

Teachers and counselors have recommended a program of studies based on each student's abilities, interests, goals, and course requirements. Please review the program recommendations and course descriptions contained in this booklet.

The English Language Arts course integrates reading, writing, researching, speaking, listening, and thinking skills. Students read and discuss various texts: short stories, novels, poetry, dramas, nonfiction, and film. Students in seventh grade English Language Arts will focus on learning and practicing reading strategies to deepen comprehension and promote student transaction with text. While reading fiction, greater emphasis will be given to plot development and characterization. Students will write in the following modes: descriptive, informative, persuasive, and argument. Students will continue to practice the writing process and examine exemplary models of writing.

Students in the Advanced English Language Arts 7 course are expected to be avid readers and sophisticated writers. The course of study includes variations in materials, tasks, and assessments for the advanced level class. Students will encounter challenging texts, discussions, and writing tasks.

This course is designed to strengthen students' reading skills by engaging students in daily, intensive reading instruction with a focus on word analysis, vocabulary, reading fluency, and comprehension skills and strategies aligned with the English Language Arts 7 curriculum. The independent reading of trade books in conjunction with one-on-one student-teacher conferences is a foundational component to this class.

These courses are designed for students with IEP's in any of the components of English Language Arts: reading, writing, researching, speaking. Listening and thinking skills.

This course is a formal study of Algebra 1 concepts including integers, rational numbers, expressions, solving linear equations, graphing linear functions, writing linear equations and exponents.

These courses are designed for students with IEP's.
http://www.cbsd.org/Page/1512

This course is designed for students who have successfully completed Algebra 1 or Algebra 1B. Geometry/Trig has three major sections: The Foundation (Units 1-2), The Heart (Units 3-5), and The Application (Units 6-8). In
students will learn about proper mathematical communication. Students will learn to make logical arguments and justify their rationale for problem solving steps. In students will focus on Triangles (Rules \& Relationships, Similarity, Congruence, and Right Triangle Trigonometry). Finally, in ,students will apply concepts from throughout the course to Polygons, Quadrilaterals, and Circles. Students will conclude the course by reviewing Area \& Perimeter of Plane Figures and studying Surface Area \& Volume of Solids. There will be an emphasis on applying algebra to geometric figures and applying geometric concepts to real world scenarios.

This course is intended for college bound students who


The Advanced Science 8 course of study includes variations in materials, tasks, and assessments. Advanced students will complete more demanding assignments and study additional material beyond that expected in the Ac-

This eighteen-week course builds upon the skills emphasized in the Elementary art program. Students focus on the possible studio units of drawing, painting, printmaking, ceramics, and sculpture. Students produce a variety of two and three-dimensional art works. Art history is integrated throughout the course. Art movements, from the late 1800's to the early 1920's will be explored. Students continue to develop knowledge and skills in the disciplines of Art Criticism, Aesthetics and Philosophy, through various activities including critiques, class discussions, reflections, and writings. Students will enhance their critical thinking and creative problem-solving skills.

This eighteen-week course is an extension elementary art concepts, skills, and prior experiences. The possible studio units focused upon include advanced intermediate skills and concepts in drawing, painting, commercial art, architecture, crafts, and animation. In Art History, students will study the artistic styles that were developed beginning in 1915 until the end of the 20th century. A variety of art movements and artists will be explored. Students will further develop knowledge and skills related to the disciplines of Art Criticism, Aesthetics and Philosophy, using critiques and discussions. Students will enhance their critical thinking and problem-solving skills. Through artmaking, students make meaningful connections by investigating and developing awareness of perceptions, knowledge, and experiences.

This course is designed to increase a student's technological skill set and enhance best practices related to digital citizenship. Throughout the course, students will display technology competencies through project-based learning. An instructional model will develop empowered learners by maintaining a digital portfolio of projects utilizing Microsoft Suite applications. Students will recognize feedback from digital tools, make adjustments based on feedback, and use age-appropriate technology to share. This work will prepare students for the technology skills required for high school, college, and career.

Integrated Technology 2 introduces students to the essentials of entrepreneurship through the application of how entrepreneurs utilize technology to start and operate companies. During the progression of the course, students will collect data to create a business, based on a need within the community. After identifying the need, students will construct a business plan using the MS Office Suite, along with creating and presenting a variety of multimedia including a commercial and/or a website. This project-based course will utilize Central Bucks Technology Standards, which builds upon the K-61(empo)-85110he Tm0000091/F4 9.963o9eBT/F4

This course is designed for students who play band instruments in the woodwind, brass and percussion families.

Students receive experience playing in a variety of musical styles and continue their development of musical skills and techniques.

This course is designed for students who play band instruments in the woodwind, brass and percussion families. Students receive experience playing a variety of musical styles and continue their development of musical skills and techniques. Public performances are scheduled throughout the year, including concert and marching settings.

This course is designed for students who play violin, viola, cello or double bass. Emphasis is placed on developing string technique and experiencing a variety of new musical styles and skills.

This course is designed for students who play violin, viola, cello or double bass. Emphasis is placed on developing more advanced string technique and experiencing a variety of new mus 9.9792 reW $612792 \mathrm{reW}{ }^{*} \mathrm{nBT} / \mathrm{F} 29.96 \mathrm{Tf} 100139.6238 .61 \mathrm{Tm} 0 \mathrm{~g} 0 \mathrm{G}[8)-5(8)-5(5)-52 \mathrm{r} / 4 \mathrm{nd}$ instru-
decision-making skills, substance abuse, and healthy relationships will also be a focal point in class. Students will gain

