

2025-2026

BLOOMSBURG HIGH SCHOOL

PROGRAM OF STUDIES

HIGH SCHOOL PRINCIPAL

Dr. Andrea Landis

PRINCIPAL OF SECONDARY PROGRAMS

Mrs. Michelle Prybyla

SCHOOL COUNSELORS

Ms. Jami Fisher

Mrs. Tammy Mrozek

Mr. Brian McNamara



SCHOOL BOARD OF DIRECTORS

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President
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ADMINISTRATION

Mr. Jonathan Cleaver- Superintendent
Dr. Andrea Landis- High School Principal
Mrs. Michelle Prybyla- Sec. Principal of Students & Programs
Ms. Amy Melchiorre- Curriculum Coordinator
Mrs. Mary Rose Latorre- Director of Special Services
Mr. Michael Kogut- Athletic Director

SCHOOL COUNSELORS

Ms. Jami Fisher- 9th Grade
Mrs. Tammy Mrozek- Grades 10-12 Last Name A-K
Mr. Brian McNamara- Grades 10-12 Last Name L-Z

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

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

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

INTRODUCTION

MISSION

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

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

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

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

CHILD FIND

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

ACADEMIC STANDARDS

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

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

| | |
|--|---------------------------------------|
| Reading, Writing, Speaking and Listening | History and Geography |
| Mathematics | Arts and Humanities |
| Science and Technology and Engineering Education | Health, Safety and Physical Education |
| Environment and Ecology | Family and Consumer Science |
| Civics and Government | World Languages |
| Economics | Career Education and Work |

KEYSTONE EXAMS/ACT 158

The Keystone Exams are end-of-course assessments that help determine whether a student has mastered the state standards associated with a particular course. The content areas of algebra, biology, literature are tested in Pennsylvania. At the Bloomsburg Area High School, the following courses have accompanying Keystone Exams: Algebra I, Algebra IB, Biology and Biology Honors, English 10, and English 10 Honors. Proficiency is required (see ACT 158) below. Participation in these exams is also required for federal accountability purposes unless a religious exception is filed.

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

Act 158 of 2018 (Act 158), signed into law by Governor Tom Wolf, provides alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology) for a student to achieve statewide graduation requirements. Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness.

GRADUATION REQUIREMENTS

To graduate from the Bloomsburg Area High School and to participate in the commencement ceremony, a student must have accumulated a minimum of 25 credits, which must include the following:

| Courses | Credit |
|--------------------|--------|
| English | 4 |
| Mathematics | 4 |
| Science | 3 |
| Social Studies | 3 |
| Personal Finance | .5 |
| Physical Education | 1 |
| Health | .5 |
| Electives | 9 |
| TOTAL | 25 |

MINIMUM SCHEDULED CREDITS

To remain on track for graduation, all students must take a minimum of 7 credits each year. Given the school's mission to prepare students for lifelong learning, students are encouraged to challenge themselves throughout their high school career. Multiple opportunities exist for seniors who have less need for credits. These include Community Based Learning and numerous Dual Enrollment programs. Seniors enrolled in approved Work-Based Learning or Dual Enrollment programs may carry fewer than 7 credits, provided they meet graduation requirements. Students are only permitted to have one study hall scheduled per day.

SMART FUTURES

Pennsylvania requires that all students graduate with a personalized career plan and portfolio that is tied to clearly defined K-12 career education benchmarks. Counselors and students develop these plans utilizing specified lessons in Smart Futures at each grade level. Students further develop these plans with counselors during their individual student meetings.

ACADEMIC SUPPORTS

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

GIFTED PROGRAM

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

GRADING SYSTEM

Report cards are issued every nine weeks and include a final grade at the end of each course. Parents are encouraged to monitor student grades throughout the year using the Parent Portal, Sapphire. To gain access to the portal, please contact the Main Office at the Secondary Complex. Parents are encouraged to request conferences at any time throughout the year.

GRADING SCALE

| LETTER | NUMERIC |
|--------|------------|
| A | 93-100 |
| B | 85-92 |
| C | 77-84 |
| D | 70-76 |
| F | Below 70 |
| I | Incomplete |

HONOR ROLL/HIGH HONOR ROLL

Distinguished Honor Roll -Students who have earned a grade point average (each marking period) of 95% and above and no incompletes are eligible.

Honor Roll- Students who have earned a grade point average (each marking period) of 90-94.99% and no incompletes are eligible.

FINAL EXAMS

The percentages for each grading period or semester will be averaged together to compute the final grade for the course. Finals will count for 12% of the final grade.

GRADE POINT AVERAGE AND CLASS RANK

High school Grade Point Average (GPA) and class rank are calculated from course completion and grades earned throughout high school. GPAs are calculated at the end of each marking period. Class rank is calculated at the end of each semester for grades 10-12 and at the end of the year for grade 9. Courses designated as Honors or Concurrent Enrollment are weighted by 4% and courses designated as Advanced Placement (AP) are weighted by 8%. Class rank is determined by ordering students based upon a cumulative GPA calculated using final grades earned for BASD courses.

COURSE CREDITS

Courses meeting every day for a full year earn 1.0 credit. Courses meeting every day for one semester or every other day for a full year earn 0.5 credit. Courses meeting every day for one quarter or every other day for one semester earn 0.25 credit.

MINIMUM COURSE ENROLLMENT

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

PROCEDURE FOR COURSE REQUESTS

Students are expected to register for and complete a minimum of 6 credits per year. Students will make course selections with their school counselor in the Spring. The selection of courses should be discussed with teachers, counselors, and parents. The students post-secondary/career goals are considered as counselors assist students with recommendations for courses. All students are expected to choose courses that will help them explore career/college options and challenge themselves.

There will be ample time for the students and their parents to discuss selections with the school counselors. Once the selections have been made, there should be no changes. The selection of courses is a contract between the student and the school. The school will attempt to provide all core subject courses scheduled by the students but may be unable to offer classes with very low enrollment.

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

SCHEDULE CHANGE REQUESTS

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

NOTE: *Only under unusual circumstances, after consultation with the teacher, student, parent/guardian and the guidance counselor, the principal may approve a student withdrawing from a course. If this occurs beyond the first week of the semester or quarter, the result of the withdrawal will include a W on his/her transcript.*

LIBRARY

The Bloomsburg High School Library is the hub of learning and exploration for academic and personal growth for our students and teachers.

Committed to fostering a love of reading and learning, the Bloomsburg High School Library maintains a collection of over 7,000 books, over 2,200 eBooks, and over 1,300 audiobooks, as well as online research tools providing resources to the diverse educational needs and wide interests of our school population.

The High School Library provides supplemental curriculum material support, personalized guidance and instruction on research strategies, information literacy, and digital citizenship, ensuring that students are well-prepared for lifelong learning.

The Library provides opportunities for students to work collaboratively and pursue their passions. The High School Library's Innovation Studio is a professional-grade creative learning environment with support and access to multimedia production gear, 3D design and printing tools, drones, and cutting equipment.

Whether you're searching for your next favorite book, needing assistance with a project, or simply looking for a place to study, the Bloomsburg High School Library is here to support you. Join us in exploring the endless possibilities that our library has to offer.

DRIVERS EDUCATION

The standardized course in Driver Education and Highway Safety consists of two phases: 1) 30 hours of classroom instruction and 2) six hours of actual "behind the wheel training" in everyday driving situations. This course is delivered through a third-party, online platform.

The "behind the wheel" phase of training is an elective for students who desire to participate. The classroom phase of Driver Education must be completed before taking the "behind the wheel" phase of Driver Education.

Both phases have to be successfully completed to obtain a senior license at age seventeen and a half, provided no moving traffic violations have been made. Also, most insurance companies will give a reduction in

automobile insurance premiums until age twenty-five for successful completion, after which you would go under their normal rates.

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

HOW TO OBTAIN A LEARNER'S PERMIT

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

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

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

ADVANCED COURSES

HONORS

Courses designated as Honors are weighted by 4%. All honors courses require that students have maintained a minimum of a 93% average in prior courses in the same or related discipline to enter the honors curriculum and then maintain a minimum of an 87% in an honors course to continue in the honors level course sequence. Students will be enrolled in these classes until the class limits have been reached. Honors courses do require summer assignments. Failure to complete the pre-course assignments will result in students receiving a zero grade for those assignments. Most Honors courses are approved for concurrent credit through partnerships with LCCC and/or Lackawanna College, allowing students to earn both high school and college credit.

ADVANCED PLACEMENT

Courses designated as Advanced Placement (AP) are weighted by 8%. Students enrolled in Advanced Placement courses are required to take the College Board's AP exam that is administered in the spring. The cost of the exam will be paid upfront by the district, but students earning below a '2' may be billed for reimbursement. AP courses do require summer assignments. Failure to complete the pre-course assignments will result in students receiving a zero grade for those assignments. AP courses are approved for concurrent credit through partnerships with LCCC and/or Lackawanna College, allowing students to earn both high school and college credit.

DUAL ENROLLMENT & CONCURRENT ENROLLMENT OPPORTUNITIES

[Flyer](#)

Bloomsburg High School (BHS) offers students the opportunity to earn college credits while still in high school through Concurrent Enrollment and Dual Enrollment programs. These programs allow students to gain a head start on their college education and, in some cases, save on tuition costs.

According to the United States Department of Education, secondary students who have completed at least one college course are more likely to: successfully complete high school, enroll in a post-secondary institution, persist through the second semester of college, complete more post-secondary credits overall, achieve a higher GPA, and finish their chosen degree on time!

Concurrent Enrollment

- Select courses taken on-campus at BHS with BHS teachers
- Earn college credit through Luzerne County Community College (LCCC), Lackawanna College, or Pennsylvania College of Technology
- Courses designated as concurrent are weighted by 4%.

Dual Enrollment

- Courses taken on a college campus or online at Commonwealth University, LCCC, or Lackawanna College that count towards elective credits to fulfill BHS graduation requirements
- Other colleges/universities must receive administrative approval before credit is awarded
- Dual enrollment courses (not taught by BHS teachers) will be listed on a student's high school transcript with the letter grade earned at the accredited institution but will not be weighted into the student's high school gpa or class rank. This ensures that students are evaluated fairly within the high school grading system, as different colleges have varying grading scales and course rigor that may not align directly with Bloomsburg High School's curriculum and assessment methods.

Note: A student's concurrent course & dual enrollment may not exceed 24 postsecondary credits in any school year. Bloomsburg Area School District has taken steps to minimize program costs to students and families so as to promote equal access to concurrent and dual credit courses and not to prohibit student participation. To support student participation, the district will fund up to 66 postsecondary credits for those pursuing an associate degree through Luzerne County Community College (LCCC) or Lackawanna College.

Luzerne County Community College (LCCC)

- Two options for earning LCCC credits:
 1. Concurrent Enrollment: BHS courses that also offer LCCC credits
 2. Dual Enrollment: Courses taken at an LCCC campus or online.
- Many LCCC credits are transferable to numerous colleges and universities, including the Pennsylvania State System of Higher Education schools and Pennsylvania State University
- Students have the opportunity to earn a [general associate degree](#) through a combination of concurrent and dual enrollment courses with LCCC
- Tuition is paid upfront by the district, but students earning below a 'C' may be billed for reimbursement

Lackawanna College- Cyber Security Associate Degree Program

- Beginning in the 2025-2026 school year, Bloomsburg High School has partnered with Lackawanna College to offer students the opportunity to earn an Associate Degree in Cyber Security
 - Concurrent Enrollment: [High school courses](#) that also offer Lackawanna credits
- Dual enrollment courses with Lackawanna College will begin in 11th grade and conclude in 12th grade
- This program allows students to graduate high school with a full associate degree in cyber security, preparing them for careers in the field or further college education
 - [Cyber Security Associates in Science Degree Requirements](#)
- Tuition is paid upfront by the district, but students earning below a 'C' may be billed for reimbursement

Commonwealth University (Early College Program)

- High school students can take courses at Commonwealth University while still enrolled in BHS
- Up to eight high school elective credits can be earned
- Courses can be scheduled within or outside the school day, depending on the student's schedule
- Students must provide their own transportation
- Application and acceptance into the Early College Program are required
- More information: [Commonwealth University Early College Program](#)
- The tuition for an early college student is \$115 per credit, totaling \$345 for a 3-credit course. Currently, tuition costs are covered upfront through the Bloomsburg University Foundation, contingent on the availability of endowment funds. Students who earn a grade below a 'C' may be required to reimburse the tuition.

Pennsylvania College of Technology (Penn College)

- BHS offers concurrent courses in partnership with the Pennsylvania College of Technology
- These courses are taught by BHS teachers and provide students with college credit
- Available courses include:
 - CCD103 - Technical Drawing
 - CCD104 - Detailing I
 - FHD137 - Introductory Baking
- These credits can be applied toward technical and career-oriented programs at Penn College or transferred to other institutions
- Tuition for Penn College concurrent courses is currently free.

If interested in Concurrent/Dual Enrollment Opportunities

- Meet with your school counselor to discuss eligibility and scheduling
- Apply to the Early College Program if interested in taking courses at Commonwealth University
- Explore course offerings and determine the best fit for your academic and career goal

COLUMBIA MONTOUR AREA VOCATIONAL-TECHNICAL SCHOOL (CMAVTS)

The Columbia-Montour Area Vocational -Technical School Program typically begins in the ninth grade. As eighth graders, students make applications for admission through the guidance department.

Competitive admission quotas make it necessary for applicants to have a record of good conduct, attendance, and passing grades in their academic subjects before their application can be processed. Recommendations are necessary from teachers, guidance counselors and the school administration.

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

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

COURSE DESCRIPTIONS

ART

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

| Course# | Credit | Course Name | Course Description | Pre-Req |
|---------|--------|-------------------------|--|---|
| 1542 | 1 | Advanced Art | Advanced Art is designed to meet the needs of students whose interest and ability in art is outstanding. It allows for in-depth study by the individual student and offers experiences like Art I but on a more challenging level. Units in Advanced Art move between two-dimensional media, three-dimensional media, and Art History. | Successful completion of the following: 1545, 1546 |
| 1543 | 1 | Independent Art Study 1 | Independent Advanced Art Study I is designed to encourage those outstanding art students who may choose a field of Art as a career, or whose future field of interest may relate indirectly to some aspect of art, or those students who seek, through the creating of art objects, self-fulfillment of joy in becoming a connoisseur of art. The involvement with media and techniques will involve more mature efforts in creative expression and will utilize materials and tools used by the professional artist. The student and instructor will decide the art projects which most meet the needs of each individual student. Students will meet with the instructor at the beginning of each semester to design and set a plan of study. Successful students at this level will be self-motivated and exemplify good classroom behavior, attendance and work habits. | Successful completion of 1542 |
| 1544 | 1 | Independent Art Study 2 | In addition to the criteria of Independent Advanced Art Study I, the Advanced Art II student will be expanding on that course, researching the various universities, colleges, and art schools, and developing a portfolio appropriate for the student's selection of post-secondary school education. | Successful completion of 1543 |
| 1545 | .5 | Painting | Painting I is designed as the first level of painting for the student who is interested in working solely in the paint mediums. Students will work in watercolor and acrylic painting completing assignments that center on landscape, still life, figure, and non-objective subject matter. Students will progress through the curriculum; building knowledge based upon experiences and learned techniques. Students will participate in making art, talking about art, and learning historical perspectives related to art. | |
| 1546 | .5 | Drawing | Students will be introduced to new techniques and media within the drawing realm. Subject matter will vary to enhance the student's drawing experiences and abilities. Students will look at and discuss master artists and their drawings. Critiques will be used to enrich the student's feedback concerning artistic growth. | |

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| 1548 | .5 | Ceramics | Ceramics I is designed to review learned ceramic information and build upon that knowledge and experience through-out the semester. Students will gain useful information relating to hand building techniques and wheel throwing techniques. Students will learn about the entire ceramic realm, from initial construction to different firing processes. Students will learn about the rich history of ceramics throughout the world. | |
| 1549 | 1 | Honors Art | <p>An Honors Art class is designed for advanced and serious art students in their junior or senior years. Students petitioning for this class need to be members of the National Art Honor Society, have a history of self-motivation and desire for knowledge and abilities in the visual arts, as well as a 90% in studio and 85% overall GPA. The Honors selection is open for negotiations from the current course offerings of the Art Program. Students can select a studio specific concentration or choose to be more eclectic in their choice of methods, media, and techniques.</p> <p>Each Honors student will have an individualized program of study drawn up and agreed upon by the student and teacher. Part of the individualized program will include two short research papers on an agreed-upon topic. Honors students are also required to serve on one of the two gallery committees. The Honors classroom reaches outside of the halls and walls of our school building. Students will be encouraged to attend art openings in the community and in the area. A special trip to the Philadelphia Art Museum may be a part of the course. Students will be introduced to local professional artists on multiple occasions during the school year.</p> <p>Students will also begin building a portfolio as soon as they decide upon pursuing additional training in the visual arts.</p> | Successful completion of 1542 |

BUSINESS

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

| Course# | Credit | Course Name | Course Description | Pre-Req |
|---------|--------|-----------------------|--|--|
| 1470 | .25 | Computer Applications | This 9th grade quarter course is designed for students to apply and evaluate basic computer operations and concepts. Throughout the course students will focus on applying and enhancing word processing, spreadsheet and database skills. | This course is part of the Freshman Block. |

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|------|-----|------------------------------------|---|---|
| 1471 | 1 | Business Basics | Business Basics is a year-long elective course designed for students that are interested in advancing their education in business or pursuing a career in the field. This course introduces students to key areas of business, including decision making, type of business ownership, marketing, promotion, economics, motivation, management and leadership and the global business market. | |
| 1474 | .5 | Personal Finance | This semester course will inform students of their financial responsibility and will help to develop their financial literacy as a consumer in the business world. Topics covered include money management, budgeting, paychecks, banking, buying a car, finding a place to live, credit and investing. | This course is required for graduation and part of the Sophomore block. |
| 1475 | .5 | Sports and Entertainment Marketing | This semester course is offered to students in 10-12th grade. This course offers an introduction to marketing within the sports, entertainment and business industries. Sports & Entertainment Marketing will provide students with a strong foundation in key areas such as marketing, sponsorship, public relations, advertising, licensing and other industry related topics. | |
| 1476 | .5 | Entrepreneurship | This semester course is offered to students in 10-12th grade. This course focuses on identifying business opportunities, starting, operating and maintaining a business. Students will develop a detailed business plan as part of the course. | |
| 1477 | .25 | Futures | The Futures course is designed to assist 9th-grade students in exploring various career pathways, discovering their interests, strengths, and values, and developing the skills necessary to make informed decisions about their future careers. This course will also equip students with essential study skills and strategies to succeed academically. Through interactive activities, guest speakers, virtual field trips, and self-assessment tools, students will embark on a journey of self-discovery and exploration to identify potential career options that align with their aspirations and goals. | This course is mandatory and part of the Freshmen Block |
| 1480 | 1 | Accounting | This full year course provides a complete study of double-entry accounting as it applies to a proprietorship, partnership and corporation. Students will gain a thorough understanding of key concepts such as debits, credits, the accounting cycle, journalizing, posting, trial balance, adjusting entries and closing entries. Accounting simulation projects will be completed to reinforce and apply the material covered. | |
| 1482 | .5 | Business Economics | Business economics is a semester course for students in 10-12th grade. This course will introduce students to the world of business and economics. Throughout the course, students will explore key economic concepts, including supply and demand, market structures, the role of government, international trade and the effects of global economic events on local economies. | |

ENGLISH

| Course# | Credit | Course Name | Course Description | Pre-Req |
|----------------|---------------|--------------------|--|----------------|
| 1102 | 1 | English 9 | The primary purpose of ninth grade English is to span the transition from reading to literature and to expand the skills of writing and speaking our American English language. Ninth grade English expands on the comprehension and application of grammar especially in terms of developing a writing style. In addition, various literary genres-novels, short stories, drama, and poetry are examined using specific intrinsic guidelines. Finally, students will prepare for the PSAT through vocabulary acquisition and practice of specific reading strategies and study skills. | |
| 1103 | 1 | English 9 Honors | The English Honors section will generally realize a greater sense of independent study as part of the various areas covered in this course. English 9 Honors goes beyond skills in language arts by focusing on a commitment to learn and explore the depths of the various subjects. Students will be expected to take advantage of opportunities for independent study and cooperative learning. Finally, students will prepare for the PSAT through vocabulary acquisition and practice of specific reading strategies. | |
| 1106 | 1 | English 10 | Students in English 10 will continue to grow in the areas of reading, writing, listening, and speaking as outlined in the Pennsylvania Academic Standards for English Language Arts. This academic course offers an in-depth study of literature, nonfiction, communication, critical thinking skills, and vocabulary development. Diverse reading and writing assignments are meant to prepare students for the required Keystone Literature Exam and future high school English courses. Students will complete a research project focused on investigating their career options. This course will broaden the perspectives of students as they encounter a variety of literature, and they work to write compositions to become culturally, technologically, and academically literate citizens within our communities. | |

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| 1107 | 1 | English 10 Honors | Students in English 10 Honors will continue to develop a growing independence in their preparation for college level skills in the areas of reading, writing, listening, and speaking as outlined in the Pennsylvania Academic Standards for English Language Arts. This academic course offers a study of literature, nonfiction, communication, critical thinking skills, and vocabulary development. Diverse readings and writing assignments are meant to prepare students for the required Keystone Literature Exam and future Honors English courses. Students will complete a research project focused on investigating their career options. This course will broaden the perspectives of students as they encounter a variety of literature, and they work to write compositions to become culturally, technologically, and academically literate citizens within our communities. Additionally, the Honors sections of this course will complete more in-depth studies of novels, as well as more demanding assessments throughout the course of the school year. By interacting with classic, modern, and contemporary works, students will have the opportunity to independently broaden their understanding of the world in which we live. | |
| 1109 | 1 | English 11 | The focus of this course is the connection between academic topics, personal experience, and workplace skills. The curriculum, which builds on the study of communication initiated in tenth grade, emphasizes critical reading and thinking skills, effective writing skills, organization, information gathering, and team communication. Students will read and analyze literature, complete a variety of writing assignments, and deliver technology-enhanced presentations. Students who did not reach proficiency on the Keystone Literature Exam in tenth grade may be scheduled into this course. | |
| 1111 | 1 | American Literature Honors | The scope and sequence of this course is primarily designed to follow a historical context based on genre to include autobiography, short story, poetry, and novel. The American body of literature will be the focus of analysis employing the upper levels of Bloom's Taxonomy, which will result in essays, research papers, and presentations utilizing modern technology. | *This is an LCCC Concurrent Enrollment course. ENG 101 |
| 1113 | 1 | English 12 | English 12 emphasizes critical thinking, reading, and writing skills as students explore the units of the College Application Essay, Technical Writing, Fiction & Non-Fiction Text Analysis, all to discover their own philosophies about life and their roles in society. To enhance this study, students will analyze and evaluate web sites, news articles, various forms of media, and literature. To demonstrate mastery of these core issues, students engage in various simulations that promote active learning. When possible, English 12 will be integrated with other content area classes. | |

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| 1118 | 1 | British & World Literature Honors | British and World Literature is a literary survey course that serves as a transition from secondary-level expectations to college-level expectations. Students will engage in active, inquiry-based learning that will promote independent, critical thinking. By analyzing and evaluating the genres of prose, poetry, drama, and non-fiction using critical literary theories, students will explore multiple interpretations of texts through asking essential questions. Students will demonstrate and validate their interpretations through creative writings, analytical essays, and persuasive essays, or by completing individual and group presentations implementing 21st century research and technology skills. Due to the honors notation, instruction will be differentiated so that students will be required to read literature of greater complexity. | Must have successfully completed course #1111. This is an LCCC concurrent enrollment course. ENG 102 |
| 1115 | 1 | AP English Literature & Composition | Advanced Placement English: Literature and Composition is a college-level course for highly motivated students who desire an intensive study of literature. Using college-level materials, students evaluate literary texts using literary theories with an emphasis on the new-critical / formalist approach. After mastering the skills associated with the new-critical / formalist approach, students will apply these strategies as well as other literary theories to evaluate a variety of texts in the genres of fiction, drama, and poetry. In addition, students will independently analyze three novels or dramas. <i>Students enrolled in this course will be required to take the College Board's AP English Literature & Composition exam.</i> | 85% or better in a prior English honors course. This is an LCCC concurrent enrollment course. ENG 102. |
| 1116 | 1 Elective | Creative Writing | This course welcomes those enthusiastic about enhancing their creative writing skills. It provides a laid-back and engaging atmosphere aimed at helping students discover the joy of writing. Through the creation of diverse projects, both large and small, students will actively participate in critical peer review and share their work. Class participation is required. We will explore the intricacies of the writing process, including the reading of representative shorter works by established authors to model styles of writing and to develop a critical sense. The course follows a workshop format, encompassing journaling, drafting, revising, and publishing students' works in poetry, memoir, fiction, and more. Students will create a polished portfolio spanning genres and submit work to various contests. The year will culminate in the publication of our literary magazine, <i>Prometheus</i> . Prepare for a transformative journey, where storytelling becomes an art form, and creativity knows no bounds! | |
| 1121 | 1 Elective | Journalism 1 | This course provides a wide range of print media experiences. In addition to learning the fundamentals of news gathering, writing, and editing, students are trained in photography, layout, and computer-assisted production and publication. They examine the media, the concept of our community's needs to know, its right to know, and its responsibility to know. All students interested in any of the topics listed are invited to be part of the Red & White, a Bloomsburg High School tradition. | This is an LCCC concurrent enrollment course. JOR 101 |

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| 1122 | 1 Elective | Journalism 2 Honors | This second level course is for those students who have completed Journalism I and are interested in becoming part of the award-winning Red & White's editorial board. This group of student editors coordinates the staff of the high school newspaper, designs the publication format and layout, chooses the content, edits stories, and represents the paper as part of the school community. This course allows students to apply at a more professional level the skills acquired in Journalism I | |
| 1123 | 1 Elective | Journalism 3 Honors | Students electing to take the third level of Journalism will be working on and with the school newspaper on a specialized basis designed around the interests of the student. This could include advanced levels of design, news and/or feature writing, or editorial work. | |
| 1125 | 1 Elective | Publications 1 | This first Publications course is focused on beginning and advancing your photography and Photoshop skills as part of a highly motivated staff that produces our high school yearbook and school-wide slide show. Throughout the year, students will work with InDesign and page layout in preparation for print projects and planning the following year's Memorabilia. | |
| 1126 | 1 Elective | Publications 2 Honors | The advanced program (Honors weighed) is for students who want to take their photography, design, technology and writing skills to another level as production editors of our 128-page, full-color high school yearbook. Students must be ready to assume leadership roles that will involve decisions, deadlines, and creativity in a fast-paced, pressure-packed environment. | |
| 1129 | 1 Elective | Publications 3 Honors | Students electing to take the third level of Publications will be working on the school yearbook with students in Publications I and II in an advanced and specialized role based upon the unique interests and skills of the Publications III student. Publications III students will also have assignments outside of the project of the yearbook to complete, such as newsletter for publication, literary magazine publication, and special projects. | Teacher Rec |
| 1117 | 1 Elective | Fundamental s of Speech | The course Fundamentals of Speech is the study of various types of formal speeches that are most commonly required on the college level. This course is designed to integrate critical thinking skills, research skills, listening skills, and speaking skills with an emphasis on effective nonverbal and verbal communication to demonstrate mastery of public speaking skills for a variety of audiences. Throughout the course, students will have opportunities to practice and refine their speaking techniques including vocal variety, pacing, volume dynamics, eye contact, gestures, facial expressions, and implementation of multiple media resources. | This is an LCCC concurrent enrollment course. SPE 125 |

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| 1119 | .5 Elective | SAT Prep- English (Pass/Fail) | This semester-long elective course is designed to help students develop the critical reading, writing, and language skills necessary for success on the PSAT/SAT. Through focused instruction and practice, students will learn strategies for analyzing complex texts, identifying key ideas and details, improving grammar and sentence structure, and crafting high-scoring essay responses. The course incorporates timed practice tests, vocabulary building, and personalized feedback to target individual strengths and weaknesses. By the end of the semester, students will gain confidence and proficiency in the skills required to excel on the PSAT/SAT and in future academic pursuits. | |
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FAMILY & CONSUMER SCIENCE

| Course# | Credit | Course Name | Course Description | Pre-Req |
|---------|----------------------------|---------------------|---|---|
| 1560 | .5 | Culinary Arts | Culinary Arts is open to all students and will introduce students to the basics of food preparation and kitchen safety. Skills explored include measuring, mixing, cooking, baking, basic nutrition, and dishwashing. This class must be taken before enrolling in any other culinary course. | |
| 1561 | .5 | Food Preparation I | In this course, students will learn about the Food Service Industry. Students will explore hospitality, knife skills, and a variety of cooking methods. Nutrition, preparation, and menu cost are a component for this course. | Course #1560 |
| 1562 | .5 | Food Preparation II | In this course, students will build on skills learned in Food Prep I. Students will learn about food science, meal preparation and planning, food preservation techniques and more. Appetizers, main dishes, casseroles and salads will be on the menu! | Course 1561 |
| 1564 | 1 (Semester Course) | Foods & Nutrition | Students will explore healthy eating patterns, the nutrients and their functions through guided labs and nutrition activities. They will practice the preparation of healthy foods and learn to make wiser food selections. This is a semester-based course. | Course #1560 This is an LCCC concurrent enrollment course. HPE-130 |
| 1567 | .5 | Baking 1 | In this course, students will explore the science of baking as well as mixing methods used to produce high quality baked goods. We will explore the functions of ingredients, using our knowledge to make a variety of quick breads, cookies and more. | Culinary Arts Course #1560 |

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| 1568 | 1 | Baking 2 | Baking II is a Penn College concurrent enrollment course. This is a year long course and is an extension of Baking I. Acquired skills will be utilized to prepare a variety of baked products including pies, cakes, yeast breads, pastries and more. Upon successful completion of this course, students will earn 3 college credits. | <p>Culinary Arts Course #1560 and Baking 1 Course #1567</p> <p>11th and 12th Grade Students Only</p> <p>This is a PC NOW concurrent enrollment course FHS 137</p> |
| 1569 | .5 | Regional Foods | In this class, students will take a food tour across the United States with a tasting adventure along the way. Students will discover why foods are popular in some areas over others, where our food influences come from and more. Students should be open to trying a variety of foods when considering this course. | Course #1560 |
| 1570 | .5 | International Foods | In this class, students will take a culinary tour around the world with a tasting adventure of ethnic foods. Students will research the culture and dining habits of selected nations, then prepare samples of their studies. Students should be open to tasting a variety of flavors when considering this class. | Course #1560 |
| 1571 | .5 | Fiber Arts | This course introduces students to the fiber arts world, exploring various techniques such as weaving, knitting, crocheting, sewing, and quilting. Students will learn about the history of fiber arts worldwide while developing their creative expression and craftsmanship. Through hands-on projects, students will create their textile pieces, gaining an understanding of the materials, tools, and processes used in fiber arts. | |
| 1572 | .5 | Advanced Yarn Applications | This course examines yarn-related crafting processes in greater detail. Students will learn how to combine basic stitches in patterns and create more advanced textile pieces. | Introduction to Fiber Arts (1571) OR permission of instructor upon demonstration of prior knowledge |
| 1573 | .5 | Advanced Fabric Applications | This course examines fabric-related crafting processes of sewing, quilting, and embroidery in greater detail. Students will learn how to construct more advanced fabric items for everyday use. | Introduction to Fiber Arts (1571) OR permission of instructor upon demonstration of prior knowledge |

MATHEMATICS

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

| Course# | Credit | Course Name | Course Description | Pre-Req |
|---------|--------|-------------|--|---|
| 1201 | 1 | Algebra 1A | Algebra 1A will give students a foundation of algebraic concepts. This course, in combination with Algebra IB, will cover all the material necessary for Keystone Algebra. <i>*A scientific or graphing calculator is required for this course.</i> | |
| 1204 | 1 | Algebra 1 B | Students will continue topics from Algebra IA and complete topics for Keystone Algebra. It will also prepare them for Algebra IIA and/or Geometry A. <i>*A scientific or graphing calculator is required for this course.</i> | Successful Completion of Course 1201 |
| 1206 | 1 | Algebra 1 | Algebra 1 is for the student who wants to pursue course work in academic mathematics. In this course, concepts of arithmetic basic to understanding algebra are solidified. In logical sequence, more difficult algebraic concepts are introduced. Wherever possible, applications of these concepts are used so that the student realizes the relevant, real-life uses of algebra. Problem solving is a vital component of this course. Students learn to read a problem, analyze it, put it into the form of an equation and then discover a way to solve it. <i>A scientific or graphing calculator is required for this course</i> | |
| 1203 | 1 | Algebra 2 A | This is another course in a sequence designed to follow Algebra IB and it prepares students to complete the study of basic algebra and proceed into more advanced topics. <i>A scientific or graphing calculator is required for this course.</i> | Successful Completion of Course 1204 |
| 1202 | 1 | Geometry A | Geometry 1202 will cover all the basic geometry ideas and principles, as well as a few related algebraic concepts. <i>A scientific or graphing calculator is required for this course.</i> | Successful completion of 1206 & 1203 OR 1201 & 1204 |

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| 1207 | 1 | Geometry | Geometry is the third course in a sequence designed for the student who is pursuing a course in academic mathematics. Geometry integrates “thinking skills” into the entire course. It develops logical, deductive reasoning by having the student make, test, and prove conjectures. Students must use accepted statements (definitions, theorems, postulates, and given information) to reach conclusions. <i>A scientific or graphing calculator is required for this course.</i> | Successful Completion of Course 1206 or 1209 |
| 1208 | 1 | Geometry Honors | This is an accelerated course for students who have successfully completed Algebra 2 Honors. More material is covered than in Geometry 1207 and a more thorough examination of the included concepts is undertaken. <i>A scientific or graphing calculator is required for this course.</i> | Successful Completion of Course 1210 with 87% or higher |
| 1209 | 1 | Algebra 2 | Algebra 2 is designed for the student pursuing an academic mathematics series of classes. Algebra 2 completes the study of basic algebra; it then proceeds into topics involving polynomials, quadratics, and rational expressions. Practical applications are essential in each chapter along with <i>instruction that requires the use of a scientific, or graphing calculator, or computer.</i> | Successful Completion of Course 1206 |
| 1210 | 1 | Algebra 2 Honors | Algebra II completes the study of basic algebra and then proceeds into topics involving polynomial expressions and functions, radicals, quadratic functions, rational expressions, and conic sections. Application problems used throughout the course are designed to show how the math is used in the real world. <i>Any student who wishes to take this course in the 10th grade year must schedule Geometry Honors 1208 in the same year.</i> <i>A scientific or graphing calculator is needed for this course.</i> | Successful completion of 1206 with a 93% or higher |
| 1216 | 1 | Consumer Math | Students will learn practical real-life applications including, but not limited to, personal finance, taxes, banking, and business math. | 11 th & 12 th Grade Only Completion of 1202, 1203, or 1204 |

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| 1215 | 1 | Probability & Statistics | This course is geared toward students who have completed at least Algebra I. The statistical applications are drawn from various disciplines, including natural sciences, social sciences, business, economics, education, engineering, and computer science. <i>A TI-83 or higher graphing calculator is required.</i> | Successful Completion of Course 1206 |
| 1211 | 1 | Pre-Calculus | Pre-Calculus is the fourth course in a sequence designed for the student pursuing an academic mathematics series of courses. Pre-Calculus offers a comprehensive overview of the mathematical skills needed for students to succeed in a rapidly changing technical world. Students will cover, in detail, relations and functions, trigonometry, conics, logarithmic and exponential functions, and sequences and series. <i>A graphing calculator is required for this course.</i> | Successful Completion of Course 1207 & 1209 |
| 1212 | 1 | Pre-Calculus Honors | Pre-Calculus Honors is an advanced course designed for those students who have successfully completed (87% or better) both Algebra II Honors and Geometry Honors. One semester will be devoted to the study of Trigonometry. Other topics covered are logarithmic and exponential functions, sequences and series, and the calculus concepts of limits and derivatives. <i>A graphing calculator is required for this course.</i> | Completion of Course 1208 & 1210 with an 87% or better. |
| 1213 | 1 | Calculus Honors | Calculus is an accelerated course. The emphasis is on the application and techniques of both differential and integral calculus. The course consists of functions, limits, differentiation and integration of algebraic and transcendental functions, plus practical applications of the derivative and integral. <i>A TI-89 graphing calculator is required.</i> | Successful completion of 1211 or 1212 with 87% or better |
| 1214 | 1 | AP Calculus A/B | The course is based on college level materials and college level teaching strategies in Calculus. Students will be required to take the College Board's AP exam in May. <i>A TI-89 graphing calculator is required.</i> | Successful completion of 1212 or 1213 with 87% or better |
| 1218 | 1 | Survey of Mathematics | Explores the role of mathematics in modern culture emphasizing techniques and applications in the social, natural, and management sciences, as well as those in technological fields. Topics studied include problem solving, set theory, logic, number theory, the real number system, probability, and statistics. | Completion and passing of 1206, 1209, & 1207 and the required LCCC entrance exam |

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| 1219 | .5 Elective | SAT Prep-Math | This semester-long elective course is designed to prepare students for success on the PSAT/SAT Math sections. Students will strengthen their understanding of key mathematical concepts, including algebra, geometry, data analysis, and advanced math topics. The course emphasizes problem-solving strategies, time management skills, and practical techniques for tackling multiple-choice and grid-in questions. With regular practice tests, targeted reviews, and personalized feedback, students will build confidence and proficiency to achieve their best possible PSAT/SAT Math scores. | Successful completion of 1206 Grades 10-12 |
| 1481 | 1 Elective | Daktronics (Pass/Fail) | This elective course introduces students to the basic features of the Daktronics control system equipment and software language. Students will learn about Daktronics display operations, All Sport control consoles, Show Control, Content Studio, and DakStats. They will also explore objective-oriented event planning, in-game video operations, seamless display operations and fan enhancements. Typical assignments and projects include producing sports and school spirit related game-day display content, working with the community and sponsors to create sponsor-related display content, and operating video and Daktronics equipment during sporting events. | Understanding of basic computer skills. |

MUSIC

| Course# | Credit | Course Name | Course Description | Pre-Req |
|---------|--------|-------------|---|---------|
| 1500 | 1 | Band | The course of study used in band class or band rehearsals includes (1) a study of the various instruments of the band. (2) Rehearsing with emphasis being placed on musical blend, pitch, intonation, timbre, rhythm, etc. (3) a study of music history using period music. (4) The use of scales, arpeggios, personal disciplines as related to band performances such as marching, concerts, parades, etc. Required performances include football games, competitions, parades, and concerts. | |

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| 1501 | .5 | Band Front | Band Front meets 5 days each week for the first marking period. Students will learn basics in flag techniques, dance, marching techniques, and drill. Students will combine these basics to enhance the visual presentation of the Bloomsburg High School Marching Band. Performances at all rehearsals, football games, competitions and parades scheduled during the school year are required for this course. | |
| 1502 | 1 | Band/Chorus | Band students who would like to participate in the choral program could elect to do so by selecting this course of study named Band/Chorus. An arrangement of three band periods and three chorus periods would complete the six-day requirement. During the first nine weeks chorus will meet two times, band three times a week. | |
| 1503 | 1 | Band/Band Front | Band students who would like to participate in band front could do so by selecting this course. This elective meets daily combining band front for the first nine weeks and band for the remaining marking periods. | |
| 1504 | 1 | Band Front/Band/Chorus | Students have the option to participate in all three musical electives through participation in Band Front during the first nine weeks and completing the year with the Band/Chorus component. | |
| 1505 | 1 | Band Front/Chorus | Students will participate in Chorus twice per week during the first nine weeks then five days a week from second nine weeks to the end of the year. | |
| 1508 | 1 | Chorus | Chorus is offered five times a week. The following areas of music will be explored by students who select this one credit course: 1) Rhythm, melody, form, and tone color using choral music. 2) Various periods and styles of choral music; 3) Techniques of singing; 4) Performance of music in required public performances. Students will also try out for County and District Chorus Festivals. | |

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| 1509 | 1 | Voice 1 | Are you unhappy with the sound of your voice? Do you want to sing like your favorite pop icon? Do you eat, sleep, drink and breathe the desire to be a singer? Do you just want to learn more about singing? Check out Voice Class I. You will learn to sing with ease! There are several ingredients to the success puzzle for aspiring vocalists: diction, a fancy word for pronounces words correctly, efficient use of the body to breathe and shape sounds, phrasing, and dynamics. One of the tools that will help you to learn diction is the secret language of IPA. You will have to take the course to learn how to use it effectively. | |
| 1510 | 1 | Voice 2 Honors | If you loved the first level, you would certainly want to delve deeper into vocal study. This course is designed for the serious vocal student that wants to study voice in college or pursue singing more actively after high school. The curriculum is designed to encourage you to dig deeper into singing technique, so the voice is more effortless and more expressive. More practice is required in this level. Students will be required to complete prerequisite work for the honors distinction, i.e. Learn repertoire over the summer or complete a book review. | Successful Completion of 1509 |
| 1511 | 1 | Voice 3 Honors | <p>This course is designed for students that have completed Voice Class 2 with an average of 90 including the final and approval of the instructor will be given to the opportunity to extend their vocal study.</p> <p>Students must be enrolled in chorus or band/chorus for the year. Students will be required to complete prerequisite work for the honors distinction (i.e. learn repertoire over the summer and/or complete a book review).</p> | Successful Completion of 1509 & 1510 |
| 1512 | .5 | Guitar | In this semester class, students will be given the opportunity to further their technique on guitar. They will also develop an understanding of the theoretical concepts of harmony through the completion of online and group instruction. Fundamental skills like scales will be explored through improvisation in class. Beginning students are welcome, but experienced guitar players are preferred. | |

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| 1513 | 1 | Theater Appreciation | This course is an introduction to the nature of theatre art and its representative dramatic genres, and the functions of the basic practices of the playwright, actor, director, and design technicians. The course is designed to help students bring critical thinking skills into their experience as theatergoers and increase their appreciation and evaluation of theatre presentations. By reading, discussing, and seeing plays, students will have a better understanding of the various elements of theatre and theatre production as art. Available to Sophomores and up | This is an LCCC concurrent enrollment course. THR 100 |
| 1506 | 1 (Sem. Course) | Music Appreciation | An introduction to Western music including the elements of music, various musical styles, medias and forms, stylistic periods, and significant composers. Available to Sophomores and up. | This is an LCCC concurrent enrollment course. MUS 150 |
| 1516 | 1 | Introduction to Acting | In this course, students will explore specific techniques in acting. The students will prepare monologues and dialogues, will explore body awareness, gestures, and movement through space, will study vocal inflection, and will analyze monologues for content and delivery. The goal is to equip students as young actors to communicate the text and “POP” more effectively in the limelight of the spotlight. Available to Sophomores and up. | This is an LCCC concurrent enrollment course. THR 101 |

PHYSICAL EDUCATION AND HEALTH

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

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

| Course# | Credit | Course Name | Course Description | Pre-Req |
|---------|--------|-------------|--|---------|
| 1709 | .25 | PE 9 | PE 9 focuses on leadership, sportsmanship, and team-building activities. The concept is to help create a positive and cooperative school environment through class lessons that challenge students to work together. | |

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| 1710 | .25 | PE 10 | Physical Education 10 is the second of 3 required physical education courses. It is a generalized approach including team building skills, personal fitness, and team sports participation. Personal improvement over the semester is the objective, so that students learn lifelong fitness activities and skills. | * This course is required for graduation and part of the freshman block. |
| 1711 | .5 | Individual Sport Activities/Fitness | Students will be introduced to several different individual lifetime sports. Activities may include but are not limited to Table Tennis, Pickleball, and Badminton. Emphasis will be on basic skill development and sport strategy. Activities will conclude with instruction and participation in a fundamentally competitive scenario. This course also involves the use of the fitness center. | Successful completion of 1710 |
| 1712 | .5 | Team Sports | Students will be introduced to several different team lifetime sports. Activities may include but are not limited to Basketball, Hockey, and Volleyball. Emphasis will be on basic skill development and sport strategy. Activities will conclude with instruction and participation in a fundamentally competitive scenario. This course also involves the use of the fitness center. | Successful completion of 1710 |
| 1714 | .5 | Personal Fitness 1 | This course is designed to give students the opportunity to acquire knowledge of fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will learn the fundamentals of strength training, aerobic training, and overall fitness and conditioning. Students will understand the influence of lifestyle choices on personal health as well as participate in very rigorous exercise regimens. | Successful completion of 1710 |
| 1715 | .5 | Personal Fitness 2 | Personal Fitness is a personalized program of physical activity and strength conditioning. Students learn to use resistance exercise to gain muscle mass, mobilize joints, and improve cardiovascular and pulmonary fitness. Open to grades 11 and 12. | 1714 |
| 1719 | .25 | Health 9 | Health 9 is a course in which we introduce the students to such topics as: the health triangle, self-esteem, goal setting, decision making, coping with stress, nutrition essentials and food groups. Throughout the course the student will learn how each topic will affect him/her physically, mentally, and socially. The students will also learn how to use this information in personal, family and community interactions. | * This course is required for graduation and part of the freshman block. |

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| 1720 | .25 | Health 10 | Health 10 includes topics of healthy diet, substance use, death and dying, human sexuality, healthy relationships, mental health, and basic health care. Throughout the course the student will learn how each topic will affect him/her physically, mentally, and socially. The students will also learn how to use this information in personal, family and community interactions. | |
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SCIENCE

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

| Course# | Credit | Course Name | Course Description | Pre-Req |
|----------------|---------------|-----------------------|--|----------------|
| 1301 | 1 | Environmental Science | Environmental Science is the first in a two-course sequence developed to help students prepare for the Biology Keystone Exam. Environmental Science will focus on the Keystone assessment anchors found in module B-Continuity and Unity of Life. Basic biological principles, ecological concepts, and the theory of evolution will be the focal points of the course. All course content is aligned with the Assessment Anchors for the Biology Keystone Exam. The Assessment Anchors for the Keystone Exam are defined by the Eligible Content statements established by the Pennsylvania Department of Education. A laboratory component will be incorporated into the course to support the major concepts covered in the class | |

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| 1302 | 1 | Biology | Biology is the second course in a two-course sequence designed to help prepare students for the Biology Keystone Exam. This course will complete our study of the Assessment Anchors for the Biology Keystone Exam. The Assessment Anchors are defined by the Eligible Content statements established by the Pennsylvania Department of Education. The course will focus on the following assessment anchors: The Chemical Basis of Life, Bioenergetics, Cell Growth and Reproduction, and Genetics. A significant laboratory component will be incorporated into the course to support the major concepts studied in class. Students will take the Biology Keystone Exam at the conclusion of this course. | |
| 1303 | 1.5 | Honors Biology | Honors Biology is designed to provide students with a strong foundation in the biological sciences. The focus of the course will include the nature of Biology, Principles of Ecology, Chemical Basis of Life, Cellular Biology, Reproduction, Genetics, and Evolution. The class will promote science inquiry by challenging students to think critically; justify answers; and think like a scientist. Effective teaching strategies will include lecture, group discussion activities, projects, web-based resources, and a significant laboratory component. The goal of this course is to challenge academic students who plan to further their education after high school or pursue a career in the science and science related fields. The course content is aligned with the assessment anchors for the Keystone Exam for Biology. Upon completion of the course, students will be required to complete the Keystone Exam for Biology as defined by the Pennsylvania Department of Education. | |
| 1304 | 1 | Biology 2 Honors | Biology II Honors is a course designed to provide students with a curriculum equivalent to an introductory level college biology course. The curriculum will focus on the areas of the chemistry of life, the cell, genetics, taxonomy, and basic human systems. A significant laboratory component is integrated with each topic area. Students will be required to analyze, interpret, and communicate an understanding of the theories and principles of biology. The intent of the class is to challenge students who plan to pursue a career in the biological sciences or other related scientific fields. | This is an LCCC concurrent enrollment course. BIO 101 |

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| 1305 | 1 | Integrated Science | <p>This year-long course provides students with a solid foundation in biology and chemistry. It focuses on reinforcing key biology concepts and addressing areas of difficulty, helping students build essential skills for success.</p> <p>In the first half, students strengthen their understanding of biology, covering core principles and practical applications. The second half introduces foundational chemistry, including the structure of matter, chemical reactions, and the role of chemistry in everyday life. Hands-on activities support student learning and engagement</p> | Teacher Rec. Only |
| 1306 | 1 | Chemistry | <p>The course will cover matter and</p> <p>change, measurements and calculations, atoms and their arrangement of electrons, chemical bonding, chemical formulas and compounds, chemical equations and reactions, and gas laws with more emphasis on everyday chemistry and less emphasis on math. Lab work is included throughout the course.</p> | |
| 1307 | 1 | Chemistry Honors | <p>This course is an advanced college-prep course that will study matter and change, measurements and calculations, atomic structure, quantum mechanics, periodic law, chemical bonding, chemical formulas and compounds, chemical equations and reactions, stoichiometry, gas laws, acids and bases, biological chemistry, and organic chemistry. Lab work is included throughout the course. This course is math intensive.</p> | This is an LCCC concurrent enrollment course. CHE 111 |
| 1309 | 1 | Applied Physical Science | <p>This course content will include topics of motion, Newton's laws, momentum, energy, and gravitation. Work in heat and thermal energy, wave motion, sound, light electricity and magnetism and astronomy topics will be included. This course will involve minimal amounts of math with an emphasis toward practical application. The course will rely more on description and examples through both demonstration and experimentation. This course is not intended to prepare students for college physics classes.</p> | |

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| 1311 | 1 | Physics Honors | <p>Physics is an advanced college-prep course designed for students in their junior or senior year of school currently on the Honors science track of study, with high success in math and science courses. The course begins in mechanics with a study of motion, forces, energy, and the conservation laws and continues with wave motion, fluid dynamics, a study in heat and thermal energy and electricity and magnetism. Laboratory exercises will be included to allow for a more practical understanding of the concepts being developed. This course is extremely challenging, with a rigorous workload. It will prepare students for the physics classes needed in engineering, physics, or advanced sciences in college.</p> | Currently taking Honors Pre-Calculus or Calculus |
| 1313 | 1.5 | AP Biology | <p>Prospective students must have maintained an 85% average in both courses. Students enrolled in this course will be required to take the College Board's AP Biology exam. AP Biology is a college-level course for highly motivated students who plan to further their education in a scientific field. The course is designed to be the equivalent of a two-semester college introductory biology course. The goal of the course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. A significant laboratory component will be integrated into the curriculum. The class differs from Biology II Honors with respect to the range and depth of topics covered, the kind of laboratory work done, and the time and effort required of students. Due to the volume of material to be covered, students will be expected to assume responsibility for their own learning by completing several assignments during the summer.</p> | <p>Successful completion of Honors Biology (1303) and Chemistry Honors (1307).</p> <p>This is an LCCC concurrent enrollment course BIO 101</p> |
| 1314 | 1 | Anatomy & Physiology Honors | <p>Human Anatomy and Physiology is a full year course that focuses on the structure and function of the human body. Students will study the biochemical composition, basic organization, and major body systems of the human body. The course will focus on anatomical terminology, anatomical identification, and the physiological process of the human body systems. An emphasis will be placed on an understanding of the functions of the human body systems and how the systems maintain homeostatic balance. The course will feature labs that will further explore key content and is designed for students pursuing a degree in the health sciences, biological sciences, or nursing field.</p> | <p>Successful completion of 1303 or 1307 and maintained an 85% average in both courses.</p> <p>This is an LCCC concurrent enrollment course. BIO 135</p> |

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| 1315 | .5 | Meteorology | Meteorology offers students an in-depth exploration of the dynamic and complex field of weather science. Through a combination of theoretical study, practical observation, and hands-on experiments, students will delve into the fundamental principles governing Earth's atmospheric processes and weather phenomena. This course will provide a comprehensive overview of meteorology, covering topics such as atmospheric composition, weather patterns, climate systems, severe weather events, and the impact of human activities on the environment. | Juniors & Seniors only |
| 1317 | .5 | Forensics | The Forensics course introduces students to the field of forensic science, exploring its applications in solving crimes and contributing to justice. Through a combination of theoretical knowledge and hands-on activities, students will develop an understanding of the scientific principles and techniques used in forensic investigations. This course will cover various aspects of forensic science, including crime scene investigation, evidence collection and analysis, forensic biology, forensic chemistry, forensic anthropology, forensic psychology, and the role of technology in modern forensic practices. | Juniors & Seniors only |
| 1320 | 1 | Introduction to Aviation | This course will introduce students to basic aircraft and UAS structures and their major components, principles of flight, and the fundamental physical laws affecting flight. Students will learn about basic aerodynamics and forces that act on aircraft in flight. This course will also introduce the main systems found on large and small airplanes and UAS. AOPA Aviation STEM Curriculum Standard Alignment | |

SOCIAL STUDIES

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

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

Each of the core social studies courses are to be taken in order of their course number. This sequence is Civics/Civics Honors— World Cultures/World Cultures Honors—American Cultures/American Cultures Honors/AP U.S. History. Exceptions will be considered on an individual basis and only when the regular order is impossible, such as might occur when a student transfers from another school. Please refer to page 7 for honors guidelines.

| Course# | Credit | Course Name | Course Description | Pre-Req |
|----------------|---------------|--------------------|---|----------------|
| 1400 | 1 | Civics | <p>This course is designed to give freshmen students an understanding of government operations as they affect the everyday life of the American citizen. Students examine citizenship in our democracy and then turn to a study of current problems facing school, community, and family life. A solid review of the government process ensues at the national, state, and local levels. The purpose of the course is centered on the growth of students into becoming responsible citizens with the ability to be contributing members of society. Appreciation of current events is also a significant part of the course structure.</p> | |
| 1401 | 1 | Civics Honors | <p>This course is designed for the highly motivated freshman student. The student will be required to do research, provide oral reports, participate in cooperative learning, and write short papers. The course begins with a general review of citizenship in our democracy. It then turns to an independent inquiry of the citizen in society. The course continues by reviewing specific information about the traditions of democracy by providing a detailed study (reworded) of our federal system of government to explain the functions and activities of each of the three branches of government. Students also examine the powers, duties, and organization of state and local government to receive a clearer understanding of how the federal system works. The course then looks at the citizen in government with an in-depth look-at the key elements of the American political system - elections, political parties, interest groups, public opinion, and the media. It finishes with students being introduced to the concept of foreign policy focusing on past and future foreign policy challenges for the United States. Appreciation of current events is also a significant part of the course structure.</p> | |

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| 1402 | 1 | World Cultures | This sophomore course is designed to foster an understanding and appreciation of the political, cultural, and social aspects of the world's cultures from the rise of absolutism in Europe to the present. The purpose of this course is to develop students' understanding of the world as global community and their roles as citizens in that community. | |
| 1403 | 1 | World Cultures Honors | The Honors World Cultures course extends the depth and breadth of the sophomore World Cultures course. Honor students are expected to be well versed in current events and issues. Integrated into the coursework are more extensive and challenging projects, assignments, and assessments. | This is an LCCC concurrent enrollment course. HIS 102 |
| 1404 | 1 | American Cultures | The American Cultures class is intended to be taken during your junior year. American Cultures is an attempt to teach a fundamental knowledge of the culture and history of the American people arising out of a belief that the future destiny of any society can be to a large degree molded through a sound knowledge of its past. Students are encouraged to develop the habit of critical thinking and analytical reasoning as an integral part of American Cultures. | |
| 1405 | 1 | American Cultures Honors | American Cultures Honors is designed to expose junior students to a more in-depth exploration of the American Cultures curriculum. Additionally, honors students can expect a higher level of questions and topics within class, and on examinations. This curriculum lends itself well to the exploration of primary sources and the linking of past to present using critical thinking skills. | This is an LCCC concurrent enrollment course. HIS 202 |

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| 1406 | 1 | Current Issues in History | <p>Current Issues in History is an elective senior year course. This course is an extension of American Cultures around the time of the Cold War and moving until the present day. Unlike American Cultures, Current Issues in History will also look at the history of the rest of the world in past centuries and how that history has implications on current world relations. In addition, it investigates the roles of government and economics and their impact on today's society and world affairs. A strong focus on current events is ever-present, which allows students to focus on current history as it is taking shape. This allows students to become more knowledgeable about current domestic and international affairs, leading to students who will be better prepared for their role as productive citizens.</p> | |
| 1409 | 1 | Early US History: Colonial Period -1877 Honors | <p>Students interested in taking the AP US History course should take this course prior to 1410 AP US History: 1877-Present. This course is designed to introduce students to the necessary skills needed to succeed on the APUSH College Board Exam. Students will be introduced to the format of the exam, including multiple choice, short answer, long answer and document-based questions. Throughout the course of the year, students will discuss the history dating back to the discovery and colonial period of our country and lasting until post-Reconstruction era following the Civil War. Students will learn to interpret primary and secondary resources and to apply them to their historical knowledge of the time period. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship.</p> | <p>This is an LCCC concurrent enrollment course. HIS 201</p> |

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| 1410 | 1 | AP US History | <p>The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP United History course should thus develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students enrolled in this course will be required to take the College Board’s AP Psychology exam.</p> <p>For the 2026-2027 School Year:</p> <p>The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. This course will further strengthen the skills taught in the previous course to ensure that students are prepared for the type of questions that will be asked on the exam in May.</p> | <p>Early US History (1409)</p> <p>This is an LCCC concurrent enrollment course. HIS 202</p> <p>12th Grade Students (2025-2026 SY)</p> |
| 1411 | 1 | AP Psychology | <p>The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice. Students enrolled in this course will be required to take the College Board’s AP Psychology exam. 11th & 12th grade only.</p> | <p>An average of 85.0% or better in a previous Social Studies honors course.</p> <p>This is an LCCC concurrent enrollment course. PSY 103 & PSY 213</p> |

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| 1412 | 1 (Semester Course) | Psychology | Psychology is a one semester elective course for interested juniors and seniors. This course will spend time investigating the subfields of Psychology. The program will focus on topics such as social psychology, psychological disorders and their treatments, sensation and perception, and learning. | This is an LCCC concurrent enrollment course. PSY 103 |
| 1413 | 1 (Semester Course) | Sociology | This one semester elective course will explore the Sociological Perspective; Doing Sociology; Research Methods; Culture; Socialization and Development; Social Interaction and Social Structure; Group Structures; Communities; Society; Deviance and Criminal Behavior; Social Stratification; Racial and Ethnic Minorities; and Gender Roles today. The course is open to both juniors and seniors. | This is an LCCC concurrent enrollment course. SOC 101 |
| 1414 | 1 (Semester Course) | Vietnam | In this course students will be analyzing the Vietnam War Era (1945-1975). We will begin with a background of colonialism & conflict in Vietnam that which predates the American invasion. Students will study and gain knowledge throughout the course of the Cold War policies which shaped the U.S. military strategies in Vietnam, the social & political impacts of the war at home, and the multifaceted ramifications following the war's end & American withdrawal. The course will be taught at an upper-level, college pace. Students will be expected to take notes, complete independent readings, engage with primary & secondary sources, demonstrate understanding through written reflections, class discussions, projects, and assessments. | This is an LCCC concurrent enrollment course. HIS 259 |
| 1416 | 1 (Semester Course) | Western Civilization 1 | This elective course is a survey of the main stages of the history of western civilization up to the beginning of the 17th Century. It emphasizes the concepts, forces, ideas, events, and people that shaped the complex dimensions of the contemporary world. After a brief consideration of the earliest civilization phase, the course explores the classical period, from about 1000 B.C.E. to 500 B.C.E., the spread of civilization period, 500 to 1400 C.E., and the spread of the Renaissance and Reformation. | This is an LCCC concurrent enrollment course. HIS 101 |

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| 1417 | .5 | Cultural Geography | This course is a study of cultural practices that have been developed in particular regions of the world over time by human populations. We will explore the complex relationship between people and land and discover the changes that have been made on the earth's surface by human cultures. Students will explore the relationships between people and their environments, focusing on how culture shapes and is shaped by the world around us. | Juniors and Seniors only. |
| 1418 | .5 | Physical Geography | This course will introduce students to the study of geography. Geography allows us to find answers to questions about the world around us. We will explore the processes that shape the earth, the relationships between people and environments, and the links between people and places. This course aims to develop students' spatial awareness, critical thinking skills, and appreciation for the interconnectedness of the natural world. | Juniors and Seniors only. |

TECHNOLOGY AND ENGINEERING EDUCATION

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

| Course# | Credit | Course Name | Course Description | Pre-Req |
|---------|--------|--------------------------------------|---|--|
| 1520 | .5 | Introduction to Technology Education | This semester course is designed to provide introductory exposure to various aspects of engineering and construction. At the entry level there will be an overview of manufacturing, materials, machine safety, and computer-aided machining. Each student will construct several simple projects using various construction techniques and materials in addition to learning how to use the computer-aided machinery available in the engineering lab. | Not available to students that took 1529 |

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| 1521 | .5 | Computer Design and Engineering | <p>This course is designed to allow students to explore a variety of different Computer Aided Manufacturing (CAM) applications. Students will utilize 3D modeling programs in addition to Computer Aided Design (CAD) software to design and create a variety of mechanical and artistic projects.</p> <p>Emphasis will be placed on the computer design aspects of engineering and related computer-assisted machining of those ideas. Students will be using a laser cutter/engraver, 3D printer, CNC router and vinyl cutter to create unique projects as part of this course</p> | Student should possess strong computer skills & have a good background in math and science. Not available to students that took 1529 |
| 1523 | 1 | Robotic Design | <p>This course is intended to challenge students to apply elements of engineering to design, create and manufacture robots that can solve specific real-world problems. Students in this course will have the opportunity to participate in several robotic competitions, i.e. Battle Bots IQ, to test their solutions against other schools from across the state and country. Participating students will develop a multidisciplinary set of engineering skills and knowledge as they design and build a functioning robot from scratch using tools and equipment available in the Technology Education classroom and materials laboratory.</p> | Strong math, science and technology background is recommended. |
| 1524 | 1 | Robotic Design 2 | <p>This course is a follow-up to Robotics Design I where the advanced student is expected to become a class mentor to the Robotics Design I students. The expectations for those students who select this course are high, but hard work has its own rewards. Personal achievement and referencing experience and success will get the attention of college admissions officers. Battle Bots IQ, The High School Challenge is an engineering program of studies that offers many avenues for achievement. Level II students are expected to participate in this or a comparable event which will entail spending time outside of class to complete the require work.</p> | Course 1523 |

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| 1525 | 1 | <p>Computer-Aided Design</p> <p>This course is offered every other year –2025-2026</p> | <p>This course provides students with exposure to a variety of different computer-aided design program experiences. Students will utilize CAD to solve problems of visualization of multi-view drawings using AutoCAD and SolidWorks. Students will develop 3D models that they can then print using the 3D printers to analyze the fundamentals of design, mass, center of gravity and other engineering elements. In addition, students will utilize architectural design software to create new home and building designs as well as study construction methods and proper use of materials and space.</p> | <p>This course is offered as Concurrent Enrollment through Penn College CCD 103 &104</p> <p>11th and 12th Grade Students Only</p> |
| 1526 | 1 | <p>Architectural Drawing</p> <p>This course is offered every other year –2026-2027</p> | <p>This elective course is an in-depth study of residential home and commercial building designs. Student will learn the fundamentals of building design and will replicate a variety of different home styles. By the end of the course, each student will be responsible to design and draw a complete set of plans necessary in the building of a residential home. The student will use the computer program, Chief Architect and Revit to complete these activities. Offered every other year, opposite of CAD.</p> | |
| 1529 | 1 | <p>Technology Education</p> | <p>This course is designed to provide a study of various aspects of engineering. At this level there will be a major emphasis placed on manufacturing, machine safety, and computer-aided machining. Students will get the opportunity to utilize a 3D printer, Laser Cutter/Engraver, Vinyl Cutter, CNC Router and a variety of different design software needed to run the machines in the laboratory. Each class will construct a group project using various construction techniques and computer-aided machining. There will also be time for individual study/projects in a particular area of student interest. There will be a minimal fee involved to help defray the cost of the individual projects.</p> | |
| 1530 | 1 | <p>Technology Education 2</p> | <p>This course is a student-centered exploration of engineering and technology. The course allows students to explore a variety of manufacturing operations and procedures. Students will utilize various software applications to further develop their computer-aided machining and computer-aided design capabilities while refining their hands-on construction capabilities.</p> | Course 1529 |

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| 1531 | 1 | Technology Education 3 | This course is designed to develop competence in material manufacturing and computer-aided machining as a means towards the production of major projects, with the emphasis upon the proper and efficient use of equipment and materials. Individual laboratory work experience in the construction of a major project will be supplemented by classroom activities, lecture, and demonstrations. | Course 1530 |
| 1532 | 1 | Technology Education 4 | This course is designed to give students the flexibility to develop advanced skills in a particular area of interest. Students will be required to research and develop specific skills necessary to become competent in this chosen field of concentration. For students to participate in this independent study, they should have successfully completed at least the first three levels of Technology Education. | Course 1531 |

WORLD LANGUAGES

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

| Course# | Credit | Course Name | Course Description | Pre-Req |
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| 1450 | 1 | Spanish 1 | Spanish 1 introduces the language and culture of the Spanish-speaking world. It is designed to help each student attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing. The emphasis is on communication as ample opportunities are provided for the students to interact among themselves and with the teacher. | |
| 1451 | 1 | Spanish 2 | Spanish 2 continues the study of the language and culture of the Spanish-speaking world that was begun in Spanish 1. In this level of study, some of the more complex structures of basic Spanish are presented and the cultural themes studied last year are expanded. The course is designed to help each student to acquire a command of the key vocabulary and structures necessary for personal communication as well as an appreciation of the breadth and variety of the Spanish-speaking world. | 75% average in Spanish 1 |

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| 1452 | 1 | Spanish 3 | In this third level of study, the basic language skills taught in the prior courses are further developed. Along with a review of grammar, the student is introduced to Hispanic literature and culture. While oral expression is still stressed, greater emphasis is now placed on reading and writing. | 75% average in Spanish 2 This is an LCCC concurrent enrollment course. SPA 101 |
| 1453 | 1 | Spanish 4 | This fourth level of study begins with a review and expansion of language topics covered in the first three years of study. Additional vocabulary and grammatical structures are then presented along with a more in-depth study of the art and literature of the Hispanic world. The students will read selections from classic and contemporary Hispanic literature, view artistic masterpieces, and discover the many aspects of the dynamic Hispanic culture. | 90% average in Spanish 3 This is an LCCC concurrent enrollment course. SPA 102 |
| 1455 | 1 | French 1 | French 1 is an introduction to the French language and culture. Level 1 is designed to move students as quickly as possible from working with individual words and memorized material to dealing with sentences and using the language creatively. Students are placed into realistic contexts that allow them to use the language they learn in meaningful communication. The four skills (listening, speaking, reading and writing) are integrated and mutually supportive. Class activities will be conducted in French as much as possible in order to guarantee maximum exposure to the target language. | |
| 1456 | 1 | French 2 | French II is a continuation of French I. In addition to reviewing and expanding topics and functions presented in Level I, Level II introduces new topics that allow students to further communicate their concerns and interests. The emphasis is now placed more systematically on the receptive skills (reading and listening). Culture continues to be an integral part of the program. | 75% average in French 1 This is an LCCC concurrent enrollment course. FRE101 |
| 1457 | 1 | French 3 | French 3 focuses on the concerns of everyday life for young people in France and other French speaking countries. Students learn about current social issues as well as French customs and heritage. In terms of language skills, greater emphasis is now placed on reading and writing which serve as the catalysts for listening and speaking. | 75% average in French 2 This is an LCCC concurrent enrollment course. FRE102 |

CTE PROGRAMMING

There are currently 3 CTE Programs at Bloomsburg High School

Business Management

"Diversified Occupations"

Education

BUSINESS MANAGEMENT

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

Knowledge of business and technology is essential for today's world and tomorrow's future.

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| LCCC BUS-101 | 1 | Introduction to Business | This course will provide the business student with a solid foundation that they need to succeed in today's competitive business world. It will include the following topics: the business environment, including global business; business trends, including forming a business and franchises; management; human resources, including motivating and satisfying employees; marketing; business strategy, including accounting and decision making, and e-business; and finance. | |
| LCCC - CIS-100 | 1 | Basic Computer Skills | This course is intended for students whose familiarity with computers and computer applications is limited. The student will learn basic Windows operating system concepts and commands, management of files and folders on computers and USB drives, use of the Internet (for research, e-mail, and college classes), word processing with Microsoft Word, creating a presentation using Microsoft PowerPoint, and an introduction to spreadsheets with Microsoft Excel. | |
| LCCC - CIS-108 | 1 | Introduction to Computer and Programming Concepts | Principles of computing associated with electronic information processing and its utilization are presented. Hardware and software, input-output techniques, storage techniques, data communications, internet, web design, networking concepts and introduction to object-oriented programming are studied to acquaint students with the latest methods used to accumulate process, store and interpret data. Topics in databases, computer ethics, privacy and security, current events, systems analysis and programming will also be covered. | |
| LCCC-B US 209 | 1 | Business Communication | Developing skill in clear, persuasive writing; style and correct work is supplemented by practical exercise in composing credit, collection, adjustment, inquiry and sales letters; students prepare job applications and a brief report. | |

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| LCCC - BUS-201 | 1 | Principles of Marketing I | The scope and significance of marketing; the markets for consumer and industrial goods; the wholesaling and retailing of consumer goods; the marketing of agricultural and industrial goods and the marketing policies and practices of business firms. | |
| LCCC - ACC-111 | 1 | Principles of Accounting I | This course presents the accounting cycle covering both service and merchandising activities of a sole proprietorship. It also analyzes a business transaction from a journal entry through the preparation of the financial statements (income statement, statement of owner equity, and the balance sheet) to closing journal entries. This course includes but is not limited to, perpetual inventory, accounts and notes receivable, and accounting for plant and intangible assets | |
| LCCC - ACC-112 | 1 | Principles of Accounting II | The principles of accounting are continued from Principles of Accounting I with the major emphasis on accounting as related to corporations and manufacturing concerns. Topics include manufacturing systems and controls, liabilities, bonds, corporation equity, statement of cash flows and financial statement analysis. | |
| LCCC - HRM-110 | 1 | Human Resource Management | The course forefronts the people aspects of a managerial position in the hospitality industry. It provides an understanding on how to find and hire the right people; then develop, train, supervise and motivate those individuals. The laws governing the hospitality workplace are explained to help protect the business entity from legal disputes while ensuring that employees and customers rights are also protected. The importance of developing employee standards of performance and quality are emphasized along with administering various competitive employee benefit and compensation programs existent in the hospitality industry. | |
| LCCC - BUS-261 | 1 | Business Law I | The fundamental principles of commercial law with emphasis on laws of society, contracts, bailments, personal property; cases relating to topics of discussion will be utilized to give application to the basic principles. | |
| LCCC - BUS-299 | 1 | Business Internship | Students will be placed in selected Businesses to perform internships designed to give students the opportunity to make practical application of their course work in a business setting. | |

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

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| 4000 | 1 | Work-Based Learning | Available to students during their junior year of high school, this course will prepare students for Work- Based Learning II and work during their senior year. Course work includes Orientation to Co-op (Diversified Occupations), Career Development and Planning, Employment Acquisition, Human Relations, Health & Safety as well as the OSHA Career Safe online general industry 10-hour certification. | |
| 4500 | 1 | Work-Based Learning 2 | Available to students during their senior year if they completed Work -Based Learning I during their junior year. Course work includes Employment Retention, Communication Development, Legal Awareness, Professional Organizations, Consumer Skills, Economics, Future Planning and Technical Related Instruction. | |
| 3000 | 3 | Cooperative Education | <p>Available to seniors who have completed Work Based Learning I and are enrolled in Work-Based Learning II –To qualify for cooperative education, you must be on track for the necessary credits to earn your diploma, have good attendance history and good work ethics. You will also need 3-5 periods available for work in your schedule. These blocks are usually at the start or end of a school day depending on your place of employment. Your position must be a paid position. Students must work a minimum of 15 hours per week and student work hours must include time during the school day.</p> <p>Successfully completing the Cooperative Work Placement will provide the student with a better understanding of the world of work as well as occupational training. This course will:</p> <ul style="list-style-type: none"> · Enhance the co-op student’s educational experience with real-world career related work experience. · Allow the co-op student to develop skills and knowledge applicable to an identified career field. · Allow the co-op student to explore, through on-the-job experience, the career options related to their academic work, and to verify their career choice. · Increase the co-op student’s maturity level by exposure to the professional work environment. <p>Establish credentials for the co-op student to enhance their opportunities after graduation for employment or admission to college.</p> | |

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| 3500 | .25/Qt | Internship | <p>Available to seniors ONLY. This follows our traditional model. To qualify for this internship, you must be on track for the necessary credits to earn your diploma, have good attendance history and good work ethic. Students will need to have 1-3 blocks available at the beginning or end of the school day. This internship can be paid or unpaid. Scheduling can be flexible to meet student needs. Credits are based on scheduled time. This Course will:</p> <ul style="list-style-type: none"> • Enhance the co-op student's educational experience with real-world career related work experience. • Allow the co-op student to develop skills and knowledge applicable to an identified career field. • Allow the co-op student to explore, through on-the-job experience, the career options related to their academic work, and to verify their career choice. • Increase the co-op student's maturity level by exposure to the professional work environment. <ul style="list-style-type: none"> • Establish credentials for the co-op student to enhance their opportunities after graduation for employment or admission to college. | |
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EDUCATION

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| EDU-150 | 1 | Introduction to Education | <p>An introductory course in the field of education. It presents an overview of the historical, philosophical, and social foundations of education. Current trends, legislation, governance and finance of schools, opportunities for employment, and certification processes are explored. Emphasis is placed on the professional role of the teacher. Practical experience in area educational settings for a total of forty hours is an integral part of this course.</p> | |
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| EDU-151 | 1 | Educational Technology | <p>Interested in technology? Love learning new things? This is the course for you!</p> <p>Students will work with current trending technologies, such as AI, and discuss possibilities it brings for students and teachers. Students will explore other online tools such as video/photo editors, interactive slideshow tools, design tools (like Canva), virtual learning tools, screen casting and recording tools, studying and note taking tools, learning games, classroom management tools, 3D modeling and printing tools and much more. Students will learn how to use the Makerspace /Recording Studio equipment. Students will be encouraged to explore their learning passions during the course and will be able to incorporate these tools immediately into their current learning opportunities.</p> <p>Although this Career and Technology Education (CTE) course is designed for those exploring a career in teaching, this course will greatly benefit those on other career paths by exploring new tech that will make learning more effective, engaging, and fun in high school, college, and beyond. This course will be beneficial to anyone interested in a career that requires communicating information and ideas or training others.</p> | This is an LCCC concurrent enrollment course. |
| EDU-152 | 1 | Principles of Teaching & Learning | <p>This course is designed to equip students with essential skills and strategies for effective classroom management and the development of comprehensive lessons and unit plans. Students will explore various techniques to create a positive learning environment and learn how to design educational experiences that are engaging, inclusive, and aligned with educational standards.</p> | EDU-150 |

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| EDU-155 | .5 | Education Independent Study- Year 1 | This independent study course provides students with the opportunity to gain practical experience and deeper insights into the teaching and learning process through structured classroom observations. Students will observe classrooms in various educational settings, logging their hours and documenting key interactions, teaching strategies, and classroom dynamics. Total logged observation hours should be 63 hours. | |
| EDU-156 | 1 | Education Independent Study- Year 2 | This independent study course provides students with the opportunity to gain practical experience and deeper insights into the teaching and learning process through structured classroom observations. Students will observe classrooms in various educational settings, logging their hours and documenting key interactions, teaching strategies, and classroom dynamics. Total logged observation hours should be 126 hours | |
| EDU-157 | 1-3 based on student schedules | Education Internship | This course provides students with hands-on experience in an educational setting through a supervised internship. Students will work closely with educators, administrators, or other professionals in schools or educational organizations, applying theoretical knowledge to practical challenges. | 12 th Grade Year |