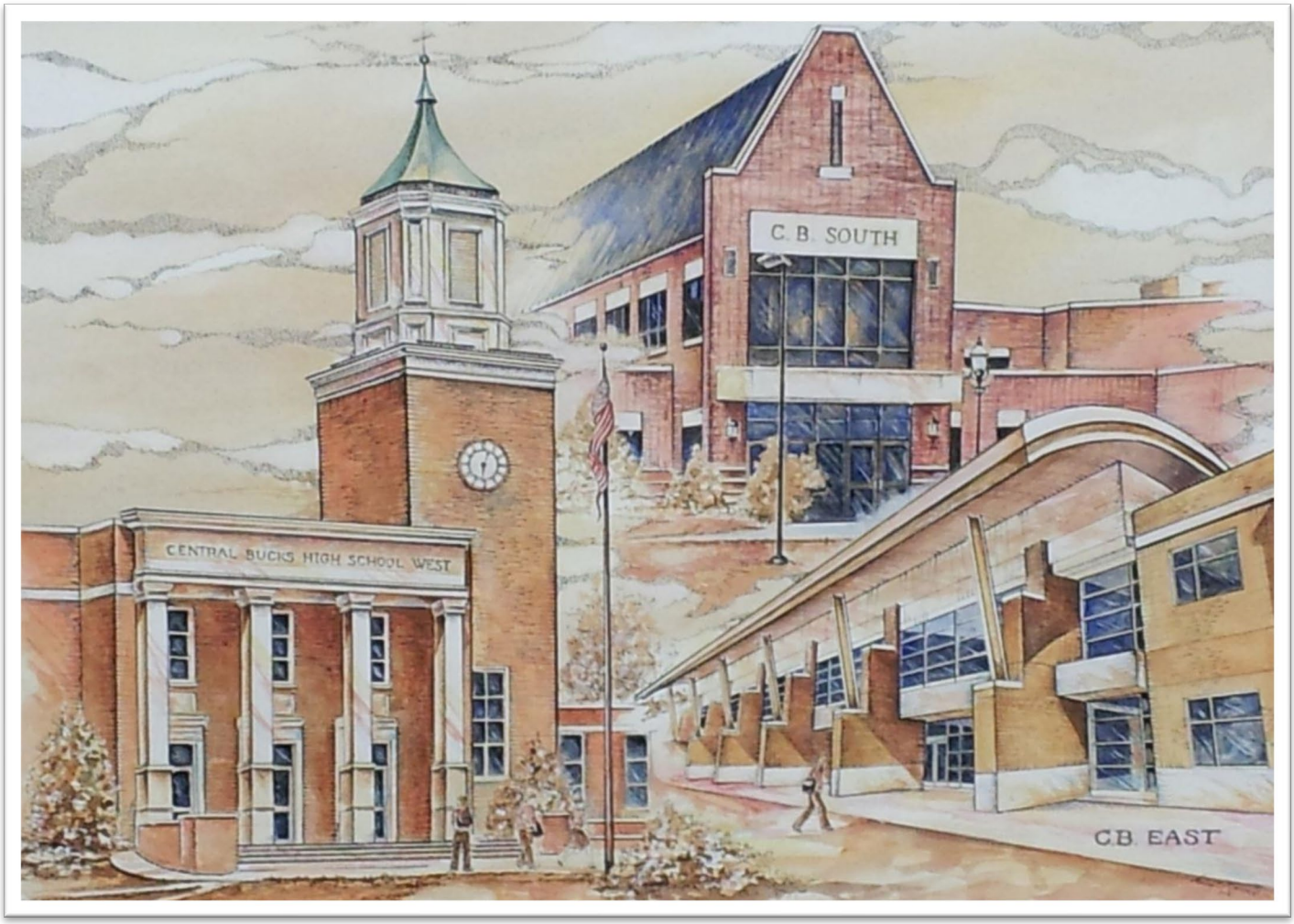
Central Bucks School District
Program of Studies
2027-2028

Grades 9-12



Updates to this booklet can be found online at www.cbsd.org

Central Bucks School District ~ 20 Welden Drive ~ Doylestown, PA 18901

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CENTRAL BUCKS HIGH SCHOOLS~GRADES 9–12

CENTRAL BUCKS HIGH SCHOOL-EAST
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Doylestown, PA 18902
Dr. Chad Watters, Principal
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(267) 893-2300

CENTRAL BUCKS HIGH SCHOOL-SOUTH
1100 Folly Road
Warrington, PA 18976
Jason H. Bucher, Principal
Laura Ladley, Coordinator,
Shana Almeida, Taryn Barrett, Jaime Donovan, Patrick Chapman, Thomas Hill,
Jessica Kirwan-Shaw, Michele McGroggan, Kerry Monk, Counselors
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CENTRAL BUCKS HIGH SCHOOL-WEST
375 West Court Street
Doylestown, PA 18901
Lyndell Davis, Principal
Christina Evans, Coordinator, Lori Bagnick, Michael Curtis, Donna Dallam, Rachel Lillo, Shannon Meacham, Dana Rodriguez, Counselors
(267) 893-2500

Area Career and Technical School
GRADES 9–12
MIDDLE BUCKS INSTITUTE OF TECHNOLOGY
2740 Old York Road
Jamison, PA 18929
(215) 343-2480

General Information

Planning Your Program

Planning a four-year program is a serious undertaking. Although some of your courses are required, you will have many choices to make during your years of school. The courses you request will be guided largely by your plans for the future**. Whatever your plans, you should be taking the most challenging courses you can within your academic abilities.**

Some students are sure of their future plans; others are not. It is common for young people to change their minds about which career to choose. The important thing is to choose as rigorous a program as possible, so you don't limit yourself if you change your mind about college or career plans. Sometimes it seems overwhelming to have so many choices to make. Although scheduling is primarily your responsibility, you will have plenty of help from your counselor, your teachers, and your parents.

Your school counselor can provide detailed information about academic programs, graduation requirements, college admissions, technical programs, and scheduling options. Your teachers can help you decide whether you have the ability for a particular course and will recommend students for specific programs. Your parents can provide guidance about your plans for the future, and they must approve your final course request.

Scheduling decisions are important. Counselors and administrators work during the summer to provide a schedule that tries to accommodate the needs of all students. If it is impossible to schedule all course requests. **Once the schedule has been established, it may be impossible to honor a change request because classes have been fixed and teachers have been assigned—so choose carefully.**

Recommended Course Sequences

Under the English, Math, Science, Social Studies and World Language sections in Grades 9–12, you will find recommended course sequences for the Most Rigorous Program and the Academic Program. Many courses have prerequisites in place that must be fulfilled to move forward with a particular course or level. Please see the individual course descriptions for these prerequisites.

Courses in the **Academic Program** have been designed with the rigor necessary for students who are planning to attend college. Students applying to very competitive schools may also want to select some of their courses from the **Most Rigorous Program**.

High School Block Scheduling

The district's high schools use a block scheduling model. The year is divided into four nine-week terms or marking periods. Students take four courses each marking period, and each course is scheduled for 83 minutes. Block scheduling allows students to concentrate on four subjects at a time without feeling rushed from one subject to another. The longer learning period each day gives students an opportunity to practice what they have just learned; a science lab, for example, can follow the lesson in the same period instead of being scheduled for another day. Because one can take the equivalent of eight full-year courses instead of the seven under the traditional system, students have more opportunities to accelerate course sequence and take additional courses in the areas that are most important to them.

Courses are taught for nine, 18, 27 or 36 weeks. Nine-week courses, generally electives, are equivalent to a half-credit. Eighteen-week courses are equivalent to 1.0 credit. 27-week courses are equivalent to 1.5 credits and 36-week courses are equivalent to 2 credits. There are a few instances where courses are run every other day such as music classes, special ed classes, and select courses to run opposite these alternating classes.

Many Advanced Placement courses are 18 weeks in length; however, some AP courses in Social Studies, Calculus, and English Literature are 27 weeks long. AP courses in Biology and Chemistry are 36 weeks long.

Here are some sample schedules to give you an idea how block scheduling works. The courses listed are only examples—your schedule may look very different.

	Grade 9			
	1st MP	**2nd MP**	**3rd MP**	**4th MP**
1	English 9		Environmental Science	
2	Algebra 1		Academic US History	
3	Navigate 9	Health/PE	Spanish 2	
4	Introduction to Business		Creative Writing	American Cuisine
	Grade 10			
	1st MP	**2nd MP**	**3rd MP**	**4th MP**
1	Draw/Paint 1	American Cuisine	Personal Finance	PE/Health
2	Spanish 3		Academic Biology	
3	Accelerated Algebra 2		English 10	
4	Modern World History		Accounting 1	
	Grade 11			
	1st MP	**2nd MP**	**3rd MP**	**4th MP**
1	Psychology	Marketing	Astronomy	SAT/ACT Prep
2	Spanish 4		Academic Chemistry	
3	Precalculus/Trig		English 11	
4	American Government		Ceramics 1	
	Grade 12			
	1st MP	**2nd MP**	**3rd MP**	**4th MP**
1	Academic Physics		English 12	
2	Choir/Study Hall	Choir/Study Hall	Choir/Music Theory	Choir/Music Theory
3	Global Relations		Spanish 5	
4	Calculus 1		Art 1	

Here is a sample of a schedule for a student who attends Middle Bucks Institute of Technology in Grade 10. The MBIT program may be scheduled in the morning or afternoon. This example shows MBIT in the morning.

	Grade 10			
	1st MP	2nd MP	3rd MP	4th MP
1	MBIT Program		MBIT Program	
2	MBIT Program		MBIT Program	
3	Modern World History		Academic Biology	
4	English 10		Academic Geometry	

Course Requests
All course requests will be reviewed with you, your teachers, and your parents. When you and your parents approve the courses listed on your Verification Report at the end of your Program Planning, consider that to be your final course request. **Courses must have a sufficient enrollment in order to be offered. If a course you requested will not be offered, another course will be selected from your alternate courses.**

Course Change Policy
Changes in course requests will only be honored for the following two reasons: (1) failure to meet the required prerequisite; or (2) a level change that must be approved by the principal.

Course Withdrawal
In the rare case that a course change is necessary (see policy guidelines above), the following procedures shall apply:

- If the withdrawal occurs after the midpoint and is passing, the final course grade will be *W+*; if the student is failing, then the final course grade posted to the transcript will be an *F*.
- If a student withdraws after the allowable period for adding another course (see bullet point 1), the student will be assigned to and must attend Study Hall.

Graduation Requirements
(1) Course Credits. All students are required to earn a minimum number of credits by successfully completing the performance assessments and the course work in the assigned curriculum areas as specified on the Required Graduation Credit Distribution chart on the following page. **Students have the ultimate responsibility of meeting all graduation requirements. You should periodically check your credit status and consult with your school counselor if you have any questions. Credit status can be checked on the Portal.**

(2) Success Plan: All students are required to successfully complete all required components of Success Plan 9-12. Students will receive .25 credit upon successful completion of SP9 and then will receive .25 credit upon completion of SP11.

(3) Keystone Exams. The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. Students must demonstrate proficiency on these exams. Students who are not proficient on an exam may retake the exam until they demonstrate proficiency. Proficiency on these exams is a graduation requirement in the state of Pennsylvania.

PA Act 158 of 2018 requires students graduating from any Pennsylvania High School to be able to meet the PA statewide high school graduation requirements through one of five pathways. These pathways are designed to ensure students are prepared for success in college, career, and the community. The Statewide requirements for high school graduation require students to demonstrate proficiency on the Algebra I, Biology, and Literature Keystone Exams. The Keystone Exams are designed to measure end-of-course achievement in Algebra 1, Literature, and Biology. These three exams have been developed to provide information about student achievement and also meet federal requirements.

Students who do not demonstrate proficiency on all three exams (known as the Keystone Proficiency Pathway) must demonstrate their college, career, and community readiness by meeting the requirements within one of the other four pathways; the Keystone Composite Pathway, the Career and Technical Education Pathway, the Alternative Assessment Pathway, or the Evidence-Based Pathway. More information on each of the pathways can be found at the following https://pdesas.org/Frameworks/DCEToolKit/Act158PathwaysToGraduationToolkit

Passing all three Keystone Exams (Literature, Algebra 1, and Biology) is the first pathway and the pathway all students should be focused on achieving. Passing the Keystone Exam for each of these courses demonstrates a student has met the expected understanding of the course content taught during each of these core academic classes. If a student is unable to pass one or more Keystone Exam or does not take a Keystone Exam for any reason, they must graduate by an alternative pathway.

One of the components of the Evidence-Based Pathway is the completion of a preapproved Service-Learning Project which must identify a community need, define a student's volunteer commitment to address the need, and describe the positive benefit to the community. The proposed activity must meet regularly and span the length of a semester or year. Approved projects will require a minimum of 10 hours of fieldwork **and must be** approved by school personnel in advance. This opportunity meets the requirements of Pennsylvania Act 158 Graduation Pathways.

Senior Flexibility
Eligible seniors who have fulfilled required coursework and remain on track for graduation may request a senior flex period/block or have more than one block of late arrival/early release (senior flexibility) in a marking period, subject to administrative approval and continued compliance with graduation requirements.

Course Remediation
If a student fails a course or does not meet the prerequisite to move forward in sequence, they may be required to repeat that course to meet graduation requirements. The original course will remain on the student's transcript in addition to the course taken for remediation. Students should only register for remediation coursework if they have failed a course or have not earned the grade necessary to move forward in sequence.

In instances when the course cannot be repeated in a subsequent semester, course remediation can occur through online summer school. There is a fee associated with courses taken for online remediation.

Credit by Alternative Methods
Students may apply for consideration to earn credit by alternative methods. Details are specified in School Board Policies 217.1, 217.2.

Credit by alternative methods requires the application to be submitted and signed by parents **by May 1st.** Final approval will be needed by specified school and district-level staff members. See your school counselor for details.

Discounted Tuition Bucks County Community College
At the present time, Central Bucks School District has an agreement with Bucks County Community College, allowing high school students, in good standing, to take college courses through an online or in person format, depending on the student's choice of courses. The courses are offered at a discounted tuition rate and must occur outside of the student's school day and high school schedule. All courses must be approved by district coordinators prior to registration for the course. See your School Counselor for more information.

Act 1 of Pennsylvania and Graduation
As per Act 1 of Pennsylvania, Students Experiencing Educational Instability, the Central Bucks School District will award full or partial credits based on documentation provided by the previous school district for any student who meets the following Act 1 criteria: One or more school changes during a single year because of homelessness under the McKinney-Vento Act, students adjudicated under child protective services or those who are detained, and students who are in foster care placements.

School points of contact will work with a student's previous school to determine full or partial credits that should be awarded, as well as credits that should be waived and/or the student's demonstration of competence in the content area to award/waive the credit.

After all options have been exhausted including waiving appropriate credit requirements, modifying courses, and demonstration of competence in the content area, the school may work with the Pennsylvania Department of Education to determine eligibility for a Keystone Diploma.

Seal of Biliteracy
The Seal of Biliteracy is a distinction that a district may award students who prove intermediate-high proficiency in BOTH English and another language at the time of high school graduation.
The purpose of the PA Seal of Biliteracy awarded by CBSD is to:

- Recognize and reward the diverse linguistic talents of our students
- Provide employers and higher educational institutions with a method of identifying candidates with biliteracy skills
- Encourage students to acquire proficiency in English AND another world language
- Promote civic and global engagement

Who is eligible for the Seal of Biliteracy? All students are eligible to apply but only those who prove intermediate-high proficiency in English and other language(s) with approved assessments/evidence and completed application may earn the Seal. Visit our website for more information and to apply**.** **World Languages / Seal of Biliteracy (cbsd.org)**

English Language Development (ELD Program)
Multilingual learners are identified upon registration through the Home Language Survey, WIDA Screener, and transcript review. Once the students' needs are established, they are placed in our ELD course(s) or provided the appropriate support. These credited classes meet daily to provide rigorous academic content to promote an equitable education as well as English literacy to prepare students for college or career readiness. The primary focus of each course is working towards proficiency in the four domains: reading, writing, speaking, and listening. When students are not in their ELD classroom environment, they are enrolled in content area classes and will receive language support as needed.

Required Graduation Credit Distribution Graduating Class of 2030 and 2031

Subject/Course	Diploma	MBIT/Diploma
English	4.00	4.00
Mathematics	4.00	4.00
Environmental Science	1.00	1.00
Life Science	1.00	1.00
Physical Science	1.00	1.00
Social Studies	4.00	4.00
Navigate 9	0.5	0.5
Electives	9.25	10.25
PE/Health	1.5	.50
Personal Finance	0.5	0.5
Success Plan	0.5	0.5
Total Credits	27.25	27.25

A minimum of one credit per year is required in English and Social Studies. Please refer to the graph in the subject section of this guide for the courses that will meet these yearly requirements.

In Central Bucks School District, we follow state guidelines that allow up to one credit from Computer Science courses to be used to fill your graduation requirements for mathematics. The Computer Science courses that may be used for one of the math credits include Code & Create, (0.5 credit), Introduction to Java (0.5 Credit), Introduction to Python (.5 Credit), AP Computer Science A (1 credit), AP Computer Science Principles (1 credit), or AP Cybersecurity (1 credit).

Electives include all subject areas. When a requirement in a specific area has been satisfied, any additional courses taken in that subject area will apply toward the Elective credit requirement. For example, if a student completed 4 credits in science the last course taken applies to the Elective requirement.

In accordance with state regulations for high school graduation requirements, students must demonstrate proficiency on the Keystone Exams in Literature, Algebra 1, and Biology, or demonstrate proficiency through one of five pathways. Pennsylvania Act 35 mandates that all students graduating in 2030 or later must complete a 0.5 credit course in personal financial literacy. In Central Bucks School District, this course is 5062, Personal Finance and is open to all students in 10th through 12th grade. AP Business with Personal Finance is a projected course offering beginning in the 2028-2029 school year and if offered, would be a second option for fulfilling this 0.5 credit requirement.

All students take Navigate 9: Civic Engagement and High School Success in their 9th grade year. This course is designed to support freshmen as they transition into high school. Students will learn to navigate high school life, manage schedules, and access school resources.

Required Graduation Credit Distribution Graduating Classes of 2028 and 2029

Subject	Diploma	MBIT/Diploma
English	4.00	4.00
Mathematics	4.00	4.00
Science	2.00	2.00
Biology	1.00	1.00
Social Studies	4.00	4.00
Electives	10.75	11.25
PE/Health	1.00	.50
Success Plan	.50	.50
Total Credits	27.25	27.25

A minimum of one credit per year is required in English and Social Studies. Please refer to the graph in the subject section of this guide for the courses that will meet these requirements.

In Central Bucks School District, we follow state guidelines that allow up to one credit from Computer Science courses to be used to fill your graduation requirements for mathematics. The Computer Science courses that may be used for one of the math credits include Code & Create, (0.5 credit), Introduction to Java (0.5 Credit), Introduction to Python (.5 Credit), AP Computer Science A (1 credit), AP Computer Science Principles (1 credit), or AP Cybersecurity (1 credit).

Electives include all subject areas. When a requirement in a specific area has been satisfied, any additional courses taken in that subject area will apply toward the Elective credit requirement. For example, if a student completed 4 credits in science the last course taken applies to the Elective requirement.

In accordance with state regulations for high school graduation requirements, students must demonstrate proficiency on the Keystone Exams in Literature, Algebra 1, and Biology, or demonstrate proficiency through one of five pathways.

Special Education
The Individual Education Plan (IEP) developed by parents and school personnel outlines the program for students in special education. The IEP describes both the regular education and special education courses in which students should enroll. Case managers work with students to ensure they are scheduled for the classes that meet their needs. A transition plan is also part of each student's IEP. The purpose of this plan is to outline the steps being taken to assist in student preparation for life after graduation.

Students involved in special education may also attend Middle Bucks Institute of Technology. Students interested in a Middle Bucks program should talk to their counselor and special education case manger (if applicable). Upon completion of the senior high special education program, students will be recommended for graduation with a Central Bucks diploma.

Gifted Education (PEN)
PEN, or Program for Enrichment, is an elective class for students who have been identified as gifted. The PEN class is described in detail under course descriptions.

Transfer Students
When a student transfers to Central Bucks, the student's transcript will be evaluated to determine which course credits apply to the district's graduation requirements. Grades of the transfer courses will be listed according to the grading scale of the transferring school. **The district will weight grades from another school system only for courses that are also weighted-grade courses in Central Bucks or any Advanced Placement course.**

Grades and Quality Points
Report Cards are posted four times each year and are available on the Parent/Student Portal. Letter grades are assigned the following quality points for computing grade point average:

A	= 4.0	B-	= 2.6	D+	= 1.4
A-	= 3.6	C+	= 2.4	D	= 1.0
B+	= 3.4	C	= 2.0	D-	= .6
B	= 3.0	C-	= 1.6	F	= 0

Honor Roll Criteria
Honor Roll: 3.0 Grade Point Average
High Honor Roll: 3.6 Grade Point Average
Distinguished Honor Roll: 4.0 Grade Point Average

Grading Scale

Letter Grade	Min. %	Letter Grade	Min. %	Letter Grade	Min. %
A	92.5	B-	79.5	D+	66.5
A-	89.5	C+	76.5	D	62.5
B+	86.5	C	72.5	D-	59.5
B	82.5	C-	69.5	F	0

Weighted Grades
Weighted grades are designed to encourage motivated students to select the most rigorous courses. Students may earn additional quality points in AP and Honors level courses.

The student who earns a grade of A in an AP course will receive 5 quality points instead of 4, a B grade earns 4 points instead of 3, a C earns 3 points instead of 2, and a D earns 2 points instead of 1. No credit will be given for a failing grade.

All honors courses in grades 9-12 are weighted by .25. The student who earns a grade of A in an Honors course will receive 4.25 quality points instead of 4, a B grade earns 3.25 quality points instead of 3, a C earns 2.25 instead of 2, and a D earns 1.25 quality points instead of 1. No credit will be given for a failing grade.

Student Recognition for Graduates
Only students who have been actively enrolled in an approved secondary school for the four years prior to graduation and have met the academic requirements established by Central Bucks School District will be eligible for consideration for valedictorian and salutatorian. Valedictorians are recognized for earning the highest weighted GPA in their graduating class. Salutatorians are recognized for earning the second-highest weighted GPA in their graduating class. The valedictorian and salutatorian shall be recognized at the graduation ceremonies at their respective high schools.

It shall be the responsibility of each high school principal to select student speakers for the graduation ceremony through an audition process. Each high school shall establish a graduation speaker selection panel comprised of professional staff for the express purpose of selecting two student speakers for graduation. Prospective student speakers must submit written speeches and audition before the graduation speaker selection panel. The high school panels will develop a common rubric to be used for the selection of the speakers. Recommendation for speakers made by the panel shall be final.

Upon the completion of the academic school year, honor recognitions for graduating seniors are determined as follows:

Cum Laude — 3.70 cumulative G.P.A.
Magna Cum Laude — 3.90 cumulative G.P.A.
Summa Cum Laude — 4.10 cumulative G.P.A.

A student earning a weighted cumulative grade point average according to the above categories will receive a diploma seal indicating a graduating status of Cum Laude, Magna Cum Laude, or Summa Cum Laude.

Advanced Placement Courses (AP Courses) and *Calculus 3 (*Calculus 3 for students who already completed AP Calculus AB and AP Calculus BC):

- Encompass all the points listed in the Honors level statements
- Cover the breadth of information, skills and assignments found in corresponding college courses
- Align with the expectations of leading institutions
- Provide motivated and academically prepared students with the opportunity to study and learn at the college level
- Available to all students who have met the prerequisites of the course and are motivated to complete the work required to be successful in a college course while still in high school
- Engage students in challenging problem solving and critical thinking activities on a regular basis

- Are awarded an additional 1.0 weight in recognition of the fact that they are more demanding and have requirements that go beyond those of standard courses

Note specific to AP Courses:

- AP courses follow a curriculum that is approved by the College Board
- Students who take Advanced Placement courses should plan to take the appropriate AP examination. Please read the information about AP Tests in Planning for College.

Dual Enrollment Courses

Students enrolled in dual enrollment courses will receive Central Bucks credit on their high school transcript and the corresponding college course credits on the Delaware Valley University or Bucks County Community College transcript.

- **Rigorous Curriculum:** Courses will be challenging and will align with the Delaware Valley University or Bucks County Community College curriculum.
- **Dual Credit Opportunity:** These courses offer motivated and academically prepared students the chance to study at the college level, earning both high school and college credits simultaneously.
- **Eligibility:** Available to students at CB East, CB South, or CB West who are taking one of the approved dual enrollment courses listed below.
- **Application Process**: Courses must be requested during program planning and will require completion of an application signifying student and parent consent. Applications will be submitted to Delaware Valley University or Bucks County Community College and the college will bill the family directly.
- **Credit and Grading:** Students will receive the standard quality points for computing grade point average (see Page 6) and the letter grade assigned by the Central Bucks teacher. A copy of the college transcript can be requested, upon the completion of the course, from DVU or BCCC directly.
- **Cost:** Each course costs $100/$130 per credit depending on the college, payable directly to Delaware Valley University or Bucks County Community College upon receipt of the invoice.
- **Course Availability:** Our scheduling process is not changing, and no class is guaranteed. Course placement depends on fulfilling graduation requirements, scheduling parameters, and teacher availability. Therefore, requesting and applying for a dual enrollment course does not guarantee enrollment.

Approved Dual Enrollment Courses:

Delaware Valley University

- Statistics and Data Analysis
- Calculus 1
- Environmental Sustainability
- Sociology

Bucks County Community College

- Principles of Teaching
- Honors Human Anatomy and Physiology

College Athletic Eligibility

Students planning to participate in Division 1 or 2 college athletics should be aware of NCAA academic requirements. **It is the student's responsibility to determine if his/her course work meets NCAA requirements. You may access NCAA approved courses online through the NCAA Eligibility Center Online at www.eligibilitycenter.org.** If you have questions about how high school coursework aligns with NCAA Eligibility, please contact your school's Athletic Director or School Counselor.

Foreign Exchange Programs

Details regarding credit and graduation requirements must be carefully arranged with your school counselor if foreign study is being considered.

Students cannot assume that credits will be obtained through foreign study. Because of the difficulty of earning enough credits for graduation through foreign study, it is recommended that students participate in a foreign exchange program **after** graduation from high school.

Early Completion of Graduation Requirements

Students are permitted to complete all graduation requirements by the end of the second marking period of their senior year with parent permission. This includes all Success Plan and Act 158 requirements. These students will receive their diplomas with the rest of the senior class at commencement in June.

Careful planning with your school counselor is essential. Students must have their plans reviewed by their counselor and principal and students must request the early graduation option by May of their junior year. Students requesting such approval must maintain full-time student status during their first semester. **Students are not permitted to leave at the end of the third marking period.**

Parent Portal

Parents can use the Absence Request option on the Portal to submit attendance events for their children to notify the school of their absence. Additionally, parents are required to complete their annual school information update through the Parent Portal to notify the district of any updated communication information for the family or changes in health records for their children. Parents and students can log into the Parent Portal feature of our Infinite Campus student system to see the current information regarding their students. Parents and students can view their schedule, email teachers, and view the current progress of their grades within a particular course-section based on the latest grades entered by their teacher for their assignments/test/projects. Information about students' attendance records, immunizations, assessment scores from standardized tests, family address, and phone information are available through the portal. Parents and students can print out copies of the class schedule, unofficial transcript, and report cards. Graduating Seniors are encouraged to print out a copy of their final unofficial transcript of their final senior year report card immediately after graduation, as they will not have access to their portal after July 1 of the of their graduation year. High school students should track their credits completed towards their high school graduation requirements through the Graduation Planner. Students in grades 9-11 use the Infinite Campus Portal to select their requested courses for the upcoming school year.

Middle Bucks Institute of Technology (Grades 10-12)

Middle Bucks Institute of Technology (MBIT) offers a complete array of career, technical, and preprofessional courses to enhance the academic program of all students. The Middle Bucks campus is located on York Road in Jamison, Warwick Township. The school is operated jointly by four participating school districts: Centennial, Central Bucks, Council Rock, and New Hope-Solebury. The school provides both a morning and afternoon program, with students spending the other half of the day at their high school, where they continue to play an integral role, studying their required subjects and participating in co-curricular and interscholastic activities. Students entering 10th, 11th, or 12th grades are eligible to apply for admission. Transportation to MBIT is provided by the school district.

Students who attend MBIT will fulfill their physical education requirements for graduation in 9th grade year (.5 credit). Students who discontinue the MBIT program and return to their home school full time must complete the required PE credits for a Standard Diploma. Students will complete their Success Plan (Graduation Project) through their home schools.

Variety of Career Development Experiences
Students whose career plans include college will find any of the career programs to be meaningful and appropriate enhancements to a college prep curriculum. MBIT also offers many technical programs ideal for the employment-bound student. Typically, students enroll for three years in a highly rigorous technical program related to their chosen career pathway. Over those three years in the program, students will have the opportunity to earn industry certifications and college credits, offering more post-secondary options.

All programs provide opportunities to participate in internship, clinical, or other work-based experiences in business and industry. Partnership agreements are in place for advanced credit in associate and/or baccalaureate programs at Bucks County Community College, Delaware Valley University, and Pennsylvania College of Technology, a Penn State affiliate.

Upon the successful completion of the required academics and technical competencies earned at MBIT, students may qualify for several free credits in their major at participating colleges across Pennsylvania. SOAR programs offer qualifying students advanced credit(s) with partnering postsecondary institutions in aligned CTE programs. To learn more about advanced college credit opportunities articulated with postsecondary institutions, go to the equivalency search results at www.CollegeTransfer.net.

Admission
Students must complete an MBIT application to be considered for admission. Selection is based on completion of selected prerequisites, aptitude and achievement scores, interest inventories, attendance records, behavior patterns, emotional readiness, and staff recommendations. Selected programs require prerequisites. Applications can be found online at www.mbit.org.

Assessment
Assessment services are intended to help students make career decisions by identifying their technical aptitudes and interests, and will be offered to students in each of the four sending districts. For more information or to have your child tested, please contact either your child's school counselor or MBIT's school counselor.

The Educational Program
The educational program at MBIT is organized into five career pathways and twenty-one career programs (i.e., major courses of study). The career pathway model is recognized as one of the most effective educational initiatives for preparing young people for the new economy.

For complete course descriptions and information please visit the MBIT website for the MBIT Program of Studies book at www.mbit.org.

MBIT Career Pathways and Programs

Arts & Communication Career Pathways
- Commercial Art & Advertising Design
- Multimedia Technology

Business, Finance & Information Technology Career Cluster Pathways
- Networking & Operating Systems Security
- Web Design & Interactive Media

Engineering & Industrial Career Cluster Pathway
- Architecture & Construction Engineering
- Automotive Technology
- Building Trades Occupations
- Collision Repair Technology
- Construction Carpentry
- Electrical Technology
- Engineering Related Technology
- Horticulture, Landscape & Design
- Plumbing & Heating Technology
- Welding Technology

Human Services Career Cluster Pathways
- Culinary Arts & Science
- Cosmetology
- Early Childhood Education
- Public Safety

Science & Health Career Cluster Pathways
- Dental Occupations
- Medical and Health Professions
- Sports Therapy & Exercise Management

Planning for College

Please refer to your building's Student Services/School Counseling website for information about the college admission process.

Students often want to know how they can improve their chances of being accepted to the college of their choice and how they can prepare for college work. Although there is no guarantee that a student will be accepted by a particular college, the next few pages offer proven ways to find colleges which are the best fit for you, along with sound advice on how to give yourself the best possible preparation for the rigors of college work.

Go for the Challenge

Selecting appropriate courses and a challenging academic program is the first step in planning for college. Consult the Recommended Course Sequences charts for appropriate English, Math, Science, Social Studies and World Language courses, and read the section on course selection under General Information. Plan as rigorous a program as you can within your abilities.

Naviance

Naviance is a tool that is very helpful in post-secondary planning. This tool enables students to access college and career information, build a resume, complete on-line surveys, and register for college visits.

PSAT

The PSAT will give you valuable experience in preparing for the SAT exam. PSAT is available to students in Grade 10 and Grade 11 only. **Scores on the PSAT taken by juniors are used to determine National Merit Scholarship semifinalists and commended students for the following school year.**

SAT

Colleges may consider your scores on the SAT for college admissions. Colleges may also look at results of Advanced Placement Tests which are also provided through College Board, where applicable. Visit www.collegeboard.org for online registration, test preparation, and further information.

ACT

Some students may choose to take the ACT. All colleges accept ACT scores for consideration in addition to (or in place of) the SAT. Visit www.actstudent.org for online registration test preparation, and further information.

ePrep

Central Bucks students in grades 9 through 12 are automatically enrolled at https://www.eprep.com, and have FREE access to PSAT, SAT and ACT prep programs. At eprep.com, students will find practice tests, test-taking tips, and videos that explain how to correct problems answered incorrectly during practice sessions.

Testing Information for PSAT/SAT/ACT/AP. While all tests are available to students at all three high schools, some take place at a regional location.

	PSAT	SAT	ACT	AP
Site	All 3 High Schools	CB East & CB South	CB West	All 3 high schools
Site Code	None needed	East 39-162 South 39-718	South 218270	None needed
Dates	October only	Multiple times every year	Oct., Feb. & April	First 2 weeks of May
Suggested Grade	10th & 11th	11th & 12th	11th & 12th	10th, 11th & 12th

CEEB Code Codes for SAT/ACT Registration

East 390488 West 391045 South 394992

CEEB codes must be entered whenever a student registers for the SAT or ACT so the student's scores will be reported to their high school.

Test Preparation is Key

Students should not take the PSAT, SAT, or ACT without careful preparation. It is strongly recommended that students complete Algebra 1, Geometry and Algebra 2, before taking the SAT or ACT, as these skills are required for the math portion of the test. Central Bucks offers several opportunities for (free) test preparation: Students may request one or both of our test prep courses: SAT/ACT Test Preparation—English and SAT/ACT Test Preparation—Math.

Advanced Placement (AP) Courses and Tests

Students who take Advanced Placement courses should plan to take the appropriate Advanced Placement Exam. (Exams are given at all three high schools.) AP test scores are not placed on the high school transcript.

Colleges may award college credit or allow you to skip the beginning level of a course sequence. Students should check colleges' websites to determine each college's policy on AP credits.

Class Rank and GPA

Class rank is not reported to colleges for admission purposes, but the district does report the student's weighted cumulative grade-point average (GPA). The weighted GPA is based on grades from all classes taken in grades 9–12.

Understand Factors for Admissions

College admission officers also look at the degree to which a student has contributed to the life of the school or community. If you are planning to apply to highly selective schools, it is essential to have something that will set you apart from the thousands of other applicants who also have similar grades and standardized scores. Other factors, such as an interview, essay, meaningful activities, and leadership may be considered in the admissions process.

Gather Information
Visit college websites for applications and information, including financial aid and early-decision requests. Find out all you can about colleges and the application process. School counselors are your best source of information about college selections, admissions procedures, and testing schedules. Students should talk to counselors regularly and keep them informed of plans. Students and parents should plan to attend college information programs provided by the Student Services Department, along with the district College & Career Fair.

College Sessions with High Schools
Each fall, college admission representatives provide informal information sessions for students. Juniors and Seniors are encouraged to attend these sessions. Students should sign up for these visits through Naviance.

Visiting College Campuses
Visiting college campuses can be a helpful part of the college decision process. We understand that missing school for a planned college visit may be unavoidable. Families may request absences for up to three college visits in a school year and must complete the absence request forms in advance for administrative approval.

College Application Process
Please refer to your high school's Student Services/School Counseling website for detailed, step-by-step instructions regarding the College Application process.

Complete the Application
Be sure to give yourself plenty of time to fill out applications. Know all your deadlines – **students are ultimately responsible for meeting all their college admission deadlines.** Some colleges use their own electronic application (found on their website), and many use the Common Application (www.commonapp.org) or Coalition App (www.mycoalition.org), which can be filled out once and sent to many participating colleges. Many applications require at least one essay, and some schools require several essays.

Send Transcripts
Official transcripts must come from the Student Services Department, not from the student. **Please note** that transcripts will contain grades for all courses taken in grades 9-12. The student's GPA is based on grades in courses taken in grades 9-12. Students and parents must sign a Records Release Form, and then students can use Naviance to submit electronic requests to send their transcripts to colleges. It takes time for office staff to prepare your transcripts, especially when hundreds of students are applying to college at the same time. **Please allow at least fifteen SCHOOL days for your transcript and recommendation request to be processed**.

Send Test Scores
Many colleges require that you send "Official Test Scores," which means that you must have your scores sent to your colleges directly from the testing agency (College Board for SAT's; ACTStudent.org for ACT's). Students should check the college's policy on whether standardized tests are a required part of the application.

Letters of Recommendation
Many colleges require one or more letters of recommendation from teachers, and often one from a School Counselor. Follow your high school's procedure for requesting letters. Requests may be made electronically through Naviance; however, you must first discuss your request with your teacher. There are also certain requirements for obtaining a school counselor letter of recommendation – please see your high school's Student Services/School Counseling website for details.

Financial Aid
Choose the best college you and your family can afford. For many students this means exploring all options for financial aid. Financial aid packages include grants, which are based on student need; scholarships, work-study programs; and low-interest student loans, which must be repaid after graduation. Contact the financial aid office of any college to which you are applying for specific policies.

Students seeking financial aid need to complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. Seniors can access the FAFSA in the fall, and should submit their completed application as soon as possible. Some colleges may *also* require applicants to fill out the CSS Profile at https://cssprofile.collegeboard.org. More information about Financial Aid is available through your high school's Student Services/School Counseling website and through FAFSA Information Workshops

Scholarship Information
Scholarship announcements and college information are provided throughout the year through the Student Services Department. Students should check Naviance for a list of scholarships.

HIGH SCHOOL COURSES

9000 Navigate 9
Civic Engagement and High School Success
(9 weeks, .5 credit)
Grade 9
Navigate 9 is a required course for all 9th grade students designed to empower students as they transition into high school by fostering civic engagement and responsible citizenship. This problem-based course emphasizes the skills and knowledge needed to be productive, ethical, and informed members of the school community. Students will develop teamwork, leadership, and executive functioning skills such as organization and planning. The course equips you with a strong academic foundation by emphasizing critical thinking, respectful communication, and digital citizenship, with a focus on the ethical use of technology. Students will set personal and academic goals, reflect on their strengths, and cultivate a growth mindset and resilience.

ART

All courses in Art are only offered if there is sufficient enrollment.

8551 Art 1 – Introduction to Studio Art
(18 weeks, 1 credit)
Grades 9-12
This course is open to all students in grades 9-12 who are interested in beginning an exploratory study of art. Prior knowledge, skills, and techniques serve as a starting point and foundation for students to develop and refine their ability to control various two- and three-dimensional media. Students will have introductory and developmental experiences in drawing, acrylic painting, printmaking, and sculpture. Students will also be involved in an active study of Art History, with a focus on American Art. Processes and skills associated with Art Criticism, Aesthetics, and Philosophy will also be explored.

8552 Art 2 – Intermediate Studio Art
(18 weeks, 1 credit)
Grades 9-12
Students who elect to take this course will explore a variety of media and techniques used to create artworks. The development of specific skills that emphasize the direct observation of objects in order to develop control over values, form, proportions, perspective and color within artworks will be emphasized. Students will learn how to create strong compositions in a variety of 2- and 3-dimensional media. In addition, students will be involved in a study of Art History, Aesthetics, and Art Criticism. The development of these abilities is necessary for the next level of art courses including AP Studio art. **Prerequisites: (8551) Art 1, *C* or better or both (8251) Drawing & Painting 1 and (8252) Drawing & Painting 2, *C* or better.**

8553 Art 3 – Comprehensive Studio Art
(18 weeks, 1 credit)
Grades 11-12
In this course, there will be further development and refinement of skills and knowledge in life drawing, landscape drawing, watercolor and acrylic painting, additive and subtractive sculpture, advanced printmaking processes, three-dimensional design, along with art-related careers, Art History, Criticism, and Philosophy. Students considering post-high school study and/or work in any related art field are encouraged to take this course. **Prerequisite: (8552) Art 2-Imtermediate Studio Art, *C* or better.**

8554 Art 4 – Personal Directions in Studio Art and Portfolio
(18 weeks, 1 credit)
Grades 11-12
This course is intended for students seeking to develop a more sophisticated and personalized style for their artwork or for those who wish to prepare portfolios for college, employment interviews, or the College Board AP Art and Design course. Emphasis will be placed on developing creative solutions and expression in choice of media. Art History, Criticism, and Philosophy will be integrated into all units. **Prerequisite: (8553) Art 3-Comprehensive Studio Art, *C* or better or (8500) AP Art and Design. **Students who complete (8500) AP Art and Design in the fall are highly recommended to take this Art 4 course in the spring to finalize their portfolios for AP portfolio exam submission.**

8500 Advanced Placement Art and Design
(18 weeks, 1 credit) *Fall Only course
Grades 11-12
The AP Art and Design course is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. In building the portfolio, students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem-solving, and ideation. AP Art and Design is not based on a written exam; instead, students will develop a body of work that culminates in a portfolio. The portfolio requirements are divided up into two segments: The Sustained Investigation section of the portfolio includes 15 digital images of works of art that demonstrate process, experimentation, practice, and revision while investigating an idea or theme that has personal interest to the student. The Selected Works section of the portfolio is comprised of five artworks that demonstrate a clear understanding of concept, composition, and execution, whether they are simple or complex. **Prerequisites for AP Studio Art, 2D, Drawing and 3D (non-clay) portfolio = Art 1 and Art 2, 3D (clay only) Ceramics 1 and 2. Per the College Board, there are three portfolio options. Students may take this class more than once with different portfolios. Students who complete (8500) AP Art and Design in the fall are highly recommended to take the (8554) Art 4-Personal Directions in Studio Art and Portfolio course in the spring to finalize their portfolios for AP exam submission in May.**

8365 Sculpture
(9 weeks, .5 credit)
Grades 9-12
This course immerses students in the world of three-dimensional art by exploring foundational concepts and skills across sculpture, crafts, and industrial design. Students will engage with a wide array of media, techniques, and creative approaches, while also studying the evolution and current trends of 3D design in art history. Through hands-on, exploratory projects, students will work with materials such as metal, clay, wax, wood, wire, glass, plastic, papier-mâché, plaster, fabrics, fibers, and found objects. Each unit will incorporate aspects of art history, criticism, and aesthetics to deepen understanding and appreciation of three-dimensional art. **This course requires no prerequisites and has no fee.**

8360 Introduction to Ceramics
(9 weeks, .5 credit)
Grades 9-12
This course is open to students in grades 9-12 who have an interest in learning basic hand-building techniques used to create ceramic works of art. Students will have the opportunity to learn the following techniques: pinch, coil, and slab construction, along with various sculptural techniques. Students will learn a variety of decorative and glaze techniques as they work with both low-fire and high-fire clay bodies and glazes. All work is fired in an oxidation environment with an electric kiln. In this introductory course, students apply art history, practice artistic criticism, and develop a personal aesthetic in the ceramic arts. Students will focus on expanding their creative abilities and problem-solving skills as they learn about the historical and cultural significance of both functional and nonfunctional ceramic works of art. **This course is not required in order to take (8361) Ceramics 1, nor does it replace Ceramics 1 as the prerequisite for (8362) Ceramics 2. A fee of $10.50 through My Payments Plus will be charged for instructional materials used in projects kept by the student.**

8361 Ceramics 1
(18 weeks, 1 credit)
Grades 9-12
This course is open to students in grades 9-12 who have an interest in learning basic hand-building techniques used to create ceramic works of art. Students will have the opportunity to learn the following techniques: pinch pots, coil construction, slab construction, and various sculptural techniques. Students will learn a variety of decorative and glaze techniques as they work with both low-fire and/or high-fire clay bodies and glazes. All work is fired in an oxidation environment with an electric kiln.

Art history, criticism and developing a personal aesthetic in the ceramic arts are introduced in the course. Students will focus on expanding their creative abilities and problem-solving skills as they learn about the historical and cultural significance of both functional and non-functional ceramic works of art. The historical focus of this course is based on Meso-America. Students will learn about the culture, customs and artwork of these cultures. These cultures may include but are not limited to the Incans, Mayans, Peruvians and Aztecs. **A fee of $21.00 through My Payments Plus will be charged for instructional materials used in projects kept by the student.**

8362 Ceramics 2
(18 weeks, 1 credit)
Grades 9-12
Students will continue their study of ceramic media and design problems. Individuals will plan and analyze units of study with the instructor to develop skills in specific areas and knowledge. Technique is integrated with student ideas, aesthetics, and personal expression. **A fee of $21.00 through My Payments Plus will be charged for instructional materials used in projects kept by the student. Prerequisite: (8361) Ceramics 1, *C* or better.**

8363 Ceramics 3
(18 weeks, 1 credit)
Grades 11-12
Students will continue their study of ceramic media and design problems. Individuals will plan and analyze units of study with the instructor in order to develop skills in specific areas and knowledge. Technique is integrated with student ideas, aesthetics and personal expression. **A fee of $21.00 through My Payments Plus will be charged for instructional materials used in projects kept by the student. Prerequisite: (8362) Ceramics 2, *C* or better. Note: This course may be taken more than once for elective credit with teacher approval.**

8364 Ceramics 4
(18 weeks, 1.0 credits)
Grades 11-12
Ceramics 4 offers advanced students in grades 11-12 the opportunity to refine their ceramic techniques and strengthen their artistic voice through complex, self-directed projects. Building on skills from Ceramics 1-3, students will engage in advanced wheel-throwing, sculptural design, and experimental forms. Students will develop a unique portfolio of functional and non-functional works that explore contemporary and historical influences. An emphasis is placed on pushing boundaries in surface treatments, glaze layering, and mixed media. Through critiques, students will articulate their creative processes, explore aesthetic decision-making, and respond to feedback. **Prerequisite: (8363) Ceramics 3, *B* or better, or teacher recommendation.**

8251 Drawing and Painting 1
(9 weeks, .5 credit)
Grades 9-12
This course is open to all students who enjoy two-dimensional work. Emphasis is placed on developing basic drawing and painting skills and techniques. A variety of media will be explored. The fundamentals of composition as found in the elements and principles of design will be used when drawing and painting from life and imagination, using realistic and abstract themes.

8252 Drawing and Painting 2
(9 weeks, .5 credit)
Grades 9-12
This course is open to students in grades 9-12 who want to advance their skills and techniques in various drawing and painting topics

and media. Students may work with a variety of advanced media while being encouraged to develop their own expression and style. This course is of special interest to students who want more time for portfolio presentation work. **Prerequisite: (8251) Drawing and Painting 1 or (8551) Art 1, *C* or better.**

8461 The Art of Photography
(9 weeks. .5 Credit)
Grades 9-12
Discover the world through the lens of a camera in this exciting photography course! You'll dive into the essentials of capturing great photos with both DSLR cameras and your phone*. Learn how to frame your shots with strong composition, enhance your images with the basics of digital editing, and experiment with creative photo shoots right in class. Whether you're snapping pics for fun or aiming to level up your photography skills, this course is designed to help you explore the latest techniques and bring your vision to life! **This does not count as a prerequisite for the photography classes.** *Any use of a cell phone during class must align to an exception allowed within Senate Bill 1014.

8462 Beginning Photography: Photo 1
(18 weeks, 1.0 credits)
Grades 9-12
This comprehensive course is suitable for enthusiastic photographers and explores both digital and film photography. The focus will be on the manual functions of the digital and film camera and their effects on the outcome of the image. For optimal outcomes, students are expected to engage in photo shoots both within and outside the school premises. Digital editing, darkroom printing, studio lighting, motion, depth of field, and night photography will be explored. Studies of techniques and concepts used by historical and professional photographers will be used to enhance photographic compositions. No prerequisites for this course. Materials: **It is highly recommended that each student have access to a 35 mm SLR film camera or DSLR with manually adjustable controls for focus, aperture, and shutter speed.** Students will purchase their own film, photographic paper, and various other photographic supplies at an approximate cost of $45. This is the prerequisite course for **(8463) Intermediate Photography: Photo 2**

8463 Intermediate Photography: Photo 2
(9 weeks, .5 credit)
Grades 10-12
Students will experiment with advanced techniques using the camera and darkroom. Further study of the artist/photographer's role in society, career exploration, and portfolio development will be pursued. Digital photography and Adobe Photoshop will be explored. Previous analog techniques and digital tools will be joined to synthesize modern photography skills. Students will purchase their own film, photographic papers, and various other photographic supplies at an approximate cost of $45. **It is highly recommended that each student have access to a 35 mm SLR film camera or DSLR with manually adjustable controls for focus, aperture, and shutter speed. Prerequisite: *C* or better is required in (8462) Beginning Photography : Photo 1**

8464 Advanced Photography: Photo 3
(9 weeks, .5 credit)
Grades 11-12
Students will continue to experiment with advanced techniques using the camera and darkroom and build on the expressive side of photography. Emphasis will be on advanced techniques in both analog and digital photography, as well as portfolio development. Further study of the artist/photographer's role in society, career exploration, and portfolio development will be pursued. Digital photography and Adobe Photoshop will be explored. Previous analog techniques and digital tools will be joined to synthesize modern photography skills. Students will purchase their own film, photographic papers, and various other photographic supplies at an approximate cost of $45. **It is highly recommended that each student have access to a 35 mm SLR film camera or DSLR with manually adjustable controls for focus, aperture, and shutter speed.** Phones*/ devices for capturing digital photos are strongly encouraged but not a requirement. **Prerequisite: (8463) Intermediate Photography: Photo 2 *C* or better.** *Any use of a cell phone during class must align to an exception allowed within Senate Bill 1014.

8562 Graphic Design & Illustration
(9 weeks, .5 credit)
Grades 9-12
This introductory course is designed to introduce the student to the use of the computer as a design tool in the field of Graphic Design. Students will learn how to use vector drawing tools in Adobe Illustrator while working with specific graphic design and illustration problems. The learned skills and knowledge foster creative thinking, problem-solving, and innovation for artistic expression, commercial art, fine art, and everyday use. The course applies the Elements and Principles of Design throughout all projects. Assignments will focus on the development of computer graphics skills necessary for success in the fields of advertising, animation, graphic design, illustration, typography, app creation, video game design, and industrial design. **No Prerequisite.**

8564 Digital Art 1: Photoshop
(9 weeks, .5 credit)
8564S Digital Art 1: Photoshop
(18 weeks, A/B, .5 credit)
Grades 9-12
This course is designed to introduce the student to the use of Adobe Photoshop as a foundation for creating digital art. Students will learn basic to intermediate software tools to create, alter, manipulate, and format digital images. This course is accessible to students of all artistic abilities and career pathways, regardless of their traditional art skills. The learned skills and knowledge foster creative thinking, problem solving, and innovation for personal expression, commercial art, fine art, and everyday use. The course applies the Elements and Principles of Design throughout all projects. Assignments will focus on the development of computer graphics skills that can be used in the fields of graphic design, web design, video

game design, digital photography, and multimedia through a series of specific visual design problems.

8565 Digital Art 2: Photoshop
(9 weeks, .5 credit)
Grades 9-12
This course is designed to build on the foundations of creating digital art from the prerequisite course Digital Imaging 1. This course will expand student learning through more advanced techniques, projects, and tools using Adobe Photoshop and other Adobe Creative Cloud programs. Students will learn advanced editing of digital images, digital painting, and work on higher level Graphic/Commercial Design projects. As the culminating activity, students will work on a mastery project of their choosing through preapproved options or an independent proposal. Assignments will focus on the development of higher-level computer graphics skills that can be used in the fields of graphic design, web design, video game design, social media, digital photography, and multimedia through a series of specific visual design problems. Digital Imaging 2 will be a 9-week course which meets one block daily for .5 credit. Potentially, it may also become an A/B Day course. **Prerequisite: (8564) Digital Art 1: Photoshop, grade *C* or better.**

8567 Introduction to 3D Modeling and Animation
(9 weeks, .5 credit)
Grades 9-12
This introductory course is designed to teach the student the basics of three-dimensional modeling and animation with the computer. Studies of Three-dimensional modeling techniques using a computerized environment will be explored through various assignments and sequential demonstrations. Lighting, camera angles, atmospheric effects, and texture effects within the computer program will also be taught and discussed. Using the principles of 3D animation, students will create computer objects and set them to specific motion. Students will practice and develop observational skills that aid in understanding motion. Story boarding, sketchbook assignments, and critiques will assist in developing effective creative solutions for projects. All computer work is to be completed with Computer Lab PCs. Software to be used includes The Autodesk Creative Suite and various other supplemental software. Integration of other software for special effects includes Adobe Photoshop and Adobe Illustrator. **No Prerequisite**

8262 Collaborative Art
(9 weeks, every day. 5 credit)-CB East, CB South, CB West
8262S Collaborative Art
(18 weeks A/B, .5 credit) CB East
Grades 9-12
Collaborative Art is an inclusive elective that brings together students of all abilities and backgrounds to create, learn, and lead as both mentors and learners. The course provides a safe, supportive environment where students engage in a wide range of art activities that promote artistic, intellectual, and social growth. This course is all about creating together, taking risks, and learning through the artistic process. You'll experiment with diverse materials while exploring how art can express ideas, tell stories, and build connections. Working alongside peers, you'll collaborate on projects that value exploration over perfection. From group challenges to shared studio time, this class encourages teamwork, creative problem-solving, and open communication. The focus isn't on making a "perfect" final piece, but on what you discover along the way—how you solve problems, support your peers, and express your ideas. Whether you're collaborating on a big project or navigating group work, this class is about connection, creativity, and community in the studio. Whether you're new to art or bringing years of experience, this class offers a space where everyone contributes, supports one another, and helps shape a strong, inclusive studio culture. **Students interested in taking this elective must submit an online peer mentor application. Click here to submit an application.**

BUSINESS AND INTEGRATED TECHNOLOGY

All courses in Business and Integrated Technology are only offered if there is sufficient enrollment.

5160 Accounting 1
(18 weeks, 1 credit)
Grades 10-12
This first-level course will provide students considering careers in the fields of Marketing, Business Administration, Finance, and Accounting with a firm foundation in accounting concepts. Students will learn the language of business, how to record, analyze, interpret, and report financial transactions for various business ownerships structures. Course content will be combined with technology to provide real life experience through the use of Excel and business simulations.

5260 Accounting 2
(18 weeks, 1 credit)
Grades 10-12
This course is designed to strengthen the skills necessary for students seeking a college degree in business. Students learn about payroll, including commissions, depreciation of plant assets, and other transactions. Students will also learn how to interpret reports and records of a business. The course includes advanced principles of computerized accounting and a business simulation incorporating the use of QuickBooks. **Prerequisite: Accounting 1, *C* or better.**

5161 Business Administration
(9 weeks, .5 credit)
Grades 10-12
This course is designed for students interested in exploring potential careers in business ownership or management. Course topics include the business environment, types of business ownership, human resource management, the legal environment of business, and management functions and responsibilities. Course topics and activities focus on the development of key leadership skills that can be applied across a wide range of industries.

5061 Introduction to Business
(18 weeks, 1 credit)
Grades 9-11
Introduction to Business is an entry-level course designed for students who are interested in learning more about their roles as con-

sumers, workers, and citizens. This course is strongly recommended for students exploring business-related career opportunities, as it provides a broad overview of the major areas of business, including management, marketing, career exploration, economics, accounting, entrepreneurship, and more.

5660 Consumer Law & Business Ethics
(9 weeks, .5 credit)
Grades 10-12
This course presents the principles of law that govern the activities of individuals and business. Students will learn the legal rights of consumers, as well as the legal obligations of businesses. Topics include constitutional, civil, criminal and business law, business ethics, contract law, employment rights and duties, and consumer protection. This course is valuable to both business and non-business students.

5661 Marketing & Advertising Fundamentals
(9 weeks, .5 credit)
Grades 9-12
This highly interactive, hands-on course provides an overview of marketing in modern organizations. Students will learn basic concepts such as advertising, brand recognition, pricing, and competitive selling techniques. Students will be exposed to the terms, concepts, and frameworks used by practicing marketing managers and will have an opportunity to use newly acquired skills in developing and marketing an innovative product. This course provides an awareness of career opportunities and improves personal consumer knowledge.

5667 Sports Management
(Formerly called Sports & Entertainment Marketing)
(9 weeks, .5 credit)
Grades 9 -12
Explore the dynamic world of sports business, from amateur athletics to professional sports organizations. This course introduces students to key aspects of the sports industry, including sports marketing, sponsorships and corporate partnerships, event planning, and facility and venue management. Students will gain insight into the strategies and operations that drive successful sports organizations and events.

5062 Personal Finance
(9 weeks, .5 credit)
Grades 10-12
This practical course allows students the opportunity to evaluate how current decisions impact our long range financial success. Topics covered include strategies for money management, how to properly budget and save money, preparing income taxes and the necessary skills needed to invest successfully. Students learn about employee benefits, credit card debt, funding a college education, their first car, and home ownership all while maintaining a quality credit standing. This course provides 10th – 12th grade students with a solid foundation for making well informed, personal financial decisions leading them towards the goal of financial independence. This course is a required course for the Class of 2030 and beyond.

5163 Microsoft Office Applications in Business
(9 weeks, .5 credit)
Grades 9-12
This class is strongly recommended for all college-bound students as it will provide skill building in vital Microsoft Office skills. Students begin by learning advanced word processing skills using MS Word. They will then learn to use higher-level spreadsheet and database design techniques using MS Excel in order to solve problems, organize and calculate data, and make fact-based decisions. Principal PowerPoint features will also be explored, allowing students to enhance key presentation skills. Students enrolled in this course will be offered an opportunity to participate in optional MS Office certification testing. Success on this paid examination will result in Microsoft Office Specialist Excel Associate Certification.

5561 Digital Marketing
(9 weeks, .5 credit)
Grades 10-12
This course introduces students to the growing world of digital media and commerce. Students will integrate marketing and media design elements in a variety of software and online applications. Students will gain a fundamental understanding of the desktop publishing field using industry standard software. Course activities include designing print media, multimedia communications and applying digital marketing concepts to social media platforms including Snapchat, Instagram and other online applications. **Prerequisite: Marketing and Advertising Fundamentals, *C* or better.**

5525 Web Design
(9 weeks, .5 credit)
Grades 9-12
This course centers on creating professional, interactive websites for a variety of purposes. Students will learn a broad range of skills and techniques necessary to design and build a creative and appealing site. Design principles will be discussed and applied through the use of CSS formats and html coding. Effective web page layout and navigation techniques will be explored and applied while using current industry standard tools.

5527 Gaming Design
(9 weeks, .5 credit)
Grades 9-12
This course introduces students to the essentials of designing a game using game development software. The intent of this course is to acquaint students with the business and history of the gaming industry and careers, while understanding and using the applications to plan and develop a game.

5170 Entrepreneurship
(9 weeks, .5 credit)
Grades 10-12
Entrepreneurship is designed for students interested in exploring business opportunities or starting a business of their own. Students will develop the entrepreneurial mindset and skills needed to spot opportunities, identify unmet needs, and turn ideas into viable business ventures. Through innovative content, interactive simulations, and collaborative activities, students explore entrepreneur-

ship using personalized learning and 21st-century skills. Topics include business modeling, market research, business plans, and financial management.

ENGLISH

Students are required to take four credits of English during grades 9-12, one English course per year. The required sequence of courses provides students with instruction in each area of language arts: reading, writing, speaking, and listening. All freshmen must take a one-credit course, English 9. Following that, English 10, English 11, and English 12 must be taken in that sequence. Advanced Placement courses may be taken in place of English 11 and/or English 12. Advanced Placement Language can only be taken in the junior year, and Advanced Placement Literature can only be selected for senior year. For students with special interest in English and communication, enrichment electives are recommended rather than the acceleration of course sequence. English elective courses are only offered if there is sufficient enrollment.

REQUIRED ENGLISH SEQUENCES			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
MOST RIGOROUS PROGRAM For college-bound students applying to colleges designated as most competitive. Students in the most rigorous program should also consider electives such as SAT/ACT Preparation and Debate.			
English 9: Honors Level	**English 10: Honors Level**	**AP English Language and Composition**	**AP English Literature and Composition**
ACADEMIC PROGRAM For the majority of college-bound students. Students in the academic program should also consider electives such as SAT/ACT Preparation and Becoming a Better Writer.			
English 9: Academic Level	**English 10: Honors Level** **OR** **English 10: Academic Level**	**English 11: Honors Level** **OR** **English 11: Academic Level**	**English 12: Honors Level** **OR** **English 12: Academic Level**

Grade 9 English

0920Academic English 9
0900 Honors English 9
(18 weeks, 1 credit)
Grade 9

The English 9 course integrates reading, writing, researching, speaking, and thinking skills. Students will focus on close reading strategies in various genres to understand what tools authors use to achieve their purposes and how different genres can fulfill the same purpose through varying techniques. Students will analyze text for evidence of specific literary elements and the use of various literary devices across literary genres. Students will also begin introductory literary analysis and experiment more deeply with narrative writing techniques. A core of classic literature is balanced with contemporary and culturally diverse fiction and nonfiction selections in order to better understand how social, historical, political, cultural, and/or geographical contexts influence writing. The Honors English 9 course integrates reading, writing, researching, speaking, and thinking skills at an accelerated pace. Students will seek and encounter challenging texts, discussions, and assignments that require deeper research and analytical skills as well as advanced reading and writing stamina. **Prerequisite for 0900 Honors English 9: Advanced English 8, *A or B* or teacher recommendation; Academic English 8, *A or A-* or teacher recommendation. Honors weighted-grade course for 0900.**

Grade 10 English

0000 Honors English 10
0020 Academic English 10
(18 weeks, 1 credit)
Grade 10

The English 10 course focuses on close reading strategies, literary genres, and analysis of text, encouraging students to examine how authors develop their craft through genre conventions, devices, and stylistic elements. Students will analyze how writers use style, tone, and voice to communicate an idea. Students will understand the conventions of reading various genres, the differences between genres, and the characteristics of different genres. They will be introduced to nonfiction reading strategies and literary analysis with particular attention to tone and theme. The Honors course includes variations in literature, materials, tasks, and assessments for honors level classes. Students in this course are expected to be avid readers and sophisticated writers able to move at an accelerated pace. Students will seek and encounter challenging texts, discussions, and assignments that require deeper research and analytical skills as well as advanced reading and writing stamina. **Honors weighted-grade course for 0000.**

Grade 11 English

0110 Advanced Placement English Language & Composition
(18-weeks for a semester or 36-weeks (A/B schedule-all year), 1 credit)
Grade 11
Students will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. They will produce expository, analytical, and argumentative essays that introduce a complex central idea and develop that idea with appropriate evidence drawn from primary and secondary sources, cogent explanations, and clear transitions. **A summer reading/writing assignment is required and must be completed before the start of the course. Students taking this course should plan to take the Advanced Placement English Language Test given in May. AP weighted-grade course. Prerequisites: *B* grade or better in English 10 or recommendation of 10th grade English teacher.**

0100 Honors English 11
0120 Academic English 11
(18 weeks, 1 credit)
Grade 11
The English 11 course is designed to equip students with the knowledge and skills to listen carefully, to evaluate arguments, to discern tone, and to analyze and implement rhetorical strategies in writing. They will read text that is selected to showcase the techniques that lead to an author's overall purpose. Students will understand that authors make stylistic choices and employ rhetorical and literary techniques based on their intentions, their subject, and their audience. Students will also craft their own writing to analyze rhetoric and to synthesize information into a cogent argument. Students will develop a unique writing voice, create sound and logical arguments, and be able to justify their stylistic and rhetorical choices. The Honors course includes variations in literature, materials, tasks, and assessments for honors level classes. Students in this course are expected to be avid readers and sophisticated writers able to move at an accelerated pace. Students will seek and encounter challenging texts, discussions, and assignments that require deeper research and analytical skills as well as advanced reading and writing stamina. **Honors weighted-grade course for 0100.**

Grade 12 English

0200 Advanced Placement English Literature & Composition
(27 weeks, 1.5 credits)
Grade 12
Students will learn how to read literature perceptively and how to express responses to it. Students will study a representative sampling of works from several genres and literary periods. Students will learn to respond to language with increasing sophistication and sensitivity. **A summer reading/writing assignment is required and must be completed before the start of the course. Students taking this course should plan to take the Advanced Placement English Literature Test given in May. AP weighted-grade course. Prerequisites: *B* grade or better in English 11 or AP English Language or recommendation of 11th grade English teacher.**

0210 Honors English 12
0220 Academic English 12
(18 weeks, 1 credit)
Grade 12
Students will use critical reasoning skills to prepare them for post-secondary experiences. They will learn the value of literary analysis skills and examine how literature mimics the human experience across different perspectives, societies, and time periods. Students will examine the interrelationships that exist between text, self, and world through a variety of critical lenses. Students will gain a deep understanding of the connection between text and the human experience that justifies literature as a unique and important tool for examining and understanding humanity. They will demonstrate effective communication skills through a variety of mediums. The Honors course of study includes variations in literature, materials, tasks, and assessments for honors level classes. Students in this course are expected to be avid readers and sophisticated writers able to move at an accelerated pace. In this course, students will seek and encounter challenging texts, discussions, and writing requirements that require deeper research and analytical skills. **Honors weighted-grade course for 0210.**

Electives

These courses provide graduation credits in Electives only. English elective courses are only offered if there is sufficient enrollment.



9900 Advanced Placement Seminar
(18 weeks, 1 credit) – Spring semester only
Grades 10-12
AP Seminar is an engaging, interdisciplinary course that challenges students to explore complex real-world issues and questions from multiple perspectives. Through collaborative discussions, research, essays, presentations, and team projects, students learn to evaluate information, analyze diverse viewpoints, and develop evidence-based arguments. A prominent public speaking component gives students regular opportunities to present, communicate, and defend their ideas before an audience. Students build the critical thinking, communication, and academic research skills needed for success in college and beyond while exploring topics that connect across disciplines. **Students will be provided with a list of required assignments that will prepare students for AP Seminar. These assignments must be completed prior to the first day of class. Students taking this course should plan to take the Advanced Placement Seminar Test given in May. For students interested in pursuing AP Capstone diploma, AP Seminar prepares students for AP Research and advanced independent inquiry. The district plans to offer AP Research in the 2028-2029 school year.**

Advanced Placement Capstone Program
The Advanced Placement Capstone Program is an innovative program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. Advanced Placement Capstone is built on the foundation of two Advanced Placement courses - Advanced Placement Seminar and Research - and is designed to complement and enhance the in-depth, discipline-specific study experienced in other Advanced Placement courses. Students

who earn scores of 3 or higher in both Advanced Placement Seminar and Advanced Placement Research, and on four additional Advanced Placement Exams of their choosing will receive the Advanced Placement Capstone Diploma, signifying outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of 3 or higher in both Advanced Placement Seminar and Advanced Placement Research, but not on four additional Advanced Placement Exams, will receive the Advanced Placement Seminar and Research Certificate signifying attainment of college-level academic and research skills. **The district plans to offer AP Research in the 2028-2029 school year.**

0660 Becoming a Better Writer
(9 weeks, .5 credit)
Grades 9-12
In this course, students will examine real-world models and writing purposes and use those mentor texts to help create their own writing in various modes. They will understand that writing purposes vary and may include objectives such as: express and reflect, inform and explain, evaluate and judge, inquire and explore, analyze and interpret, and take a stand/propose a solution. Students will practice honing their writing skills to fit each purpose and audience. Students will also develop a writing portfolio, which will focus on growth and revision, over the course of nine weeks. Students should leave the course keener observers of real-world writing that they encounter every day and have a better understanding of how to continue to become a successful writer. This class is open to students in grades 9-12. **Note: Becoming a Better Writer may be taken more than once for elective credit with teacher approval.**

0601 Debate
(9 weeks, .5 credit)
Grades 9-12
Debate is more than just arguing— it's about mastering the art of persuasion, sharpening critical thinking, and confidently navigating complex issues. In this course, students will learn to identify logical fallacies, construct sound arguments, and engage in spirited discussions on controversial topics. Through formal debates and collaborative preparation, students will develop skills in research, rhetoric, public speaking, and strategic reasoning. Whether attempting to change policies or shift mindsets, debate empowers students to become articulate advocates and thoughtful leaders. This course is especially valuable for those considering careers in law, government, education, or business. This class is open to students in grades 9-12. **Note: Debate may be taken more than once for elective credit with teacher approval.**

0661 SAT/ACT Test Preparation—English
(9 weeks, .5 credit)
Grades 10-12
This course is designed to strengthen students' performance on the redesigned SAT and ACT English sections by targeting the core skills assessed on both exams. Through focused instruction and practice, students will sharpen their reading and writing abilities—essential for success on standardized tests and in college-level coursework. In addition to academic skill-building, the course emphasizes strategic test-taking techniques to help students approach each exam with confidence and precision. This class is open to students in grades 10-12.

0662 Journalism
(9 weeks, .5 credit)
Grades 9-12
Journalism is designed to teach techniques of journalistic writing as found in the news story, the editorial, the feature story, the interview, the review, and the sports story. Students will write these types of articles and will study examples found in various news media. The course also addresses career opportunities, the history of journalism, and the ethics and legal responsibilities of journalists. Independent effort is demanded of journalism students. Interviews often must be conducted and articles researched and written outside of class time. This class is open to students grades 9-12. **Note: Journalism may be taken more than once for elective credit with teacher approval.**

0665 Creative Writing
(9 weeks, .5 credit)
Grades 9-12
Creative writing is designed to provide students with an opportunity to work with a variety of creative forms, including short stories, poems, essays, and plays. To stimulate personal awareness and creative potential, the use of a writer's notebook will be established. Students are expected to produce a collection of original works. This class is open to students in grades 9-12. **Note: Creative Writing may be taken more than once for elective credit with teacher approval.**

0668 Theater: Acting Workshop
(9 weeks, .5 credit)
Grades 9-12
Theater: Acting Workshop introduces students to the art of acting in a workshop environment. Students will participate in various body, voice, movement, and improvisation exercises during class time. Reading, memorizing, critiquing, and reflecting are all required components of the course. Various readings will introduce students to different methods of acting, which students will then apply as they rehearse and present scenes to the class. These scenes will be critiqued by the instructor as well as by students in the class. This class is open to students in grades 9-12. **Note: Theater may be taken more than once for elective credit with teacher approval.**

0602 The Language of Food
(9 weeks, .5 credit)
Grades 10-12
An innovative reading- and writing-intensive course drawing on a vast array of food-focused texts by recognized experts in the genres of poetry, essay, memoir, fiction, journalism, expose, blog, and critical review, The Language of Food is a rigorous exploration of this undiscovered wealth of celebrated and authentic writing. This course begins with the felt experience of students, connecting them to mentor texts to guide their own writing about their own memories and perceptions of food. Through a multi-sensory, multi-genre deep dive into reading and writing, students will have increased opportunities to master informative, evocative, persuasive, critical, and creative writing. Culminating assignments involve a variety of presentational skills, including but not limited to podcast, video,

presentation software, illustrated text, blogging, and many other options. This class is open to students in grades 10-12.

0603 Sports Literature
(9 weeks, .5 credit)
Grades 10-12
This course will examine what intrigues people to be involved with sports in their everyday lives and why sports are as popular as they are with all age groups today. Students will be given a chance to analyze all types of contemporary sports literature, including novels, magazine/newspaper articles, radio/TV broadcasts, and movies to see the connection that sports have in society today. Through the study of sports in various forms of media, students will analyze why sports are so captivating. The course will allow students of all abilities the opportunity to discuss and analyze sports and their effects on our culture today. Students will look at pieces across a multitude of sports, and topics will deal with gender, controversy, race, sportsmanship, heroes/role models, hobbies, psychology, and mindset. This class is open to students in grades 10-12.

0673 Introduction to Film Studies
(9 weeks, .5 credit)
Grades 10-12
Introduction to Film Studies offers students the opportunity to develop visual literacy and analytical skills through the close examination of significant filmic texts. Students will learn the language and essential techniques of film (shot composition, camera angles, editing, etc.) in order to appreciate and explore the form's unique expressive abilities. Central concerns of the course include the translation of literature to cinema, the exploration of various filmic genres, the analysis and evaluation of films based on similar styles, themes and contexts, as well as the study of individuals who have made substantial contributions to cinema. This class is open to students in grades 10-12.

MEDIA PRODUCTION ELECTIVES

0674 Media Production 1
(9 weeks, .5 credit)
Grades 9-12
Students will learn the basics of video production and how to effectively communicate a message via video. These fundamentals include *pre-production skills,* which include researching, writing scripts, and storyboarding; *production skills,* which include operating video and audio equipment, single and multi-camera production, lighting, and various crew positions; and *post-production skills,* which include editing and audio mixing. Students will display their knowledge both in written papers and by completing several hands-on group video projects. Whether you are interested in making videos as a hobby or pursuing journalism, broadcasting, or videography as a career, this introductory course will provide the necessary basics. This class is open to students in grades 9-12.

0675 Media Production 2
(9 weeks, .5 credit)
Grades 10-12
This intermediate course further explores digital video production, concentrating on the role of the producer, writer, and director, and on advanced production and post-production techniques. Students will plan, research, write, produce, and edit informational video productions for distribution to audiences in school and in the community. Students may learn the journalistic skills of broadcast news, do investigative reporting, practice on-camera talent techniques, produce and direct interview shows, or create video features. Informative and persuasive writing will be required. Study hall and/or out-of-school time may be required. This course may be taken more than once for elective credit. **Prerequisite: *C* or better in Media Production 1 or instructor permission.**

0676 Media Production 3
(9 weeks, .5 credit—East & West)
Grades 10-12
0677 Media Production 3
(18 weeks, 1.0 credit—CB South)
Grades 10-12
Students demonstrating high levels of communication and production skills, motivation, and ability to work independently will produce real-world products: videos made for community partners like the hospital, museums, and businesses; videos made for nonprofit community groups like teen organizations; and videos made to explain and promote district educational programs and extra-curricular activities. Projects will demand high levels of production and post-production skills. Students will engage in informational interviewing and other forms of research, organization of information, and development of creative solutions based on the information. Outlining, scripting, and storyboarding will be necessary. Informative and persuasive writing will be required. Producers will create production schedules and timelines, organize and deploy production resources, and meet deadlines. Out-of-school time will be required for some productions. This course may be taken more than once for elective credit. **Prerequisite: *B* or better in Media Production 2 or approval of instructor.**

0678 Media Production Practicum
(9 weeks A/B, .25 credit)
Grades 10-12
This course is designated for juniors and seniors interested in pursuing a career in communications, advertising, television, or film. Students will be responsible for recording school and district events. Class hours can be accrued by filming outside of class time and after school. Out-of-school filming time may be required. Students will produce real world products: videos made for school, district, and/or community partners. Each selected student will be scheduled into one of the communications courses, where he/she will plan and conduct practical instructional applications of their media production knowledge and skills. This course may be taken more than once for elective credit. **Note: This course may be taken more than once for elective credit. At the beginning of the course, students may choose to take this course for a grade as pass/fail. Prerequisite: Students must have completed Media Production 1 and Media Production 2. *B* or better in Media Production 2 or approval of instructor.**

FAMILY AND CONSUMER SCIENCES

All courses in Family and Consumer Sciences are only offered if there is sufficient enrollment.

6262 Study Abroad: Culinary and Cultural Roots 

(Summer 2027, Southern Italy)
(.25 elective credit to be awarded on transcript for the school year after travel.)
Grades 9-12
Culinary and Cultural Roots is a unique Family and Consumer Sciences course that provides students with an immersive exploration of global cuisine, culture, and culinary traditions through international travel experiences. Students will investigate the relationship between food, geography, history, and cultural identity while developing culinary knowledge and cross-cultural understanding. Coursework includes required pre-travel preparation sessions, destination research, cultural investigations, hands-on culinary experiences, and reflective learning activities. Through these experiences, students strengthen skills in communication, cultural competency, nutrition, resource management, and responsible decision-making. This course is offered periodically based on program availability. Participation is limited and requires a formal application, recommendations, and acceptance into the program. Students must successfully complete the required pre-course activities and meet all program expectations prior to travel. Program costs are the responsibility of the student and family. Prerequisite: Successful completion of, or concurrent enrollment in, Global Gourmet, American Cuisine, or Food for Life, and acceptance into the Culinary and Cultural Roots program.

6263 Food for Life
(9 weeks, .5 credit)
Grades 9-12
Discover your inner chef in this dynamic, hands-on introduction to the world of cooking. Whether you're a beginner or looking to build confidence in the kitchen, this course offers the perfect blend of creativity, technique, and real-world application. Students will learn proper safety and sanitation practices, develop knife and measuring techniques, and apply a variety of cooking methods. Emphasis is placed on planning and preparing everyday meals, while also fostering teamwork, time management, and problem-solving. The course culminates in a creative cooking challenge that allows students to showcase their skills and personal growth in the kitchen.

6159 The Young Child
(9 weeks, .5 credit)
Grades 9-12
This course provides a study of child development from birth through age five. It offers a balanced selection of topics concerning growth and stages of development, including pregnancy and delivery, the care of children from infancy through preschool, and the importance of play. Students will have the opportunity to practice parenting skills with a computerized baby. Students also extend their understanding through a service-learning partnership at a local childcare facility. There are no prerequisites for this course.

6161 The School-Age Child
(9 weeks, .5 credit)
Grades 9-12
This course is designed for the student whose interests involve working with children, such as teaching, occupational therapy, physical therapy, speech therapy and medical field. It provides a study of human development from elementary through adolescence. This program offers a selection of topics including the stages of growth and development (physical, intellectual, social/emotional), knowledge of self and the social issues affecting children, teenagers and their families. Students extend their understanding through a service-learning partnership at a local elementary school. There are no prerequisites for this course.

6162 Adult Living
(9 weeks, .5 credit)
Grades 9-12
This course is designed to provide students with the skills necessary for living on their own. It will explore human development from late adolescence through adulthood. A selection of topics, such as interpersonal relationships, communication issues, money management, preparing healthy foods, personal wellness, family relationships, automotive basics, and consumer issues. Students will extend their learning through a service-learning partnership at a local senior center. There are no prerequisites for this course.

6264 American Cuisine
(9 weeks, .5 credit)
Grades 9-12
Regional American fare will be prepared as students explore the amazing variety of foods found throughout our country. Food labs include main dishes, side dishes, soups, baked goods, and desserts with an emphasis on food preparation, safety and sanitation. Current topics related to nutrition and the food industry are discussed. Cooking competitions are offered throughout this course for students to demonstrate their learning. There are no prerequisites for this course.

6265 Global Gourmet
(9 weeks, .5 credit)
Grades 9-12
This class is designed for the student who is interested in learning about food customs and cooking practices around the world. Each selected country's geography, history, and culture will be explored and connected to the food habits of its people by participating in a wide variety of multicultural food labs. Students will also study safety and sanitation practices, nutrition and participate in cooking competitions. There are no prerequisites for this course.

6667 Collaborative Family Consumer Science
(9 weeks every day, .5 credit)-CB East, CB South, CB West
Grades 9-12
6667S Collaborative Family Consumer Science
(18 weeks A/B, .5 credit)-CB East
Grades 9-12
Collaborative Family Consumer Science is an elective course that offers a unique opportunity for students of varying ability levels and backgrounds to collaborate and serve as both, a peer mentor and

learner. This course is designed to provide students (with and without disabilities) the opportunity to learn skills from family consumer science in a modified and safe environment. The focus of this course is on the academic and social growth of all participants. Engaging in work alongside peers will support and foster social relationships within the school community. This course will allow each student to gain an appreciation and understanding of the various abilities that are present in the family consumer science setting. **Students interested in taking this elective must submit an online peer mentor application which can be found on the district FCS webpage. https://www.cbsd.org/Page/1548**

HEALTH AND PHYSICAL EDUCATION

Students in 9th and 10th grade will be required to complete 1.5 credits in Health and Physical education over the course of their high school years to meet the graduation requirement. This requirement includes:

- **7051/7052 HPE 1**
- **7061/7062 HPE 2, and 0.5 Health and Physical education elective credits.**

Students entering 11th and 12th grade will continue under the previous graduation requirement, which mandates 1.0 Health and Physical education credits for graduation.

7051 Health and Physical Education 1
(9 weeks, every day .5 credit)
Grade 9
7052 Health and Physical Education 1
(18 weeks A/B, .5 credit)
Grade 9
This required course is designed to promote lifelong wellness by integrating physical activity with essential health education. Students completing this course will participate in a variety of activities in physical education such as lifetime activities, team sports, fitness, and aquatics. The health education program will instruct units on mental health, personal health and wellness, alcohol, tobacco, and other drugs, HIV/AIDS, human growth and development, and healthy relationships. Health lessons will focus on health literacy and an emphasis of developing intrapersonal and informed decision-making skills. Throughout the course, students will engage in a variety of physical and health-related units that foster personal growth in a variety of areas. Through a blend of physical activity and health education, students will develop the knowledge, skills, and attitudes necessary to lead healthy, active lives both now and in the future.

7061 Health and Physical Education 2
(9 weeks, every day .5 credit)
Grades 10-12
7062 Health and Physical Education 2
(18 weeks A/B, .5 credit)
Grades 10-12
This required course builds on foundational wellness concepts and physical skills to support students in developing lifelong habits for health and fitness. Through a combination of physical activity and health education, students will enhance their physical abilities, deepen their understanding of personal well-being, and strengthen their decision-making skills. Physical Education will include fitness, team sports, lifetime activities, and aquatics. Students will acquire health literacy skills by exploring mental health, substance abuse, human growth and development, first aid, and healthy relationships. By integrating physical education with health literacy, this course empowers students to make thoughtful choices, build healthy relationships, and maintain active lifestyles. **Prerequisite: Health and Physical Education 1 (Formally known as PE/Health 7950)**

7069Q Stress Management and Healthy Living
(9 weeks A/B, .25 credit)
Grades 9-12
7069 Stress Management and Healthy Living
(9 weeks, every day .5 credit)
Grades 9-12
This course is centered around developing a comprehensive understanding of stress, its pervasive effects on various aspects of an individual's life, and effective stress management techniques for coping. Encompassing a wide range of topics this course will include an understanding of what stress is, the impact stress has on all elements of a person's life, and stress management reduction techniques for coping. By the end of the course, students will not only have a profound understanding of stress but also possess a set of practical skills to effectively manage and reduce stress in their lives. This knowledge and these tools will empower them to lead healthier, more balanced lives and develop resilience in the face of life's challenges. **This course can be taken more than once.**

7562 Advanced Health
(9 weeks, .5 credit)
Grades 10-12
This nine-week course is designed for students with an interest in health or medicine. Course content includes the study of basic anatomy (structure) and physiology (function) of the human body. The focus of the course will analyze the impact of a disease or a life/health problem on the physical, psychological, and social well-being of the individual. Various techniques will be practiced throughout the course and appropriate clothing is required to participate. Career explorations are intertwined throughout this course to support future goals and career planning. **NOTE: CB West students will participate in a speaker series with Doylestown Hospital. The speaker series will include meeting periodically throughout the course at Doylestown Hospital. Prerequisite: Health and Physical Education 2 (formally known as PE/Health, *C*- or better, or teacher recommendation.**

7064Q Team Sports
(9 weeks, A/B, .25 credit)
Grades 9-12
7064 Team Sports
(9 weeks, every day, .5 credit)
Grades 9-12
This course is tailored for high school students with a passion for team sports and those who thrive on the thrill of competition. The curriculum encompasses a variety of team-based activities such as team handball, floor hockey, volleyball, lacrosse, soccer, ultimate

frisbee, and other collaborative sports that demand teamwork, leadership, and critical decision-making abilities. Throughout the course, students will focus on active team involvement and strategic gameplay within each sport. It is worth noting that this course can be taken more than once, allowing students to deepen their skills with multiple enrollments. **This course can be taken more than once.**

7065Q Lifetime Activities
(9 weeks, A/B, .25 credit)
Grades 9-12
7065 Lifetime Activities
(9 weeks, every day .5 credit)
Grades 9-12
This course is tailored to meet the needs of students who have a passion for learning and engaging in sports and physical activities that promote lifelong participation. The course encompasses a wide range of activities, fostering a love for sports and physical fitness that students can carry with them throughout their lives. Some of the activities included in this course are tennis, ping-pong, badminton, archery, golf, dance, pickleball, walking, and various backyard games. The primary goals of this course are twofold: individual skill development and the cultivation of collaborative teamwork skills. Students will have the opportunity to hone their skills in the chosen activities, ensuring they acquire proficiency and confidence in each one. Simultaneously, the course emphasizes the importance of working together as a team, teaching students how to collaborate effectively with their peers. Throughout the duration of the course, students will not only acquire practical skills in sports and physical activities but also gain a deep understanding of their significance in promoting a healthy lifestyle. The knowledge and insights gained from this course will extend beyond the classroom and sports field, as they can be applied in the real world for years to come. **This course may be taken more than once.**

7066Q Personal Fitness
(9 weeks, A/B, .25 credit)
Grades 9-12
7066 Personal Fitness
(9 weeks, every day, .5 credit)
Grades 9-12
This dynamic and engaging course is designed to empower students with the knowledge and skills needed to lead a healthy and active lifestyle. This course will equip students with the tools to make informed decisions about health and fitness. Topics instructed throughout this course will include the components of fitness, safety and injury prevention, principles of training, muscle anatomy, goal setting, and nutritional wellness. The goal of this course is to instill a lifelong commitment to fitness and well-being. Students will learn how to adapt and maintain their fitness routines as they progress through different stages of life. **This course may be taken more than once.**

7063Q Fitness Trends
(9 weeks, A/B, .25 credit)
Grades 9-12
7063 Fitness Trends
(9 weeks, every day .5 credit)
Grades 9-12
This elective course will explore the exciting world of fitness and physical activity. Fitness Trends goes beyond traditional gym workouts and dives into the latest trends, research, and practices that promote lifelong health and well-being. Students will be empowered to make informed choices that can be implemented throughout their lifetime. **This course may be taken more than once.**

7068Q Aquatics
CB-East and CB-South only
(9 weeks, A/B, .25 credit)
Grades 9-12
7068 Aquatics
(9 weeks, every day .5 credit)
Grades 9-12
Aquatics is an elective course designed to enhance students' cardiovascular and muscular fitness through a variety of aquatic based workouts. Through a combination of pool-based activities and classroom discussions, students will develop water safety skills, stroke techniques, and overall aquatic competence. **This course may be taken more than once.**

7060 Collaborative Physical Education
(9 weeks every day, .5 credit-CB South and CB East)
Grades 9-12
7060S Collaborative Physical Education
(18 weeks A/B, .5 credit-CB East and CB West)
Grades 9-12
Unified Physical Education is an elective course that offers a unique opportunity for students of varying ability levels and backgrounds to collaborate and serve as both peer mentor and learner. This course is designed to provide students (with and without disabilities) with the opportunity to experience all forms of sport activities in a modified, recreational, and safe environment. The focus of this course is on the physical, intellectual, and social growth of all participants. Engaging in physical activity and sport alongside peers will support and foster social relationships within the school community. This course will allow each student to gain an appreciation and understanding of the various physical and mental abilities and disabilities that can be present in a physical activity setting. **Students interested in taking this elective must submit an online peer mentor application which can be found on the district Health & PE website. https://www.cbsd.org/Page/1499**

INTERNSHIP PROGRAMS

9999 Principles of Teaching 1
(18 weeks – 1 credit)
Dual Enrollment Eligible- Bucks County Community College (See Page 7)
This course is an elective course designed for students who are interested in becoming educators. The course has two components. The instructional component of the class is designed to be collegiate and scholarly where students will be exposed to the foundational principles of teaching and learning. Students will participate in classroom instruction on learning theory, instructional strategies, and the role teachers play in a community, as well as learning the ins and outs of planning and preparation, classroom culture and management, and formative and summative assessment design. This instructional content will also include reading, writing, and speaking skills that are meant to function at a university level. The experiential internship of the course makes up the second half of the course, and students will be placed with a CBSD mentor teacher. These mentor teachers will be in the field where the students want to teach and will act as a resource and guide for the application of the instructional component of the course. Students will learn from CBSD teacher mentors by observing their mentor teacher, leading and facilitating small groups of students in the classroom, and teaching lessons alongside their mentor teacher. **Prerequisite: This course is reserved for juniors and seniors only and includes an application and interview process.**

9999B Principles of Teaching 2 NEW
(18 weeks, 1 credit)
This course is an elective course designed for students who are interested in becoming educators and who have already completed Principles of Teaching 1. The course has two components. The instructional component of the class is designed to be collegiate and scholarly where students will be exposed to the science and art of teaching and learning. Students will participate in classroom instruction on the science of learning, direct instruction and feedback, differentiation, and active engagement, as well as participating in several sustained educational research projects. This instructional content will also include reading, writing, and speaking skills that are meant to function at a university level.

The experiential internship of the course makes up the second half of the course, and students will be placed with a CBSD mentor teacher. These mentor teachers will be in the field where the students want to teach and will act as a resource and guide for the application of the instructional component of the course. Students will set goals that build on their previous internship experience and will practice their instructional skills with more regularity. Students will be evaluated on their instructional skills several times throughout the semester.

9998 Community Internship 1
(18 weeks – 1 credit)
This course is an elective course designed for students who are interested in exploring a career and in learning how to be an effective young leader in a career. The course has two components. The instructional component of the class is designed to be rigorous and scholarly where students will be exposed to fundamental career skills like research, communication, and professionalism. Students will participate in classroom instruction on how to effectively communicate, how to research and synthesize important career information, and how to lead, have emotional intelligence, and understand the roles team members play in an organization. Students will also learn the ins and outs of cover letters, resumes, and interviews for their specific career. The experiential internship of the course makes up the majority of the semester; students will find their own internship location based on CBSD guidelines and requirements before the semester begins. Students will work inside the internship location and work with an internship supervisor at their location. They will job shadow, work hands on in the field, and document their experience and their learning. **Prerequisite: This course is reserved for juniors and seniors only and includes an application and interview process.**

9998B Community Internship 2 NEW
(18 weeks, 1 credit)
This course is an elective course designed for students who are interested in exploring a career and who have already completed Community Internship 1. The course builds on the professional, communication, and career-specific skills students have learned in the previous course, while providing students with new opportunities for career projects, goals, and experiences. The course has two components. Instructionally, students will meet with their CBSD instructor to set goals, complete a Career Thesis, and plan a Capstone Presentation and Portfolio that documents the interns' learning and growth. Experientially, the students find their own internship placement, work hands on in the field, and complete multiple projects for their internship supervisor. These projects will focus on career-specific skills that go beyond Community Internship 1. Students will be expected to intern more throughout their experience, to develop deeper and more ambitious goals, and to complete more rigorous and dynamic projects. This course focuses less on the classroom instruction and more on the professional internship experience; students will find their own internship location based on CBSD guidelines and requirements before the semester begins. **Prerequisite: This course is reserved for juniors and seniors who have completed Community Internship 1; it includes an application and interview process.**

MATHEMATICS

Because of the sequential development of the mathematics curriculum, students must attain the prerequisites in the previous course before advancing to a more difficult level. Students with low grades are encouraged to repeat courses in order to master concepts required for sequential classes. The Mathematics Department recognizes the use of calculators as a valuable tool for learning in the classroom, and calculators will be used extensively for class work and homework in all courses. The district uses TI-83 and TI-84 graphing calculators in the classroom. Students are encouraged to purchase their own graphing calculator, whether this brand or one with similar functions. In certain advanced courses, graphing calculators with specific capabilities are important for daily classroom performance and are required for Advanced Placement Examinations. While no specific brands are endorsed, there are restrictions on the type of calculators allowed on classroom tests and final exams. Calculators with Computer Algebra Systems (CAS) will NOT be permitted on district common exams, even though they may be used on some national tests. Teachers have discretion as to whether these types may be used for particular classroom-related purposes.

Honors level mathematics courses:	AP level mathematics courses:
• are more challenging than standard courses • require students to take a greater responsibility for their learning • require students to move at a faster pace than the equivalent standard level course • are different from the equivalent standard level courses in both the quality of the work expected and the quantity of the work required inside and outside of the classroom • expand on the goals and objectives that are also taught in our standard version of the same courses • are created for students who have demonstrated an advanced level of both interest and achievement in prior mathematics classes • offer challenging and higher-level courses for students who aspire to an advanced level of learning and will likely participate in our AP program • are awarded a .25 weight in recognition of the fact that they are more demanding and have requirements that go beyond those of the standard mathematics courses	• encompass all of the points listed in the Honors level statements • cover the breadth of information, skills and assignments found in corresponding college courses • align with the standards and expectations of leading institutions • provide motivated and academically prepared students with the opportunity to study and learn at the college level • are open and available to all students who have met the prerequisites of the course and are motivated to complete the work required to be successful in a college course while still in high school • follows a curriculum that is approved by the College-Board • engage students in challenging problem solving and critical thinking activities on a regular basis • prepare students to take the AP exam for the course given annually in May • are awarded a 1.0 weight in recognition of the fact that they are more demanding and have requirements that go beyond those of the standard mathematics courses

Credit 1	Credit 2	Credit 3	Credit 4
Advanced Placement Sequence College-bound students planning a career in medicine, engineering, science, or mathematics should consider this sequence, especially if they are applying to colleges designated as most competitive. Recommended electives for this level include AP Statistics and standard and AP Computer Programming courses in Grades 10-12.			
Honors Algebra 2	**Honors Precalculus/Trig** **Optional courses for students who wish to take more than one course:** **AP Computer Sci Principles, AP Statistics, AP Cybersecurity**	**AP Calc AB** **Optional courses for students who wish to take more than one course:** **AP Comp Sci Principles, AP Comp Sci A, AP Statistics, AP Cybersecurity**	**AP Calc BC** **Optional courses for students who wish to take more than one course:** **AP Comp Sci Principles, AP Comp Sci A, AP Statistics, AP Cybersecurity**
Academic Sequence College and non-college bound students seeking a complete study of high school mathematics. Students planning a career in medicine, engineering, science, or mathematics should consider additional mathematics courses including Statistics and Data Analysis, AP Statistics, or Computer Programming courses in Grades 11 and 12.			
Accelerated Geometry	**Accelerated Algebra 2** **Optional courses for students who wish to take more than one course:** **Precalculus/Trig (standard or honors), AP Comp Sci Principles, AP Cybersecurity**	**Precalculus/Trig (or Honors Precalculus) or Algebra 3/Trig** **Optional courses for students who wish to take more than one course:** **AP Comp Sci Principles, AP Comp Sci A, AP Statistics, AP Cybersecurity**	**Calculus 1 (or AP Calc AB) or Stat/Data Analysis** **Optional courses for students who wish to take more than one course:** **AP Comp Sci Principles, AP Comp Sci A, AP Statistics, AP Cybersecurity**
Accelerated Algebra 1	**Accelerated Geometry**	**Accelerated Algebra 2**	**Precalculus/Trig (or Honors Precalculus) or Algebra 3/Trig** **Optional courses for students who wish to take more than one course:** **AP Comp Sci Principles, AP Comp Sci A, AP Statistics, AP Cybersecurity**
Academic Algebra 1A	**Academic Algebra 1B** **Optional courses for students who wish to take more than one course:** **Code and Create**	**Academic Geometry** **Optional courses for students who wish to take more than one course:** **Code and Create Intro to Java Intro to Python**	**Academic Algebra 2** **Optional courses for students who wish to take more than one course:** **Applied Math Code and Create Intro to Java Intro to Python**

2915 Accelerated Algebra 1
(18 weeks, 1 credit)
Grades 9-12
This course is intended for ninth grade students who have successfully completed Academic Math 8 and have demonstrated excellent mathematical ability. Algebra 1 extends previously learned arithmetic skills to expressions involving variables. Major topics include linear equations and inequalities in one and two variables, exponents and polynomials, factoring, quadratic equations, proportions, functions, radicals, rational expressions, and data analysis. Problem solving, application, communication and reasoning are emphasized throughout the course. Students in this class will take the Algebra 1 Keystone Exams. **Prerequisite: (2825) Academic Math 8 grade of *A*- (90% or better) and teacher recommendation.**

2540 Academic Algebra 1A
(18 weeks, 1 credit)
Grades 9-12
This course is intended for college bound students who have successfully completed Academic Math 8 and who have demonstrated an understanding of all concepts of the course. It extends previously learned arithmetic skills to expressions involving variables. This course is a formal study of Algebra I concepts including integers, rational numbers, expressions, solving linear equations, graphing linear functions, writing linear equations, and exponents. **Prerequisite: (2825) Academic Math 8, *D*- (60% or better), or approval of the Math Transition Committee.**

2640 Academic Algebra 1B
(18 weeks, 1 credit)
Grades 9-12
Academic Algebra 1B builds on the concepts studied in Academic Algebra 1A. This is the second course in an in-depth two-year study of formal Algebra. The fundamental operations and their properties are studied. Topics include linear inequalities, systems of equations, systems of inequalities, exponents and polynomials, factoring polynomials, rational expressions, statistics, probability, and quadratic equations and functions. Problem solving, application, communication and reasoning are emphasized throughout the course. Students in this class will take the Algebra 1 Keystone Exam. **Prerequisite: (2540) Algebra 1A, grade of *D*- (60% or better), or approval of the Math Transition Committee.**

2661 Foundations of Algebra A
(18 weeks, 1 credit)
Grades 9-12
Foundation of Algebra A provides a foundational skillset for algebra. Students in this course will develop number sense, mathematical terminology, and arithmetic skills for future math classes. Primary topics of focus for this course include Major topics fractions, decimals, integers, orders of operation, equations, ratios, proportions, percent. **Prerequisite: For students enrolled in English Language Development upon approval of the Math Transition Committee. Please contact your school counselor.**

2662 Foundations of Algebra B
(18 weeks, 1 credit)
Grades 9-12
Foundation of Algebra B extends the concepts and skills of Foundations of Algebra A. This is the second course in a two-semester sequence to build a foundational skillset to prepare students for Algebra 1A. Primary topics of focus for this course include rational and irrational numbers, linear equations, functions, equations in two variables, geometry, and applications. **Prerequisite: (2661) Foundations of Algebra A grade of *D*- (60% or better).**

2645 Academic Geometry
(18 weeks, 1 credit)
Grades 9-12
This course is designed for students who have successfully completed Algebra 1 or Algebra 1B. The curriculum in this course includes a comprehensive study of Plane Geometry. The emphasis of this course is the application of congruency, similarity, parallelism, perpendicularity, introduction to trigonometry, circles, and area/volume of common geometric figures. **Prerequisite: (2640) Algebra 1B, grade of *D*- (60% or better) or teacher recommendation.**

2141 Academic Algebra 2
(18 weeks, 1 credit)
Grades 9-12
This course is designed for the student who has successfully completed Academic Geometry (course # 2645) and includes a review of algebra. Students will study polynomials and factoring, exponents, radicals, and rational expressions. Students will graph linear and quadratic functions. and concepts of probability and statistics. **Prerequisite: (2645) Geometry *D*- (60% or better), or teacher recommendation.**

2541 Applied Mathematics
(18 weeks, 1 credit)
Grades 9-12
This course is designed for students who have already completed both Algebra 2 and Geometry. Students will apply mathematics, algebra, and geometry to real-life situations. Typical workshop situations might include designing a landscape or home, tracking stocks, surviving a financial crisis, and planning for your financial future. **Prerequisite: (2141) Academic Algebra 2 or teacher recommendation.**

2122 Accelerated Geometry
Formerly Geometry/Trig
(18 weeks, 1 credit)
Grades 9-12
This course is designed for students who have successfully completed Algebra 1 or Academic 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 *The Foundation* students will learn about proper mathematical communication. Students will learn to make logical arguments and justify their rationale for problem solving steps. In *The Heart* students will focus on Triangles (Rules & Relationships, Similarity, Congruence, and Right Triangle Trigonometry). Finally, in *The Application*, 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. **Prerequisite: (2812) Accelerated Algebra 1, *C*- (70% or better) or (2640) Academic Algebra 1B, *A*- (90% or better) and teacher recommendation.**

2415 Honors Geometry
(1 credit)
Grades 9-12
This course is designed for ninth grade students who have successfully completed Accelerated Algebra 1 in middle school. Honors Geometry covers topics including but not limited to deductive reasoning and proofs, parallel lines and planes, congruence, similarity, quadrilaterals and polygons, triangles, right triangle trigonometry, circles, areas, volumes, and coordinate geometry. There will be an

emphasis on applying algebra to geometric figures and applying geometric concepts to real world scenarios. This course is weighted at .25 as a recognition of the fact that it is more demanding and has more requirements that go beyond those of the standard mathematics course. **Prerequisite: (2812) Accelerated Algebra 1, *A*- (90% or better) or teacher recommendation.**

2520 Accelerated Algebra 2
Formerly Algebra 2/Trig
(18 weeks, 1 credit)
Grades 9-12
This course is designed for students with good mathematical ability and interest. Students will simplify a variety of expressions (radical, exponents, quadratic, polynomial, rational). Students will solve linear, quadratic, and polynomial equations and will graph and analyze linear, quadratic, and polynomial functions. Students will graph and analyze parent functions and polynomial functions. Other topics include inverses and data analysis. **Prerequisite: (2122) Accelerated Geometry *C*- (70% or better) or teacher recommendation.**

2530 Honors Algebra 2
(1 credit)
Grades 9-12
This course is an honors course designed for students with outstanding mathematical ability and interest who have mastered the concepts and skills of Algebra 1 and Geometry. Honors mathematics courses require students to move at a faster pace than the equivalent standard level course and they are different from the equivalent standard level course in both the quality of the work expected and the quantity of the work required inside and outside of the classroom. Students taking Honors Algebra 2 will have a more rigorous study of the concepts in preparation for future AP courses in mathematics. Students will simplify a variety of expressions (radical, exponential, quadratic, polynomial, logarithmic, and rational). Students will solve linear, quadratic, and polynomial equations and will graph and analyze linear, quadratic, and polynomial functions. Other topics will include parent graphs, data analysis, and trigonometry of the right triangle. This course is weighted at .25 as a recognition of the fact that it is more demanding and has more requirements that go beyond those of the standard mathematics course. **Prerequisite: (2801) Advanced Geometry, *B*- (80% or better) or teacher recommendation; (2415) Honors Geometry, *B*- (80% or better) or teacher recommendation; (2122) Accelerated Geometry, *A*- (90% or better) and teacher recommendation only.**

2221 Algebra 3/Trig
(18 weeks, 1 credit)
Grades 9-12
This course is intended for college bound students who have successfully completed Geometry AND Algebra 2. This course is an extension of algebra with topics including linear equations, ~~inequalities~~, exponential and logarithmic equations, domain and range graphically and algebraically, solving and graphing quadratic and higher order polynomial equations as well as rational functions. This course also includes trigonometric topics including right triangle trigonometry and the unit circle, law of sines and cosines and finding exact trigonometric values. **Prerequisite: (2520) Accelerated Algebra 2 *C*- (70% or better) or teacher recommendation.**

2110 Precalculus/Trig
(18 weeks, 1 credit)
Grades 9-12
Designed for students who have successfully completed both Geometry and Algebra 2, Precalculus is an extension of the concepts covered in the two prerequisite courses with an emphasis on the functional aspects necessary for preparation for the study of calculus. Polynomial, exponential, logarithmic, conics and trigonometric functions are addressed in this course. Trigonometric topics include the solution of trigonometric equations, identity manipulations, and transformation graphing, including work with amplitude, period, and phase shift. **Prerequisite: (2520) Accelerated Algebra 2, *B*- (80% or better) or teacher recommendation, or (2530) Honors Algebra 2, *C*- (70% or better) or teacher recommendation, or (2221) Algebra 3/Trig, *B*- (80% or better) or teacher recommendation.**

2111 Honors Precalculus/Trig
(18 weeks, 1 credit)
Grades 9-12
This course is an honors course designed for students with outstanding mathematical ability and interest who have mastered the concepts and skills of Algebra 2/Trig. Honors Precalculus/Trig is an extension of the concepts covered in the two prerequisite courses with an emphasis on the functional aspects necessary for preparation for the study of calculus. Polynomial, exponential, logarithmic, and trigonometric functions are addressed in this course. Trigonometric topics include the solution of trigonometric equations, identity manipulations, and transforming graphs, including work with amplitude, period, and phase shift. Matrices, conic sections, polar and parametric equations will be introduced and studied. **Incoming 9th and 10th graders who intend to take AP Calculus AB should take Honors Precalculus to more fully prepare for the pace and rigor of an AP course. The decision to take Honors Precalculus should not be taken lightly, and this decision should be discussed with your Algebra 2 teacher so there is no question regarding the expectation for the course.** This course is weighted at .25 as a recognition of the fact that it is more demanding and has more requirements that go beyond those of the standard Precalculus course. **Prerequisite: (2530 Honors Algebra 2, *B*- (80% or better) or teacher recommendation; (2520) Accelerated Algebra 2 *A*-, (90% or better) and teacher recommendation only.**

2625 Statistics and Data Analysis
(18 weeks, 1 credit)
Grades 9-12
Dual Enrollment Eligible- Delaware Valley University (See Page 7)
Delaware Valley University – Statistics for Science – 3 credits
Statistics is the study of the fundamentals of descriptive and inferential statistics. Topics include data descriptions using graphs, bivariate data, regression lines, probability and probability distributions, measures of center and variability, confidence intervals, and significance testing. The T-84 graphing calculator is used extensively in this course and is necessary for students to successfully complete the course. Any graphing calculator will suffice provided it has statistical menus. The statistical menus should include mean, median, standard deviation, quartiles, lists and list commands, and distributions (binomial, geometric, normal, and Poisson). **Prerequisite: (2520) Accelerated Algebra 2, *C*- (70% or better).**

2101 Calculus 1
(18 weeks, 1 credit)
Grades 11-12
Dual Enrollment Eligible- Delaware Valley University (See Page 7)
Delaware Valley University – Calculus 1 – 4 credits
Calculus 1 is the study of limits and change with respect to time. Differential calculus and some integral calculus will be covered in the course. Topics include functions, derivatives and their applications, and integral calculus and its applications. Calculus 1 parallels the first semester of most college calculus courses. Students must have an excellent command of algebraic processes to successfully complete this course. **Note: Students requiring a complete study of calculus for college preparation should follow Calculus 1 with Calculus 2. Students electing these two courses are not expected to take the Advanced Placement Examination; consequently, no weighted grade credit is awarded for Calculus 1 and 2. Prerequisite: (2111) Honors Precalculus, *C*- (70% or better), (2110) Precalculus, *B*- (80% or better).**

2103 Calculus 2
(18 weeks, 1 credit)
Grades 11-12
Calculus 2 will continue the Calculus 1 course. Topics will include, techniques of integration, indeterminate limits, improper integrals, and numerical approximations. Infinite series and polar coordinates will also be studied. This course parallels the second semester of most college calculus courses. **Note: Students requiring a complete study of calculus for college preparation should follow Calculus 1 with Calculus 2. Students electing these two courses are not expected to take the Advanced Placement Examination; consequently, no weighted grade credit is awarded for Calculus 1 and 2. Prerequisite: (2101) Calculus 1, *C*- (70% or better) or teacher recommendation.**

Advanced Placement Courses (AP Courses) and *Calculus 3 (*Calculus 3 for students who have already completed AP Calculus AB and AP Calculus BC) *see pages 6 and 7 for more information

2005 Advanced Placement Computer Science A
(18 weeks, 1 math or elective credit)
Grades 10-12
This course is equivalent to a first-semester college course in Computer Science using the Java language. Students will learn problem solving by learning and applying a programming technique known as Object-Oriented Programming (OOP). The major points of emphasis are programming design and methodology, algorithm development, classes and methods, and one- and two-dimensional arrays, and. Students who take this course should plan to take the Advanced Placement Computer Science A Test given in May. AP weighted grade course. Up to one credit from Computer Science courses may be used to fill your graduation requirements for mathematics. **Prerequisite: (2004) Introduction to Java, *A*- (90% or better) OR (2007) AP Comp Sci Principles, *B* (83% or better) AND (2110) Precalculus, *B*- (80 or better) OR teacher recommendation.**

2007 Advanced Placement Computer Science Principles
(18 weeks, 1 math or elective credit)
Grades 9-12
AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. Students who take this course should plan to take the Advanced Placement Computer Science Principles Test given in May. AP weighted-grade course. Up to one credit from Computer Science courses may be used to fill your graduation requirements for mathematic. **Prerequisite: (2520) Accelerated Algebra 2, *B*- (80% or better) or teacher recommendation.**

2009 Advanced Placement Cybersecurity
(18 weeks, 1 math or elective credit)
Grades 10-12
AP Cybersecurity introduces students to the principles, practices, and tools used to secure digital systems. Through a combination of hands-on labs, real-world scenarios, and project-based learning, students explore foundational topics such as network security, cryptography, risk assessment, system vulnerabilities, and ethical hacking. The course emphasizes both the technical and human aspects of cybersecurity and prepares students for further study or careers in the field. Up to one credit from Computer Science courses may be used to fill your graduation requirements for mathematics. **Prerequisite: (2800) Advanced Geometry *C*- (70% or better); (2122) Accelerated Geometry, *B*- (80% or better) or teacher recommendation.**

2102 Advanced Placement Calculus AB
(27 weeks, 1.5 credits)
Grades 10-12
This course provides a complete study of differential and integral calculus. It is designed to prepare students for the Advanced Placement Calculus AB Examination. The course outline completes the recommended topics described by the College Board **at a fast and intense pace** to guarantee time for practice testing exercises. **Students selecting this course should plan to take the Advanced Placement Calculus AB Examination in May. AP weighted-grade course. Prerequisite: (2111) Honors Precalculus/Trig, *B* (83% or better), or (2110) Precalculus, *A*- (90% or better) and teacher recommendation.**

2200 Advanced Placement Calculus BC
(27 weeks, 1.5 credits)
Grades 11-12
This advanced course reviews the concepts of calculus, emphasizing and extending introductory topics in differentiation, and integration. It is designed to prepare students for the Advanced Placement Calculus BC Examination. The course outlines the recommended topics described by the College Board **at a fast and intense pace** to guarantee time for practice testing exercises. **Students selecting this course should plan to take the Advanced Placement Calculus BC Test in May. AP weighted-grade course. Prerequisite: (2102) AP Calculus AB, *B* (83% or better) or teacher recommendation.**

2105 *Calculus 3

(18 weeks, 1 credit)

Grade 12

*Calculus 3 will extend the concepts learned in single-variable calculus to functions of several variables and three-dimensional space. Topics will include vectors and the geometry of space, vector-valued functions, partial derivatives, and multiple integrals. Students will study vector calculus, including line and surface integrals, as well as the fundamental theorems of vector calculus such as Green's, Stokes', and the Divergence Theorem. Additional topics include the use of different coordinate systems (polar, cylindrical, spherical), applications of multiple integrals, and second-order differential equations. This course parallels the third semester of most college calculus sequences and emphasizes real-world applications, mathematical reasoning, and the use of technology for visualization and problem-solving. **AP weighted-grade course**. **Prerequisite: (2200) AP Calculus BC *B*- (80% or better) or teacher recommendation.**

2601 Advanced Placement Statistics

(18 weeks, 1 credit)

Grades 9-12

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will expose students to four broad conceptual themes: (1) exploring data – observing patterns and departures from patterns, (2) planning a study – deciding what and how to measure, (3) anticipating patterns – producing probability and simulation, and (4) statistical inference – confirming models. The course outline covers the topics recommended by the College Board. The **pace is fast and intense** in order to assure time for practice testing exercises. **Students who take this course should plan to take the Advanced Placement Statistics Test given in May. AP weighted-grade course. Prerequisite: (2110) Precalculus/Trig, *B* (83% or better) or teacher recommendation, or (2111) Honors Precalculus/Trig, *B*- (80% or better) or teacher recommendation.**

Mathematics Elective Courses

MATH elective courses are only offered if there is sufficient enrollment.

2003 Code and Create

(9 weeks, .5 math or elective credit)

Grades 9-12

Unlock your creativity with Code and Create, a dynamic course designed for high school students interested in block-based coding. Using an object-oriented programming language, students will learn to program virtual worlds in a digital environment. This course emphasizes algorithmic thinking, abstraction, and problem-solving skills. Students will create movie-style animations, interactive games, and simulations, bringing their ideas to life. Up to one credit from Computer Science courses may be used to fulfill graduation requirements for mathematics. **Prerequisite: none.**

2004 Introduction to Java

(9 weeks, .5 math or elective credit)

Grades 9-12

This course in an introduction to the programming language Java. Emphasis is placed on language syntax and program design and structure. Topics include computer history and architecture, software development life cycle, computer ethics, fundamentals of Java, and object-oriented programming, data types, control statements, and strings. Students planning to take the Advanced Placement Computer Science A Course in the future should select this course. Up to one credit from Computer Science courses may be used to fill your graduation requirements for mathematics. **Prerequisite: Completion of (2640) Academic Algebra 1B or (2915) Accelerated Algebra 1.**

2000 Introduction to Python

(9 weeks, .5 math or elective credit)

Grade 9-12

Introduction to Python introduces students to the fundamentals of computer programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Students begin by learning to design, code, and test their Python programs while applying mathematical concepts. Students then move to more advanced programming concepts and learn to create more powerful programs using functions, strings, data structures, file I/O operations, and objects, as time permits. Students planning to take the Advanced Placement Computer Science A Course in the future should select this course. Up to one credit from Computer Science courses may be used to fill your graduation requirements for mathematics. **Prerequisite: Completion of (2640) Academic Algebra 1B or (2915) Accelerated Algebra 1.**

2623 SAT/ACT Test Preparation—Math

(9 weeks, .5 elective credit)

Grades 10-12

This course is designed as a review of previously learned mathematics to prepare students for the mathematics portion of the SAT. Students planning to take the ACT will also find this course beneficial since the course will teach problem-solving skills and effective test-taking strategies. Technology will be integrated throughout the course. An instructional fee will be charged to students who wish to use the SAT review book as a consumable workbook**. This course may NOT be used for Math credit. Prerequisite: Students taking this course must have COMPLETED courses in Algebra 2 and Geometry.**

MUSIC

All high school music courses are offered on an elective basis. Performance classes meet for one block on alternate days for the entire year. Students must be enrolled in music performance classes to be eligible to audition for the PMEA District and BCMEA County Music Festival, or to participate in connected co-curricular music activities, including marching band and instrumental or vocal ensembles. Many of these groups also participate in exhibitions and competitions. MBIT students who have an interest in co-curricular music activities should speak to their school counselor. All courses in music are only offered if there is sufficient enrollment.

9-12th Grade

	Semester 1	Semester 2
1	English	Science
2	Social Studies	Math
3	World Lang/Elective	Elective
4	Performance Ensemble	
	A/B Elective	A/B Elective

8600Y Advanced Placement Music Theory
(36 weeks, A/B, 1 credit)
Grades 9-12
AP Music Theory provides an in-depth study of the processes of music performance, composition, and analysis by focusing on the development of (1) complex aural skills, (2) skills in written analysis of functional harmony, (3) sight singing techniques, (4) musical composition skills, (5) keyboard skills, and (6) understanding of musical form and history. Students who take this course should have acquired basic skills in vocal or instrumental performance**. Prerequisite: Successful completion of Music Theory of *B*- or better or teacher recommendation. Students taking this course should plan to take the Advanced Placement Music Theory Test given in May. AP Weighted-Grade Course. Prerequisite: Successful completion of Music Theory OR a passing score on the Elective Placement Test.**

8667 Music Theory
(18 weeks, A/B schedule .5 credit)
Grades 9-12
Music Theory develops the basic vocabulary of music, emphasizes ear-training and notation, and harmonic fundamentals found in popular and traditional music. The course is designed for performers and musical beginners. This course is also intended to prepare students for Advanced Placement Music Theory. Music Theory is recommended as a foundation for other music electives.

8630 Rock Band
(18 weeks, A/B schedule .5 credit)
Grades 9-12
This course is designed for students who would like to create and study music in a rock band setting. Students will be grouped into bands and will learn how to use music gear/equipment, practice and perform songs, and incorporate elements of music promotion and marketing. Students will also learn about song structure and music theory as it relates to songwriting and arranging. Students will have access to instruments like guitar, piano, synths, bass, drums, and other forms of digital media/software. Students do not need to know how to play an instrument to join this course. NEW! This course may be repeated for credit.

8640 Music Technical Theater
(18 weeks, A/B schedule, .5 credit)
Grades 9-12
This hands-on course will focus on all aspects of musical theater production, including stage tech, set design, sound, lighting, and performing. In addition, students will get a brief overview of the history of musical theater and learn the important trends and ideas in the world of musical theater today. The course will culminate in projects and performances that show an understanding of all aspects of musical theater and will provide a foundation for a future in musical theater production.

8620 Music Production
(18 weeks, A/B schedule .5 credit)
Grades 9-12
This course allows students to explore computer applications used for both home and professional music studios in the field of audio engineering. Each music production space is equipped with iMAC computers and the Pro Logic apps suite. Students will learn in a hands-on environment using software to experiment with music production techniques. Students will learn practical skills related to audio mixing/mastering, music notation, recording techniques, and synthesized sound.

ENSEMBLES

8663 Concert Band
(36 weeks, A/B schedule, 1 credit)
Grades 9-12
Concert Band is designed for students in grades 9-12 who choose to continue their educational interest in band music. Students gain experience playing a variety of musical styles and continue their development of musical skills and techniques. Public performances are scheduled throughout the year. Individual instruction on specific instruments may take place within the larger group rehearsal. However, ensemble experience and the individual's performance as a responsibility to the group's overall success are emphasized. Students who are enrolled in Band are eligible to audition for County and District Band, as well as for select instrumental ensembles. Participation in the band program includes required after-school and evening rehearsals and performances as determined by the director. All band members are encouraged to participate in the Marching Band. Marching Band is one of the most visible co-curricular activities in the high school and provides the opportunity for motivated musicians to attain higher levels of performance. **Prerequisite: Participation in the middle school band program or the equivalent, by audition, and/or approval of the high school band director.**

8660 Honors Wind Ensemble
(36 weeks, A/B schedule, 1 credit)
Grades 9-12
Honors Wind Ensemble is an honors level course that is offered to students in grades 9-12 who play woodwind, brass, or percussion

instruments. Public performances including concert and marching settings are scheduled throughout the year. Individual instruction on specific instruments may take place within the larger group rehearsal. However, emphasis is on the ensemble experience and on the individual's performance as a responsibility to the group's overall success. Students who are enrolled in Wind Ensemble are eligible to audition for County and District Band, as well as for select instrumental ensembles. Participation in the band program includes required after-school and evening rehearsals and performances as determined by the director. All band members are encouraged to participate in the Marching Band. **Prerequisite: Participation in the Concert Band is preferred but not required. Admission is by audition or approval of the high school band director. This course is weighted at an additional .25 as a recognition of the fact that it is more demanding and has more requirements that go beyond those of the standard music ensemble courses.**

8665 Honors Jazz Ensemble

(36 weeks, A/B schedule, 1 credit)

Grades 9-12

Honors Jazz Ensemble is an honors level course that is offered as an opposite day companion course to Wind Ensemble. Students enrolled in this course must also be enrolled in Wind Ensemble. The course is open by audition to students who play the saxophone, trumpet, trombone, piano, guitar, bass, or drums. Classes are devoted to a study of a wide variety of jazz music and styles. Emphasis is placed on the development of the style, interpretation, and the technical skills needed for jazz performance, as well as the historical aspects of this American art form. Participation in the Jazz Ensemble includes required after-school and evening rehearsals and performances as determined by the director. This ensemble will be involved in several jazz competitions and festivals in the spring that generally occur on Friday evenings and some Saturdays. **Prerequisite: Audition and/or approval by high school jazz ensemble director. This course is weighted at an additional .25 as a recognition of the fact that it is more demanding and has more requirements that go beyond those of the standard music ensemble courses.**

8661 Concert Choir

(36 weeks, A/B schedule, 1 credit)

Grades 9-12

Choir is offered to students who enjoy singing in a vocal ensemble. Active participation and pursuit of individual musical growth are essential for the successful performance of choral music. Students will learn to develop proper vocal technique and performance discipline. Emphasis will be placed on training the singers to become better musicians through the use of choral repertoire. The chorus will perform both classical and contemporary works at the appropriate developmental level. A repertoire will be chosen that reflects a variety of styles, forms, and cultures and includes both sacred and secular texts. School and community performances will be scheduled throughout the year. Students who are enrolled in choir are eligible to audition for County and District Chorus as well as for select vocal ensembles. Participation in the choral program includes required afterschool and evening rehearsals and performances as determined by the director. Participation in the spring trip is optional but encouraged. **Prerequisite: Participation in the middle school choral program is preferred but not required.**

8662 Honors Chamber Choir

(36 weeks, A/B schedule, 1 credit)

Grades 9-12

Honors Chamber Choir is an honors level course offered to students who wish to sing in an advanced vocal ensemble. Active participation and pursuit of individual growth are essential for the successful performance of choral music. Students will continue to develop high-level vocal techniques. The choir performs both classical and contemporary works at the highest standard. A repertoire will be chosen that reflects a variety of styles, forms, and cultures and includes both sacred and secular texts. School and community performances will be scheduled frequently throughout the year. Students who are enrolled in choir are eligible to audition for County and District Chorus as well as for select vocal ensembles. Participation in the choral program includes required afterschool and evening rehearsals and performances as determined by the director. Participation in the spring trip is optional but encouraged. **Prerequisite: Audition and/or approval by the high school choir director. This course is weighted at an additional .25 as a recognition of the fact that it is more demanding and has more requirements that go beyond those of the standard music ensemble courses**.

8664 String Orchestra

(36 weeks, A/B schedule, 1 credit)

Grades 9-12

Students participating in string orchestra will actively engage in the creation and performance of orchestral music literature, which will expose students to a variety of musical genres and periods. Students will advance their musical development through rehearsal and performance in small and large ensemble settings. Orchestra is offered to students who play violin, viola, cello, or double bass. Students playing other instruments may only join orchestra with the approval of the high school orchestra director. Performances in the school and community will be scheduled throughout the year. Students who are enrolled in Orchestra are eligible to audition for BCMEA and PMEA festivals, as well as other select ensembles. Participation in the orchestra includes occasional required rehearsals and/or performances outside of normal school hours. **Prerequisite: Participation in the middle school orchestra program or the equivalent, and/or approval of the high school orchestra director.**

8668 Honors Chamber Orchestra

(36 weeks, A/B schedule, 1 credit)

Grades 9-12

Chamber Orchestra is an advanced string orchestra. Students participating in Chamber Orchestra will actively engage in the creation and performance of rigorous orchestral music literature. Chamber Orchestra is offered to students who play violin, viola, cello, or double bass. Students playing other instruments may only join orchestra with the approval of the high school orchestra director. Participation in the Chamber Orchestra includes occasional required rehearsals and/or performances outside of normal school hours. Students enrolled in Chamber Orchestra are eligible to audition for BCMEA and PMEA festivals, as well as other select ensembles. **Prerequisite: Admission is by audition or the approval of the high school orchestra director. This course is weighted at an additional .25 as a recognition of the fact that it is more demanding and has**

more requirements that go beyond those of the standard music ensemble courses.

8671S Collaborative Music
(18 weeks A/B, .5 credit)
Grades 9-12
Collaborative Music is an elective course that offers a unique opportunity for students of varying ability levels and backgrounds to collaborate and serve as both, a peer mentor and learner. This course is designed to provide students (with and without disabilities) the opportunity to experience music in a modified environment. The focus of this course is on the academic and social growth of all participants. Engaging in music alongside peers will support and foster social relationships within the school community. This course will allow each student to gain an appreciation and understanding of the various abilities that are present in a music setting. **Students interested in taking this elective must submit an online peer mentor application. To submit an application please visit https://forms.office.com/r/ivgvHrHdBL**

PEN (Gifted Program)

9600C Gifted Independent Study
(36 weeks, asynchronous, .25)
This independent study will be asynchronous and run year long. It will be in addition to the student's school-day course load. The goal of this course is to provide students with the time to explore topics of interests, career opportunities, or creative pursuits. The expectations for this course would include meeting with their teacher throughout the project, self-monitoring and planning, implementing their project. The purpose of gifted programming in Central Bucks School District is to support the academic needs of gifted students by providing learning opportunities which are more in-depth and may be presented at a faster pace. In keeping with the Pennsylvania Department of Education's Chapter 16 regulations, a Gifted Individual Education Plan (GIEP) will be developed annually for students who are identified mentally gifted. Specially Designed Instruction for students with a GIEP primarily takes place in regular education classrooms.

SCIENCE

SCIENCE SEQUENCE These sequences represent typical pathways through high school science classes, but additional pathways are possible. If you have any questions, your current science teacher or school counselor will be able to answer them for you.			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Most Rigorous Sequence Students planning careers in science, medicine, engineering, or environmental studies should follow this sequence, especially if applying to highly competitive colleges, and are encouraged to add science options aligned with their interests.			
Honors Environmental Science	**Biology (Honors or AP)**	**Chemistry (Honors or AP) and/or Physics (Honors or AP)**	
Honors and Academic Sequence College and non-college bound students seeking a complete study of high school science are encouraged to follow this sequence. Students planning a career in the sciences should consider additional science options that match their interests.			
Environmental Science (Honors or Academic)	**Biology (Honors, Academic or Practical)**	**Chemistry (Honors, Academic, or Conceptual) and/or Physics (Honors or Academic)**	

Science Options:

Grades 9-12
Astronomy (9 weeks, .5 credit)
Oceanography (9 weeks, .5 credit)

Grade 10 – 12
AP Biology (36 weeks, 2 credits)*
AP Environmental Science (18 weeks, 1 credit)*
Environmental Sustainability (18 weeks, 1 credit)
Human Anatomy and Physiology (18 weeks, 1 credit)*
Applied Human Anatomy & Physiology (18 weeks, 1 credit) * (CB West Only)
***Denotes the class has a prerequisite.**

Grade 11 - 12
AP Chemistry (36 weeks, 2 credits)*
AP Physics: Newtonian Mechanics (18 weeks, 1 credit)*
AP Physics: Electricity and Magnetism (18 weeks, 1 credit)*
Forensic Science (18 weeks, 1 credit)*

3920 Academic Environmental Science
(18 weeks, 1 credit)
Grade 9
Satisfies Environmental Science Requirement
Environmental Science introduces students to the complex and interconnected systems that shape our planet. Students begin by exploring the geosphere, hydrosphere, atmosphere, and biosphere, developing an understanding of Earth's systems and how they interact. Students investigate relationships between organisms and their environments, focusing on energy flow, biodiversity, population dynamics, and environmental literacy. The course then examines the importance of sustaining these systems, emphasizing natural resources, human impact, and conservation strategies. Throughout the course, students engage in hands-on investigations and real-world problem solving, developing critical thinking skills and a deeper understanding of Earth's systems and their environment.

3910 Honors Environmental Science
(18 weeks, 1 credit)
Grade 9
In Honors Environmental Science, students are introduced to the complex and interconnected systems that shape our planet. Students begin by exploring the geosphere, hydrosphere, atmosphere, and biosphere, developing an understanding of Earth's systems and how they interact. Students investigate relationships between organisms and their environments, focusing on energy flow, biodiversity, population dynamics, and environmental literacy. The course emphasizes sustaining Earth's systems, with an advanced focus on natural resources, human impact, and conservation strategies Students will engage in rigorous hands-on investigations, simulations, and real-world problem solving, while developing high-level critical thinking and scientific communication skills. Honors students will examine a variety of nonfiction texts that deepen their understanding of environmental challenges. Honors Environmental Science is intended for students who have distinguished themselves in mathematics and science and are interested in the most rigorous science sequence. **Prerequisites: (3800) Advanced Science 8, *A*- or better or teacher recommendation or (3820) Academic Science 8, *A* or better or teacher recommendation. Honors weighted grade.**

Life Science Courses

3010 Honors Biology
(18 weeks, 1 credit)
Grade 9-10
Satisfies Life Science Requirement
Honors Biology provides students with the principles that explain how life functions, grows, and evolves. This course covers the same core concepts as Academic Biology but is designed for students seek-

ing a more rigorous and fast-paced experience. In addition to exploring how life functions, grows, and evolves, students engage in deeper analysis of biological systems and processes. The course places greater emphasis on critical thinking, data interpretation, and the application of scientific knowledge. Students are expected to work more independently, demonstrate higher-level reasoning, and apply scientific practices to complex problems. This course prepares students for future advanced science coursework by fostering analytical skills and scientific inquiry beyond the scope of the academic level. The Biology Keystone Exam will be administered at the conclusion of this course. **Honors weighted grade. Prerequisite: (3920) Honors Environmental Science, *A*- or better, or (3910) Academic Environmental Science, *A*, or teacher recommendation.**

3020 Academic Biology
(18 weeks, 1 credit)
Grade 9-10
Satisfies Life Science Requirement
Academic Biology introduces students to the fundamental principles that explain how life functions, grows, and evolves. The course begins with an exploration of how cells work together to form complex organisms, focusing on characteristics of life, cell specialization, and homeostasis. Students then examine how energy flows through living systems by studying photosynthesis, cellular respiration, and the role of key biological molecules. The course continues with an exploration of genetics, evolution, natural selection, and biodiversity. Inquiry-based labs, activities, and discussions help students build a strong foundation in life science and develop essential scientific thinking skills. The Biology Keystone Exam will be administered at the conclusion of this course. **Prerequisite: Academic (3910) or Honors (3920) Environmental Science.**

3040 Practical Biology
(18 weeks, 1 credit)
Grade 9-10
Satisfies Life Science Requirement
Practical Biology uses a problem-based approach to the biological sciences. The course content aligns with Academic Biology and covers the same core concepts while incorporating additional instructional supports and intervention strategies. Students explore how cells function within organisms, how energy moves through living systems, how traits are inherited, and how evolution shapes biodiversity. Through hands-on investigations, real-world applications, and structured learning experiences, students develop an understanding of fundamental biological concepts. The Biology Keystone Exam will be administered at the conclusion of this course. **Prerequisite: Academic (3910) or Honors (3920) Environmental Science.**

3100 Advanced Placement Biology
(36 weeks, 2 credits)
Grades 10-12
Satisfies Life Science Requirement
Advanced Placement Biology is a one year, two-credit course designed in accordance with the PA standards for high school biology and the College Board curriculum for AP Biology. This is a rigorous course utilizing Advanced Placement approved college texts and laboratory experiences that mirrors the freshman Biology 101 and 102 experience at most colleges. Success in this level of biology requires a high level of motivation and interest in biology, excellent study skills, sophisticated problem-solving skills, and a commitment to working outside of the classroom. Statistical analysis is a key part of the course, so a strong math background is recommended. College credit or advanced standing may be obtained from many institutions for students who score 3 or higher on the Advanced Placement Test. Advanced Placement Biology meets the College Board requirements for AP Biology. **Students taking this course should plan to take the Advanced Placement Biology Test given in May and the PA Keystone Exam if they have not already earned a proficient score. AP weighted-grade. Honors/Academic Biology is not a prerequisite, although most students will benefit from its completion prior to Advanced Placement Biology. Prerequisite: (3920) Honors Environmental Science, *A*- or better. Recommended Prerequisites (3010) Honors Biology, *B* or better or (3020) Academic Biology *A*- or better.**

Physical Science Courses

3110 Honors Chemistry
(18 weeks, 1 credit)
Grades 9-12
Satisfies Physical Science Requirement
Honors Chemistry offers a study of the relationship between matter and energy and the role that each play in physical and chemical change. Students will learn the scientific methods of problem solving and will be expected to apply them in laboratory work. Students will learn to use laboratory equipment safely and correctly and will learn to record and interpret data from experiments. Laboratory work and assessments will challenge students to be creative and to give evidence of individual study. Honors Chemistry is intended for students who have distinguished themselves in mathematics and science. The course prepares students to meet course expectations for advanced-level courses such as AP Biology, AP Chemistry, or AP Physics. For this reason, students are expected to be working above grade level in mathematics. Students planning to pursue careers in medicine, engineering, or other science fields should consider taking this course. **Honors weighted grade. Prerequisite: (2520 or 2530) Accelerated or Honors Algebra 2, *B* or better or teacher recommendation. (Note: Accelerated/Honors Algebra 2 course may be taken concurrently with Honors Chemistry.)**

3120 Academic Chemistry
(18 weeks, 1 credit)
Grades 9-12
Satisfies Physical Science Requirement
Academic Chemistry offers a study of the relationship between matter and energy and the role that each play in physical and chemical change. Students will learn the scientific methods of problem solving and will be expected to apply them in laboratory work. Students will learn to use laboratory equipment safely and correctly and will learn to record and interpret data from experiments. To be successful in Academic Chemistry, students must exhibit strong study skills and daily commitment to course activities.. This course meets college entrance requirements. **Prerequisite: Completion of Algebra 1 or equivalent.**

3140 Conceptual Chemistry
(18 weeks, 1 credit)
Grades 9-12
Satisfies Physical Science Requirement
Conceptual Chemistry offers students the opportunity to study topics related to the general structure and behavior of matter. Essential chemistry content is presented within the context of realistic situations and is related to the student's practical experiences. All units will involve laboratory investigations. The course will help students understand industrial applications of chemistry and how chemistry is used to solve societal problems. Success in the course requires daily, active participation. Although this course meets college entrance requirements, it is recommended that the college-bound student takes Academic Chemistry.

3101 Advanced Placement Chemistry
(36 weeks, 2 credits)
Grade 11-12
Satisfies Physical Science Requirement
Advanced Placement Chemistry is a one year, two-credit course designed in accordance with the PA standards for high school chemistry and the College Board curriculum for AP Chemistry. This is a rigorous course utilizing Advanced Placement approved college texts and laboratory experiences that mirrors the freshman Chemistry 101 and 102 experience at most colleges. Success in this level of chemistry requires a high level of motivation and interest in chemistry, excellent study skills, sophisticated problem-solving skills, and a commitment to working outside of the classroom. Further, AP Chemistry is suited for students who have distinguished themselves in mathematics, including satisfactory completion of Accelerated Algebra 2, and science. College credit or advanced standing may be obtained from many institutions for students who score 3 or higher on the Advanced Placement Test. Advanced Placement Chemistry meets the College Board requirements for AP Chemistry. Students planning to pursue careers in medicine, engineering, or other science fields should consider taking this course. **Students taking this course should plan to take the Advanced Placement Chemistry Test given in May. AP weighted grade. Honors/Academic Chemistry is not a prerequisite, although most students will benefit from its completion prior to Advanced Placement Chemistry. Prerequisite: (2530) Honors Algebra 2, *B* or better or (2520) Accelerated Algebra 2, *A-* or better, and (3010) Honors Biology, *A-* or better. Recommended prerequisite: (3110) Honors Chemistry with a *B* or better, or Academic (3120) Chemistry with an *A-* or better.**

3101B Advanced Placement Chemistry Partnership Program
(36 weeks, 2 credits)
Grades 11-12
Satisfies Physical Science Requirement
The Advanced Placement Chemistry Partnership Program is a full year program that combines the Advanced Placement Chemistry curriculum with an after-school internship and independent research project at the Pennsylvania Biotechnology Center. Students electing to apply for the program are expected to exhibit a professional work ethic, have the capacity to work independently in a lab setting, and provide their own transportation home from the center. Further, if selected for this program students may complete assignments in laboratories operated by the *Hepatitis B Foundation* and *Baruch S. Blumberg Institute*. Therefore, this program is open to students who meet the following criteria based on the institutions' applicable rules and regulations: are 16 years of age on or before the first day of class, provide proof of completing the Hepatitis B vaccine series or begin the vaccination before starting in the laboratory, and complete the Pennsylvania Biotechnology Center's Good Laboratory Practices training protocol. This is an application only course. Interested students should register for **3101 Advanced Placement Chemistry** and complete the application process. **Students taking this course should plan to take the Advanced Placement Chemistry Test given in May. AP weighted grade. Prerequisite: Honors/Academic Chemistry is not a prerequisite, although most students will benefit from its completion prior to Advanced Placement Chemistry. (2530) Honors Algebra 2, *B* or better or (2520) Accelerated Algebra 2, *A-* or better, and (3010) Honors Biology, *A-* or better. Application Only.**

3201 Biotechnology Research Practicum
(36 weeks, 2 credits)
Grade 12
The Biotechnology Research Practicum is a full year program offered to students who have completed the Advanced Placement Chemistry Partnership Program. Students will continue their internship and independent research while mentoring Central Bucks students through their first year of research. This is an application only course. Interested students should complete the application process. **Prerequisite: Successful completion of the Advanced Placement Chemistry Partnership Program. Pass / Fail course**. **Invitation Only.**

3224 Academic Physics
(18 weeks, 1 credit)
Grades 9-12
Satisfies Physical Science Requirement
In Academic Physics, students will explore core concepts of physics, including motion, forces, energy, electricity and magnetism, wave motion, and the behavior of light. Classroom instruction will emphasize hands-on learning. Students will have the opportunity to apply basic mathematical techniques to real-world situations. Students will learn the scientific method of problem-solving and learn to apply it successfully through laboratory experimentation. It is recommended that all college-bound Central Bucks students participate in a physics course. **Prerequisite: Completion of Algebra 1 or equivalent.**

3225 Honors Physics
(18 weeks, 1 credit)
Grades 9-12
Satisfies Physical Science Requirement
Honors Physics is the study of motion, forces, energy, electricity and magnetism, & momentum. Experimentation, demonstrations, problem-solving and associated readings are all part of the course. Students will learn the scientific method of problem-solving and learn to apply it successfully in the laboratory. Honors Physics is intended for students who have distinguished themselves in mathematics and science. It is a particularly math-intensive course; and consequently,

students are expected to be working above grade-level in mathematics. Students planning to pursue careers in medicine, engineering, or other science fields should take this course. **Honors weighted grade. Prerequisite: (2530) Honors Algebra 2, *C* or better or (2520) Accelerated Algebra 2, *B*- or better.**

3102 Advanced Placement Physics: Newtonian Mechanics
(18 weeks, 1 credit)
Grades 11-12
Satisfies Physical Science Requirement
This AP course is designed to address the areas of kinematics, Newton's laws of motion, energy and power, systems of particles, circular motion and rotation, oscillations, and gravitation. This is a typical first-semester college physics course taken by students majoring in science, math, or engineering. High motivation and an above-average ability in math are important because the course will move at a fast pace and is calculus based. **Students taking this course should plan to take the Advanced Placement Physics: Newtonian Mechanics Test given in May. AP weighted grade. Prerequisite: (2110 or 2111) Pre-Calculus, *A*- or better, or Honors Precalculus, *B*- or better.**

3103 Advanced Placement Physics: Electricity & Magnetism
(18 weeks, 1 credit)
Grade 11-12
Satisfies Physical Science Requirement
This AP course addresses the following content areas: electrostatics, electric circuits, magnetostatics, electromagnetism, conductors, capacitors, and dielectrics. Use of calculus in problem solving and in derivations will increase as the course progresses. This is a typical second-semester college physics course. **Students taking this course should plan to take the Advanced Placement Physics: Electricity and Magnetism Test given in May. AP weighted grade. Prerequisite: (3102) AP Newtonian Mechanics, *B*- or better, or (3225) Honors Physics, *A*- or better and (2102) AP Calculus AB, *B*- or better.**

Additional Science Electives

3108 Advanced Placement Environmental Science
(18 weeks, 1 credit)
Grades 10-12
The goal of AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze both natural and human-made environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course focuses on the science behind environmental problems and issues. Laboratory and field study are important elements of the course. Topics include scientific analysis, interdependence of the Earth's systems, human population dynamics, renewable and nonrenewable resources, environmental quality, and the environment and society. Because of the quantitative analysis that is required in the course, students should also have taken at least one year of Algebra. **Students taking this course should plan to take the Advanced Placement Environmental Science Test given in May. AP weighted grade. Prerequisite: AP weighted-grade course. Prerequisite: Completion of (3020 or 3010) Academic or Honors Biology.**

3118 Environmental Sustainability
(18 weeks, 1 credit)
Grades 10-12
Dual Enrollment Eligible- Delaware Valley University (See Page 7)
Delaware Valley University – Sustainability: Saving the Earth and Feeding the People – 3 credits
Environmental Sustainability is a project-based course that provides students with opportunities to investigate real world environmental issues. The course will examine an array of ecological, biological, agricultural, technological, economic, social, and political issues associated with our environment today. Students will describe environmental issues in view of their complex and dynamic nature, identify their role in and responsibility to the issue, and explore reasonable solutions to diminish or resolve the issue, both locally and globally. In the end, students will understand the ways social, economic and environmental systems interact, appreciate and respect the diversity of views and values that influence sustainable ways of living, and participate critically and act creatively in determining more sustainable ways of living. This course is designed for a broad range of students with a high interest in making informed choices about their life, family, and community, and being better stewards of Earth's resources.

3130 Honors Human Anatomy and Physiology
(18 weeks, 1 credit)
Grades 10-12
Dual Enrollment Eligible- Bucks County Community College (See Page 7) **– BIOL 115 Basic Human Anatomy – 3 credits**
The course explores the structure and function of the human body and the interactions among body systems that maintain homeostasis. Students examine the organization of the body from cells and tissues to organ systems, emphasizing the relationship between structure and function. The course provides a comprehensive study of all major body systems, with an in-depth focus on the skeletal, muscular, nervous, and cardiovascular systems. Students participate in laboratory investigations, including anatomical models and specimen dissections, to deepen their understanding of human anatomy and physiology. Offered at the honors level and as a dual enrollment opportunity through Bucks County Community College, this course reflects the rigor and expectations of an introductory college anatomy and physiology course. **Honors weighted grade. Prerequisite: (3020 or 3010) Academic or Honors Biology, B or better.**

3122 Applied Human Anatomy and Physiology
CB-West only
(18 weeks, 1 credit)
Grades 10-12
This course provides students with the opportunity to learn about human anatomy and physiology and how it applies to health and disease. It includes classwork, labs and hands on activities, weekly data collection including blood pressure and heart rate, and trips to the YMCA for hands on application of content learned in the classroom. Key topics include the nervous, skeletal, muscular, cardiovascular, respiratory, and digestive systems. **Prerequisite: (3040, 3020, or 3010) Practical, Academic, or Honors Biology, *C* or better.**

3213 Forensic Science
(18 weeks, 1 credit)
Grades 11-12
The course will involve the application of chemical, physical, and biological principles for the investigation of physical evidence in criminal cases. It will entail analytical reasoning, laboratory testing, possible field trips, and provide technical expertise (qualified speakers who will present and help us to analyze evidence from criminal cases). Students will be taught the fundamentals of a criminal investigation and how they apply in a court of law. The students will learn by doing — they will isolate and process crime scenes, analyze and interpret lab data, and problem solve. Each student's experience will culminate with the solving of a crime scene scenario. **Grade Level: 11, 12. Prerequisites: (3020 or 3010) Academic or Honors Biology, *C* or better.**

3640 Astronomy/Space Exploration
(9 weeks, .5 credit)
Grades 9-12
The astronomy course provides a descriptive study of the universe and the place that our solar system occupies within the universe. The motion of our solar system and the instruments used to study our galaxy are explored, along with travel, work, and exploration in space**.**

3643 Oceanography
(9 weeks, .5 credit)
Grades 9-12
Oceanography is for students interested in the ocean and its effects on man and nature. Recent concern about ocean pollution has increased the need for basic understanding of the sea environment. Students will learn about the physical features of the oceans, chemical makeup, tides, currents, topography of the sea floor, and shorelines. The biological requirements of the ocean community will also be studied.

SOCIAL STUDIES, INCLUDING HISTORY AND THE SOCIAL SCIENCES

The National Council for the Social Studies defines our field as "the study of individuals, communities, systems, and their interactions across time and place." Our fields prepare "students for a lifelong practice of civil discourse and civil engagement in their communities." Our program seeks to make you ready for a life of engaged and informed citizenship.

Social Studies teachers take pride in helping you make sense of the past and the present in ways that are relevant to your classmates. Students are required to take four credits of Social Studies during grades 9-12, no less than one Social Studies course per year. Each course offers the opportunity to master themes and knowledge that will help you thrive as a citizen and member of your community. The sequence of courses equips you with skills for conducting research and understanding events in the news. Also, our courses offer you the chance to develop your ability to read and write effectively.

SOCIAL STUDIES SEQUENCES			
Grade 9	Grade 10	Grade 11	Grade 12
Advanced Placement Sequence / Most Rigorous This sequence is designed for college-bound students who are applying to colleges designated as most competitive and/or planning to major in history, business, law, social sciences, or humanities.			
U.S. History – Honors prepares grade 9 students for Advanced Placement coursework in grades 10-12.	AP European History	AP U.S. History AP U.S. Gov't & Politics AP Macroeconomics*	AP Comparative Gov't AP Microeconomics AP Psychology
Honors Sequence This sequence is designed for students who intend on immediately continuing their education in college after graduation from Central Bucks.			
U.S. History – Honors	Modern World History – Honors	American Government and Economic Systems – Honors	Global Relations – Honors
Academic Sequence A well-rounded understanding of history and the social sciences invites our students to an active and engaging life as citizens in their communities and country. This sequence prepares students for success in college, a career in the Armed Forces, or employment in the labor force.			
U.S. History – Academic	Modern World History – Academic	American Government and Economic Systems – Academic	Global Relations –Academic
*AP Macroeconomics can satisfy either the Grade 11 required social studies credit when taken in 11th grade OR the Grade 12 required social studies credit if taken in 12th Grade.			

Required Courses (Core Courses)

The required sequence of courses provides you with exposure to a variety of topics in history and the social sciences. These courses will build your toolbox for reading, describing, analyzing, and applying understanding from those disciplines. Our core courses are offered at both the academic and honors level.

Academic and Honors Courses Characteristics
• Academic and honors courses prepare students for meaningful engagement as citizens. • Academic courses allow you the opportunity to build knowledge and skills necessary for success after graduation. You will be ready to meet your goals in post-secondary education, the workforce, or participation in public and military service. • Honors courses deliberately prepare you for success in post-secondary educational coursework. They are more challenging than academic courses and require you to take greater responsibility for your learning. • The +0.25 weight added to grades earned in honors courses recognizes the demanding nature of those courses. • The recommendation of your teacher in the preceding year's core Social Studies course is required for enrollment in an honors course.

1910 Honors United States History
1920 Academic United States History
(18 weeks, 1 credit)
Grade 9

Explore the major events and turning points in American history from 1890 to the present. Analyze how the United States emerged as a world power, navigated the Great Depression, fought in global conflicts, and transformed through social and political change. Engage in critical reading, persuasive writing, and research to deepen your understanding of the nation's past and its impact on today's society. Honors students tackle more advanced readings and projects at a faster pace. **Honors weighted grade for 1910 Honors.**

1111 Honors Modern World History
1120 Academic Modern World History
(18 weeks, 1 credit)
Grade 10

Investigate the shared and diverse experiences of people around the world from 1750 to the present. Trace the rise of modern nation-states, the effects of globalization, and the patterns that have shaped today's world. Develop historical thinking and reasoning skills as you connect themes across time and place. Honors students dive deeper into topics with higher-level readings and assessments. **Honors weighted grade for 1111.**

1012 Honors American Government and Economic Systems
1022 Academic American Government and Economic Systems
(18 weeks, 1 credit)
Grade 11

Examine how the U.S. government operates and influences policies, economies, and social issues. Study the three branches of government, political parties, elections, and the role of interest groups. Learn key economic concepts such as scarcity, supply and demand, fiscal policy, and the business cycle. Honors students engage in more in-depth analysis, readings, and projects. **Honors weighted grade for 1012.**

1210 Honors Global Relations
1220 Academic Global Relations
(18 weeks, 1 credit)
Grade 12

Analyze how nations interact, cooperate, and sometimes clash in the modern world. Focus on the impact of international issues on American foreign policy and explore comparative economic systems and global trade. Build decision-making skills by tackling current economic challenges like inflation, unemployment, and national debt. Honors students pursue deeper inquiry through advanced readings and assignments. The honors course addresses the same topics but in more depth with added readings, writing assignments, and projects. **Honors weighted grade for 1210.**

Advanced Placement Courses

AP courses prepare students for meaningful engagement as citizens while pursuing a specialized and rigorous body of content. The expectations for these courses align with the standards of the College Board as well as leading four-year colleges and universities.

AP Social Studies Courses Student Expectations
• Students in our AP courses will embrace the challenges of mastering themes, topics, and skills commensurate with a college-level course. • Students in our AP courses plan to complete the National exam administered in May. • Students in our AP courses will keep up with pacing and complexity that is significantly greater than in our honors courses. Students take significant responsibility for their learning in the AP program. • Success in preceding years' Social Studies coursework is preparation for and an indicator of one's readiness for an AP course. **Therefore, the prerequisite for all AP courses is a B (or better) in the preceding year's honors or AP Social Studies course OR an A in the preceding year's academic Social Studies course.** • AP courses, when they address the standards of a given on-level course, may satisfy the required social studies credit for a given grade level. Students must plan carefully and know what credits a given AP course satisfies. • Students understand that the +1.0 weight for AP courses recognizes the demanding nature of the course. Also, students acknowledge that AP courses have requirements that go beyond those of academic and honors courses.

1100 Advanced Placement European History
(27 weeks, 1.5 credits) – MP2-4 at CB East
1101 Advanced Placement European History
(27 weeks, 1.5 credits) – MP1-3 at CB South & CB West
Grade 10

This course investigates the development of Western European society between 1450 and the present. The students will become familiar with the principal themes in modern European history and the methods for the analysis of historical evidence. **Satisfies the required social studies credit for 10th grade when taken during the 10th grade year. AP weighted-grade course.**

1000 Advanced Placement U.S. History
(27 weeks, 1.5 credits)
Grade 11
This course examines the history of the United States in a chronological manner from the Colonial Period through the 1990s. Students complete readings in both factual and interpretive textbooks. Class participants will address more historical material, study history in greater depth, and complete projects and writing assignments other than those assigned in Recent America, Honors or Academic. **Satisfies the required social studies credit for 11th grade when taken during the 11th grade year. AP weighted-grade course.**

1202 Advanced Placement Macroeconomics
(18 weeks, 1 credit)
Grade 11, 12
AP Macroeconomics introduces you to the principles that shape entire economic systems. You will investigate how national income, price levels, and economic growth are determined, and analyze the roles of the financial sector, government stabilization policies, and international trade. The course emphasizes interpreting economic performance measures and understanding how economies respond to real-world challenges like inflation and unemployment. You will use graphs, charts, and data to explain and predict economic trends on a national and global scale. **Satisfies the required social studies credit for 11th or 12th grade when taken during the 11th or 12th grade year, respectively. AP weighted-grade course.**

1001 Advanced Placement U.S. Government and Politics NEW
(18 weeks, 1 credit)
Grade 11
AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. **Satisfies the required social studies credit for 11th grade when taken during the 11th grade year. AP weighted-grade course.**

1201 Advanced Placement Microeconomics
(18 weeks, 1 credit)
Grades 12
Grade 11—Elective Credit Only
AP Microeconomics focuses on the economic decisions made by individuals, households, and businesses. You will explore how markets operate, how prices are set, and how resources are allocated, while examining concepts like market failure, government intervention, and income distribution. The course challenges you to analyze the efficiency and equity of different market structures and to consider the impact of policy decisions on everyday economic choices. Throughout, you will apply graphs, charts, and data to real-world scenarios, building a strong foundation in economic reasoning. **Satisfies the required social studies credit for 12th grade when taken during the 12th grade year. AP weighted-grade course.**

1203 Advanced Placement Comparative Government
(18 weeks, 1 credit)
Grade 12
Grade 11—Elective Credit Only
AP Comparative Government introduces students to the fundamentals of comparative politics at the college level. Using a comparative approach, students examine the political structures, policies, and challenges of six countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. The course emphasizes analysis of data and text-based sources to explore topics such as power and authority, legitimacy and stability, democratization, and the forces that shape political systems. Students build skills in comparing how different nations address political, economic, and social issues. **Satisfies the required social studies credit for 12th grade when taken during the 12th grade year. AP weighted-grade course.**

1300 Advanced Placement Psychology
(18 for a semester or 36 weeks (A/B schedule-all year), 1 credit)
Grade 12
Grade 11-Elective Credit Only
AP Psychology introduces you to the scientific study of behavior and mental processes in humans and other animals. You will investigate key psychological facts, principles, and phenomena across major subfields, while learning the ethics and research methods psychologists use in their work. Throughout the course, you'll explore landmark discoveries, compare different psychological approaches—including biological, behavioral, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural perspectives—and practice core research and critical thinking skills. A background in biology and statistics will help you succeed in this rigorous, college-level course. ***Parents and students should know that some required course content in AP Psychology may address controversial topics. We expect students to approach such material in a mature manner. Satisfies the required social studies credit for 12th grade when taken during the 12th grade year. AP weighted-grade course.**

Social Studies Elective Courses

These courses provide graduation credits in electives. Social Studies elective courses are only offered if there is sufficient enrollment.

1160 Introduction to Psychology
(9 weeks, .5 credit)
Grades 9-12
Discover the factors that shape human behavior by exploring major psychological theories and concepts. Examine topics such as development, learning, perception, and personality through readings, discussions, and hands-on activities. Analyze real-world examples and participate in experiments to better understand yourself and others. This course encourages mature, thoughtful discussion of sometimes controversial topics.

1161 Sociology
(9 weeks, .5 credit)
Grades 9-12
Dual Enrollment Eligible- Delaware Valley University (See Page 7)
Delaware Valley University – Intro to Sociology – 3 credits
Explore how social groups influence individuals and society as a whole. Analyze key topics like socialization, social stratification, deviance, institutions, and cultural change using a variety of sociological perspectives. Engage in projects and discussions that help you make sense of social behavior and current issues. Be prepared to thoughtfully examine and discuss complex or controversial topics.

1162 Introduction to the Law
(9 weeks, .5 credit)
Grades 9-12
Investigate your legal rights and responsibilities as a citizen, juvenile, and adult in the United States. Study the structures and procedures that govern and protect individuals in society. Examine political and legal ideals through real-world scenarios and case studies. This course builds your understanding of the American legal system and its impact on daily life.

1163 Geography
(9 weeks, .5 credit)
Grades 9-12
Gain a broad understanding of physical, human, and cultural geography. Study the earth's features, tools of geographers, and the ways humans interact with their environment. Use case studies and projects to explore how geography shapes societies and connects or divides regions. Develop skills to analyze global issues and understand your place in the world.

TECHNOLOGY & ENGINEERING EDUCATION

All courses in Technology and Engineering Education are offered only if there is sufficient enrollment. All courses are offered 9th through 12th grade except STEAM Fabrication 3 and STEAM Design 3 which are available in 10th, 11th or 12th grade.

6400 STEAM Fabrication 1 Exploring
(9 Weeks, .5 Credit)
Grades 9-12
This introductory, 9 weeks Science, Technology, ENGINEERING, Art and Mathematics (STEAM) Fabrication course gives students hands-on experience in vector designing and machining, fabricating, and industrial output through a combination of traditional and modern tools. Students will explore safe and effective use of a woodshop, small and industrial robotics with the CNC router and laser cutter, additive manufacturing with 3D printers, vinyl cutter and hand tools to create functional and artistic projects that may include a wooden inlay logo sign, folding stool or clock. Emphasizing the engineering design and problem-solving process, creativity, and developing technical skills, students will establish a foundation of practical knowledge in manual and digital fabrication, material selection, and workshop safety while furthering their technological literacy from middle school within the expanded STEAM framework. Students who complete STEAM Fabrication 1 Exploring 9 weeks with a *C* or better can take **STEAM Fabrication 2**.

6410 STEAM Fabrication 1
(18 Weeks, 1.0 Credit)
Grades 9-12
This lengthened, introductory, 18 Weeks Science, Technology, ENGINEERING, Art and Mathematics (STEAM) Fabrication course gives students hands-on experience in vector designing and machining, fabricating and industrial output through a combination of traditional and modern tools. Students will experience safe and effective use of a woodshop, toolpath generation using small and industrial robotics with the CNC router and laser cutter, additive manufacturing with 3D printers, vinyl cutter and hand tools to create functional and artistic projects that may include an inlay logo sign, folding stool or clock along with other small projects. Emphasizing the engineering design and problem-solving process, creativity, and developing technical skills, the course provides a foundation in manual and digital fabrication, material selection, and workshop safety while furthering their technological literacy from middle school within the expanded STEAM framework. The course provides a longer time for additional fabrication experiences. Students who complete STEAM Fabrication 1, 18 weeks with a *C* or better can take **STEAM Fabrication 2**.

6420 STEAM Fabrication 2
(18 Weeks, 1.0 Credit)
Grades 10-12
Building on the foundations of STEAM Fabrication 1 Exploring, 9 Weeks OR STEAM Fabrication 1, 18 Weeks, this course challenges students to take their fabrication and engineering skills to the next level. Students will engage in more complex projects that integrate advanced fabrication shop techniques in materials, higher level vector design and toolpath generation with small/ industrial robotics CNC machining, advanced slicing and 3D printing and more complex laser cutting/engraving while continuing to refine their use of hand tools and machines. Emphasis is placed on problem-solving, precision, and creative innovation as students move from guided activities to more independent, project-based work. The course encourages students to design, prototype, and produce original project solutions while preparing them for advanced study in engineering, design, and fabrication to become higher level technologically literate citizens. Students who complete STEAM Fabrication 2, 18 weeks with a *C* or better can take STEAM Fabrication 3.

6430 STEAM Fabrication 3
(18 Weeks, 1.0 Credit)
Grades 10-12
STEAM Fabrication 3 is the highest-level class students can take to conclude their high school project-based learning experience in fabrication and engineering knowledge. Opportunities include more independent and collaborative design, challenges and projects. Utilizing machines, tools and equipment in STEAM Fabrication 2, students will focus on advanced techniques, precision crafting, and application of creative engineering design and problem-solving processes. Emphasis is placed on designing and producing original, high-quality projects from concept through completion, with expec-

tations to incorporate digital design, prototyping, small and industrial robotics and iterative improvement. STEAM Fabrication 3 encourages innovation, leadership, and portfolio-ready project development to prepare students for after school real world experiences in STEAM career and higher education pathways. **Please note: STEAM Fabrication 3 is available for students in grades 10, 11, and 12. With prior approval from their Tech and Engineering teacher, students who completed STEAM Fabrication 1, 2, and 3 are able to take STEAM Fabrication 3 a second time for credit with an understanding they will complete more complex projects.**

6500 STEAM Design 1 Exploring
(9 Weeks, .5 Credit)
Grades 9-12
This introductory Science, Technology, ENGINEERING, Art and Mathematics (STEAM) Design, 9 Weeks course invites students to explore design and engineering in a project-based setting. Traditional drafting tables and tools will complement modern computerized technology like CAD software, laser cutter, vinyl cutter and advanced 3D printers, giving students experience in both manual and digital design methods and outputs. Project examples include scale model building through the application of residential architectural and engineering design principles as well as smaller design and digitally fabricated projects. Emphasizing the engineering design process, problem-solving, creativity and developing technical skills, the course provides a foundation in manual design, digital design, building information management (BIM), and model building while furthering their technological literacy from middle school within the expanded STEAM framework. Students who complete STEAM Design 1 Exploring 9 weeks with a *C* or better can take STEAM Design 2.

6510 STEAM Design 1
(18 Weeks, 1.0 Credit)
Grades 9-12
This expanded, introductory Science, Technology, ENGINEERING, Art and Mathematics (STEAM) Design, 18 Weeks course invites students to experience design and engineering in a project-based setting. Traditional drafting tables and tools will complement modern computerized technology like CAD software, laser cutter, vinyl cutter and advanced 3D printers, giving students experience in both manual and digital design methods and outputs. Project examples include scale model building through the application of residential architectural and engineering design principles as well as smaller design and digitally fabricated projects. Emphasizing engineering design and problem-solving process, creativity, and developing technical skills, this longer course provides a foundation in manual design, digital design, building information management (BIM), and model building while furthering their technological literacy from middle school within the expanded STEAM framework. Students who complete STEAM Design 1, 18 weeks with a *C* or better can take STEAM Design 2.

6520 STEAM Design 2
(18 Weeks, 1.0 Credit)
Grades 10-12
Building on the foundations of STEAM Design 1 Exploring, 9 Weeks OR STEAM Design 1, 18 Weeks, this course challenges students to apply and expand their design skills through more advanced projects. Students will deepen their proficiency with CAD and BIM software with precision drafting, slicing, vector generation, and technical drawing, while integrating advanced methods and use of the vinyl cutter, laser cutter, and 3D printer to create innovative designs and models. Emphasis is placed on design thinking, collaboration, and problem-solving as students move from guided assignments to more independent design challenges with scale model building through application of commercial architectural and engineering design principles. This course encourages students to produce original project solutions, preparing them for advanced study in engineering and design as they reach a higher understanding of technological literacy. Students who complete STEAM Design 2, 18 weeks with a *C* or better can take STEAM Design 3.

6530 STEAM Design 3
(18 Weeks 1.0 Credit)
Grades 10-12
In this advanced course, students take greater ownership of the design process, moving from concept development to fully realized prototypes. Using CAD software, drafting tools, and equipment from STEAM Design 2, students will complete independent and collaborative projects that emphasize innovation, precision, and real-world application. Projects are more open-ended to encourage students to apply creativity, problem-solving, and technical expertise to design solutions. STEAM Design 3 encourages innovation, leadership, and portfolio-ready project development to prepare students for after school real world experiences in STEAM career and education pathways. **Please note: STEAM Design 3 is available for students in grades 10, 11, and 12. With prior approval from their Tech and Engineering teacher, students who completed STEAM Design 1, 2, and 3 are able to take STEAM Design 3 a second time for credit with an understanding they will complete more complex projects.**

6310 STEAM Robotics 1
(9 Weeks, .5 Credit)
Grades 9-12
This introductory Science, Technology, ENGINEERING, Art and Mathematics (STEAM) Robotics, 9 Weeks course invites students to experience the foundations of Robotics. Students will explore mechanical design, basic electronics, and programming concepts while learning how to build, wire, and operate robots to complete tasks and challenges. Emphasis is placed on creativity, problem-solving, and teamwork as students apply STEAM principles to design innovative solutions using VEX and other smaller microcontrollers. This course provides a foundation in physical coding techniques and wiring while furthering students' technological literacy from robotics and coding in middle school within the expanded STEAM framework. Students who complete STEAM Robotics 1, 9 weeks with a *C* or better can take STEAM Robotics 2.

6320 STEAM Robotics 2
(9 Weeks, .5 Credit)
Grades 9-12
Building on the foundations of STEAM Robotics 1, this course challenges students to design, program, and optimize more advanced VEX and other microcontroller robotics systems. Students will ex-

plore topics such as sensor integration, autonomous control, and iterative design to solve complex engineering challenges. STEAM Robotics 2 encourages innovation, leadership, and portfolio-ready project development to prepare students for after school real world experiences in STEAM career and education pathways.

WORLD LANGUAGES

All students are encouraged to take more than one language if their schedule allows for this opportunity. If schedule allows, it is recommended that students 'double up' each year. Ex: Spanish 3 semester 1 and Spanish 4 semester 2. This will help maintain proficiency and allow the student to take more than one language if interested. Please visit our website to see suggestions and FAQs Course Sequences and FAQs. At any point in high school, students may add Chinese, French, Latin, or Spanish.

World Language Quick Guide to Suggested Course Sequences					
Grade 7	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
French 1A	French 1B	French 2	French 3 Honors	French 4 Honors	AP French or French 5
French 1A	French 1B	French 2	French 3	French 4	French 5
		French 1	French 2	French 3/4 in 1 year	French 5/AP in 1 year
			French 1	French 2	French 3
		Latin 1	Latin 2	Latin 3 or Latin 3 Honors	
			Latin 1	Latin 2	Latin 3 or Latin 3 Honors
			Chinese 1	Chinese 2	Chinese 3 or Chinese 3 Honors
		Chinese 1	Chinese 2	Chinese 3 or Chinese 3 Honors	
			Spanish 1	Spanish 2	Spanish 3
		Spanish 1	Spanish 2	Spanish 3/4 in 1 year	Spanish 5/AP in 1 year
	Spanish 1A	Spanish 1	Spanish 2	Spanish 3	Spanish 4
Spanish 1A	Spanish 1B	Spanish 2	Spanish 3	Spanish 4/5 in 1 year	AP Spanish
Spanish 1A	Spanish 1B	Spanish 2	Spanish 3 Honors	Spanish 4 Honors	AP Spanish

4101 Chinese 1
(18 weeks, 1 credit)
Grades 9-12
The goal of this first-year Mandarin course is to enable students to use fundamental expressions and vocabulary in oral and written context while integrating cultural elements. This course will focus on tones, rules of phonetic spelling, and pronunciation. Students will also learn Chinese characters: stroke order, structure, the writing systems, and calligraphic techniques (simplified characters will be taught). Students will learn basic sentence pattern analysis, and development of language skills in listening, speaking, reading, and writing. Integrated performance assessments will be used to assess language skills.

4102 Chinese 2
(18 weeks, 1 credit)
Grades 9-12
The goal of the Chinese 2 Mandarin course is to enable students to communicate effectively in the target language, to read, write, interpret and speak basic Chinese. Students will continue to use fundamental expressions and vocabulary in oral and written context while integrating cultural elements. This course will also continue the focus on tones, rules of phonetic spelling, and pronunciation. Upon completion of this course, students will be able to express their basic thoughts and ideas in writing and speaking. Students registering for this course must have a solid foundation in tones and pronunciation, as well as a working knowledge of basic vocabulary (i.e. greetings, simple sentences). Integrated performance assessments are used to assess proficiency in all four skills. **Prerequisite: Chinese 1, *C*- or better.**

4103 Chinese 3
4113 Chinese 3 Honors
(18 weeks, 1 credit)
Grades 9-12
Students enrolled in Level 3 will begin the course proficient in basic Mandarin. The same text series and supplemental materials are used and the students continue practicing reading, writing, speaking and listening as they become more proficient in the language. Integrated performance assessments are used to assess proficiency in all four skills. **Prerequisite: Level 2, *C*- or better.** Students who opt for Chinese 3 Honors (weighted course) must meet the following **prerequisite: Level 2, *B*+ average and the recommendation of the Chinese 2 teacher.**

4201 French 1
4501 Spanish 1
(18 weeks, 1 credit)
Grades 9-12
The goal of first-year language is to enable students to use fundamental expressions and vocabulary in verbal and written context while integrating cultural elements. This course emphasizes communicative skills, relevant grammar concepts, reading and listening comprehension and cultural concepts. The target language will be the language of the classroom and integrated performance assessments are used to assess proficiency in all four skills. Online resources, and a variety of supplementary materials are used to help achieve this goal. **Any student who only completed one language course in middle school (1A OR 1B, not both) should be placed into this level 1 course**.

4202 French 2
4502 Spanish 2
(18 weeks, 1 credit)
Grades 9-12
Level 2 continues language study in the same patterns as Level 1. Students experience opportunities for more advanced verbal and written self-expression and related cultural elements. This course emphasizes communicative skills, more advanced grammar concepts, reading and listening comprehension and cultural concepts. The target language will be the language of the classroom and integrated performance assessments are used to assess proficiency in all four skills**.** Online resources and supplementary materials are essential elements of these courses. **Prerequisite: Level 1 or Level 1A *and* Level 1B, grade *C*- or better. If a student completes two language courses in middle school (1A AND 1B), they may be placed into this course.**

4203 French 3
4503 Spanish 3
(18 weeks, 1 credit)
Grades 9-12
These courses continue with earlier study with an increasing emphasis on speaking, reading and writing. Students will review all previously studied concepts and be introduced to more advanced grammatical points. Culture is integrated throughout the curriculum. Online resources and supplementary materials are essential parts of these courses. Integrated performance assessments are used to assess proficiency in all four skills. **Prerequisite: Level 2, *C*- or better.**

4213 French 3 Honors
4513 Spanish 3 Honors
(18 weeks, 1 credit)
Grades 9-12
This is a rigorous course designed to accelerate the student's proficiency and achievement in the skills of listening, speaking, reading, and writing. In-depth writing, advanced reading, speaking and listening will prepare students for the AP course. Reading will include literary works by well-known authors with literary analysis. Detailed grammatical concepts, an increased amount of detailed vocabulary and the use of AP style rubrics will be key components of the course. Integrated performance assessments are used to assess proficiency in all four skills The students recommended for this course should strongly consider taking level 4, Honors, followed by AP Language. **French 3 Honors & Spanish 3 Honors are weighted-grade courses. Prerequisite: Completion of level 2 with minimum *B*+ average and the recommendation of the level 2 teacher.**

4204 French 4
4504 Spanish 4
(18 weeks, 1 credit)
Grades 9-12
These courses continue emphasis on listening, speaking, reading, culture and writing. Students will review previously studied grammatical points and be introduced to more advanced grammatical concepts. Selected readings and culture are infused throughout the curriculum. Online resources, workbooks, and supplementary materials are an essential part of these courses. Integrated performance assessments are used to assess proficiency in all four skills. **Prerequisite: Level 3, *C*- or better.**

4514 Spanish 4 Honors
(18 weeks, 1 credit)
Grades 9-12
This course, which is a continuation of the Honors 3 sequence, is designed to accelerate the student's proficiency and achievement in the skills of listening, speaking, reading, and writing. Continued emphasis will be placed on reading and writing skills. Reading will include literary works by well-known authors with literary analysis. Students will complete the study of grammatical concepts and their applications. Integrated performance assessments are used to assess proficiency in all four skills. The students recommended for this course should strongly consider taking AP Spanish Language as the culmination of the sequence. **Honors weighted-grade course. Prerequisite: Level 3 Honors with minimum *B*+ average or better. Level 3 students may only take Spanish 4 Honors with a minimum grade of an *A*- and with a completed teacher recommendation checklist.**

4214 French 4 Honors
(18 weeks, 1 credit)
Grades 9-12
This rigorous course is designed to accelerate the student's proficiency and achievement in the skills of listening, speaking, reading, and writing. Emphasis will be placed on reading and writing skills. Readings will include literary works by well-known authors with literary analysis. Students will complete the study of grammatical concepts and their applications. Increased emphasis will be placed on verbal and aural discrimination. The student electing this course should strongly consider taking the AP Language course the following year as the culmination of the sequence. Integrated performance assessments are used to assess proficiency in all four skills**. Honors weighted-grade course. Prerequisite: Level 3 Honors with minimum *B*+ average or better. Level 3 students may only take French 4 Honors with a minimum grade of an *A*- and with a completed teacher recommendation checklist.**

4205 French 5
4505 Spanish 5
(18 weeks, 1 credit)
Grades 9-12
This course allows students to apply all the skills they have learned in their previous years of study. The practical aspects of using the language will be emphasized and expanded. Student involvement in class activities plays a major role in the course. Students will learn historical and cultural information; they will also read and analyze authentic literature. Compositions, conversations, projects, and debates in the target language are integral elements of this course. Integrated performance assessments are used to assess proficiency in all four skills. Fifth year world languages courses do not explicitly prepare students for Advanced Placement examinations. Academic-level students may take AP Language courses after completing level 5 with an *A*⁻ average or better. **Prerequisite: Level 4, *C*- or better.**

4500 Advanced Placement Spanish
4200 Advanced Placement French
(18 weeks, 1 credit)
Grades 9-12
Advanced Placement Language is designed to prepare students for the AP Examination. Acceptable scores on this annual exam can result in college credit and/or advanced placement status at many of the nation's colleges. In AP Language, students will continue to strengthen their proficiency in all four language skills: listening, speaking, reading, and writing. Students will integrate these skills and concepts using authentic resources, as well as literary works. Advanced grammatical concepts continue to be introduced and refined. Students will become proficient in audio recording. **Students selecting this course should plan to take the Advanced Placement Language Examination given in May. AP weighted-grade course. Prerequisite: AP weighted-grade course. Prerequisite: Level 4 Honors with a *B*+ average or better. Level 5 students may only take AP with a minimum grade of an *A*- and with a completed teacher recommendation checklist.**

4401 Latin 1
(18 weeks, 1 credit)
Grades 9-12
Latin 1 emphasizes the skills needed to read, comprehend, and translate the language while practicing grammar usage, vocabulary, with written and verbal work. In addition, emphasis is placed on Latin-English word derivations, mythology, Roman life and cultural influences, with special attention given to the city of Pompeii and its subsequent destruction.

4402 Latin 2
(18 weeks, 1 credit)
Latin 2 builds upon the foundation of Latin 1. Advanced grammatical concepts and vocabulary allow the student to continue reading, comprehending, and translating Latin passages. These passages, filled with cultural content, begin with Roman Britain and the city of Alexandria, and explore the arts and sciences of the regions, including travel and communication. Special focus continues to be given to Latin-English word derivations. **Prerequisite: Latin 1, *C*- or better.**

4403 Latin 3
4413 Latin 3 Honors
(18 weeks, 1 credit)
Grades 9-12
Latin 3 continues the work of Latin 2, by using new and advanced grammatical concepts, more subject-specific vocabulary, and figures of speech. Roman life and culture will be emphasized while exploring Roman religion, entertainment, architecture, and military camps of various Roman colonies. Special emphasis continues to be given to Latin-English word derivation. **Prerequisite: Level 2, *C*- or better.** Students who opt for Latin 3 Honors (weighted course) must meet the following P**rerequisite: Level 2, *B*+ average and the recommendation of the Latin 2 teacher.**

4522 Study Abroad: Spanish Speaking Destination
4521 Study Abroad: French Speaking Destination
(.25 elective credit to be awarded on transcript for the school year after travel.)
Study Abroad courses are designed to provide the student with an immersion experience and the opportunity to use a world language in an authentic culture where the target language is spoken. Participants will experience the art, music, history, and customs of the country as well as participate in tasks that improve and enhance their language ability. Each study abroad course contains five elements; pre-travel sessions (attendance at these sessions is mandatory for students), project, classwork abroad, travel, and reflection. While abroad and leading up to trip, students must adhere to all school board policies, including those regarding drugs, alcohol, and weapons. Students will comply with all requirements as required by the host country. Online applications will be available at the informational meeting, the date for this meeting will be provided by World Languages Department teachers. The cost of the course will vary from year to year and is the sole financial responsibility of parents or guardians. Enrollment is limited. Students must travel to and from the destination with the group and will not deviate from the group travel plan. Travel for these courses will rotate between countries/languages if possible. Travel is dependent upon world conditions, travel alerts, student enrollment and chaperone availability. **Prerequisites: Teacher recommendations, essay, application. Students must have completed Level 2 of the target language with a grade of *C* or better prior to departure; they must also be enrolled in the next level of the sequence. Upper classmen get preference due to enrollment limits.**

Seal of Biliteracy
The Seal of Biliteracy is a distinction that a district may award students who prove intermediate-high proficiency in BOTH English and another language at the time of high school graduation.

The purpose of the PA Seal of Biliteracy awarded by CBSD is to:
- Recognize and reward the diverse linguistic talents of our students.
- Provide employers and higher educational institutions with a method of identifying candidates with biliteracy skills.
- Encourage students to acquire proficiency in English AND another world language.
- Promote civic and global engagement.

Who is eligible for the Seal of Biliteracy? All students are eligible to apply but only those who prove intermediate-high proficiency in English and other language(s) with approved assessments/evidence and completed application may earn the Seal. Visit our website for more information and to apply. **World Languages / Seal of Biliteracy (cbsd.org)**

YEARBOOK

9568 Yearbook Production—CB South/CB West
(18 weeks, 1.0 elective credit)—CB South/CB West
Grades 9-12
9569 Yearbook Production—CB East/West
(9 weeks, .5 elective credit)—CB East/West
Grades 9-12
This course is designed to provide yearbook staff with instruction in the various phases of yearbook production: yearbook journalism, layout and design, digital imaging, business management, advertising, and public relations. Students in this course design and produce the school's yearbook. **Note: A student may be on the yearbook staff without being enrolled in this course. Students may enroll in this course more than once only with prior permission from the teacher. Prerequisites: Grade *B* or better in English, and experience in at least one of these areas: photography, digital imaging, or business, or recommendation of the teacher/yearbook advisor.**

FOUR YEAR PLANNING WORKSHEET

Grade 9

First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period

Grade 10

First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period

Grade 11

First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period

Grade 12

First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period

Central Bucks Mission Statement

The Central Bucks Schools will provide all students
with the academic and problem-solving skills
essential for personal development,
responsible citizenship, and life-long learning.

Statement of Equal Opportunity

Central Bucks School District is an equal-opportunity institution which does not discriminate on the basis of race, religion, color, sex, age, national origin, or disability in its programs and services or in its hiring and employment practices.

For information regarding your civil rights, grievance procedures, or programs and services accessible to the handicapped, please contact the Superintendent's office at the address below.

Central Bucks School District~20 Welden Drive~Doylestown, PA 18901~(267) 893-2000