



# High School Course Selection Booklet

## 2026-2027



## *Learning Opportunities at Cherry Hill High School East & Cherry Hill High School West*



This 2026-2027 Course Selection Booklet will be available on the District Web Site ([www.chclc.org](http://www.chclc.org)) as well as in the school libraries, and the offices of school counselors, principals, and assistant principals.

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

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**2026-2027**

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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,

Mrs. Leslie Walker, Interim Principal  
Cherry Hill High School East

Dr. John Burns, Principal  
Cherry Hill High School West

Mr. Aaron Edwards, 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 on the student's ability and past achievement.

### **LEVELS**

Many courses are offered on the following ability levels: Advanced Placement/Honors (AP/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.***

## **SCEDULING PROCESS**

The master schedule is developed based upon the primary course selections made by students in February and March. There is always the possibility that a certain class will not be available to all students due to heavy demand. Additionally, a class may not run when an insufficient number of students select that course. Any changes in course selections after March 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, 2026.**
- **DROP/ADD PERIOD** - There will be a drop/add period available after the first day of the academic year and will conclude after September 17th. 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.

## PORTRAIT OF A GRADUATE



CHPS' Portrait of a Graduate is a clear, future focused vision of the characteristics and mindsets students will develop during their educational journey. Rooted in the community's aspirations, it defines the key attributes students will acquire during their time in Cherry Hill Public Schools ensuring that they graduate with the skills needed for success.

**PRIORITY 1: ACADEMIC ACHIEVEMENT AND OUTCOMES  
STUDENT SUCCESS, GROWTH, AND ACHIEVEMENT**

Cherry Hill Public Schools is committed to optimizing outstanding academic achievement and outcomes for each student to prepare them for post-secondary opportunities.

It is our goal to help students plan the best high school experience. This list will assist you in focusing on your four-year high school journey as you explore pathways to your future through our course offerings.

Pathways:

1. Allied Health
2. Business and Finance
3. Computer Information Systems and Network Technology
4. Construction
5. Culinary Arts
6. Digital Communications and Broadcasting
7. Engineering
8. Environmental Science and Sustainability
9. Homeland Security and Public Safety
10. Theater Arts
11. Vocal/ Instrumental Music
12. Visual Arts

## **GENERAL INFORMATION 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. In order 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. Complete NJAFSA or NJAFSA Waiver Form in Genesis Parent Portal**
- 5. Pass the following courses:**

| <b>Program of Studies</b>           | <b>Graduation Requirement</b> |
|-------------------------------------|-------------------------------|
| 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/ 5 credits             |
| 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       |

\*If courses are completed in middle school, students must complete the high school course sequence. Middle school courses will appear on a students' transcript for completion only, not credits.

## **ADDITIONAL INFORMATION**

1. Students will carry a minimum of seventeen and a half (17.5) credits per semester and a minimum of thirty-five (35) credits per year.
2. The principal alone may, for good reason, waive the minimum of thirty-five (35) 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. All 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 and must be approved prior to enrolling. Students entering grade 9 may not enroll in an outside program without building principals' written approval first.
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.

## **COURSE PATHWAYS**

To make the Course of Study Booklet more manageable you will find pathway opportunities identified within the booklet. These will assist in choosing classes for your schedule based on your interests. Not all pathway courses are identified with the pathway, but a sampling has been provided to assist in planning. To qualify for assistance in securing an internship in your senior year, you must complete a 3 course elective sequence in Career Exploration. The identified pathways include:

- Allied Health
- Business and Finance
- Construction/ Design and Build
- Computer Information Systems and Network Technology
- Culinary Arts
- Digital Communication/Broadcasting
- Engineering
- Environmental Science and Sustainability
- Homeland Security and Public Safety
- Theater Arts
- Visual Arts
- Vocal and or Instrumental Music

## HS GRADUATION CREDIT REQUIREMENTS COURSE LIST

|   |   |  |
|---|---|--|
| <b>English Language Arts (20 credits)</b><br>English 9, 10, 11, 12<br>English Concepts 9, 10, 11, 12<br>AP Language and Composition<br>AP Literature and Composition<br>English for Multilingual Learners   | <b>Visual and Performing Arts (5 credits)</b><br>3-D Art Intermediate, or Advanced 3-D Art<br>Actors Studio 1, 2 (Sem)<br>Advanced Commercial Photography<br>AP Art History (O)<br>AP Art and Design<br>Art Workshop<br>Chansons<br>Commercial Art (East)<br>Commercial Art 2 (East)<br>Concert Choir<br>Design/Build 1, 2, 3<br>East/West Singers<br>Fine Art 1, 2, 3<br>Freshman Wind Ensemble (East)<br>Graphic Design 1, 2 (West) (Sem)<br>Introduction, Intermediate Photography (Sem)<br>Unified Art<br>Living Theater<br>Music Theory<br>Orchestra<br>Play Directing (Sem)<br>Play Production (Sem) (O)<br>Public Speaking (Sem)<br>Jazz Band<br>Symphonic Band<br>Vocal Workshop<br>Wind Ensemble | <b>21st Century Life and Careers or Career-Technical Education (5 credits)</b><br>Advanced Business<br>Advanced Marketing<br>Advanced Topics in Computer Science<br>AFJROTC (West)<br>American Law (Sem) (East)<br>American Legal Systems (Sem) (West)<br>Animal Behavior (Sem)<br>AP Computer Science Principles<br>AP Computer Science A<br>AP Economics: Macro & Micro<br>AP Research<br>AP Seminar<br>AP Statistics<br>Baking and Pastry Arts (Sem)<br>Broadcasting 1, 2 (Sem)<br>Media and Production: Broadcasting 3, 4<br>Business Management (Sem)<br>Business Law (Sem)<br>Catering/Advanced Catering (Sem) (West)<br>Career Exploration I, II, III (Sem)<br>Computer Programming (Sem)<br>Creative Writing (Sem) (E)<br>Culinary Arts 1, 2 (Sem)<br>Baking and Pastry Arts (Sem)<br>Design/Build 1, 2, 3<br>Healthcare Organizations & Inter-professional Practice<br>Entrepreneurship (Sem) (E)<br>AP Environmental Science<br>Film Appreciation (Sem) (E)<br>Film through Animation I, II (Sem) (O)<br>Filmmaking<br>Forensics<br>Human Anatomy<br>Infectious Disease (Sem)<br>AP Business and Personal Finance<br>Intermediate Business<br>International Business (Sem)<br>Intro to Computer Science (Sem)<br>Intro To Business (Sem)<br>Intro To Engineering (Sem)<br>Intro To Public Speaking (Sem)<br>Journalism 1,2<br>Marine Biology (Sem)<br>Marketing Education 1<br>Neuroscience In Society (Sem)<br>Philosophy Ethics (Sem) (E)<br>Philosophy Purpose (Sem) (O)<br>Planetary Exploration<br>Play Directing (Sem)<br>Play Production (Sem) (O)<br>AP Psychology<br>Psychology<br>Research in Marketing<br>Research In Science<br>Robotics (Sem)<br>Scientific Principles of Nutrition |
| <b>Mathematics (15 credits):</b><br><b>Algebra 1, Geometry AND 1 Other Mathematics Course</b><br>Algebra 1 or Enriched Algebra<br>Algebra 1 Concepts<br>Algebra Concepts 2<br>Geometry<br>Geometry Concepts<br><i>Other Mathematics</i><br>Algebra 2<br>Algebra 2/ Trigonometry H<br>AP Pre-Calculus<br>Pre-Calculus Trigonometry<br>Intro to College Math<br>Calculus<br>AP Calculus AB<br>AP Calculus BC 1 and 2<br>AP Statistics<br>Multi-Variable Calculus<br>Data Science A/H<br>Quantitative Reasoning A/H<br>Applied Calculus for Business and Science A/H<br>Advanced Algebra and Finance A/H |   |  |
| <b>Health and Physical Education (5 credits per year)</b><br>Health 9, 10, 11, 12 (Sem)<br>Physical Education 9, 10, 11, 12 (Sem)<br>Mind Body Connection 1, 2<br>Unified PE 9, 10, 11, 12  |   |  |
| <b>Social Studies (17.5 credits: 10 credits of U.S. History AND 5 credits of World Civilizations AND 2.5 of African American Studies)</b><br>World Civilizations<br>World Civilizations Concepts<br>US History 1, 2<br>US History 1, 2 Concepts<br>AP US History 1 and 2<br>Graduation Requirement *<br>*African American Studies (Sem) or<br>*AP African American Studies  | <b>Lab Science (15 credits: 5 credits of Biology AND 5 credits of Chemistry AND 5 credits of Physics)</b><br>Biology<br>Biology Concepts<br>Chemistry<br>Chemistry Concepts<br>Physics 1<br>Physics Concepts<br>AP Physics 1  |  |

|  |   |   |
|--|---|---|
| <p><b>World Languages (5 credits)</b></p> <p>Novice French A/H<br/>         Intermediate French I, II, III, IV A/H<br/>         Advanced French A<br/>         AP French<br/>         Novice Spanish A/H<br/>         Intermediate Spanish I, II, III, IV A/H<br/>         Spanish for Heritage Novice A/H<br/>         Spanish for Heritage Intermediate A/H<br/>         Advanced Spanish A<br/>         AP Spanish/ Spanish for Heritage<br/>         Novice Latin A/H<br/>         Intermediate Latin I, II, III A/H<br/>         Novice Chinese A/H<br/>         Intermediate Chinese I, II, III A/H<br/>         AP Chinese<br/>         Novice German A/H<br/>         Intermediate German I, II, III A/H<br/>         AP German<br/>         Novice Italian A/H<br/>         Intermediate Italian I, II, III A/H<br/>         AP Italian</p> | <p><b>Financial Literacy (2.5 credits: graduation requirement)</b></p> <p>Financial Literacy (Sem)<br/>         AP Business and Personal Finance (FY) 5 credits</p> | <p>Sports and Entertainment Marketing (Sem)<br/>         Sports Medicine (Sem)<br/>         Student Leadership 1, 2 (Sem)<br/>         The Science of Cooking (Sem)<br/>         Tomorrow's Teachers (Sem)<br/>         Toxicology (Sem)<br/>         Vert Anatomy/Phys (Sem)<br/>         Writing Workshop (Sem) (O)</p> |
|--|---|---|

### **Course of Study**

In the above list and throughout the HS Course of Study booklet, you will see certain electives with an (O) or (E) next to the title of the course. The ones with an (E) for the 2026-2027 school year are also in italics indicating that these courses are offered on an every other year basis. The (O) or (E) refers to the year of graduation being an odd or even year. Please confirm with your counselor the rotation of these courses as you plan your four year high school experience.

## **GRADUATION ASSESSMENT REQUIREMENTS**

**This will be updated when additional information is published by the NJDOE.**

**Class of 2026**

# **High School Graduation Assessment Requirements**

(Published by the NJ Department of Education)

## **English Language Arts and Literacy (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:

- Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- Third Pathway: 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 such as the PSAT, SAT, ACT, or ACCUPLACER; or
- Third Pathway: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

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## **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 Office of Special Education Policy and Dispute Resolution at [oseinfo@doe.nj.gov](mailto:oseinfo@doe.nj.gov).

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## 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.

### First Pathway—NJGPA

Note: Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023

| ELA  | Mathematics  |
|--|--|
| <b>New Jersey Graduation Proficiency Assessment—ELA <math>\geq 725</math> (Graduation Ready)</b> | <b>New Jersey Graduation Proficiency Assessment—Mathematics <math>\geq 725</math> (Graduation Ready)</b> |

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## 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 the table for the second pathway (below).

### Second Pathway—Menu of Substitute Competency Tests

*Note: Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023*

| <b>ELA</b>   | <b>Mathematics</b>  |
|--|---|
| <p>One of the following:</p> <ul style="list-style-type: none"> <li>● ACT Reading <math>\geq 17</math></li> <li>● Accuplacer WritePlacer <math>\geq 5</math></li> <li>● Accuplacer WritePlacer English Second Language <math>\geq 4</math></li> <li>● PSAT10 Evidence Based Reading and Writing (EBRW) <math>\geq 420</math></li> <li>● PSAT10 Reading <math>\geq 21</math></li> <li>● PSAT/NMSQT EBRW <math>\geq 420</math></li> <li>● PSAT/NMSQT Reading <math>\geq 21</math></li> <li>● SAT EBRW <math>\geq 450</math></li> <li>● SAT Reading <math>\geq 23</math></li> </ul> | <p>One of the following:</p> <ul style="list-style-type: none"> <li>● ACT Math <math>\geq 17</math></li> <li>● Accuplacer Elementary Algebra <math>\geq 49</math></li> <li>● Accuplacer Next-Generation QAS <math>\geq 250</math></li> <li>● PSAT10 Math Section or PSAT/NMSQT Math Section <math>\geq 420</math></li> <li>● PSAT10 Math or PSAT/NMSQT Math <math>\geq 21</math></li> <li>● SAT Math Section <math>\geq 440</math></li> <li>● SAT Math Test <math>\geq 22</math></li> </ul> |

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### **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.

### **Third Pathway—Portfolio Appeals**

| <b>ELA</b>  | <b>Mathematics</b>                                       |
|---|--|
| Meet the criteria of the NJDOE Portfolio Appeal for ELA | Meet the criteria of the NJDOE Portfolio Appeal for Math |

## **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.

## **FOUR-YEAR ACADEMIC PLANNING GUIDE**

The purpose of this guide is to help students 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 schedule 8 periods..

| 9 <sup>th</sup> Grade  |         | 10 <sup>th</sup> Grade |         | 11 <sup>th</sup> Grade |         | 12 <sup>th</sup> 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       |
| 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. World Language      | 5       | 6.                     |         | 6.                     |         | 6.                     |         |
| 7.                     |         | 7.                     |         | 7.                     |         | 7.                     |         |
| 8.                     |         | 8.                     |         | 8.                     |         | 8.                     |         |

## **MARKING SYSTEM**

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

- A. The chart above 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.

| 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 - 69]  | 4    | 3 | 2 |

- D. Grade Point Average/Class Rank Weighted Grade Point Average  
To compute the weighted average using the chart above, 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] | 4    | 4 | 4 |
| B [80 - 89]  | 3    | 3 | 3 |
| C [70 - 79]  | 2    | 2 | 2 |
| D [60 - 69]  | 1    | 1 | 1 |

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.

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.

## **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 (withdrawn passing) or WF (withdrawn 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).

## **COLLEGE PARTNERSHIP OPPORTUNITIES**

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

Upon successful completion of the course, students may apply the earned credit at colleges and universities that 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 successful completion of the course, students may apply the earned credit at colleges and universities that 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

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

Upon successful completion of the course, students may apply the earned credit at colleges and universities that 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. A complete list can be obtained from your School Counselor.

### **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). These two options may be available at either High School and will create a unique schedule for those students participating; depending on enrollment numbers.

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.

## **EXTERNAL EDUCATIONAL OPPORTUNITIES**

### **A. Rutgers University- Camden**

Partnering with Rutgers University-Camden, CHPS will pilot a dual enrollment program that enables high school students to earn up to 30 college credits prior to graduation. Of these, students complete up to 15 credits on the Rutgers-Camden campus, providing early exposure to the academic rigor and campus experience of a research university. During their senior year, students will travel to the Rutgers-Camden campus two days per week, enrolling in up to two courses per semester, with the option to take a third course during the summer term. Rutgers-Camden will offer multiple pathways to match diverse student pathways. The initial pathways will include the option of two general education classes, as well as classes in business, computer science and technology, fine arts, performing arts, and nursing. The pilot pathways are designed to align with existing pathways offered in the high school. They are designed with the assumptions that students will have already earned credits through AP and community college dual credit courses and that students experiencing discipline-specific courses on the campus with a mix of traditional college students and their dual enrollment peers will maximize the authenticity of the experience. Your counselors will have information about courses offered, schedules, registration and fees.

### **B. 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.

### **C. 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.

### **D. 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.

## **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 15<sup>th</sup> for the upcoming school year.**

## **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.

## **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. The student's record will show the course and "Audit." No grade will be recorded.
4. Must be carrying at least 30 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.

## **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.

|  | <b>Grade 9</b>                            | <b>Grade 10</b>                            | <b>Grade 11</b>                            | <b>Grade 12</b>                            |
|--|---|--|--|--|
| 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.

## **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 2026-2027, George Guy, Director of Elementary Education, 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 2026-2027, 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.

## **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 complete a request through the Genesis Parent Portal under forms.

## **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. Our schools are committed to providing students with opportunities that will serve as a basis to further their education, as well as offer 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 12 career clusters. School counselors are also able to help with the identification of elective courses that may fit specific career aspirations. The district also provides students with enough credits in senior year the ability to take an abbreviated schedule to gain experience through work-based opportunities, as well as career and technical prep at our local community colleges. Throughout the year, numerous schools visit the high schools to provide information to the students regarding careers; contact the school counseling office for additional details.

## **CHPS PATHWAYS TO POSSIBILITIES**

**2026-2027**

## **HS PATHWAY COURSE MAP**

| <b>Grade 9</b>   | <b>Grade 10</b>  |   |  |
|--|--|---|--|
| English 9  | English 10   |   |  |
| Math 1   | Math 2   |   |  |
| Biology  | Chemistry  |   |  |
| World Civilizations  | United States History 1  |   |  |
| Health/ Physical Education 9   | Health/Physical Education 10   |   |  |
| World Language 1   | World Language 2 * (or 5 credits maximum elective)                           |   |  |
| African American Studies   | Elective(s) = 5 credits maximum  |   |  |
| Elective (s) = 7.5 credits maximum   | Elective(s) = 5 credits maximum  |   |  |
| <b>Grade 11</b>  |  | <b>Grade 12</b>   |  |
| English 11   | English 12   |   |  |
| Math 3   | Health/Physical Education 12   |   |  |
| Physics  | Combination of additional Core Courses and Electives = 30 credits maximum or |   |  |
| Health/Physical Education 11   |  |   |  |
| US History II  | Optional: $\frac{1}{2}$ early release with Experiential Learning Opportunity |   |  |
| World Language 3*  | <b>Required Electives</b>  |   |  |
| Financial Literacy   | Grade 9 or 10: African American Studies                                      |   |  |
| Elective(s) = 7.5 credits maximum  | Grade 11 or 12: Financial Literacy   |   |  |
| <b>Credit Requirements</b>   |  | <b>Experiential Learning Requirements</b>   |  |
| All students must complete 120 credits to graduate from Cherry Hill Public Schools. World Language is a 5 credit graduation requirement) |  | 95 credits for core and required courses<br>+ 5 credits for electives   |  |
|  |  | 100 credits by the end of 11th grade is needed for an early release senior year for an experiential learning opportunity. |  |
|  |  | Allows for 12.5 credits in a Pathway, 7.5 credits if student takes Career Exploration I, II and III                       |  |

## **HS PATHWAYS**

## **ALLIED HEALTH**

Cherry Hill Public Schools' Allied Health program offers high school students an immersive exploration of healthcare careers like nursing, physical therapy, and medical technology through hands-on learning and partnerships with local hospitals and clinics. By bridging classroom education with real-world experiences, the program prepares students for future studies in health sciences while fostering essential soft skills such as communication, teamwork, and problem-solving through collaborative projects and community engagement. This comprehensive approach equips students with the knowledge, confidence, and inspiration to pursue further education and careers in the healthcare industry.

**Courses Available:**

Research in Science  
Neuroscience and Society (Sem)  
Toxicology (Sem)  
Infectious Disease (Sem)  
Principles of Nutrition  
Dynamics of Healthcare



## **BUSINESS AND FINANCE**

Cherry Hill Public Schools' Business and Finance program equips students with a comprehensive understanding of commerce, financial management, and entrepreneurial skills by blending theoretical knowledge with practical applications. Through partnerships with local businesses and financial institutions, students gain firsthand experience via internships, industry interactions, and community-based projects, offering a realistic view of business operations. By tackling real-world challenges, the program fosters critical and creative thinking, preparing students for successful careers in the global marketplace while inspiring enthusiasm through the tangible impact of their learning on future career paths.

**Courses Available:**

Introduction to Business (Sem)  
Business Management (Sem)  
Intermediate Business  
Marketing Education  
AP Business and Personal Finance



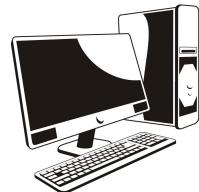
## **COMPUTER INFORMATION**

# **SYSTEMS AND NETWORK TECHNOLOGY**

Cherry Hill Public Schools' Computer Information Systems & Network Technology program prepares students for the dynamic tech industry by teaching fundamentals of computer science, coding, and network management. Through immersive projects and cutting-edge technology, students develop problem-solving skills and technical expertise essential for technology-driven careers. Collaborations with tech companies and IT professionals provide internships and real-world projects, offering practical insights into industry challenges and innovations. This hands-on approach enhances technical skills while inspiring passion and excitement for pursuing careers in information technology.

## **Courses Available:**

Intro to Computer Science (Sem)  
Computer Programming (Sem)  
AP Computer Science A  
AP Computer Science Principles  
Advanced Topics in Computer Science (O)

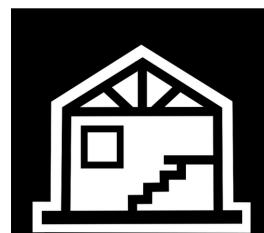


# **CONSTRUCTION**

Cherry Hill Public Schools' Design and Build/Construction program immerses students in the dynamic world of architecture, construction management, and building techniques. Through hands-on projects and design challenges, students apply theoretical knowledge to real-world scenarios, preparing for careers in construction and design. Partnerships with construction companies and design firms provide internships and project opportunities, offering practical experience and industry insights. This experiential learning sharpens technical skills and fuels a passion for creating impactful designs and structures.

## **Courses Available:**

Design and Build 1  
Design and Build 2  
Design and Build 3



# **CULINARY ARTS**

Cherry Hill Public Schools' Culinary Arts program immerses students in the vibrant world of cooking and hospitality, offering hands-on education in culinary techniques, nutrition, and food service management. Guided by experienced chefs, students refine their skills and creativity while partnerships with local restaurants and culinary experts provide real-world exposure through internships and competitions. This practical experience not only sharpens their culinary abilities but also fuels their passion for pursuing dynamic careers in the culinary arts.

**Courses Available:**

- Culinary 1 (Sem)
- Baking and Pastry Arts (Sem)
- Culinary II (Sem)
- Catering (HS West Only- Sem)
- Advanced Catering (HS West Only- Sem)
- Science of Cooking (Sem)



## **DIGITAL COMMUNICATIONS** **AND** **BROADCASTING**

Cherry Hill Public Schools' Digital Communication/Broadcasting program blends creativity and technology, offering students a comprehensive education in digital media production, journalism, and broadcasting. Through hands-on projects, students master video editing, audio production, and storytelling, preparing for careers in media and communication. Partnerships with media outlets and broadcasting professionals provide internships and live projects, giving students practical experience and a professional portfolio. This real-world exposure sharpens their technical skills and ignites their passion for creating impactful media content.

**Courses Available:**

- Broadcasting I (Sem)
- Broadcasting II (Sem)
- Media and Production: Broadcasting III
- Media and Production: Broadcasting IV
- Filmmaking

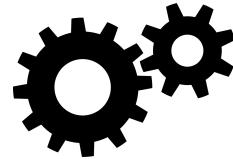


## **ENGINEERING**

Cherry Hill Public Schools' Engineering program inspires critical and creative thinking through a rigorous curriculum in engineering, physics, and mathematics, preparing students to tackle real-world challenges. Hands-on projects and problem-solving activities help students apply theoretical concepts to practical situations, while collaborations with engineering firms and professionals provide internships and design projects for real-world experience. This experiential learning sharpens technical skills and fosters a passion for innovation and problem-solving, equipping students for successful careers in engineering.

**Courses Available:**

Robotics (Sem)  
Intro to Engineering (Sem)  
Physics 1  
AP Physics 1  
AP Physics 2  
AP Physics C



## **ENVIRONMENTAL SCIENCE AND SUSTAINABILITY**

Cherry Hill Public Schools' Environmental Science & Sustainability program inspires students to become environmental stewards through in-depth education in ecology, conservation, and sustainable practices. Blending classroom learning with fieldwork, students gain the knowledge and skills to tackle environmental challenges. Partnerships with environmental organizations and sustainability experts provide internships and conservation projects, offering real-world experience and practical insights. This immersive approach deepens their understanding of environmental issues and sparks their passion for building a sustainable future.

**Courses Available:**

AP Environmental Science  
Biology  
Marine Biology (Sem)  
Research in Science



## **HOMELAND SECURITY AND PUBLIC SAFETY**

Cherry Hill Public Schools' Homeland Security & Public Safety program equips students for careers in public safety and emergency management through comprehensive education in law enforcement, emergency response, and disaster management. Collaborations with law enforcement agencies and emergency professionals provide internships and simulations, offering real-world experience and practical skills. This hands-on learning deepens students' understanding of public safety challenges while fostering a strong sense of duty and commitment to protecting their communities.

**Courses Available:**

AFJROTC Year 1 (HS West Only)  
AFJROTC Year 2 (HS West Only)  
AFJROTC Year 3 (HS West Only)  
AFJROTC Year 4 (HS West Only)



## **THEATER ARTS**

Cherry Hill Public Schools' Theater Arts program invites students to shine through a comprehensive education in acting, directing, and stage production. Blending classroom instruction with live performances, students refine their talents and gain hands-on experience in the performing arts. Collaborations with theater companies and industry professionals provide workshops and performance opportunities, helping students build a professional portfolio and gain real-world insights. This immersive experience enhances their artistic abilities and ignites a lifelong passion for the stage.

**Courses Available:**

Living Theater  
Actor's Studio I (Sem)  
Actor's Studio II (Sem)  
Public Speaking (Dual Credit- Sem)  
Play Directing (Sem)  
Play Production (Sem) (O)



## **VISUAL ARTS**

Cherry Hill Public Schools' Visual Arts program fosters creativity and innovation through a

comprehensive education in painting, drawing, sculpture, and digital art. Combining classroom instruction with hands-on projects, students refine their artistic talents and gain practical industry experience. Partnerships with art galleries and professional artists provide internships and exhibition opportunities, offering real-world insights into the art world. This immersive approach enhances students' skills and inspires a passion for creating meaningful and impactful visual art.

**Courses Available:**

**Art**

- Art Workshop (Sem)
- Fine Art I (Sem)
- Fine Art 2
- Fine Art 3
- Commercial Art 1 (HS East Only-Sem)
- Commercial Art 2 (HS East Only-Sem)
- Graphic Design 1 (Sem)
- Graphic Design 2 (Sem)
- AP Art Workshop
- AP Art and Design
- Unified Art

**3D Art**

- 3D Art
- Intermediate 3D Art
- Advanced 3D Art

**Photography**

- Intro to Photo (Sem)
- Inter Photo (Sem)
- Adv Photo (Sem)



## **VOCAL or INSTRUMENTAL** **MUSIC**

Cherry Hill Public Schools' Vocal/Instrumental Music program empowers students to explore their musical potential through comprehensive education in music theory, performance, and composition. Blending classroom instruction with live performances, students refine their talents and gain hands-on experience in the music industry. Collaborations with music professionals and performance venues provide workshops and performance opportunities, helping students build a professional portfolio and gain real-world insights. This immersive experience enhances their musical abilities and ignites a lifelong passion for creating and performing music.

**Courses Available:**

**Vocal**

- Vocal Workshop
- Concert Choir
- Chansons
- East-West Singers

**Instrumental**

- Freshman Wind Ensemble (HS East Only)
- Symphonic Band/Jazz Band/Orchestra
- Music Theory
- AP Music Theory



**COURSE**  
**SELECTION**

**2026-2027**

## **AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS**

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### **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 and Drill are integral components of the AFJROTC program, promoting both physical fitness and discipline. Throughout the year, cadets participate in a variety of physical training exercises designed to strengthen the body and mind while encouraging teamwork and perseverance. In addition, cadets learn the fundamentals of drill and ceremony, mastering the basic concepts of military marching, precision movements, and proper bearing—skills that build confidence, attention to detail, and respect for military tradition.

**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.

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**AS 100 (Milestones in Aviation History): Required for all 9-12<sup>th</sup> grade cadets**

Immerses cadets in the fascinating development of flight and the evolution of air power. The six chapters—*Exploring Flight, Developing Flight, The Evolution of the Early Air Force, Commercial and General Aviation Take Off, Birth of the U.S. Air Force, and The Modern Air Force*—trace the journey of aviation from its earliest experiments to today's advanced aerospace operations. Cadets gain a deeper appreciation for the technological, historical, and strategic milestones that have shaped modern aviation and the Air Force's role in global defense and innovation.

**LE 200 (Communication, Awareness, and Leadership): Required for all 9-12<sup>th</sup> grade cadets**

Focuses on developing cadets' leadership and interpersonal skills through eight core chapters in the AFJROTC curriculum. The course begins with *Learning and Communication* and *Communicating Effectively*, emphasizing the importance of clear, purposeful communication and active listening in leadership. It then explores *Understanding Your Attitude* and *Understanding Your Actions*, guiding cadets to reflect on how personal attitudes and behaviors impact team dynamics and effectiveness. The next units, *Developing Vision & Teams* and *Solving Conflicts & Problems*, teach cadets how to set goals, build cohesive teams, and resolve challenges constructively. The course concludes with *A Leadership Model* and *Adaptive Leadership*, which introduce cadets to structured leadership frameworks and the ability to adjust leadership styles in diverse and changing environments.

**AS 400 (Management of the Cadet Corps): 12<sup>th</sup> grade, 4<sup>th</sup>-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. 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**

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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 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 preparation 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 (E)**

**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.

**AP BUSINESS PRINCIPLES WITH PERSONAL FINANCE 9, 10, 11, 12** **5 credits**

The AP Business Principles/Personal Finance course is a new, full-year course that integrates business concepts like marketing, finance, and accounting with personal finance skills such as budgeting, investing, and retirement planning. It is designed to equip students with practical, real-world skills through project-based learning, case studies, preparing them for future college and career success, regardless of their chosen field. Students will start this course by developing a business plan for their own business in line with writing a DECA paper for competition. The course is DECA eligible and fulfills the financial literacy requirement for graduation. There is an AP test at the end of the course as set by the College Board. This will serve as the final exam. (May replace the one semester financial literacy course and meet graduation requirements).

**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 Education 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**

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## **CORE ENGLISH COURSES**

All students must successfully complete four years of study in English Language Arts. Students in all 9th and 10th grade ELA classes will use the PreAP Frameworks. 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: 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. Students will be expected to manage more than one text at the same time and independently read assigned texts in preparation for class discussions and activities. 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. Students will be expected to manage more than one text at the same time and independently read assigned texts in preparation for class discussions and activities. 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. Vocabulary study and grammar are ongoing activities linked to reading and writing.

**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. 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 CONCEPTS 9****5 credits**

English is a required course for all students as part of the State of New Jersey graduation requirement. English Concepts presents an alternative approach to the study of English specifically for special education students. Students will experience the curriculum with a small class size allowing for differentiated and modified instruction as appropriate. This course is only available to students with an IEP.

**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 narrative, 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 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. Students will be expected to manage more than one text at the same time and independently read assigned texts in preparation for class discussions and activities. Writing is a strong component of the course. Students will engage in a variety of writing tasks including narrative, 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. Students will be expected to manage more than one text at the same time and independently read assigned texts in preparation for class discussions and activities. Writing is a strong component of the course. Students will engage in a variety of writing tasks including narrative, 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 drama, including one Shakespearean play. 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 narrative, 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 drama, including one Shakespearean play. 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 narrative, 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**

English is a required course for all students as part of the State of New Jersey graduation requirement. English Concepts presents an alternative approach to the study of English specifically for special education students. Students will experience the curriculum with a small class size allowing for differentiated and modified instruction as appropriate. This course is only available to students with an IEP.

**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”. Through this course, students will become aware of the interactions among a writer’s purposes, audience expectations, and subjects. 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 and independently read assigned texts in preparation for class discussions and activities. 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 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 and independently read assigned texts in preparation for class discussions and activities. 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**

English is a required course for all students as part of the State of New Jersey graduation requirement. English Concepts presents an alternative approach to the study of English specifically for special education students. Students will experience the curriculum with a small class size allowing for differentiated and modified instruction as appropriate. This course is only available to students with an IEP.

**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. 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. 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 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 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**

English is a required course for all students as part of the State of New Jersey graduation requirement. English Concepts presents an alternative approach to the study of English specifically for special education students. Students will experience the curriculum with a small class size allowing for differentiated and modified instruction as appropriate. This course is only available to students with an IEP.

**ESL 1 9, 10, 11, 12** **5 credits**

This 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.

**ENGLISH FOR MULTILINGUAL LEARNERS 9, 10, 11, 12** **5 credits**

This course is designed for multilingual students who have demonstrated English language proficiency skills at the WIDA Entering and Emerging levels. 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.

**ESL 2 9, 10, 11, 12** **5 credits**

This course is for multilingual students who have demonstrated English language proficiency skills at the WIDA Developing level. 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.

**ESL 3 9, 10, 11, 12** **5 credits**

This course is for multilingual students who have demonstrated English language proficiency skills at the WIDA Expanding level. 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 (E)**

**2.5 credits**

*Creative Writing is an English elective designed for students seeking to deepen their engagement with writing and develop their abilities to the highest level. The course cultivates a structured, supportive workshop environment in which students read and compose across multiple genres—including fiction, poetry, and creative nonfiction—while recognizing the broad applications of writing in daily life through journaling, storytelling, and purposeful communication. Instruction aligns with state and national English language arts standards and emphasizes the full writing process: idea generation, drafting, revision, and editing; close reading of diverse mentor texts; and collaborative discussion grounded in constructive feedback. Students will engage in targeted technique practice, peer review, and grammar and style refinement to strengthen craft and develop an authentic voice. By the end of the course, students will demonstrate growth through a polished portfolio reflecting creative risk-taking, effective communication, and sustained revision.*

### **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 movie trailers, news reporting, commercials, public service announcements (PSAs), music videos, and short films. 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.

**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 Filmmaking 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.

**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 learn proper decorum when speaking in both small and large group situations. Students will learn effective speaking techniques and genres then practice speaking in a supportive classroom. Speeches include, but are not limited to, interviews, acceptance speeches, slides presentations, informative and impromptu speeches, and persuasive speeches. Students may 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 (O)****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.

**FILM APPRECIATION: 10, 11, 12 (E)****2.5 credits**

*Film Appreciation introduces students to a variety of landmark movies from different eras of film history, 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. Every semester brings a different “classic playlist” as well as a spattering of modern selections. Thus, students can take the course—for credit—multiple times! Whether you’re already a serious film buff or aspiring to become one, “film” is for you.*

**FILM APPRECIATION THROUGH ANIMATION I (O)****EAST 10, 11, 12    WEST 9, 10, 11, 12****2.5 credits**

Designed as a semester course, Film Study through Animation I will look at the evolution of animation from early animation, such as Winsor McCay’s “Gertie the Dinosaur”, through to animation in the 1960s, including the “Golden Age of Animation” at Disney, Warner Bros, and MGM which oversaw the creation of such characters as Mickey Mouse, Donald Duck, Goofy, Bugs Bunny, Daffy Duck, Porky Pig, Droopy, and Tom & Jerry as well as the revolutionary feature length films Disney produced. Students will look at the crossover that exists between the visual arts, literature, history, and technology. They will also examine the history, technical expertise, and innovations behind these films, discuss how each reflected the values of the times in which they were made, and analyze how stories integrate large societal issues.

**FILM APPRECIATION THROUGH ANIMATION II (O)****EAST 10, 11, 12    WEST 9, 10, 11, 12****2.5 credits****Preparation: Recommended completion of Film Study through Animation I**

Designed as a semester course, Film Study through Animation II will look at the evolution of animation from the “Dark Ages” of Animation in the 1960s and 1970s through to modern day animated movies, including the rise of Anime. Students will look at the crossover that exists between the visual arts, literature, history, and technology. They will also examine the history, technical expertise, and innovations behind these films, discuss how each reflected the values of the times in which they were made, and analyze how stories integrate large societal issues into a format that, since the 1950s, has been meant predominantly for children.

**SEMINAR ENGLISH/LANGUAGE ARTS 9, 10, 11 (Full year or Semester)****5 or 2.5 credits**

In addition to their core English course, this class is recommended for students identified as at-promise in Language Arts through multiple measures, including end-of-course grades, teacher recommendations, and NJSLA results. Through targeted instruction, small-group learning, and personalized practice, students strengthen reading comprehension, writing fluency, and critical thinking to enhance success in high school English. Instruction is aligned with the New Jersey Student Learning Standards for English Language Arts and focuses on helping students develop and apply literacy skills within and beyond the ELA classroom. Students learn to analyze complex texts, construct evidence-based responses, and communicate effectively in academic settings. Teachers utilize diagnostic assessments to identify individual areas of need and track student performance over time. Instruction is designed to reinforce essential skills within the core English Language Arts curriculum and support ongoing growth in literacy development.

**SEMINAR ENGLISH/LANGUAGE ARTS: 12 (Full Year or Semester)****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**

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## **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 experiences, 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 for 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**

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### **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 the conventions of standard English. 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 required 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 (O)**

**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: Successful completion of 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.

**CAREER EXPLORATION III: 11, 12****2.5 Credits****Preparation: Successful completion of Career Exploration I and II**

This course aims to prepare students for the transition from high school to post-secondary education or the workforce. It focuses on practical skills necessary for career success. These skills will include: resume and cover letter writing, interview skills, career portfolios, college and career planning, as well as exploration and preparation for internships and work experience. Students will explore potential career opportunities and identify industry partners to support internships in their senior year. Additionally, there will be opportunities to shadow professionals in fields of interest, as well as begin to identify hands-on projects related to students' career interests.

**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.

**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 consists of two components designed to serve the diverse 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 provides practical application and reflection opportunities, ideal for students currently in or preparing for leadership roles in their school 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

|          | 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<br>Advanced Algebra and Finance A/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 Advanced Algebra and Finance A/H* or Quantitative Reasoning (A/H) or Data Science (A/H) or Algebra 2/Trigonometry H | Geometry (R or A)   | Algebra 2 Concepts                             |
| Grade 11 | AP Calculus BC Part 2  | Pre-Calculus A (AP Pre-Calculus if Alg 2 A was taken) or Math Elective  | Algebra 2 (A or R) or Advanced Algebra and Finance A/H* or Quantitative Reasoning (A/H) or Data Science (A/H) | Geometry Concepts                              |
| Grade 12 | Multivariable Calculus H 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                              |

Common course sequences are indicated below. \*This course may count as a math course toward graduation requirements or an elective in senior year for financial literacy.

### 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. |                          |   |                                   |
|--|--------------------------|---|-----------------------------------|
|  | <b>STEM Pathway</b>      | <b>Quantitative Literacy Pathway</b>  | <b>Statistics Pathway</b>         |
| 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**

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. Enriched instruction emphasizes problem-solving, multiple solution methods, and higher-order thinking. Students will engage in inquiry-based learning, collaborative projects, and extension activities that prepare them for success in future honors-level mathematics courses such as Geometry Honors.

### **ENRICHED ALGEBRA A/ICR: 9**

**5 credits**

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. Enriched instruction emphasizes problem-solving, multiple solution methods, and higher-order thinking. Students will engage in inquiry-based learning, collaborative projects, and extension activities that prepare them for success in future honors-level mathematics courses such as Geometry Honors. This course is co-taught and is available to students with an IEP.

### **ALGEBRA 1 R: 9**

**5 credits**

Algebra 1R is a foundational high school mathematics course designed to develop students' understanding of algebraic concepts and their applications. Students will explore linear, quadratic, and exponential relationships through multiple representations—graphs, tables, equations, and verbal descriptions. Emphasis is placed on problem-solving, reasoning, and real-world connections to deepen mathematical understanding. Students will learn to analyze patterns, manipulate algebraic expressions, solve equations and inequalities, and interpret functions. This course prepares students for Geometry and higher-level math courses by strengthening their conceptual understanding and procedural fluency.

### **ALGEBRA 1 R/ICR: 9**

**5 credits**

Algebra 1R/ICR is a foundational high school mathematics course designed to develop students' understanding of algebraic concepts and their applications. Students will explore linear, quadratic, and exponential relationships through multiple representations—graphs, tables, equations, and verbal descriptions. Emphasis is placed on problem-solving, reasoning, and real-world connections to deepen mathematical understanding. Students will learn to analyze patterns, manipulate algebraic expressions, solve equations and inequalities, and interpret functions. This course prepares students for Geometry and higher-level math courses by strengthening their conceptual understanding and procedural fluency. This course is co-taught and is available to students with an IEP.

### **ALGEBRA CONCEPTS: 9**

**5 credits**

Math is a required course for all students as part of the State of New Jersey graduation requirement. Math Concepts presents an alternative approach to the study of mathematics specifically for special education students. Students will experience the curriculum with a small class size allowing for differentiated and modified instruction as appropriate. This course is only available to students with an IEP.

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

**PREPARATION:** Mastery of Algebra I (8th grade) or successful completion of Enriched Algebra (9th grade) with teacher recommendation

This is a rigorous and fast-paced course available to 9th and 10th 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: coordinate proofs, 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 Algebra II / Trigonometry Honors in the sophomore/junior year.

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

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

Geometry A is a course designed for students with strong algebra skills and advanced mathematical reasoning. The course emphasizes logical thinking, problem solving, and geometric proof. Students explore properties and relationships of points, lines, planes, polygons, circles, and three-dimensional figures through both algebraic and geometric reasoning. Students engage in hands-on investigations, transformations, and real-world applications to develop both spatial reasoning and abstract thinking. The course emphasizes problem solving, logical thinking, and making connections between equations, graphs, and geometric representations.

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

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

Geometry A/ICR is a course designed for students with strong algebra skills and advanced mathematical reasoning. The course emphasizes logical thinking, problem solving, and geometric proof. Students explore properties and relationships of points, lines, planes, polygons, circles, and three-dimensional figures through both algebraic and geometric reasoning. Students engage in hands-on investigations, transformations, and real-world applications to develop both spatial reasoning and abstract thinking. The course emphasizes problem solving, logical thinking, and making connections between equations, graphs, and geometric representations. 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 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 Algebra Concepts**

Math is a required course for all students as part of the State of New Jersey graduation requirement. Math Concepts presents an alternative approach to the study of mathematics specifically for special education students. Students will experience the curriculum with a small class size allowing for differentiated and modified instruction as appropriate. This course is only available to students with an IEP.

**ALGEBRA 2/TRIGONOMETRY H: 9,10****5 credits****PREPARATION: Mastery of Algebra I (7<sup>th</sup> or 8<sup>th</sup> Grade) and successful completion of Geometry H (8<sup>th</sup> or 9<sup>th</sup> Grade)**

This is a rigorous course that serves as a precursor to Pre-Calculus H and Calculus AP. 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: 9, 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. 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: 9, 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. 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: 9, 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 lead 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: 9, 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 before ending the year with an introduction to trigonometry. 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 CONCEPT: 11****5 credits****PREPARATION: Successful completion of Algebra 1 Concepts**

Math is a required course for all students as part of the State of New Jersey graduation requirement. Math Concepts presents an alternative approach to the study of mathematics specifically for special education students. Students will experience the curriculum with a small class size allowing for differentiated and modified instruction as appropriate. This course is only available to students with an IEP.

**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.

**ADVANCED ALGEBRA AND FINANCE A/H: 9, 10, 11, 12** **5 credits****Preparation:** Successful completion of Geometry, Data Science, or Quantitative Reasoning

This dual-purpose course covers foundational topics in Algebra 2, including functions, equations, and inequalities, while simultaneously exploring vital financial concepts such as budgeting, investing, credit, loans, taxes, and banking. Students will engage in hands-on projects and collaborative activities that connect mathematical theories to everyday financial scenarios, fostering both analytical and practical skills.

**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 I: 11, 12** **5 credits****PREPARATION:** Successful completion of Enriched Algebra A, Geometry A or H, and Algebra 2 / Trigonometry H.

This course continues the study of the properties of selected functions of real numbers, with an emphasis on advancing students' understanding of trigonometry. 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, and applications of the derivative, are 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 provides students with an understanding of the concepts of college courses and prepares students for further college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations in numerical, analytical, graphical and verbal. The course explores a variety of function types and their applications incorporated with technology skills. 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, and trigonometric functions is extended. Preparation for Calculus A is the goal of this course. These concepts are reinforced through math modeling of real-world applications, the use of technology and performance assessments.

**TRIGONOMETRY R: 11, 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 which include polynomials, piecewise functions, exponential & logarithmic functions followed by an expansive Trigonometric Unit. 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 analogous to 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. Additionally, application of calculus concepts is applied to the real world through performance assessments.

## **MATH ELECTIVES**

### **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 AP Calculus BC Part 1, 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. Throughout the curriculum students will design, administer, and tabulate results from surveys and experiments where students are required to develop effective statistical communication and written skills. 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 probability and simulation to solve problems. In addition, students will perform a variety of significance tests in order to evaluate hypotheses. These tests include sample means, sample proportions, chi-square, and inference for regression.

### **MULTIVARIABLE CALCULUS H: 12**

**5 credits**

**PREPARATION:** Successful completion of Calculus AP (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.

### **GEOMETRIC CONSTRUCTIONS: 11, 12**

**2.5 credits**

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

This course will explore the relationship between geometry, art, design, and architecture, providing students with both technical skills and creative outlets for applying mathematical concepts. Students will engage in hands-on projects that blend the precision of geometric constructions with the creativity of artistic expression, exploring how geometry shapes both the natural and human-made world. Through the use of compasses, straightedges, digital tools, and design software, students will develop skills in geometric constructions while investigating the visual, structural, and symbolic impact of geometry in various cultural and historical contexts. The course will highlight how geometry influences aesthetic, functional, and sustainable design practices across disciplines.

**DATA VISUALIZATION AND MANIPULATION: 11, 12** **2.5 credits**  
**Preparation: Successful completion of Algebra 2, Data Science, or Quantitative Reasoning**  
Data Analysis and Visualization is designed as a half-year course to follow or connect to Data Science but does require it as a prerequisite. Data Analysis and Visualization will build on mathematical concepts learned in middle school and or early high school, Algebra 1, Geometry, as well as Data Science; this will be a continuation in the Statistics pathway for high school mathematics. Although rigorous at its core, as the course is designed to prepare students for higher levels of mathematics, Data Analysis and Visualization is accessible to all students and is intended to strengthen statistical understanding.

**ALGEBRA SEMINAR** **2.5 or 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 8<sup>th</sup> 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** **2.5 or 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** **2.5 or 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 New Jersey Student Learning 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 8th grade math**

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.

**AP COMPUTER SCIENCE A: 10,11,12** 5 credits**PREPARATION:** Successful completion of AP Computer Science Principles

Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

**ADVANCED TOPICS IN COMPUTER SCIENCE: 11, 12 (O)** 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** (E) 2.5 credits**PREPARATION:** Successful completion of 8<sup>th</sup> 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**

|  |                  |
|--|------------------|
| <b>BIOLOGY HONORS H: 9</b>   | <b>5 credits</b> |
| 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 include flow of energy with and between organisms, genetics, natural selection, ecosystems, and the environment. 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.   |                  |
| <b>BIOLOGY A: 9</b>  | <b>5 credits</b> |
| 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.   |                  |
| <b>BIOLOGY A/ICR: 9</b>  | <b>5 credits</b> |
| 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.  |                  |
| <b>BIOLOGY CONCEPTS: 9</b>   | <b>5 credits</b> |
| 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. This course is only available to students with an IEP.  |                  |
| <b>AP BIOLOGY: 11, 12</b>  | <b>5 credits</b> |
| <b>PREPARATION: Successful completion of Biology, and Chemistry 1 A or H</b>   |                  |
| 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. Students may be eligible for college credit from Camden County College, see your school 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 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. This course is 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. 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 2: 11,12 5 credits**

#### **PREPARATION: Completion of AP Physics 1 or Physics 1A, completion or enrolled in pre-calculus or equivalent**

AP Physics 2 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 2 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.

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

#### **PREPARATION: Successful completion of AP Physics 1; taking Calculus AP or A currently**

AP Physics C is a calculus based college level physics 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 two courses: mechanics, and electricity and magnetism, and parallels the Advanced Placement C Level curricula for both courses. 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. This course is both laboratory and field-oriented.

### **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 (O)**

**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 science 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.

## **HEALTHCARE ORGANIZATIONS & INTER-PROFESSIONAL PRACTICE: 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 by taking their 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. This course can be taken more than once for credit.

## **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 athletic trainer'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.

## **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: 9, 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 well-being.

**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****Preparation: Successful completion of Biology**

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**

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**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**

### **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**

### **CAREERS**

**5 credits**

Students will explore career clusters, research the 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 (West Only)****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 (West Only)****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****5 credits****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****5 credits****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**

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.

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

##### **AP AFRICAN AMERICAN STUDIES 9, 10, 11, 12**

**5 credits**

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.

**This course may be taken as another option to satisfy the graduation requirement.**

#### **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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 1900. 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 1914. 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 20<sup>th</sup> 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 20<sup>th</sup> 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**

### **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. Students will also be working toward preparation for the recommended Advanced Placement examination in May.

### **AP EUROPEAN HISTORY: 10, 11, 12** **(E) 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. This course is designed for students who are excellent readers and have well-developed writing and critical thinking skills. Students should be willing to take the A.P. exam in May.

**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.

**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 biological bases of behavior, stress, memory, motivation and emotions, sensation and perception, learning, states of consciousness, personality development, social psychology, 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.

**PHILOSOPHY: ETHICS & the ART OF THINKING: 9, 10, 11, 12 (E)****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.*

**PHILOSOPHY: PURPOSE & THE ART OF LIVING: 9, 10, 11, 12****2.5 credits**

Students today face unprecedented challenges, including mental health concerns, information overload, cultural polarization, and uncertainty about the future. While they gain academic knowledge across disciplines, they often lack structured opportunities to consider life's central questions: *Why am I here? What do I value? How does one live a good life?* Drawing from philosophy, world religions, mythology, psychology, and literature, students will explore themes such as love, friendship, death, justice, and forgiveness. Through the lens of Joseph Campbell's *Hero's Journey*, Socratic dialogues, Stoicism, world mythologies, and modern works on flourishing and positive psychology, students will be challenged to reflect on their own values and cultivate a framework for making meaningful life choices. The class aims to blend scholarly rigor with practical wisdom, making philosophy relevant and transformative for high school learners. Students will develop the skills to think critically, disagree respectfully, argue carefully and flexibly, and begin to define their place in the world on their own terms.

**UNITED STATES HISTORY 1945 TO PRESENT: 10, 11, 12 (E)****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 affected 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 16<sup>TH</sup> CENTURY****to the PRESENT: 10, 11, 12 (O)****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, 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 case. Strong analytical skills and the motivation to be critical are necessary for the course.

**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**

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### **CORE ELECTIVES**

#### **DESIGN/BUILD 1: 9, 10, 11, 12**

**5 credits**

Design/Build 1 is a 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.

## **VISUAL AND PERFORMING ARTS**

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### **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: 10, 11, 12 (West); 12 (East)** **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 (O) 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 & DESIGN: 11, 12 5 credits**  
Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any of the AP Portfolio Exams. This course may be taken for two years. This class counts in weighted class rank. There are no prerequisites, but prior art experience and knowledge in making art will support student success. Students who have not had those opportunities may struggle with foundational skills and understanding of process, materials, and ideas.

**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.

**GRAPHIC DESIGN I: 9, 10, 11, 12 2.5 credits**  
This project-based course is focused on fundamentals of visual organization and concept development using text and images. Using digital and traditional hands-on media, students will expand their visual vocabulary, problem-solving skills, conceptual thinking, and digital proficiency in creative explorations of theory, history, and practice. Students will use industry-standard computer software as a design tool. Projects may include drawing and illustration for font and logo design, print layout, infographics and poster design.

**GRAPHIC DESIGN II: 9, 10, 11, 12 2.5 credits**  
**Preparation: Successful completion of Introduction to Graphic Design I**  
This project-based course emphasizes typography and layout as the carrier of meaning. Students build on understandings of design layout using grids and hierarchy, legibility and clarity, while exploring the expressive potential of type. Students will refine skills in conceptual development, critical thinking, collaboration, design production, and presentation as well as explore the professional practice of graphic design.

## **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:10, 11, 12 (West); 11, 12 (East)**

**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 (O)**

**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). Students who play piano/keyboard are also welcome to join this class. Students will perform in three-four concerts per year. The repertoire covers classic string orchestra pieces as well as contemporary orchestra literature. Grading is based on participation, lessons, testing, and rehearsal and concert attendance. No audition is required to participate in this class.

#### **EAST WIND ENSEMBLE: 10, 11, 12**

**5 credits**

##### **PREPARATION: Successful 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**

West Wind Ensemble is open to any West student who plays any wind or percussion instrument. Piano/keyboard is also welcome in this class. Students in this class will perform in three-four concerts a year. The repertoire covers music in the classic band literature as well as contemporary compositions. Grading is based on participation, lessons, testing, and rehearsal and concert attendance. No audition is required to participate in this class.

#### **EAST SYMPHONIC BAND: 10, 11, 12**

**5 credits**

##### **PREPARATION: Successful 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

### **JAZZ ENSEMBLE: 9, 10, 11, 12**

**5 credits**

#### **PREPARATION: Successful audition for students in grades 9-12**

Incoming freshmen can audition based on recommendation by their middle school band director. Current West students are welcome to audition as well. This group performs challenging literature at a high level. The repertoire includes jazz standards as well as contemporary jazz literature. The band performs in five to six concerts per year including local and state competitions. Grading is based on participation, lessons, testing, and rehearsal and concert attendance. Auditions are completed annually.

### **WEST SYMPHONIC BAND: 9, 10, 11, 12**

**5 credits**

West Symphonic Band is open to any interested student in grades 9-12 with previous experience on a musical instrument. This class functions as a second jazz band and will focus on jazz literature while also learning the classic band literature to perform with the Wind Ensemble. Students will perform in three-four concerts a year. Drumset, guitar, bass, and piano students are encouraged to join this class. No audition is required to participate in this class.

## VOCAL

### **VOCAL WORKSHOP: 9, 10, 11, 12**

**5 credits**

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. **No audition is required to participate in this class.**

### **CHANSONS: 10, 11, 12**

**5 credits**

#### **PREPARATION: Successful 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 relationships 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**

**5 credits**

#### **PREPARATION: Successful 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 relationships 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**

**5 credits**

#### **PREPARATION: Successful 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 relationships 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: 9, 10, 11, 12**

**5 credits**

#### **PREPARATION: Successful completion of Music Theory**

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: Students must 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

The course names are in direct correlation to students being able to earn a NJ State Seal of Biliteracy by their junior or senior year.

### CORE FRENCH ELECTIVES

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

Novice French 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.

#### **INTERMEDIATE FRENCH I A / H: 9, 10, 11, 12** **5 credits**

##### **PREPARATION: Successful completion of Novice French**

Intermediate French I 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.

#### **INTERMEDIATE FRENCH II A / H: 9, 10, 11, 12** **5 credits**

##### **PREPARATION: Successful completion of Intermediate French I**

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.

#### **INTERMEDIATE FRENCH III A / H: 10, 11, 12** **5 credits**

##### **PREPARATION: Successful completion of Intermediate French II**

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.

#### **INTERMEDIATE FRENCH IV A/H: 11, 12** **5 credits**

##### **PREPARATION: Successful completion of Intermediate French III**

Intermediate French IV 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.

**ADVANCED FRENCH A: 12****5 credits****PREPARATION: Successful completion of Intermediate French IV**

Advanced French is the culminating course in the French language sequence. Designed for students who have attained a strong command of the language, this course emphasizes fluency, precision, and sophistication in both oral and written communication. Students will read and analyze a variety of authentic texts—literary works, essays, and current media—while exploring themes related to contemporary issues and Francophone cultures around the world. Class discussions, debates, and presentations encourage spontaneous and nuanced expression in French. Writing assignments focus on refining style, organization, and tone. The class is conducted entirely in French, and students are expected to participate actively and consistently in all communicative tasks.

**AP FRENCH LANGUAGE & CULTURE: 12****5 credits****PREPARATION: Successful completion of Intermediate French IV**

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.

**CORE SPANISH ELECTIVES****NOVICE SPANISH A / H: 9, 10, 11, 12****5 credits**

Novice Spanish 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.

**INTERMEDIATE SPANISH I A / H: 9, 10, 11, 12****5 credits****PREPARATION: Successful completion of Novice Spanish**

Intermediate Spanish I is the second course in the 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.

**INTERMEDIATE SPANISH II A / H: 9, 10, 11, 12****5 credits****PREPARATION: Successful completion of Intermediate Spanish I**

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.

**INTERMEDIATE SPANISH III A / H: 10, 11, 12****5 credits****PREPARATION: Successful completion of Intermediate Spanish II**

In this Spanish course, special attention is given to the synthesis and connection of all the content and skills acquired in earlier 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.

**INTERMEDIATE SPANISH IV A/H: 11, 12****5 credits****PREPARATION: Successful completion of Intermediate Spanish III**

Intermediate Spanish IV 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 Spanish.

**ADVANCED SPANISH A: 12****5 credits****PREPARATION: Successful completion of Intermediate Spanish IV**

Advanced Spanish is the culminating course in the Spanish language sequence. Designed for students who have attained a strong command of the language, this course emphasizes fluency, precision, and sophistication in both oral and written communication. Students will read and analyze a variety of authentic texts—literary works, essays, and current media—while exploring themes related to contemporary issues and Hispanic cultures around the world. Class discussions, debates, and presentations encourage spontaneous and nuanced expression in Spanish. Writing assignments focus on refining style, organization, and tone. The class is conducted entirely in Spanish, and students are expected to participate actively and consistently in all communicative tasks.

**AP SPANISH LANGUAGE & CULTURE: 12****5 credits****PREPARATION: Successful completion of Intermediate Spanish IV or 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 FOR HERITAGE SPEAKERS NOVICE 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 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 Intermediate 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.

**CORE LATIN ELECTIVES****NOVICE LATIN A / H: 9, 10, 11, 12 5 credits**

Novice Latin 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.

**INTERMEDIATE LATIN I A / H: 10, 11, 12 5 credits****PREPARATION: Successful completion of Novice Latin A/H or teacher recommendation**

Intermediate Latin I 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.

**INTERMEDIATE LATIN II A / H: 11, 12 5 credits****PREPARATION: Successful completion of Intermediate Latin I 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.

**INTERMEDIATE LATIN III A: 12 5 credits****PREPARATION: Successful completion of Intermediate Latin II 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.

**AP LATIN: 12 5 credits****PREPARATION: Successful completion of Intermediate Latin II 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.

## **UNIQUE CHINESE ELECTIVES AT EAST**

### **NOVICE CHINESE A / H: 9, 10, 11, 12**

**5 Credits**

Novice Chinese 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.

### **INTERMEDIATE CHINESE I A / H: 10, 11, 12**

**5 Credits**

Intermediate Chinese I 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.

### **INTERMEDIATE CHINESE II A / H: 11, 12**

**5 Credits**

Intermediate Chinese II 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.

### **INTERMEDIATE CHINESE III 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**

### **NOVICE GERMAN A / H: 9, 10, 11, 12**

**5 credits**

Novice German 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. Students cultivate their understanding of German language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. 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. Students are encouraged to take the Level 1 National German Exam in April.

### **INTERMEDIATE GERMAN I A / H: 10, 11, 12**

**5 credits**

#### **PREPARATION: Successful completion of Novice German or with teacher recommendation**

Intermediate German I 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. Students cultivate their understanding of German language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. 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. Students are encouraged to take the Level 2 National German Exam in January.

### **INTERMEDIATE GERMAN II 3 A / H: 10, 11, 12**

**5 credits**

#### **PREPARATION: Successful completion of Intermediate German I or 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. Students cultivate their understanding of German language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. 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. Students are encouraged to take the Level 3 National German Exam in January.

### **INTERMEDIATE GERMAN III A: 12**

**5 credits**

#### **PREPARATION: Successful completion of Intermediate German II**

The content of this course largely coincides with the German 4AP course description (see below), but the emphasis will be on spoken and written Intermediate Proficiency and confidence-building in everyday, practical language use. Students are encouraged to take the Level 4 National German Exam and the STAMP test for the Seal of Biliteracy.

### **AP GERMAN LANGUAGE & CULTURE: 12**

**5 credits**

#### **PREPARATION: Successful completion of Intermediate German II 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. Students cultivate their understanding of German 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 encouraged to take the STAMP test for the Seal of Biliteracy, the Level 4 National German Exam, and the Advanced Placement exam in German language. The class will be conducted entirely in German.

## **UNIQUE ITALIAN ELECTIVES AT WEST**

### **NOVICE ITALIAN A / H: 9, 10, 11, 12**

**5 credits**

Novice Italian 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.

### **INTERMEDIATE ITALIAN I A / H: 10, 11, 12**

**5 credits**

#### **PREPARATION: Successful completion of Novice Italian with teacher recommendation**

Intermediate Italian I 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.

### **INTERMEDIATE ITALIAN II A / H: 11, 12**

**5 credits**

#### **PREPARATION: Successful completion of Intermediate Italian I with teacher recommendation**

The Intermediate Italian II 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.

### **INTERMEDIATE ITALIAN III A: 12**

**5 credits**

#### **PREPARATION: Successful completion of Intermediate Italian II A/H**

The Intermediate Italian III 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.

### **AP ITALIAN: 12**

**5 credits**

#### **PREPARATION: Successful completion of Intermediate Italian II H**

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 Italian culture. This course will be conducted entirely in Italian.

## **SEQUENCING CHARTS**





# Mathematics

## 2026-2027

| 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 Advanced Algebra & Finance A/H*** and/or Data Science A/H and/or Quantitative Reasoning A/H | Algebra 2 Concepts |
| Grade 10                                 | AP Calculus (BC Part 1) | AP Precalc or Precalc A                                | Algebra 2 A or R and/or Advanced Algebra & Finance A/H*** and/or Data Science A/H and/or Quantitative Reasoning A/H | Geometry (H, A or R)  | Geometry Concepts  |
| Grade 9*                                 | Algebra 2/ Trig H       | Algebra 2 A or R and/or Advanced Algebra & Finance A/H | 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   |
|---|
| Algebra 1   |
| Geometry H (only option for gr. 8) A, R                   |
| Algebra 2/Trig H**  |
| Algebra 2 A or R**  |
| Data Science A/H**  |
| Quantitative Reasoning A/H**                              |
| Advanced Algebra & Finance A/H***                         |
| Precalculus A   |
| Calculus A  |
| Trigonometry R  |
| Applied Calculus for Business and Science A/H             |
| AP Computer Science A**                                   |
| AP Precalculus  |
| AP Statistics   |
| AP Calculus (BC Part 1)                                   |
| AP Calculus (BC Part 2)                                   |
| AP Calculus (AB)  |
| Intro to College Math R                                   |
| Multivariable Calculus H                                  |
| **Meets the requirement for sequential 3rd year           |
| *** Meets the requirement for sequential 3rd year         |
| meets the requirement for Financial Lit if it is the math |
| Math Electives  |
| Business Statistics                                       |
| Advanced Topics in Computer Science                       |
| Intro to Computer Science                                 |
| Computer Programming                                      |
| Cybersecurity (E)   |
| AP Computer Science Principles                            |
| Geometric Constructions                                   |
| Data Visualization & Manipulations                        |

# Science

## 2026-2027



| Course Sequence                        |  |   |
|--|--|---|
| Note: Students can move across levels. |  |   |
| Grade 12                               | Science Elective<br>(AP Physics 2, AP Physics C, AP Biology, AP Chemistry, AP Environmental Science, or other Science Electives) |   |
| Grade 11                               | AP Physics 1 or Physics<br>(A or Concepts)   | Science Elective<br>(AP Biology, AP Chemistry, AP Environmental Science, or other Science Elective) |
| Grade 10                               | Chemistry<br>(H, A, or Concepts)   |   |
| Grade 9                                | Biology<br>(H, A, or Concepts)   |   |

| Semester Elective Courses  | Grades                   |       |
|--|--------------------------|-------|
| Introduction to Engineering  | 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                    |       |
| Healthcare Organizations & Inter-professional Practice (formerly named Dynamics of Healthcare & Society) | 10-12                    |       |
| Planetary Exploration A (O)  | 11-12                    |       |
| Forensic Science (H, A)  | 11-12                    |       |
| Scientific Principles of Nutrition   | 11-12                    |       |

# Social Studies

## 2026-2027



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

| Elective Courses   | Grades |
|--|--------|
| African American Studies AP (Satisfies AA Studies Requirement)                                   | 9-12   |
| Asian American Pacific Islanders Studies (Sem) (O)   | 9-12   |
| Women's History in the US from 16th Century to the Present (Sem) (O)                             | 10-12  |
| World History AP   | 10-12  |
| Philosophy: Ethics & the Art of Thinking (Sem) (E)   | 9-12   |
| Philosophy: Purpose & the Art of Living (Sem)  | 9-12   |
| US History: 1945 to present (Sem) (E)  | 10-12  |
| American Law: Theory & Practice (East only) (Sem)<br>The American Legal System (West only) (Sem) | 10-12  |
| European History AP (E)  | 10-12  |
| Economics AP   | 11-12  |
| Psychology (AP, A)   | 11-12  |
| US Government and Politics AP  | 11-12  |

# World Language

## 2026-2027



| Course Sequence                        |  |                         |   |  | Languages Offered   |
|--|--|-------------------------|---|--|---|
| Note: Students can move across levels. |  |                         |   |  |   |
| Grade 12                               | Advanced Spanish or French (A)             | AP Spanish<br>AP French | Intermediate III: Chinese, French, German, Italian, Latin or Spanish (H, A) | AP Spanish<br>AP French<br>AP German<br>AP Italian<br>AP Latin<br>AP Chinese | Chinese (East only)<br>French<br>German (East only)<br>Italian (West only)<br>Latin<br>Spanish<br>Spanish for Heritage Speakers   |
| Grade 11                               | Intermediate IV: Spanish or French (H, A)  |                         | Intermediate II: Chinese, French, German, Italian, Latin or Spanish (H, A)  |  | <b>New Jersey Seal of Biliteracy</b>  |
| Grade 10                               | Intermediate III: Spanish or French (H, A) |                         | Intermediate I: Chinese, French, German, Italian, Latin or Spanish (H, A)   |  | 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. |
| Grade 9                                | Intermediate II: Spanish or French (H, A)  |                         | Novice Chinese, French, German, Italian, Latin or Spanish (H, A)            |  |   |
|  | Continue Spanish or French                 |                         | Start a new language  |  |    |