High School Course Selection Booklet

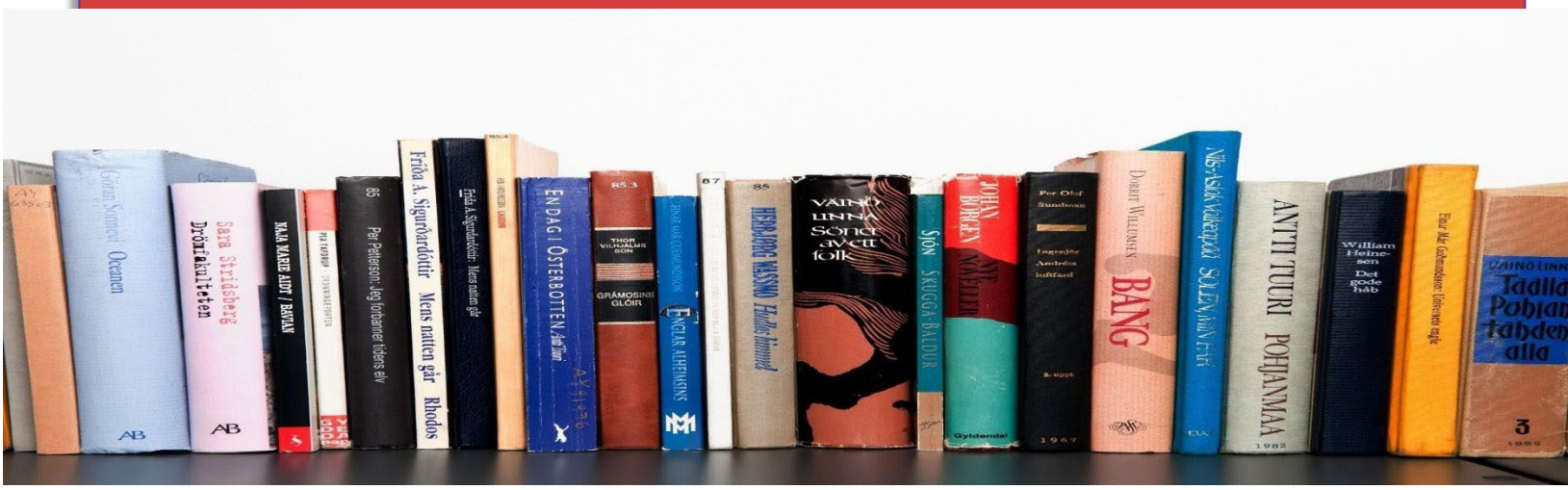
2025-2026

Learning Opportunities at

Cherry Hill High School East

&

Cherry Hill High School West



This 2025-2026 Course Selection Booklet will be available on the District Web Site (www.chclc.org) as well as in the school libraries, and the offices of school guidance counselors, principals, and assistant principals.

Dr. Kwame R. Morton, Sr., Superintendent of Schools

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2025-2026

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January 9, 2025

Dear Students and Parents:

Within the next few weeks, we will begin the process of scheduling courses for the 2025-2026 school year. Course selection booklets provide all students and parents with the necessary information to make informed decisions about their study. It is important that you take the time to familiarize yourself with the course offerings that are available to you, and the requirements that you must satisfy to meet the graduation criteria. We offer a wide range of courses that are designed to provide students with the educational foundation necessary to be successful in post-secondary life.

We believe strongly that all students should take advantage of these opportunities by taking a full complement of eight (8) courses. We encourage parents and students to consider taking advantage of the opportunity to enroll in additional courses in our many electives in the arts and in our core departments: English, Social Studies, Mathematics, and Science. We encourage you, as a family, to take the time to map out your future aspirations and goals. In selecting your courses for next year, please keep in mind your interests and your goals, and challenge yourself to select courses which will enhance your education in the arts, in the sciences, and in performance areas such as music and drama. As with all good course selection booklets, the goal is to provide you with the information necessary to determine what kind of education you want. High school is a time to challenge yourself and to rise to meet those challenges. Cherry Hill East and Cherry Hill West are two of the top high schools in the area and across the state of New Jersey. We ask that all students recognize the extraordinary offerings the Cherry Hill high schools provide.

In the months ahead, we will build a master schedule of classes; the schedule will be built based upon the courses students select. It is our hope that students select carefully and seek counsel from their parents, their teachers, and their school guidance counselors.

Sincerely,

Mr. Daniel Finkle, Principal
Cherry Hill High School East

Dr. John Burns, Principal
Cherry Hill High School West

Ms. Lauren Giordano, Principal
Coles Alternative Program

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CHOOSING A HIGH SCHOOL PROGRAM OF STUDIES

The Course Selection Booklet is a planning guide for use in selecting subjects for high school next year. It consists of graduation requirements, scheduling guidelines, and a catalog of all subjects offered. During the scheduling process, each student has a conference with his/her school counselor to discuss a proposed program of study for the following year. The school counselor's discussion during this conference is based upon teacher recommendations, parent recommendations, and the student's expressed interest in the various disciplines and a career interest or vocation. Recommendations concerning sequential courses are based upon the student's ability and past achievement.

II. LEVELS

Many courses are offered on the following ability levels: Advanced Placement (AP); Honors (H); Accelerated (A) and Regular (R).

Regular (R)
These college preparatory courses are developed to provide students with the foundation for postsecondary demands by emphasizing depth, breadth, and enrichment. Courses are designed to develop the essential skills necessary for students to meet or exceed the requirements of the New Jersey Student Learning Standards.

Accelerated (A)
These are courses which require the ability to perform in a rigorous program at a rapid pace. They are offered at the college prep level. Courses are designed to develop the essential skills necessary for students to meet or exceed the requirements of the New Jersey Student Learning Standards.

Honors (H)
Honors courses present rigorous course material, expect considerable independent student work, and move at a faster pace. Students will complete more course assignments than accelerated courses. Honors courses require students to be highly organized and willing to assume responsibility for the heightened volume and standard of honors-level academic work. Substantive critical analysis within a content-rich academic environment forms the heart of the honors academic routine. Courses are developed to further enhance students' ability to work independently and demonstrate high levels of critical, analytical, and original thinking. Courses are designed to develop the essential skills necessary for students to meet or exceed the requirements of the New Jersey Student Learning Standards.

Advanced Placement (AP)
Courses designed as Advanced Placement (AP) are taught under guidelines established by The College Board. AP courses are college-level courses. Students enrolled in AP courses will be challenged at the highest level of academic difficulty available in a high school setting. The AP curriculum consists of a high level of rigor in content complexity and requires significant independent learning by the student. Students who take AP courses are strongly encouraged to take the accompanying Advanced Placement Examination given in May. If a student earns a grade of 3, 4, or 5 on an AP exam it is possible to receive college credit for that particular AP course while gaining tuition savings. *PLEASE NOTE: The Advanced Placement test for college credit is optional. If a student chooses to take the test, he/she will be responsible for the payment of the testing fee.*

SCHEDULING PROCESS

The master schedule is developed based upon the course selections made by students in February and March. There is always the possibility that a certain class will not be available due to heavy demand. A class may not run when an insufficient number of students elect a course. Any changes in course selections after that time will decrease the effectiveness of the master schedule. For this reason, changes in course requests will not be permitted after the last Friday in May.

- **Any requests for a schedule change from one subject to another or in the designated level must be made by June 30, 2025.**

- **DROP/ADD PERIOD -** There will be a drop/add period available after the third day of the academic year and will conclude after the second full cycle of school (13 school days). Requests for schedule changes must be approved by the student's parents/guardians. After this date, only level change requests will be considered at the first interim.

- **LEVEL CHANGES -** After the drop/add period, students cannot request a level change until the end of the first interim period (mid-October). Requests for level changes must have parent/guardian approval, current teacher approval, and must be approved by an administrator. Level change requests can be made from the end of the first interim through the end of the first cycle (six days) of the second marking period. If you are requesting a level change to a higher level it is recommended that this change be made by the end of the first cycle (six days) of the beginning of the course.

GENERAL INFORMATION

I. GRADUATION REQUIREMENTS

It is the policy of the Board of Education to provide learning opportunities and programs, which are appropriate to the abilities, needs, and interests of students in order that they may successfully complete an appropriate course of studies leading to graduation. The Board of Education shall award the same high school diploma regardless of the program of studies completed by students. A diploma, therefore, represents only the accumulation of credits; it does not guarantee acceptance into schools to further one's education.

It is necessary that a student's program comply with the statute and administrative code of the State of New Jersey, the requirements established by the District Board of Education, and sound principles of education before a diploma will be granted. To graduate a pupil must:

1. **Pass all required State assessments**
2. **Earn a total of 120 Credits comprised of required classes and additional electives**
3. **Meet the district attendance policy**
4. **Pass the following courses:**

Program of Studies	Graduation Requirement
English Language Arts	4 years / 20 credits
Physical Education/Health	4 years / 20 credits
World Civilizations	1 year / 5 credits
United States History	2 years/ 10 credits
Algebra 1	1 year/ 5 credits
Geometry	1 year/ 5credits
Math - 3rd year	1 year/ 5 credits
Biology	1 year/ 5 credits
Chemistry	1 year/ 5 credits
Physics	1 year/ 5 credits
World Language	1 year/ 5 credits
Visual and Performing Arts	1 year/ 5 credits
21st Century Career and Life Skills	1 year/ 5 credits
Financial Literacy	1 semester/ 2.5 credits
African American Studies	1 semester/ 2.5 credits

II. ADDITIONAL INFORMATION

1. Students will carry a minimum of fifteen (15) credits per semester and a minimum of thirty (30) credits per year.

2. The principal alone may, for good reason, waive the minimum of thirty (30) credits per year with the understanding that the student needs 120 credits for graduation.

3. High school level courses taken prior to Grade 9 may be used to meet prerequisites for advancement in a particular subject area and satisfy the Algebra and or Geometry requirement. A listing of these courses appears as a separate category on the high school transcript with the corresponding grade. However, because graduation credit requirements may only be met by courses taken in Grades 9-12, courses taken prior to Grade 9 are not included in GPA or class rank nor do they count toward graduation requirements, except Algebra and or Geometry, which can satisfy the content requirement, but not the credit requirement.

4. High school level courses taken in approved high school evening/day and review programs, online, and through distance learning, are not included in weighted or unweighted GPA or class rank.

5. If a student completes all graduation requirements in three years, a student may be eligible to receive a diploma. This must be approved by the principal or principal's designee.

III. COURSE PATHWAYS

To make the Course of Study Booklet more manageable there is a companion of Course Pathways posted on the district website with the Course of Study Booklet. This companion will help students and families identify courses in a similar pathway when choosing classes. These one-page documents will help students plan for their four years in high school. There is a page for planning and a pathway guide for the current areas of interest in:

Art	Business	Communications
Computer Science	Cultural Studies	Culinary Arts
Education	Math	Music
Science	Technology	Theater

IV. HS Graduation Credit Requirements Course List

English Language Arts (20 credits)
English 9, 10, 11, 12
English Concepts 9, 10, 11, 12
AP Language and Composition
AP Literature and Composition
ELL Beginner

Mathematics (15 credits):
Algebra 1, Geometry AND 1 Other Mathematics Course
Algebra 1 or Enriched Algebra
Algebra 1 Concepts
Algebraic Concepts 2
Geometry
Geometry Concepts
Other Mathematics
Algebra 2
Algebra 2/ Trigonometry
AP Pre-Calculus
Pre-Calculus
Trigonometry
Intro to College Math
Discrete Math (sem)
Calculus
AP Calculus AB
AP Calculus BC 1 and 2
AP Statistics
Multi-Variable Calculus
Data Science
Quantitative Reasoning

Health and Physical Education (5 credits per year)
Health 9, 10, 11, 12 (Sem)
Physical Education 9, 10, 11, 12 (Sem)
Mind Body Connection 1, 2
Unified PE 9, 10, 11, 12 (West)

Social Studies (17.5 credits: 10 credits of U.S. History AND 5 credits of World Civilizations AND 2.5 of African American Studies)
World Civilizations
World Civilizations Concepts
US History 1, 2
US History 1, 2 Concepts
AP US History 1 and 2
Graduation Requirement *
*African American Studies (Sem) or
*AP African American Studies

Visual and Performing Arts (5 credits)
3-D Art, Intermediate, or Advanced 3-D Art
Actors Studio 1, 2 (Sem)
Advanced Commercial Photography
AP Art History
AP Art and Design 2-D
Art Workshop
Chansons
Commercial Art (East)
Commercial Art 2 (East)
Concert Choir
Design 1, 2, 3
East/West Singers
Fine Art 1, 2, 3
Freshman Wind Ensemble (East)
Introduction, Intermediate Photography (Sem)
Unified Art (West)
Living Theater
Music Theory
Orchestra
Play Directing (Sem)
Play Production (Sem)
Public Speaking (Sem)
Research in Music
Symphonic Band
Vocal Workshop
Wind Ensemble

Lab Science (15 credits: 5 credits of Biology AND 5 credits of Chemistry AND 5 credits of Physics)
Biology
Biology Concepts
Chemistry
Chemistry Concepts
Physics 1
Physics Concepts
AP Physics 1

21st Century Life and Careers or Career-Technical Education (5 credits)
Advanced Business
Advanced Marketing
Advanced Topics in Computer Science
AFJROTC (West)
American Law (Sem) (East)
American Legal Systems (Sem) (West)
Animal Behavior (Sem)
AP Computer Science Principles
AP Computer Science A
AP Economics: Macro & Micro
AP Research
AP Seminar
AP Statistics
Apex Technology Courses (Sem)
Broadcasting 1, 2 (Sem)
Media and Production: Broadcasting 3, 4
Business Management (Sem) Business Law (Sem)
Catering/Advanced Catering (Sem) (West)
Career Exploration I, II (Sem)
Computer Programming (Sem)
Creative Writing (Sem)
Culinary Arts 1, 2 (Sem)
Baking and Pastry Arts (Sem)
Design/Build 1, 2, 3
Dynamics of Health Care & Society
Entrepreneurship (Sem)
Environmental Science
Film Appreciation (Sem)
Filmmaking
Forensics
From Climate Science to Action (Sem)
Human Anatomy
Infectious Disease (Sem)
Intermediate Business
International Business (Sem)
Intro to Computer Science (Sem)
Intro To Business (Sem)
Intro To Engineering (Sem)
Intro To Public Speaking (Sem)
Journalism 1,2
Marine Biology (Sem)
Marketing Education 1
Neuroscience In Society (Sem)
Philosophy 1: Ethics (Sem)
Planetary Exploration
Play Production (Sem)

World Languages (5 credits) AP French Language and Culture AP German Language and Culture (East) AP Italian Language and Culture (West) AP Latin AP Spanish Language and Culture AP Chinese (East) Chinese 1, 2, 3, 4 (East) French 1, 2, 3, 4, 5 German 1, 2, 3, 4 (East) Italian 1, 2, 3, 4 (West) Latin 1, 2, 3, 4 Spanish 1, 2, 3, 4, 5 Spanish for Heritage Speakers 1, 2, 3, 4, 5	**Financial Literacy (2.5 credits: graduation requirement)** Financial Literacy (Sem)	Play Directing (Sem) AP Psychology Psychology Research in Marketing Research In Science Robotics (Sem) Scientific Principles of Nutrition Social Justice (Sem) Sports and Entertainment Marketing (Sem) Sports Medicine (Sem) Student Leadership 1, 2 (Sem) The Science of Cooking (Sem) Tomorrow's Teachers (Sem) Toxicology (Sem) Vert Anatomy/Phys (Sem) Writing Workshop (Sem)

V. GRADUATION ASSESSMENT REQUIREMENTS

UPDATES COMING SOON FROM THE NJ DEPARTMENT OF EDUCATION

Classes of 2023–2025

The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2023-2025.

Graduation Assessment Requirements

ELA

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

- **Pathway 2**: By meeting the designated cut score on a substitute competency test (see Table 5 under Pathway 2 below); or
- **Pathway 3**: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Mathematics

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test (see Table 5 under Second Pathway below); or
- **Third Pathway**: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Information for Students with Disabilities

Under the Individuals with Disability Education Act (IDEA), all students with disabilities must be included in all general state and district-wide assessments. IEPs of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway. Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs. It is the responsibility of the student's IEP team to ensure that the IEP is implemented as written, including components addressing state graduation assessment requirements.

IEP teams should reserve the exemption of the statewide assessment graduation requirement for students with significant intellectual disabilities and for students with disabilities who have made repeated unsuccessful attempts to meet statewide assessment requirements through New Jersey Graduation Proficiency Assessment, a substitute competency test, or a student portfolio appeal. Districts are encouraged to begin convening meetings of the student's IEP team when the student is in grade 9, or as early as possible. The IEP team includes the student, and the student's parent(s)/guardian(s) to discuss the student's specific graduation requirements.

Questions about IEP components concerning graduation assessment requirements should be directed to the

UPDATES COMING SOON FROM THE NJ DEPARTMENT OF EDUCATION

Classes of 2023–2025

Office of Special Education Policy and Dispute Resolution at oseinfo@doe.nj.gov.

Pathways Available

First Pathway

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.

A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

Table 4: First Pathway — New Jersey Graduation Proficiency Assessment

ELA	Mathematics
New Jersey Graduation Proficiency Assessment-ELA	New Jersey Graduation Proficiency Assessment-Mathematics

Second Pathway

Note: This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests in Table 5 on the next page.

Important Notes:

- Tests marked with an asterisk (*) are no longer administered but can be used for the graduating year.
- Beginning on Monday, January 28, 2019, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

UPDATES COMING SOON FROM THE NJ DEPARTMENT OF EDUCATION

Classes of 2023–2025

Table 5: Second Pathway – Menu of Substitute Competency Tests

ELA	Mathematics
One of the following: • NJSLA/PARCC ELA Grade 9 • SAT Critical Reading (taken before 3/1/16) • SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) • SAT Reading Test (taken 3/1/16 or later) • ACT Reading or ACT PLAN Reading* • ACCUPLACER WritePlacer • ACCUPLACER WritePlacer ESL • PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) • PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) • ACT Aspire Reading* • ASVAB-AFQT Composite	One of the following: • NJSLA/PARCC Algebra 1 • NJSLA/PARCC Geometry • NJSLA/PARCC Algebra II • SAT Math (taken before 3/1/16) • SAT Math Section (taken 3/1/16 or later) • SAT Math Test (taken 3/1/16 or later) • ACT or ACT PLAN Math • ACCUPLACER Elementary Algebra • Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) • PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) • PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) • ACT Aspire Math* • ASVAB-AFQT Composite

Third Pathway

Note: This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.

Table 6: Third Pathway —Portfolio Appeals

ELA	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

VI. PROMOTION AND RETENTION

Students at the high school level are expected to meet the requirements of Board of Education Policy 5460: High School Graduation.

In Grades 9-12, parents should be notified each year if a student:

1. Has not met the minimum standard testing requirements outlined in the Proficiency Standards of the Board of Education Policy 5460: High School Graduation.
2. Has not met the other course requirements outlined in Board of Education Policy 5460.

Recommendations for placement in grade level:

1. A student will be allowed to move to the next grade level with his/her class until the eleventh grade regardless of the number of credits accumulated.

2. In order to be promoted to the twelfth grade, a student must have sufficient credits (90 credits) to complete high school graduation requirements by the end of summer following the junior year.

VII. FOUR-YEAR ACADEMIC PLANNING GUIDE

The purpose of this guide is to help the student plan a four-year academic program. It should be used after carefully reviewing graduation requirements and course descriptions, and consulting with his/her assigned school guidance counselor. All students will have a fixed lunch period and an opportunity to take 8 courses.

9th Grade		**10th Grade**		**11th Grade**		**12th Grade**	
Courses	Credits	Courses	Credits	Courses	Credits	Courses	Credits
1. English 9	5	1. English 10	5	1. English 11	5	1. English 12	5
2. Phys Ed/Health	5	2. Phys Ed/Health	5	2. Phys Ed/Health	5	2. Phys Ed/Health	5
3. Biology	5	3. Chemistry	5	3. Physics	5	3.	5
4. World Civilizations	5	4. US History I	5	4. US History II	5	4.	5
5. Math	5	5. Math	5	5. Math	5	5.	
6.		6.		6.		6.	
7.		7.		7.		7.	
8.		8.		8.		8.	

VIII. MARKING SYSTEM

A. The chart on the right reflects the letter grades that are used to indicate student progress.

B. An "Incomplete" is given when a student has yet to complete the work for a particular marking period. All incomplete work must be completed by the interim of the following marking period.

C. In certain situations, a "G" is given when a student is not required to complete any additional work for a given marking period.

MARK	NUMERICAL EQUIVALENT
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69 [Lowest passing grade]
E	Below 60
I	Incomplete

D. Grade Point Average/Class Rank

Weighted Grade Point Average

To compute the weighted average using the chart on the right, identify the difficulty level at which a course is offered (AP/H, A, R), and multiply the weighted point value by the number of credits a course is worth. The sum of all quality points earned is then divided by the number of credits attempted. Because grades are weighted for each ability level, the weighted grade point average recognizes the level of difficulty of the courses selected. Rank is computed from weighted GPA.

GRADE	AP/H	A	R
A [90 - 100]	7	6	5
B [80 - 89]	6	5	4
C [70 - 79]	5	4	3
D [60 - 6 9]	4	3	2

Un-Weighted Grade Point Average: An unweighted grade point average will be computed on student transcripts in addition to the weighted grade point average. All subjects in the curriculum will be included. The final grade factor is multiplied by the number of credits assigned to each course. The sum of all points earned is then divided by the total credits attempted by each student.

GRADE	AP/H	A	R
A [90 - 100]	4	4	4
B [80 - 89]	3	3	3
C [70 - 79]	2	2	2
D [60 - 69]	1	1	1

Rank is calculated using weighted GPA at the end of 11th grade (6th semester), at the end of the first semester of 12th grade (7th semester), and at the end of the 12th grade (8th semester). The valedictorian is determined by the rank of the core content courses and other H/AP electives at the end of the 8th semester. Seniors have the option to either report or not report their rank on their transcripts sent to colleges. Please see your school guidance counselor for further information and procedures as well as guidance in making this decision.

IX. WITHDRAWAL FROM COURSES

A student who is carrying the minimum required number of credits may not withdraw from a course at any time unless permission to carry a reduced load is secured from the principal. A student who is carrying more than the minimum required number of credits may withdraw from the additional course(s). If the withdrawal is made in the first six weeks for a semester course and the last school day of November for a full-year course, no record of this withdrawal will be made on the student's record. After this six-week period for semester courses and the last school day of November for full-year courses, WP (withdrew passing) or WF (withdrew failing) will be entered on the records. A student who wishes to withdraw from a course must consult his/her school guidance counselor. Additionally, the student must have permission from his/her parents to withdraw. After 50% of the course is complete a student can no longer drop the course; semester course (1 marking period) full year course (1 semester).

X. COLLEGE PARTNERSHIP OPPORTUNITIES

A. **Dual Credit- Camden County College**

Upon satisfactory completion of course requirements, any student enrolled in this program will be able to apply this credit at those colleges/universities which accept it. Students will be required to pay a course registration fee to Camden County College. Select AP courses offered at High Schools East or West are eligible for dual credit. Camden County College offers an extensive list of courses offered for dual credit. A complete list can be obtained from your School Counselor.

B. **Dual Credit - Stockton University**

Upon satisfactory completion of course requirements, any student enrolled in this program will be able to apply this credit at those colleges/universities which accept it. Students will be required to pay a course registration fee to Stockton University and attain a grade of "C" or higher. High School Courses currently offered for dual credit at Stockton University are:
Holocaust and Genocide
African American Studies
Tomorrow's Teachers
African American History, Origins

C. **Dual Credit- Rowan College Burlington County (RCBC)**

Upon satisfactory completion of course requirements, any student enrolled in this program will be able to apply this credit at those colleges/universities which accept it. Students will be required to pay a course registration fee to Rowan College Burlington County.
Select AP Courses offered at High Schools East or West are eligible for dual credit except AP Latin.

D. **Career Pathway Camden County College (CCC)**

Camden County College provides students at High Schools East and West with the opportunity through their Career and Technical Institute to earn career certifications while in high school. The programs available for students are automotive, carpentry, certified medical assistant, cosmetology, culinary, baking and pastry, dialysis tech, electrical residential, HVAC, plumbing, welding, pharmacy technician, patient care technician, computer technician support specialist, Microsoft office specialist and veterinary exam room assistant. Most programs are completed in three to 10 months. There may be restrictions on some of the CCC career pathways courses due to class time, age or other restrictions. All students participating in one of these pathways must provide their own transportation.

E. **Workforce- Certification to Degree through Rowan College at Burlington County (RCBC)**

Our RCBC partnership in the workforce pathway exposes students to a curriculum that will provide licensing in a specific field of choice. The entire workforce catalog is available to our students. The two courses of study that will be offered at either Cherry Hill High School East or West will be the Cisco CCENT and CCNA Certifications and Transportation Logistics and Distribution (TLD). With enough student enrollment, these two options will be available at either High School and will create a unique schedule for those students participating.

1. Cisco Networking Academy will consist of two 140-hour courses and will provide students with a CCENT and CCNA certification upon graduation. Students will be required to pay all course registration fees to Rowan College Burlington County. (RCBC)
2. Transportation, Logistics and Distribution (TLD) equips individuals with the latest skills and certifications, as well as connections to employers hiring in the field. This certification consists of 8 modules, each 40 hours. The modules include Supply Chain, Management Principles, Warehouse Operations, Transportation Operations, Demand Planning, Manufacturing and service Operations, Inventory Management, Supply Management, and Procurement and Customer Service Operations. Students will complete 6 of these modules over the course of one year and complete the first 2 modules at RCBC the summer prior to entering the program during their high school senior year. Students will be required to pay all course registration fees to Rowan College Burlington County. (RCBC)
3. Additional Workforce opportunities that may be of interest to our high school students include but are not limited to Health Science Courses including- Pharmacy Technician, Electrocardiograph Technician, and Phlebotomy Technician. These courses are instructed on the RCBC Campus and are connected directly to the Virtua Health System. Students will be required to pay all course registration fees to Rowan College Burlington County. (RCBC) All students participating in one of these pathways must provide their own transportation.

XI. EXTERNAL EDUCATIONAL OPPORTUNITIES

A. **Online Courses**

Students may opt to take an online course through an accredited college/university and receive college credits. The District will also accept online credit from an accredited high school or University online program. Any course taken outside of a Cherry Hill schedule will not be reflected in weighted or unweighted GPA.

B. **Credit Recovery**

Students who fail or lose credit for a required course are strongly encouraged to make the course up in the summer. This is true especially in sequential courses where prior knowledge is essential for future learning. Grades are not averaged together. Cherry Hill Public Schools do not offer summer school. A list of area high schools and vendors and their credit recovery offerings are available from your School Counselor.

C. **College courses taken on college campuses BOARD POLICY 5460: Graduation**

Students may opt to take a college course through an accredited college/university and receive college credits. The student is responsible for all costs associated. The course will only appear on the transcript if it fulfills a graduation requirement.

1. Two three-credit college semester courses, or the equivalent, would be equal to a full year high school course.

2. Prior approval to substitute college courses for high school courses must be received from the principal. The college course must meet the requirements of the high school course for which it is substituted.
3. College courses taken in this manner will count toward graduation requirements but will not be counted in class rank or weighted or unweighted GPA.

XII. SECONDARY SCHOOL OPEN ENROLLMENT -- BOARD POLICY 5111.2: Open Enrollment

A. The Cherry Hill Board of Education recognizes the importance of providing the best possible education to all students at all schools. The Board also recognizes the importance of partnerships with the parents of our students. To those ends the Cherry Hill Board of Education supports open enrollment; therefore, open enrollment was instituted for the two high schools beginning with the 2000-2001 school year.

B. Unless students apply to attend high school under open enrollment and are accepted, they will be assigned to East or West based on the boundary guidelines in Policy 8110 – Attendance Areas.

C. Open enrollment will be available only to students entering 9th grade. Students new to the district in grades 9-12 or those who have never attended high school in the Cherry Hill Public Schools may opt for open enrollment placement.

D. When students accept admittance under the Open Enrollment Policy, they are making a commitment for the complete number of grade levels at that school.

E. Transportation will be provided for students based on district guidelines.

F. The open enrollment period shall be from the first full week of February through the first full week in March.

G. Any request for a change of high school after a commitment to open enrollment must be made by application for a waiver of Policy 5111.2 to the Superintendent or designee. This request shall be made through the Parent Portal in Genesis. Waivers will not be accepted after July 15th for the upcoming school year.

XIII. APPLICATION PROCEDURES FOR OPEN ENROLLMENT

Families wishing open enrollment must submit the "District Application for Open Enrollment" through the Genesis Parent Portal by 4:00PM on the last day during the open enrollment period.

A. All applicant families will be notified of the status of their application by the third Wednesday in March.

B. Applicants must submit the "Open Enrollment Commitment Form" in the Genesis Parent Portal accepting or declining placement in their school choice by 4:00 PM on the last school day of the open enrollment period. Failure to return the "Open Enrollment Commitment Form" by the deadline shall constitute a declination of open enrollment.

C. Falsification of the "District Application for Open Enrollment" or incorrect information may invalidate the request.

XIV. AUDIT CLASSES

STUDENTS WILL BE ALLOWED TO AUDIT CLASSES WITH THE FOLLOWING PROVISIONS:

1. Approval of teacher, administrator, and school guidance counselor.
2. Complete all assignments, take all tests, follow all classroom rules, do make-up work as requested by the teacher, and adhere to the attendance policy of the school. If these provisions are not followed, students will be dropped and assigned to Study Hall.
3. Student's record will show course and "Audit." No grade will be recorded.
4. Must be carrying at least 31 credits, in addition to the audited course.
5. Must be arranged and approved by the building principal or designee.
6. Audit will be on a space-available basis. A student who is auditing a class may be removed to create room for a regular credit status student.

XV. ATHLETIC AND CO-CURRICULAR ELIGIBILITY

A. Athletics

1. High School

a. All interscholastic athletic activities are governed by the bylaws of the New Jersey State Interscholastic Athletic Association (NJSIAA). The following are the minimum eligibility requirements as stipulated by the NJSIAA by-laws.

	GRADE 9	**GRADE 10**	**GRADE 11**	**GRADE 12**
September 1 [or beginning of 1st semester]	- - - - - - - - - - - -	30 credits of 9th grade courses	30 credits of 10th grade courses	30 credits of 11th grade courses
January 31 [or beginning of 2nd semester]	15 credits of first semester in 9th grade	15 credits of first semester in 10th grade	15 credits of first semester in 11th grade	15 credits of first semester in 12th grade

b. Students participating in fall or winter activities must meet the September 1 requirements. Students participating in spring activities must meet the January 31 requirements.

XVI. STUDENT PLACEMENT -- BASIC SKILLS IMPROVEMENT PROGRAM

A. In accordance with State requirements, all students whose proficiency in basic communication and computational skills are below the established State-wide standards shall receive diagnostic and support activities designed to meet each student's identified needs.

B. Every effort shall be made to communicate with parents and students the importance of acquiring basic communication and computation skills. Parents will be informed of supplemental work required of their child.

C. In those instances when a parent/guardian is dissatisfied with the student's program plan, the parent/guardian shall have an opportunity to request a change in his/her student's instructional program.

D. The determination as to which program is appropriate shall be made by the school's

teaching and administrative staff members.

E. Parents may appeal the program plan that has been established for the individual student. Such appeals shall be made to the Building Principal, Superintendent of Schools, and Board of Education, in that order.

XVII. AFFIRMATIVE ACTION

A. As required by Title IX of the Education Amendments of 1972 and New Jersey Administrative Code 6:41-1.1 et seq., it is the policy of the Cherry Hill School District not to discriminate on the basis of sex, race, color, creed, religion, ancestry, national origin, social or economic status, parenthood, marital status or handicap in its educational programs or activities and employment policies.

B. Each Cherry Hill Public School has a copy of the "District Affirmative Action Plan" which describes in considerable detail the district's commitment to equal educational and employment opportunities.

C. A grievance procedure for alleged violation(s) of Federal/State anti-discrimination legislation has also been established.

D. For 2025-2026, Ms. Carole Roskoph, Supervisor for Special Projects, will be the Affirmative Action Officer; Mr. Marc Wiseley, Supervisor of Special Education, will be the 504 Officer. They can be contacted at Cherry Hill Public Schools, 45 Ranoldo Terrace, Cherry Hill, New Jersey, 08034, 856-429-5600.

E. For 2025-2026, Mr. Michael Beirao, Director of Athletics, will be the Title IX Officer. He can be contacted through Cherry Hill High Schools East (856) 424-4444 or High School West, (856) 663-8006.

XVIII. STUDENT RECORDS

According to NJSA 18A:36-19.1, educational, occupational and military recruiters have access to student information directories. To prevent your name from appearing in student directories released to the above, the parent/guardian or adult student must request through the Genesis Parent Portal under forms.

XIX. CAREER OPPORTUNITIES AND PATHWAYS

The Cherry Hill Public Schools offer a wide array of courses to meet the ever-changing demands of the 21st century. The schools are committed to providing students with opportunities that will serve as a basis to further their education, as well as offering opportunities in non-traditional and vocational types of industry.

On the following pages are a list of courses and electives offered at both high schools, as well as a list of the 16 career clusters. The corresponding career clusters are also identified prior to each course offering to assist students in identifying courses that may fit their career aspirations. Your school guidance counselor can also help in identifying elective courses that may fit your career aspirations. The district also provides students with opportunities through early release to gain credit through work-based opportunities, as well as Tech Prep at our local community college. Throughout the year, numerous technical schools visit the high schools to provide information to the students regarding careers. Many of our content courses also offer students information in non-traditional careers such as Agriculture, Food and Natural Sciences, Manufacturing and Transportation, Distribution and Logistics.

COURSE SELECTIONS

2025-2026

AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS

CORE ELECTIVE AT WEST FOR ALL HIGH SCHOOL STUDENTS

Air Force Junior Reserve Officer Training Corps (AFJROTC) is a program designed to develop citizens of character dedicated to serving their nation and community. The AFJROTC program instills in students the value of citizenship, service to the United States, personal responsibility, character, and a sense of accomplishment. Enrollment is open to all students in grades 9-12. Performance in the Corps is recognized through promotion, increased responsibility, the award of medals and ribbons as well as the ability to earn a varsity letter. Books and uniforms are provided at no cost to the student except for cleaning and minor maintenance of the uniform. Retired Air Force personnel who are state-certified instructors teach the course. Enrollment in AFJROTC incurs **NO MILITARY OBLIGATION;** however, promotion benefits are available to AFJROTC cadets that pursue a military career after high school. Cadets interested in attending any one of the service academies are encouraged to enroll in AFJROTC.

The AFJROTC curriculum includes three components: Aerospace Science (AS), Leadership Education (LE), and Wellness. Aerospace Science may include history of aviation, cultural awareness, science of flight, exploration of space, survival and corps management. Leadership Education emphasizes self-discipline, responsibility, leadership, citizenship, uniform wear, customs and courtesies, flag etiquette, cadet corps activities, study habits, time management, communication skills, career opportunities, life skills, principles of management, and drill. Drill is taught throughout the school year as part of the leadership component in between and in conjunction with formal AS and LE academic lessons.

Proper uniform wear and grooming is required of all cadets. Cadets are required to wear the uniform one day per week most weeks of the school year beginning in mid-October. Cadets unable or unwilling to wear the uniform and meet the grooming standard will be removed from the program. Uniform and grooming standards are in accordance with Air Force Instruction 36-2903, *Dress and Personal Appearance of Air Force Personnel.* This is HQ AFJROTC policy and not negotiable for cadets or instructors. In general terms, this means a neat, clean-cut haircut and no facial hair (with the exception of a trimmed mustache) for male cadets when in uniform. For female cadets, this means the hair must be cut and styled in such a way that the hair remains above the eyebrows and shirt collar, tied in a bun or short ponytail while in uniform. You may Google AFI 36-2903 for details regarding grooming standards or refer to the Cadet Guide on our website.

Wellness/Physical Training is an official and integral part of the AFJROTC program. The objective of the program is to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. Wellness includes a variety of exercises and physical activity. Cadets can expect to participate in wellness approximately one class period per week.

AFJROTC is a full-year, 5-credit elective course toward high school graduation. Cadets transferring from another school's JROTC program after one semester may earn 2.5 credits for the half-year. JROTC transfer cadets are the only students permitted half-year credit for AFJROTC. Cadet transfers may enroll in AFJROTC when approved by the guidance office and the Senior Aerospace Science Instructor.

AS 100 (Milestones in Aviation History): Required for all 9-12th grade cadets

Aerospace Science 100, Milestones in Aviation History, is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations and flight, then progresses through time to future developments in aerospace, with an introduction into cyber technologies.

LE 100 (Traditions, Wellness, and Foundations of Citizenship): Required for all 9-12th grade cadets

Leadership Education 100, Traditions, Wellness, and Foundations of Citizenship, is a course where students will learn about US citizenship and government, effective communication, financial literacy, college readiness and diversity in the workplace. Students also learn about leading groups and the benefits of drilling and ceremonial performances. The course focuses on the Air Force Junior Reserve Officer Training Corps (AFJROTC) mission to "develop citizens of character dedicated to serving their nation and community."

AS 400 (Management of the Cadet Corps): 12th grade, 4th-year cadets assigned to the top five-unit staff positions only

Select senior cadets manage the entire corps during their fourth year in the AFJROTC program. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills. AS 400 is not an actual class; it is hands-on learning of leadership and management principles.

CADET LEADERSHIP COURSE (CLC) 2.5 credits only

CLC is a weeklong, summer leadership course conducted every June at Joint Base McGuire, Ft. Dix, Lakehurst (JBMDL), NJ or another designated location. It is a compilation of academics, physical fitness, drill and ceremonies, and hands-on problem solving. Cadets reside in JBMDL dormitories and eat in the dining hall. During the course of the school, cadets get up early, do physical training, drill & ceremonies, have room inspections, learn basic first aid and self-defense, experience the Obstacle or Confidence Course, and have opportunities to fine-tune leadership and teamwork skills. Cadets are supervised and chaperoned by qualified AFJROTC instructors and volunteers. Qualified medical personnel are present to assist at CLC. CLC is a selective and voluntary program. An enrollment fee is required per cadet to offset miscellaneous expenses not covered by the Air Force such as medical support, supplies, printing and transportation. There is a competitive selection process involved for cadets interested in attending the course.

BUSINESS

The following Business Education "course clusters" concentrate on career possibilities, self-awareness, and subject content. Students gain skills and information essential to fulfill their college/career goals. Specific college/career-related issues are presented through motivating activities, such as guest speakers, business simulations, mentoring, internships and student organizations. Courses taken in the Business Education Department meet the New Jersey Student Learning Standards.

CORE ELECTIVES

BUSINESS LAW: 10, 11, 12 **2.5 credits**

This course is designed to help students recognize and respond effectively to everyday legal problems in the business environment. Besides promoting a broad understanding of criminal and civil laws affecting business and giving insight into many aspects of juvenile law, this program specifically analyzes the law as applied in business contracts, insurance, property, consumer protection, and employment. Students enrolled in the Business Law class are eligible to become members of DECA.

BUSINESS MANAGEMENT: 10, 11, 12 **2.5 credits**

This course is designed to give students a firm foundation in business operations and management. Students learn about the characteristics of business, marketing functions, principals of finance, leadership styles and the social, ethical, economic, and international environments in business. They also study the legal forms of business ownership and discuss and research current problems and topics in business management. Students practice the application of management techniques in problem solving and develop the managerial skills needed in leadership positions. Students enrolled in Business Management are eligible to become members of DECA.

INTERMEDIATE BUSINESS: A and H Levels 10, 11, 12 **5 credits**

Preparation: Introduction to Business or Teacher Recommendation

This course is the first of two year-long courses; however, it may be taken independently if the prerequisite above is satisfied. The course serves to integrate skills and knowledge needed to be successful in our diverse global marketplace. Content includes business management, management strategies, legal forms of business ownership, business law and ethics, contract law, economics and the market economy, finance and accounting, analysis and use of financial records, business and interpersonal communications, and teamwork. Participation in DECA is integral to the course.

ADVANCED BUSINESS: A and H Levels 11, 12 **5 credits**

Preparation: Intermediate Business

Advanced Business is a yearlong course. In the highly competitive global marketplace, students need integrated skills and knowledge to work in a diverse environment. This course will cover the following areas: Leadership, Financial Analysis, Corporate Governance, and Social Responsibility. Students in this course are expected to participate in DECA.

ENTREPRENEURSHIP: 11, 12 **2.5 credits**

Preparation: Introduction to Business or Teacher Recommendation

This is a semester course whose focus is completing a business plan including: marketing research, analysis of the business opportunity, type of ownership, marketing plan, and a proposed financial plan. Students will learn the factors that a new business owner must consider, such as a study of demographics, legal requirements, financial considerations, and operational function. The business plan outline is designed to meet the requirements for the Entrepreneurship Participating Event for state competition at DECA.

INTERNATIONAL BUSINESS: 11, 12 **2.5 credits**

This course provides an understanding of the global marketplace and explains how businesses interact with each other. Topics include global telecommunications, intercultural communications, international trade, traveling around the world, and other relevant units that increase students' knowledge of today and of tomorrow's workplace. Students in this course are eligible to participate in DECA.

INTRO TO BUSINESS: 9, 10, 11, 12 **2.5 credits**

This course is a semester course designed as an introduction to the business world. Topics include the study of economic concepts and our global economy, entrepreneurship, social responsibility, marketing in today's world, business ownership and operations, and technology in business. Students enrolled in Introduction to Business are eligible to become members of DECA.

FINANCIAL LITERACY: 11, 12 (Graduation Requirement) **2.5 credits**

All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Units include income and careers, money management, credit and debt management, planning, saving and investing, consumerism, and risk management and insurance. Students enrolled in this course are **NOT** eligible for DECA participation.

MARKETING EDUCATION: 10, 11, 12 **5 credits**

Preparation: Introduction to Business or Teacher Recommendation

This course gives the student the opportunity to focus on product promotion, creative advertisement and role-playing retail situations, researching problems and providing solutions. Other topics covered include career exploration, basic marketing concepts, the sales process, publicity and public relations, visual merchandising and display, and fashion merchandising. Students enrolled in this course are eligible to become members of DECA.

ADVANCED MARKETING: 11, 12 **5 credits**

PREPARATION: Successful completion of Intermediate Business, Marketing Education or Teacher Recommendation

This course gives students the opportunity to design a marketing research study, conduct market research, prepare a strategic plan, and analyze the findings and conclusions in a written and oral presentation. Students focus on interpersonal communication skills and the responsibilities of business to society at large in areas of environmentalism, consumerism, and business ethics. Students explore production, buying, distribution, and pricing strategies. This course is intended for students planning to enter college in business fields such as business administration, management, marketing, and finance. Work experience is not a course requirement. Students enrolled in Advanced Marketing are expected to participate in DECA.

SPORTS AND ENTERTAINMENT MARKETING: 11, 12 **2.5 credits**

PREPARATION: Successful completion of Intermediate Business, Marketing Education or Teacher Recommendation

This course is designed for students planning to major in business management, marketing, and/or sports and entertainment marketing at the postsecondary level. The concepts introduced in Marketing I will be used as a foundation in this industry-specific course. Students will apply marketing and management functions and tasks used in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment used for recreational or sporting purposes, products and services related to hobbies or cultural events, or business primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time. Students enrolled in Sports and Entertainment Marketing will be eligible to become members of DECA.

ENGLISH

CORE ENGLISH COURSES

All students must successfully complete four years of study in English Language Arts. Elective courses are considered enrichment courses; they may not be substituted for English courses required for graduation but may contribute toward graduation. Elective courses must be taken in addition to, not in place of, core courses.

ENGLISH/LANGUAGE ARTS 1 H: 9 **5 credits**

English is a required course for students in grade 9 where teachers and students work together to address a variety of learning styles. Students of English H are highly motivated, eager readers who are able to read independently several texts during the same unit. The course content includes readings from the five genres: the novel, short story, drama, poetry, and nonfiction. As part of their reading with the class, students will study works from the classical to the contemporary including Shakespearean drama, Greek and Roman mythology and epic poetry. Students will also have opportunities to read independent choice books and participate in literature circles. Writing is a strong component of the course. Students will be able to manage large writing assignments independently. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter NJSLA and SAT practice, and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing, and teacher conferences. Vocabulary study and grammar are ongoing activities linked to reading and writing.

ENGLISH/LANGUAGE ARTS 1 A: 9 **5 credits**

English is a required course for students in grade 9 where teachers and students work together to address a variety of learning styles. The course content includes readings from the five genres: the novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study works from the classical to the contemporary including Shakespearean drama, Greek and Roman mythology and epic poetry. Students will also have opportunities to read independent choice books and participate in literature circles. Writing is a strong component of the course. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter NJSLA and SAT practice and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing, and teacher conferences. Vocabulary study and grammar are ongoing activities linked to reading and writing.

ENGLISH/LANGUAGE ARTS 1 A/ICR: 9 **5 credits**

English is a required course for students in grade 9 where teachers and students work together to address a variety of learning styles. The course content includes readings from the five genres: novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study works from the classical to the contemporary including Shakespearean drama, Greek and Roman mythology and epic poetry. Students will also have opportunities to read independent choice books and participate in literature circles. Writing is a strong component of the course. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter NJSLA and SAT practice, and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. Vocabulary study and grammar are ongoing activities linked to reading and writing. This course is co-taught and is available to students with an IEP.

ENGLISH/LANGUAGE ARTS 1 R: 9 **5 credits**

English is a required course for students in grade 9 where teachers and students work together to address a variety of learning styles. The course content includes readings from the five genres: novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study works from the classical to the contemporary including Shakespearean drama, Greek and Roman mythology and epic poetry. Students will also have opportunities to read independent choice books and participate in literature circles. Writing is a strong component of the course. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter NJSLA and SAT practice and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences.

ENGLISH/LANGUAGE ARTS 1 R/ICR: 9 **5 credits**

English is a required course for students in grade 9 where teachers and students work together to address a variety of learning styles. The course content includes readings from the five genres: novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study works from the classical to the contemporary including Shakespearean drama, Greek and Roman mythology and epic poetry. Students will also have opportunities to read independent choice books and participate in literature circles. Writing is a strong component of the course. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter NJSLA and SAT practice and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. This course is co-taught and is available to students with an IEP.

ENGLISH CONCEPTS 9 **5 credits**

This course is available for special education students who have challenges related to reading and writing. This course focuses on developing basic reading and writing skills. The students will be exposed to a modified 9th grade R level curriculum integrating the core literature and writing activities for English seminar. Students will also have opportunities to read independent choice books and participate in literature circles. Small class size allows for differentiated instruction and one-on-one supports.

ENGLISH/LANGUAGE ARTS 2 H: 10 **5 credits**

English is a required course for students in grade 10 where teachers and students work together to address a variety of learning styles. Students of English 2H are highly motivated, eager readers who are able to read several texts during the same unit. The course content includes readings from the five genres: novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study works from the classical to the contemporary including Greek and Shakespearean drama. Students will also have opportunities to read independent choice books and participate in literature circles. Writing is a strong component of the course. Students will engage in a variety of writing tasks including personal commentary, multi-paragraph persuasive and expository essays, shorter NJSLA and SAT practice, and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. Vocabulary study and grammar study are integrated into the reading and writing curriculum.

ENGLISH/LANGUAGE ARTS 2 A: 10 **5 credits**

English is a required course for students in grade 10 where teachers and students will work together to address a variety of learning styles. The course content includes readings from the five genres: novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study works from the classical to the contemporary including Greek and Shakespearean drama. Students will also have opportunities to read independent choice books and participate in literature circles. Writing is a strong component of the course. Students will engage in a variety of writing tasks including multi-paragraph

persuasive and expository essays, shorter NJSLA and SAT practice, and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. Through extensive writing practice, students will enhance fluency and improve expository and revision skills. Vocabulary study and grammar study are integrated into the reading and writing curriculum.

ENGLISH/LANGUAGE ARTS 2 A/ICR: 10 **5 credits**

English is a required course for students in grade 10 where teachers and students will work together to address a variety of learning styles. The course content includes readings from the five genres: novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study works from the classical to the contemporary including Greek and Shakespearean drama. Students will also have opportunities to read independent choice books and participate in literature circles. Writing is a strong component of the course. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter NJSLA and SAT practice, and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. Through extensive writing practice, students will enhance fluency and improve expository and revision skills. Vocabulary study and grammar study are integrated into the reading and writing curriculum. This course is co-taught and is available to students with an IEP.

ENGLISH/LANGUAGE ARTS 2 R: 10 **5 credits**

English is a required course for students in grade 10 where teachers and students work together to address a variety of learning styles. The course content includes readings from the five genres: novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study one Greek and one Shakespearean play. In addition, they will read other works which are more contemporary. Students will also have opportunities to read independent choice books and participate in literature circles. Writing is a strong component of the course. Students will engage in a variety of writing tasks, multi- paragraph persuasive and expository essays, shorter NJSLA and SAT practice and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. Through extensive writing practice, students will enhance fluency and improve expository and revision skills. Vocabulary study and grammar study are integrated into the reading and writing curriculum.

ENGLISH/LANGUAGE ARTS 2 R/ICR: 10 **5 credits**

English is a required course for students in grade 10 where teachers and students work together to address a variety of learning styles. The course content includes readings from the five genres: novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study one Greek and one Shakespearean play. In addition, they will read other works which are more contemporary. Students will also have opportunities to read independent choice books and participate in literature circles. Writing is a strong component of the course. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter NJSLA and SAT practice and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. Through extensive writing practice, students will enhance fluency and improve expository and revision skills. Vocabulary study and grammar study are integrated into the reading and writing curriculum. This course is co-taught and is available to students with an IEP.

ENGLISH CONCEPTS 10 **5 credits**

This course is available for special education students who have challenges related to reading and writing. This course focuses on developing basic reading and writing skills. The students will be exposed to a modified 10th grade R level curriculum integrating the core literature and writing activities for English seminar. Students will also have opportunities to read independent choice books and participate in literature circles. Small class size allows for differentiated instruction and one-on-one support.

AP ENGLISH LANGUAGE AND COMPOSITION: 11 **5 credits**

This course is designed to prepare students for the AP English Language and Composition exam. It helps "students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing." The overarching objective of the course is to "enable students to write effectively and confidently." Students "read complex primary and secondary sources carefully and with understanding, synthesize materials from these texts in their own compositions, and cite sources using conventions recommended by professional organizations." They develop their "awareness of their own composing processes: the way they explore ideas, reconsider strategies, and revise their work." Students write expository, analytical and argumentative essays. Vocabulary study is ongoing and is linked to reading and writing. This course prepares students for the AP exam in the spring of junior year.

ENGLISH/LANGUAGE ARTS 3 A: 11 **5 credits**

English 3 A is a study of representative authors from American literature thematically or chronologically. Students will explore distinctly American themes, such as the American Dream, the Settlement of the Frontier, Rugged Individualism and multiculturalism. Focusing on analytical and critical reading skills, students will study works of representative American authors. Students will be expected to manage more than one text at the same time. Students will also have opportunities to read independent choice books and participate in literature circles. Composition skills will be ongoing and centered on expository and creative writing. To strengthen the ability to convey meaning, students will revise and edit their work. Each student is required to complete the research process and to submit a properly documented research paper. Vocabulary study is an ongoing activity and linked to reading and writing.

ENGLISH/LANGUAGE ARTS 3 A/ICR: 11 **5 credits**

English 3 A/ICR is a study of representative authors from American literature through a thematic or chronological structure. Students will explore distinctly American themes, such as the American Dream, the Settlement of the Frontier, Rugged Individualism and multiculturalism. Focusing on analytical and critical reading skills, students will study works of representative American authors. Students will be expected to manage more than one text at the same time. Students will also have opportunities to read independent choice books and participate in literature circles. Composition skill development will be ongoing and focus on expository and creative writing. To strengthen the ability to convey meaning, students will revise and edit their work. Each student is required to complete the research process and to submit a properly documented research paper. Vocabulary study is an ongoing activity and linked to reading and writing. This course is co-taught and is available to students with an IEP.

ENGLISH/LANGUAGE ARTS 3 R: 11 **5 credits**

English 3 R students will study representative authors from American literature thematically or chronologically. Students will explore distinctly American themes, such as the American Dream, the Settlement of the Frontier, Rugged Individualism, and multiculturalism. Students will further develop and use analytical reading skills through a study of representative American authors. Students will also have opportunities to read independent choice books and participate in literature circles. Composition skills will be ongoing and centered on expository and creative writing. Each student is required to practice the research process and to submit a properly documented research paper. Vocabulary study is an ongoing activity and linked to reading and writing.

ENGLISH/LANGUAGE ARTS 3 R/ICR: 11 **5 credits**

English 3 R/ICR students will study representative authors from American literature thematically or chronologically. Students will explore distinctly American themes, such as the American Dream, the Settlement of the Frontier, Rugged Individualism, and multiculturalism. Students will further develop and use analytical reading skills through a study of representative American authors. Students will also have opportunities to read independent choice books and participate in literature circles. Composition skills will be ongoing and centered on expository and creative writing. Each student is required to practice the research process and to submit a properly documented research paper. Vocabulary study is an ongoing activity and linked to ongoing reading and writing. This course is co-taught and is available to students with an IEP.

ENGLISH CONCEPTS 11 **5 credits**

This course is available for special education students who have challenges related to reading and writing. This course focuses on developing basic reading and writing skills. The students will be exposed to a modified 11th grade R level curriculum integrating the core literature and writing activities for English seminar. Students will also have opportunities to read independent choice books and participate in literature circles. Small class size allows for differentiated instruction and one-on-one support.

AP LITERATURE AND COMPOSITION: 12 **5 credits**

The equivalent in scope and rigor of a year of college-level work, English 4 AP is a challenging course of language and literature. Students must be highly motivated and eager readers whose critical writing is both controlled and incisive. In any unit of study, the student is often required to read several texts. The historical context, persistent themes, style and content of selected literary masterpieces and other literary traditions are the focus of this course. All students will read at least one Shakespearean play. Ongoing composition study provides opportunities to enhance fluency, to improve expository skills, to write creatively, and to practice revision skills. Students are required to use a variety of research strategies (including the Oxford English Dictionary, Shakespeare Concordance, primary and secondary sources, classic and contemporary scholarly criticism, etc.) This course prepares students for the AP exam in the spring of senior year.

ENGLISH/LANGUAGE ARTS 4 A: 12 **5 credits**

English 4 A students will examine masterpieces of literature and other literary traditions selected according to theme, movement, period and/or culture. The topic of Social Justice is the focus of the literature in this course. In any unit of study, the student must be able to manage more than one text. The historical context, persistent themes, style and content of selected masterpieces and other literary traditions are the focus of this course. All students will read a Shakespearean drama. Students will also have opportunities to read independent choice books and participate in literature circles. Through editing and revision, students will refine their writing. A research paper and a demonstration of the research process is a course requirement. Vocabulary study is an ongoing activity and linked to reading and writing.

ENGLISH/LANGUAGE ARTS 4 A/ICR: 12 **5 credits**

English 4 A/ICR students will examine masterpieces of literature and other literary traditions selected according to theme, movement, period and/or culture. The topic of Social Justice is the focus of the literature in this course. All students will read a Shakespearean drama. In any unit of study, the student must be able to manage more than one text. The historical context, persistent themes, style and content of selected masterpieces of literature and other literary traditions are the focus of this course. All students will read literature. Students will also have opportunities to read independent choice books and participate in literature circles. A research paper and a demonstration of the research process is a requirement. Vocabulary study is an ongoing activity and linked to reading and writing. This course is co-taught and is available to students with an IEP.

ENGLISH/LANGUAGE ARTS 4 R: 12 **5 credits**

English 4 R students will study works of literature and other masterpieces from classic and contemporary traditions. The topic of Social Justice is the focus of the literature in this course. Students are encouraged to critically analyze texts. Emphasis will be placed upon the link between form and content. As a part of their reading, students will read Shakespearean drama. Students will also have opportunities to read independent choice books and participate in literature circles. Research writing and a demonstration of the process is a course requirement. Composition and vocabulary study are ongoing and linked to reading and writing.

ENGLISH/LANGUAGE ARTS 4 R/ICR: 12 **5 credits**

English 4 R/ICR students will study works of literature and other masterpieces from classic and contemporary traditions. The topic of Social Justice is the focus of the literature in this course. Students are encouraged to critically analyze texts. Emphasis will be placed upon the link between form and content. As a part of their reading, students will read a Shakespearean drama. Students will also have opportunities to read independent choice books and participate in literature circles. Research writing and a demonstration of the process is a course requirement. Composition and vocabulary study are ongoing and linked to reading and writing. This course is co-taught and is available to students with an IEP.

ENGLISH CONCEPTS 12 **5 credits**

This course is available for special education students who have challenges related to reading and writing. This course focuses on developing basic reading and writing skills. The students will be exposed to a modified 12th grade R level curriculum integrating the core literature and writing activities for English seminar. Students will also have opportunities to read independent choice books and participate in literature circles. Small class size allows for differentiated instruction and one-on-one support.

BEGINNER 1/ BEGINNER 2- MULTILINGUAL LEARNERS: 9, 10, 11, 12 **10 credits**

This course is designed for multilingual students who have demonstrated entering and emerging English language proficiency skills. This course takes the place of a mainstream English Language Arts class and also meets for an additional class period to further English language acquisition. The class meets daily and focuses on developing the fundamental skills of listening, speaking, reading, and writing. Additionally, students will be introduced to the American education system, customs, and cultural practices to better navigate a new country, language, and school.

INTERMEDIATE-MULTILINGUAL LEARNERS: 9, 10 ,11, 12 **5 credits**

This course is for multilingual students who have demonstrated developing English language proficiency skills. This one-period class is taken in addition to their mainstream English Language Arts class. Multilingual learners in this course practice and apply academic literacy skills with support to build greater proficiency in their acquisition of the English language through listening, speaking, reading, and writing

ADVANCED-MULTILINGUAL LEARNERS-ADVANCED: 9, 10, 11, 12 **5 credits**

This course is for multilingual students who have demonstrated expanding English language proficiency skills. This one-period class is taken in addition to their mainstream English Language Arts class. Multilingual learners in this course practice and apply academic literacy skills with greater independence in their acquisition of the English language through listening, speaking, reading and writing.

CORE ENGLISH ELECTIVES

Electives without level designation are not included in weighted class rank.

CREATIVE WRITING A: 10, 11, 12 **2.5 credits**

Creative writing is an English elective designed for those students who have developed an interest in writing through the regular English curriculum and who wish to pursue this interest further. The course focuses on developing student creativity through the study and writing of essays, short stories, a journal, poetry, play, and other areas of student ability and interest. Creative Writing attempts to heighten student awareness of the limitless possibilities for writing in their daily lives. Students are encouraged through interaction with their teacher to see these possibilities and to develop their abilities to their fullest.

THE HOLOCAUST AND GENOCIDE: A SEARCH FOR CONSCIENCE H/A: 10, 11, 12 **2.5 credits**

This one-semester course will focus on the study of the Holocaust of World War II. The course provides a multidimensional view that seeks to examine the inhumanity of those who perpetrated it, the horror of those who endured it, the valor of those who resisted it, and the shame of those who ignored it. Students will analyze official documents, newspaper and essay accounts, literature, music, art, and cinema as expressions of both the culture of the oppressor and the culture of the oppressed, as they seek to understand why nations and individuals turn to hatred and even genocide as a way of coping with the pressures of life.

JOURNALISM 1 H/A: 9, 10, 11, 12 **5 credits**

Journalism 1 H/A is an introduction to both print and online media. The course emphasizes the power of communication in writing and provides techniques and practice for writing news, features, reviews, editorials, columns, and sports articles. Students will also learn approaches to investigative reporting and will learn the code of ethics to which journalists adhere. Students will examine the role of the objective reporters as well as the role of the press in society. The following skills will also be covered: headline construction, copy editing, and caption writing. Student work will be considered for publication in the school newspaper.

JOURNALISM 2 H/A: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of Journalism 1, newspaper editorial board or equivalent

In Journalism 2 H/A, students will participate in extensive studies of and experiments with the modern concepts, techniques and psychologies used in newspaper design and image preparation. Students will complete investigative reports and write in-depth articles on a variety of timely issues. The course will include assignments, which require written, practical, and creative responses. Students will be encouraged to be published in the school paper.

BROADCASTING 1: 9, 10, 11, 12 **2.5 credits**

Throughout the semester, students create a variety of projects that explore basic principles of pre-production, cinematography, and editing. Areas of study may include stop motion, movie trailers, news reporting, and commercial, music video, and short film production. Students will also analyze professional work in hopes of understanding the culture and the impact of Digital Media as a mass medium.

BROADCASTING 2: 9, 10, 11, 12 — 2.5 credits

PREPARATION: Successful completion of Broadcasting 1

Throughout the semester, students create a variety of projects that explore advanced principles of pre- production, cinematography, and editing. Areas of study may include the film as narrative, documentary, and literary adaptation, as well as broadcast journalism. Students may also have the freedom to explore topics of their choice. Students will also continue analyzing professional work in hopes of understanding the culture and the impact of Digital Media as a mass medium. It is strongly recommended that the student initially take Broadcasting I before enrolling in this course.

MEDIA and PRODUCTION: BROADCASTING 3: 10, 11, 12 — 5 credits

PREPARATION: Successful completion of Broadcasting 1 & 2

Designed as a full-year course, students will create a variety of projects that explore advanced principles of preproduction, non-fiction film production, and editing. Areas of study may include short-form documentaries, vlogs, live-streams, weekly news segments, and broadcast journalism. Students will have the freedom to explore topics of their choice, and they will become responsible for finding and producing their own stories. Using skills learned in previous Broadcasting courses, such as analyzing what makes a high-interest story, how to structure videos into compelling stories, and how to manage time effectively when producing media, they will be content creators as they find and produce news stories on high interest topics. Students will also continue analyzing professional work in hopes of understanding the culture and the impact of Digital Media as a mass medium.

MEDIA and PRODUCTION: BROADCASTING 4: 11, 12 — 5 credits

PREPARATION: Successful completion of Broadcasting 1 & 2 and either Broadcasting 3 or Filmmaking

As a full-year course, this class is a continuation of Broadcasting III and/or Film Making with a focus on students improving their skills with video work, including writing for non-fiction film, cinematography, directing, editing, broadcast journalism and revising based on feedback from others. They will continue to hone their filming, streaming, and editing through practical experience throughout the district. Students will produce video segments regularly and act as designated correspondents for various elementary and middle schools as well as for the district, documenting and/or live-streaming school-wide events such as Pep-Rallies, performances, concerts, and/or games. They will also continue analyzing professional work to better understand the culture and the impact of Digital Media as a mass medium. It is required that students successfully complete Broadcasting I & II AND either Broadcasting III or Film Making before enrolling in this course.

FILMMAKING: 10, 11, 12 — 5 credits

PREPARATION: Successful completion of Broadcasting 1 & 2

As a full-year course, this class will act as an extension of Broadcasting 1 & 2 with a focus on narrative filmmaking, including writing, directing, and producing short works. Students will continue honing their skills with video work, including writing for film, cinematography, directing, editing, and revising based on feedback from others. Projects will include short films, web mini-series, and other works based on students' interests. Students will also continue analyzing professional work to continue to understand the culture and the impact of film.

INTRO TO PUBLIC SPEAKING: 9, 10 — 2.5 credit

Introduction to Public Speaking is an introductory-level course recommended for 9-10th graders who are interested in improving their writing and communication skills while learning about vocal production and managing stage fright. Students will be introduced to many speech genres, will write and deliver short speech assignments, and focus on improving vocal qualities and confidence. This course is not eligible for CCC Dual Credit. Students who take this course may choose to enroll in Public Speaking in 10th, 11th or 12th grade for more in-depth practice in speech writing/delivery and/or if they wish to apply for CCC Dual Credit (optional). This course is NOT a prerequisite for Public Speaking.

PUBLIC SPEAKING: 9, 10, 11, 12 — 2.5 credits

Public Speaking enables students of all ability levels to gain confidence and poise when speaking in both small and large group situations. The student will learn the strategies and techniques of effective speaking then practice their speaking skills in a variety of real-life situations. These include, but are not limited to, interviews, acceptance speeches, presentations, impromptu situations, and persuasive speeches. Students will participate in a culminating activity by staging a formal debate based on policy format with topics related to current affairs.

WRITING WORKSHOP 1 H/A: 9, 10 **2.5 credits**

The goal of this elective is to introduce students to various genres of writing that they may not have the opportunity to explore in depth in their required English classes. Students will explore memoir, poetry, journalism, and/or other styles of writing through careful study of sample pieces. They will then engage in the writing process to create pieces that follow the characteristics of the genre. Students may expand and revise one of their works through further exploration of the genre with an aim toward publication.

CONTEMPORARY ISSUES IN LITERATURE: 10, 11, 12 **2.5 credits**

The Contemporary Issues in Literature Course is a semester-long course designed to provide students the opportunity to read, analyze and discuss current social issues and events as they are represented in literature and media. Whole-class texts and materials will be updated each year in order to reflect current issues and the diversity of the students enrolled in the course. Students will identify points of inquiry for authentic project-based learning throughout the course: after identifying a social issue of personal interest, students will research the topic in-depth and design an action-based project to address the issue in the community.

FILM APPRECIATION: 10, 11, 12 **2.5 credits**

Film Appreciation introduces students to a variety of landmark films from different historic periods, challenging them to look beyond the contemporary and understand the heritage of cinema. Throughout the semester, students will explore several genres, gaining insight into what happens both on screen and behind the scenes. By engaging with a variety of media students enhance their ability to both view and write critically about films. Each semester brings a different "classic playlist" as well as a spattering of modern selections. Thus, students can take the course—for credit—more than once! Whether you're already a serious film buff or aspiring to become one, "film" is for you.

SEMINAR ENGLISH/LANGUAGE ARTS 9 (Full Year) **5 credits**

In addition to their core content course, this course is recommended for students identified as at-promise in Language Arts due to their level of content knowledge and skills indicated by end of course grades, teacher recommendation, or NJSLA 8 Language Arts. Teachers will identify individual student's areas of weakness in Language Arts and tailor a learning program that will build skill and strengthen self-confidence. Also, students will benefit from small group instruction when appropriate in this course.

SEMINAR ENGLISH/LANGUAGE ARTS 10 (Full Year) **5 credits**

In addition to their core content course, this course is recommended for students identified as at-promise in Language Arts due to their level of content knowledge and skills indicated by end of course grades, teacher recommendation or NJSLA 9 Language Arts score. Teachers will identify individual student's areas of weakness in Language Arts and tailor a learning program that will build skill and strengthen self- confidence. Also, students will benefit from small group instruction when appropriate in this course.

SEMINAR ENGLISH/LANGUAGE ARTS: 11 (Full Year) **5 credits**

In addition to their core content course, this course is recommended for students identified as at-promise in Language Arts due to their level of content knowledge and skills indicated by end of course grades, teacher recommendation or NJSLA 10 Language Arts score. Teachers will identify individual student's areas of weakness in Language Arts and tailor a learning program that will build skill and strengthen self- confidence. As well, students will benefit from small group instruction when appropriate in this course. Students will receive a grade in this course.

SEMINAR ENGLISH/LANGUAGE ARTS: 12 (Full Year) **5 credits**

In addition to their core content course, this course is required for students who have not met the required graduation assessment. This course will prepare students to successfully complete the NJGPA, Accuplacer, or portfolio assessment to meet the graduation requirement.

FAMILY AND CONSUMER SCIENCES

CORE ELECTIVES

CULINARY ARTS I: 9, 10, 11, 12 — 2.5 credits

This one-semester course provides the students with the opportunity to develop life skills through the exploration of culinary arts. The classwork will focus on the kitchen basics such as measuring, reading and following a recipe and using and properly caring for common tools and equipment. Units taught will include baking proteins, vegetables, fruits, dairy and grains. Students will demonstrate basic food preparation techniques in practical lab experiences and critique the finished products. While preparing foods, the students will demonstrate self-management, critical thinking and problem-solving skills while practicing safety and sanitation standards. This course prepares students for life after high school.

CULINARY ARTS II: 9, 10, 11, 12 — 2.5 credits

This one semester course allows students to build upon their skills learned in Culinary Arts I. By working cooperatively in a practical lab setting, students will compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes.

BAKING AND PASTRY ARTS: 11,12 — 2.5 credits

Preparation: Culinary Arts 1

The Baking & Pastry Arts course offers students an exciting opportunity to delve into the art and science of baking and pastry creation. This comprehensive course introduces foundational skills in mixing, baking, and executing a wide variety of baked goods, including quick breads, cookies, tarts, pastry doughs, confections, and cakes. This course combines classroom instruction with hands-on lab experience, allowing students to apply their knowledge in a professional kitchen environment. Students will work both independently and collaboratively in kitchen teams, developing 21st Century Life Skills such as critical thinking, creativity, communication, and collaboration. This course is ideal for students passionate about baking, those seeking to expand their culinary skillset, or anyone considering a future in the hospitality and culinary arts industry. Culinary Arts One is a pre-requisite and must be completed prior to enrolling in Baking & Pastry Arts.

UNIQUE ELECTIVES AT WEST

CATERING: 10, 11, 12 — 2.5 credits

PREPARATION: Successful completion of Culinary Arts I & II

This one semester course will introduce students to the world of catering. Students will learn how to develop menus that meet the needs of different groups or clients. Attention is given to the production of each food course, such as the salad, appetizer, main course and dessert. Catering basics, such as event set up and serving styles are covered. Students will apply their skills by planning menus, preparing the food and executing events such as buffet luncheons. Before taking this course, students must have completed the Culinary I and II courses.

ADVANCED CATERING: 10, 11, 12

PREPARATION: Successful completion of Catering — **2.5 credits**

This one semester course will provide practical applications of the skills learned in the Catering course. Event planning skills such as developing a menu, preparing food and event execution are emphasized. Students will learn basic food safety practices, party planning, cooking for a crowd, planning meals, dealing with customers, understanding how to price catering services, and moving the food safely from one location to another. Students will participate in several school events to implement their skills. Students will learn culinary, time management and kitchen organization skills needed to be successful in the field of culinary arts.

HEALTH AND PHYSICAL EDUCATION

Our Physical Education program is designed to maximize the fitness, skill and understanding of each student through a variety of unit offerings. The curriculum seeks to develop a positive attitude toward physical activity and fitness. Students are scheduled in physical education for one semester of the school year. Adjustments to the course offerings may be made due to facilities, staff availability, and class size considerations. All units have been designed for both male and female students.

CORE HEALTH AND PHYSICAL EDUCATION COURSES

CO-ED PHYSICAL EDUCATION: 9 **2.5 credits**

Freshmen will have four units of physical education. Acclimation to the high school environment and exposure to a range of physical education programs is a high priority for our freshmen.

Aerobics	Football	Lacrosse	Track & Field
Basketball	Games Physical	Fitness	Volleyball
Dance	Gymnastics	Softball	Weight Training

CO-ED PHYSICAL EDUCATION: 10, 11, 12 **2.5 credits**

The activities will vary from unit to unit depending on the available staff and facilities. Students will have four different activity units each year of physical education from the sophomore through the senior year. The following activities will be offered:

Aerobics	Golf	Soccer	Ultimate Frisbee
Archery	Indoor Hockey	Softball	Volleyball
Badminton	Jogging	Speedball	Weight Training
Basketball	Lacrosse	Table Tennis	Wrestling
Bicycling	Physical Fitness	Team Handball	Stress Management
Bowling	Pickleball	Track & Field	CPR Certification
Field Hockey	Self Defense	Touch Football	
Games	Slimnastics	Tumbling	

The following courses are not included in the computation of weighted class rank.

Any child whose parent or guardian presents to the school principal a signed statement that any part of the instruction in family life education is in conflict with his conscience, or sincerely held moral or religious beliefs, shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result there from." (N.J.S.A. 18:354.7)

CO-ED HEALTH: 9 **2.5 credits**

The freshman health curriculum consists of an introduction to the nature of health with concentration in the area of mental health, a review of general first aid procedures and a study of human reproduction and contraception.

CO-ED HEALTH: 10 **2.5 credits**

The sophomore health curriculum is the classroom introduction of driver education culminating with the New Jersey Drivers' [written] examination. Ten hours of substance abuse education, five hours of AIDS education, and several lessons on sexual harassment and violence prevention are included.

CO-ED HEALTH: 11 **2.5 credits**

The junior health curriculum consists of four areas of study: drug education, fitness and nutrition, current health issues, and family life education.

CO-ED HEALTH: 12 **2.5 credits**

In this course, the student is exposed to an in-depth study of the family in American society. The student is familiarized with the many possible situations and responsibilities of today's family. The course is made more varied through the contributions of various outside speakers who help broaden the scope of the student's experience.

MIND BODY CONNECTIONS 1: 11, 12 **5 credits**

This is a full-year course designed for the serious student of "fitness". Stress will be placed on the muscular domain. The course is offered in lieu of the required health and Physical Education. Students will design, develop and practice appropriate fitness regimens that will serve them for a lifetime of wellness. An integral part of the course will be devoted to character education as well as other relevant health education issues.

MIND BODY CONNECTIONS 2: 11, 12 **5 credits**

This is a full-year course designed for the serious student of "fitness". Stress will be placed on total-body fitness. The course is offered in lieu of the required Health and Physical Education. Students will study body weight exercises, yoga, Pilates and cardiovascular endurance. Students will design, develop and practice appropriate fitness regimens that will serve them for a lifetime of wellness. An integral part of the course will be devoted to character education as well as other relevant health education issues.

UNIQUE ELECTIVES AT WEST

UNIFIED PHYSICAL EDUCATION: 9, 10, 11, 12 **2.5 credits**

Unified Physical Education focuses on the physical, intellectual and social growth of all students. Students of all ability levels come together through ongoing fitness, sports, leadership, and wellness activity. Engaging in physical activity and sport alongside peers with and without disabilities creates important social relationships. Unified Physical Education will foster inclusion through repeated, meaningful, inclusive experiences that foster relationships and friendships.

INTERDISCIPLINARY STUDIES

CORE INTERDISCIPLINARY STUDIES ELECTIVES

SCHOLASTIC APTITUDE TEST [SAT] REVIEW: 10, 11 **2.5 credits**

An intensive review course, the SAT preparation course will provide students with nine weeks of English preparation and nine weeks of mathematics. Students will learn test-taking strategies and take practice tests. In the English section of the course, students will focus on techniques for improving reading comprehension, vocabulary, and writing. In the mathematics section, students will analyze and practice sample SAT questions in algebra and geometry. Basic mathematical concepts will be reviewed. Students will be requested to take the SAT test closest to the conclusion of the course.

AP SEMINAR: 10, 11, 12 **5 credits**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP RESEARCH: 11, 12 **5 Credits**

PREPARATION: Successful completion of AP Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

ASIAN AMERICAN AND PACIFIC ISLANDER STUDIES: 9, 10, 11, 12 **2.5 credits**

This course exists to explore the diverse histories and experiences of Asian Americans and Pacific Islanders in the United States. Students will examine the formation of "Asian American Pacific Islander" (AAPI) identity in the United States, those who are included in the category, who and what decides, and how those understandings have shifted over history. Students will also research and examine contributions of the AAPI community and how the community has evolved over time. This interdisciplinary course will expose students to key scholarly works, literature, theories, and frameworks that inform the field of Asian American Studies.

CAREER EXPLORATION I: 9,10 **2.5 Credits**

This introductory course to career exploration aims to provide students with a broad overview of various career fields and industries. It will help students understand the significance of career planning and equip them with the tools to begin exploring their interests and strengths. Key components of this course include: exploration of different career clusters and pathways, use of interest inventories and personality assessments to identify strengths and preferences, and introduction to research techniques for investigating career options. Additionally, there will be the incorporation of professionals from various fields to share experiences and insights and visits to local businesses or career fairs to understand workplace environments.

CAREER EXPLORATION II: 9, 10, 11 **2.5 Credits**

Preparation: Career Exploration I

Building on the foundation from the previous course, this semester focuses on deeper exploration of selected career paths and the development of skills necessary for career readiness. Key components of this course include: development of soft skills such as communication, teamwork, and problem-solving, in-depth research into specific careers, including required education and skills and an introduction to the importance of networking and mentorship opportunities.

ROBOTICS: 9,10,11,12 **2.5 credits**

Robotics is a heavily lab-based course that primarily uses a hands-on approach to introduce the basic concepts of robotics, using the VEX Robotic Design System as the robotics platform. The course focuses on the design, construction, and programming of mobile robots, along with documentation of student work and progress. The course requires students to use problem-solving strategies to design and build a task-specific robot. Robots will be controlled either by a driver or autonomously. Both driver control and autonomous operation require students to learn coding to program the brain of the robot, which controls smart motors and sensors. Students will work in groups to build and test increasingly more complex mobile robots and complete a variety of robot construction and programming activities within the confines of those groups. The course will culminate in an end-of-the-course robot contest.

SOCIAL JUSTICE: 10, 11, 12 **2.5 credits**

The Fight for Social Justice: Past and Present will focus on examining the historical, philosophical, and sociological aspects of wealth and poverty, racial justice, educational opportunity, and gender justice issues in literature, media, and popular culture. Students will learn about the historical and long-term roots of modern social justice issues as well as an awareness of how socioeconomic status, race, gender, and educational achievement have been used to create social barriers and injustice. Positive literary examples of tolerance, citizenship, kindness, fairness, and equality in literature, media, art, and popular culture will promote these same values in our students. Understanding the role and power of youth, media, texts, art, film, and popular culture in causing, changing, and ameliorating social justice issues will be of paramount importance. Furthermore, *the Fight for Social Justice*: Past and Present will provide a much-needed outlet for Cherry Hill High School students to discuss social justice issues in a safe environment and to identify meaningful ways to unite towards social justice.

STUDENT LEADERSHIP I: 9, 10, 11, 12 **2.5 Credits**

This course is designed to enable students to use the skills and knowledge cultivated in class and carry into a variety of areas where they can continue to hone them through leadership opportunities, whether it be through classroom activities or extracurricular opportunities. The course curriculum will focus on building leadership through student voice and aspirations. Most importantly, this course would provide a framework for students to carefully craft the skills necessary to begin to emerge as school leaders in a variety of capacities. This course is designed as two components to serve the varied needs of our student population. Student Leadership I is designed for any student interested in learning about the elements and types of leadership and becoming a leader at the high school. This course is designed to be one semester in length, followed by Leadership II which is designed as the application of leadership into leadership roles. Students should be able to take level II multiple times if they have a continued interest in practicing and reflecting on their own commitment to leadership.

STUDENT LEADERSHIP II: 9, 10, 11, 12 **2.5 Credits**

PREPARATION: Successful completion of Student Leadership I

The Leadership II course is designed to serve the varied needs of our student population. As a companion course to Student Leadership I where students learned conceptually about leadership, Student Leadership II is designed as a place for practical application and reflection on these skills and best serves students who are already or about to serve leadership roles in their school and/or community. This is a semester course and students should be able to take level II multiple times if they have a continued interest in practicing and reflecting on their own commitment to leadership.

TOMORROW'S TEACHERS: 12 **5 Credits**

Tomorrow's Teachers, an elective course for high school seniors who aspire to become teachers, was developed by the Center for Education, Recruitment, Retention and Advancement (CERRA) in South Carolina. Tomorrow's teachers is taught for a minimum of one class period a day for a year, or the equivalent of that amount of time in contact hours. The course includes four themes: Experiencing Learning; Experiencing the Profession; Experiencing the Classroom; and Experiencing Education. A variety of hands-on activities and a strong emphasis is also placed on teaching in critical shortage subject areas.

Students will apply, interview and be selected for the program. In order to qualify they will need to have at least 100 credits going into their senior year to take the early dismissal senior option. Students can take their 4 classes in the morning during A, B, C and D blocks. (i.e.: ELA 12, H/PE12, Tomorrow teachers' course and one other elective) Second half of the day will be open to schedule "intern-like" student teaching practicum work in our schools. Students will need their own form of transportation.

UNIQUE ELECTIVE AT WEST

COMMUNITY SERVICE AND AWARENESS PROGRAM: 9, 10, 11, 12 **2.5 credits**

The purpose of this course is to increase student involvement in community affairs and awareness of community service opportunities and public issues, and to give students an opportunity to reflect on their service-related experiences. Students must complete a minimum of fifty-three (53) hours of community service at a Board-approved service agency, Habitat for Humanity, nursing homes, hospitals, schools, etc. maintain a journal of service-related experiences, and attend four (4) hour-and-a-half public affairs discussions. Students taking this course will work independently as the course does not meet during the academic day.

MATHEMATICS

CORE MATH COURSES

Common course sequences are indicated below.

	If Geometry was successfully completed by Grade 8:	If Algebra was successfully completed by Grade 8:	If Algebra will be taken in Grade 9:	If Algebraic Concepts will be taken in Grade 9
Grade 9	Algebra 2/Trigonometry H	Geometry (A or H)	Enriched Alg or Algebra 1 R	Algebra 1 Concepts
Grade 10	AP Calculus BC Part 1	Algebra 2 (A or R) or Quantitative Reasoning (A/H) or Data Science (A/H) or Algebra 2/Trigonometry H	Geometry (R or A)	Algebraic Concepts 2
Grade 11	AP Calculus BC Part 2	Pre-Calculus A (AP Pre-Calculus if Alg 2 A was taken) or Core Math Course Math Elective	Algebra 2 (A or R) or Quantitative Reasoning (A/H) or Data Science (A/H)	Geometry Concepts
Grade 12	Multivariable Calculus or Math Elective	Math Elective (core courses may be taken as an elective providing prior courses are successfully completed)	Trigonometry R or Math Elective	Transitional Math

MATH PATHWAYS

Please note that providing students have successfully completed the required prior courses, they may move between pathways.

Math Pathways start with a common path or Algebra then Geometry.			
	STEM Pathway	**Quantitative Literacy Pathway**	**Statistics Pathway**
MS Math	Algebra & Geometry	*Note that if Algebra is successfully completed in 8th grade, students may take Geometry in Grade 9 and additional Pathway Courses (electives) in Grade 11 as well as Grade 12.	
Grade 9	Algebra 2/Trigonometry H	Enriched Algebra A or Algebra 1 R	Enriched Algebra A or Algebra 1 R
Grade 10	AP Calculus BC Part 1	Geometry (R, A or H)	Geometry (R, A or H)
Grade 11	AP Calculus BC Part 2	Quantitative Reasoning (A/H)	Data Science (A/H)
Grade 12	Multivariable Calculus	Pathway Course	Pathway Course

CORE MATH COURSES

ENRICHED ALGEBRA A: 9 — 5 credits

PREPARATION: Successful completion of 8th grade math

Enriched Algebra A is designed for the student who has already learned some of the major concepts and processes of algebra but seeks a deeper and broader understanding of the discipline. This course integrates the advanced elements of algebra with technology, problem solving, application and mathematical modeling. Also, Enriched Algebra A is designed to further develop the student's reasoning skills, with an emphasis on logic that is central to student achievement in upper-level mathematics courses.

ENRICHED ALGEBRA A/ICR: 9 — 5 credits

PREPARATION: Successful completion of 8th grade math

Enriched Algebra A is designed for the student who has already learned some of the major concepts and processes of algebra but seeks a deeper and broader understanding of the discipline. This course integrates the advanced elements of algebra with technology, problem solving, application and mathematical modeling. Also, Enriched Algebra A is designed to further develop the student's reasoning skills, with an emphasis on logic that is central to student achievement in upper-level mathematics courses. This course is co-taught and is available to students with an IEP.

ALGEBRA 1 R: 9 — 5 credits

PREPARATION: Successful completion of 8th grade Math

A study is made of the properties of the real number system through a mathematically informal and intuitive approach. The concepts of number properties, positive and negative numbers, factoring, mathematical symbols and notation are studied. These concepts are used to perform operations with algebraic expressions. Changing words to symbols, solution of word problems, and techniques of graphing linear equations and inequalities in the Cartesian plane are included. Additional topics include the solution of systems of linear equations and simple quadratic equations with their application through math modeling and performance assessments.

ALGEBRA 1 R/ICR: 9 — 5 credits

PREPARATION: Successful completion of 8th grade Math

A study is made of the properties of the real number system through a mathematically informal and intuitive approach. The concepts of number properties, positive and negative numbers, factoring, mathematical symbols and notation are studied. These concepts are used to perform operations with algebraic expressions. Changing words to symbols, solution of word problems, and techniques of graphing linear equations and inequalities in the Cartesian plane are included. Additional topics include the solution of systems of linear equations and simple quadratic equations with their application through math modeling and performance assessments. This course is co-taught and is available to students with an IEP.

ALGEBRA 1 CONCEPTS: 9 — 5 credits

Preparation: Completion of 8th Grade Math

In this course, students will solidify their understanding of real numbers at a level and in a context appropriate for high school students and will be introduced to algebraic concepts using real-world contexts. Solving linear equations, interpreting graphs, using rules of exponents, understanding polynomials and factoring are some of the major topics they will learn. Through the use of graphing calculators, instructional technology and manipulatives, students will deepen and expand their algebra skills. The teacher will develop instructional and assessment strategies that will best help each student meet the goals of the curriculum and the New Jersey Student Learning Standards for Mathematics. This course is only available to students with IEPs.

GEOMETRY H: 9 **5 credits**

PREPARATION: Mastery of Algebra I (8th grade)

This is a rigorous and fast-paced course available to 9th grade students who have mastered Algebra 1 in middle school and who wish to study geometry in-depth. In addition to all units studied in Geometry A, the curriculum will include such topics as: locus of points, coordinate proofs, vectors, coordinates in space, reflections, translations, rotations, and dilations. (These additional topics exceed the standards recommended by NCTM and the NJ Student Learning Standards). Students who master this course are expected to enroll in Functions H in the sophomore year.

GEOMETRY A: 9, 10 **5 credits**

PREPARATION: Completion of Algebra 1 (8th grade) or successful completion of Enriched Algebra A (9th grade)

A study is made of the basic structure of two and three-dimensional Euclidean geometry. Geometry is based on undefined terms (point, line, and plane), defined terms, and postulates, all of which are used to prove theorems and to solve problems deductively. Understanding of these fundamental concepts is achieved through a study of lines, segments, angles, polygons, and circles. The integration of algebra, methods of proof and fundamental concepts of mathematical logic are stressed. Additionally, the use of instructional technology is used to reinforce concepts and develop performance assessments.

GEOMETRY A/ICR: 9, 10 **5 credits**

PREPARATION: Completion of Algebra I (8th grade) or successful completion of Enriched Algebra A

A study is made of the basic structure of two and three-dimensional Euclidean geometry. Geometry is based on undefined terms (point, line, and plane), defined terms, and postulates, all of which are used to prove theorems and to solve problems deductively. Understanding of these fundamental concepts is achieved through a study of lines, segments, angles, polygons, and circles. The integration of algebra, methods of proof and fundamental concepts of mathematical logic are stressed. Additionally, the use of instructional technology is used to reinforce concepts and develop performance assessments. This course is co-taught and is available to students with an IEP.

GEOMETRY R: 10 **5 credits**

PREPARATION: Successful completion of Algebra I

A study is made of the basic structure of two-dimensional Euclidean geometry. Geometry is based on undefined terms (point, line, and plane), defined terms, and postulates, all of which are used to prove theorems and solve problems deductively. Understanding of these and fundamental concepts is achieved through a study of lines, segments, angles, polygons, and circles. In this course, the methods of proof are generally approached through carefully selected examples. Additionally, the use of instructional technology is used to reinforce concepts and develop performance assessments.

GEOMETRY R/ICR: 10 **5 credits**

PREPARATION: Successful completion of Algebra I

A study is made of the basic structure of two-dimensional Euclidean geometry. Geometry is based on undefined terms (point, line, and plane), defined terms, and postulates, all of which are used to prove theorems and solve problems deductively. Understanding of these fundamental concepts is achieved through a study of lines, segments, angles, polygons, and circles. In this course, the methods of proof are generally approached through carefully selected examples. Additionally, the use of instructional technology is used to reinforce concepts and develop performance assessments. This course is co-taught and is available to students with an IEP.

GEOMETRY CONCEPTS: 11 **5 credits**

PREPARATION: Successful completion of Algebraic Concepts 1 & Algebra Concepts 2

This course is designed for the student who has successfully completed Algebraic Concepts 1 and Algebra Concepts II or has demonstrated knowledge of the content and skills of the course. Students will learn the language of geometry through explorations and manipulations using technology and materials such as Geoboards. They will apply their algebra skills in the study of triangles, polygons and circles. Teacher will develop instructional and assessment strategies that will best help each student meet the goals of the curriculum. This course is only available to students with IEPs.

ALGEBRA 2/TRIGONOMETRY H: 9 , 10 **5 credits**

PREPARATION: Mastery of Algebra I (7th or 8th Grade) and successful completion of Geometry H (8th or 9th Grade)

This is a rigorous course that serves as a precursor to AP Calculus BC Part 1 and Part 2. During the first marking period, students use their previously mastered algebra skills as they learn the major concepts and skills of the second year of algebra, all of which are then applied throughout the remaining three marking periods. Operations and transformations are performed on these functions to produce other more complicated functions, which are also analyzed. Probability and statistics through the study of central tendencies, is also explored. Application of concepts is reinforced through lab experiments and math modeling. Properties of functions and relations are reviewed and the study of the circular, algebraic, exponential and logarithmic functions is extended.

ALGEBRA 2 A: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of Enriched Algebra A and Geometry A

This course involves a continuation of the study of the properties of the real numbers begun in Enriched Algebra A. A study of quadratic functions leads to an extension of the real number system to the complex number system. The study of quadratic functions is then generalized to the study of polynomial functions of higher degree, before an analysis of radical and rational functions is undertaken. Students will then embark upon a study of exponential and logarithmic functions before ending the year with an introduction to trigonometry. All of the above concepts are reinforced through several major themes of the course: analysis of functions presented in different forms, transformations of functions, and systems of equations.

ALGEBRA 2 A/ICR: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of Enriched Algebra and Geometry A

This course involves a continuation of the study of the properties of the real numbers begun in Enriched Algebra A. A study of quadratic functions leads to an extension of the real number system to the complex number system. The study of quadratic functions is then generalized to the study of polynomial functions of higher degree, before an analysis of radical and rational functions is undertaken. Students will then embark upon a study of exponential and logarithmic functions before ending the year with an introduction to trigonometry. All of the above concepts are reinforced through several major themes of the course: analysis of functions presented in different forms, transformations of functions, and systems of equations. This course is co-taught and is available to students with an IEP.

ALGEBRA 2 R: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of Algebra 1 and Geometry

This course involves a continuation of the study of the real numbers begun in Algebra 1. A study of quadratic functions leads to an extension of the real number system to the complex number system. The study of quadratic functions is then generalized to the study of polynomial functions of higher degree, before an analysis of radical and rational functions is undertaken. Students will then embark upon a study of exponential and logarithmic functions before ending the year with an introduction to trigonometry. All of the above concepts are reinforced through several major themes of the course: analysis of functions presented in different forms, transformations of functions, and systems of equations.

ALGEBRA 2 R/ICR: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of Algebra 1 and Geometry

This course involves a continuation of the study of the real numbers begun in Algebra 1. A study of quadratic functions leads to an extension of the real number system to the complex number system. The study of quadratic functions is then generalized to the study of polynomial functions of higher degree, before an analysis of radical and rational functions is undertaken. Students will then embark upon a study of exponential and logarithmic functions before ending the year with an introduction to trigonometry. All of the above concepts are reinforced through several major themes of the course: analysis of functions presented in different forms, transformations of functions, and systems of equations. This course is co-taught and is available to students with an IEP.

ALGEBRAIC CONCEPTS 2: 11 **5 credits**

PREPARATION: Successful completion of Algebraic Concepts I

In this course, students will continue to develop their algebra skills begun in Algebraic Concepts 1. Through the use of graphing calculators, instructional technology and manipulatives, students will deepen and expand their algebra skills. Teacher will develop instructional and assessment strategies that will best help each student meet the goals of the curriculum and the New Jersey Student Learning Standards for Mathematics. This course is only available to students with IEPs.

DATA SCIENCE A/H: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of Geometry

This course introduces students to the main ideas in data science and teaches students to reason with, and think critically about data in all forms. The course is designed to be rigorous as to prepare students for higher levels of mathematics, and to be accessible to all students. It is intended to strengthen statistical understanding through project-based exploration of data, through which students will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more. This course is designed to be the first course in the Statistics Math Pathway.

QUANTITATIVE REASONING A/H: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of Geometry

This course is organized around big mathematical concepts using nontraditional treatment of content to help students develop conceptual understanding by supporting them in making connections between concepts and applying previously learned material in new contexts. Quantitative Reasoning is designed to be rigorous to prepare students for higher levels of mathematics and to be accessible to all students. It is intended to strengthen mathematical literacy. The course is organized around actual real-world data and experiences. By using collaborative learning techniques students will recognize the need for data-driven decision making and understand the dangers of basing decisions solely on anecdotal evidence presented by various media sources. Emphasized skills will include analyzing data, constructing hypotheses, solving problems, reflecting on their work, and making connections. This course is designed to be the first course in the Quantitative Literacy Math Pathway.

APPLIED CALCULUS FOR BUSINESS AND SCIENCE A/H: 11, 12 **5 credits**

Preparation: Successful completion of Algebra 2

Designed as a full-year course, Applied Calculus will build on mathematical concepts learned in prior coursework and will offer an additional option for those students who seek to appreciate the higher-level mathematics that exist in the business fields but are not interested in pursuing study in a STEM major. Although rigorous at its core, Applied Calculus is designed to be accessible to all students and is intended to strengthen students' mathematical understanding. The Applied Calculus course introduces students to the relevant mathematics which form the underpinnings of business applications such as break-even points, profit-demand scenarios, and optimization.

AP CALCULUS BC PART 1 (Formerly PRE-CALCULUS H): 11, 12 **5 credits**

PREPARATION: Successful completion of Enriched Algebra A, Geometry A or H, and Functions H.

This course continues the study of the properties of selected functions using both real and complex numbers. Limits of sequences and functions are studied in detail as a preparation for the calculus. Vectors and graphs in two and three-space are analyzed. An introduction to the derivative is made as a calculus preview incorporated through the year. Application of concepts is reinforced through math modeling and performance assessments.

AP PRECALCULUS: 10, 11, 12 **5 credits**

Preparation: Successful completion of Algebra 2

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

PRE-CALCULUS A: 11, 12 **5 credits**

PREPARATION: Successful completion of Enriched Algebra A, Geometry A, and Algebra II A

This course involves a review of the properties of the real number system and some properties of the complex number system. Properties of functions and relations are reinforced and the study of the algebraic, exponential, logarithmic and trigonometric functions is extended. Vectors are introduced. These concepts are reinforced through math modeling of real-world applications, the use of technology and performance assessments.

TRIGONOMETRY R: 1 1 , 12 **5 credits**

PREPARATION: Successful completion of Algebra 1 R, Geometry R, and Algebra 2 R

This course involves a review of real number systems. Properties of functions and relations are reviewed and expanded to include circular, trigonometric, algebraic, exponential and logarithmic functions. These concepts are reinforced through math modeling of real-world applications, technology and performance assessments.

INTRODUCTION TO COLLEGE MATHEMATICS R: 12 **5 credits**

PREPARATION: Successful completion of Algebra 2 R or Algebra 2 R/ICR

This course is a combination of Math 011 – Prealgebra Traditional and Math 029 – Elementary Algebra Traditional from Camden County College. It will focus on the fundamentals of mathematics to prepare students for the basic skills entrance exam in college. The course is designed for the college student who needs training in basic numerical processes and requires a background of elementary algebra before taking college mathematics courses. Overall topics include fractions, decimals, integers, linear, 1st/2nd degree equations, radicals, polynomials, and rational expressions.

This course is directly connected to Camden County College, therefore with successful completion of the course and a passing of BOTH the Math 011 and Math 029 Final, students will be placed in a credited math course at CCC only. Basic computation is a fundamental objective of this course. Therefore, the use of calculators is prohibited.

AP CALCULUS BC PART 2: 11, 12 **5 credits**

PREPARATION: Successful completion of Geometry A or H, Algebra 2/Trigonometry H, and AP Calculus BC Part 1

This course involves a comprehensive study of differential and integral calculus. The concepts of limits and continuity are analyzed as the basis for the study of calculus. A balance is maintained between theory, applications, and manipulative techniques. Included are the concepts of differentiation of elementary and transcendental functions, differentials, and the definite integral, techniques of integration, series and differential equations. The BC syllabus of the Advanced Placement Examination is satisfied, and students are expected to take the AP exam.

AP CALCULUS AB: 11, 12 **5 credits**

Preparation: Successful completion of Precalculus A or AP Precalculus

This course is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. The AB syllabus of the Advanced Placement Examination is satisfied, and students are expected to take the AP exam.

CALCULUS A: 12 **5 credits**

PREPARATION: Successful completion of Enriched Algebra A, Geometry A, Algebra 2A, and Precalculus A

A brief review of algebra is followed by an intuitive approach to the concept of a limit. Also included in the study are the concepts of continuity, differentiation of elementary and transcendental functions, differentials, definite integral, and techniques of integration. Applications of both the integral and derivative are stressed. [The AB syllabus of the Advanced Placement Examination is satisfied.] Additionally, application of calculus concepts is applied to the real world through performance assessments.

CORE MATH ELECTIVES

DISCRETE MATH: 11,12 **2.5 Credits**

Preparation: Successful completion of Algebra 2, Data Science, or Quantitative Reasoning

This course is a semester-long elective designed for senior students desiring additional mathematics courses outside the traditional course sequence. This course emphasizes problem-solving, rigorous reasoning, and the development of analytical skills through the study of discrete structures, and will build upon the topics covered in Quantitative Reasoning. Topics covered will include graph theory, optimal scheduling, fractals, and Fibonacci growth. Students will engage in a variety of activities that promote critical thinking and foster a deep appreciation for the role of mathematics in the modern world. This course prepares students for further studies in mathematics and related fields by fostering analytical thinking and problem-solving skills necessary for academic and career success.

BUSINESS STATISTICS: 11, 12 **2.5 credits**

Preparation: Successful completion of Algebra 2, Data Science, or Quantitative Reasoning

This semester-long Business Statistics course is designed for high school students interested in applying statistical concepts to real-world business scenarios. The course will cover fundamental statistical techniques, data analysis, and interpretation skills essential for making informed business decisions. Students will engage in hands-on activities, projects, and case studies to explore how statistics is used in various real-world contexts. Throughout the course, students will develop their analytical thinking, problem-solving abilities, and data literacy skills. This course aims to prepare students for further education in business, economics, or related fields and equip them with the skills necessary for careers in data-driven industries.

AP STATISTICS: 11, 12 **5 credits**

PREPARATION: Successful completion of Functions H, Algebra 2A, Pre-Calculus A or AP Precalculus

This course provides a pervasive study of the major concepts and tools for collecting, analyzing, interpreting, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Students will apply knowledge of numerical and graphical summaries of data, least-squares regression and logarithms, and probability and simulation to solve problems. In addition, students will perform a variety of significant tests in order to evaluate hypotheses. These tests include sample means, sample proportions, chi-square, and inference for regression.

MULTIVARIABLE CALCULUS: 12 **5 credits**

PREPARATION: Successful completion of Calculus AP (Parts 1&2) (11th grade)

This course is designed to extend the fundamental concepts of calculus from the two-dimensional setting to those in three dimensions. Students begin the year with a review and extension of their knowledge of parametric and polar curves before embarking upon the calculus of vector-valued functions. The notion of a function of a single real variable is generalized to that of a function of several variables, allowing the generalization of the ideas of limits and continuity, the derivative and the integral. The limit definition of the partial derivative is introduced as a parallel to that of the ordinary derivative, and once computational fluency is achieved, applications such as optimization problems and Lagrange Multipliers are explored. The central theme of the integral is generalized to that of the multiple integral, as several coordinate systems are explored in detail, including the polar, cylindrical and spherical coordinate systems as aids to such integration.

ALGEBRA SEMINAR **5 Credits**

PREPARATION: Current enrollment in Algebra 1 or Enriched Algebra

This course is required for students "at promise" in Algebra 1 due to their level of math knowledge and skill as indicated on NJSLA Math assessment and/or achievement in their 8th grade math course. Teachers will identify student's areas of weakness in algebra skills and tailor a learning program that will support the NJ Student Learning standards for Algebra 1 to build skill, strength, and self-confidence. Students will benefit from small group instruction when appropriate in this course. Students will receive a grade in this course. Additionally, students not originally identified but selected by their current math teacher may rotate into and out of this course on an as-needed basis if space is available.

GEOMETRY SEMINAR **5 credits**

PREPARATION: Current enrollment in Geometry

This course is required for students "at-promise" in Geometry due to their level of math knowledge and skill as indicated on NJ-SLA math assessment and/or achievement in their Algebra 1 course. Teachers will identify student's areas of weakness in geometry skills and tailor a learning program that will support the NJ Student Learning standards for Geometry to build skill, strength and self-confidence. Students will benefit from small group instruction when appropriate in this course. Students will receive a grade in this course. Additionally, students not originally identified but selected by their current math teacher may rotate into and out of this course on an as-needed basis if space is available.

ALGEBRA 2 SEMINAR **5 credits**

PREPARATION: Current Enrollment in Algebra 2

This course is required for students "at promise" in Algebra 2 due to their level of math knowledge and skill as indicated on NJSLA Math assessment and/or achievement in Algebra 1 and/or Geometry courses. Teachers will identify students' areas of weakness in algebra skills and tailor a learning program that will support the common core standards for Algebra 2 to build skill, strength and self-confidence. Students will benefit from small group instruction when appropriate in this course. Additionally, students not originally identified but selected by their current math teacher may rotate into and out of this course on an as-needed basis if space is available.

INTRODUCTION TO COMPUTER SCIENCE: 9,10,11,12 **2.5 credits**

PREPARATION: Successful completion of Algebra 1

This introductory-level course aims to teach students the foundations of modern computing. It covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital information, privacy and security, and ethics relating to the societal impacts of computing. Students will learn the basics of coding with a simple online platform which will enable them to learn organizational, analytical, and problem-solving skills in this semester-long course.

COMPUTER PROGRAMMING: 9,10,11,12 **2.5 credits**

PREPARATION: Successful completion of Algebra 1

This introductory-level academic course aims to teach students the foundations of computer programming. They will learn to code through a text-based programming language, such as Python or Java. Students will cover the fundamentals, such as conditions, loops, functions, and algorithms in this semester-long course.

AP COMPUTER SCIENCE PRINCIPLES (AP CSP): 9,10,11,12 **5 credits**

PREPARATION: Successful completion of Algebra 1

This course is designed to prepare students for the Advanced Placement Computer Science Principles (AP CSP) examination and is equivalent to a first-semester college-level course. This course introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics, such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. This additional AP Computer course will aid our students in pursuing Computer Science & Technology related majors in college and as a career.

AP COMPUTER SCIENCE A: 10,11,12 **5 credits**

PREPARATION: Successful completion of an Algebra 1 course and Introduction to Programming or AP Computer Science Principles

This course is designed to prepare students for the Advanced Placement (AP) Computer Science "A" examination and is equivalent to a first-semester college-level course. It is an ambitious course that will expose students to concepts central to modern object-oriented programming and computer science including problem solving, design strategies, and analysis of potential solutions. The central focus of this course is on object oriented and modular design, control structures, Boolean logic, input/output, recursive methods, and searching and sorting algorithms. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. All programming assignments are implemented in the Java programming language.

ADVANCED TOPICS IN COMPUTER SCIENCE: 11, 12 **5 Credits**

PREPARATION: Successful completion of AP Computer Science A and AP Computer Science Principles

This is a full-year course for students who are interested in continuing to expand their computer science knowledge after already taking both AP Computer Science A and AP Computer Science Principles. Students will be exposed to new CS topics such as cybersecurity, web design, databases, video game design, and mobile app development. Students will pick a topic that interests them and complete a research project throughout the year which will be presented in science fairs and competitions.

CYBERSECURITY: 9, 10, 11, 12 **2.5 credits**

PREPARATION: Successful completion of 8th grade math

This course is designed for students who may be interested in exploring a career in Cybersecurity. The focus of instruction will include the implementation and monitoring of security on network and computer systems. Students will investigate strategies to identify and protect against security threats such as hackers, eavesdropping, and network attacks. The basics of cryptography and logic reasoning will be explored. Hands-on labs in a cyber range provide practice in the configuration and mitigation of system vulnerabilities. Each unit integrates current events and related cyber ethics and law.

SCIENCE

CORE SCIENCE COURSES

BIOLOGY

BIOLOGY HONORS H: 9 **5 credits**

Biology is a REQUIRED science course for all students to fulfil the state graduation requirement. This is a lab-based course which engages students in scientific and engineering practices with the goal of increasing student understanding of life science. Study of topics covered in genetics, natural selection, ecosystems and the environment will be covered. In addition, students in Biology Honors will study more advanced topics in molecular biology. Students enrolled in Biology Honors will engage in lab activities that require collaboration with peers as well as application of science concepts learned in order to solve problems.

BIOLOGY A: 9 **5 credits**

Biology is a REQUIRED science course for all students as part of the state of New Jersey graduation requirement. Biology is a lab-based course which engages students in scientific and engineering practices with the goal of increasing students' understanding of life science. Study of topics includes the flow of energy within and between organisms, genetics, natural selection, ecosystems, and the environment. Students enrolled in Biology will engage in lab activities that require collaboration with peers as well as application of science concepts learned in order to solve problems and create models.

BIOLOGY A/ICR: 9 **5 credits**

Biology is a REQUIRED science course for all students as part of the state of New Jersey graduation requirement. Biology is a lab-based course which engages students in scientific and engineering practices with the goal of increasing students' understanding of life science. Study of topics such as the flow of energy within and between organisms, genetics, natural selection, ecosystems and the environment. Students enrolled in Biology will engage in lab activities that require collaboration with peers as well as application of science concepts learned in order to solve problems and create models. This course is co-taught and is available to students with an IEP.

BIOLOGY CONCEPTS: 9 **5 credits**

Biology is a REQUIRED science course for all students as part of the state of New Jersey graduation requirement. Biology Concepts presents an alternative approach to the study of biology specifically for special education students. The students will experience the biology curriculum with a small class size allowing for differentiated instruction and one-on-one support. This course is only available to students with an IEP.

AP BIOLOGY: 11, 12 **5 credits**

PREPARATION: Successful completion of Biology, and Chemistry 1 A or H

AP Biology is a first-year college-level course for students of high academic ability who may plan to major in biology or prepare for one of the health-related fields (medicine, dentistry and nursing). Topic areas include cellular and molecular biology, biochemistry, oxidation/reduction reactions acid/base balance, organismal reproduction, development, growth and nutrition, ecology, heredity, genetic engineering, evolution, organismal biology (structure and function), systematics, and behavior. Students taking this course should be prepared to put forth the time and effort required for a college science course. A great deal of reading will be required. There is a summer reading requirement. Students may be eligible for college credit from Camden County College. See your school guidance counselor for more information.

CHEMISTRY

CHEMISTRY H: 10 **5 credits**

PREPARATION: Successful completion of Algebra 1

Chemistry H is an honors-level laboratory-based course designed for those students who have displayed exceptional interest and aptitude in their previous science studies. This course is recommended for those students who intend to major in science and technical fields at the college level. The student should display a high degree of mathematical competency and superior problem-solving abilities. The design of Chemistry H will permit the student to study a larger number of concepts in greater depth than is possible in the A level course. This course will prepare students to take the SAT II Chemistry test and the AP Chemistry course.

CHEMISTRY A: 10 **5 credits**

PREPARATION: Successful completion of Algebra 1

Chemistry A is a full-year, five-credit introductory lab-based chemistry course. This course emphasizes discussions, activities, and laboratory exercises, which promote the understanding of the behavior of matter at the macroscopic, molecular and atomic levels. Chemical principles are introduced so that students will be able to explain the composition and chemical behavior of their world.

CHEMISTRY A/ICR: 10 **5 credits**

PREPARATION: Successful completion of Algebra 1

Chemistry A is a full-year, five-credit introductory lab-based chemistry course. This course emphasizes discussions, activities, and laboratory exercises, which promote the understanding of the behavior of matter at the macroscopic, molecular, and atomic levels. Chemical principles are introduced so that students will be able to explain the composition and chemical behavior of their world. This course is co-taught and is available to students with an IEP.

CHEMISTRY CONCEPTS: 10 **5 credits**

PREPARATION: Successful completion of Biology Concepts

Chemistry Concepts presents an alternative approach to the study of Chemistry specifically for special education students. The students will experience the chemistry curriculum with a small class size allowing for differentiated instruction and one-on-one support. This course in only available to students with an IEP.

AP CHEMISTRY: 11, 12 **5 credits**

PREPARATION: Successful completion of Algebra 2A, Chemistry 1A or 1H

AP Chemistry is a college-level course, using first-year college texts and laboratory experiments. It is designed to give the science major a more extensive chemical background than is possible from Chemistry 1A or 1H alone. The course content will draw upon the student's knowledge of first year chemistry. In addition, new concepts will be covered such as acid base and solution equilibrium, thermochemistry, electrochemistry, oxidation reduction and organic chemistry. AP Chemistry is designed such that a student who is interested in science as a career may receive advanced placement at the college level upon successful performance on the Advanced Placement Examination, and the instructor's recommendation. Because of the subject matter included in the course, it is expected that the student will exhibit a proficiency level higher than that required for Chemistry 1A and 1H.

PHYSICS

PHYSICS 1 A: 11 **5 credits**

PREPARATION: Successful completion of Algebra 1

Physics 1A is a full year five-credit introductory lab-based physics course. The core of the program consists of kinematics, vectors, Newton's Laws of Motion, universal gravitation, the laws of conservation of energy and momentum, scientific models, Coulomb's Law, and simple circuits. The course attempts to develop critical thinking to enable the student to reach a true understanding of science, rather than accumulate a mass of facts; as well, it strives to acquaint the student with the power and limitations of science.

PHYSICS 1 A/ICR: 11 **5 credits**

PREPARATION: Successful completion of Algebra 1

Physics 1A is a full year five-credit introductory lab-based physics course. The core of the program consists of kinematics, vectors, Newton's Laws of Motion, universal gravitation, the laws of conservation of energy and momentum, scientific models, Coulomb's Law, and simple circuits. The course attempts to develop critical thinking to enable the student to reach a true understanding of science, rather than accumulate a mass of facts; as well, it strives to acquaint the student with the power and limitations of science. This course is co-taught and is available to students with an IEP.

PHYSICS CONCEPTS: 11 **5 credits**

PREPARATION: Successful completion of Algebra 1

Physics Concepts presents an alternative approach to the study of Physics specifically for special education students. The students will experience the physics curriculum with a small class size allowing for differentiated instruction and one-on-one support. This course is only available to students with an IEP.

AP PHYSICS 1: 10,11, 12 **5 credits**

PREPARATION: Completion of Geometry

AP Physics 1 is the equivalent of a first-semester college course in algebra-based physics, designed for students who have displayed exceptional interest and aptitude in their science to develop deep understanding of physics and apply their knowledge and skills through inquiry labs. This course fits the needs of students who plan to go to college with a major in science, engineering or medicine. Topics covered will include Kinematics, Newton's Laws of Motion, Circular Motion and Gravitation, Energy, Momentum, Conservation Laws, Torque and Rotational Motion, and Simple Harmonic Motion, and Fluids.

AP PHYSICS C: 11, 12 **5 credits**

PREPARATION: Successful completion of AP Physics; taking Calculus AP or A currently

AP Physics C is a college level course, which strives to enhance the scientific maturity of the student through a vigorous emphasis on the fundamentals of physics. The core of the program consists of mechanics, electricity, and magnetism, and parallels the Advanced Placement C Level curriculum. Other topics to be covered at the option of the instructor, and as time permits, shall include waves, thermodynamics, special relativity, and quantum theory.

CORE SCIENCE ELECTIVES

AP ENVIRONMENTAL SCIENCE: 11,12 — 5 credits

PREPARATION: Successful completion of Biology and Chemistry

The AP Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

ENVIRONMENTAL STUDIES A: 11, 12 — 5 credits

PREPARATION: Successful completion of Biology

Environmental Science is the study of how humans affect their environment. It addresses the interrelationships between the living and nonliving components of an ecosystem as well as the social, economic, political and ethical issues associated with our major environmental concerns. Some topics of study will include principles of ecology, population dynamics, energy, major environmental concerns, toxicology, risk management, wildlife conservation, economics and politics of the environment, with sustainability being a common thread throughout all units. This course is both laboratory and field oriented. Environmental Science is designed to provide students with information to help them make reasonable decisions regarding their actions on the environment.

ENVIRONMENTAL STUDIES A/ ICR: 11, 12 — 5 credits

PREPARATION: Successful completion of Biology

Environmental Science is the study of how humans affect their environment. It addresses the interrelationships between the living and nonliving components of an ecosystem as well as the social, economic, political and ethical issues associated with our major environmental concerns. Some topics of study will include principles of ecology, population dynamics, energy, major environmental concerns, toxicology, risk management, wildlife conservation, economics and politics of the environment, with sustainability being a common thread throughout all units. This course is both laboratory and field oriented. Environmental Science is designed to provide students with information to help them make reasonable decisions regarding their actions on the environment. This course is co-taught and is available to students with an IEP.

BIOLOGY 2 A: 11, 12 — 5 credits

PREPARATION: Successful completion of Biology 1 A

Biology 2 A is a full year course that builds on existing content knowledge from Biology 1. The focus of the class is from an evolutionary perspective, while introducing content that is not included in a first-year biology curriculum. Topics include evolution, microbiology and molecular genetics, and bioethics. The course is designed to sharpen laboratory skills and to expose students to new content, laboratory techniques and equipment. Biology 2A is recommended for 11th and 12th grade students who are interested in careers in science but may not have interest in taking an advanced placement course.

FORENSIC SCIENCE H/A: 11, 12 — 5 credits

PREPARATION: Successful completion of Biology & Chemistry

Forensic science is the application of science to those criminal and civil laws that are enforced by agencies in the criminal justice system. Students will apply principles and learn authentic lab techniques in the areas of biology, chemistry, physics, and psychology to analyze evidence that may be recovered during a criminal investigation. Students will create reports, share findings, and defend conclusions. Topics covered include Crime Scene Documentation and Analysis, Forensic Psychology, Fingerprinting, Biological Basis of Blood, Blood Spatter Analysis, DNA Analysis, Entomology, and Anthropology. The course culminates with students investigating a crime scene, analyzing multiple pieces of evidence, and applying the techniques and skills acquired throughout the course. Students should be aware of the nature of the course content before choosing to enroll.

PLANETARY EXPLORATION A: 11, 12 **5 credits**

This program will address the following essential questions: What physical and chemical systems do the planets of our solar system have? How do the solar system and galaxies evolve? What is the origin of the universe? By exploring these essential questions, students will apply the fundamental concepts of earth science, biology, chemistry, physics and technology. In their investigation of the earth, our solar system, Milky Way galaxies and the universe, they will examine real time views of various images of planets through the Internet and get connected with the various government agencies, such as JPL, NASA, NOAA. This program is a technology-rich, integrated program designed to meet the needs of students who are non-science majors. Its purpose is to help students (1) realize the important role that science will play in their personal and professional lives, (2) use principles of science to think more intelligently about the universe they live in and about the current issues of science and technology, and (3) develop a lifelong awareness of the potential and limitations of science and technology.

VERTEBRATE ANATOMY AND PHYSIOLOGY H/A: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of Biology 1H or A

This course is designed for students interested in careers in the health field and concentrates on vertebrate anatomy and physiology. It uses dissection of fish, amphibians, reptiles, birds and mammals. It shows the interrelationship between these vertebrates using an evolutionary approach. Comparison is made to the human structures, especially with mammals using cat dissection. Clinical application of content material is accomplished in the form of case studies and computer simulation. The student will become proficient in dissection and the use of the microscope in order to identify human cells and tissues. Note: Dissection is a large portion of the curriculum, and students enrolled in this course must be willing to be active participants in the dissections.

HUMAN ANATOMY AND PHYSIOLOGY H/A: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of Biology 1A or 1H

This course is an in-depth study of human anatomy and physiology and is designed for students interested in pursuing a career in medicine, nursing, physical therapy or other health-care fields. In this laboratory-oriented course involving the detailed study of the structure and function of human body systems, students will have the opportunity to explore organ physiology as well as its intricate structure. In addition, students will relate the physiology they study to real-world case studies.

DYNAMICS OF HEALTH CARE & SOCIETY: 10, 11, 12 **5 credits**

PREPARATION: Health Science Careers Program Pre-Co Requisites: Algebra 1, Biology, Chemistry

This course is an orientation to health care services and their delivery. It presents an interdisciplinary perspective, focusing on process skills such as critical thinking, ethical reasoning, effective communication and ways to continue independent learning throughout life. The course shows how all health care providers acquire professional competence in dealing with the issues and problems they face as well as the role they play as informed consumers. Currently the following topics are covered: history of healthcare (with an emphasis on the government's involvement in health care), categories of health services, aging, health and long-term care, health care reform (Ie- the Affordable Care Act), Medical & health technology, health career planning, career development, and professions in healthcare. Students earn credit through Rutgers University through the Rutgers School of Health-Related Professions program and by taking an end-of-course exam.

SCIENTIFIC PRINCIPLES OF NUTRITION: 11, 12 **5 credits**

Scientific Principles of Nutrition is a college level course for students who may plan to enter a healthcare related field. Scientific Principles of Nutrition outlines the relationship of diet, lifestyle, and the prevention of disease. An overview of the digestion, absorption, and metabolism of protein, carbohydrates, fat, vitamins, and minerals is provided. Nutrition needs at various stages of the lifespan are stressed. Applying the science of nutrition to your life including needs for fitness and physical activity, evaluating nutritional claims, food labeling, and other consumer concerns are emphasized. Upon successful completion of the course with a final high school grade of a C or above the student will be eligible to take the Rutgers, School of Health- Related Professions Health Science Careers standardized exam to determine college credit. A grade of a C (70) or better on the Scientific Principles of Nutrition standardized exam must be attained to earn college credits. If a student does not achieve college level work, the high school lists the program, and no university credit is received.

RESEARCH IN SCIENCE: H/A 9, 10, 11, 12 **5 credits**

The ability to conduct scientific research is crucial to the future success of our students. Research in Science (RIS) is a single or multi-year (preferred) course designed to engage students in scientific research in one of the disciplines of science, such as, Biology, Chemistry, Physics, Technology, Astronomy, Geology, Medicine, Engineering, Computer Science, or Mathematics. The course is the foundation for the department's efforts to motivate students to engage in scientific research in their area of interest and to apply knowledge in a practical and real situation. Students begin with a topic search, review the scientific literature in academic journals, conduct their experimental research project, document their research and enter the Coriell Science Fair.

SPORTS MEDICINE: 11, 12 **2.5 credits**

This course provides high school students with a general overview of athletic training, sports medicine and its history. The curriculum includes the anatomy of the skeletal and muscular systems. Students need to learn the anatomy to understand prevention of injuries, injuries, and treatments for injuries. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community.

FROM CLIMATE SCIENCE TO ACTION: 9, 10, 11, 12 **2.5 credits**

This interdisciplinary science elective leverages the passion students have shown for this critical issue and provides them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs. Key climate indicators include major changes in temperature, precipitation, extreme weather events and sea level rise, which occur over several decades or longer. Observations of these indicators across the United States and world provide multiple, independent lines of evidence of climate change caused by increasing concentrations of greenhouse gases (GHGs) in the atmosphere.

INFECTIOUS DISEASE: 10, 11, 12 **2.5 credits**

COVID, Zika, Ebola, HIV, SARS…in our increasingly globalized and mobile world, infectious diseases can emerge and spread faster than ever before, making epidemics, even pandemics, a real possibility. That, together with increasing antibiotic resistance, makes understanding where these threats come from and how we can control their spread one of the most urgent issues of our time. In this course, students will learn about the origin, biology, and evolution of some of the most feared viruses, such as Ebola, HIV, COVID-19, and Influenza, and lethal bacteria such as E. coli. We will explore the nature of emerging diseases and will use examples to discover how we can predict and control their spread. Students will use online simulations and other activities to explore concepts and techniques such as PCR, CRISPR, DNA sequencing, DNA sequence analysis, viral culture and antibody studies as applied to the study of infections and immunity.

INTRODUCTION TO ENGINEERING: 9, 10, 11, 12 **2.5 credits**

Introduction to Engineering is an interdisciplinary science elective incorporating the application of engineering concepts. It incorporates scientific ideas in life, physical, and Earth sciences throughout the engineering process. This hands-on course has students working on a variety of engineering projects including work with simple machines, bridge design, programming, statistical analysis, and robotics. Students are exposed to several engineering fields such as material design, civil engineering, and mechanical engineering. The activities in class are designed to have students work in groups and use modern technology to develop solutions for engineering problems.

MARINE BIOLOGY: 10, 11, 12 **2.5 credits**

In this course, you will learn about the living components of marine ecosystems (plants, animals, microscopic life) and how these organisms interact with each other. You will also explore how these living things are affected by and interact with their environment. A variety of ocean ecosystems will be explored, including the coastal areas, the deep ocean, coral reefs, estuaries, and the poles. Students will also learn about the positive and negative impacts of human activity on marine ecosystems.

NEUROSCIENCE AND SOCIETY: 9, 10, 11, 12 **2.5 credits**

This course offers an in-depth focus on neuroscience through the lens of societal issues relevant to today's high school students. Through interactive activities, projects, and discussions, students will learn that: the brain and nervous system underlie all human behavior; the brain is constantly changing; Neuroscience informs individual decisions about personal health and wellness; many spheres of human life will be transformed by neuroscience in the coming decades, and our understanding of the brain is still incomplete and rapidly evolving. Specific topics of instruction will include anatomy and physiology of the brain, drugs and addiction, learning and development, mental illness, law and criminology, and wellbeing.

THE SCIENCE OF COOKING: 9, 10, 11, 12 **2.5 credits**

Students will learn the scientific concepts that underlie everyday cooking techniques and apply principles of physics, engineering, and chemistry to cooking. Students will also have the opportunity to become experimental scientists in their very own laboratory — the kitchen. By following along with the engaging recipes, taking precise measurements, and making skillful observations, students will learn to think like both a cook and a scientist.

TOXICOLOGY: 11, 12 **2.5 credits**

Preparation: Successful completion of Biology and Chemistry

Students will examine basic concepts of toxicology as they apply to the effects of environmental agents, e.g., chemicals, metals, on public health. Students will discuss distribution, cellular penetration, metabolic conversion, and the elimination of toxic agents, as well as the fundamental laws governing the interaction of foreign chemicals with biological systems. Students will focus on applying these concepts to the understanding and prevention of morbidity and mortality resulting from environmental exposures to toxic substances through case study.

ANIMAL BEHAVIOR: 10, 11, 12 **2.5 credits**

Students will explore the scientific study of the mechanistic and evolutionary causes of animal behavior, including communication, foraging and anti-predator behavior, spatial behavior, mating behavior, parental care, and social behaviors through their classifications and taxonomies, starting from invertebrate species and ending with mammals.

SPECIAL EDUCATION

In-Class Resource refers to a regular education placement with support from a special education teacher (content area teacher and special education teacher). These classes are co-taught. The frequency of inclusion varies by subject.

Concept Classes
Replacement Resource - small group instruction for students with disabilities where the general education curriculum and instructional strategies are modified based on the student's IEP. Instruction is delivered by a special education teacher.

Secondary Special Class - small group instruction for students with disabilities where an adapted general education curriculum is utilized. Instruction is delivered by a general education teacher in consultation with a special education teacher.

Vocational and Functional Class refers to a pull-out instruction model intended for students with significant academic delays or individual needs. Functional living skills are emphasized in all classes. These classes are only open to students with IEPs.

VOCATIONAL COURSES (WEST ONLY)

VOCATIONAL ENGLISH **5 credits**
This is designed for the student who will enter the workforce upon completion of high school. This course focuses on communication skills needed to become a productive participant in society. Students will build vocabulary, critical thinking, and writing, speaking and listening skills.

VOCATIONAL READING **5 credits**
This course focuses on reading skills needed to become a productive participant in society. Students will connect reading to their everyday lives and needs to gain successful employment and independent living. Students will build skills needed to function safely in daily activities. Areas of focus include building the vocabulary needed to: communicate needs and ask for assistance both in the community and workplace, recognize and understand community and survival signs, using menus, and basic banking forms.

VOCATIONAL MATH **5 credits**
This is a multidisciplinary course which provides students continuing opportunities to develop the vocational skills including: (1) reading, (2) writing, (3) listening, (4) speaking, and (5) mathematical computation, which are essential for high school coursework achievement. Students will understand that when they leave school that mathematics is more important than ever. They are more and more likely to use math in their work and everyday lives.

VOCATIONAL SOCIAL SCIENCE **5 credits**
The students will be exposed to current events which will provide opportunities to apply strategies of investigation and inquiry to the study of present-day issues. The students will be able to identify and describe all calendar holidays and their importance. The students will explore and understand weather conditions and appropriate dressing. Students will gain understanding of the relationship of good nutrition to prevention control or cure of diseases and medical conditions that shorten life or lessen quality of life.

FUNCTIONAL COURSES (WEST ONLY)

FUNCTIONAL ENGLISH **5 credits**

This class provides students an opportunity to develop basic skills in 1) reading, 2) writing, 3) speaking and 4) listening and study organizational skills. Students will connect both reading and writing to their everyday lives and needs to gain successful employment.

FUNCTIONAL READING **5 credits**

Students will express themselves accurately and clearly using both written and verbal forms of communication. The students will work independently and cooperatively. Focus will concentrate on sight word recognition, basic fluency, and comprehension using a variety of literature. Life skills such as high-frequency word recognition, reading a newspaper, completing job applications (paper and online), writing letters and emails and completing basic job-related reading and writing tasks will be included. Independent Reading is expected to be completed weekly as well as completing a project-based learning experience each marking period. Students will be assessed using reading inventories, reading comprehension probes and through the writing.

FUNCTIONAL MATH **5 credits**

This is a multidisciplinary course which provides students continuing opportunities to develop the functional skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills that are essential for high school course work achievement. They will calculate weekly, monthly, yearly wages, interpret an earnings statement and compute regular pay and overtime. Students will understand that when they leave school that mathematics is more important than ever.

FUNCTIONAL HISTORY **5 credits**

This is designed for students who will enter the workplace upon completion of high school. Students will acquire a basic understanding of geography, history, political history, US Constitution, environmental issues, and map reading skills.

FUNCTIONAL SCIENCE **5 credits**

This class provides students with opportunities to explore and develop inquiry methodologies related to the science fields. Students will develop skills in measurement, investigative techniques, and develop an understanding of the scientific method using hands on activities.

SELF-CONTAINED ELECTIVES (WEST ONLY)

CAREERS **5 credits**

Students will explore career clusters, research labor market, and begin the employment process through job searching, applications, resumes, interviews, employee evaluations and job-survival skills. (1) Research job clusters; (2) Plan a career path; (3) Find job opportunities; (4) Complete job applications and resumes. (5) Prepare and participate in interviews.

OFFICE PROCEDURES **5 credits**

This course is a broad introduction to the use of computers as tools for creativity, communications and organizing information. No computer experience is necessary. This course focuses on the operation of an office. The students will be exposed to keyboarding and Microsoft Office software (Word, PowerPoint, Publisher), Internet access, proofreading, effective listening, positive working relationships, demonstration of ethical work habits, and work on various office equipment. In addition to learning the technical and fundamentals of computer use, the students will build their skills in researching information, making appropriate ethical choices about the use of computers, and using technology to help you learn on your own. As appropriate, students will explore more advanced topics in computer technology, research and teamwork in creating projects requiring student design, and research.

SUPERMARKETING (Shop West) **5 credits**

This course is designed for students to develop career planning and workplace readiness skills. A school-based learning (mini-supermarket) exposes students to occupational skills that may lead to potential independent employment after school. The student is directed and taught in the areas of safety, product ordering, telephone skills, stocking, value, money management and cash register skills. The ongoing development of critical thinking, problem solving, and decision-making techniques, positive self-esteem and good grooming skills is an essential aspect of the program.

SUPERMARKETING COOPERATIVE EDUCATION **5 credits**

The IEP-driven course is a unique educational strategy that combines on the job working and learning experiences with related classroom instruction in a career field directly related to a student's transition goals and objectives. The fundamental purpose of cooperative education is to provide students with opportunities to learn under real work conditions. The cooperative education component is based on three facet plans. The first phase, the student is primarily in the school building working with a job coach in the mini supermarket exposing and introducing the aspects of operating a small business and employment skills. The second phase consists of introducing the student to travel training and job placement in the workforce (if job sites are available) for one to two days a week with a job coach. The third phase the student is travel trained and placed in the workforce (if job sites are available) for three to five days a week with a job coach until the student masters: the necessary skills to be successful.

ADAPTIVE PE: 9, 10, 11, 12 **5 credits**

Each activity is adapted to meet the needs of each individual student.

Physical Education is a required course necessary for graduation. Each school year, students are scheduled for three marking periods of physical education (3.75 credits) and one marking period of health education (1.25 credits). The ninth grade required program of activities includes: gymnastics speedball/ultimate Frisbee, flag football, volleyball, floor hockey, weight training/dance, track and field, fitness testing, field hockey/softball, and lacrosse. The tenth grade required program of activities includes: soccer, team handball, basketball, CPR, weight training, indoor racket sports, golf, softball/fitness testing, and tennis. Each eleventh and twelfth grade student will select activity packets. Activities within the packets include archery, aerobics, badminton, basketball, bowling, field hockey flag football, floor hockey, games, golf, indoor soccer, jogging, kickball, lacrosse pickleball, power walking, self-defense, slimnastics, softball, team handball, table tennis, tennis, ultimate Frisbee, volleyball, weight training, and yoga. All juniors and seniors will participate in the Presidential Fitness Test.

READING 1 DECODING/ENCODING, FLUENCY AND COMPREHENSION

PREPARATION: CST placement

This course is designed for students that need to strengthen basic reading skills because of difficulties with phonemic awareness, single word decoding, spelling, writing, and literal comprehension. Focus will be in those areas with a structured, sequential approach to each of the skill areas. Students will be exposed to a variety of vocabulary, literature and authors. Students will learn how to answer and write a response to literature. In addition, students will be given guidance and opportunities to navigate the library and online resources to support their academic success. Students will be assessed using decoding and fluency probes and reading comprehension probes.

READING 2

PREPARATION: CST placement

This course is designed for students who are learning to apply higher order comprehension strategies to text, expand creativity and depth to well-written paragraphs and essays and who are learning to apply advanced spelling rules. Students will be exposed to a variety of literature and genres, both fiction and nonfiction. Students will expand on their ability to write a response to literature. Students will be given additional opportunities to navigate the library and online resources to support their academic success. Students will be assessed using reading comprehension probes and through writing.

STUDY SKILLS (East & West) — 5 credits

The main objective in this course is to provide a structured setting in which students can work on organization, academic performance, and self-advocacy. The following topics will be covered this year in the Study Skills course:

1. Understanding the IEP – Explain the purpose of the document to promote self-advocacy
2. Learning Styles
3. Organization Skills – Strategies
4. Time Management Strategies
5. Note-Taking Skills
6. Following Directions
7. Listening Skills and Strategies
8. Memory Devices
9. Test Taking Skills

TRANSITIONAL MATH: — 5 credits

PREPARATION: CST Referral

This course has two purposes: Students will focus on basic math skills in preparation for the college placement exam. The following topics will be reviewed throughout the year: Basic Skills, Pre-Algebra, Algebra and Geometry. Students will also be taught life skills such as budgeting, banking, interviewing and a variety of other real life math skills needed to live and function independently. Students will be challenged with higher level thinking skills and use technology in the classroom. After completing this course, students should be confident when taking the Accuplacer or other college placement exam without a calculator and should be able to apply their practical money skills to real-life situations.

SOCIAL STUDIES

CORE SOCIAL STUDIES COURSES

AFRICAN AMERICAN STUDIES

AFRICAN AMERICAN STUDIES/ICR: 9,10 **2.5 credits**

All CHPS students must take this course as a graduation requirement.

This course will provide an overview of the history of Africans and their descendants across the globe, including but not limited to African civilizations prior to European colonialism, encounters between Africa and Europe, movements of Africans to the Americas and elsewhere, and development of Black communities in and outside Africa. Learners will explore the complex interplay among the political, economic, and cultural forces that shape our understanding of the historic achievements and struggles of African-descended people in the United States and their relation to others around the world. In addition to the curricular materials, students will have the opportunity to select a topic for further exploration and in-depth research. A variety of texts and community resources will be used to provide applicable and real-world examples related to the content.

AP AFRICAN AMERICAN STUDIES 9, 10, 11, 12 **5 credits**

This course may be taken in lieu of African American Studies/ICR to satisfy the graduation requirement.

In this course students will examine the history, politics, culture, and economics of North American people of African descent. This interdisciplinary course reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans. Students will learn about the achievements of the African American community and their role in shaping American society and culture. Using an evidence-based approach, students will understand the challenges and triumphs faced by African Americans in helping to shape American history including its institutions and sociopolitical systems.

WORLD CIVILIZATIONS

WORLD CIVILIZATIONS H: 9 **5 credits**

This course examines the cultural and historical developments in the world since 1400. The thematically oriented course includes the study of the impact of religion and trade on society and government; political, social, and economic revolution; war and genocide; nationalism, communism, and global interdependence in the 21st century. Required readings include primary source documents and literature. This course is designed for students with excellent reading, writing, and oral communication skills.

WORLD CIVILIZATIONS A: 9 **5 credits**

This course examines the cultural and historical developments in the world since 1400. The thematically oriented course includes the study of the impact of religion and trade on society and government; political, social, and economic revolution; war and genocide; nationalism, communism, and global interdependence in the 21st century. Required readings include a variety of primary source documents. This course is designed for students with above average reading, writing, and oral communication skills.

WORLD CIVILIZATIONS A/ICR: 9 **5 credits**

This course examines the cultural and historical developments in the world since 1400. The thematically oriented course includes the study of the impact of religion and trade on society and government; political, social, and economic revolution; war and genocide; nationalism, communism, and global interdependence in the 21st century. Required readings include a variety of primary source documents. This course is designed for students with above average reading, writing, and oral communication skills. This course is co-taught and is available for students with an IEP.

WORLD CIVILIZATIONS CONCEPTS: 9 **5 credits**

The course is a survey of the development of major civilizations within Africa, Asia, Europe, and the Middle East from 1400-present. The curriculum is designed to emphasize the development of various skills. These skills include writing and revision, note-taking, content reading, main idea, technology, oral presentations, map interpretations, vocabulary, organization, cooperative learning, critical thinking and problem solving, and current events. Using a thematic approach, the course will explore various topics concerning diverse peoples of the world including gender and minority issues, economic systems, technological advancements, conflict resolutions, art, literature, music, and religious and philosophical traditions. This course is only available to students with IEPs.

UNITED STATES HISTORY I

AP US HISTORY I: 10 **5 credits**

This class, the first in a two-year sequence, is one of the most challenging courses offered by the Social Studies Department. It provides a study of historical events, concepts, interpretations, and themes within a framework of a US history survey course from colonial times to 1877. It is designed for highly motivated students with excellent proficiency in reading and well-developed analytic writing skills. The rigors of the course include complex primary source readings, AP-styled assessments including multiple choice, free response and document-based questions, and command of a college-level textbook. Students will be asked to respond to sophisticated questions about the past, relate these questions to the present, identify new questions, and pursue individual topics of interest. In addition, these students should be prepared to analyze multiple interpretations of the past and develop new interpretations that respond to the needs of the present. Participants in this course are expected to prepare for and take the AP US History Exam at the end of US History II AP.

US HISTORY I A: 10 **5 credits**

This course allows students to examine historical events, concepts and themes within the framework of a US history survey course from colonial times to 1900. It is designed for students who have above average proficiency in reading, well-developed writing and oral communications skills, and an interest in history. In addition, students will be required to analyze multiple interpretations of American History and explain why these interpretations emerged when they did.

US HISTORY I A/ICR: 10 **5 credits**

This course allows students to examine historical events, concepts and themes within the framework of a US history survey course from colonial times to 1900. It is designed for students who have above average proficiency in reading, well-developed writing and oral communications skills, and an interest in history. In addition, students will be required to analyze multiple interpretations of American History and explain why these interpretations emerged when they did. This course is co-taught and is available for students with an IEP.

US HISTORY I CONCEPTS: 10 **5 credits**

This is a full year survey course in American History from colonial times to 1877. The program emphasizes selected events, people and themes from the American past, but, at the same time, it provides a broad overview of American history. This course is not theoretical in nature; rather it emphasizes practical knowledge and practical skills. It is especially designed for Social Studies students who need concentrated instruction and practice to improve their reading, writing, and oral communications skills in a historical context. This course is only available to students with IEPs.

UNITED STATES HISTORY II

AP US HISTORY II: 11 — 5 credits

PREPARATION: Successful completion of US History I

This course is a continuation of the US HISTORY I AP program, one of the most challenging courses offered by the Social Studies Department. In this course, highly motivated students pursue a rigorous college level survey of historical events, concepts, interpretations, and themes in American History from 1900 to the present. This course is designed for students who are excellent readers, have well-developed skills in research, written and oral communications, an awareness of current events, and a particular interest in American history and government. Students must be willing to participate in a variety of student-centered activities including debates and role-playing exercises. Participants in this course are expected to prepare for and take the AP US History Exam at the end of the year.

US HISTORY II A: 11 — 5 credits

PREPARATION: Successful completion of US History I

In this course, students will continue the survey of American History begun in US History I (studying 20th century to the present day). Following the pattern set in US History I A, students will examine the historical events, concepts, and themes that shaped the Twentieth Century, and discuss and evaluate differing interpretations provided by historians. This course is designed for students who are excellent readers, have well-developed skills in research, written and oral communications, an awareness of current events, and a particular interest in American History and government. Students must be willing to participate in a variety of student-centered activities including debates, role-playing exercises and independently researched presentations and projects.

US HISTORY II A/ICR: 11 — 5 credits

PREPARATION: Successful completion of US History I

In this course, students will continue the survey of American History begun in US History I (studying 20th century to the present day). Following the pattern set in US History I A, students will examine the historical events, concepts, and themes that shaped the Twentieth Century, and discuss and evaluate differing interpretations provided by historians. This course is designed for students who are excellent readers, have well-developed skills in research, written and oral communications, an awareness of current events, and a particular interest in American History and government. Students must be willing to participate in a variety of student-centered activities including debates, role-playing exercises and independently researched presentations and projects. This course is co-taught and is available for students with an IEP.

US HISTORY II CONCEPTS: 11 — 5 credits

PREPARATION: Successful completion of World Civilization Concepts and US History 1 Concepts or CST Placement

This is a full year survey course in American History from 1877 to Present times. The program emphasizes selected events, people and themes from the American past, but, at the same time, it provides a broad overview of American History. This course is not theoretical in nature; rather, it emphasizes practical knowledge and practical skills. It is especially designed for Social Studies students who need concentrated instruction and practice to improve their reading, writing, and oral communications skills in a historical context. This course is only open to students with IEPs.

CORE SOCIAL STUDIES ELECTIVES

AFRICAN AMERICAN HISTORY, ORIGINS TO 1865 H/A: 9, 10, 11, 12 **2.5 credits**

African American Studies to 1865 will trace African American history and culture from West African roots to emancipation. As students study the struggles and triumphs of people of West African descent in the Americas, students will consider their efforts to forge an identity within the American mainstream. Topics will include West African empires, the origins and development of the African slave trade, the evolution of slavery in the United States, and the development of American slave culture with an in-depth examination of the slave community, family, and religion. Students will examine the growth of the free black community, analyze the creation of black political, social, and economic ideologies and institutions, and evaluate the effectiveness of the African American struggle against slavery with an emphasis on slave resistance, the abolitionist movement, and the Civil War. Students will also analyze and discuss historical and literary sources, write analytical and creative papers, and engage in debates and other forms of performance assessments.

AFRICAN AMERICAN HISTORY, 1865 to PRESENT H/A: 9, 10, 11, 12 **2.5 credits**

African American Studies since 1865 will trace African American history, culture, and developments post-Civil War through the 21st century. Students will study the struggles and triumphs of African Americans in the Jim Crow era. Students will study the contributions of African Americans to American civilization in science, the arts, and humanities fields. Within a historical context, students will analyze historical sources and sample the rich literature written by African Americans. They will experience the art and music of African American artists, composers, and musicians. Topics will include reconstruction, segregation, disenfranchisement, migration, and urbanization, the rise of African American protest organizations, Black Nationalism, the Harlem Renaissance, and the modern-day civil rights movement. Students will also analyze and discuss historical and literary sources, write analytical and creative papers, and engage in debates and other forms of performance assessments.

AP ECONOMICS: MICROECONOMICS AND MACROECONOMICS: 11, 12 **5 credits**

The purpose of an AP course in Microeconomics is to give students a thorough understanding of principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The purpose of an AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth and international economics. This course is designed for students who are excellent readers, have well-developed skills in research, written and oral communications, an awareness of current events, and a particular interest in the social sciences.

AP PSYCHOLOGY: 11, 12 **5 credits**

This course is a challenging one-year study of psychology. It is designed for the highly mature and motivated academic student who is interested in a systematic and scientific study of human behavior and mental processes. Students will be exposed to psychological facts, principles and phenomena associated with each of the major subfields of psychology. Topics of study include the biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, development, personality, abnormal behavior and its treatment, and social psychology. In addition, students will learn about practice and critically evaluate research methods used by psychologists. The expression and preparation for the recommended Advanced Placement examination in Psychology will be emphasized.

PSYCHOLOGY A: 11, 12 **5 credits**

This advanced level course is designed for the college-bound student who is interested in studying psychology. Topics under study include motivation and emotions, sensation and perception, learning, states of consciousness, personality development, and abnormal behavior. Students will also learn about and practice experiments, surveys, and case studies as they are used by psychologists to understand human behavior and mental processes. Students are expected to have advanced reading and writing skills and a willingness to participate in classroom demonstrations, suggestions, role-playing simulations, and to perform outside reading and research. This course prepares the student for college psychology as well as addressing issues relevant to one's personal life experiences and future careers.

AP EUROPEAN HISTORY: 10, 11, 12 **5 credits**

AP European History is designed for the highly motivated student who is interested in pursuing an intensive overview of the people, places, and events encompassing European history from 1350 to the present and offers the opportunity to receive dual credit hours through Camden County College. The course is taught at the college level. It deals with events, interpretations, and themes in the context of Europe and traces the global impact of these events. The students will be required to respond to complex questions of the past, identify new questions, and pursue individual topics of interest. The students will also be asked to read various historical interpretations of the past as well as primary and secondary sources written at various times and in various European countries. They should be willing to participate in a variety of student-centered activities and take the advanced placement examination in May.

AP WORLD HISTORY- MODERN: 10, 11, 12 **5 credits**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that along with geography, set the human stage beginning in 1200 CE Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from this point to the present. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

AP UNITED STATES GOVERNMENT & POLITICS: 11, 12 **5 credits**

The AP course in U.S. Government will give students an analytical perspective on government in the United States. This course includes both the study of general concepts used to interpret U.S. government and the analysis of specific examples. It requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government. The students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. This course is designed for students with excellent reading comprehension, analytical writing, and oral communication skills.

PHILOSOPHY 1: ETHICS & the ART OF THINKING: 9, 10, 11, 12 **2.5 credits**

Who determines what behaviors and practices are considered ethical? How do individuals and cultural groups with varying ethical perspectives co-exist and support one another in their freedoms and outlooks? "Philosophers contribute to public discussions… not by telling you what to think but by providing an assortment of concepts and theories you can use to decide what to think for yourself." (Kwame Anthony Appiah) The goal of this course is to provide students with a foundation in ethical decision making and moral reasoning. Students will learn the philosophical roots of ethical thought, a variety of ethical perspectives from around the world, and a framework for moral reasoning. Through the examination and analysis of hypothetical, real-world, and personal dilemmas, students will work to find solutions that are grounded in sophisticated moral reasoning and to make choices that will benefit their long-term goals and improve their relationships and communities.

UNITED STATES HISTORY 1945 TO PRESENT: 10, 11, 12 **2.5 credits**

The purpose of this course is to focus on the major political, social, cultural, and economic events, which have shaped the nation since the conclusion of World War II. It is an area of American history filled with monumental issues, which impacted on the American people at the apex of their power in the "American Century." This elective is charged with a built-in motivation that it studies a time most recent to the student. Strong analytical skills and the motivation to be critical are necessary for the course.

WOMEN'S HISTORY in the US from the 16TH CENTURY to the PRESENT: 10, 11, 12 **2.5 credits**

In this course, students will study the diverse experiences of the women who have played a pivotal role in the development of a modern United States. In combining a variety of research methods students will explore the intersection of gender, class, and ethnicity in shaping the experiences of women over the last 5 centuries in the United States. Additionally, students will participate in a collaborative project that seeks to compare and contrast the lives and roles of American women throughout periods of United States history and they will construct an argument for how these women overcame the different political, social, and economic roles of their times.

UNIQUE ELECTIVES AT EAST

AMERICAN LAW: THEORY AND PRACTICE A: 10, 11, 12 **2.5 credits**

This course was first designed for students who were leaning towards a career in the legal field, but it now offers much more to a wide variety of students. It provides practical information and problem-solving opportunities that may develop knowledge and skills needed to survive in our law-based society. Every purchase, lease, contract, marriage and divorce, and every crime places the citizen face to face with the law. This course will help students understand their legal rights and responsibilities and will provide experience with everyday legal problems and the ability to deal with such situations. Active student involvement is the key to the course, and case studies, role playing problems, mock trials, and other activities provide an assortment of materials and approaches that will appeal to a variety of students.

UNIQUE ELECTIVES AT WEST

THE AMERICAN LEGAL SYSTEM: CRIMES, COURTS, AND TORTS: 10, 11, 12 **2.5 credits**

The foremost goal of the American early leaders was to create a government of laws not of men. The American Legal System introduces students to the national and local laws and legal institutions that will affect every aspect of their lives as Americans. Designed for the active participant, the course requires students to role play and participate in mock trials. Each student must learn to "think like a lawyer." Faced with hypothetical scenarios in constitutional, tort, and criminal law, students must identify legal issues and advocate the position of their clients. The Art of Trial Advocacy will be the focus of the culminating project. Students will learn the strategies for delivering an opening statement, questioning witnesses during direct and cross-examination, introducing physical evidence, and delivering a closing argument while prosecuting or defending a hypothetical murder case. Strong analytical skills and the motivation to be critical are necessary for the course.

POLITICS OF HATRED: RACISM IN AMERICA: 10, 11, 12 **2.5 credits**

This course is a semester long study of intolerance and discrimination in the United States. Students will examine the persistence of racial, religious, and ethnic prejudices that exist in society today. This course is designed to stimulate and motivate students to work actively to improve intergroup relationships in American society. Students should come away from this course with the understanding, ability, and commitment to help improve intergroup understanding. Some of the strategies used in this course will include research projects, related media, roleplaying, mock trials, and other simulations. This course recognizes the diversity of the students who may select it. While many may continue their education at a college level, some may not. This program addresses the needs of both groups by emphasizing the academic skills and the practical and problem-solving opportunities necessary to enter college or the workplace.

CAREER OPPORTUNITIES IN SOCIAL STUDIES

Social Studies electives in history, economics, psychology, and humanities provide a broad understanding of the development of human societies. They prepare students for careers in a global society by explaining how the past has shaped current political and economic systems and conflicts. By teaching the research methods of the social sciences, they prepare students for advanced study and research in history, economics and business, and psychology. All elective courses in the social sciences and humanities emphasize communication skills, including writing and public speaking. Most importantly, they teach critical thinking and decision making.

TECHNOLOGY EDUCATION

CORE ELECTIVES

DESIGN/BUILD 1: 9, 10, 11, 12 **5 credits**

Design/Build 1 is project-based, design-based course that focuses on the realm of design—requiring the thought and application of art, science, and technology. An emphasis is placed on developing spatial and visualization skills, as well as prototyping and building skills. Students who have an interest in architecture, construction trades, interior design, industrial design, engineering, environmental science, agriculture, resource management, or who simply like to work with the hands and mind should consider taking this course. Students will gain an understanding of the relationships between what we build and its impact upon the natural world and human communities. Because design is inherently trans-disciplinary this course integrates mathematics, art, natural science, and social science.

DESIGN/BUILD 2: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of Design/Build 1

Design/Build 2 is a continuation of Design/Build 1. Design of the environment forms and the basis of understanding human habitation and its impact on the natural world. Students learn the fundamentals of building systems and gain an understanding of structural systems, enclosure systems, and mechanical and environmental systems. Emphasis is placed on passive, regenerative and zero impact systems. Additionally, students will design buildings in the context of a site and a cultural setting. Computer Aided Design (CAD) techniques as well as conventional design and model-building techniques are used to investigate design solutions and communicate design intent. Building and prototyping are used to implement design ideas into tangible forms.

DESIGN/BUILD 3: 11, 12 **5 credits**

PREPARATION: Successful completion of Design/Build 2

Design/Build 3 is a continuation of Design/Build 2. Students gain an in-depth understanding of building materials, building construction, building efficiency and performance through building modeling, prototyping, and simulation. Techniques in Building Information Modeling (BIM) are utilized to assess building materials and methods, and life cycle impacts. Energy modeling, passive solar modeling, life cycle analysis are used to optimize building design and minimize, reduce or eliminate ecological impacts. As in Design/Build 2, Building and prototyping are used to implement design ideas into tangible forms.

APEX TECHNOLOGY ELECTIVES **2.5 credits**

APEX has acquired a bank of ½ year electives in technology. These electives are in coding, design, and animation. They give students the opportunity to go beyond being users of technology to become creators themselves. The creative, technical, problem solving and critical thinking skills they develop are applicable to any career, in technology and beyond. Students will complete projects such as developing an IOS or designing a fashion collection. While doing so they gain experience with the industry standards, and tools used by professionals in these fields. Each course is designed with expert support. Students have online support for each course to ensure their success with project completion and coursework. **The course work must be completed within the designated established timeframe. If the coursework is not completed, credit will not be awarded.**

- 3D Game Development
- Mod Design
- Adventure Maps
- Server Design
- App Design

3D Animation
3D Character Animation
3D Game Design
3D Printing & Modeling
Fashion Design

VISUAL AND PERFORMING ARTS

ART

The Fine Arts Department offers a variety of courses to suit all students' interests and abilities. All students can achieve success as they explore the arts through a variety of introductory courses that are one or two semesters in length. Interested students can continue their studies through intermediate courses, and serious art students can explore materials in depth through advanced courses as they gain skills and experiences essential to fulfill their individual college/career goals. Courses taken in the Fine Arts Department meet the New Jersey Student Learning Standards.

CORE ELECTIVES

FINE ART 1: 9, 10, 11, 12 **2.5 or 5 credits**

This one semester, 2.5-credit course or full year, 5-credit course provides the beginning art student with the opportunity to experience and understand basic art concepts. Drawing, painting, and other related art forms are generated through the development of art ideas and a variety of approaches to design and composition with art media through a multitude of techniques.

FINE ART 2: 10, 11, 12 **5 credits**

This full year course provides the student with an opportunity to further develop the skills for creating drawing, painting, and other related art forms studied in Fine Art 1. Advanced works will result from research relating to subjects in art and a variety of approaches to design. The analysis of historical and contemporary artists' ideas and styles will support experimentation in form and expression. A multitude of art techniques will be presented to permit the individual art student to strive toward personal exploration and creativity. This course may be taken for a total of three years.

FINE ART 3: 11, 12 **5 credits**

This full year course provides the student with an opportunity to further develop the skills for creating drawing, painting, and other related art forms studied in Fine Art 2. Advanced works will result from research relating to subjects in art and a variety of approaches to design. The analysis of historical and contemporary artists' ideas and styles will support experimentation in form and expression. A multitude of art techniques will be presented to permit the individual art student to strive toward personal exploration and creativity. This course may be taken for a total of three years.

THREE-DIMENSIONAL ART: 9, 10, 11, 12 **2.5 or 5 credits**

This half or full-year 2.5 or 5-credit course provides the student with the opportunity to study and create art with a concentration on sculpture, ceramics, pottery, and other 3-D media. Material and techniques used by historical and contemporary artists and artisans from a variety of world cultures are introduced to the student for the purpose of exemplifying the subjects and significance of such art forms as they relate to course projects.

INTERMEDIATE THREE-DIMENSIONAL ART: 9, 10, 11, 12 **2.5 or 5 credits**
PREPARATION: Successful completion of Three-Dimensional Art
This half or full-year course provides the student with the opportunity to study and build upon the techniques introduced in the Three-Dimensional Art course. This class will get a more in depth look into clay and various 3D art media as well as researching cultures that use ceramics as an art form. This course will offer a steppingstone into advanced 3D art.

ADVANCED THREE-DIMENSIONAL ART: 10, 11, 12 **2.5 or 5 credits**
PREPARATION: Successful completion of Intermediate Art
This half or full-year course provides the student with the opportunity to study and create advanced ceramic, craft, and sculptural forms. Advanced and refined techniques with a variety of materials permit the student to create unique art forms in these areas of three-dimensional design. The student may concentrate on one or more projects in any or all areas. This advanced course may be selected by the student for a maximum of three years.

INTRODUCTION TO PHOTOGRAPHY:
9, 10, 11, 12 (West); 11, 12 (East) **2.5 credits**
This one-semester, 2.5-credit course provides the student with the opportunity to develop visual sensitivity to items and events to be photographed through the study of photographs and photographic processes. The student will learn about the mechanics of equipment and photographic processing of film and prints by using a 35mm camera in a traditional photo studio and darkroom setting. Activities will consist of taking photographs outside of school with the students' or schools' camera. Students will learn the scientific fundamentals of photography and creating graphic art forms and display methods.

INTERMEDIATE PHOTOGRAPHY: 9, 10, 11, 12 (West);11, 12 (East) **2.5 credits**
PREPARATION: Successful completion of Introductory Photography
This one-semester, 2.5 -credit course provides the student with the opportunity to further develop skills and techniques with photographic equipment and expand experiences from the previous course. This course permits the applications of developed techniques to produce unique photographic art forms. In addition to the traditional processing of 35mm images, digital photography equipment and techniques will be introduced.

ADVANCED PHOTOGRAPHY: 12 (East); 10,11,12 (West) **5 or 10 credits**
PREPARATION: Successful completion of Intermediate Photography
This full-year, 5-credit course is designed to provide the student with skills and techniques needed to study and produce advanced photographic art. It presents content relating to advanced photography and photojournalism to the experienced photographer as a means of completely rounding his/her education in photographic arts at the high school level. Advanced techniques and processes including different types of paper will be studied. It thoroughly prepares the student for future study in the field. At West, this course may be taken for a total of three years.

AP ART HISTORY: 11, 12 **5 credits**

Advanced Placement History of Art is designed to provide secondary school students with a program similar to an introductory college level course in Art History: An appreciation of architecture, sculpture, painting and other art forms within historical and cultural context. No prior exposure to Art History is required. Students who have done well in history, literature or any studio art forms are encouraged to enroll. This class counts in weighted class rank.

AP ART AND DESIGN TWO DIMENSIONAL: 11, 12 **5 credits**

AP Art and Design Two Dimensional is a full-year course where highly motivated students pursue college-level work in the visual and applied arts. Students are required to develop a concentrated art portfolio, which may be eligible for college credits. The emphasis of the portfolio will focus on a sense of excellence in art, an in-depth commitment to artistic forms, and a variety of diverse media to meet the required standards of the AP program. This course may be taken for two years. This class counts in weighted class rank.

ART WORKSHOP: TWO DIMENSIONAL: 9, 10, 11, 12 **2.5 credits**

This one semester, two- and one-half credit course will provide any student with a general survey of art and an opportunity to experience and experiment with basic two-dimensional art concepts. Creative activities may consist of painting, drawing, collage, printmaking, or photography. Fundamentals of art will be presented through a variety of techniques and introduce students to the types of art activities encountered in depth in the full year art courses.

ART WORKSHOP: THREE DIMENSIONAL: 9, 10, 11, 12 **2.5 credits**

This one semester, two- and one-half credit course will provide any student with a general survey of art and an opportunity to experience and experiment with basic three-dimensional art concepts. Creative activities may consist of ceramics, textiles, crafts, collage, or sculpture. Fundamentals of art will be presented through a variety of techniques and introduce students to the types of art activities encountered in depth in the full year art courses.

UNIQUE ELECTIVE AT EAST

COMMERCIAL ART 1: 9, 10, 11, 12 **2.5 or 5 credits**

This one-semester, 2 ½ credit course or full-year, 5 credit course, provides the student with the opportunity to develop artistic skills and understanding, which permit the creation of sophisticated and expressive graphic illustrations. The students will explore jewelry making, promotional design concepts, printmaking skills, computer generated design layouts, cartoon illustration, collage and artistic styles to illustrate a logo or message. Students will discover the traditional and modern techniques of creating commercial art.

COMMERCIAL ART 2: 10, 11, 12 **5 or 10 credits**

PREPARATION: Successful completion of Fine Art 2

This full-year, single or double period, 5- or 10-credit course provides the student with opportunities to gain further experience by studying examples of commercial art or by illustrating and originating techniques suitable to develop graphic images which can be produced through a variety of printing and color media. The student is guided through the selection of subject matter of personal significance. Illustrations relating to selected themes are planned and created in several forms, styles, and print media. Consultations with the instructor permit the selection of an illustration(s) which will provide the best visual effect if reproduced as a print from silk screen or calligraphy. This course may be taken for a total of three years.

UNIQUE ELECTIVES AT WEST

UNIFIED ART: 9, 10, 11, 12 **5 credits**

Unified Art will explore a variety of art mediums at a pace that accommodates all learning abilities. Students will create 2-dimensional and 3-dimensional works of art. This class is open to students of all ability levels who will create individual artwork, as well as some group work. Using creativity to engage students with and without disabilities can help form special bonds and relationships for all students. Students will be introduced to 2-dimensional (drawing, painting, printmaking, photography) and 3-dimensional (clay, other materials) art during this 1 semester course. Students can also take 2 semesters for 5 credits. The class will offer opportunities to all students who are interested in studying education, museum studies, nursing and other fields that involve working with all different types of people. This course can pair with the partnership from the University of the Arts that focuses on inclusion of all learning abilities through art.

DRAMA/THEATER

CORE ELECTIVES

LIVING THEATER: 9, 10, 11, 12 **5 credits**

This is the recommended first course for all students interested in any aspect of theater

This course serves as an introduction to all phases of theater. As a general survey course, it exposes the student to dramatic literature, theatrical terminology, and basic acting terminology-. Students will study improvisation and character development. Technical theater is also introduced as students study construction of scenery, lighting, costume, and other design techniques. Throughout the course the students will engage in activities which will broaden their creativity and will have opportunities to exercise self-expression.

ACTORS STUDIO I: 10, 11, 12 **2.5 credits**

PREPARATION: It is recommended that student has taken Living Theatre

Actors Studio I is a course in drama which is divided into two areas of study: the practical and the theoretical. The practical phase involves training in the fundamentals of voice production, the effect of costumes on body movement, and a variety of acting techniques. The theoretical area includes a study of character analysis and interpretation and fundamentals of dramatic criticism.

ACTORS STUDIO II: EAST 11, 12; WEST 10, 11, 12 **2.5 credits**

PREPARATION: Successful completion of Actors Studio I and Living Theatre

Actors Studio II includes a unit in Stage Management which prepares the student for the organizational aspects of production. It is primarily a course designed for the student who is a more serious actor and anticipates auditioning for a college theater program or expects to pursue acting beyond high school. This course offers intensive exercises in characterization, concentration, dialects, imagination, and emotional recall. A close examination of Stanislavsky's "method acting" prepares the student for practical application of the art of acting through the performance of a full-length play as the culminating activity of the course.

PLAY PRODUCTION: 9, 10, 11, 12 **2.5 credits**

Play Production is a drama course examining the technical aspects of theater. The areas to be studied include scenery production, stage makeup, stage lighting, costuming, properties, and sound. The course will include discussion of the production of a play from auditions through performance as well as the various areas of production management.

PLAY DIRECTING: 11, 12 **2.5 credits**

PREPARATION: Successful completion of Actors Studio I and II and Living Theatre

In this course, students will gain insight into the purpose of a director and develop those skills which will enable them to direct a play artistically, create a concept for visual effect, establish an inner rhythm for performance, instruct actors, and fuse all contributing production elements into one harmonious whole. The students will direct scene projects and have the opportunity to apply to direct the all-school one-act plays.

MUSIC

Instrumental Ensembles	Choir Ensembles	Music Theory
Freshman Wind Ensemble**	Vocal Workshop	Music Theory I
Symphonic Band	Concert Choir	AP Music Theory
Wind Ensemble	Chansons	
Orchestra	East -West Singers	

**** Unique elective at East**

CORE ELECTIVES

INSTRUMENTAL

EAST ORCHESTRA: 9, 10, 11, 12 **5 credits**

Orchestra is for those students who play violin, viola, cello, or bass. These students will perform at concerts and will have a small group lesson on the rotating music schedule. The Orchestra wind and percussion players are members of the Wind Ensemble and rehearse separately during the Wind Ensemble period. It is, therefore, necessary for the full symphonic orchestra (strings, winds, percussion) to rehearse after school or in the evenings prior to a performance. Students will perform in concerts in and out of school. Grading is based on participation, lessons, testing, and rehearsal and concert attendance.

WEST ORCHESTRA: 9, 10, 11, 12 **5 credits**

West Orchestra is open to any student in grades 9-12 who plays a string instrument (violin, viola, cello, string bass). **NO AUDITION IS REQUIRED TO PARTICIPATE IN THIS CLASS!**

EAST WIND ENSEMBLE: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of audition

These outstanding instrumentalists are chosen by audition to study and perform music literature that is scored for the wind ensemble idiom. The instrumentation is identical to that of a symphonic band, except that frequently there is only one player on the part. Students in this organization perform at assembly programs, concerts, recitals, and state festivals. A weekly small class ensemble is provided for students on a rotating schedule. Students will perform in concerts in and out of school. Grading is based on participation, lessons, testing and rehearsal and concert attendance.

WEST WIND ENSEMBLE: 9, 10, 11, 12 **5 credits**

PREPARATION: Successful completion of an audition for students in grades 9-12

Incoming freshmen can audition based on a recommendation from their middle school band director. If the student does not successfully complete the audition, they may still take the Symphonic Band class.

EAST SYMPHONIC BAND: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of audition

Auditions for Symphonic Band are held annually. Students in this organization perform at assembly programs, concerts and recitals. A weekly small class ensemble is provided for students on the rotating music lesson schedule.

WEST SYMPHONIC BAND: 9, 10, 11, 12 **5 credits**

The Symphonic Band at West is open to any interested student in grades 9-12 that has previous experience on a musical instrument (excluding guitar and piano). NO AUDITION IS REQUIRED TO PARTICIPATE IN THIS CLASS! West Marching Band, Jazz Ensemble (audition required), Pit Orchestra (director recommendation), Wire Choir and Small Ensembles are co-curricular activities that meet after the regular school day.

VOCAL

VOCAL WORKSHOP: 9, 10, 11, 12 (Full year course) **5 credits**

No audition is required to participate in this class.

Vocal Workshop is for men and women who enjoy singing for social as well as aesthetic reasons. A balanced variety of vocal repertoire is experienced, stressing vocal, choral and sight-reading techniques. Students will develop the knowledge and skills that strengthen their aesthetic musical awareness. They will develop the ability to evaluate and demonstrate an appreciation for music as an art form, and music related careers. Students will develop an understanding of the potential for music in interdisciplinary relationship with all curricula. The students will receive a sectional lesson on the rotating music schedule. Vocal Workshop will perform at concerts in and outside of school. There will be at least one after school rehearsal prior to the major concerts. Grading is based on class participation, lessons, written work, vocal testing and rehearsal and concert attendance.

CHANSONS: 10, 11, 12 (Full year course) **5 credits**

PREPARATION: Successful completion of Audition and one-year high school choral experience

Chansons is a balanced group of mature soprano and alto voices. Octavos and major forms of the choral tradition for treble voices are studied, stressing vocal, choral and sight-reading techniques. Students will develop the knowledge and skills that strengthen their aesthetic musical awareness. They will develop the ability to evaluate and demonstrate an appreciation for music as an art form, and music related careers. Students will develop an understanding of the potential for music in interdisciplinary relationship with all curricula. The students will receive a sectional lesson on the rotating music schedule. Chansons will perform at concerts in and outside of school. There will be at least one after school rehearsal prior to the major concerts. Grading is based on class participation, lessons, written work, vocal testing and rehearsal and concert attendance.

CONCERT CHOIR: 10, 11, 12 (Full year course) **5 credits**

PREPARATION: Successful completion of Audition and one-year high school choral experience

Concert Choir is a balanced group of men and women with developed voices. Octavos and major forms of the choral tradition are studied, stressing vocal, choral and sight-reading techniques. Students will develop the knowledge and skills that strengthen their aesthetic musical awareness. They will develop the ability to evaluate and demonstrate an appreciation for music as an art form and music related careers. Students will develop an understanding of the potential for music in interdisciplinary relationship with all curricula. The students will receive a sectional lesson on the rotating music schedule. Concert Choir will perform at concerts in and outside of school. There will be at least one after school rehearsal prior to the major concerts. Grading is based on class participation, lessons, written work, vocal testing and rehearsal and concert attendance.

EAST/WEST SINGERS: 10, 11, 12 (Full year course) **5 credits**

PREPARATION: Successful completion of Audition and one-year high school choral experience

Singers is a balanced group of men and women with the most highly developed voices. Octavos and major forms of the choral tradition are studied, stressing vocal, choral and sight-reading techniques. Students will develop the knowledge and skills that strengthen their aesthetic musical awareness. They will develop the ability to evaluate and demonstrate an appreciation for music as an art form and music related careers. Students will develop an understanding of the potential for music in interdisciplinary relationship with all curricula. The students will receive a sectional lesson on the rotating music schedule. Singers will perform at concerts in and outside of school. There will be at least one after school rehearsal prior to the major concerts. Grading is based on class participation, lessons, written work, vocal testing and rehearsal and concert attendance.

CORE ELECTIVES

THEORY AND PRACTICE

AP MUSIC THEORY: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of Music Theory I

The goal of AP Music Theory is to instill mastery of the basic elements of music and progress to creative tasks in composition, orchestration, harmonic analysis, and twentieth century compositional styles and techniques. AP students are encouraged to participate in the AP Music theory test. This class counts in weighted class rank.

MUSIC THEORY: 9, 10, 11, 12 **5 credits**

PREPARATION: Should be able to read pitches and rhythms in treble or bass clefs

In this course, the student explores the basic elements of music theory and harmony. The student's ability to hear and interpret pitch and rhythm is improved through music dictation and solfeggio (sight singing). It is a helpful course for those students interested in becoming better performers and an essential course for those intending post high school musical study.

UNIQUE ELECTIVE AT EAST

FRESHMAN WIND ENSEMBLE: 9 **5 credits**

PREPARATION: Ability to play a wind instrument at the high school level

This ensemble is for the freshman student who plays a *wind, brass, or percussion* instrument, Freshman Wind Ensemble at East offers an opportunity to perform with others to improve musically, to explore new styles of music, and to express oneself creatively. The wind ensemble rehearses daily as a class, and there is a weekly small group rotating music lesson lab. Students will perform in concerts in and out of school. Grading is based on participation, lessons, testing and rehearsal and concert attendance. *There is no audition requirement for this ensemble.*

CAREER OPPORTUNITIES IN FINE AND PERFORMING ARTS

The primary objectives of the music curriculum are to develop musical proficiency, to foster self-expression through group activity, to encourage public performance, to acquire knowledge of careers in music, and to develop a lifelong appreciation of music.

WORLD LANGUAGE

CORE FRENCH ELECTIVES

FRENCH 1 A / H: 9, 10, 11, 12 **5 credits**

French 1 is the first course in a multi-year sequence. Designed for students who are beginning their study of French, students will learn to use the language meaningfully and begin to develop the facility to communicate in the French-speaking world. Students are introduced to the basic speech and pronunciation patterns through intensified practice in listening and speaking. Reading and writing are introduced as an extension of listening and speaking to facilitate multiple forms of communication. Activities are designed to allow students to use the language to their fullest potential.

FRENCH 2 A / H: 9, 10, 11, 12 **5 credits**

PREPARATION: Successful completion of middle school sequence or French 1

French 2 is the second course in the multi-year sequence. Designed for students who are continuing their study of French, this course involves an extension of all the principles taught in the first level of French. An understanding and facility in using the language, an emphasis on the refinement of basic reading skills, continual development of writing skills, and a continued study of the important aspects of French life and culture are emphasized. Activities provide for a continued effort in the development of the students' ability to express ideas in French and to think in the target language.

FRENCH 3 A / H: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of French 2

This course offers extensive oral practice in the language through class conversation, question and answer sessions, role playing and improvisational situations. Grammatical concepts are reviewed, and more complex structures are introduced. Readings will include excerpts from French literature as well as current magazine and newspaper articles. Writing skills will be stressed through regular composition work. The class will be conducted in French, bien entendu!

FRENCH 4 A / H: 11, 12 **5 credits**

PREPARATION: Successful completion of French 3 H or 3 A with teacher recommendation

Students who have attained this level of proficiency will now be able to express themselves more accurately in French. Class discussions are based on articles from French newspapers and magazines, on short stories by leading French authors, and on works dealing with various aspects of French and Francophone life. In addition, there are several movies shown and studied for cultural content that will alternate on an A and B cycle. In addition, there are several movies shown and studied for cultural content. These alternate on an A and B cycle. Active participation is encouraged through individual reports and class presentations. Composition work stresses style in the expression of personal ideas. The class will be conducted in French.

AP FRENCH LANGUAGE & CULTURE: 12 **5 credits**

PREPARATION: Successful completion of French 4H

In AP French, emphasis will be on: (1) reinforcement of the students' ability to communicate and express ideas, feelings, and emotions, both in reading and in writing: (2) reading and interpreting representative works of French and Francophone writers while gaining an understanding of selected literary movements and their cultural significance: (3) study of selected aspects of the arts and (4) contemporary social values as seen through the media. Students are expected to take the Advanced Placement exam in French language. The class will be conducted in French.

FRENCH 5 A: 12 **5 credits**

PREPARATION: Successful completion of French 4 A

French 5 A focuses on reinforcing the student's ability to communicate and express their ideas, feelings, and opinions, both orally and in writing. Oral reports on literary and cultural topics as well as personal experiences will be presented. Readings will include essays, short stories, plays and poetry, with writing and speaking activities generated from the readings. A review and expansion of major grammatical elements will form another segment of the course. The class will be conducted in French.

CORE SPANISH ELECTIVES

SPANISH 1 A / H: 9, 10, 11, 12 **5 credits**

Spanish 1 is the first course in a multi-year sequence. Designed for students who are new to the study of Spanish, students will learn to use the language meaningfully and begin to develop the facility to communicate in the Spanish-speaking world. Students are introduced to the basic speech and pronunciation patterns through intensified practice in listening and speaking. Activities are designed to allow students to use the language to their fullest potential in a culturally appropriate fashion.

SPANISH 2 A / H: 9, 10, 11, 12 **5 credits**

PREPARATION: Completion of middle school sequence or Spanish 1

Spanish 2 is the second course in a multi-year sequence. Designed for students who are continuing their study of Spanish, this course involves an extension of all the principles taught in the first level of Spanish. An understanding and facility in using the
language, an emphasis on the refinement of basic reading skills, a continual development of writing skills, and a continued study of the important aspects of Hispanic life and culture are emphasized. Activities provide for a continued effort in the development of the students' ability to express ideas in Spanish and to think in the target language.

SPANISH 3 A / H: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of Spanish 2H or 2A with teacher recommendation

This course offers extensive oral practice in the language through class conversations, question and answer sessions, and group work. Grammatical concepts are reviewed, and more complex grammatical structures are introduced. Readings include excerpts from Hispanic literature as well as current magazine articles featuring aspects of daily life in the Hispanic world. Writing skills are stressed through composition work. The class is conducted in Spanish.

SPANISH 4 A / H: 11, 12 **5 credits**

PREPARATION: Successful completion of Spanish 3 H or 3A with teacher recommendation

In this fourth-year Spanish course, special attention is given to the synthesis and connection of all the content and skills acquired in the first three years of language study. Based on a learner-centered curriculum, students will work on projects which are interesting and relevant to them, so that they can use Spanish to communicate with native speakers, both orally and in writing. The class is conducted in Spanish.

AP SPANISH LANGUAGE & CULTURE: 12 **5 credits**

PREPARATION: Successful completion of Spanish 4H with teacher recommendation

The content of this course is largely determined by the Advanced Placement Spanish Language Course description, published each year by the College Board. The fifth-year student will gain greater competence in Spanish in this intensive, rigorous college level curriculum by: (1) discussing literary and cultural topics, current events, and personal experiences with a high degree of structural accuracy and fluency; (2) reading selected newspaper and magazine articles, literary prose and poetry; (3) writing expository compositions expressing ideas, feelings, and opinions with a high degree of structural accuracy. The language and literature are studied as an expression of the fundamental values of Hispanic cultures. Students are expected

to take the Advanced Placement exam in Spanish language. The class will be conducted entirely in Spanish.

SPANISH 5 A: 12 **5 credits**

PREPARATION: Successful completion of Spanish 4 A

This course has a conversational emphasis. Students will form groups to study subjects of interest to them. Topics may include academic subjects (biology, sociology, environmental studies, etc.) or career-oriented topics such as law, medicine, business, or information technology. Using student-driven thematic units, students will learn to speak and write appropriately in selected situations. The class is conducted in Spanish.

SPANISH FOR HERITAGE SPEAKERS INTERMEDIATE
LEVEL 1 A / H: 9, 10, 11, 12 **5 credits**

PREPARATION: Teacher recommendation

Spanish for Heritage Speakers is designed to develop oral, aural, reading, and written language skills at a very challenging level in a language in which a student has already demonstrated proficiency. One of the goals of the course is to prepare the student in Spanish in academic and professional settings. The cultural knowledge of the students will serve as the base to expand their understanding of the various Spanish-speaking cultures. Analysis of authentic Spanish literature will be a major component of the course.

SPANISH FOR HERITAGE SPEAKERS INTERMEDIATE
LEVEL 2 A / H: 9, 10, 11, 12 **5 credits**

PREPARATION: Successful completion of a Spanish for Heritage Speakers course or teacher recommendation

Spanish for Heritage Speakers 2 continues the development of oral, aural, reading, and written skills at a very challenging level begun in the previous course. The development of a more formal usage of the language is emphasized. The student will analyze literary and cultural topics, current events, and personal experiences at a more sophisticated level. The reading and analysis of authentic literature will continue to be a major component of the course. This will be a learner-centered curriculum in which students will have the opportunity to design their own thematic units.

SPANISH FOR HERITAGE SPEAKERS INTERMEDIATE
LEVEL 3 A / H: 9, 10, 11, 12 **5 credits**

PREPARATION: Successful completion of a Spanish for Heritage Speakers course or teacher recommendation

Spanish for Heritage Speakers 3 continues the development of oral, aural, reading, and written skills at a very challenging level begun in the previous course. The development of more formal usage of the language is emphasized. The student will analyze literary and cultural topics, current events, and personal experiences at a more sophisticated level. The reading and analysis of authentic literature will continue to be a major component of the course. This will be a learner-centered curriculum in which students will have the opportunity to design their own thematic units.

CORE LATIN ELECTIVES

LATIN 1 A / H: 9, 10, 11, 12 **5 credits**

Latin 1 A / H is the first-year course in a multi-year sequence. Designed for students who want to explore ancient Greco-Roman culture and development of language skills, this introductory course exposes students to the goals established by the National Standards. 1) Reading as a primary tool of communication, which is enhanced by oral skills such as recitation and by writing. 2) Developing an awareness of other people's world view as well as learning about contributions of other cultures to the world at large and the solutions they offer to common problems. 3) Understanding contemporary culture by making connections and comparing the ancient culture with their own. 4) Developing strategies for encountering new language learning situations and other cultures.

LATIN 2 A / H: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of Latin I A/H or teacher recommendation

Latin 2 is the second course in a multi-year sequence. Designed for students who want to continue their exploration of ancient Greco-Roman culture and further develop language skills, this course expands on the goals established by the National Standards. 1) Reading and analysis of texts as a primary tool of communication that is enhanced by oral skills such as recitation and by writing. 2) Developing an awareness of other people's world views as well as learn about contributions of other cultures to the world at large and the solutions they offer to common problems of humankind. 3) Understanding contemporary culture by making connections and comparing the ancient culture with their own. 4) Expanding strategies for encountering new language learning situations and other cultures.

LATIN 3 A / H: 11, 12 **5 credits**

PREPARATION: Successful completion of Latin 2 H or teacher recommendation

Students study a variety of genres and authors. This third-year course introduces students to a well-rounded experience with classical literature with emphasis on Vergil, Catullus, Ovid, Horace, et al.

LATIN 3A/4A: 11, 12 **5 credits**

PREPARATION: Successful completion of Latin 2 and/or Latin 3 or teacher recommendation

Students study a variety of genres and authors. The third year and fourth-year courses introduce students to a well-rounded experience with classical literature with emphasis on Vergil, Catullus, Ovid, Horace, etal.

LATIN 3H/AP: 12 **5 credits**

PREPARATION: Successful completion of Latin 2H or teacher recommendation

Students study a variety of genres and authors. This course completes a student's well-rounded experience with classical literature with emphasis on Vergil, Catullus Ovid, Horace, et al. The primary difference between this and its A-level alternative is that here students are held to a much higher level of expectations sufficient to prepare them for AP testing at the end of this year of study. It is strongly recommended that students make challenging preparations for the rigors of AP Latin.

AP LATIN: 12 **5 credits**

PREPARATION: Successful completion of Latin 3 H or teacher recommendation

Students study a variety of genres and authors. This fourth-year course completes a student's well-rounded experience with classical literature with emphasis on Vergil, Catullus, Ovid, Horace, et al. The primary difference between this and its A-level alternative is that here students are held to a much higher level of expectations sufficient to prepare them for AP testing at the end of this year of study. It is strongly recommended that students make challenging preparations for the rigors of AP Latin.

LATIN 4 A: 12 **5 credits**

PREPARATION: Successful completion of Latin 3 A or teacher recommendation

Students study a variety of genres and authors. The fourth-year course completes a student's well-rounded experience with classical literature with emphasis on Vergil, Catullus, Ovid, Horace, et al.

UNIQUE CHINESE ELECTIVES AT EAST

CHINESE I A / H: 9, 10, 11, 12 **5 Credits**

Chinese I is the first course in a multi-year sequence. Designed for students who are beginning their study of Chinese, students will learn to use the language meaningfully and begin to develop the facility to communicate in the Chinese-speaking world. Students are introduced to the basic speech and pronunciation patterns through intensified practice in listening and speaking. Reading and writing are introduced as an extension of listening and speaking to facilitate multiple forms of communication. Activities are designed to allow students to use the language to their fullest potential.

CHINESE 2 A / H: 10, 11, 12 **5 Credits**

Chinese 2 is the second course in the multi-year sequence. Designed for students who are continuing their study of Chinese, this course involves an extension of all the principles taught in the first level of Chinese. An understanding and facility in using the language, an emphasis on the refinement of basic reading skills, continual development of writing skills, and a continued study of the important aspects of Chinese life and culture are emphasized. Activities provide for a continued effort in the development of the students' ability to express ideas in Chinese and to think in the target language.

CHINESE 3 A / H: 10, 11, 12 **5 Credits**

Chinese 3 is the third course in the multi-year sequence. This course offers extensive oral practice in the language through class conversations, question and answer sessions, and group work. Grammatical concepts are reviewed, and more complex grammatical structures are introduced. Readings include excerpts from Chinese literature as well as current newspaper and magazine articles featuring aspects of Chinese life and culture. Writing skills are stressed through composition work. The class is conducted in Chinese.

CHINESE 4 A / H: 11, 12 **5 Credits**

In this fourth-year Chinese course, special attention is given to the synthesis and connection of all the content and skills acquired in the first three years of language study. Active participation is encouraged through class conversations, individual reports and class presentations. Readings include excerpts from Chinese literature as well as current newspaper and magazine articles featuring aspects of Chinese life and culture. Composition work stresses style in the expression of personal ideas. The class is conducted in Chinese.

AP CHINESE LANGUAGE & CULTURE: 12 **5 Credits**

The content of this course is largely determined by the Advanced Placement Chinese Language & Culture Course description, published each year by the College Board. Students cultivate their understanding of Chinese language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges. Students are expected to take the Advanced Placement exam in Chinese language. The class will be conducted entirely in Chinese.

UNIQUE GERMAN ELECTIVES AT EAST

GERMAN 1 A / H: 9, 10, 11, 12 **5 credits**

German 1 is the first course in the multi-year sequence. Designed for students who are new to the study of German, this fast-paced course involves an in-depth study of German. The students will be introduced to German through Comprehensible Input, which involves reading, watching and listening to high-interest materials to build a groundwork of language. There is emphasis on the co-construction of class stories. Minds-on engagement in level one is key to success in higher levels. Class activities provide for development of the students' ability to express ideas in German and think in the target language.

GERMAN 2 A / H: 10, 11, 12 **5 credits**

PREPARATION: Successful completion of German 1H or 1A with teacher recommendation

German 2 is the second course in the multi-year sequence. Designed for students who are continuing their study of German, this course involves a continuation of Comprehensible Input methodologies from the first year of German. A growing understanding and facility in using the language, an emphasis on the refinement of reading skills with several culturally authentic readers, continued development of writing skills and more in-depth study of the important aspects of German life and culture are emphasized. Activities provide for a continued effort in the development of the students' ability to express ideas in German and to think in the target language.

GERMAN 3 A / H: 11, 12 **5 credits**

PREPARATION: Successful completion of German 2H or 2A with teacher recommendation

This course offers continued and more intense study of the German language via Comprehensible Input. Reading and listening texts for and from native speakers are used more extensively. Oral practice in the language through class conversations, question and answer sessions, and group and pair work are a crucial part of this course. With two years of Comprehensible Input behind them, students will have the tools to deal with grammar concepts, which will be explicitly taught as needed for the sake of communication. are reviewed and more complex grammatical structures are introduced. Writing skills are stressed through regular journals, thematic- and free-writes, guided essays, and more. The class is conducted in German.

AP GERMAN LANGUAGE & CULTURE: 12 **5 credits**

PREPARATION: Successful completion of German 3H with teacher recommendation

The content of this course is largely determined by the Advanced Placement German Language and Culture course description, published each year by the College Board. The fourth-year student will gain greater competence in German by: (1) discussing literary and cultural topics, current events and personal experiences; (2) reading selected newspaper and magazine articles, literary prose and poetry; (3) writing compositions with a high degree of structural accuracy. The language and literature are studied as an expression of the fundamental values of German, Austrian, and Swiss cultures. This course will be conducted entirely in German.

GERMAN 4 A: 12 **5 credits**

PREPARATION: Successful completion of German 3

The course has been divided into five units of work: a review of grammar structures; readings by twentieth century authors including Brecht, Duerrenmatt and Frisch; a short overview of German history; a brief summary of German literature from 1750-1850; and a study of current cultural, political, economic, and social issues. Students must be able to work independently during the year. A term paper on a selected topic is required. Students are encouraged to take the AP exam.

UNIQUE ITALIAN ELECTIVES AT WEST

ITALIAN 1 A / H: 9, 10, 11, 12 **5 credits**

Italian 1 is the first course in a multi-year sequence. Designed for students who are new to the study of Italian, students will learn to use the language meaningfully and begin to develop the facility to communicate in the Italian-speaking world. Students are introduced to the basic speech and pronunciation patterns through intensified practice in listening and speaking. Reading and writing are introduced as an extension of listening and speaking. Activities are designed to allow students to use the language to their fullest potential in a culturally appropriate fashion.

ITALIAN 2 A / H: 10, 11, 12 (Carries A or H level credit) **5 credits**

PREPARATION: Successful completion of Italian 1 with teacher recommendation

Novice 2 H Italian is the second course in the multi-year sequence. Designed for students who are continuing their study of Italian, this course involves an in-depth extension of all the principles taught in the first level of Italian. A deeper understanding and facility in using the language, an emphasis on the refinement of reading skills with extensive culturally authentic pieces, an intense development of writing skills, and a profound study of the important aspects of Italian life and culture are emphasized. Activities provide for a continued effort in the development of the students' ability to express ideas in Italian and to think in the target language.

ITALIAN 3 A / H: 11, 12 **5 credits**

PREPARATION: Successful completion of Italian 2 H or 2 A with teacher recommendation

The Italian 3 course is aimed at refining the basic language skills. Major emphasis is placed on developing listening comprehension, increasing fluency in the spoken language, refining writing skills, reviewing previously acquired grammatical concepts, and introducing new, more complex structures. Students will be required to write compositions, making use of the themes and vocabulary introduced in each chapter unit. Italian culture and pertinent political and literary developments of modern Italy are studied and discussed. The class will be conducted mostly in Italian.

AP ITALIAN: 12 **5 credits**

PREPARATION: Successful completion of Italian 3H

The content of this course is largely determined by the Advanced Placement Italian Language course description, published each year by the College Board. The fourth-year student will gain greater competence in Italian by: (1) discussing literary and cultural topics, current events and personal experiences;
(2) reading selected newspaper and magazine articles, literary prose and poetry; (3) writing compositions with a high degree of structural accuracy. The language and literature are studied as an expression of the fundamental values of the Italian culture. This course will be conducted entirely in Italian.

ITALIAN 4A: 12 **5 credits**

PREPARATION: Successful completion of Italian 3A/H

The Italian 4 course aims to increase the student's comprehension of spoken Italian; to further develop their ability to speak the language; to enable them to read selected literary texts and current materials; to express themselves in written form in grammatically correct and idiomatic Italian. Italian culture and pertinent political, social and literary development of contemporary Italy are discussed. The class will be conducted in Italian.

SEQUENCING CHARTS

English Language Arts
2025-2026

Cherry Hill PUBLIC SCHOOLS

Course Sequence *Note: Students can move across levels.*			
Grade 12	**AP Literature and Composition**	**English 4** (A, R or Concepts)	**Multilingual Learners:** Beginner/Intermediate 12 *or* Advanced 12
Grade 11	**AP Language and Composition**	**English 3** (A, R or Concepts)	**Multilingual Learners:** Beginner/Intermediate 11 *or* Advanced 11
Grade 10	**English 2** (H, A, R or Concepts)		**Multilingual Learners:** Beginner/Intermediate 10 *or* Advanced 10
Grade 9	**English 1** (H, A, R or Concepts)		**Multilingual Learners:** Beginner/Intermediate 9 *or* Advanced 9

Elective Courses	Grades
Asian American Pacific Islander Studies	9-12
Broadcasting 1/ Broadcasting 2 Broadcasting 3 Filmmaking Broadcasting 4	9-12 10-12 10-12 11-12
Introduction to Public Speaking Public Speaking	9-12 10-12
Writing Workshop 1 (H, A)	9-12
Seminar English Language Arts	9-12
Journalism 1 (H, A) Journalism 2 (H, A)	9-12 10-12
The Fight for Social Justice: Past and Present	10-12
Contemporary Issues in Literature	10-12
Film Appreciation	10-12
Creative Writing	10-12
The Holocaust and Genocide (H, A)	10-12

Cherry Hill PUBLIC SCHOOLS

Mathematics
2025-2026

Secondary Math 2025-2026 Course Sequence

Grade 12	**Multivariable Calculus**	**AP Statistics**	Core Math Course and/or Math Elective(s)		**College Math** or **Transitional Math** or **Math Elective**
Grade 11	**AP Calculus (BC Part 2)**	**AP Calculus (AB)** or **Calculus A**	Core Math Course	**Algebra 2 A or R** and/or **Data Science A/H** and/or **Quantitative Reasoning A/H**	**Geometry Concepts**
Grade 10	**AP Calculus (BC Part 1)**	**AP Precalc** or **Precalc A**	**Algebra 2 A or R** and/or **Data Science A/H** and/or **Quantitative Reasoning A/H**	**Geometry** (H, A or R)	**Algebraic Concepts 2**
Grade 9*	**Algebra 2/ Trig H**	**Algebra 2 A**	**Geometry** (H, A or R)	Algebra 1 (Enriched Algebra A or R)	**Algebra 1 Concepts**
Grade 8	**Geometry**		**Algebra 1**	**8th Grade Math**	**8th Grade Math** Resource Room

*Due to federal graduation testing requirements, students who have completed Geometry by 8th grade must take Algebra 2 or an equivalent in 9th grade. All students must take Algebra 1 and Geometry, followed by a third year of math that builds upon the other courses.

Core Math Courses	Grades
Algebra 1	7-9
Geometry H, A, R	8-10
Algebra 2/Trig H**	9-10
Algebra 2 A or R**	10-12
Data Science**	10-12
Quantitative Reasoning**	10-12
Precalculus A	10-12
Calculus A	11-12
Trigonometry R	11-12
Applied Calculus for Business and Science A/H	10-12
AP Computer Science A**	10-12
AP Precalculus	10-12
AP Statistics	10-12
AP Calculus (BC Part 1)	10-11
AP Calculus (BC Part 2)	11-12
AP Calculus (AB)	11-12
Intro to College Math R	12
Multivariable Calculus H	12

**Meets the requirement for sequential 3rd year of math

Math Electives		Grades
Business Statistics		10-12
Discrete Math		11-12
Intro to Computer Science	Computer Programming	9-12
Cyber Security		9-12
AP Computer Science Principles		9-12
Advanced Topics in Computer Science		11-12

Science
2025-2026

Course Sequence *Note: Students can move across levels.*		
Grade 12	**Science Elective** (AP Physics C, AP Biology, AP Chemistry, AP Environmental Science, or other Science Electives)	
Grade 11	**AP Physics 1** or **Physics** (A or Concepts)	**Science Elective** (AP Biology, AP Chemistry, AP Environmental Science, or other Science Elective)
Grade 10	**Chemistry** (H, A, or Concepts)	
Grade 9	**Biology** (H, A, or Concepts)	

Semester Elective Courses		Grades
Introduction to Engineering	From Climate Science to Action	9-12
The Science of Cooking	Neuroscience and Society	9-12
Animal Behavior	Infectious Disease	10-12
	Marine Biology	10-12
Toxicology	Sports Medicine	11-12

Full Year Elective Courses	Grades
Research in Science (H, A)	9-12
Vertebrate Anatomy and Physiology (H, A)	10-12
Human Anatomy and Physiology (H, A)	10-12
Biology 2 A	10-12
Dynamics of Healthcare in Society	10-12
Planetary Exploration A	11-12
Forensic Science (H, A)	11-12
Scientific Principles of Nutrition	11-12
Environmental Science A	11-12

Social Studies
2025-2026

Course Sequence *Note: Students can move across levels.*		
Grade 12	**Social Studies Elective**	
Grade 11	**US History II** AP, A or Concepts	
Grade 10	**US History I** AP, A or Concepts	**African American Studies** (9th or 10th grade)
Grade 9	**World Civilizations** H, A or Concepts	**African American Studies** (9th or 10th grade)

Elective Courses	Grades
African American History, Origins to 1865 (H, A) African American History, 1865 to Present (H, A)	9-12
Asian American Pacific Islanders Studies	9-12
Women's History in the US from 16th Century to the Present	10-12
World History AP	10-12
Philosophy 1: Ethics & the Art of Thinking	10-12
US History: 1945 to present	10-12
American Law: Theory & Practice (East only) The American Legal System (West only)	10-12
European History AP	10-12
Economics AP	11-12
Psychology (AP, A)	11-12
US Government and Politics AP	11-12

World Language

2025-2026

Cherry Hill PUBLIC SCHOOLS

Course Sequence *Note: Students can move across levels.*				
Grade 12	**French 5A** **Spanish 5A**	**AP French** **AP Spanish**	**AP German** **AP Italian** **AP Latin** **AP Chinese**	**Level 4** (H, A) Chinese, French, German, Italian, Latin, or Spanish
Grade 11	**Level 4** (H, A) Spanish or French		**Level 3** (H, A) Chinese, French, German, Italian, Latin or Spanish	
Grade 10	**Level 3** (H, A) Spanish or French		**Level 2** (H, A) Chinese, French, German, Italian, Latin or Spanish	
Grade 9	**Level 2** (H, A) Spanish or French		**Level 1** (H, A) Chinese, French, German, Italian, Latin or Spanish	
	Continue Spanish or French		**Start a new language**	

Languages Offered

Chinese (East only)
French
German (East only)
Italian (West only)
Latin
Spanish
Spanish for Heritage Speakers

New Jersey Seal of Biliteracy

Students can earn the Seal of Biliteracy by demonstrating proficiency in a World Language and English. The seal appears on student transcripts as a recognition of achievement In language study.