Health 10 and Gym 9/10  1.0  AP Science or Science Elective  1.0
Pate Block Pathway Rotation  1.0  Physical Education 11/12  0.5
Pathway Electives  2.0  Pathway Electives  1.0
Total Credits:  9.0  Pathway Electives  3.5

Grade 12  Credit
AP Literature and Composition,  English 12, or English 12 Non-fiction  1.0
AP US History, Honors, or Global Studies  1.0
AP or Calculus, Statistics, or
World Language  1.0  Consumer Math  1.0
AP Science or Science Elective  1.0
Physical Education 11/12  0.5
Pate Block Pathway Rotation  1.0
Pathway Electives  3.5
Total Credits  9.0

GRADING

All courses are graded with the traditional grading system (A, B, C, F). Honors courses receive weighted average grade point value. The following grading equivalents will be utilized to determine the marking period grade for secondary students:

<table>
<thead>
<tr>
<th>Report Card Grade</th>
<th>Grade Points</th>
<th>Honors/AP Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
<td>5.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>4.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>4.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>3.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>3.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>2.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Students require a 3.2000 minimum G.P.A. in a quarter to be named for honor roll. Quarterly G.P.A. reflect computation of grades in the quarter only. This average is used for honor roll. An “N” in citizenship or an “F” in any course eliminates a student from consideration for honor roll.

Final cumulative G.P.A. shown on the report card includes all final grades from the beginning of Grade 9 to current final grades.
PROCEDURE FOR DROPPING COURSES

Students carefully select electives with the help of their parents and counselors. Placement in all core subjects is based on a joint decision by parents, teachers, and students with the purpose of increasing student achievement and offering the most rigorous high school program.

The following guidelines exist for all other schedule changes requested after August 1st:

1. A schedule change request form must be completed by the student and parent. Forms are available in the Counseling Office or from the classroom teacher.
2. Schedule changes will be considered for valid educational reasons only. Schedule changes will not be made to accommodate requests for lateral moves within the same subject area or teacher preference.
3. The counselor and assigned teacher will review schedule change requests.
4. Quarter courses (half-semester courses) will not be dropped after the first 5 days of class without the W designation.
5. Full-semester courses will not be dropped after the first 15 days of class without the W, WP, or WF designation.
6. All students must maintain a full schedule for the entire year.
7. Level changes will not be considered unless the student has a 75% or lower in the course.

Withdrawals from a course will not become part of the student record if the course is dropped within the first 15 days of a semester class and within the first 5 days of a quarter course (half-semester course). A “W” (Withdraw) will be recorded after 15 days but prior to the end of the first quarter. Either a “WP” (Withdraw Passing) or “WF” (Withdraw Failing) will be recorded if the course is dropped after the first marking period, indicating the student’s progress at the time of withdrawal.

A course change must be based upon academic considerations and be facilitated by a conference/plan developed by the student, parent, teacher, and counselor/grade level administrator to support student success. This plan will require tutoring, completion of all required work to date, and a sincere demonstration of effort and ability by the student prior to dropping a course or level of course for all classes in English, social studies, math, science, and world language.
SPECIAL PROGRAMS

COMMUNITY SERVICE

The BASD Community Service Program provides students with the opportunity to explore careers, develop leadership skills, acquire life skills, and foster community participation and responsible citizenship through 60 hours of service. This opportunity provides invaluable experience for students, regardless of their future plans.

These hours may be completed at any of the 225+ approved agencies. Once 60 hours of Community Service has been completed, the student will be awarded .5 credit towards graduation. This is a mandatory requirement for graduation. All students have until April 15th of their Senior Year to complete this requirement. Students who choose to do more than 135 hours have the opportunity to earn the Silver Cord Graduation Award.

All information on the Community Service Program and how to complete this .5 credit successfully is available online https://www.beth.k12.pa.us/ParentsStudents/CommunityService/. It is strongly recommended that you complete 15 hours of Community Service each year to meet the requirement. Additionally, please note that hours must be completed at an approved agency. If it is not listed on the website, it is not approved. Please visit our website for a full list of Approved Community Service Sites as well as guidelines for appropriate Community Service activities.

Students may begin earning hours the summer between 8th and 9th grade. A maximum of 30 hours will be credited towards the 60 hour requirement, with any additional hours being banked until the requirement is met. Students are strongly encouraged to begin and complete their Community Service hours as early as possible as it will help them to guide their choices in regards to courses, colleges and career paths.

ENROLLMENT IN COLLEGE COURSES

Freedom High School students have the opportunity to complete course work at a post-secondary institution during their high school careers.

The following guidelines apply to students taking college/university courses:

1. The course is pre-approved by the student’s Guidance Counselor and Principal. A college course is not intended to replace a required high school course.
2. The college course will satisfy a HS elective credit, although under special circumstances pre-approved specifically by the Principal and Assistant Superintendent, the college course may replace a required HS course.
3. The student assumes the cost/payment for the course. The student should furnish a college transcript or grade report to his/her counselor shortly after completion of the college course.
4. The grade and credit is reported on the high school transcript. Any grades of “D” will be reported as a “P” on the student’s transcript.
5. A 3.0 credit college course will count as 1.0 high school credit. The grade is inputted on the transcript as a “998 Course” with the college name and the grade the student earned.
6. The college course grade will NOT count for GPA or Honor Roll calculations.

HONORS SCHOLARS PROGRAM

Our local colleges, Lehigh University, Moravian College, DeSales University, and Lafayette College, offer scholarship programs to qualifying seniors each year. This opportunity is by application and successful candidacy offered by the college. This program allows students to earn college credit while attending high school.
SPECIAL EDUCATION SERVICES AND PROGRAMS

Under Pennsylvania and federal laws, a student who meets the eligibility requirements for special education has the right to participate in the general education curriculum in the regular education classroom in the Least Restrictive Environment (LRE). The program of support and services is described in the student’s Individualized Education Program (IEP). Providing a Free and Appropriate Public Education (FAPE) for a student with a disability begins with the consideration of services in the LRE. The organization and delivery of special education services are planned in a flexible and responsive manner to accommodate the student’s special needs of eligibility without removing the student, unnecessarily, from the general education curriculum in the regular education classroom. Supplementary aids and services received by the student are dependent on his/her individual needs. The Bethlehem Area School District promotes inclusive opportunities for all students.

The students shall participate in the general education curriculum in the regular education classroom to the maximum extent appropriate, which may be accommodated, adapted, or modified. The district does provide a full continuum of services and programs. Eligible students may be provided instruction through supplemental curricula. Service/program options may be considered when the program of study needs to be intensified in order to meet the student’s overall needs.

Transition planning begins at age 14. The IEP team will decide what kinds of courses will prepare the student for life after high school through the transition planning process. The IEP team, including the student and parent, will plan transition activities to prepare the student for post-high school experiences. Discussions during transition planning include: college or post-high school planning; employment exploration; and independent living including recreation or leisure activities. The transition planning includes consideration of the types of courses the student will take during high school. Early planning encourages a coordinated effort between the present and future goals of the student. Students are encouraged to prepare for a post-high school education, whether it is college or a trade/technical school. Students who are considering college are encouraged to take the PSAT and SAT assessments, with or without accommodations. Some students may elect a vocational curriculum and attend the Bethlehem Area Vocational Technical School (BAVTS), which offers a range of programs.

All students receiving special education services are guaranteed the right for the opportunity to earn a high school diploma. To be awarded a diploma, the eligible student must successfully complete all required courses and credits, as well as meet performance standards on assessments. An IEP team may determine that an eligible student will graduate through the IEP process.

CO-TAUGHT COURSES

Co-teaching is a research-based strategy for helping students who are in need of academic intervention and designed to assist students in meeting the increased literacy demands required for career and college readiness. Co-taught classes have two teachers who work with the class: a content area certified teacher, for example in English or mathematics, and a special-education-certified teacher.

The purpose of BASD High School Co-Teaching is to provide quality instruction to academically at-risk students (those not currently showing proficiency) in a high expectations-high supports environment. The program is designed to deliver standards-based instruction aligned to the PA graduation requirements, with high levels of support in place to meet those requirements. High levels of support include adaptations such as a concept-oriented focus, alternative methods of instruction and assessment, and more intensive student/teacher contact time.

With the BASD Roadmap to Educational Excellence as a guide, students will be supported in their Core Learning while developing personal skills in an engaging setting. Classroom roles and responsibilities are defined; targeted, individualized support is provided to students; curriculum is delivered on grade level with appropriate adaptations; and modifications and the belief that effort produces achievement is pervasive. As aforementioned, there are two teachers in the co-taught classes. Each teacher has a different but equally important role, and they work together with each other and with the students to promote academic growth and success. These teachers have equal responsibility for teaching, and students are held to high expectations and are given high levels of support from both teachers.

Our co-teaching teams have the full support of our administration. Administration will support students by ensuring that there is full access to on-level curriculum and extensive resources to support their needs.
Division I
College-bound student-athletes first entering an NCAA Division I college or university on or after August 1, 2016, will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete during their first year.

What are the New Division I Requirements?

<table>
<thead>
<tr>
<th>Full Qualifier</th>
<th>Academic Redshirt</th>
<th>Nonqualifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete 16 Core Courses:</td>
<td>Complete 16 core courses.</td>
<td>Does not meet requirements for Full Qualifier or Academic Redshirt status.</td>
</tr>
<tr>
<td>• Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school.</td>
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</tr>
<tr>
<td>• Seven of the 10 core courses must be in English, Math, or Science.</td>
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</tr>
<tr>
<td>Minimum Core-Course GPA of 2.300.</td>
<td>Minimum Core-Course GPA of 2.000.</td>
<td></td>
</tr>
<tr>
<td>Meet the sliding scale requirement of GPA and ACT/SAT score.*</td>
<td>Meet the sliding scale requirement of GPA and ACT/SAT score.*</td>
<td></td>
</tr>
<tr>
<td>Graduate from high school.</td>
<td>Graduate from high school.</td>
<td></td>
</tr>
</tbody>
</table>

Full Qualifier: A college-bound student-athlete may receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

Academic Redshirt: A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

Nonqualifier: A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

Examples
Q: A college-bound student-athlete completes nine core courses prior to the seventh semester of high school. What is the college-bound student-athlete’s initial-eligibility status?
A: The college-bound student-athlete cannot be certified as a qualifier because only nine of the 10 required courses were completed before the seventh semester. He/she would be permitted to practice and receive aid (scholarship), provided he/she presents 16 core courses and meets the necessary core-course GPA and test score requirement at the time of graduation.

Q: A college-bound student-athlete completes 16 core courses in the required framework with a 2.200 core-course GPA and a 79 sum ACT. What is the college-bound student-athlete’s initial-eligibility status?
A: The college-bound student-athlete is an academic redshirt under the new sliding scale because the minimum GPA requirement is 2.300.

Q: A college-bound student-athlete completes 15 core courses with a 2.500 core-course GPA and an 820 SAT score (critical reading and math). What is the college-bound student-athlete’s NCAA initial-eligibility status?
A: The college-bound student-athlete is a nonqualifier because only 15 core courses were completed, not the required 16 core courses.

For additional information on these requirements, please visit www.eligibilitycenter.org.
<table>
<thead>
<tr>
<th>Core GPA</th>
<th>SAT</th>
<th>ACT Sum</th>
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<tbody>
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</table>
The following Freedom High School courses are accepted by the NCAA as of November 21, 2014:

**English**
- ENGLISH 9
- HONORS ENGLISH 9
- ENGLISH 10
- HONORS ENGLISH 10
- ENGLISH 11
- HONORS ENGLISH 11
- AP LANGUAGE AND COMPOSITION
- ENGLISH 12
- ENGLISH 12 NON-FICTION
- AP LITERATURE AND COMPOSITION

**Natural/Physical Science**
- BIOLOGY
- HONORS BIOLOGY
- CONCEPTUAL CHEMISTRY
- CHEMISTRY
- HONORS CHEMISTRY
- CONCEPTUAL PHYSICS
- PHYSICS
- HONORS PHYSICS
- AP PHYSICS B
- AP PHYSICS C - MECHANICS
- AP BIOLOGY
- AP CHEMISTRY

**Social Science**
- US HISTORY 2
- HONORS US HISTORY 2
- US HISTORY 3
- HONORS US HISTORY 3
- AP US HISTORY
- GLOBAL STUDIES
- HONORS GLOBAL STUDIES
- AMER GOVT/ECON
- HONORS AMER GOVT/ECON
- AP GOVERNMENT AND POLITICS
- AP MACROECONOMICS
- AP PSYCHOLOGY
- AP WORLD HISTORY
- AP COMPARATIVE GOVERNMENT AND POLITICS

**Additional Core Courses**
- AP ENVIRONMENTAL SCIENCE
- HUMAN ANATOMY & PHYSIOLOGY
- HONORS HUMAN ANATOMY & PHYSIOLOGY
- ASTRONOMY
- BIOTECHNOLOGY
- EARTH/SPACE SCIENCE
- ENVIRONMENTAL SCIENCE
- FORENSIC SCIENCE
- GENETICS
- METEOROLOGY
- ZOOLOGY
- PLTW PRINCIPLES OF ENGINEERING
- PLTW PRINCIPLES OF BIOMEDICAL SCIENCE
- FRENCH 1
- FRENCH 2
- FRENCH 3
- FRENCH 4
- AP FRENCH
- GERMAN 1
- GERMAN 2
- GERMAN 3
- GERMAN 4
- AP GERMAN
- SPANISH 1
- SPANISH 2
- SPANISH 3
- SPANISH 4
- AP SPANISH
- HERITAGE SPANISH
- ADVANCED HERITAGE SPANISH
- LIT - HERITAGE SPANISH

All information from the NCAA Eligibility Center website. Please consult the eligibility website and your counselor for more information. NCAA Freshman-Eligibility Standards Quick Reference Guide from:

BASD Online Courses

Program Description

Students have the opportunity to take selected courses taught by school district teachers in an online environment. Interaction with their teacher will take place through a learning management system, like Blackboard. Attending class in person is required periodically. It is highly recommended that students who are seeking online instruction have completed prerequisite courses with a B average or higher while consistently demonstrating a strong work ethic, solid communication and organizational skills, and strong writing ability throughout the course. To ensure success in the online course, students should have access to a computer and Internet connection outside of school. Interested students may obtain the required online course application form from their counselors.

BASD Online Courses offered in 2015-2016 School Year

English 12
Human Anatomy and Physiology
Calculus
American Government and Economics
ENGLISH DEPARTMENT

The English Department is dedicated to providing students with a comprehensive education in literacy. Courses are designed to help students become astute readers and effective communicators of the written and spoken word. Students read the classics as well as contemporary texts, write analytically and persuasively, learn the standards of written English, and develop critical thinking skills. In addition, the English electives strive to develop students’ creativity and imagination allowing students to discover their own voices.

<table>
<thead>
<tr>
<th>English Recommended Course Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
</tr>
<tr>
<td>Honors English 9 or English 9</td>
</tr>
</tbody>
</table>

HONORS ENGLISH 9 (100)
1.0 Credit
Prerequisites: See Honors Program Requirements page 10

Honors English 9 develops and sharpens the communication skills of critical reading, writing, speaking, and listening, with special emphasis on the writing process, independent scholarship, research skills, and critical thinking. Particular focus is placed on the development of the critical analysis essay and the primary source paper and writing cohesive thesis-driven essay effectively supporting a claim. Literature study concentrates on critical analysis of the following genres: short story, novel, poetry, and drama. Grammar study focuses on developing mature sentence structure, coherence, and unity.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.

ENGLISH 9 (101)
1.0 Credit

English 9 develops the communication skills of reading, writing, speaking, and listening, with special emphasis on the writing process and the academic essay, critical reading and thinking, research skills, and study skills. Students will analyze literary works from the following genres: short story, novel, poetry, and drama. Units are arranged thematically so that writing and reading skills are continually built upon and reinforced throughout the course.

HONORS ENGLISH 10 (110)
1.0 Credit
Prerequisites: See Honors Program Requirements page 10

Honors English 10 continues to develop communication skills of critical reading, analytical writing, speaking and listening, with particular emphasis on independent study skills. Extensive reading, discussion, effective methods of presentation, honing of grammar skills, and vocabulary enrichment are integral parts of this course. Particular emphasis is placed on the refinement of essay-writing skills (persuasive, literary analysis, and research, as well as timed on-demand essays.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.
ENGLISH 10 (111)  
1.0 Credit

English 10 builds upon the communication skills of reading, writing, speaking, and listening developed in 9th grade. Special emphasis is placed on the persuasive essay and literary analysis, critical reading and thinking, research skills, and study skills. Students will analyze literary works from the following genres: short story, novel, poetry, and drama. Writing and reading skills are continually built upon and reinforced throughout the semester.

AP LANGUAGE AND COMPOSITION (116A)  
1.0 Credit  
Prerequisites:  Completion of AP application/acceptance into the AP program

AP English is a challenging course designed as a substitute for college freshman English. Students who enroll must be astute and sophisticated readers and writers who genuinely love the beauties and complexities of the written word in English. This course will be open only to those students who are Advanced or Proficient on the PSSA and to the most mature students willing to commit to a rigorous course of study, which will prepare them to be successful on their AP English – Language and Composition test. Through the critical reading and analysis of American literature (with a heavy emphasis on nonfiction), students will become skilled readers of a variety of prose and skilled writers of analytical essays. Although literature is used as a vehicle, the emphasis of this course is on the development of a student’s writing style in order to master the writing of essays with different purposes and audiences. Emphasis will also be placed on the conventions of language necessary to become expert writers.

Note: The grade for this course is weighted. Students are strongly encouraged to take the AP College Board exam in May.

HONORS ENGLISH 11 (120)  
1.0 Credit  
Prerequisites:  See Honors Program Requirements page 10

Honors English 11 is a challenging course designed for an in-depth examination of American literature. Students who enroll must be avid, astute, and sophisticated readers and writers who genuinely love the beauties and complexities of the written and spoken word. Major emphasis is placed on the development of critical thinking and analytical writing skills through intensive class discussions and rigorous writing requirements, focusing on the response to literature and the research paper. The course prepares students for either honors or AP in twelfth grade.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.

ENGLISH 11 (121)  
1.0 Credit

English 11 concentrates on the continuation of developing the reading, writing, speaking, and listening skills students need to become successful in college as well as the workplace. The course also encourages careful critical thinking. Students will engage in the analysis of text and in the writing of the academic thesis essay, research essay, literary analysis essay, and the on demand essay (SAT and PSSA readiness). All of these English skills will be reinforced and refined through an exploration of a variety of literary genres and American themes.

AP LITERATURE AND COMPOSITION (130A)  
1.0 Credit  
Prerequisites:  Completion of AP application/acceptance into the AP program

AP English Literature and Composition is a challenging course designed as a substitute for college Freshman English. This course features seminar and independent study requirements and requires extensive reading. Using primarily British literature as its focus, the course requires the writing of critical papers of various styles and perspectives and the development of careful, analytical reading and research skills.

Note: The grade for this course is weighted. Students are strongly encouraged to take the AP College Board exam in May.
HONORS ENGLISH 12: COMPARATIVE WORLD LITERATURE (139)
1.0 credit
Prerequisites: See Honors Program Requirements page 10

Honors English 12: Comparative World Literature is designed to challenge students intellectually as they are introduced to literature spanning several regions throughout the world, including but not limited to: Western Europe, Japan, China, Latin America; as well as the classical civilizations of Ancient Greece and Rome. Students will read a variety of perspectives from different places and times in order to understand the role of literature within a particular culture’s identity. The course places significant emphasis on the continued development of critical and analytical skills in reading and writing through close textual analysis. Students will draft essays in several modes: analytical, expository, and argumentation. In addition, students will complete a course research project and presentation.

Note: The grade for this course is weighted. Students in this honors class will be introduced to literature spanning several regions throughout the world.

ENGLISH 12 (131)
1.0 Credit

This literature survey course concentrates on the refinement of a student’s critical reading, writing, speaking, and listening skills. Course material has been selected with an eye toward the requirements of college freshman English, and there is an emphasis on perfecting analytical writing skills, particularly the response to literature and the research paper. The vocabulary strand stresses SAT vocabulary. Evaluation is based on written and spoken projects that stress a student’s ability to be self-motivated and to work independently.

Note: This course may also be offered in an on-line environment.

HONORS ENGLISH 12 NON-FICTION (138)
1.0 credit
Prerequisites: See Honors Program Requirements page 10

Honors English 12 Non-Fiction is designed for those students interested in exploring professional careers in the fields of STEM (sciences, technology, engineering, and mathematics), social sciences, professional business, and education. Extensive analytical reading and critical writing of non-fiction texts as well as research skills and the development of presentation skills will be the major focus.

Note: The grade for this course is weighted.

ENGLISH 12 NON-FICTION (137)
1.0 Credit

This 12th-grade English course is designed for those students planning to enter the fields of business or STEM. Students will read and analyze text for key ideas and details, craft and structure, and integration of knowledge and ideas with a heavy emphasis on modern non-fiction text. Students may read texts by authors such as Thomas Friedman, Malcolm Gladwell, or Jim Collins. In addition, students will refine their writing skills by producing expository, argumentative, and research-based essays. This course satisfies the 12th-grade English requirement.
ENGLISH ELECTIVES

ELECTIVE COURSES: English electives are designed to supplement the required English courses 9-12. They do not satisfy English requirements for graduation. Electives are designed for students who wish to expand their interest in the creative and literary arts either for professional careers or for leisure activities.

ACADEMIC LITERACY 1 (107)
1.0 Credit

Academic Literacy 1 is a one-semester course that prepares students to successfully meet the academic demands of high school curricula. This course provides students with multiple opportunities to practice and master reading, writing, and study skills that are applied across content areas. Specifically, the units of study are designed to support student achievement and serve as a bridge to success in the four core content courses (English, math, social studies, and science). Special emphasis is placed on the development of critical reading strategies to aid in comprehension and analysis of increasingly challenging texts. Resources will include support programs such as Read 180 and Study Island. Students will be scheduled into this course based on need and teacher recommendation. Students in this course will also be scheduled into English 9 or English 10.

ACADEMIC LITERACY 2 (108)
1.0 Credit

Academic Literacy 2 is a one-semester course that continues to prepare students to successfully meet the academic demands of high school curricula. This course provides students with multiple opportunities to practice and master reading, writing, speaking, and study skills. Special emphasis is placed on the development of critical reading strategies to aid in comprehension and analysis of increasingly challenging texts. Students in this course will also be scheduled into English 9 or English 10.

SAT VERBAL PREPARATION (141)
0.5 Credit

The purpose of this course is to help college-bound students read and study more effectively. This course focuses on verbal and on-demand writing SAT preparation. Reading skills, writing skills, study skills, and vocabulary development will be emphasized.

CREATIVE WRITING 1 (142A)
0.5 Credit

Creative Writing is designed to develop and encourage the creative and imaginative aspects of writing. The mechanics of formal writing, though not ignored, are subsumed by an emphasis on both intensive daily writing and a lengthy series of independent creative projects. These include a short story, a creative essay, a play, and various forms of poetry. A final project is mandated in lieu of a final examination. This course is for the student who enjoys writing, as well as discussing and evaluating his/her own work and that of others. (Note that daily oral reading of one’s own work is an essential component of the course.)

CREATIVE WRITING 2 (142B)
0.5 Credit

Creative Writing 2 continues to develop and encourage the creative and imaginative aspects of writing. Emphasis here is on student-generated writing projects, using model stories, poems, essays, and plays chosen by the students themselves. Drafts and final versions of writings will be critiqued by the class as a whole. The final goal is to publish student work both in *Pen and Ink* and in magazines listed in the annual *Writer’s Market*. 
PUBLIC SPEAKING 1 (143A) 0.5 Credit

Public Speaking helps students prepare for various speaking situations. Students are guided toward the creative development of speaking forms: process, persuasive, and informational. Additional skills emphasized include planning, preparing, and presenting a speech; the incorporation of technology; and critical evaluation.

PUBLIC SPEAKING 2 (143B) 0.5 Credit

Prerequisites: Student must have taken Public Speaking 1.

Public Speaking 2 gives the students the opportunity to use and improve the speaking skills learned in Public Speaking 1. Students will continue to write and present speeches within an emphasis on persuasive, manuscript, special-interest, and large-audience speeches. The course will also address the special speaking skills needed to perform a PowerPoint presentation and/or a videotaped speech.

DRAMATICS – INTRODUCTION TO ACTING (144) 1.0 Credit

Do you like the show, “Whose Line Is It, Anyway?” Well, then Introduction to Acting is the class for you! Introduction to Acting is a fun beginning course designed to introduce students to theatre arts. This course emphasizes the techniques and skills needed to perform on stage. Improvisation, fundamentals of acting, overcoming stage fright, monologue and scene performance, and play analysis are some of the units studied. The final project includes writing a fairy tale play and performing it for local elementary and preschool students. Any students interested in joining the FHS Theatre Company or pursuing a career in communications, performance, broadcasting, public relations, or marketing are encouraged to take this course.

ADVANCED DRAMA (145) 1.0 Credit

Prerequisite: Introduction to Acting

This class serves as the perfect complement to Introduction to Acting. We will be visiting everything from Shakespeare to Broadway musicals, and plenty of time will be dedicated to improvisation and performance. Our final project includes designing and managing your own theatre workshop for several local preschool students. We will also be writing, directing, and performing an interactive play for the young students of S.P.A.R.K. This student-directed class will prove to be a fun learning experience. Since this course content changes yearly, this course may be taken more than once for credit.

JOURNALISM (146) 1.0 Credit

This course is designed for students interested in learning the basics of journalism as well as for advanced students who want to expand their skills into the areas of arts and entertainment writing, sports reporting, and editorial writing. Students will also learn how to research and write editorials as well as the fundamentals of photojournalism. This course is differentiated to meet the needs of all level of journalists.

POETRY 1 (157) 0.5 Credit

This course is designed for students who love the music of language, the mystery of metaphors, and the beauty of poems. The course explores a wide variety of modern poets, their work, and an array of traditional poetic forms. It requires the daily writing of poetry and a daily poetry workshop/critique. Students will create an anthology of poems by other authors, along with commentaries on these, and also will create their own original book of poems.
POETRY 2 (157B)  
0.5 Credit

This course is designed for students who love the music of language, the mystery of metaphors, and the beauty of poems. The course deepens the exploration of a wide variety of both ancient and more contemporary poets, their work, and a surprisingly diverse set of unusual modern forms. It requires the daily writing of poetry and a daily poetry workshop/critique. Students will create an anthology of poems by other authors, along with commentaries on these, and also will create their own original book of poems.

BROADCAST JOURNALISM (191)  
0.5 Credit
Prerequisite: This course is to be taken in conjunction with TV BROADCASTING (See Business)

Students in broadcast journalism learn to report, produce, and deliver the news for radio, TV, and other broadcast media.

INTRODUCTION TO FILM STUDIES (192)  
1.0 credit

This course emphasizes media literacy and seeks to help students develop critical thinking, reading, and viewing skills. The class is designed both to familiarize students with classic works and to reintroduce students to works they may have seen through critical, historical, and cultural analysis. The course will integrate literature and historical events to allow students to analyze movies in terms of narrative structure, meaning, and cultural relevance.
The high school Social Studies program is designed to provide organized and directed student investigations in the areas of history, civics, geography, and economics. Courses are intended to prepare students for life in a competitive global community by focusing on core learning yet offering many accelerated honors and Advanced Placement courses to stretch the 21st Century learner.

<table>
<thead>
<tr>
<th>Social Studies Recommended Course Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 9</strong></td>
</tr>
<tr>
<td>Honors US History 2 or US History 2</td>
</tr>
</tbody>
</table>

**HONORS US HISTORY 2 (202H)**
1.0 Credit
Prerequisites: See Honors Program Requirements page 10

This is a course for academically talented and gifted students, which also fulfills the ninth grade social studies requirement. The course is designed for the serious student interested in more intensive study and preparation for advanced college placement in American history. Course content is a survey of the United States history from Jeffersonian Democracy to the beginning of the Progressive Movement taught chronologically. The following activities are emphasized in the program: additional readings, research and document analysis, essay writing and classroom discussions.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.

**US HISTORY 2 (202)**
1.0 Credit

This course fulfills the ninth grade social studies requirements. It is survey of United States history from Jeffersonian Democracy to the end of the 19th century taught chronologically. There is emphasis on historical content relating to the themes of economic, political and social development in domestic affairs as well as an examination of the nation’s foreign policy. Current problems and social studies skills will also be emphasized.

**AP US HISTORY (219A)**
1.0 Credit
Prerequisites: Completion of AP application/acceptance into the AP Program

AP U.S History is a challenging course that is meant to be the equivalent of a freshman college course and can earn college credit if the student is successful in passing a national test administered by the College Board. This course will be open only to the most mature academic students willing to commit to a rigorous course of study, which will prepare them to be successful in their AP U.S. History test. The AP course is similar to the tenth grade Honors American history course. This AP course will review the ninth grade curriculum and move into 20th century America to the present. Emphasis will be placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study are necessary to succeed.

Note: The grade for this course is weighted. Students are strongly encouraged to take the AP College Board exam in May.
HONORS US HISTORY 3 (224H)
1.0 Credit
Prerequisites: See Honors Program Requirements page 10

This course, designed for academically talented and gifted students, fulfills the current tenth grade social studies requirement. The course is designed for the serious student interested in more intensive study and preparation for advanced college placement in American history. Course content includes a survey of the chronological events in American history from the 1920s to the present. Activities emphasize extensive reading, research, document analysis, essay writing and class discussion.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.

US HISTORY 3 (224)
1.0 Credit

This course fulfills the current tenth grade social studies requirement. Course content includes a survey of the chronological events in American history from the 1920s to the present. There is emphasis on historical content relating to the themes of economic, political and social development in domestic affairs as well as an examination of the nation’s foreign policy and its involvement in the 20th century conflicts. Reading, document analysis and social studies skills will also be emphasized.

AP COMPARATIVE GOVERNMENT AND POLITICS (233A)
1.0 Credit
Prerequisite: Completion of AP application/acceptance into the AP program

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Six countries form the core of the AP Comparative Government and Politics course. China, Great Britain, Mexico, Nigeria, and Russia are all regularly covered in college-level introductory comparative politics courses.

Note: The grade for this course is weighted. Students are strongly encouraged to take the AP College Board exam in May.

AP WORLD HISTORY (223A)
1.0 Credit
Prerequisite: Completion of AP application/acceptance into the AP program

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage.

Note: The grade for this course is weighted. Students are strongly encouraged to take the AP College Board exam in May.
HONORS GLOBAL STUDIES (226H)
1.0 Credit
Prerequisites: See Honors Program Requirements page 10

This course, designed for academically talented and gifted students, fulfills the current eleventh grade social studies requirement. The course is designed for the serious student interested in more intensive study and preparation for advanced college placement in American Government or Economics. It will examine how continuity and change has impacted the world today. The course will specifically focus on how the interactions of history, politics, economics, belief systems, and geography have helped to shape the world’s history. Students will also examine the role groups and individuals played in the social, political, cultural, and economic development of our world’s history.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.

GLOBAL STUDIES (226)
1.0 Credit

This required eleventh grade social studies course is designed for the student who is interested in preparing for entrance to college or some additional academic study beyond high school. It will examine how continuity and change has impacted the world today. The course will specifically focus on how the interactions of history, politics, economics, belief systems, and geography have helped to shape the world’s history. Students will also examine the role groups and individuals played in the social, political, cultural, and economic development of our world’s history.

AP US GOVERNMENT AND POLITICS (230A)
1.0 Credit
Prerequisites: Completion of AP application/acceptance into the AP program

This course fulfills the twelfth grade social studies requirements. The AP US Government and Politics course covers material that is usually taught in one-semester introductory course in the US Government and Politics at the college level. The scope of the program will emphasize the organization and function of the national government. The program will cover such topics as the institutions and policy processes of the Federal government, the parties and interest groups, political beliefs and behaviors, and the content and history of the constitution. Emphasis will be placed on the critical and evaluative thinking skills, essay writing, extended readings, interpretation of documents, and class discussion.

Note: The grade for this course is weighted. Students are strongly encouraged to take the AP College Board exam in May.

AP MACROECONOMICS (231A)
1.0 Credit
Prerequisite: Completion of AP application/acceptance into AP Program

This course fulfills the twelfth grade social studies requirements. The Advanced Placement course in economics gives high-ability students the opportunity to earn college credit in economics while still in high school. More importantly, the content of an AP Economics course helps students develop critical thinking skills through the understanding, application and analysis of fundamental economic concepts. Through AP Economics, students learn to apply quantitative and mathematical skills to the discipline of economics, test economic propositions empirically, improve their decision-making skills and apply economic logic to a wide variety of real world and hypothetical situations.

The AP Program offers two separate examinations in economics: one in Macroeconomics and one in Microeconomics. Each examination is intended for qualified students who wish to complete studies in secondary-school equivalent to a one-semester college introductory course.

Note: The grade for this course is weighted. Students are strongly encouraged to take the AP College Board exam in May.
HONORS AMERICAN GOVERNMENT/ECONOMICS (230H)  
1.0 Credit  
Prerequisites: See Honors Program Requirements page 10

This course is a comprehensive and government education program dedicated to developing economically and politically literate students. Emphasis is placed upon the application of knowledge to various themes; e.g. Law and Order, Economic Stability, etc., which will be developed throughout the course. The course involves extensive readings, essay writing, analysis of problems and classroom discussion.

Note: The grade for this course is weighted.

AMERICAN GOVERNMENT/ECONOMICS (231)  
1.0 Credit

This course is a comprehensive economic and government education program dedicated to developing economically and politically literate students. Emphasis is placed upon the application of knowledge to various themes; e.g. Law and Order, Economic Stability, etc., which will be developed throughout the program. Academic American Government/Economics satisfies the twelfth grade government requirement.

Note: This course may also be offered in an on-line environment.
SOCIAL STUDIES ELECTIVES

BATTLES AND REVOLUTIONS THAT CHANGED HISTORY (247)
1.0 Credit

What if Hitler’s Nazi Germany had defeated the Soviet Union in 1941? Or the Spanish Armada conquered England in 1588? Imagine the impact on history had the Persians defeated the Greeks at Salamis in 482 BC. This course examines the most pivotal battles & revolutions in history, how they impacted the course of future events, and how the world would be a drastically altered place had the outcome been different.

CONTEMPORARY CONSTITUTIONAL LAW (249)
1.0 Credit

This course will provide the student with a background into the U.S. Constitution, the Bill of Rights, the protections contained in these documents, and the constraints imposed on government and law enforcement officers. The primary focus will be detailed examinations of the legal issues involving the 1st, 2nd, and 14th Amendments to the U.S. Constitution. The course will also examine themes such as major theories of constitutional interpretation, power relationships between states and the federal government, power relationships between the branches of government, and lastly, the relationship between capitalism and our constitutional framework. This course is designed for students who may wish to pursue a career in law, government, or the private sector.

ENVIRONMENTAL STUDIES - THE ENVIRONMENT IN POLITICS (250)
1.0 Credit

This course will examine environmental problems from a policy perspective. The course will focus on both domestic and global policy issues with an emphasis on US and local policy. Students are introduced to the political, organizational, scientific, and economic drivers that shape past and current environmental policy debates. Students will examine social approaches to resolving environmental problems, including ideas such as sustainability, market-based environmental policies, legal reform, and social movements. This course is designed for students who may wish to pursue a career in conservation, forestry services, the sciences, or government agencies.

INTRODUCTION TO CRIMINAL JUSTICE SYSTEM (239)
1.0 Credit

An elective, this course is a comprehensive overview of our criminal justice system. The main objectives of the course are to focus on: law enforcement, the courts and corrections. The emphasis will be placed on interrelationships between the many facets of the system and the evaluation of the varied career potentials. The course is open to juniors and seniors who are seeking a new academic challenge.

HISTORY THROUGH FILM 1 (242)
1.0 Credit

This course is for students who love history and love watching movies. History through Film 1 examines people and events of American history from the exploration period through the 1920s, depicted in Hollywood films and historical dramas. Students in this course will view movies/films on various historical topics, events, and people; evaluate and critique the films’ accuracy, intention, and effects on society; research the history upon which these films were based and write essays summarizing the actual historical events, citing what is fact and what is fiction, and comparing that film evidence to information in more traditional sources, such as articles, reviews, and documentaries; compare and contrast two or more movies depicting similar events in history. This course is intended for students in grades 10, 11, and 12 who have completed US History 1.
HISTORY THROUGH FILM 2 (243)  
1.0 credit

This course is for students who love history and love watching movies. History through Film 1 examines people and events of American history from the 1930s to the present, depicted in Hollywood films and historical dramas. Students in this course will view movies/films on various historical topics, events, and people; evaluate and critique the films' accuracy, intention, and effects on society; research the history upon which these films were based and write essays summarizing the actual historical events, citing what is fact and what is fiction, and comparing that film evidence to information in more traditional sources, such as articles, reviews, and documentaries; compare and contrast two or more movies depicting similar events in history. This course is intended for students in grades 11, and 12 who have completed US History 1 and US History 2.

MEDIA AS A POLITICAL TOOL (251)  
1.0 Credit

This course introduces students to themes, issues, and debates found within our current media. Students will develop an understanding of historical media as well as modern forms of communication. It examines the factors that influence the media and, in turn, examines the influence of media on attitudes, values, and behaviors, both individual and social. Students will explore debates about the role and power of media in society in influencing our social and cultural values and political beliefs. This course is designed for students who may wish to pursue a career in advertising, journalism, TV and radio, online media, media research, social advocacy, and education.

AP PSYCHOLOGY (234A)  
1.0 Credit
Prerequisite: Completion of AP application/acceptance into the AP program

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

Note: The grade for this course is weighted. Students are strongly encouraged to take the AP College Board exam in May.

PSYCHOLOGY (234)  
0.5 Credit

An elective, this course surveys the science of psychology; addresses research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, memory, motivation and emotion, language, lifespan development, intelligence, stress and health, social behavior, personality, and abnormal behavior and treatment, and applications of psychology in the world today.

Note: Students may choose to combine Psychology and Sociology to create a 1.0 credit. Combining the two classes offers students a viewpoint of social psychology as the psychology of the individual behaving in and with reference to social situations.

SOCIOLOGY (236)  
0.5 Credit

An elective, this course examines Sociology both as a practicing profession and scientific discipline, with an introduction to research methods, concepts, theories, and findings about the social world. This course provides a broad overview of the field of sociology stressing terms, concepts, and major contemporary theoretical perspectives in the discipline and an emphasis on American society, social change, culture, social structure, and on the sociological imagination. An exploration of the potential relevance of Sociology to the job market is a part of this course.

Note: Students may choose to combine Psychology and Sociology to create a 1.0 credit. Combining the two classes offers students a viewpoint of social psychology as the psychology of the individual behaving in and with reference to social situations.
The Mathematics program of studies offers a variety of classes aimed at providing a strong mathematical foundation for life after high school. Teachers present content through direct instruction, inductive lessons, investigations, and technology. Students are challenged at all levels, from core learning to many honors and Advanced Placement courses.

### Math Recommended Course Sequence

<table>
<thead>
<tr>
<th>Course Completed in Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry</td>
<td>Honors Algebra 2 or Algebra 2</td>
<td>Honors Pre-Calculus or Pre-Calculus</td>
<td>Honors Discrete Math or AP Statistics or Statistics or AP Calculus A/B or B/C or Calculus</td>
<td>Honors Discrete Math or AP Statistics or Statistics or AP Calculus A/B or B/C or Calculus</td>
</tr>
<tr>
<td>Algebra 1B</td>
<td>Honors Algebra 2 or Algebra 2</td>
<td>Honors Geometry or Geometry</td>
<td>Honors Pre-Calculus or Pre-Calculus</td>
<td>Honors Discrete Math or AP Statistics or Statistics or AP Calculus A/B or B/C or Calculus</td>
</tr>
<tr>
<td>Algebra 1A</td>
<td>Honors Algebra 1 or Algebra 1</td>
<td>Honors Algebra 2 or Algebra 2  <em>Students may also choose to take two math courses during their sophomore, junior, or senior year to reach calculus.</em></td>
<td>Honors Geometry or Geometry</td>
<td>Honors Pre-Calculus or Pre-Calculus or Algebra 3/Trigonometry or Consumer Math</td>
</tr>
<tr>
<td>Pre-Algebra</td>
<td>Algebra 1A AND Algebra 1</td>
<td>Algebra 2 or Standards Algebra 2</td>
<td>Geometry or Standards Geometry</td>
<td>Pre-Calculus or Algebra 3/Trigonometry or Consumer Math</td>
</tr>
</tbody>
</table>

**HONORS ALGEBRA I (319)**

1.0 Credit
Prerequisites: See Honors Program Requirements page 10

This course contains the standard topics of Algebra I such as variables, formulas, the real number system, linear equations and inequalities, the graphs of relations and functions, probability and data analysis. The course also integrates statistics/probability, direct and inverse variation, and systems of equations and inequalities. These topics will be taught and learned in greater depth since there are more challenging problems and a greater emphasis on problem solving than Algebra I.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.
ALGEBRA I (304)
1.0 Credit

Algebra I is the gateway course to higher mathematics. This course is designed to emphasize the development of
carcepts, skills and techniques for use with variables, formulas, the real number system, linear equations,
inequalities, the graphs of relations and functions, probability, and data analysis.

ALGEBRA 1A (323)
1.0 Credit

Topics in this course include: exploring and communicating mathematics, using measures and equations,
representing data, coordinates and functions, and equations for problem solving. Students will take Algebra 1A in the
fall and be scheduled for Algebra 1 in the spring.

HONORS ALGEBRA 2 (313)
1.0 Credit
Prerequisites: Honors Algebra 1

This is a highly intensive second year algebra course. The course includes: relations, functions and variations; first
and second degree equations and inequalities of one and more than one variable; polynomials and factoring; rational
and irrational numbers; systems of equations and inequalities; and exponents, imaginary numbers and logarithms.
The conic sections, progressions, permutations and combinations, the binomial expansion and statistical procedures
are also included.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may
consider Advanced Placement courses.

ALGEBRA 2 (333)
1.0 Credit

This is a second year algebra course. The course includes: relations, functions and variations; first and second
degree equations and inequalities of one and more than one variable; polynomials and factoring; rational and
irrational numbers; systems of equations and inequalities; and exponents, imaginary numbers and logarithms.
Permutations and combinations and statistical procedures are also included.

STANDARDS ALGEBRA 2 (329)
1.0 Credit

This course extends Algebra 1 skills and uses calculators to assist problem solving. Topics include graphing, systems
of linear equations and inequalities, and quadratics.

HONORS GEOMETRY (300B)
1.0 Credit
Prerequisites: Honors Algebra 2

This is an accelerated course in geometry with an emphasis on deductive reasoning. Topics include angles, parallel
and perpendicular lines, congruent and similar triangles, circles, coordinate geometry, transformations, right triangle
trigonometry, advanced constructions, polyhedra, applications of area and volumes, using algebra skills, using
graphical representations of data, and the introduction of other geometries.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may
consider Advanced Placement courses.
GEOMETRY (317)
1.0 Credit

Topics include angles, parallel and perpendicular lines, congruent and similar triangles, circles, coordinate geometry, transformations, right triangle trigonometry, advanced constructions, polyhedra, applications of area and volumes, and the introduction of other geometries.

STANDARDS GEOMETRY (325)
1.0 Credit

This course is designed for 10th and 11th grade students. Topics in this course include: ratio and proportion, right triangle trig and the Pythagorean Theorem, solving algebraic equations and formulas, taking surveys, graphing, parallel lines and angles, and standard deviation.

HONORS PRECALCULUS (330)
1.0 Credit
Prerequisites: Honors Algebra 2
See Honors Program Requirements page 10

This accelerated course incorporates topics from both trigonometry and advanced algebra with a heavy emphasis on modern technology. Topics include the graphing and algebra of functions polynomial, rational, trigonometric, exponential and logarithmic equations, trigonometry of triangles, trigonometric equations and identities, polar coordinates and complex numbers, conic sections, matrix algebra, sequences and series, probability and limits, and an introduction of calculus.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.

PRECALCULUS (335)
1.0 Credit

Topics include the graphing and algebra of functions polynomial, rational, trigonometric, exponential and logarithmic equations, trigonometry of triangles, trigonometric equations and identities, polar coordinates and complex numbers, conic sections, matrix algebra, sequences and series, probability and limits, and an introduction of calculus.

ALGEBRA 3/TRIGONOMETRY (336)
1.0 Credit

This course is designed to help students acquire a solid foundation in advanced algebra skills and concepts, as well as trigonometry, in order to prepare them for pre calculus, calculus, and challenging college mathematics courses. Algebra and trigonometry will be used to model and solve real-world problems.

HONORS DISCRETE MATH (338)
1.0 Credit
Prerequisites: See Honors Program Requirements page 10

Discrete math is a course that will involve many topics that are not often covered in traditional high school math courses. It will offer students a chance to broaden their math horizons with topics such as graph theory, counting techniques and probability, matrices, topology puzzles and games, recursion, cryptography, optimization, election theory, and proofs. Students will work on a variety of real world concepts and engage in the theory behind them.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.
AP CALCULUS (340T) 1.0 Credit  
Prerequisites: Honors PreCalculus  
Completion of AP application/acceptance into the AP program

Calculus is the mathematics of change and motion and rests upon the fundamental concept of limit. This college level course contains polynomial, trigonometric, exponential and logarithmic functions; limits and continuity; the derivative; application of the derivative; the integral; applications of the integral; and the fundamentals of analytic geometry. Emphasis is on both algebraic and graphical approaches.

Note: The grade for this course is weighted. Each student is encouraged to bring a graphing calculator to class. Students are strongly encouraged to take the AP College Board exam in May.

AP CALCULUS AB EXTENSION (340AB) 0.5 credit  
Prerequisites: AP Calculus

This course is a review of Calculus topics and a formal preparation for the AB Advanced Placement Examination in Calculus.

Note: The grade for this course is weighted. Each student is encouraged to bring a graphing calculator to class. Students are strongly encouraged to take the AP College Board exam in May.

AP CALCULUS BC EXTENSION (340BC) 0.5 credit  
Prerequisites: AP Calculus

This course serves a dual purpose: the additional Calculus topics of polar coordinates, vector analysis and series as well as the formal preparation for the BC Advanced Placement Examination in Calculus.

Note: The grade for this course is weighted. Each student is encouraged to bring a graphing calculator to class. Students are strongly encouraged to take the AP College Board exam in May.

CALCULUS (341) 1.0 Credit  
Prerequisite: Successful completion of PreCalculus

Calculus is the mathematics of change and motion and rests upon the fundamental concept of limit. This course contains polynomial, exponential and logarithmic functions; limits and continuity; the derivative; application of the derivative; the integral; applications of the integral; and the fundamentals of analytic geometry.

Note: The grade for this course is not weighted. This course may also be offered in an on-line environment.

AP STATISTICS (350) 1.0 Credit  
Prerequisites: Honors Algebra 2  
Completion of AP application/acceptance into the AP program

Topics covered will consist of major concepts and tools that are used in collecting, analyzing, and drawing conclusions from data. Topics will include concepts such as exploratory data analysis, fundamentals of designing a study, probability models, and inferential statistics. This course will also illustrate how statistics is used in a variety of fields. Graphing calculators (TI-83 or TI-89) with statistic capabilities will be used. Students who successfully complete the AP exam may receive credit for a one-semester college statistics course.

Note: The grade for this class is weighted. Each student is encouraged to bring a graphing calculator to class. Students are strongly encouraged to take the AP College Board exam in May.
STATISTICS (351) 1.0 Credit

This course strikes a balance between statistical computation, decision-making and the conceptual understanding of statistics so that students can make informed “real world” decisions. Topics will include analysis of single variable and bivariate data, probability, distributions (probability, normal and Poisson), inferential statistics and hypothesis testing.

CONSUMER MATH (353) 1.0 Credit

The main objective of this course is to familiarize the student with personal and business financial success. The student will be introduced to the following types of concepts and procedures: managing money, unit pricing, income/payroll, banking procedures, spending, budgeting, investing, loans, insurance, and real estate. Many practice opportunities will be used to reinforce each lesson.
MATHEMATICS ELECTIVES

ACADEMIC MATHEMATICS 1 (307)
1.0 Credit
This course is designed for students significantly below grade-level in mathematics who require a more individualized instruction of mathematics. The courses will incorporate the Scholastic program Math 180 Course One.

ACADEMIC MATHEMATICS 2 (308)
1.0 Credit
This course is designed for students significantly below grade-level in mathematics who require a more individualized instruction of mathematics. The courses will incorporate the Scholastic programs Math 180 Course Two.

SAT MATH PREPARATION (360)
0.5 Credit
Prerequisites: Successful completion of Algebra 1 and Algebra 2/Geometry

SAT Math preparation is general review of mathematics preparing the students to take the SAT. It is a review of arithmetic, geometry, algebra, and statistics. The students will also take a number of sample SATs and then make corrections.
SCIENCE DEPARTMENT

The BASD’s Science Departments’ courses are designed to develop conceptual understandings of scientific laws, theories, and principles in order for students to be knowledgeable about the natural world. The BASD High School Science Departments, through a diversity of course offerings, provide students with the knowledge and skills base needed to meet the PA Academic Standards in the following areas:

- Unifying Themes of Science
- Inquiry and Design
- Biological Sciences
- Physical Science, Chemistry, and Physics
- Science, Technology, and Human Endeavors
- Earth Sciences
- Environment and Ecology

There are four required science courses needed for graduation. Students should complete three of the four required courses by the end of their junior year. To meet the PA Academic Standards, each student should successfully complete one credit of Biology, one credit of Chemistry and either one credit of Physics or an AP Science course. A student who takes an AP science course in lieu of physics during junior year and who chooses not to take a second AP science course senior year must take physics as the fourth science course. Upon completion of the required courses, students will find a multitude of diverse and challenging courses to prepare them for further education beyond high school. Please note that many of the upper level courses have course prerequisites.

The flow chart provides examples of possible science pathways for students depending on their level of expertise and interest.

<table>
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<tr>
<th>Science Recommended Course Sequence</th>
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<tbody>
<tr>
<td>Grade 9</td>
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<tr>
<td>Honors Biology or Biology</td>
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HONORS BIOLOGY (410)
1.0 Credit
Prerequisite: See Honors Program Requirements page 10

Honors Biology is a course designed for the college preparatory student who is exceptional, highly motivated, and capable of independent study. Some topics in the laboratory-oriented program are cell biology, biochemistry, microbiology, genetics, botany, zoology, and ecology.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.
BIOLOGY (411)
1.0 Credit
Biology is a course designed for the college preparatory student. The topics in this course (cell biology, microbiology, genetics, botany, zoology, ecology, and evolution) are designed to expose students to the biological principles that bind all life on earth together and to acquaint them with laboratory techniques and tools.

HONORS CHEMISTRY (423)
1.0 Credit
Prerequisites: See Honors Program Requirements page 10
Successful completion of Algebra 1

Honors Chemistry is a course designed to give the college-bound, scientifically oriented student knowledge of the broad concepts and models upon which chemistry operates. Among the concepts to be stressed are chemical formulas and reactions, atomic structure, the chemical bond, periodicity, quantum models of the atom, and stoichiometry. Both qualitative and quantitative laboratory work is included.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.

CHEMISTRY (421)
1.0 Credit
Prerequisite: Successful completion of Algebra 1

Chemistry is a course designed to give the college bound student knowledge of the broad concepts and models upon which chemistry operates. Among the topics to be stressed are chemical formulas, reactions, basic atomic structure, electrons, and the periodic table. Qualitative and quantitative laboratory work is included.

CONCEPTUAL CHEMISTRY (423)
1.0 Credit
Prerequisites: Successful Completion of Algebra 1

This course introduces the basic concepts of chemistry and their application in the everyday world. There is a reduced emphasis on the quantitative aspect of science but focuses on qualitative and descriptive chemistry as well as the practical use of chemistry in our daily lives. Students will be expected to relate and use learned concepts in class through lab experiences, projects, tests and common applications.

AP PHYSICS 1 (438)
1.0 credit
Prerequisites: Successful Completion of Algebra 2
Completion of AP application/acceptance into the AP program

Advanced Placement Physics 1 is an Algebra 2-based (as opposed to calculus based) course, which is equivalent to a first semester college course in physics. This course follows the requirements of, and is audited by the College Board. This course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits. Students are required to apply these principles in problem solving techniques. Students are encouraged to take the advanced placement examination for AP Physics 1.

Note: The grade for this course is weighted.
AP PHYSICS 2 (439)
1.0 credit
Prerequisites: Successful Completion of Algebra 2
Completion of AP application/acceptance into the AP program

Advanced Placement Physics 2 is an algebra 2-based (as opposed to calculus based) course, which is equivalent to a second semester college course in physics. This course follows the requirements of, and is audited by the College Board. This course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Students are required to apply these principles in problem solving techniques. Students are encouraged to take the advanced placement examination for AP Physics 2.

Note: The grade for this course is weighted.

PHYSICS (431)
1.0 credit
Prerequisite: Successful Completion of Algebra 2

Physics is a study of mechanics, forces, heat, electricity, sound and/or light / optics. After successful completion of Chemistry and Algebra 2 the students will be prepared for this rigorous college preparatory course. This is a course providing an excellent background for a college-bound student aiming at a non-technical major. Sufficient mathematical applications are provided so that students will be prepared for college physics and physical science courses.

CONCEPTUAL PHYSICS (434)
1.0 Credit
Prerequisites: Successful completion of Algebra 2

Physics will be presented at a hands-on, concrete level emphasizing the physical laws without the mathematical rigor but challenging reasoning and critical thinking skills. This physics course covers mechanics, properties or matter, heat, sound, and light.
SCIENCE ELECTIVES

Project Lead the Way (PLTW) - National High School Engineering Curriculum

This is a four year sequence of courses developed by engineers, university faculty, and associated organizations. The curriculum, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering college. Throughout PLTW, students learn and apply the design process, acquire strong teamwork and communication proficiency and develop organizational, critical thinking and problem solving skills. Along the way, students investigate a variety of careers in STEM fields. The entire program is designed to prepare students to pursue a post-secondary education in STEM-related fields.

PLTW Course Sequence:
Eventually the following courses will be available so students can complete the full complement of PLTW offerings:
- Introduction to Engineering Design
- Principles of Engineering
- Digital Electronics
- Engineering Design and Development (Capstone Project)

PROJECT LEAD THE WAY—INTRODUCTION TO ENGINEERING DESIGN (461)
1.0 credit
Prerequisites: Grade of “B” or better in Algebra I and all other Algebra courses taken.

This is the first course in the Project Lead the Way sequence. IED is an introductory look into the design and creation of modern products. Students develop an understanding of a 6-step engineering design process and how it may be used for invention and innovation of everyday products. Blueprint reading, sketching for design, Computer Aided Design, mathematical and geometric relationships, visual and functional analysis, teamwork and presentation skills are some of the unit topics covered in this course. Additionally, leading parametric modeling software named Autodesk Inventor is employed to create 3-D computer models of mechanical products and to analyze their physical properties. Through hands on projects, students are exposed to professional communication and collaboration methods, design ethics and technical documentation. Students who complete the course and the national exam with high achievement are eligible to receive college credits from various colleges for a fee.

PROJECT LEAD THE WAY—PRINCIPLES OF ENGINEERING (462)
1.0 Credit

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Introduction to Engineering Design is highly recommend as prerequisite. Approval from PLTW instructor is required if prerequisite
The rigorous and relevant four-course PLTW Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future.

Each course in the Biomedical Science sequence builds on the skills and knowledge students gain in the preceding courses. Schools offer the three PLTW Biomedical Science foundation courses within a period of three academic years from the start of implementation and may also offer the capstone course.

**PLTW Biomedical Studies Course Sequence:**
Eventually the following courses will be available so students can complete the full complement of PLTW offerings:
- Principles of Biomedical Science
- Human Body Systems
- Medical Interventions
- Biomedical Innovation (Capstone Project)

**PROJECT LEAD THE WAY—PRINCIPLES OF BIOMEDICAL SCIENCE (463)**
1.0 Credit

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.
SCIENCE ELECTIVES

AP BIOLOGY (408)
1.5 Credits (27 weeks)
Prerequisites: Completion of AP application/acceptance into AP Program
Successful completion Biology and Chemistry*
*Successful completion of Honors Chemistry is highly recommended.

Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course usually taken by science majors during their first year. It aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. Students are challenged with new ideas and greater detail in the eight major themes of biology: evolution, energy transfer, continuity and change, relationship of structure and function, regulation, interdependence in nature, science as process, and science, technology and society. These eight themes are integrated throughout the curriculum. Major units include biochemistry, cellular biology, energy, genetics, molecular genetics, evolution, anatomy and physiology, plant and animal diversity, and ecology. Laboratory skills, including dissection, are developed and reinforced through the twelve AP labs. Upon successful completion of AP Biology, students are strongly encouraged to take the Advanced Placement Biology Exam.

Note: The grade for this course is weighted. This course is a 6 marking period course. Students are strongly encouraged to take the AP College Board exam in May.

PRE-AP CHEMISTRY (417)
0.5 Credit
Prerequisites: See Honors Program Requirements page 10
Successful completion of Algebra 1 and successful completion of Honors Chemistry

Pre-AP Chemistry is a rigorous and challenging course designed to give students knowledge of the broad concepts and models upon which chemistry operates. There is a heavy emphasis on the integration of algebra with the abstract concepts of chemistry. Among the concepts to be stressed are: molecular geometry, gas laws, electrochemistry, and redox equilibrium, solutions, and acid base chemistry. Extensive qualitative and quantitative laboratory work is required and in-depth problem solving will be stressed. This course is strongly encouraged for those students intending on taking the SAT II Chemistry Test or any of the AP science courses.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses or plan on taking the SAT II in Chemistry.

AP CHEMISTRY (418)
1.5 Credit (27 weeks)
Prerequisites: Completion of AP application/acceptance into AP Program
Successful completion Biology and Chemistry*.
*Successful completion of Honors Chemistry is highly recommended.

This class will provide students with a background in modern chemistry that will be needed for specialized studies, including college-level chemistry courses. The student will also have completed experiments and problems designed to prepare them for taking standardized chemistry tests, such as the Advanced Placement Chemistry Exam and SAT II Chemistry exam. Basic concepts of nomenclature, mole relationships and stoichiometry are reviewed to help provide background for lab experiments performed. In-depth studies include analytical chemistry techniques, solutions, equilibria, thermochemistry, kinetics, electrochemistry, and organic chemistry. It is the expectation that the student will sit for the AP Chemistry test when offered by the College Board.

Note: The grade for this course is weighted. This course is a 6 marking period course. Students are strongly encouraged to take the AP College Board exam in May.
AP ENVIRONMENTAL SCIENCE (415)  
1.5 Credits (27 weeks)  
Prerequisites:  
Completion of AP application/acceptance into AP Program  
Successful completion Biology and Chemistry.

The goal of the AP Environmental Science Course is to provide students with the scientific principles, concepts, & methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, solutions for resolving and/ or preventing them. This course is designed to be the equivalent of a one-semester, introductory college course in Environmental Science.  Students are encouraged to take the AP Environmental Science test offered by College Board in the spring. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

Note: The grade for this course is weighted. This course is a 6 marking period course. Students are strongly encouraged to take the AP College Board exam in May.

AP PHYSICS C: MECHANICS (436)  
1.5 Credits (27 weeks)  
Prerequisites:  
Successful completion of Honors Physics  
Successful completion of, or currently taking Calculus

AP Physics C: Mechanics will improve students’ skills by stressing the use of fundamental modeling in classical mechanics, increasing their analytical skills, and using hands-on laboratory investigations. Differential and Integral calculus is used throughout the course. Students will be required to keep a detailed lab book.

Note: The grade for this course is weighted, and the course is a 6 marking period course. Students are strongly encouraged to take the AP College Board exam in May.

AP PHYSICS C: ELECTRICITY AND MAGNETISM (428)  
1.0 Credit  
Prerequisites:  
Successful Completion of AP Physics 1 and/or AP Physics 2  
Successful completion of, or currently taking Calculus

AP Physics C: Electricity and Magnetism affords students an opportunity to increase their ability to use fundamental models in classical electricity and magnetism to describe and explain nature. The course is calculus-based and equivalent to the pre-engineering introductory Physics course for university students. This course is designed in accordance with the College Board guidelines. The emphasis of this course is the understanding of the fundamental principles of electricity and magnetism using analytical problem solving skills while engaging students through laboratory work. Differential and Integral Calculus is used throughout the course. Students will spend 20% of available instructional time engaged in hands-on laboratory work. Each student will keep a laboratory notebook or save all lab reports in a portfolio.

Note: The grade for this course is weighted, and the course is a 6 marking period course. Students are strongly encouraged to take the AP College Board exam in May.

HONORS HUMAN ANATOMY AND PHYSIOLOGY (440)  
1.0 Credit  
Prerequisites:  
See Honors Program Requirements page 10  
Successful completion of Biology and successful completion of or concurrent enrollment in Chemistry

This course is designed for the college preparatory student who is exceptional and highly motivated. It involves a detailed study of the structure and function of the human body. Each body system will be studied in detail. It is particularly helpful for students who plan further study or careers in health related fields or biological sciences. Instructional methods include discussion, lecture, image processing and other computer applications, and detailed dissection of a cat.

Note: The grade for this course is weighted.
HUMAN ANATOMY AND PHYSIOLOGY (441)  
1.0 Credit  
Prerequisite: Successful completion of Biology and successful completion of or concurrent enrollment in Chemistry

Human Anatomy and Physiology is a course designed for the college preparatory student interested in a career in the allied health fields, or any student with a strong interest in the study of the major systems of the human body. This course is an intensive survey of the structure and function of each body system. Student success depends upon high motivation and strong work ethic. Instructional methods include background reading, lecture, discussion, computer applications, and dissection.

Note: This course may also be offered in an on-line environment.

EARTH AND SPACE SCIENCE (433)  
1.0 Credit  

This course will provide the student with an overview of astronomy and geology. The students will explore the forces that have shaped the earth, as well as the interactions between the atmosphere and the earth. They will also explore the basic concepts of space science including seasons, phases of the moon, motions of the earth, and constellations. Recent astronomical discoveries will be investigated using the internet and multimedia. The planetarium will be used in this course.

ENVIRONMENTAL SCIENCE (413)  
1.0 Credit  
Prerequisite: Successful completion of Biology  

The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will also identify and analyze environmental issues both natural and human-made. The students will be exposed to a variety of environmental testing techniques to help understand the strategies involved in solving environmental problems. Topics may include: ecology, water, soils, pollution, and populations.

ASTRONOMY 1 (451)  
0.5 Credit  

Astronomy 1 is a course intended to introduce the student to the night-time sky using the Planetarium and Starry Night software. Topics included in this course include constellations and finding your way around the night-time sky, telescopes, stars, reasons for the seasons, phases of the moon, and misconceptions in astronomy. The planetarium is the classroom and a field trip to another planetarium is not out of the question.

ASTRONOMY 2 (451B)  
0.5 Credit  

Astronomy 2 is a course intended to continue the study of Astronomy using Starry Night Software and the Planetarium. This course is intended to introduce the student to other topics in astronomy that include the solar system and moons and planets, asteroids, Comets and meteors, near earth objects, galaxies and our milky way galaxy, black holes, Creation of the universe, and other advanced topics in astronomy. A trip to the Hayden Planetarium in New York City is part of this course.
BIOTECHNOLOGY (450B)  
0.5 Credit  
Prerequisite: Successful completion of Honors Biology or Biology

This course will focus on answering three questions: How does our understanding of human heredity and genetics allow us to investigate and manipulate cellular function? How can we use these techniques to impact and advance human society? How can the scientific community ethically monitor its use of this technology? Students will enhance their understanding of inheritance and gene expression as they expand upon the foundational knowledge learned in the introductory biology course. The majority of class time will be spent in the laboratory setting, where students will be actively engaged in learning various biotech techniques such as DNA extraction, microbial culturing, quantitative protein analysis, polymerase chain reaction, bacterial transformation, and gel electrophoresis. A written component of this course requires students to write detailed lab report summaries, as well as summarize and evaluate at least one scientific journal article. This course can be taken along with the Genetics elective for a full semester course.

GENETICS (450A)  
0.5 Credit  
Prerequisite: Successful completion of Honors Biology or Biology

This course will expand upon what is learned about genetics in Honors Biology or Biology. Students will explore the principles of heredity at an advanced level using multiple model organisms. Human inheritance will be explored focusing on human behavior and disorders. Emphasis will be placed on statistical analysis of data in laboratory experiments, as well as reading scientific literature. At least one formal lab report is required. This course can be taken along with the Biotechnology elective for a full semester.

FORENSIC SCIENCE (458)  
0.5 Credit

This course introduces basic concepts of Forensic Science (crime lab analysis and expert witness testimony). Such topics as drug analysis, DNA fingerprinting, blood alcohol analysis, and rape kit examination will be discussed with appropriate labs.

FORENSIC ORGANIC CHEMISTRY (454)  
0.5 Credit  
Prerequisite: Successful completion of AP, Honors, or Chemistry if grade 11 or 12; or concurrent enrollment in Honors Chemistry if grade 10

Forensic Organic Chemistry includes such topics such as organic structures and simple nomenclature, properties of organic chemicals; investigation of arson and bomb evidence; and analysis of physical evidence such as ink, paint, fibers, and lipstick; and drug and toxicology screens. The course will include case studies and examination of reproduced evidence from actual crimes as well as laboratory analysis of evidence gathered at simulated crime scenes. This course does not take the place of regular chemistry.

METEOROLOGY (455)  
0.5 Credit

This course will provide students with an overview of meteorology. The students will investigate the forces that determine weather patterns both locally and globally. Topics will include the formation, movement, and interactions of air masses. Severe weather disturbances such as thunderstorms, tornadoes, and hurricanes will also be discussed. The class will wrap up with a cumulative weather map forecasting project designed to incorporate much of the course content.

NUCLEAR SCIENCE/MEDICINE (457)  
0.5 Credit  
Prerequisite: Successful completion of AP, Honors, or Chemistry and Biology

Nuclear Science and Medicine is a course that explores the fundamentals of nuclear and particle theory, the biological effects of radiation, and applications of nuclear science to medical testing and treatment. Special topics include: applications of nuclear testing in forensics and archaeology; nuclear bombs (fission, hydrogen, and dirty); nuclear reactors; fundamental particles (such as quarks); and particle accelerators (such as Fermilab or CERN). Field trips to nuclear medicine and reactor facilities are planned.
Because of the advancements in biological sciences, traditional study of the animal kingdom has been all but eliminated from the regular biology curriculum. This elective course explores zoology and issues dealing with ecology, evolution, and biotechnology. The course is designed for college prep students who are self-motivated and interested in broadening their knowledge of the biological sciences. Students will have the opportunity to enhance laboratory and research skills in group and independent explorations.
WORLD LANGUAGES DEPARTMENT

The World Languages Department encourages the completion of at least three years of a language at the high school level in order for the student to be fully college ready. The department further recommends the completion of a fourth and Advanced Placement year for those students who wish to prepare for a career in which knowledge of a second or third language is beneficial. It is the department’s belief that multilingual students can best navigate and respond to the demands of an ever-developing global community. To this end, courses are designed to enable students to communicate effectively in the target language while increasing the students’ appreciation of the cultural perspectives, practices, and products of different cultures.

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<tr>
<th>World Language Recommended Course Sequence</th>
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<td>Grade 9</td>
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<tr>
<td>Level 2</td>
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<tr>
<td>Level 1</td>
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<tr>
<td>Heritage Spanish 1</td>
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Students are advised to review the requirements of their particular Program of Studies before they select their language.

Special note: After completing the course work for a given level of foreign language study, each student is required to pass a final exam or proficiency evaluation to ensure exit proficiency criteria have been met before moving to the next level of the foreign language. Level 4 & AP of each language may be scheduled together due to fluctuations in enrollment.

FRENCH 1 (521)
1.0 Credit

The student will be taught basic vocabulary and language patterns which will enable the student to use and understand predictable areas of need, for example greeting, the time, the weather, ones health, and one’s actions. The students will also learn introductory information about France, the French people and their culture. There will be an equal emphasis in this course on listening, speaking, reading, writing, and culture.

FRENCH 2 (522)
1.0 Credit

Students will be taught additional vocabulary and language pattern. The students will be able to sustain short conversations on familiar topics such as: one’s daily activities, sports, and leisure time activities. Furthermore, the students will be able to interpret written expressions of immediate need. The culture of France and the French people will be further introduced. There will be an equal emphasis in this course on listening, speaking, reading, writing, and culture.

FRENCH 3 (523)
1.0 Credit

Students will be taught additional vocabulary and language patterns. The students will be able to sustain short conversations on familiar topics such as one’s self, the home, the school and other topics which involve the survival needs such as asking directions, getting a hotel room, or ordering a meal. Additional information about France and the French people will be introduced. There will be an equal emphasis in this course on listening, speaking, reading, writing, and culture.
FRENCH 4 (524)
1.0 Credit

This course provides the student the opportunities to develop the foreign language skills of reading, writing, listening, and speaking. Students’ oral and written work is emphasized. The student will be able to satisfy most routine travel and survival needs and some limited social demands.

HONORS FRENCH 4 (524H)
1.0 Credit

This course provides the student the opportunities to develop the foreign language skills of reading, writing, listening, and speaking. The student will be able to satisfy most routine travel and survival needs and some limited social demands. Selections from French literature are also studied, and students will learn more information about French regions. There will be equal emphasis in this course on listening, speaking, reading, writing, and culture. Classes are conducted primarily in French.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.

AP FRENCH LANGUAGE (525A)
1.0 Credit
Prerequisite: Successful completion of French 4
Completion of AP application/acceptance into AP Program

AP French is a challenging course that is meant to be the equivalent of a freshman college course, and can earn college credit if the student is successful in passing a national test administered by the College Board. This course will be open to students who have successfully completed Level 4 French, or who have completed French 3 and have the recommendation of the instructor. This course uses a variety of authentic materials to practice reading, listening, writing, and speaking French at a high level of competency. Students will be encouraged to participate in cultural events such as Le Grand Concours and La Semain Françes. At completion of course students may take either the AP French or CLEP French exams for college credit.

Note: The grade for this course is weighted. Students are strongly encouraged to take the AP College Board exam in May.

GERMAN 1 (531)
1.0 Credit

Basic vocabulary and language patterns are taught. Varied activities provide students with opportunities for drill and personalized manipulation of the language with logical learning sequence and with a structured progression from the spoken to the written language. Each unit includes some aspect of German culture. Topics include: meeting new friends, school, leisure time activities, travel expressions, planning a party and shopping for a present.

GERMAN 2 (532)
1.0 Credit

Additional vocabulary and language patterns will be learned and added to previously learned material. Topics included will be vacations, healthy eating, foods, housing, jobs, dreams and wishes, after school activities, a class trip, a birthday and a look at the future. Emphasis will be placed on the skills of listening, speaking, reading, writing, and the culture of German-speaking countries.

GERMAN 3 (533)
1.0 Credit

The student will learn additional vocabulary and language patterns with emphasis placed on the skills of listening, speaking, reading, writing, and culture of German-speaking countries. Topics to be included are Germany since reunification, banking, traveling, rock stars, vacations, technology, German cars, World War II, sports, art and literature.
GERMAN 4 (534)  
1.0 Credit

Listening, speaking, reading, writing, and culture of German-speaking countries will be continued. Emphasis will be on expressing attitudes, opinions, feelings and emotions. Topics will include current events, media, fashion, and German since reunification.

HONORS GERMAN 4 (534H)  
1.0 Credit

Students will learn additional vocabulary and language patterns and be able to sustain short conversations. There will be equal emphasis in this course on listening, speaking, reading, writing, and culture. A greater emphasis will be placed on mastery of grammatical concepts. Literature is also discussed in greater detail, and German is spoken regularly in class.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.

AP GERMAN LANGUAGE (535A)  
1.0 Credit
Prerequisite: Successful completion of German 4  
Completion of AP application/acceptance into AP Program

AP German is a challenging course that is meant to be the equivalent of a freshman college course, and can earn college credit if the student is successful in passing a national test administered by the College Board. This course will be open to students who have successfully completed Level 4 German, or who have completed German 3 and have the recommendation of the instructor. This course uses a variety of authentic materials to practice reading, listening, writing, and speaking German at a high level of competency. At completion of course students may take either the AP German or CLEP German exams for college credit. Students will also be fully prepared to take the SAT Subject Exam in German.

Note: The grade for this course is weighted. Students are strongly encouraged to take the AP College Board exam in May.

SPANISH 1 (541)  
1.0 Credit

The student will learn functional vocabulary and language patterns to perform on a beginner communicative competence level concerning everyday topics such as greetings, likes/dislikes, activities, foods, and the school day. Basic grammatical structures are introduced, and introductory material on Latino culture will be presented. The skills of listening, speaking, reading, and writing will be developed.

SPANISH 2 (542)  
1.0 Credit

The student will learn additional vocabulary and language patterns to integrate and expand previously learned material. The student will begin to enhance their basic skills and proceed towards a more functional communicative level. Topics include family and celebrations, household chores and activities, clothing and shopping. More complex grammatical structures are explored. The inclusion of culture is an integral part of the course. The skills of listening, speaking, reading, and writing will continue to be developed, with an emphasis on building writing skills in the target language.
SPANISH 3 (543)
1.0 Credit

The student will learn additional information vocabulary and language patterns in order to participate in short exchanges; verbal and written expression. The student will begin to initiate and sustain basic communicative tasks on topics such as making purchases and ordering a meal. Additional cultural information will be presented. The skills of listening, speaking, reading, and writing will continue to be developed, with an emphasis on building speaking skills in the target language. Writing skills will focus more on individual expression and creativity.

SPANISH 4 (544)
1.0 Credit

Students will learn additional vocabulary and language patterns in order to manipulate the target language to produce comprehensible utterances in the spoken and written word. The student will gain proficiency in the skill areas of listening, speaking, reading, and writing by utilizing situational topics and cultural material.

HONORS SPANISH 4 (544H)
1.0 Credit

Students will learn additional vocabulary and language patterns in order to manipulate the target language to produce comprehensible statements in the spoken and written word. The grammar concepts of previous levels are reviewed and reinforced. Reading and writing skills are practiced at length, and functional ability is expected before students move on to the next level of the program. Classes are conducted primarily in Spanish.

Note: The grade for this course is weighted. This course is strongly recommended for those students who may consider Advanced Placement courses.

AP SPANISH LANGUAGE (545A)
1.0 Credit
Prerequisite: Completion of AP application/acceptance into AP Program

AP Spanish is a challenging course that is meant to be the equivalent of a freshman college course, and can earn college credit if the student is successful in passing a national test administered by the College Board. This course will be open to students who have successfully completed Level 4 Spanish, or who have completed 2-3 years of Heritage Spanish. This course uses a variety of authentic materials to practice reading, listening, writing, and speaking Spanish at a high level of competency. Students will focus on the presentational aspects required for the AP exam, as well as focusing on the mastery of listening, speaking, reading, and writing skills. At completion of course students may elect to take the AP Spanish or CLEP Spanish Exams for college credit. Students will also be fully prepared to take the SAT Subject Exam in Spanish.

Note: The grade for this course is weighted. Students are strongly encouraged to take the AP College Board exam in May.
HERITAGE SPANISH

The Heritage Spanish Program has been developed to best serve the needs of our students who are of Hispanic/Latino heritage. Students should have a background in Spanish, but they do not need to be fluent in Spanish. Students will be placed according to their degree of proficiency in the language.

HERITAGE SPANISH 1 (555)
1.0 Credit
Prerequisites: Student must speak and understand spoken Spanish on a basic level and have the recommendation of his/her current Spanish teacher. The student does not need to be completely fluent in Spanish, and when speaking he/she may sometimes mix English and Spanish.

The focus of this course will be to teach heritage speakers to read and write Spanish, while developing and improving their speaking ability. The course will focus on building literacy skills while exploring the rich cultural heritage of the Spanish-speaking world. Students will receive instruction in more formal grammar and will develop proficiency in all the skill areas – listening, speaking, reading, and writing.

HERITAGE SPANISH 2 (556)
1.0 Credit
Prerequisites: Student must meet one of these requirements: (1) completion of Heritage Spanish 1, (2) a grade of at least B- in a previous Spanish class with a teacher recommendation, (3) previous extensive study in a Spanish-speaking country, or (4) a successful interview with the instructor.

The primary focus of this course is to refine further the Spanish skills that many heritage students use in their daily lives. Students will continue to improve their reading skills, writing skills, and grammar usage through project based thematic units, current events, and cultural/literary readings.

HERITAGE SPANISH 3 (557)
1.0 Credit
Prerequisites: Student must meet one of these requirements: (1) completion of Heritage Spanish 2, (2) a grade of at least a B- in a previous Spanish class with a teacher recommendation, (3) previous extensive study in a Spanish-speaking country, or (4) a successful interview with the instructor.

The focus of this course is to offer advanced students a comprehensive grammar review and insight into Hispanic/Latino thought and culture. Students will use the language extensively in their writing, and students will read and discuss current events, excerpts of novels, and selected modern and classical works in order to increase their literacy in Spanish. Students who take Heritage 3 are encouraged to take AP Spanish upon successful completion of the course.
WORLD LANGUAGE ELECTIVES

WORLD LANGUAGES INDEPENDENT STUDY (552)  
1.0 Credit    PASS/FAIL

Pre-requisites: Completion of AP French, AP German, AP Spanish or Heritage 3. This course requires the approval of the teacher supervising the independent study and the department chairperson.

World Language Independent Study is for students who wish to continue their language study past the AP French, AP German, AP Spanish, or Heritage 3 level. The course is literature based, focused on reading novels and short stories in the target language. Students will also have the opportunity to maintain and improve their speaking and writing proficiency, as well as prepare for the CLEP and/or AP tests.
BUSINESS DEPARTMENT

The Business & Technology Department offers a variety of courses that provide students with a strong foundation in business and technology fundamentals. Courses in marketing, accounting, general business, and law will provide students with a basic understanding of business principles and practices. Students have an opportunity to earn a Business & Technology Certificate in Accounting, Marketing, or Computer Technology by taking a sequence of courses as outlined in each of our certificate programs. Students will have the opportunity to earn college credit through the Business Department’s articulation agreements with Northampton Community College.

Business and Technology House
Certificate Programs

Students will need to take 6.0 credits in the Business & Technology Department in order to receive a Certificate. Students should follow the sequence of course offerings below in addition to taking any other electives within the Department.

ACCOUNTING TECHNOLOGY/TECHNICIAN AND BOOKKEEPING

<table>
<thead>
<tr>
<th>Accounting Certificate</th>
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<tbody>
<tr>
<td>Grade 9</td>
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<tr>
<td>Integrated Technology Concepts or Introduction to Computer Programming</td>
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Financial Services and Banking Certificate

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Integrated Technology Concepts or Introduction to Computer Programming | Principles of Accounting (1.0 credit) | Personal Finance (1.0 credit) | Senior Business Seminar (1.0 credit) |

Marketing Certificate

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Integrated Technology Concepts or Introduction to Computer Programming | Principles of Marketing (1.0 credit) | Intermediate Marketing (1.0 credit) | Senior Business Seminar (1.0 credit) |

Sports Marketing Certificate

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Integrated Technology Concepts or Introduction to Computer Programming | Business of Sports I (0.5 credit each) | Sports Management I (0.5 credit each) | Senior Business Seminar (1.0 credit) |

Computer Technology - Programming Certificate

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Introduction to Computer Programming | Computer Programming Level 2 (0.5 credit) | Computer Programming Level 3 (0.5 credit) | Senior Business Seminar (1.0 credit) |

Computer Technology - Applications Certificate

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Integrated Technology Concepts | Introduction to Digital and Print Design (1.0 credit) | Advanced Digital and Print Design (1.0 credit each) | Senior Business Seminar (1.0 credit) |

SALES, DISTRIBUTION AND MARKETING OPERATIONS

<table>
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<tr>
<th>Administrative Assistant Certificate</th>
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<tr>
<td>Grade 9</td>
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<tr>
<td>Integrated Technology Concepts or Introduction to Computer Programming</td>
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BUSINESS

YEARBOOK (601)  
1.0 Credit

This class manages the annual publication of the Freedom High School Spirit yearbook. Students will be responsible for planning all facets of the yearbook from theme to distribution. Desktop Publishing expertise is highly recommended as well as the ability to think outside the box. Skills with digital photography, image editing, and a working knowledge of Adobe Photoshop are preferred. Students looking to enroll in this class should be self-motivated, responsible, able to work as part of a team, and efficient with personal time management. Access to a home personal computer with Internet access is desirable if not absolutely necessary.

SCHOOL STORE--MARKETING IN PRACTICE (613)  
1.0 credit
Prerequisite: Business Course and Teacher Recommendation

Acceptance into this course will be granted to students that are in good standing academically and with regard to the BASD Code of Conduct. The Business Department as well as the Guidance Counselors will review the class list and determine which students qualify for admittance into the course.

This course is for students who are interested in gaining the hands-on skills needed to operate a business, using the FHS Campus/Coffee Shop as the training site. Students will participate in various activities necessary for running a successful business. These activities include ordering, purchasing, receiving, stocking, sales, inventory, customer relations, and advertising/promoting; as well as preparing the necessary financial papers that go into the operation of a successful business.

PRINCIPLES OF ACCOUNTING (620)  
1.0 Credit

This introductory course is designed to help students develop the basic skills necessary for double-entry accounting as well as obtain a basic understanding of a business’s financial operation. The course content includes the accounting cycle for a service business organized as a proprietorship and also for a merchandising business organized as a partnership. Completion of a business simulation reinforces the learning of the entire accounting cycle.

INTERMEDIATE ACCOUNTING (621)  
1.0 Credit

This course is an extension of partnership accounting when the business is organized as a corporation. Areas of study include: uncollectable accounts, plant assets and depreciation, inventory, notes, accrued revenue and expenses, dividends, financial statements, and end-of-fiscal period entries. Business simulations will be used as practical application of learned concepts.

ADVANCED ACCOUNTING (622)  
1.0 Credit

This course provides students with a more in-depth study of corporate accounting as well as an introduction to management and cost accounting. Content area includes: acquiring additional capital and financial analysis and reporting for a corporation, budgetary planning, trend analysis, cash flow analysis, responsibility accounting, and elements of manufacturing costs. Some time is also allocated to accounting for not-for-profit organizations. Business simulations are again used to provide students with “real-life” accounting practices.
PRINCIPLES OF BUSINESS (623) 1.0 Credit

This course is designed to introduce students to the world of business. This course provides a general background on the societal and economic changes that affect business. Other topics covered include types of ownership, kinds of productions and services, marketing, accounting, as well as management styles and functions. Students are provided with various learning strategies, such as lecture, discussion, research, group projects, and hands-on simulations. These different teaching and learning strategies will help to enhance the student’s knowledge of business.

BUSINESS LAW (625) 1.0 Credit

This course is designed to study the relationship between law and its role in the day-to-day activities of business. In addition to general terminology, the course will strive to develop the student’s ability to analyze the law and apply his or her own critical thoughts to specific business situations. The ability to engage in this type of analytical thinking will be developed through the study of common law and statutory law. As a supplement to the text and related lectures, each student will be invited to further their understanding of contracts and the Uniform Commercial Code (UCC) by engaging in classroom lectures outlining cases that relate the material in class to the “real-world”. The course will incorporate technology through online mediums to search the web for applicable case law and current events relating to information discussed in class further developing the student’s ability to communicate effectively and work successfully as a member of a group. Finally, the course will seek to develop the student’s ability to make decisions in business situations with a more in-depth appreciation of the legalities of their actions.

HOUSE OF BUSINESS CO-OP (628) 1.0 Credit

This course acts as the Capstone for any of the House of Business certificate programs for those students who choose a complete co-op experience instead of Senior Business Seminar. This course allows House of Business certificate candidates to apply their training to the world of work. The program is run by a certified Cooperative Diversified Occupations Coordinator and each student is evaluated by on-the-job site visits and evaluation forms submitted by the employer. In addition, students will keep a journal of their experiences, complete job application materials, complete a research paper pertaining to their field, and give a formal oral presentation to the House of Business staff. A minimum of 15 hours per week on the job is required.

PRINCIPLES OF MARKETING (634) 1.0 Credit

Principles of Marketing introduces students to the foundations of marketing. The course begins with a look at basic marketing concepts. The specific marketing functions of Promotion, Distribution, Pricing, and Product and Service Management are studied in depth. The course is project-and-presentation oriented, with application projects designed to coincide with each function studied. Students will integrate the elements of the marketing mix to develop a successful marketing strategy. Careers in marketing are examined after each topic.

INTERMEDIATE MARKETING: MARKETING MUSIKFEST (647) 1.0 Credit

Marketing Musikfest is a special course that brings into partnership the Bethlehem Area School District and ArtsQuest. The course will be a real-life exploration of marketing where students will assist ArtsQuest officials in the identification of a Musikfest performer. Using the local entertainment industry as a context, students will learn about target demographics, talent recruitment and selection, branding, event planning and marketing, and event evaluation. Students will develop and implement a marketing plan related to their assigned Musikfest performer. Students will be encouraged to apply available service learning hours to the course as to have a first hand marketing experience during the August festival.

It is suggested that a student acquire a recommendation from a business teacher for placement in this course.
SENIOR BUSINESS SEMINAR (637)  
1.0 Credit

This course acts as the Capstone for any of the House of Business certificate programs for those students who do not choose to complete a co-op experience. This course is an independent study course allowing students to complete the requirements to earn a House of Business certificate. Students will research their chosen career direction, write a formal research paper, design and complete a hands-on final project, submit a series of job application materials, participate in a minimum of two job shadows, and deliver a formal oral presentation to the House of Business staff, selected business partners, and other designated parties. Students will be given an opportunity to obtain as much hands-on experience as possible to meet their individual needs.

PERSONAL FINANCE (643)  
1.0 Credit

This Personal Finance class provides students with a strong understanding of the financial responsibilities of how to develop a successful financial plan. The keys to financial success as outlined by the Federal Reserve Bank of Philadelphia are covered throughout the curriculum. Topics include budgeting, saving and investing, goals and decision making, credit, banking services, transportation issues, and risk protection. This course will provide students with a strong foundation on how to handle financial situations.

BUSINESS OF SPORTS I (661)  
0.5 Credit

This course will give an overview of the many career opportunities available in the sports industry. Sports marketing is essential to the promotion of sports and the promotion of products through sports. The basics of sports marketing and the importance of public images will be discussed in this class.

BUSINESS OF SPORTS II (662)  
0.5 Credit

This course will provide an overview of the different levels of sports: recreational, amateur, college, and professional and the importance of choosing the best target market. The class will deal with the different marketing techniques used at each level of sports.

SPORTS MANAGEMENT I (664)  
0.5 Credit

This course will give an overview of sports management. Sports management is essential to the success of sports at every level. The basics of sports management and the importance of becoming a well-rounded manager will be discussed in this class.

SPORTS MANAGEMENT II (665)  
0.5 Credit

This course will provide an overview of the different levels of sports: recreational, amateur, college, and professional and the economic importance that management carries. The class will deal with the different management techniques used at each level of sports.

COOPERATIVE DIVERSIFIED OCCUPATIONS (961-968)  
1.0 Credit per block, per semester

The Cooperative Diversified Occupations Program allows students to gain on-the-job-experience in their chosen field while under the supervision of a certified Co-Op Coordinator. The coordinator visits the student on the job and meets with both the student and the employer to develop and implement the student’s training plan. Students are evaluated by the Co-Op Coordinator from site visits, and also by the employer through evaluations sent to the school. Students get hands-on experience in their career field, earn an income, receive instruction and guidance, and receive school credits. The Co-Op experience is open to all students enrolled in 11th or 12th grade. A minimum of 15 hours per week on the job is required. Good attendance, maturity, counselor approval, administrative approval, and parent approval is necessary to be enrolled in this program.
TECHNOLOGY

INTEGRATED TECHNOLOGY CONCEPTS (602)
1.0 Credit

This course is a hands-on computer-based course designed to provide students with a comprehensive understanding of Microsoft Office as well as the production of different types of business documents and forms. This course combines personal typing, word processing, spreadsheet applications, database applications, graphic processing, desktop publishing and slide show presentations. Students will be able to prepare all types of documents that may be used for personal and business applications. This course fulfills the technology graduation requirement.

COMPUTER APPLICATIONS (604)
0.5 Credit

This course is designed to familiarize students with word processing, spreadsheet, database, graphics, and desktop publishing principles. Students will develop an in-depth understanding of how these types of programs operate. Students will learn how to format documents (letters, reports, newsletters, worksheets, graphs) using these programs.

INTRODUCTION TO COMPUTER PROGRAMMING (609)
1.0 Credit

The Introduction to Computer Programming course is designed to introduce the concepts of computer programming using a studio of current programming languages. Students will learn how to analyze tasks and design algorithms to solve mathematical and real-world business related problems. Students learn how to code, debug, and execute program files. The first half of the course is taught using Visual Basic.net. Students will learn how to program in C++ and Java throughout the remainder of the course. Students will code programs throughout the course and a final project will be designed at the end of the course.

Note: This course can be taken in place of Integrated Technology Concepts to fulfill the technology graduation requirement. Strong math skills and an interest in computer programming are recommended.

LEVEL 2: COMPUTER PROGRAMMING (JAVA, C++, VISUAL BASIC) (608)
0.5 Credit

Students in this course will continue to develop their computer programming skills using the structured design of Java, C++, or Visual Basic. Steps of the programming process from source code to a finished product are emphasized. Coverage of fundamental debugging skills helps students complete working programs and foster an understanding of program flow. Students will be required to design, code, and debug a final project at the end of the course.

LEVEL 3: ADVANCED COMPUTER PROGRAMMING (672)
0.5 Credit
Prerequisite: Level 2 Computer Programming Language courses

This is an independent study course for students interested in taking their computer programming skills to the next level. Students choose one of the three computer languages offered, and after completing the Level 2 course in that language, may enroll in the advance level course. In this course, students will pick up where they left off at the end of the Level 2 course, and progress independently at their own pace. In the second half of the course, students will propose a project, collect information, create a user interface, develop an algorithm for solving the problem, subdivide the problem, choose data structures, write the code, debug the program, and present their finished work to the class.

Note: Students may take this course up to three times, once in each of the offered languages.
CREATING APPS FOR PHONE, PADS AND OTHER DEVICES (674)  
1.0 credits

This is a semester long introduction to Smartphone Application Development. Students will develop applications that will function on Android based Smart Phones and iPhones using Adobe Flash as the primary development tool. The majority of the course will be devoted to applications that can be created using simple point and click interfaces. The course will also include applications developed by using basic tools from Java and Objective C that will be introduced in the class. The overall focus of the course will be on useful and appropriate application content rather than on the development code behind it.

WEB PAGE DESIGN (614)  
1.0 Credit

This course is designed to familiarize students with the internet and all of its resources. The students will gain an in-depth understanding of the world-wide-web by exploring resources and web site evaluation. Assigned projects will focus on real life applications of the internet. The web page section of the course is designed for students who wish to focus on web site creation. Students will design their own web pages using HTML and web page software (Macromedia Dreamweaver and Fireworks). There is a strong emphasis on layout and design.

ADVANCED WEB PAGE DESIGN (615)  
1.0 Credit

This course will focus on advanced features of web page design, including, but not limited to, web graphics, animation, movies, and basic java script. Macromedia Flash and Freehand software will be used. Students will update web pages for the Freedom web site as well as out of school organizations. Educational partnerships will be developed so that students will have the opportunity to develop web pages for local businesses.

VIDEO EDITING (640)  
0.5 Credit

This course is designed for students who wish to engage in the creative process of modifying raw video into a finished product. Transitions, special effects, time manipulation and sound (both dialogue and music) will be incorporated into projects. Students will study and interpret movement, light, color and graphics as part of their assignments. Principles of film-editing will be studied and applied to today's digital technology.

ADVANCED VIDEO EDITING (641)  
0.5 Credit

The Advanced Video Editing course gives students an opportunity to continue to refine their video editing skills. Students will become proficient in interpreting and using video as a means of communication through their assignments. Video for mass marketing, entertainment, archives, home movies, and special events will be studied. Music, narration, and movie themes will be spotlighted as the “art of storytelling” is emphasized during this course. Special video projects that enhance the Freedom community will be developed.

CISCO NETWORKING I (644)  
1.0 Credit

The Cisco CCNA Discovery curriculum provides a foundation for networking knowledge, practical experience, opportunities for career exploration, and soft-skills development to help students prepare for entry-level careers in IT and networking. Students who enroll in this course should have good PC skills. The curriculum is broken down into two nine-week segments. The first segment deals with Networking for Home and Small Businesses and the second segment covers Working at a Small-to-Medium Business. This course is recommended for any students interested in pursuing a career in Information technology.

CISCO NETWORKING II (645)  
1.0 Credit

This course is a continuation of Cisco Networking I. The course is divided into two segments. The first segment covers routing and switching. The second part of the course focuses on design and support of computer networks.
TECHNOLOGY APPRENTICESHIP (670) 1.0 Credit
Prerequisite: Teacher recommendation only

This course is designed for those students who have a strong interest in gaining hands on experience working with the Technology Integration Specialist in the school. Students will gain practical experience throughout this course by working very closely with administrators, teachers, and staff. Students will work with the school network, learn how to image, and troubleshoot technology issues.

TV BROADCASTING (691) 0.5 Credit

This course exposes students to the process of live television production. Students will learn to operate a studio camera and use angles, shot length, movement and other techniques to create an interesting news story. Students will also focus on the three stages of video production—from pre-planning a story through final editing techniques. The final project will be a news feature production.

FLASH I (678) 0.5 Credit

In this project-based course, students will explore Flash's drawing, animation and audio capabilities and build interactive content that can be shared over the Internet. The course will cover creating graphics with Flash, animation and motion graphics, adding basic interactivity, dynamically changing graphics, creating triggered sound effects, as well as a basic introduction to programming with Flash’s ActionScript. Students will learn how to create unique motion graphics. They will learn about the aesthetics of design, motion and sound. By constructing user interactive projects, students will be challenged to think in a non linear way. Students will learn to use a combination of logical reasoning (basic programming), critical thinking and artistic creativity.

FLASH II (679) 0.5 Credit

This course encourages highly motivated students through complex applications in Flash, such as animation & tweening, layered timeline animation, and data integration. The course covers the full spectrum of Flash functions, including creating movies, 3D animation, interactive demonstrations, graphics and special text effects. The course furthers student's application of layers, programming with ActionScript. Upon completion of the course, students will be equipped with the tools to create vector graphics and animations using Flash, integrate media files, and then export Flash files to the web.

INTRODUCTION TO PRINT AND DIGITAL DESIGN (612) 1.0 credit
Recommendation: If planning on taking yearbook, this course is highly recommended prior to scheduling yearbook as a class.

Utilizing industry standard software from the Adobe Creative Suites, students will take a hands-on approach to explore the power of both print and digital design. This course will be organized in two parts: Digital Media and Print Design where students will be building their own digital portfolios of their work.

ADVANCED DIGITAL AND PRINT DESIGN (612B) 1.0 credit
Prerequisite: Introduction to Digital and Print Design

Utilizing industry standard software from the Adobe Creative Suites, students will take a hands-on approach to further advance their knowledge of both print and digital design. This course will be organized in two parts: Digital Media and Print Design where students will be building their own digital portfolios of their work.
FINE AND PRACTICAL ARTS DEPARTMENT

Fine and Practical Arts play an important role in the development of the whole student. Music, Art, Family Consumer Science, and Industrial Arts contribute to personal development, expression, creativity, and basic skills necessary for every student. Electives offered in the Fine and Practical Arts offer a variety of experiences and are an integral part of the educational program.

Fine and Practical Arts electives are designed to aid the student in becoming a well-rounded individual. Curriculum is developed to be of interest to all students, regardless of talent, and encourages active participation in the classroom. The experiences resulting from participation stimulate growth of the student, create an awareness and appreciation for the Arts as a universal enrichment medium, and develop the student physically, intellectually, and emotionally.

PRACTICAL ARTS DEPARTMENT—FAMILY AND CONSUMER SCIENCES

Child Care Certificate Program

7.0 total credits required for each certificate program: Required credits (in bold) plus elective credits

Students planning to pursue a career in Early Childhood have the opportunity to earn 3 credits for Introduction to Early Childhood and 3 credits for Society and the Child at Northampton Community College. A portfolio is used as the assessment for achievement and is completed as part of the course work in Exploring Childhood Levels 1, 2 and 3, Child Development and Parenting.

CHILD CARE AND SUPPORT SERVICES MANAGEMENT

<table>
<thead>
<tr>
<th>Early Childhood Certificate</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>Foods and You</td>
<td>(1.0 credit)</td>
<td>Parenting</td>
<td>(0.5 credit)</td>
<td>Psychology</td>
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<td></td>
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<td>Sociology</td>
<td>Child Development</td>
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<td>(0.5 credit each)</td>
<td>Exploring Childhood – Level 1</td>
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<td>Exploring Childhood – Level 2</td>
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Recommended Electives: Exploring Childhood – Level 3, On Your Own, Multicultural Foods, American Cookery

FOODS AND YOU (700) 1.0 Credit

Nutrition is the emphasis of the Foods and You class. Develop your food preparation skills, learn how to select food, plan healthy meals, and work safely and sanitarily in the kitchen. Become familiar with healthy choices as you prepare foods from each food group. Compare foods and ingredients and learn to fit them into a well-balanced diet.

AMERICAN COOKERY (701) 0.5 Credit

Explore how and why particular foods became a part of cuisine in various regions of the United States. Sample menus and dishes—some traditional, some modern day. Your food preparation skills will be expanded as you prepare dishes and menus representative of United States regional cookery.

MULTICULTURAL FOODS (702) 0.5 Credit

This course explores different styles and methods of food preparation from various countries. Social customs, geography, climate, and economic influences which affect food choices will be studied. Your vocabulary of ethnic cooking terms and your food preparation skills will be expanded as you prepare dishes and meals from around the world.
CHILD DEVELOPMENT (704) 0.5 Credit
Child development is a course designed to introduce students to child development and childcare concepts. Human development from age three to school age is included. Course content focuses on understanding the physical, intellectual, emotional, and social development of children. Practical hands-on creations of projects allow students to apply knowledge to skill development.

PARENTING (705) 0.5 Credit
The Parenting course provides students with the opportunity to investigate the rewards and responsibilities of parenting. Students will learn how to nurture and encourage a child through positive interactions. Through projects and classroom activities, students will explore the physical, intellectual, emotional and social development of children from birth through 12 years old. This course is a requirement for the Early Childhood Tech Prep program and is recommended prior to taking Exploring Childhood.

EXPLORING CHILDHOOD (706) 1.0 Credit
If you enjoy working with children or want to pursue a career in Early Childhood Education, this is the course for you. This program provides an opportunity to study the development of children three through five years old. The student will participate in observing, interacting, planning activities and teaching in a lab preschool program. This course is a requirement for the Early Childhood Tech Prep Program. After completing Exploring Childhood Level 1, a student may choose Level 2 for an additional 1 credit 18 week course.

ON YOUR OWN (707) 1.0 Credit
A "must" course for all students looking forward to the challenges of independent living after high school. Learn good communication skills; create a resume’ portfolio; find and furnish your own apartment. Learn money management, balance a checkbook, use credit wisely. Other topics include nutrition, consumer economics, and child development. Projects throughout the course give you real-life experiences.

DESIGN IN INTERIORS (710) 0.5 Credit
Planning a career in Interior Design? Renting your first apartment? Design in Interiors teaches home design, floor plan studies, furniture balance, color usage, floor and window treatments and furniture qualities. Learn how to design unique floor and wall surfaces. Create appealing rooms with very little money. Have fun creating a make-over for your own room or creating a "dream" room.

ADVANCED CLOTHING (711) 0.5 Credit
Love sewing? Do you have intermediate or advanced sewing skills? In this course, you will challenge yourself with re-creating an existing garment into something new. For your final project, why not make a formal dress or a jacket? You will improve your sewing knowledge from layout through the construction process in this course. Students must purchase their own materials.

CLOTHING CREATION (713) 0.5 Credit
This course is for someone who never sewed before or someone who is a beginner. Learn about color coordination, natural and synthetic fibers, sewing vocabulary, and how to read a pattern. Learn basic hand-sewing and machine sewing techniques. Create your own garment in an easy, step-by-step process. Students must purchase their own materials.
FINE ARTS DEPARTMENT—ART

ART 1 (718) 1.0 Credit

This is an introductory course. This course is devoted to teaching the different techniques of drawing and painting through the use of the elements of art: line, shape, value, form, space, color, and texture. Students will be introduced to the principles of design. Art history will be used to develop criticism and aesthetic judgment skills. Students will be responsible for course terminology, class projects, homework assignments, and a sketchbook. Evaluation is based on creativity, craftsmanship and fulfilling objectives of studio work. Art work will be exhibited.

ART 2 (719) 1.0 Credit

Art 2 is an in-depth study of the principles of design-rhythm, movement, balance, proportion, variety, unity, and emphasis. Students will explore both two-dimensional and three-dimensional media to create a variety of visual experiences. Art history, criticism and aesthetics will be emphasized. Students will be responsible for vocabulary, studio work, homework assignments and a sketchbook. Evaluation is based on creativity, craftsmanship, and fulfilling objectives of class projects. Art work will be exhibited.

ART 3 (720) 1.0 Credit

This course has been designed for the serious advanced art student. Students will be exposed to contemporary design through problem solving using various mediums and techniques. Students will work towards stimulating creativity in finding their individual style. Careers in the visual arts will be discussed. Students are responsible for studio and homework assignments and a sketchbook. Evaluation is based on creativity, craftsmanship and fulfilling the projects objectives. Art work will be exhibited.

ART 4 (721) 1.0 Credit

This course is designed for students seeking to enter college-level art programs. Young people wishing to explore their talents and learn about careers in art and students seeking self-development and personal enrichment are encouraged to enroll in this course. Assistance with college entrance requirements and portfolio preparation is provided. Ultimately students will produce a portfolio of 15-20 examples of any type of two- or three-dimensional pieces. Evaluation is based on presentation of portfolio.

Note: Students are expected to secure their own portfolio case; school will not supply.

INTRODUCTION TO POTTERY AND CLAY SCULPTURE (714) 1.0 credit

Pottery & Clay Sculpture is all about creating works of art out of clay. This class will start with the basics, so no experience with clay is necessary. The first nine weeks of the course focuses on pottery, such as bowls, plates, pitchers, vases, and teapots. Students will learn hand-building techniques like pinching, coiling, and slab-building, and how to use the pottery wheel. The second nine weeks of the course is dedicated to using clay to create sculptures. Students will learn about many different sculpting methods and tools by actually using them to create visually interesting sculptural objects. The course in general will emphasize expressing ideas on paper, developing a creative and artistic eye, and the elements and principles of design. The course will also teach students how to prepare clay and maintain a ceramics studio, as well as how to load and run a kiln. Students’ work will be displayed.
ADVANCED POTTERY AND CLAY SCULPTURE (715)

1.0 credit

Introduction to Pottery and Clay Sculpture is required for any student taking Advanced Pottery and Clay Sculpture. The basic skills learned in the pottery portion of the introductory class will be expanded on into larger, more complex pieces of pottery with an emphasis on creative design. Aside from traditional pottery forms such as the bowl, plate, vase, pitcher, and teapot we will study mosaics and jewelry as well as different glazing techniques and surface textures. In addition, the basic skills learned in the clay sculpture portion of the introductory class will be expanded on to create visually interesting sculptural objects. The course will cover sculpting the human head and figure, as well as animals and inanimate objects. Students will use mixed media to create a variety of surfaces on the clay. The course will also include using clay as a means of self-expression. The course in general will emphasize expressing ideas on paper, developing a creative and artistic eye, and the elements and principles of design. Students’ work will be displayed.

PHOTOGRAPHY I (724)

1.0 Credit

This course in black and white photography and digital photography introduces the student to the basic skills associated with the use of: photograms, pinhole cameras, SLR and simple cameras, film processing, and custom darkroom printing. Works of great photographers and the history of photography are reviewed through group projects. The photograph as a means of artistic expression is stressed. Assignments will encourage the use of the principles of composition using: light, line, texture, form, and space. The students will explore in greater depth additional techniques which may open new doors of creative expression, Use of advanced darkroom techniques such as: local control of print density, contrast filters, vignetting, texture screens, combination printing, use of toners, and mounting presentations will be among the techniques explored. Creativity and craftsmanship will be stressed along with improving composition as the course progresses. Evaluation is based on acquired studio skills and class work.

Note: Any camera that accepts 35mm film is sufficient for this course. An adjustable 35mm camera is encouraged if available. Students are responsible for their own film.

PHOTOGRAPHY II (725)

1.0 Credit

This advanced course offers many options for students to construct a program of study. Long term projects such as photo essays, portraits, studio light, electronic flash are among the areas of study. Portfolio design for students planning a photo major is one of the options. Students are encouraged to work with themes while still having the freedom to explore techniques such as: hand coloring, combination printing, photo montage, and high contrast. Increasing visual perception and improving craftsmanship are stressed more at this level. There are regular critiques of class work after each assignment. In addition, a outdoor nature photography hike, a studio portrait lighting workshop, and a digital photography workshop are highlights of the program. Students enrolled in this course should enjoy photography and be serious about learning more about photo process and techniques, and students looking for a career in the area of photography would benefit form this course. Students should be able to work with less supervision on projects of their own design. Evaluation is based on acquired studio skills, levels of difficulty, and class work. An adjustable 35mm camera is best for this course.

Note: Various projects may require students to contribute to cost of supplies.

PHOTOGRAPHY III (726)

1.0 Credit

This course will apply techniques learned in Photo 1 and 2 and expand uses of color, digital photography, photo restore, Polaroid transfers, studio lighting, internet exploration, and career areas. Photo projects will explore the above areas and ultimately produce an interactive portfolio in addition to finished prints. Use of digital manipulation and design will be a major area of concentration. Research utilizing the Internet’s vast resources will be required to explore and interact with photography and design areas on the WWW. Multimedia applications and interdepartmental projects will be explored. Career applications and skill areas will be identified through the research and interaction with outside companies. This course if for the serious, self-motivated student who has a skill for photography and the desire to explore career avenues in photography's Digital and color areas. Evaluation is based on acquired skills and related projects.
FINE ARTS DEPARTMENT—MUSIC

INTRODUCTION TO PIANO (746)  
1.0 Credit

This course is designed for the student who wants to learn to play the piano. Beginning techniques of the piano are presented and performed on a multi-timbral keyboard synthesizer. The class will be taught how to read and play familiar repertoire that is geared toward the student interest. Practicing is done during the class period. It is NOT necessary to have a keyboard at home.

ADVANCED PIANO CLASS (747)  
1.0 Credit

The class is designed to read and perform more challenging piano music. The focus will be on developing technique and performing various styles of repertoire including present day music.

M.I.D.I. TECHNOLOGY I (MUSIC INSTRUMENTAL DIGITAL INTERFACE TECHNOLOGY – PART 1) (748)  
1.0 Credit

Experience the fusion of music and technology while having fun. A variety of sequencing (recording), notation (printing), computer assisted instruction, CD Rom, and other instrumental software will be utilized to compose individual works using the M.I.D.I. Korg X-5 keyboard in a musical, computerized lab setting. This course explains the basics of M.I.D.I. technology and the necessary knowledge to make critical judgments about selecting music hardware and software. Sound effects and multi-timbral instruments will be explored to create compositions. All students will be taught the basics of music such as notes, accidentals, rhythm, key, meter, and dynamics.

BAND (756)  
1.0 Credit

Prerequisites: A fundamental knowledge of a band instrument is necessary for membership. Entrance is attained through audition. Private lessons are encouraged and middle school participation is expected.

The Patriot Band meets first period every other day. Throughout the football season, rehearsals begin at 7:00 A.M. Summer rehearsals begin in mid-August. Performances include football games, parades, assembly programs, pep rallies and concerts. Grading, seating and continued membership are determined through periodic auditions and attendance.

CONCERT CHOIR (758)  
1.0 Credit

Prerequisites: The major prerequisites are a strong interest in singing and the ability to sing melody and harmony parts as determined by audition. Previous membership in choral organizations, while helpful, is not required.

The Concert Choir is a choral organization, which meets first block every other day. Membership in this choir provides an opportunity for singing a variety of music repertoire. Two major concerts are presented each year (December and May), in addition to occasional assemblies and/or community programs. Opportunity is provided to strengthen abilities in music reading and to improve techniques in breathing, tone quality, diction, and phrasing through the preparation of music to be presented in concerts. A formal and informal (with choreography) choral setting enhances the repertoire. This ensemble is open to all interested students in 9th through 12th grade.

INTRODUCTION TO GUITAR (745)  
1.0 Credit

Do you have experience playing guitar, or would you like to learn? Then this elective is for you. In the Intro to Guitar elective you will have the opportunity to learn basic guitar playing techniques or advance your current skills in a supportive setting. We will work on basic guitar repertoire and songs of your choice with the overall goal being performances throughout the semester.
MIDI TECH (748)  1.0 Credit
Experience the fusion of music and technology while having fun. Create your own music tracks using a variety of sequencing software. This course will explain the basics of M.I.D.I. technology and its application to music composition, recording, and sound mixing.

PATRIOT CHOIR (760)  1.0 Credit
Prerequisites: The major prerequisites are a strong interest in singing and the ability to sing melody and harmony parts as determined by audition. Previous membership in choral organizations, while helpful, is not required.

The Patriot Choir is a choral organization, which meets first block every other day. Membership in this choir provides an opportunity for singing a variety of music repertoire. Two major concerts are presented each year (December and May), in addition to occasional assemblies and/or community programs. Opportunity is provided to strengthen abilities in music reading and to improve techniques in breathing, tone quality, diction, and phrasing through the preparation of music to be presented in concerts. A formal and informal (with choreography) choral setting enhances the repertoire. This ensemble is open to all interested students in 9th through 12th grade.

ORCHESTRA (763)  1.0 Credit
Prerequisites: Audition

The Orchestra is open to all string players possessing a fundamental knowledge of the instrument. The number of wind and percussion players are limited in order to balance the instrumentation of the orchestra and are chosen by audition. The wind and percussion players form a separate group called the Wind Ensemble and the string players also form a separate group called the String Orchestra. Both groups perform in two concerts throughout the year and rehearse from 7:00-8:00 a.m. during block 1 orchestra. The orchestra plays a wide selection of music for public concerts in November, December, April, May. The orchestra also provides music for many school programs including commencement. Grading, seating, and continued membership are determined through periodic auditions and attendance.

VOICE CLASS (750)  1.0 Credit
Prerequisites: An interest in developing vocal skills

This course is designed for students that are interested in developing their ability to sing. Students should express a desire to study vocal technique and improve their singing skills. Students will learn the proper techniques for breathing, tone production, phrasing, posture, music reading, and general musicianship as they apply to singing through chosen repertoire but he teacher and selections of their own.

VOCAL MUSICAL THEATRE WORKSHOP (740)  0.5 Credit

In today's world, a successful musical theatre performer must be a “triple threat” in order to succeed. Students will study improvisational methods, movement and acting strategies, and vocal technique. This class will focus on musical theatre, where students perform their assigned solos, duets, trios, and ensembles from 20th and 21st century musical theatre. Students will learn how to save their voices from unnecessary stress and damage by using correct vocal technique while deeply developing their characterization. The students will perform scenes at public venues throughout the year. Since this course content changes yearly, this course can be taken more that once for credit.
The ultimate goal of an AP Music Theory course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student’s development of aural skills through listening exercises, sight-singing skills through performance exercises, written skills through written exercises, compositional skills as creative exercises, and analytical skills through analytical exercises. Ultimately, this course is to prepare students who might be interested in a career in the music field or industry and to prepare students for the AP Music Theory Exam. Certain colleges accept the AP Music Theory test score to preclude students from having to take a 1st semester music theory class. It is highly recommended that students be able to read sheet music prior to enrolling in AP Music Theory.
PRINTS AND GRAPHICS 1 (727) 0.5 Credit

This is an introductory course in printmaking and design. Students will incorporate printing techniques that have been in use for centuries, such as screenprinting and linoleum blocks with the most modern techniques, computer graphics. Designs and texts will be transferred onto paper and fabric, from the computer. Students will also learn other printing techniques such as pen and inking and printing with stencils.

ARCHITECTURAL DESIGN 1 (729) 1.0 Credit

Learn about the principals and elements of design in planning and building homes. Draw custom functional floor plans for living and work areas. Learn space planning, traffic patterns, environmental needs, and landscape planning. Learn basic building codes, blueprint reading, and mechanical and structural housing components. Discuss the impact of housing on the local, and state economies and the career opportunities. Design and build to scale architectural projects assigned. Mechanical drawing is a prerequisite or with teacher approval.

ARCHITECTURAL DESIGN 2 (730) 1.0 Credit

INDIVIDUAL WORK. Each student is assigned client profiles and will design architectural products and spaces to meet the client’s needs. Architectural drawing of a custom space with correct architectural symbols, concerns for traffic patterns, environment, energy conservation, and special needs design. Discuss design trends, production, and technology in today’s building market of houses, work areas, furniture and landscapes. Each student will build their designs to scale. Architecture I is a prerequisite.

MECHANICAL DRAWING (734) 1.0 Credit

Mechanical Drawing is an introduction to drafting equipment and multi-view projection. Emphasis is on the mechanical aspect of drafting. Students will become proficient in the use of all drafting instruments and exhibit an understanding of all techniques associated in the field of drafting. Mechanical drawing is a prerequisite for architecture.

WOODWORKING 1 (735) 1.0 Credit

Woodworking 1 is a beginner’s course featuring the safe use of handtools and machines associated with woodworking principles. Students will learn basic shop practices in pattern layout and job setup for a safe learning experience as well as methods of cabinet construction and finishing techniques.

WOODWORKING 2 (736) 1.0 Credit

Woodworking 2 is a course in wood joining and related machine processes involved in working with hardwoods. Advanced woodworking methods are included in furniture construction. Students select areas of Woodworking to specialize.

WOODWORKING 3 (737) 1.0 Credit

Woodworking 3 is a course that will be partly independent but with instruction on advanced construction techniques.
THE HEALTH/PHYSICAL EDUCATION

The Health and Physical Education Department allows students to have the opportunity to develop a range of fundamental motor and movement skills that form the basis of leisure, sporting, and recreational activities. Students will benefit from gaining an understanding of the importance of personal and community actions to aid their physical, social, and emotional health. Courses are designed to promote health and life-long participation in physical activity for a long, healthy life.

TARGET (823)
0.5 Credit

The TARGET physical education program is designed for the student who may not excel and achieve high grades in the normal physical education environment. The TARGET student may not enjoy activities of the competitive nature that are offered in regular PE classes. This program includes low impact activities that will promote physical wellness as well as build positive self-esteem. Students will be expected to set goals and make progress towards these goals using TARGET journals which document exercise and diet. The TARGET program includes activities such as: use of the Freedom High School Fitness Center, state-of-the-art walking track and weight room. TARGET Physical Education may be taken in place of regular physical education to meet graduation requirements.

HEALTH 1 (831)
0.5 Credit

This health course is required for all ninth grade students. It must be satisfactorily completed for graduation. This course will include aspects of global health with an emphasis in IIRP-Restorative Practices, Skills For A Healthy Life, Self Esteem/Mental Health, Preventing Violence/Abuse, Physical Fitness For Life, Nutrition, Weight Management, and Alcohol.

HEALTH 2 (832)
0.5 Credit

This health course is required for all tenth grade students. It must be satisfactorily completed for graduation. The health course will include curriculum dealing with Managing Stress/Coping With Loss, Understanding Drugs/Medicine, Illegal Drugs, Reproduction/Pregnancy/Development, Building Responsible Relationships, Risks of Adolescent Sexual Activity, HIV/AIDS and Contraception.

PHYSICAL EDUCATION 9/10 (828)
0.5 Credit

The physical education curriculum offers a variety of activities. Students will be involved in weight training, fitness activities, swimming, team sports, racquet activities, lifetime sports, and other teacher-selected activities. This course must be satisfactorily completed for graduation in both grades 9 and 10.

PHYSICAL EDUCATION 11/12 (906)
0.5 Credit

This physical education curriculum offers a variety of activities. Students will be involved in team sport activities, racquet activities, aerobics, fitness activities, weight training, swimming and other teacher selected activities. This course must be satisfactorily completed for graduation, and students may only take this course once in each grade.
HEALTH AND PHYSICAL EDUCATION ELECTIVES

MAXIMUM FITNESS (825)
0.5 Credit
Prerequisite: Students must have authorization from PE Chair

This course is designed for the student who wants to improve his/her fitness level through an intense individualized total conditioning program. Students will learn basic exercise physiology, nutrition and its role in fitness. A thorough fitness testing and appraisal will aid the students in designing and applying their conditioning program. This class involves running over two miles per day along with strength training every other day. Students must be able to complete the two-mile run. Students may utilize this credit for either the 10th, 11th, or 12th grade Physical Education requirement.

F.O.T.S. (FUTURE OPPORTUNITIES THROUGH SPORTS) (826)
0.5 Credit

This course is designed to give the opportunity to explore a variety of sport and fitness related activities that may provide a future source of income. Students will learn the rules of several sports, such as football, basketball, softball, baseball, etc. and be introduced to the role of an official for these sports. It will also introduce the student to basic lifeguarding skills necessary to become a lifeguard; therefore, a large portion of the instruction is completed in the pool.

ELECTIVE PHYSICAL EDUCATION 11-12 (908)
0.5 Credit

This course is offered to those juniors and seniors who would like to take Physical Education more than nine weeks during the school year. Students must have a grade average of B or higher in their previous physical education class and receive a recommendation and approval by the department. Students may only take this course once in each grade level.

PE ATHLETE (911F/911S)
Prerequisites: Students must be active participants in the Freedom High School athletic program and have the authorization of the varsity coach.

Students may utilize this course for either their 11th or 12th grade physical Education requirement. This course is offered only to the student-athlete population. The course affords in season athletes the opportunity to maximize the strength training, cardio-vascular and technical aspects of their discipline in a classroom environment. The Physical Educator communicates with the head coaches on the specific needs of the athletes. This course involves an intense strength-training component on a daily basis.

HEALTHY LIVING (835)
0.5 Credits

This course is an elective Health/PE course for students who are interested in improving their general health. Whether they are interested in maintaining a healthy weight, cleaning up their diet, or learning the basics of strength training and cardiovascular exercise – this class will cover it all. The course will follow a hybrid format: students will spend time in both the classroom and in the fitness facilities. Healthy Living is open to students in grades 9-12.

At the completion of this course, students will be able to:
- Identify healthy nutritional choices for weight loss from each of the six major nutrients.
- Demonstrate several different strength-training exercises for general health.
- Describe the physical, mental, emotional, and social benefits of healthy living.
- Apply techniques learned in class to real-life situations and improve student health.
- Calculate various fitness formulas, including Target Heart Rate Zone, Maximum Heart Rate, Recommended Calories per Day, and One Repetition
INTRODUCTION TO KINESIOLOGY (836)  
0.5 Credit

This course is designed for those students who are interested in pursuing a career in the field of kinesiology. The philosophy, history and scientific foundations of kinesiology, exercise science, health/wellness, fitness and sport will be covered. Students will have the opportunity to explore professional career opportunities in teaching, coaching, athletic training, sport management, fitness leadership, sport media and health/wellness. The challenges, future of kinesiology, sport and health/wellness are also addressed.

MOVE IT TO LOSE IT (837)  
0.5 Credit

This course will transform students from a couch potato to runner, getting them to begin running a 5K or 3.1 miles and on a regular basis in just two months. GET OFF THE COUCH AND AWAY FROM THE COMPUTER AND ON THE ROAD TO RUNNING A 5K/10K.
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES  
(ESOL - Grades 9-10-11-12)  

All students taking ESOL classes are classified  
ELL (English Language Learners)  

ESOL 1 ENGLISH LANGUAGE DEVELOPMENT (057)  
2.0 Credits  
Prerequisite: English Language Learner as classified by language assessments  

The course is designed to develop a foundation in English literacy skills through focused instruction and repetition ensuring mastery of concepts and strategies. An emphasis is placed on social and instructional language development as well as academic vocabulary.  

ESOL 1 GEOGRAPHY AND WORLD CULTURES (059)  
1.0 Credit  
Prerequisite: English Language Learner as classified by language assessments  

This course is designed for ESOL 1 students. Students will develop an awareness of how the interaction of geography, belief systems, politics, and economics has helped shape world history. Emphasis is placed on language form and function in the content area.  

ESOL 2 ENGLISH LANGUAGE DEVELOPMENT (058)  
2.0 Credits  
Prerequisites: English Language Learner as classified by language assessments  

This course is a continuation of ESOL 1 English Language Development. The course is designed to develop the students’ oral/aural language skills, as well as literacy skills that will enable the student to be successful in mainstream content area classes. An emphasis is placed on introducing the students’ academic vocabulary in order to prepare them to be mainstreamed into academic classes.  

ESOL 2 CIVICS (066)  
1.0 Credit  
Prerequisites: English Language Learner as classified by language assessments  
Concurrent with ESOL Level 2 English Language Development  

This course is a survey of United States History, highlighting the American political system. Emphasis is placed on content academic vocabulary, literacy, geography, citizenship, and study skills. This course will acquaint the student with the Constitution as the foundation of the American political system.  

ESOL 2 SCIENCE CONCEPTS (069)  
1.0 Credit  
Prerequisites: English Language Learner as classified by language assessments  
Concurrent with Level 2 language development courses  

This course will focus on selected science concepts that relate to the students' lives and meet the needs of English Language Learners. Topics to be covered include: the scientific method, the needs of living things, types and structure of plants, an introduction to insects and an introduction to ecology.  

ESOL 3 UNITED STATES HISTORY (082)  
1.0 Credit  
Prerequisites: English Language Learner as classified by language assessments  
Concurrent with ESOL 3 English Language Development  

This United States History course is geared for the student who is seeking entry into an academic history program during the following year. This course provides a general survey of United States history from discovery, exploration, and colonization through the present. This course will acquaint the students with the basic premises upon which the U.S. was founded and enable them to have a better understanding of the American political system.
EARTH AND SPACE SCIENCE FOR ELL (070)
1.0 Credit
Prerequisite: English Language Learner as classified by language assessment.
Concurrent with ESOL 1 Language Development

Earth and Space Science for ELLs will give Level 1 ESOL students a brief overview of the primary disciplines comprising Earth and Space Science. Approximately six weeks will be spent on each of the following areas: oceanography, geology, cartography and meteorology. The scientific method will be introduced and utilized to prepare students for continued study in the sciences. Emphasis will be placed on academic vocabulary and English language form and function. This will be a co-taught course.

ESOL 3 BIOLOGY (090B)
1.0 Credit

This course is designed to prepare English Language Learners for a college preparatory course of study in the mainstream classes and for the continuation of higher education upon graduation. The topics in the course: cytology, microbiology, evolution, genetics, DNA, botany, zoology, and ecology are designed to expose students to biological principles that bind all life on earth together and to acquaint them with laboratory techniques and tools.

ALGEBRA 1A FOR ELL (091)
1.0 Credit
Prerequisite: English Language Learner as classified by language assessment.

This course contains necessary accommodations for English Acquisition students and topics in this course include: exploring and communicating mathematics, using measures and equations, representing data, coordinates and functions, and equations for problem solving.

ALGEBRA 1B FOR ELL (092)
1.0 Credit
Prerequisite: English Language Learner as classified by language assessment.

This course is designed for students who have successfully completed Algebra 1A for English Language Learners and contains necessary accommodations for English Acquisition students. Topics in this course include: ratios, probability and similarity, direct variation, linear equations, Pythagorean Theorem, and an introduction to quadratic equations.

ELLEVATE (ELLS’ EDUCATION IN VOCATIONAL AND TRAINING EXPERIENCES) (693)
2.0 credits
Prerequisite: English Language Learner as classified by language assessment.

In this year-long course, students will explore their passions, talents, and goals and investigate career clusters. Students will identify possible career opportunities. Hands-on learning will be emphasized by the utilization of career kits that allow students to practice job-related skills prior to entering a cooperative training position in the community that is mutually agreed upon by the student, parents, teacher-coordinator, and employer.

ESOL LANGUAGE ARTS LABORATORY (063 / 063B)
2.0 Credits
Prerequisites: English Language Learner as classified by language assessments
Reading level assessed using the Scholastic Reading Inventory (SRI)

This READ 180 course focuses on improving reading comprehension skills, accompanied by vocabulary study and writing skills, that are needed to be more successful in academic areas. The READ 180 program will be used as the main reading component of this course. This course should be taken by those ELLs who demonstrate a need for this program based on the Scholastic Reading Inventory (SRI).
ESOL ENGLISH PROFICIENCY DEVELOPMENT (064 / 064B)
2.0 Credits
Prerequisites: English Language Learner as classified by language assessments
Reading level assessed using the Scholastic Reading Inventory (SRI) and the Scholastic Phonics Inventory (SPI)

This ESOL SYSTEM 44 course focuses on improving phonemic awareness and reading comprehension skills, accompanied by vocabulary study and writing skills, which are needed to be successful in academic areas. The SYSTEM 44 program will be used as the main reading component of this course. It should be taken by those ELLs who demonstrate a need for this program based on the Scholastic Phonics Inventory (SPI).

ESOL 3 ENGLISH LANGUAGE DEVELOPMENT (072 / 072B)
1.0 Credit or 2.0 Credits
Prerequisites: English Language Learner as classified by language assessments
Concurrent with ESOL 3 Reading or READ 180

This English language development class is for students who are highly motivated but whose native language is a language other than English. It is a continuation of ESOL 2 English Content Language Development. An integrated language approach, which incorporates language in the content areas, is utilized in order to better prepare the students for success in mainstream courses in the following year. An emphasis is placed on the writing process, higher order thinking skills and reading in the content areas as well as literature.

Note: This course is 1.0 credit if taken with READ 180, 2.0 credits if taken with ESOL 3 Reading.

ESOL 4 ENGLISH LANGUAGE DEVELOPMENT (073)
1.0 Credit
Prerequisites: English Language Learner as classified by language assessments
Concurrent with Transitional English for English Language Learners

This English language development class is a continuation of ESOL 3 English Language Development. The class is designed to give the students greater linguistic competencies by working with complex grammatical structures, involving the students in literature and continuing to develop the writing process. The students are required to fully participate in discussions pertaining to literary selections read by the class. A great emphasis is placed on broadening the students’ active vocabulary.

ESOL ENGLISH PROFICIENCY DEVELOPMENT LEVEL 4 (083)
1.0 Credit
Prerequisites: English Language Learner as classified by language assessments
Concurrent with ESOL English Language Development

This transitional English for language learners course further develops the English Language Learner’s skills in academic reading, writing, and (academic delete in parenthesis) oral/aural communication. Literature selections parallel those used in the mainstream ELA classes. This course prepares students for continuation of higher education upon graduation.

ESOL ENGLISH LANGUAGE AND LITERATURE (084)
1.0 Credit
Prerequisites: English Language Learner as classified by language assessments
Completion of ESOL 4 courses

This extension course is for those students who have completed the ESOL 4 classes and who are still at the Advanced level of English development. Students will continue to improve reading and writing skills necessary for success in content area courses. Test-taking strategies will also be developed.
FHS PATE BLOCK

Please see the description of Pate Block on page 8.

FRESHMAN SEMINAR (10000)
1.0 Credit

Freshman Seminar is designed to introduce students to career opportunities in the four pathways: Science, Technology, Engineering, and Math (STEM); Health and Social Services; Arts and Communications; and Business and Law. As part of the curriculum, students will work on goal setting for high school and beyond. High school transition, academic literacy, and effective study skills will also be incorporated.

HEALTH AND HUMAN SERVICES CAREER EXPLORATION (10100)
0.25 Credit

In this rotation, students will explore the Health and Human Services pathway. Students will learn about the broad range of careers in this pathway from medicine to education. Topics will include current trends in the field, predicted employment opportunities, and post-secondary educational opportunities. Students will also discuss goal setting for high school and beyond.

STEM CAREER EXPLORATION (10200)
0.25 Credit

In this rotation, students will explore the STEM (Science, Technology, Engineering, and Math) pathway. Students will learn what STEM is and why it is important. Topics will include current trends in the field, predicted employment opportunities, and post-secondary educational opportunities. Students will also discuss goal setting for high school and beyond.

ARTS AND COMMUNICATIONS CAREER EXPLORATION (10300)
0.25 Credit

In this rotation, students will explore the Arts and Communications pathway. Students will learn about the broad range of careers in this pathway from the performing arts to information technology. Topics will include current trends in the field, predicted employment opportunities, and post-secondary educational opportunities. Students will also discuss goal setting for high school and beyond.

BUSINESS, FINANCE, AND LAW CAREER EXPLORATION (10400)
0.25 Credit

In this rotation, students will explore the Business, Finance, and Law pathway. Students will learn about the broad range of careers in this pathway. Topics will include current trends in the field, predicted employment opportunities, and post-secondary educational opportunities. Students will also discuss goal setting for high school and beyond.
To enhance curricular choices for all students, the Bethlehem Area School District proudly partners with Bethlehem Area Vocational-Technical School (BAVTS) to offer hands-on experience and specialized skills in a variety of Career Pathways. Students in grades 10, 11, and 12 can attend BAVTS part-time, where they can apply the academic knowledge learned at the high school, while refining the technical skills required for college admissions and successful employment.

THE ACADEMIES AT BAVTS*
*The Academy programs are honors-level programs.

BAVTS offers high achieving students the opportunity to accent their high school schedule by attending one of two (2) Academy programs. These programs run yearly in 80-minute blocks, which is approximately 240 hours in length. The offerings include the Academy for Applied Engineering in association with Lafayette College, and the Academy for Medical Sciences that spends much of the second half of the school year training at Lehigh Valley Hospital-Muhlenberg. These public/private partnerships create a wonderful opportunity for student exploration and skill enhancement while enrolled in high school coursework. Academy courses may be taken as independent college preparatory units; Level I courses are not required.

• The Academy for Applied Engineering
• The Academy for Medical Sciences

STUDENT ORGANIZATIONS

NTHS (National Technical Honor Society)
NTHS is an honor society for career and technical students who have distinguished themselves in both academic pursuits and career and technical excellence. Membership is by invitation and eligibility is based upon grades at the sending high school, BAVTS and student activities and involvement in the community. Students also need a recommendation from their sending school and their career and technical instructor. Students completing grades 10 and 11 are eligible to be considered for membership.

Skills USA
The SkillsUSA organization is composed of students from the different trade, industrial and health occupation labs in our school. The various programs help students develop leadership qualities through educational, career and technical, civic, recreational and social activities. Excellence in scholarship, craftsmanship, and personal development are encountered through a national achievement program and national competitive activities. The SkillsUSA Championships is the national level competition, and is part of the annual SkillsUSA National Leadership Conference. In the competition, students demonstrate the occupational and leadership skills they have learned in the lab and in the classroom.
MANUFACTURING CLUSTER

The Academy for Applied Engineering

This course is structured much like a traditional college-level engineering course. Three periods per week are reserved for lecture and discussion, one period per week for student presentations and six periods per week for lab activities. Lab activities consist of individual and group projects designed to reinforce the theory components. These competitions permit the students to participate in actual engineering projects involving design, construction, and testing of a prototype device. Following testing, the team presents a formal oral/visual presentation to an audience of judges and peers from Lafayette College Higher Education.

Electronic Engineering & Manufacturing Technology

This course is designed to give students the theory and hands-on experience to design and complete electronic assemblies using both hand and automated techniques. Students will learn to set up, program, and operate electronics manufacturing equipment in a high-tech educational environment. Students who complete this program will be able to set up and operate a mixed technology assembly line from initial design considerations through the final assembly and inspection. Students will have the opportunity to receive certification in both Electronic Technician Association (ETA) as well as IPC/A-610A Acceptability of Electronic Assemblies certification.

Precision Machining

Students will learn fundamental skills for machining metal and other materials. They will create a series of projects that progress from simple to complex. They learn to read blueprints and to measure to one thousand of an inch (0.001”). They will use lathes, milling machines, surface grinders, saws, drill presses, and a variety of hand tools. Students may eventually use the machine shop computer lab and setup, operating program CNC (Computer Numerical Control) machines. At the end of the program, a student’s job readiness and mastery of occupational skills will be measured based on testing and standards of the National Institute for Metal Working Skills.

Wedding

Students are taught fundamental skills for welding carbon steel and other metals. Students progress from basic welds to various configurations and positions. Students progress to more complex joints with simulated certification level testing procedures. Students are taught cutting and various metal removal methods. They will safely use a variety of hand tools, operation of the saw, drill press, hand and power grinders, and various forms of test equipment. At the end of the program, a student’s job readiness and mastery of occupational skills will be measured based on testing and standards of the American Welding Society.

TRANSPORTATION CLUSTER

Auto Collision Repair

Reparing the body and frame of a vehicle is the focus of training in the Auto Collision Repair program. All phases of repair are completed, including the use of frame straightening equipment and the latest in repair and refinish equipment. Hands-on training on customer-owned vehicles plus classroom theory are part of the program instruction. Students will learn how to properly repair damaged vehicles including repairing and replacing both sheet metal and plastic body parts. Students will also learn to work with specialized automotive fabrics, special alloy steels, and plastics. The Auto Collision Repair lab is well-lit and equipped to industry standards. This gives the student a clean environment for learning and instructs the student in the safe use of hand and power tools, as well as the safe use of the latest equipment in the collision repair industry. At the end of the program, a student's job readiness and mastery of skills will be measured based on testing and standards of NCVIT.

Automotive Technician

In the Automotive Technician Program students will learn basic shop procedures, safety guidelines, how to read manuals, job specifications, tools and equipment and precision instruments. First and second level students will learn engine, brakes, fuel, electrical, and manual systems. Third level students will learn engine performance (electronic fuel and ignition), emissions systems, heating and air conditioning, automatic transmission and axle and safety inspection and diagnosis. Students' job readiness and mastery of skills will be measured using the testing and standards of the NATEF.

SERVICE CLUSTER

Cosmetology

Cosmetology students begin their training using a mannequin and working with classmates providing assigned or requested personal services. The students are engaged in a program of study and six periods per week are spent in the classroom and shop. Lab activities consist of individual and group projects designed to reinforce the theory components. These competitions permit the students to participate in actual cosmetology projects involving design, construction, and testing of a prototype device. Following testing, the team presents a formal oral/visual presentation to an audience of judges and peers from Lafayette College Higher Education.

Precision Machining

Students are taught fundamental skills for machining metal and other materials. They will create a series of projects that progress from simple to complex. They learn to read blueprints and to measure to one thousand of an inch (0.001”). They will use lathes, milling machines, surface grinders, saws, drill presses, and a variety of hand tools. Students may eventually use the machine shop computer lab and setup, operating program CNC (Computer Numerical Control) machines. At the end of the program, a student’s job readiness and mastery of occupational skills will be measured based on testing and standards of the National Institute for Metal Working Skills.

Wedding

Students are taught fundamental skills for welding carbon steel and other metals. Students progress from basic welds to various configurations and positions. Students progress to more complex joints with simulated certification level testing procedures. Students are taught cutting and various metal removal methods. They will safely use a variety of hand tools, operation of the saw, drill press, hand and power grinders, and various forms of test equipment. At the end of the program, a student’s job readiness and mastery of occupational skills will be measured based on testing and standards of the American Welding Society.

TRANSPORTATION CLUSTER

Auto Collision Repair

Reparing the body and frame of a vehicle is the focus of training in the Auto Collision Repair program. All phases of repair are completed, including the use of frame straightening equipment and the latest in repair and refinish equipment. Hands-on training on customer-owned vehicles plus classroom theory are part of the program instruction. Students will learn how to properly repair damaged vehicles including repairing and replacing both sheet metal and plastic body parts. Students will also learn to work with specialized automotive fabrics, special alloy steels, and plastics. The Auto Collision Repair lab is well-lit and equipped to industry standards. This gives the student a clean environment for learning and instructs the student in the safe use of hand and power tools, as well as the safe use of the latest equipment in the collision repair industry. At the end of the program, a student’s job readiness and mastery of skills will be measured based on testing and standards of NCVIT.

Automotive Technician

In the Automotive Technician Program students will learn basic shop procedures, safety guidelines, how to read manuals, job specifications, tools and equipment and precision instruments. First and second level students will learn engine, brakes, fuel, electrical, and manual systems. Third level students will learn engine performance (electronic fuel and ignition), emissions systems, heating and air conditioning, automatic transmission and axle and safety inspection and diagnosis. Students’ job readiness and mastery of skills will be measured using the testing and standards of the NATEF.

CAREER EXPLORATION

Fast Track

Fast-Track is a program designed to give ninth grade students who are at or above Grade Level Standards (GSL) the opportunity to attend Bethlehem Area Vocational-Technical School during their freshman year for one (1) semester. This is a Career Exploration opportunity that will enable students through a minimum of 170 days of instruction to earn a Career Cluster certificate offered at DAVTS as a component during one block of their school day. By the end of the assigned semester, the students will have an opportunity to register for a specific program for their 10th grade year. This is different from the traditional 10th grade student scheduling of rotating through four Career and Technical programs before selecting the program of their choice. This program gives the students a clear indication and Fast Track pathway to their potential career goals at the secondary level.

COOPERATIVE EDUCATION

Cooperative Education is a half day, supervised, work-based experience in your occupational area and assists in transitions from school to the workplace. The Co-op Program is reserved for those individuals recommended by their instructors to be the most likely to succeed on the job. Students are representing the school and establishing reputations and records that will follow them beyond graduation. Considering the responsibility of representing your instructor, school and yourself in a business, there are qualifications to ensure that only conservative and prudent students participate in the program.

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CONSTRUCTION CLUSTER

Building Trades

The Building Trades program involves several different construction disciplines including, but not limited to, carpentry, electrical, and masonry. The first year student will be in a hands-on workshop environment by working on their skills in a full-scale house project in the shop. The students are instructed in all construction fields and will be trained in demonstrating work ethic for the building trades industry. The second and third year students will be working on site projects in the community. Currently they are working on Jobs for Life #1 at a Northampton Community College project. At the end of the program, students' mastery of skills will be tested through NOCTI.

Cabinetmaking

Students learn the basic skills for cutting, assembling and finishing a cabinet project. Through a series of projects, including the design and installation of the kitchen for the House Project, students learn to read blueprints and operate various hand and power tools, such as a radial arm saw, planer, thickness planer, belt sander, and router. They also learn basic carpentry, such as wall and floor layout, and the application of different wall and floor coverings. Students work with various types of construction material (i.e., wood, laminates) and practice appropriate finishing techniques.

Carpentry

Students will learn fundamental skills using a variety of wood sizes and numerous tools of the trade. They will create projects ranging from simple to complete layout and construction of a residential property. The ability to read complex blueprints and measuring to within a tolerance of ± 1/16 of an inch is required. In this course, the students will use handtools, power saws, hammers, vices, screwdrivers, pliers, routers, chisels, and a variety ofornamented hand and power tools applicable to the trade. At the end of the program, a student's job readiness and mastery of skills will be measured based on testing and standards of NOCTI.

Electrical Construction

Students will learn the basics of electrical wiring, layout, and test wiring, fixtures and devices used in commercial, industrial, and residential installations. In addition, they learn to keep all types of electrical equipment in working order. They will learn to read blueprints and schematics for motor control and PLC's. Upon completion, they will be required to take the NOCTI test for electrical occupations. At the end of the program, a student's job readiness and mastery of skills will be measured based on testing and standards of the National Electrical Contractors Association.

Plumbing

Employed to assemble, install, repair and replace fixture systems which carry water, steam, or other materials for sanitation, industrial, and other uses. They will also install plumbing fixtures, appliances and hydraulic systems. Reading blueprints and using pipe fitting formulas to design other skills the student will learn. Students will use air-snakethreads and a variety of hand and power tools. At the end of the program, students' job readiness and mastery of occupational skills will be measured based on testing and standards of NOCTI.

Masonry

The student will learn the fundamentals of a mason. The students should create a series of projects that progress from jobs as simple as a brick patio to as complex as a residential fireplace. They should learn how to use the basic tools of the trade, which include scaffolding, masonry saws, chavers, and other basic tools. They should learn to read blueprints. Students should use the masonry shop to make themselves the best they can as a mason and as a person. At the end of the program, a student's job readiness and mastery of occupational skills will be measured based on testing and standards of NOCTI.

Heating, Ventilation & Air Conditioning

Students entering the HVAC program learn core skills which would enable them to enter various occupations. These core skills include safety, use of tools, blueprint reading, piping and tubing applications, sheet metal fabrication, and electrical. A theoretical background in thermodynamics will allow a student to advance into the installation and service fields. Students receive theoretical and practical training in EPA Section 608 and flamer gas pipe training, leading to national certifications. Continuing education will permit advancement into design and application aspects of the Heating, Ventilation, Air Conditioning (HVAC) Refrigeration Industry. At the end of the program, a student's job readiness and mastery of occupational skills will be measured based on testing and standards of NOCTI.

CREATIVE CLUSTER

Video & Media Arts

Video and multimedia personnel create the exciting images and sounds that we come to expect from TV programs, CD-ROM and the Internet by combining round, video and computer graphics techniques. The instruction that this program offers training in computer design and delivery, audio and video production, computer imaging and presentation technology. Students will learn to use editing software and editing graphics and animation. The nationally recognized NOCTI testing will measure a student's mastery of occupational skills at the end of the program. Students may qualify for the Pennsylvania Skills Certificate, indicating high performance and job readiness in multiple areas.

Commercial Art (Advertising Design)

Students will learn how to apply their artistic talents to today's market, beyond pencil and pen, to the computer and using the Internet. Working with the latest graphics software and technology students create brochures, posters, magazine covers & layouts, signs, logos and more. The course covers the principles of graphic design, graphics, typography, basic illustration, use of color, page layout, advertising, digital photography, and portfolio development. A student's mastery of skills will be measured by testing and standards of NOCTI. Upon graduation, students will be prepared to enter the workforce in an entry-level position. This program is an excellent opportunity for students planning to pursue post-secondary education in graphics, or a design-related field.

Fashion Industries

Students learn basic designing skills, drafting patterns, and industrial methods of drafting construction. They make drafting projects that start out simple and as they acquire more skills, they use their creative minds and progress to more difficult projects. They are trained to use a wide variety of sewing machines and equipment. Also, they will acquire an understanding of the principles of fashion merchandising. The more advanced students have an opportunity to learn computerized pattern design on the Lectra CAD system. The nationally recognized NOCTI testing will measure a student's mastery of occupational skills at the end of the program. Students may qualify for the Pennsylvania Skills Certificate, indicating high performance and job readiness in multiple areas.

Graphical Communications (Print Technology)

The Graphical Communications program provides individuals prepared for entry-level work as well as post-secondary education. This program prepares the tools, material, and professional skills required for the print production industry in the nation - the printing industry. Students will gain knowledge and hands-on skills through print production operations, and finishing techniques, along with management, customer service, and marketing. A high level of math, measuring, language arts, and communication skills are required. All students may earn Skills Certificates based on their level of competition, and choose to participate in the Scholar-in-Residence program during their senior year. The student's job readiness and mastery of occupational skills will be measured based on testing and standards of NOCTI.

Web Design & Animation

Web designer must be able to lay out, create, test, troubleshoot, and modify web pages and sites. During the first year, students learn the basics of color, typography, design, and Photoshop and Illustrator. Second and third year students learn in-depth techniques how to create and assemble web sites using Dream Weaver and Flash. Create animation for web sites and other media outlets using Flash and Lightwave 3-D.

CULINARY ARTS CLUSTER

Baking

Students will learn how ingredients are weighed and measured for large batches of dough and batter. They will learn how to operate large mixing machines and how to measure and weigh properly bulk ingredients. Students participate in the production of many different varieties of bread, rolls, donuts, sweet rolls, danish pastries, cookies, and many other pastry varieties. Cake decorating skills are taught starting with layer cakes and sheet cakes and advancing to large multi-tiered wedding cakes. Students also learn the advantages and disadvantages of different production options such as the use of prepared bakery mixes and frozen pre-formed products. The nationally recognized NOCTI and ACF will measure a student's mastery of occupational skills at the end of the program. Students may qualify for the Pennsylvania Skills Certificate, indicating high performance and job readiness in multiple areas.

Culinary Arts

Students will learn fundamental core competencies in safety, sanitation, measurements, equipment, food tools, basic food preparation and customer service. They will set kitchen goals and develop employability skills as they experience hands on skills through the operation of a commercial and institutional kitchen, bakery, and hospitality industry. The nationally recognized Student Occupational Competency Achievement Test will measure a student's mastery of occupational skills at the end of the program. Students may qualify for the Pennsylvania Skills Certificate, indicating high performance and job readiness in multiple areas as well as the National Restaurant Association Serve Safe certification.

Culinary and Event Planning

The program is designed to give students real world experience in all aspects of the world's largest service industry. You will engage in field experiences, travel and travel skills, along with food and beverage components, wedding receptions, buffets, test kitchens, and corporate dining suites that will reward you with excitement and networking amongst the best in the Lehigh Valley. You will learn the principles of management, sales and marketing, communication and leadership skills and will be basic food cooking and baking and beverage operations. As part of this class, students will have the opportunity to operate a small catering event and learn and plan an event and community, complete an internship or job shadowing experience and get a jump start on earning college credits.

HEALTH CLUSTER

The Academy for Medical Sciences

Students in the Academy for Medical Sciences are charged with the responsibility to identify a patient or a potential student who is capable of managing class work, as well as independent research assignments. The core curriculum includes legal responsibilities, ethical issues in health care, communication, medical terminology, safety and first aid, and an overview of the health care industry. This course is designed to provide the student with the necessary information and skills to be considered safe in a clinical environment. The clinical component offers many health care experiences for a multi-focal overview of professional health careers.

Health Careers

Students in this program of study will receive high quality training that meets the needs of business and industry. This course is designed for students planning post secondary education in a health career. Instruction consists of core curriculum content with experiences in various health related occupations. The core curriculum consists of planned courses for introduction of health careers, basic anatomy and physiology, medical terminology, legal and ethical aspects of health care communications and at least three planned courses for the knowledge and skills for the occupational area such as emergency assisting, ward clerk, nursing assisting, etc. In addition, the skills taught will include the seamless integration of academic concepts with technical competencies. Furthermore, the skills taught will identify and refine aptitudes for job advancement, security and portability. The end of the program students will take the nationally recognized NOCTI test that will measure a student's mastery of occupational skills. Students may qualify for the Pennsylvania Skills Certificate, indicating high performance and job readiness in multiple areas.
Freedom 9th Grade FastTrack Program

In partnership with Bethlehem Area Vocational-Technical School

What is the Fast-Track Program?
This program is designed to give ninth grade students who are at or above Grade Level standards (i.e. proficient on 8th Grade PSSA) the opportunity to attend Bethlehem Area Vocational-Technical School during their freshman year for one (1) semester. This is a Career Exploration opportunity that will rotate students through a minimum of ten (10) career areas offered at BAVTS on a flex schedule during block one of their school day. By the end of the assigned semester, the students will have an opportunity to transition into a specific program for their 10th grade year. This is different from the traditional 10th grade student schedule of rotating through four (4) programs before selecting the program of their choice. This program gives the students a clear indication and FastTrack pathway to their potential career goals at the secondary level.

The Fast-Track Rotation
Freedom students will attend BAVTS during first block (7:55 am – 9:05 am) of their assigned semester. The first week consists of a tour of the entire school to better understand the framework of each program, career exploration surveys, the creation of a personal trait brochure, and finally, program selections. The remaining weeks (2-11), students will attend each program area for five (5) consecutive days. After those exploratory weeks, students may choose one specific program or continue to rotate through programs for the remainder of the semester. The last three (3) days will consist of an exit survey, scheduling decisions for 10th grade, and a short essay describing why they would like to transition into a specific program, if they so choose.

How will the Fast-Track students be graded?
Students in the FastTrack program will be assigned to a homeroom teacher who will act as their teacher of record and rotation facilitator. This individual will be responsible for gathering performance data from the program instructor who will provide daily work ethic grades.

How do I Apply?
Students should visit their counselor and fill out a BAVTS FastTrack application.