

# WASHINGTON TOWNSHIP HIGH SCHOOL

## Program of Studies

### 2020-2021



#### District Vision

*The Washington Township school district will promote a safe, inclusive environment that embraces differences and provides varied experiences to help all students build an academic foundation that will develop critical thinking skills, interpersonal skills, social and emotional intelligence, and the confidence to be ethical, responsible, and productive citizens in a global society.*

#### District Mission

*E<sup>4</sup>*

*Excellence through Equity, Engagement, and Environment*

*Together With Pride!*

**Table of Contents Click on heading to go directly to page.**

Principal’s Letter .....	3
Washington Township High School Administrators .....	4
Washington Township High School Supervisors .....	4
Washington Township Public Schools Central Administration .....	4
Washington Township High School Counselors (2019-2020 Assignments) .....	4
NJ State Minimum* Graduation Requirements by Content Area .....	5
Personalized Student Learning Plan (PSLP) .....	6
Senior Privilege .....	8
Bell Schedule .....	9
Naviance .....	9
New Jersey Student Learning Assessment (NJSLA) .....	10
Cohort/Grade Level Status .....	11
Grading Scale .....	11
Weighted Grading Procedures .....	12
Determination Of School Academic Honors .....	13
Scheduling Timeline .....	13
Withdrawing From A Course .....	14
Academic Units .....	15
College Entrance Requirements .....	16
College Entrance Exams .....	16
Camden County College (CCC) – High School Plus Program .....	17
Customized Program Articulation Agreement With Rowan College Of South Jersey (RCSJ) .....	18
Rowan College Of South Jersey (RCSJ) – Dual Credit .....	19
Stockton University – Dual Credit .....	19
Advanced Placement (AP) .....	19
Option Two .....	20
Eligibility For Interscholastic Sports .....	22
National Collegiate Athletic Association (NCAA) .....	22
WTHS Career Academy Programs .....	22
COURSE DESCRIPTIONS .....	24
<b>PHYSICAL EDUCATION AND HEALTH</b> .....	24
<b>ENGLISH LANGUAGE ARTS</b> .....	27
<b>SOCIAL STUDIES</b> .....	31
<b>MATHEMATICS</b> .....	37
<b>SCIENCE</b> .....	42
<b>WORLD LANGUAGES</b> .....	48
<b>FINANCIAL LITERACY IN THE 21st CENTURY</b> .....	52
<b>BUSINESS EDUCATION</b> .....	53
<b>VISUAL AND PERFORMING ARTS</b> .....	55
<b>FAMILY AND CONSUMER SCIENCE</b> .....	63
<b>TECHNOLOGY EDUCATION</b> .....	65
<b>SPECIAL EDUCATION</b> .....	70



**WASHINGTON TOWNSHIP HIGH SCHOOL**  
519 Hurffville-Cross Keys Road  
Sewell, NJ 08080  
(856) 589-8500  
[www.wtps.org](http://www.wtps.org)



## **Principal's Letter**

Dear Parents and Students:

Choosing the right high school courses is a major undertaking. The Washington Township High School community takes great pride in the rigor and breadth of our diverse course offerings. Our school offers over 200 courses, including 25 Advanced Placement courses. The selection process can be both exciting and challenging. It is for that reason that students are encouraged to be familiar with graduation requirements and seriously consider the many options during this process.

Read through our Program of Studies carefully, examining the many course descriptions and consider what choices might be appropriate for your individual needs and interests, while paying careful attention to your postsecondary aspirations. Additionally, be certain to initiate conversations with your school counselor and seek input from teachers with whom you have built a solid rapport, as well as other professionals within the learning community. Doing so will enable you to make an informed and thoughtful decision.

Washington Township High School provides every student with an enriching and rewarding experience through its various programs. By taking the proper time to review these materials and through seeking the appropriate guidance from a variety of professionals, you will be able to take advantage of all of the curricular possibilities we have to offer. Ultimately, Washington Township High School can provide every student with outstanding academic programs and opportunities to prepare you for your postsecondary plans. This is an exciting part of your high school experience and we are here to help guide you through the process.

Sincerely,  
Mr. Jonathan Strout  
Executive Principal

## Washington Township High School Administrators

Mr. Jonathan Strout, Executive Principal  
 Mr. Steve Selby, 9/10 Executive Assistant Principal  
 Mr. John Saverase, 11/12 Executive Assistant Principal  
 Mr. Steve Cordner, 12<sup>th</sup> Grade Assistant Principal  
 Mrs. Angela Costello, 10<sup>th</sup> Grade Assistant Principal  
 Mr. Kevin Murphy, Assistant Principal/Athletic Director  
 Mr. Dan Saia, 11<sup>th</sup> Grade Assistant Principal  
 Mr. George Passante, 9<sup>th</sup> Grade Assistant Principal

## Washington Township High School Supervisors

Mrs. Rosemarie Armstrong, World Languages and English as a Second Language  
 Mrs. Melissa Barnett, English Language Arts  
 Ms. Donna Costa, Health & Physical Education  
 Mrs. Carole English, Mathematics  
 Mr. Casey Corigliano, Visual and Performing Arts  
 Mr. Joseph Hoopes, Special Education  
 Dr. Patricia Hughes, Science  
 Mr. Jeffrey Snyder, Social Studies and AFJROTC  
 Mr. Steve Whalen, Career and Technical Education

## Washington Township Public Schools Central Administration

Mrs. Kathryn Ashbridge, Director of Special Education  
 Dr. Steve Gregor, Director of Secondary Education  
 Ms. Jennifer Grimaldi, Director of District School Counseling

## Washington Township High School Counselors (2019-2020 Assignments)

Assigned alphabetically by the student's last name, students typically stay with the same counselor all four years of their high school career. We do not honor counselor requests from students and parents.

<b>GRADE 9: Last Name</b>	<b>School Counselor</b>
Abdul-Rahman – Brett	Ms. Stockl
Brewster – Crowley	Mrs. Hamer
Cruz Bermudez – Elliott	Mrs. Venere
Ensign – Hartong	Mr. Tortoriello
Hatton – Kumas	Mrs. Williams
Kuzbari – McLarnon	Mrs. Mulvihill
McLaughlin – Owens	Mrs. Eckert-Carpenter
Ozdemir – Rophail	Mrs. Baud
Ruffino – Taylor	Mr. Palmer
Thomas – Zukovsky	Mrs. Nelson
<b>Grade 11: Last Name</b>	<b>School Counselor</b>
Abrams – Braker; Parker – Perez, M.	Ms. Stockl
Brennan – Curtis; Perez, R. - Price	Mrs. Hamer
Daily – Fichera; Proffitt – Renzulli	Mrs. Venere
Fields – Guthier; Repousis – Rotonda	Mr. Tortoriello
Haddad – Kell; Russell - Scott	Mrs. Williams
Kelly – McAteer; Severance– Smith, S.	Mrs. Mulvihill
McCormick – Pancrazio; Smith, T. – Stone	Mrs. Eckert-Carpenter
Tangradi – Zullo; Stracciolini – Szollosy	Mrs. Nelson

<b>GRADE 10: Last Name</b>	<b>School Counselor</b>
Agostini – Brockway	Ms. Stockl
Brown – Crandley	Mrs. Hamer
Crawford – Francks	Mrs. Venere
Franklin – Hyson	Mr. Tortoriello
Iacaruso – LaRocca	Mrs. Williams
LaRosa – McQuade	Mrs. Mulvihill
Medina – Petrelli	Mrs. Eckert-Carpenter
Pfeifer – Seibert	Mrs. Baud
Senula – Tonkins-Towns	Mr. Palmer
Torbik – Zytynski	Mrs. Nelson
<b>GRADE 12: Last Name</b>	<b>School Counselor</b>
Abraham – Brooks; Palentini – Peters	Ms. Stockl
Brown – Contrevo; Petracci – Rafer	Mrs. Hamer
Cook – Edmonds; Rainey – Robinson	Mrs. Venere
Edwards – Greene; Roda – Sacca	Mr. Tortoriello
Griggs – Kinney; Sadowski – Sevick	Mrs. Williams
Kleynowski – Maltese; Sharkey – Smith, M.	Mrs. Mulvihill
Manero – Oster; Smith, S. – Storm	Mrs. Eckert-Carpenter
Teeple – Zheng; Straub – Taylor	Mrs. Nelson

**NJ State Minimum\* Graduation Requirements by Content Area**

<b>Content Area:</b>	<b>Credits and additional requirements</b>
<b>English Language Arts</b>	<b>20 credits</b>
<b>Mathematics</b>	<b>15 credits including:</b> Algebra I or content equivalent** Geometry or the content equivalent** Third year of math that builds on the concepts and skills of Algebra and Geometry and prepares students for college and 21st century careers
<b>Science</b>	<b>15 credits with at least 5 credits in each:</b> Laboratory biology/life science or the content equivalent Laboratory/inquiry-based science course (i.e., chemistry, environmental science, or physics) Laboratory/inquiry-based science course
<b>Social Studies</b>	<b>15 credits including:</b> 5 credits in world history Integration of civics, economics, geography and global content in all course offerings (Require 2 years of US History)
<b>Financial, Economic Business, And Entrepreneurial Business Literacy</b>	<b>2.5 credits</b>
<b>Health, Safety, and Physical Education</b>	<b>15 credits over four years including:</b> 3.75 credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, N.J.S.A. 18A:35-5, 7 and 8
<b>Visual and Performing Arts</b>	<b>5 credits</b>
<b>World Languages</b>	<b>5 credits</b>
<b>Technology</b>	<b>Integrated throughout all courses</b>
<b>21st Century Life and Careers (Practical Arts)</b>	<b>5 credits</b>
<b>Total Credits (State Minimum)</b>	<b>120 credits*</b>

\*School districts may establish course and/or credit requirements which exceed the State minimums.

**District Minimum:**

- Current Seniors (Class of 2020) – 120 credits
- Current Juniors (Class of 2021) – 120 credits
- Current Sophomores (Class of 2022) – 120 credits
- Current Freshmen (Class of 2023) – 130 credits
- Current 8<sup>th</sup> Graders (Class of 2024 and thereafter) – 130 credits

\*\*Content equivalent means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with the new Jersey Student Learning Standards.

## Personalized Student Learning Plan (PSLP)

The New Jersey Department of Education PSLP is defined as a formalized four-year plan and process that involves students setting learning goals based on academic, career, and personal interests (N.J.A.C. 6A:8). It should be used after carefully reviewing graduation requirements, course descriptions, prerequisites, etc. Below are samples beginning with incoming freshman and then current students Grades 9-11.



### WASHINGTON TOWNSHIP HIGH SCHOOL

School Counseling Department

856-589-8500 Ext. 7419

BH / CR / OV

Student \_\_\_\_\_

### 2020-2021 Personalized Student Learning Plan

NJ State Minimum Graduation Requirements by Content Area indicated below:												
G R A D E	ELA 4 yrs	SOCIAL STUDIES 1 yr - WH 2 yrs - US	MATH 3 yrs	SCIENCE 3 yrs (1 yr-Bio)	WORLD LANG. 1 yr	PHYSICAL ED. & HEALTH 4 yrs	FINANCIAL LITERACY	VISUAL/ PERFORM. ARTS 1 yr	PRACT. ARTS 1 yr	ALT., 8 <sup>th</sup> CLASS, OTHER	CREDITS PLANNED 130 Total Required	T O T A L
9	ENG. 9	WORLD	MATH	SCIENCE	W.L.	PE _____ H 9 _____	Junior Year					
Units	/4	/3	/3	/3	/1							

4-year colleges will require additional courses and a minimum of 16 academic units

#### POSTSECONDARY GOALS:

TESTING: PSAT 8/9 (October) \_\_\_\_\_ NJSLA (Spring) \_\_\_\_\_ AP (May, if applicable) \_\_\_\_\_

COUNSELING WEBPAGE:  Naviance

EXTRACURRICULAR: \_\_\_\_\_

*The student scheduling advisement process is a partnership of efforts so we request that you review all of the information provided.  
We wish your child success during this process!*

- Access our 2020-2021 Program of Studies on [www.wtps.org/wthscounseling](http://www.wtps.org/wthscounseling) > Scheduling Advisement – Students must meet course prerequisites listed
- Six classes are required per semester
- Special education students will create their schedules with their counselor and their case manager will finalize
- Student-Athletes must refer to the NCAA requirements on [www.eligibilitycenter.org](http://www.eligibilitycenter.org)  NJSIAA Eligibility 30/15  NCAA
- This form must be signed and returned to the Middle School Counseling Office no later than Friday, April 3, 2020
- **No course changes after May 1, 2020 – Review final courses with your child via PowerSchool Course Verification by April 24<sup>th</sup>**

Counselor Name \_\_\_\_\_ Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

#### \*Weighted course

+Dual credit eligible

#### PHYSICAL EDUCATION / HEALTH

11109 Physical Education 9

#### ENGLISH LANGUAGE ARTS

100 English Second Language

111 Honors English 9\*

112 CP English 9

151 Creative Writing (Sem)

171 Journalism 1 (Sem)

761 Exploring the Theater

#### SOCIAL STUDIES

210 AP World History\*

211 Honors World History\*

212 CP World History

241 CP US Government & Pol

249 CP Sociology & Contem Iss+

253 CP Humanitarian Studies/Soc Justice+

290 AFJROTC

#### MATHEMATICS

311 Honors Algebra 2\*

322 Geometry A

332 Algebra 1 A

363 Algebra 1 B

336 Introduction to Computer Science

#### SCIENCE

484 CP Energy in the Enviro

486 Honors Biology\*

456 Integrated Science 1

#### WORLD LANGUAGES

517 Intro to French

518 French 1A

511 French 2A

527 Intro to German

528 German 1A

521 German 2A

537 Intro to Spanish

538 Spanish 1A

531 Spanish 2A

#### BUSINESS

600 Computer App for Business Mngt

610 Intro to Business/Careers

630 Principles of Marketing+ (if available)

650 Social Media Marketing

#### VISUAL AND PERFORMING ARTS

765 Exploring the Arts

#### VISUAL ARTS

711 Studio Art 1

712 Studio Art 2

722 Multi-cultural Art and Design

726 Jewelry and Decorative Arts

743 Experiencing Visual Art

752 Animation

730 Digital Photography (if available)

756 Digital Illustration

759 Pottery

#### PERFORMING ARTS

793 Dance 1

764 Guitar 1

772 Music Theory 1

780 Band Activities

782 Choral Activities\*

784 Intro to Music Technology

789 Orchestra Activities

791 Marching Band

#### FAMILY AND CONSUMER SCIENCE

842 Prenatal Development

844 Housing and Interior Design

#### TECHNOLOGY EDUCATION

910 Intro to Engineering Technology

911 Material Processing & Production Syst

917 Computational Think & Video Game Des

925 Intro to TV Production+

941 Electrical Technology 1

943 Intro to Graphic Dsn & Printing Mngt

949 Robotics

#### LUNCH

9001 Lunch



WASHINGTON TOWNSHIP HIGH SCHOOL

(Student Label)

School Counseling Department  
856-589-8500 Ext. 7419

**2020-2021 Personalized Student Learning Plan**

NJ State Minimum Graduation Requirements by Content Area indicated below:												
G R A D E	ELA 4 yrs	SOCIAL STUDIES 1 yr - WH 2 yrs - US	MATH 3 yrs	SCIENCE 3 yrs (1 yr -Bio.)	WORLD LANG. 1 yr	PHYSICAL ED. & HEALTH 4 yrs	FINANCIAL LITERACY	VISUAL/ PERFORM. ARTS 1 yr	PRACT. ARTS 1 yr	ALTER., 8 <sup>th</sup> CLASS, OTHER	CREDITS EARNED/ PLANNED 120 or 130 REQUIRED	T O T A L
9	ENG. 9	WORLD	MATH	SCIENCE	W.L.	PE ____ H 9 ____						
10	ENG. 10	US HIS. 1	MATH	SCIENCE		PE ____ H 10 ____ Dr.Ed. __						
11	ENG. 11	US HIS. 2	MATH	SCIENCE		PE ____ H 11 ____	FIN. LIT. <u>School-5</u> <u>Online-</u> <u>2.5</u>					
12	ENG. 12					PE ____ H 12 ____						
Units	/4	/3	/3	/3	/1							
<b>4-year colleges will require additional courses and a minimum of 16 academic units</b>												

GPA:

POSTSECONDARY GOALS:

TESTING: NJSLA (Spring) \_\_\_\_\_ AP (May) \_\_\_\_\_

PSAT (Oct.) \_\_\_\_\_ SAT/ACT \_\_\_\_\_ SAT Subject Tests \_\_\_\_\_

Accuplacer \_\_\_\_\_ ASVAB \_\_\_\_\_ State Graduation Assessment: ELA \_\_\_ Y \_\_\_ N, Math \_\_\_ Y \_\_\_ N

COUNSELING WEBPAGE:  Career & College Planning  Naviance

Dual Credit: CCC, RCSJ, SU  ACT & SAT

EXTRACURRICULAR:

NOTES:

*The student scheduling advisement process is a partnership of efforts so we request that you review all of the information provided. We wish your child success during this process!*

- Access our 2020-2021 Program of Studies on [www.wtps.org/wthscounseling](http://www.wtps.org/wthscounseling) > Scheduling Advisement – Students must meet course prerequisites listed
- Six classes are required per semester
- Special education students will finalize their schedules at the case manager/counselor meeting
- Student-Athletes must refer to the NCAA requirements on [www.eligibilitycenter.org](http://www.eligibilitycenter.org)  NJSIAA Eligibility 30/15  NCAA
- Questions can be directed to your child's counselor or our office
- Course change request appointments will occur from April 20<sup>th</sup>-24<sup>th</sup>
- **No course changes after May 1, 2020 – Review final courses with your child via PowerSchool Course Verification by April 24<sup>th</sup>**

Counselor Signature \_\_\_\_\_ Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_



## Senior Privilege

Seniors who are in good standing regarding academics, attendance and discipline will be eligible to request up to two (2) study halls during their senior year. Seniors can request that their study hall(s) be scheduled in the morning and/or afternoon, but requests can't be guaranteed.

With the launch of our new "TWP Pride" schedule during the 2020-2021 school year, seniors will not be able to leave early every day as some seniors have been able to do in the past. This is due to the rotating nature of our new schedule. However, seniors will have the opportunity to arrive late to school if they have an am study hall(s). Parental approval and permissions slips must be signed by students and parents before any senior privilege will be permitted.

Below is some general information to assist seniors that are requesting senior privilege to take one or two study halls:

<u>SCHEDULE INCLUDES</u>	<u>DETAILS</u>
1 AM study hall	Privilege to sign in by 8:20 once every four days.
1 PM study hall	Privilege to leave at 1:18 once every four days.
2 AM study halls	Privilege to sign in by 8:20 once every four days. Privilege to sign in by 9:20 once every four days.
2 PM study halls	Privilege to leave at 1:18 once every four days. Privilege to leave at 12:17 once every four days.
1 AM study hall and 1 PM study hall	Privilege to sign in by 8:20 once every four days. Privilege to leave at 1:18 once every four days.

*No special transportation will be provided for seniors who are approved for or early release.*

The following requirements will serve as a guide for identifying students who are eligible to request senior privilege, **based on performance during junior year:**

- No more than 1 failed class.
- No more than 10 unexcused absences.
- No more than 20 total absences.
- No more than 10 unexcused latenesses to homeroom.
- No more than 2 suspensions of any kind.

During senior year, administration will periodically review student academic, attendance, and discipline data. **Senior privilege will be removed for any student who:**

- \*Fails more than 1 class during a marking period.
- Accumulates more than 10 unexcused absences.
- Accumulates more than 20 total absences.
- Accumulates more than 10 unexcused latenesses to homeroom.
- Receives a 3<sup>rd</sup> suspension.

*\*In the case of removal for multiple class failures during a marking period, students will be required to attend their 8<sup>th</sup> period study hall while on probation for the next marking period. Senior privilege will be reinstated if the student is no longer failing more than 1 class at the conclusion of the next marking period.*

All students eligible for senior privilege must submit a form authorizing parent/guardian permission for an early release. This form will be signed by both the student and the parent/guardian to insure an understanding that students with senior privilege and a lunch will not be permitted to drop a course during senior year and that senior privilege will be removed, if necessary, as noted above.



**Bell Schedule****TWP PRIDE BELL SCHEDULE – REGULAR DAY**

Period/Time	Day 1	Day 2	Day 3	Day 4
<b>Period 1</b> 7:20 – 8:22 62 minutes	Class 1	Class 2	Class 3	Class 4
<b>Period 2</b> 8:26 – 9:23 57 minutes	Class 2	Class 3	Class 4	Class 1
<b>Period 3</b> 9:27 – 10:24 57 minutes	Class 3	Class 4	Class 1	Class 2
<b>Lunch 1/Lab 1</b> <b>10:24 – 10:52</b> <b>28 minutes</b> <b><i>*3<sup>RD</sup> PERIOD LAB SCIENCE MEETS UNTIL 10:44 ON SPECIFIED DAY*</i></b>				
<b>Lunch 2/Lab 2</b> <b>10:52 – 11:20</b> <b>28 minutes</b> <b><i>*4<sup>th</sup> PERIOD LAB SCIENCE BEGINS AT 11:00 ON SPECIFIED DAY*</i></b>				
<b>Period 4</b> 11:20 – 12:17 57 minutes	Class 5	Class 6	Class 7	Class 8
<b>Period 5</b> 12:21 – 1:18 57 minutes	Class 6	Class 7	Class 8	Class 5
<b>Period 6</b> 1:22 – 2:19 57 minutes	Class 7	Class 8	Class 5	Class 6
<b>Classes not running</b>	<i>Drop 4 &amp; 8</i>	<i>Drop 1 &amp; 5</i>	<i>Drop 2 &amp; 6</i>	<i>Drop 3 &amp; 7</i>

**Naviance**

Naviance is a comprehensive Grades 9-12 college and career readiness solution that helps WTHS align student strengths and interests to postsecondary goals, improving student outcomes, and connecting learning to life. Click here to explore postsecondary options using [Career Cluster Pathways](#). Our students have free accounts to access their [Naviance login](#).

## **New Jersey Student Learning Assessment (NJSLA)**

Students in Grades 9-11 will sit for NJSLA in English Language Arts (ELA) each year. Any students in Algebra 1, Geometry, or Algebra 2 (or the content equivalent) will sit for those NJSLA assessments during the year in which they are enrolled in those classes. Students must perform successfully on PARCC/NJSLA assessments in order to be eligible for graduation. The following chart outlines what the state requires per grade level (as of June 2019):



### **New Jersey High School Graduation Assessment Requirements**

On June 5, 2019, the New Jersey Department of Education (NJDOE) updated the high school graduation assessment requirements in both English Language Arts/Literacy (ELA) and mathematics for the Classes of 2019 through 2022, pursuant to an amended Consent Order from the Appellate Division of the Superior Court of New Jersey.

#### **The Classes of 2019, 2020, 2021, and 2022**

The high school assessment graduation requirements that are in place for the Classes of 2019, 2020, 2021, and 2022 are:

In **English Language Arts/Literacy**, students must demonstrate proficiency:

1. On NJSLA/PARCC ELA 10; **or**
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; **or**
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

In **mathematics**, students must demonstrate proficiency:

1. On NJSLA/PARCC Algebra I; **or**
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; **or**
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Proficiency levels/cut scores for the Classes of 2019 through 2022 are specified in the chart below.

**Note:** Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs.

#### **The Class of 2023 and Beyond**

The NJDOE is committed to providing fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation of statewide assessments.

## ELA and Mathematics Assessment Graduation Requirements for the Classes of 2019, 2020, 2021, and 2022

*This document reflects the high school graduation assessment requirements for the Classes of 2019, 2020, 2021, and 2022, pursuant to an amended Consent Order received by the NJDOE from the Appellate Division of the Superior Court of New Jersey on June 5, 2019.*

*The requirements for the Class of 2019, including the cut scores, remain unchanged from the requirements that were applied to the Classes of 2017 and 2018. These requirements now apply to the Classes of 2020, 2021, and 2022.*

Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
<b>First Pathway:</b> <i>Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I</i>	NJSLA/PARCC ELA Grade 10 $\geq$ 750 (Level 4)	NJSLA/PARCC Algebra I $\geq$ 750 (Level 4)
<b>Second Pathway:</b> <i>Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments</i>	NJSLA/PARCC ELA Grade 9 $\geq$ 750 (Level 4), <i>or</i> NJSLA/PARCC ELA Grade 11 $\geq$ 725 (Level 3) <i>or</i> SAT Critical Reading (taken before 3/1/16) $\geq$ 400, <i>or</i> SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) $\geq$ 450, <i>or</i> SAT Reading Test (taken 3/1/16 or later) $\geq$ 22, <i>or</i> ACT Reading or ACT PLAN Reading <sup>1</sup> $\geq$ 16, <i>or</i> ACCUPLACER WritePlacer $\geq$ 6, <i>or</i> ACCUPLACER WritePlacer ESL $\geq$ 4, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) $\geq$ 40, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) $\geq$ 22, <i>or</i> ACT Aspire Reading <sup>1</sup> $\geq$ 422, <i>or</i> ASVAB-AFQT Composite $\geq$ 31	NJSLA/PARCC Geometry $\geq$ 725 (Level 3), <i>or</i> NJSLA/PARCC Algebra II $\geq$ 725 (Level 3) <i>or</i> SAT Math (taken before 3/1/16) $\geq$ 400, <i>or</i> SAT Math Section (taken 3/1/16 or later) $\geq$ 440, <i>or</i> SAT Math Test (taken 3/1/16 or later) $\geq$ 22, <i>or</i> ACT or ACT PLAN Math <sup>1</sup> $\geq$ 16, <i>or</i> ACCUPLACER Elementary Algebra $\geq$ 76, <i>or</i> Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) <sup>2</sup> $\geq$ 255, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) $\geq$ 40, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) $\geq$ 22, <i>or</i> ACT Aspire Math <sup>1</sup> $\geq$ 422, <i>or</i> ASVAB-AFQT Composite $\geq$ 31
<b>Third Pathway:</b> <i>Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals</i>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

<sup>1</sup> Test is no longer administered but can be used for the graduating year.

<sup>2</sup> Beginning on Monday, January 28, 2019, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

## Cohort/Grade Level Status

### For the 2020-2021 school year

- Sophomore = 24 credits earned
- Junior = 54 credits earned
- Senior = 80 credits earned

### For the 2021-2022 school year and beyond

- Sophomore = 24 credits earned
- Junior = 59 credits earned
- Senior = 90 credits earned

## Grading Scale

The following grading system is used to evaluate student progress and can be monitored via PowerSchool:

93	-	100	A	
85	-	92	B	
77	-	84	C	
70	-	76	D	
60	-	69	F	Failing, no credit, may attend summer school for makeup credit
0	-	59	F	Failing, no credit, cannot attend summer school

## Weighted Grading Procedures

Our weighted academic ranking system ranks courses based on the following information:

- Advanced Placement (AP) Courses will be assigned ten (10) additional points added to the final average.
- All other courses designated as weighted will be assigned six (6) additional points added to the final average.

The weighted grade will be used for Grade Point Average (GPA) and class rank only. The weighted final course average will not appear on the student report card. Students must pass with a final unweighted grade of 70 to be eligible for the weighted points.

The following courses, as identified by departments and approved by the Board of Education, will be granted weighted grades:

<b>English Language Arts</b>	Honors English 9, Honors English 10, Honors English 11, AP English Lang/Comp, Honors English 12, AP English 12, Journalism 2, Journalism 3, Journalism 4
<b>Social Studies</b>	AP World History, Honors World History: The Modern Era, Honors 1-The Expansion of America, AP US History 1, Honors 2-America on The World Stage, AP US History 2, AP Psychology, AP US Government and Politics, Honors European History, AP European History, AP Economics
<b>Mathematics</b>	Honors Geometry, Honors Algebra 2, Honors Pre-Calculus, Honors Calculus, AP Calculus AB, AP Calculus BC, AP Computer Science Java, AP Statistics, Intro to Computer Science
<b>Science</b>	Honors Biology, Honors Chemistry, Honors Physics, Anatomy & Physiology, Veterinary Sciences, Fundamentals of Organic Chemistry, AP Biology, AP Chemistry, AP Physics 1, AP Physics C, AP Environmental Science
<b>World Languages</b>	Honors French 3, Honors French 4, AP French, Honors German 3, Honors German 4, AP German, Honors Spanish 3, Honors Spanish 4, AP Spanish
<b>Business</b>	College Level Accounting
<b>Visual and Performing Arts</b>	Studio Art 3, AP Studio Art, AP History of Art, AP Music Theory 2, Wind Ensemble, Chorale, Chamber Orchestra

### **Weighted Academic Ranking System**

Subject	Actual Grade	Weighted Grade		Credit		Cumulative Product
Honors English*	95	101	x	5	=	505
CP America on the World Stage	95	95	x	5	=	475
Honors Physics*	86	92	x	6	=	552
Honors French 4*	89	95	x	5	=	475
Financial Literacy in the 21 <sup>st</sup> Century	85	85	x	5	=	425
Physical Education	90	90	x	3	=	270
Health	97	97	x	1	=	97
<b>TOTAL</b>				<b>30</b>		<b>2799</b>

\*Weighted Courses - For courses to be considered for weighting, a minimum of 70 is required  
**2799 (Cumulative Product) divided by 30 (Credits) equals a Cumulative Average of: 93.3**

## Determination Of School Academic Honors

Students who graduate with high grade point averages will be honored in one of the following distinctions:

Summa Cum Laude	With highest honor	Cumulative average of 102 without “rounding up” including top 1%
Magna Cum Laude	With high honor	Cumulative average of 100 without “rounding up” including top 2-5%
Cum Laude	With honor	Cumulative average of 93 or above without “rounding up”

Seventh semester rank will be used to determine the honor and high honor graduates. The eighth semester rank will be used to designate highest honor graduates.

## Scheduling Timeline

The School Counseling Department at Washington Township High School invites students and parents to become active participants in the following process:

<b>Tentative Dates</b>	<b>Events</b>
<b>November</b>	8 <sup>th</sup> Grade Open House at WTHS - Program of Studies & Curriculum, Athletics and Clubs, etc.
<b>February - April</b>	Counselors meet with students individually for scheduling advisement appointments to complete personalized student learning plan at middle schools and high school. <i>Note: Grades and standardized tests at the time of scheduling appointments will be used for course prerequisites</i>
<b>April</b>	Course verifications will be available to students and parents via PowerSchool.
<b>May</b>	Courses are finalized. <i>Note: No course selection changes will be honored after May 1<sup>st</sup></i>
<b>August</b>	Schedules will be available via PowerSchool. Schedule change requests will only be made for the following reasons: <ol style="list-style-type: none"> <li>1. Course was omitted.</li> <li>2. A student was scheduled for a teacher with whom he/she previously failed a course.</li> <li>3. An incorrect level of a course was scheduled.</li> <li>4. A student passed a course during summer school and is eligible to add an additional course.</li> <li>5. A student has registered for a sequential course but has failed the prerequisite course.</li> <li>6. An error was made in creating the student’s schedule.</li> </ol> <i>Note: Courses will not be changed for the purpose of changing teachers within the same course or lunch period preference.</i>

## Withdrawing From A Course

Students are required to carry a minimum of six classes each semester. Also, seniors must be aware if they have already submitted their transcript to a postsecondary school and then intend to withdraw from a course this will impact your school record. The following indicates the effect of withdrawing from a class per marking period:

Marking Period	Effect on Student Transcript
1, 2	Course does not appear on transcript.
Midterm, 3, 4	WF (Withdraw Failing) regardless of performance. Once the midterm exam has been administered for a given subject, that course will be considered to be in the 3 <sup>rd</sup> marking period, thus warranting a WF if a student drops the course after administration of the midterm exam.  A numerical grade not to exceed 59 will be assigned and will be calculated in determining the yearly and cumulative numerical average and class rank of the student.

## Academic Units

A minimum of 16 academic units (Carnegie Units) is recommended for admission to four-year colleges. For more information on specific academic requirements, research individual colleges/universities on [Naviance](#) and speak with your school counselor.

ENGLISH LANGUAGE ARTS	MATHEMATICS	WORLD LANGUAGES
Honors English 9* CP English 9 Honors English 10* CP English 10 AP English Lang/Comp* Honors English 11* CP English 11 AP English 12 Lit/Comp* Honors English 12* CP English 12 Creative Writing Journalism 1 (Sem) Journalism 2* Journalism 3* Journalism 4*	Algebra 1 A Algebra 1 B Honors Algebra 2* Algebra 2 A Algebra 2 B Honors Geometry* Geometry A Geometry B Honors Pre-Calculus* Pre-Calculus Honors Calculus* AP Calculus AB* AP Calculus BC* Intro to Computer Science* AP Computer Science Java* Statistics AP Statistics* Found for Prob, Stat, Trig	Intro to French French 1A French 2A Honors French 3* Honors French 4* AP French* Intro to German German 1A German 2A Honors German 3* Honors German 4* AP German* Intro to Spanish Spanish 1A Spanish 2A Honor Spanish 3* Honors Spanish 4* Spanish for Careers AP Spanish*
SOCIAL STUDIES	SCIENCE	VISUAL AND PERFORMING ARTS
AP World History* Honors World Hist: The Modern Era* CP World Hist: The Modern Era AP US History 1* Honors Expansion of America* CP Expansion of America AP US History 2* Honors America on the World Stage* CP America on the World Stage AP Economics* CP Economics CP Humanitarian Studies/Social Justice AP Psychology* CP Psychology CP Sociology CP Humanitarian Stud AP European History* Honors Euro History* AP United States Gov* CP US Gov and Politics	CP Energy in the Enviro (lab) AP Biology* (lab) Honors Biology* (lab) CP Biology (lab) AP Chemistry* (lab) Honors Chemistry* (lab) CP Chemistry (lab) AP Enviro Science* (lab) AP Physics 1* (lab) AP Physics C* (lab) Honors Physics* (lab) CP Physics (lab) Anatomy and Phys* (lab) Veterinary Science* Fund of Organic Chemistry* CP Atmospheric and Space Sci CP Marine Biology CP Forensic Science CP Biotechnology	AP History of Art* AP Studio Art* AP Music Theory 2*



## College Entrance Requirements

A student should review college course requirements via Naviance prior to graduating high school. Most four-year colleges and universities recommend students between Grades 9 – 12 should complete a minimum of 16 academic units within the following areas (College Preparatory or higher):

Years	Subjects
4	English
3 - 4	Social Studies, Mathematics, Lab Science
2 - 4	World Language (same language)
1	Academic Electives (applies to subjects above)

## College Entrance Exams

These standardized tests are required for most four-year colleges and universities. During your junior and senior year, register for the ACT and/or SAT and have your scores sent to WTHS and colleges of your choice.

**WTHS School Code 311364**



The PSAT is a standardized test administered by the CollegeBoard in October at WTHS to Grades 9-11. Below is helpful information:

- [Grade 9 PSAT 8/9 – PSAT 8/9 Understanding Scores](#)
- [Grades 10-11 PSAT/NMSQT – PSAT/NMSQT Understanding Scores](#)



## Camden County College (CCC) – Dual Credit/High School Plus Program

Our school has partnered with [CCC](#) to offer dual credit for courses taken at our high school. The college has designated over 40 courses that will be awarded dual credit (high school and college) upon earning a final unweighted grade of B, C or higher (noted below). CCC designates registration procedures, pricing, and deadlines. This information is shared with students in the fall and winter by eligible classroom teachers and our [WTHS Counseling Webpage](#). For transfer questions, see your counselor and visit [NJ TRANSFER](#) to determine how a CCC course may transfer to NJ Colleges and Universities.

WTHS Course Title *Weighted course	WTHS Teachers	CCC Course #	CCC Credits	Minimum Grade
College Level Accounting*	Dowdell, Simpson	ACC 104	3	C
Anatomy & Physiology*	Howard, Tsoukalis	BIO 103	3	B
AP Environmental Science*	Tsoukalis	BIO 106	4	B & 3 AP Exam
AP Biology*	Cardamone	BIO 111	4	B & 3 AP Exam
Principles of Eng and Tech Design	Wong	CAD 101	4	C
Adv Appl in Eng	Wong	CAD 107	3	C
Arch Design Systems	Wong	CAD 205	3	C
Introduction to TV Production	Dirato	COM 141	3	C
AP Chemistry*	Holmes	CHM 111	4	B
Intro to Comp Science*	Faust	CSC 122	4	C
AP Comp Science Java*	Faust	CSC 161	3	C
AP Economics* (Micro)	Montano	ECO 101	3	C
AP Economics* (Macro)	Montano	ECO 102	3	C
Foundations of Early Childhood Ed/ Teaching Methods for Early Childhood Ed	Barakat	EED 105	3	C
AP English Lang/Comp*	Wells	ENG 101	3	B
AP English 12*	Sandusky, Valerio	ENG 121	3	B
Honors French 3*	Hudak	FRE 101	3	B
Honors French 4*	Hudak, Lester	FRE 102	3	B
AP French*	Hudak	FRE 201	3	B
Honors German 3*	Bacher, Graham	GER 101	3	B
Honors German 4*	Bacher, Graham	GER 102	3	B
AP German*	Bacher	GER 201	3	B
AP US History 2*	Scardino-Welch	HIS 122	3	C
AP European History*	Zambino	HIS 112	3	C
Business Law & Ethics	Simpson	LAW 101	3	C
Business Admin and Mngt	Chiaro, Molloy	MGT 101	3	C
Entrepreneurship & Strategic Marketing	Gill	MGT 221	3	C
Principles of Marketing	Chiaro	MKT 101	3	C
AP Statistics*	Dempsey	MTH 111	3	C
Honors Calculus*	Giberson, Reid	MTH 122	3	C
Honors Pre-Calculus*	Bogacki, Eckley	MTH 125	3	B

WTHS Course Title *Weighted course	WTHS Teachers	CCC Course #	CCC Credits	Minimum Grade
AP Calculus AB*	Bogacki	MTH 140	3	B
AP Calculus AB & BC*	Bogacki (AB), Eckley (BC)	MTH 140 & MTH 150	4, 4	B, B
AP Physics 1*	Carpinelli	PHY 101	4	C
AP Physics C*	Duym	PHY 201	4	C
AP US Govt/Politics*	Wisor	POL 103	3	C
AP Psychology*	Foster, Monaco, Scardino-Welch	PSY 101	3	C
CP Sociology & Cont Issues in Amer Soc	LaRosa, Mason	SOC 101	3	C
Honors Spanish 3*	Kirk, Marioni	SPA 101	3	B
Honors Spanish 4*	Belisario, Kirk	SPA 102	3	B
AP Spanish*	Belisario	SPA 201	3	B

## Customized Program Articulation Agreement With Rowan College of South Jersey (RCSJ)



We have a customized program agreement with [RCSJ](#), which is designed to reward students who successfully complete a series of related courses at our high school that will allow students to earn college credit upon completion. There is no fee for students that pursue these programs and there are no registration requirements. The following conditions apply:

1. Students must have earned a final grade of at least 85 in each course in order to be eligible for college credits.
2. The graduate must have a written recommendation from the instructor or school counselor.
3. Eligibility for articulated college credit will continue for a maximum of two years following graduation from WTHS.
4. Students must enroll at RCSJ and complete a minimum of 12 credits prior to receiving credit for the course(s) listed.

Program Title	WTHS Code	WTHS Title	RCSJ Code	RCGC Title	Credits
Graphic Communications	925	Introduction to TV Production	CGA 115	Foundations of Computer Graphic Arts	3
	944	Advanced Graphics and Printing Management			
	959	Field Experience in Graphics and Printing Management			
Pre-Engineering	931	Principles of Engineering and Technological Design	DFT 103	CADD 1	3
	933	Architecture Design System			
	958	Engineering Design (Capstone)			
Business Management and	600	Computer Applications For Business Management (Student earns CIS 101 if total MOUS certified)	BUS 101	Introduction to Business	3

Program Title	WTHS Code	WTHS Title	RCSJ Code	RCGC Title	Credits
Administration	610	Introduction to Business & Careers Business Sem			
	632 or 634 or 609	Business Administration and Management OR Co-Op or Business Law & Ethics			
Financial Management & Accounting	628	Managerial Accounting	BUS 102	Accounting I	4
	TBD				
Construction Technology	947	Construction Technology 1	CET 101	Introduction to Materials	3
	948	Construction Technology 2			
	911	Materials Processing & Production Systems			

### **Rowan College of South Jersey (RCSJ) – Dual Credit**



Additionally, we have a [partnership](#) with [RCSJ](#) to offer dual credit for Anatomy and Physiology\* 446/447 (BIO 105) students to receive college credits for successful completion, “B” or better, of the course at our high school.

### **Stockton University – Dual Credit**



We have a [partnership](#) with [Stockton University](#) to offer dual credit for the Tomorrow’s Teachers 848 (GSS 2342) and Humanitarian Studies & Social Justice 253 (GSS 2240) students to receive four college credits for successful completion, “C” or better, of the course at our high school.

### **Advanced Placement (AP)**

We are proud to offer approximately 25 Advanced Placement (CollegeBoard approved) courses and exams for our students:

- It is highly encouraged that students who enroll in AP courses will sit for the course AP Exams in May.
- Students not currently enrolled in an AP course are eligible to sit for an AP Exam as well - Speak with your counselor for more information.
- In addition to published course prerequisites, students should consider their [AP Potential](#) in helping them to decide if an AP course is a good fit. AP Potential is a tool that assists schools with identifying students who are likely to score a 3 or better on a given AP Exam, based on research that shows strong correlations between PSAT scores and AP Exam results. When applicable, counselors will discuss students' AP Potential as part of the scheduling advisement process. For more information about AP courses and exams, visit the [CollegeBoard AP](#).

**To recognize the value of AP Exam (\$94. per exam) participation and the financial burden one or more exams may cause to families, the Washington Township Board of Education has approved a reimbursement schedule indicated below:**

<u>Score</u>	<u>Reimbursement (In the Fall after AP Scores are received and processed)</u>
3	50%
4	75%
5	100%

- Funding is available for students approved for Free/Reduced Lunch or meet the CollegeBoard criteria listed on [AP Exam Fee Waiver Reduction](#) who will take AP Exams (not be eligible for reimbursement nor cancel scheduled exam after the deadline) - Speak with your counselor for more information.

Students and parents are encouraged to visit the [AP Credit Policy](#) specific to each college or university.

**Some benefits of taking AP courses and exams you should consider:**

- Standing out during the college admissions process with your transcript.
- Taking AP exams help students get a clear understanding of what will be needed to succeed on college level exams.
- Entering college with AP credits gives students the time to move into upper-level courses in their field of interest.
- Students who take a corresponding college course, whether by choice or because it is required, will have an advantage over their peers if they take the AP course and exam.
- Considering your AP scores for the most competitive scholarship awards.
- Research by the CollegeBoard consistently shows students who are successful in AP courses and on AP exams typically experience greater academic success in college compared to similar students who do not participate in AP courses and AP exams. The CollegeBoard reports that AP students who earn credit for introductory college courses tend to earn higher final GPA than non-AP students and are more likely to graduate from college in four years.
- *At WTHS, students are eligible for a final exam exemption for each AP course in which they are enrolled if they take the AP exam for that course and finish the course with an unweighted average of 85 or higher for all four marking periods. The midterm exam grade is not factored into the average for the purpose of determining student eligibility for a final exam exemption in an AP course. When calculating the final exam grade for exempt students, the X2 grade should be entered as an average of the students MP3 and MP4 final grades. If a student meets the criteria for the exam exemption, and opts to take the exam anyway, their score on the final exam will count as their X2 grade. They cannot take the exam and then waive that score.*

**Option Two**

Below is the General Description and WTHS Guidelines of the [Option Two Application](#). Speak to your school counselor to review the information and your options.

**General Description**

According to N.J.A.C. 6A:8-5.1(a)1ii, Option Two serves as an alternative to traditional high school courses and involves in-depth experiences. Option Two courses (classroom-based or web-based) will be reviewed by the WTHS Option Two Committee to verify curriculum meets the New Jersey Student Learning Standards (NJSLS) and New Jersey graduation requirements.

**WTHS Guidelines:**

1. Under Policy 5460, WTHS will allow a total of twenty (20) accredited college credits during a student's high school career or a high school course for graduation credits. A three (3) credit college course will be awarded five (5) high school credits, hence, a student is restricted to taking four (4) three (3) credit college courses.
2. The student and parent/guardian must research and seek the course of interest.
  - a. If the course is being used for a graduation requirement, it must meet the criteria of the New Jersey Student Learning Standards.
  - b. A student will be approved to take a course if it is not offered at our high school or does not fit in his/her schedule.
  - c. Any failure to complete an approved course may jeopardize the student's ability to meet New Jersey graduation requirements.
  - d. Courses related to participation in athletics or co-curricular activities beyond the scope of the school day will not be considered.
  - e. The student's attendance in the college course should not conflict with the regular hours of WTHS. If the student is in his/her senior year, is in good academic standing and on track to meet all district/state graduation requirements, WTHS may grant a partial day schedule. The senior must attend Periods 1-5 or until 11:40am which is required attendance in NJ. At that time, the senior will be granted release from WTHS to attend an off-site course.
3. The student and parent/guardian must pay for any tuition/fees associated with the course and provide transportation.

4. The student may not begin the course unless they have been granted approval by high school officials in writing.
5. On the student's WTHS transcript will be the name of the course, number grade, and number of credits of the Option Two course:
  - a. The designated course(s) will be indicated as Option Two.
  - b. Option Two course credits will be calculated in the student's overall credits earned. WTHS reserves the right to determine the number of credits to be awarded per course.
    - Option Two credits only count for eligibility to participate in athletics when the course is completed. Please check with your counselor for eligibility requirements.
  - c. Option Two grade(s) earned are not averaged into the overall grade point average and will not affect class rank.
    - Option Two courses do not fulfill requirements to admission to National Honor Societies.
6. The student and parent/guardian must submit proof of course completion within thirty (30) days.



## **Eligibility For Interscholastic Sports**

Regulated by the [New Jersey State Interscholastic Athletic Association \(NJSIAA\)](#), to be eligible for the first semester of a given school year, a student must pass 30 credits (25% of the total credits required for graduation) during the previous school year. To be eligible for the second semester of a school year, a student must have a passing numerical average in at least 15 credits (12.5% of the total credits required for graduation) of the first semester subjects. If a student is eligible at the start of a season, he/she may complete the season.

Credits are determined as follows:

- 5 credit course = 2.5 credits
- 2.5 credit course = 1.25 credits
- 1 credit course = 0.5 credit

Sports Physicals:

- Fall – July 1
- Winter – October 1
- Spring – February 1



## **National Collegiate Athletic Association (NCAA)**

In order to be eligible to participate as a NCAA student-athlete in a college sport, you must go to the [NCAA](#) to register. This information will outline the academic eligibility requirements for participation in Division I and Division II schools, define core courses, and provide you with the initial NCAA registration materials. This is not necessary for Division III schools. More information can be found on the [WTHS Counseling Webpage](#).



## **WTHS Career Academy Programs**

Washington Township High School Career Academies are set up as a four-year continuum of targeted career and technical education courses which, when combined with traditional core academic courses, introduce students to the scope, rigor and discipline to better prepare to a program of study at college. The college and career targeted academies allow students to make informed choices about opportunities in high-demand and high-skilled career pathways, which offer an advantage over other students who would be entering a related program of study at the post-secondary level. Class rigor and expectations are increased, and course sequences are developed that are unique to each academy. The academy curriculum integrates career-themed subject matter with project-based learning.

Washington Township High School Career Academies are designed to prepare students for specialized college and careers programs by providing high-quality Career and Technical Education (CTE) experiences in five specialized areas. Click on the [WTHS Career Academy Brochure](#) for more information about the following programs:

- Business Administration & Finance
- Early Childhood Education
- Engineering (STEM)
- Marketing & Business Leadership
- TV Production & Broadcast Journalism

Applications must be completed by student and parent(s). Once the application is submitted WTHS Career Academy Committee (CTE teacher, supervisor, counselor, administrator) will review, and decisions will be made on a first-come basis, provided admissions criteria are met.

[Click here to apply for one of our Career Academy Programs](#)



**Admissions application and acceptance criteria include:**

- Student essay
- Counselor or teacher recommendation
- 90% attendance rate in current school year
- Satisfactory record of conduct in current year (no infractions of a serious nature reaching the level of suspension from school)

**Expectations of career academy members to remain in good-standing**

- Follow policies in Student Handbook (including, but not limited to 90% attendance rate and Code of Conduct)
- Demonstrate academic integrity in all assignments and activities
- Satisfy subsequent course of study requirements, including required projects
- Participation in academy activities and field trips
- Participation in designated career-technical student organization (CTSO)
- Maintain a four-year portfolio including experiences, networking, certificates, awards

**Opportunities / Incentives of career academy students**

- Exposure to real-world experiences through authentic learning, conferences, competitions and community-service activities
- Involvement and social networking through nationally recognized career student organizations
- Participate in internships, externships, and work experience prospects
- Develop a high school transcript of demonstrating academic preparedness for college-level program of study
- Graduate with distinction at high school graduation ceremony
- Earn college credits on an official college transcript while concurrently enrolled in high school courses of study
- Earn professionally recognized credentials

**Graduate with career academy honors: (with distinction)**

- Satisfy academy expectations and high school graduation requirements- N.J.A.C.6A:8-5.1\*
- Complete 4-year career academy course progression with 85% or better average
- Pass approved national exit exam designated for academy career pathway (NOCTI)
- Completion of Capstone project, internship, or externship during Junior and Senior year
- Students should select a level of academic rigor for core subjects based on college admissions and preferred program of study criteria: College Prep (CP), Honors, Advanced Placement (AP)

## **COURSE DESCRIPTIONS**

**\*Weighted course**  
**+Dual credit eligible**  
**AP = Advanced Placement**  
**CP = College Prep**

### **PHYSICAL EDUCATION AND HEALTH**

<b>Physical Education 9 (11109)</b>	<b>Grade 9</b>	<b>3.75 credits</b>	<b>3 quarters</b>
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**All Students will be evaluated fall and spring each year to chart personal improvements in their wellness levels through the Fitnessgram program.**

Physical Education 9 covers topics through lecture, demonstration, individual / group practice and performance, and physical/written tests. The topics covered are – soccer, recreational games, field hockey, volleyball, physical fitness and jogging, softball, track and field, aerobics, badminton, pickleball, weight training, dance, self-defense, yoga, kick boxing and project adventure. Factors which contribute to success include the following: genuine interest in Physical Education, coordination development, development of individual skills, participation in group activities, knowledge of game rules, willingness to prepare and participate in cooperative learning skills. Students are graded on daily class instruction /participation, class attendance, skill tests and written knowledge/application tests.

<b>Physical Education 10 (11110)</b>	<b>Grade 10</b>	<b>2.5 credits</b>	<b>2 quarters</b>
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**All Students will be evaluated fall and spring each year to chart personal improvements in their wellness levels through the Fitnessgram program.**

Physical Education 10 covers topics through lecture, demonstration, individual / group practice and performance, and physical/written tests. The topics covered are – touch football, recreational games, lacrosse, basketball, bowling, floor hockey, volleyball, physical fitness and jogging, track and field, aerobics, paddleball, weight training, dance, and tennis. Factors which contribute to success include the following: genuine interest in Physical Education, coordination, development of individual skills, participation in group activities, knowledge of game rules, willingness to prepare and participate in cooperative learning skills. Students are graded on daily class instruction /participation, class attendance, skill tests and written knowledge/application tests.

<b>Physical Education 11 (11111)</b>	<b>Grade 11</b>	<b>3.75 credits</b>	<b>3 quarters</b>
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**All Students will be evaluated fall and spring each year to chart personal improvements in their wellness levels through the Fitnessgram program.**

Physical Education 11 covers topics through lecture, demonstration, individual and group practice and performance,, and physical and written tests. The activities selected by students may include: horseshoes, football, golf, badminton, aerobics, Tae Bo , physical fitness, floor hockey, basketball, soccer, dance, softball, weight lifting, bowling, power aerobics, self defense, kick boxing, yoga, volleyball and Project Adventure. Factors which contribute to success include the following: genuine interest in Physical Education, coordination, development of individual skills, participation in group activities, knowledge of game rules, willingness to prepare and participate in cooperative learning skills. Students are graded on daily class instruction /participation, class attendance, skill tests and written knowledge/application tests.

<b>Physical Education 12 (11112)</b>	<b>Grade 12</b>	<b>3.75 credits</b>	<b>3 quarters</b>
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**All Students will be evaluated fall and spring each year to chart personal improvements in their wellness levels through the Fitnessgram program.**

Physical Education 12 covers topics through lecture, demonstration, individual and group practice and performance, and physical and written tests. The topics covered are: archery, golf, fishing, tennis, aerobics, physical fitness, exercise, basketball, speedball, dance, pickleball, weight lifting, lacrosse, walking and fitness, social dance/line dance and volleyball. Factors which contribute to success include the following: genuine interest in Physical Education, coordination, development of individual skills, participation in group activities, knowledge of game rules, willingness to prepare and participate in cooperative learning skills. Students are graded on daily class instruction /participation, class attendance, skill tests and written knowledge/application tests.

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<b>Health 9 (11209)</b>	<b>Grade 9</b>	<b>1.25 credit</b>
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The main topic for this course is Lifestyles for Fitness and Wellness. Sub-topics include – Physical, mental/emotional and social wellness, fitness/nutrition/diet, looking good and feeling good, attitude and stress management, components of fitness, body composition and weight control, cardiovascular and muscular fitness and guidelines for exercise and nutrition. Methods of instruction include: lecture, films, tapes, small group discussions and debates. Factors that contribute to success include: interest in health, following class rules and regulations, listening skills, note taking, self-discipline, completion of class assignments, and participation in class activities / projects. The grading procedure consists of the following: class preparation, daily classwork, homework, quizzes, notebook, written reports, group and individual projects, and tests.

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<b>Health 10 (11210)</b>	<b>Grade 10</b>	<b>1.25 credit</b>
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The main topic for this course is Sexuality, Commitment and Family. This curriculum is designed to provide the student with a foundation of information for making healthy lifestyle choices; understanding how poor choices can lead to consequences that affect their lives and future. Sub-topics include- communication skills, character development, self-esteem, relationships, choosing abstinence, dating sexual abuse, teen dating violence, sexual harassment, reproductive systems, sexually transmitted infections contraceptive methods, pregnancy, childbirth, and contemporary health issues. Methods of instruction include: lecture, films, tapes, small group discussions, debates, research papers, and homework assignments. Factors that contribute to success include: interest in health, following class rules and regulations, listening skills, note taking, self-discipline, completion of class assignments, participation in class activities, and individual/group projects. The grading procedure consists of the following: class preparation, daily class work, homework, quizzes, notebook, written reports, tests, and individual/group projects.

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<b>Driver Education (11310)</b>	<b>Grade 10</b>	<b>1.25 credit</b>
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The purpose of this course is to develop skills and attitudes which will enable the students to develop an awareness of the social responsibilities required for the safe operation of a motor vehicle on our highway system and the development of positive driving skills. Topics covered include: the driver, the automobile, defensive driving skills, liability and insurance, laws-vehicle operation and ownership, automobile safety equipment, recognition of maintenance needs for vehicles, and to understand the dangers of alcohol and/or drug usage in combination with the motor vehicle. Methods of instruction include: lectures, films, discussion of topics found in the New Jersey State Driving Manual and textbook, and student reports/projects. Grading procedures consist of the following: Tests, quizzes, completion of class assignments/projects and passing the State Driving Test.

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<b>Health 11 (11211)</b>	<b>Grade 11</b>	<b>1.25 credit</b>
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This course is designed to focus on CPR and First Aid as well as addresses the detrimental effects and consequences for the use and abuse of tobacco, marijuana, alcohol and other drugs. Students will learn the essential components of CPR and First Aid. This will include Recognizing and Responding to Emergences, Application of CPR & AED, Cardiac Emergences and Breathing Emergences. This course will also address First Aid for Epi Pen Emergences, Sudden Illnesses, Insect Bites, Environmental Emergences, Soft Tissue Injuries, Muscle, Bones and Joint Injuries. The students will also learn about alcohol related information such as what factors influence how alcohol affects individuals, B.A.C & legal Limits, laws relating to drinking and driving, and possible consequences of irresponsible drinking. Students will learn about the effects and consequences of tobacco and marijuana use, including legal, financial, physical and emotional ramifications such substances. In addition to the medical and controversial role marijuana has created in our society today. The students will also gain an understanding of the dangers associated with the use and abuse of Rx/OTC, Designer and Club Drugs. The student is required to complete all course written work and activities. Grading procedure consist of: Tests, Quizzes, Performance Assessments, Homework and Class Assignments, Verbal Participation, Taking and Keeping Notes in a Notebook, Reading, Projects, Preparation, Punctuality, Organization and Neatness.

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<b>Health 12 (11212)</b>	<b>Grade 12</b>	<b>1.25 credit</b>
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This course is designed to address significant health issues affecting the current and future lives of students. The major topics covered include abstinence, pregnancy prevention; sexually transmitted infections and HIV/Aids. The students will examine their family health history for signs and trends of chronic disease that may be hereditary. During this activity chronic diseases including hypertension, diabetes and cardiovascular diseases will be discussed. The Health 12 curriculum also addresses nutritional issues, fad diets and disease prevention. Organ and tissue donation will be addressed. In addition, the student will participate in activities evaluating personal choices and behaviors as they relate to an overall healthy lifestyle. The methods of instruction include: lectures, films, video tapes, self-evaluation, small and large group discussions, and work packets. Grading procedure consist of: assignments, tests, projects and quizzes.

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<b>Adaptive Physical Education (1050)</b>	<b>Grades 9-12</b>	<b>Credits will be assigned as per regular Physical Education classes</b>
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Students will complete the required therapeutic exercise and/or developmental program as prescribed by student's doctor and supplemented by the instructor. Students will be required to complete written and physical projects in each marking period. (research paper describing student's disability or injury or article summaries dealing with health, fitness, nutrition and sports.) The student will appreciate the nature of the special person in society and the need to work toward self-sufficiency. Individual and group sports, and recreational activities will be offered dependent upon facility availability and the nature of class disabilities. Methods of instruction: lecture, demonstrations, individual and small group activities, and physical and written projects. Factors that contribute

to success include: regular attendance, regularly prepared with sneakers and appropriate clothing, positive attitude and behavior, growth in prescribed areas of development, and proper completion of class projects. The grading procedure is based on the following: student grades will be based on 60% participation/ 20% skill development/ 20% marking period projects, preparation, daily activity participation and attitude will be reflected in the “participation” grade, daily record keeping of individual progress and activity will be reflected in the “skills” grade, and completion of marking period projects.

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**Careers in Health and Fitness: The Study of Human Movement and Nutrition (1170)      Grade 12      5 credits**

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***Prerequisite: Must have completed CP Biology or higher and/or completion of Algebra 2.***

**Consumer Health:** This portion of the course provides students with basic concepts and principles pertaining to nutrition and energy metabolism as well as nutritional analysis. It focuses on current and research-based information pertaining to the positive influence of proper nutrition on health, fitness, and sports performance and hands-on experiences for evaluating dietary status and energy balance. **Applied Strength and Conditioning:** This portion of the course prepares students for careers in fitness-related fields. This course provides students with a foundation in kinesiology, exercise technique, kinetics, and kinematics that is essential for understanding the basic principles of human movement. It will also prepare students for Personal Training Certification.

## **ENGLISH LANGUAGE ARTS**

All students must participate in the Summer Reading Program. The exact requirements, including study guides and a list of books, can be found on the [WTHS IMC/Library Website](#). There you will find the Summer Reading List and specific requirements at each grade level. Those students taking AP English Lit/Comp 12 and AP English Lang/Comp 11 need to see their individual teachers for books, materials, and requirements.

**Preface:** *The English Department of Washington Township High School strives to equip students with critical skills to lead literate lives and communicate effectively as engaged citizens in our ever-evolving society. The New Jersey Student Learning Standards for English Language Arts form the foundation by which we create and implement our instructional goals and objectives for learning. In a Reading/Writing Workshop approach, students will engage in a variety of 21<sup>st</sup> century learning experiences as they work towards mastering skills as readers, writers, speakers, and listeners.*

### **Honors English 9\* (111)**

**Grade 9**

**5 credits**

***Prerequisite: 90 final average or above in ELA8.***

Honors English 9 is an *intense, progressive* course for the self-motivated student who displays a *high aptitude* in English. Honors English 9 is a thematic study using a large variety of texts encompassing reading, writing, and speaking and listening skills. Students will participate in *high-level* class discussions, collaborative activities, and writing experiences based on the core texts. Reading will consist of curriculum core texts which will *challenge* the student and *increase their depth* of understanding. Additionally, student selected reading materials will be integrated to *enhance* reading skills and instill independent reading habits. Vocabulary instruction will be content and academic-based with an emphasis on self-directed acquisition and independent activities. Utilizing mentor texts, writing will be a continuous process focusing on different modes (narrative, argumentative, literary analysis, research paper, etc). Speaking and listening activities will require students to participate in peer discussions on various topics, texts, and issues, therefore preparing them for academic and real-world situations. Assessments will be authentic including both formative and summative. Performance based assessments will be given at the end of each semester.

***\*Furthermore, this course requires considerable independent, out-of-class work in preparation for class activities. Honors English 9 is designed to be rigorous in terms of pacing and expectations.***

### **CP English 9 (112)**

**Grade 9**

**5 credits**

College Prep English 9 is a thematic study using a variety of texts encompassing reading, writing, and speaking and listening skills in a supportive environment. Students will participate in class discussions, collaborative activities, and writing experiences. Reading will consist of core assigned texts as well as student selected independent reading material to *develop* literacy skills and habits. Vocabulary instruction will be content and academic-based with an emphasis on self-directed acquisition and independent activities. Utilizing mentor texts, writing will be a continuous process focusing on varied modes (narrative, argumentative, literary analysis, research paper, etc.). Speaking and listening activities will require students to participate in peer discussions on various topics, texts, and issues, therefore preparing them for academic and real-world situations. Assessments will be authentic including both formative and summative. Performance based assessments will be given at the end of each semester. This is a course that includes independent, out-of-class work in preparation for class activities.

### **Honors English 10\* (121)**

**Grade 10**

**5 credits**

***Prerequisite: Completion of Honors English 9 with an average of 80 or above or Completion of College Prep English 9 with a final average of 90 or above.***

Honors English 10 is an *intense, progressive* course for the self-motivated student who displays a high aptitude in English. This course requires students to read, write, and think critically through the study of universal themes in American literature, nonfiction texts, and related media. Selected reading will be explored through a thematic lens that includes a study of the historical and social context of the literature. There will also be an emphasis on student's continued development as independent readers. In addition, students will study both academic and contextual vocabulary with a focus on independent acquisition. Students will be expected to write in a variety of modes (narrative, argumentative/research, literary analysis, expository, etc.). Various forms of assessments will be utilized to measure student's academic growth and mastery of grade level skills.

***\*Honors English 10 is designed to be rigorous in terms of pacing and expectations and requires considerable independent, out-of-class preparation for class activities.***

### **CP English 10 (122)**

**Grade 10**

**5 credits**

College Prep English 10 is course that encourages and supports students to read, write, and think critically through the study of universal themes in American literature, nonfiction texts, and related media. Selected reading will be explored through a thematic lens that includes a study of the historical and social context of the literature. There will also be an emphasis on student's continued development as independent readers. In addition, students will study both academic and contextual vocabulary with a focus on independent acquisition. Students will be expected to write in a variety of modes (narrative, argumentative/research, literary analysis, expository, etc.). Various forms of assessments will be utilized to measure student's academic growth and mastery of grade level skills.

<b>AP English Language/Composition*+ (135)</b>	<b>Grade 11</b>	<b>5 credits</b>	<b>DUAL CREDIT ELIGIBLE</b>
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**Prerequisite: Completion of Honors English 10 with an average of at least a 90 or 95 in CP English with PSAT EBR 540.**

Advanced Placement (AP) Language and Composition is designed to prepare students to read and write at the college level and to take the AP Language and Composition Exam. Students will read a variety of texts (both non-fiction and fiction) over the course of the year and will analyze the rhetorical purpose of each text. Students will be required to read and research independently and to write in a variety of formats throughout the course of the year. This is a very fast paced course, intended for self-motivated learners.

[Refer to additional information on AP Courses](#)

<b>Honors English 11* (131)</b>	<b>Grade 11</b>	<b>5 credits</b>
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**Prerequisite: Completion of Honors English 10 with an average of at least an 80 or completion of College Prep English 10 with an average of at least 90**

Honors English 11 is an intense, progressive course for the self-motivated student who displays a high aptitude in English. This course includes a rigorous study of a variety of literature. Students taking this course will be expected to read, write, discuss, and critically analyze works (assigned and independent) including plays, poems, short stories, nonfiction and novels to be read primarily independently. Students in this course will be expected to be fluent in the use of literary terminology when discussing and analyzing the assigned works. Students will be expected to write routinely in various modes throughout the school year. Mechanical and grammatical skills are reinforced through periodic skill work when necessary.

**\*Honors English 11 is designed to be rigorous in terms of pacing and expectations and requires considerable independent, out-of-class preparation for class activities.**

<b>CP English 11 (132)</b>	<b>Grade 11</b>	<b>5 credits</b>
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College Prep English 11 will continue to build upon student's skills as readers, writers, speakers, and listeners. In addition, this course will prepare students to attain skills and strategies necessary for successful achievement in college and career. Students taking this course will be expected to read, write, discuss, and critically analyze works including plays, poems, short stories, nonfiction and novels. Students in this course will be expected to be fluent in the use of literary terminology when discussing and analyzing the assigned works. Students will be expected to write routinely across various modes throughout the school year.

<b>AP English Literature and Composition*+ (140)</b>	<b>Grade 12</b>	<b>5 credits</b>	<b>DUAL CREDIT ELIGIBLE</b>
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**Prerequisite: Completion of AP English 11 with a minimum of 85 or completion of Honors English 11 with a minimum average of 93 with PSAT EBR 580.**

Advanced Placement English 12 is the equivalent of a college-level introductory course in literary analysis and composition. In addition to the British literature survey included in Honors English 12, students are required to read 10-12 collateral novels and plays of varying lengths and write about two or three analytical essays (3-5 typed pages) per marking period. Students are encouraged to take the A.P. English Literature Test in May.

[Refer to additional information on AP Courses](#)

<b>Honors English 12* (141)</b>	<b>Grade 12</b>	<b>5 credits</b>
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**Prerequisite: Completion of Honors English 11 with a minimum grade of 80 or completion of College Prep English 11 with a minimum average of 90.**

Honors English 12 is an *intense, progressive* course for the self-motivated student who displays a high aptitude in English. Students are expected to read extensively, write coherently, discuss, argue, and evaluate established ideas and common beliefs on a variety of subjects. Extensive independent work, including reading assigned/independent texts and preparing for class discussions will be a major component of Honors English 12. The course incorporates a survey of British/World literature, supplementary novels and plays, assorted non-fiction works of various time periods and cultures, and an examination of other disciplines and multimedia. Students will be expected to compose analytical essays and a research paper.

**\*Honors English 12 is designed to be rigorous in terms of pacing and expectations and requires considerable independent, out-of-class preparation for class activities.**

<b>CP English 12 (142)</b>	<b>Grade 12</b>	<b>5 credits</b>
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College Prep English 12 is designed to reinforce the necessary analytical, communicative, and writing skills that are required for students to fully participate, interact, and succeed in their college and career experiences. This course allows students to improve and master skills which emphasize critical thinking, analysis, interpretation, and evaluation. Students are expected to fully participate in class discussions and are responsible for assigned and independent reading, research, and writing outside of the classroom. Vocabulary as well as a review of language usage and proper grammar/writing skills is also addressed. Students will compose a variety of writing assignments, including essays, research papers, and narrative pieces.

<b>English Enrichment Lab (182)</b>	<b>Grade 12</b>	<b>2.5 credits</b>
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This course is designed to meet the varying needs of learners to improve their reading and writing skills in preparation for standardized testing. Students will be engaged in meaningful, relevant daily writing activities that require them to build writing stamina, organize their writing, focus on task and audience, and infuse voice. All genres of writing will be addressed with an emphasis on writing to



sources using textual evidence and elaboration. Students will also practice close reading of various texts to improve their comprehension of both fiction and non-fiction. The delivery of instruction will be a combination of: whole group instruction, station activities, individualized learning (technology-based), one on one conferencing, targeted small group instruction, and independent practice.

**Note:** Upon successfully passing a state approved assessment, students may request a transfer out of this course. Students who have not successfully passed a state approved assessment by third marking period will begin to create a portfolio to meet the requirements of the State Portfolio Appeals Process.

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**Creative Writing (151)** **Grades 9 -12** **2.5 credits**

This course is an introduction to writing poetry, short fiction, and essays. Students will focus on writing completed works that convey a desired mood, conjure sensory images, develop three dimensional characters and/or elaborate upon a chosen theme. Student writing will take a variety of forms. Students will keep an independent writer's journal to record thoughts, snippets of dialogue, story and poem ideas and anything else that might prove to be useful in future writing. With class assignments, the emphasis will be placed upon improving one's work through revision. Students will be expected to adhere to deadlines. Occasionally, working in large and small groups, students will brainstorm ideas, revise copy and critique the writing of classmates, offering suggestions and acknowledging strengths. As a class, students will also explore the markets for student writing and will submit work for publication. This course is not for the casual student but for the individual who genuinely enjoys writing and is striving to achieve the best possible product.

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**Journalism 1 (171)** **Grades 9-12** **2.5 credits**

This course is designed as an introduction to non-fiction writing for print and broadcast media. In addition to learning basic journalistic style through the writing, evaluating and editing of news stories, features, and editorials, students will confront issues of journalistic integrity, responsibility and ethics. While there is no specific academic prerequisite, students should possess strong grammar and writing skills as there will be no time to review basics. Students will be required to complete weekly assignments and adhere to strict deadline schedules. For practical experience, students will submit work to the school newspaper. This is not a course for the casual student but rather for the individual who enjoys writing and is genuinely interested in exploring the impact written language can have on our society.

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**Journalism 2\* (194)** **Grades 10-12** **5 credits**

**Prerequisite: Achievement of a 77 or better in Journalism 1.**

This course is designed to build on the concepts and skills taught in Journalism 1 with the emphasis on elevating student writing through editing and revision. Assignments will perfect the students' use of journalistic style through the writing of news and feature stories. Students will also have the opportunity to explore their voices as writers through editorials and column writing. In addition, students will learn headline writing, basic page design and layout through the use of PageMaker, Adobe Illustrator, Adobe Photoshop, and/or similar desktop publishing applications. Working in conjunction with the school newspaper and the Journalism I classes, students will gain hands on experience editing copy for conciseness, clarity, and correctness. This course should prove beneficial for students considering careers in the print or broadcast media.

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**Journalism 3\* (Field Experience) (197)** **Grades 11-12** **5 credits**

**Prerequisite: Achievement of an 85 or better in Journalism 2.**

This is a course which would be taken by students who have already successfully completed Journalism 1 and 2. At this field experience level, students will act in a managerial capacity among the Journalism 2 students. Journalism 3 students will be involved with hands-on production work, especially with regards to the WTHS newspaper and be expected to provide journalistic leadership through exercise of their managerial skills. This course should prove beneficial for students considering a career in the print or broadcast media.

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**Journalism 4\* (Field Experience) (196)** **Grades 11-12** **5 credits**

**Prerequisite: Achievement of an 85 or better in Journalism 3.**

The course builds on the concepts taught in Journalism 1-3. In addition, students will take the initiative in instructing Journalism 2-3 students in all aspects of producing the high school newspaper: from staff organization through reporting, writing and editing to page design and layout. Students will also play a primary role in planning organizing and maintaining the school news site, wthspatriot.com. To raise student awareness of quality writing and publications, coursework will also involve the reading and analysis of the work of student and professional writers. Through peer conferencing and editing, students will increase their understanding of the effective elements of both oral and written communication. Through this leadership role, will gain an enhanced understanding of reporting and the writing process and learn to become more discriminating readers as well as writers. They will continue to gain practical experience reporting the news, interacting with staff members and working with desktop publishing. Students will hone their skill and their recognition of the need for, and value of precise, concise, and engaging communication.

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**Contemporary Literature Studies (163)** **Grades 10-12** **2.5 credits**

This course is designed to acquaint teenage readers with high interest, modern, young-adult novels that are not part of the standard English curricula taught in grades 10-12. Students will learn to comprehend different types of literature through higher level 'Socratic'



discussions and through making connections with media surrounding the cultural and societal issues dealt with in the readings. The purpose of this class is to create life-long readers who have a thirst for knowledge and a better understanding of the quickly changing world around them. Grades will be based on journal writes, discussions, classwork, participation, and a final project based on an independently chosen book.

**Film As Literature (164)****Grades 10-12****2.5 credits**

In this course, students will view, consider, analyze, and interpret films as forms of literature while utilizing supplemental reading materials. Students will learn to approach films in the same way they study literary texts: they will evaluate and identify various elements such as purpose, theme, characterization, and symbolism. The course encourages students to recognize and view films as narratives, to appreciate the many facets of storytelling, and to examine cinematic works in a different, thoughtful manner. Grades are derived from active participation, classwork, discussions, written assessments, and long-term assignments.

**THEATER**

[Courses below cannot be used as Visual and Performing Arts credits]

**Exploring the Theater (761)****Grades 9-12****5 credits**

Exploring the Theater is an introduction to all phases of the theater experience. Students will delve into various aspects of theater, including pantomime, improvisation, basic acting techniques, body movement, audition techniques, stagecraft, make-up, theater history and play production. Evaluations are based mainly on performance and improvement, as well as projects, quizzes, tests, and homework. Students will also learn techniques to improve memorization skills and conquer performance anxiety.

**This course may not be repeated.**

**Actors Studio (762)****Grades 10-12****5 credits**

**Prerequisite: Exploring the Theater with a minimum grade of 77.**

This full-year elective is designed to further refine and develop skills introduced in Exploring the Theater. The course offers intensive exercises in voice, movement, imagination, concentration and character development. Examination of various acting theories prepares the student for practical application of the art of acting. Technical theater is also introduced with the study of scenery, lighting, costume, makeup and other design techniques. Students will gain insight into the role of a director and develop the skills to direct a play artistically. Musical comedy as an original art form will also be studied. Additionally, students will prepare professional audition materials and investigate career opportunities using trade publications and the Internet. Finally, students will be expected to incorporate all aspects of dramatic production by participating in several class projects and a full-length theater performance.

**This course may not be repeated.**

**Theater Production (763)****Grades 10-12****5 credits**

**Prerequisite: Exploring the Theater with a minimum grade of 77 or permission of the instructor.**

Students enrolled in this course will learn the various aspects of producing a theatrical production, from the beginning organizational details to the production of a final project. Students will learn how to design and construct scenery and props through the proper use of color, style and compositional techniques. The technical aspects of lighting and sound design will also be covered, as will stage and theater safety. Costume design and construction, as well as the types and application of make-up will be covered. Students will have the opportunity to gain practical experience by assisting with programs and productions held in the school facilities.

**This course may not be repeated.**

**SOCIAL STUDIES****AP World History\* (210)****Grade 9****5 Credits**

***Prerequisite: Completion of Grade 8 Humanities with a minimum average of 90 or Grade 8 Social Studies with a minimum average of 95 and English with a minimum average of 93.***

The Advanced Placement World History course is organized around key concepts to foster a deeper level of learning while covering the chronological periods of world history from 1200 C.E. to the present. Essential content will be studied in the context of course themes including Theme 1: Interactions Between Humans and the Environment, Theme 2: Development and Interaction of Cultures, Theme 3: State-Building, Expansion, and Conflict, Theme 4: Creation, Expansion, and Interaction of Economic Systems, and Theme 5: Development and Transformation of Social Structures. Students will be asked to demonstrate mastery of sophisticated learning skills such as analyze, synthesize, assess, evaluate, critique, create, and contextualize. Students are expected to work with primary and secondary resource materials on a routine basis and complete AP level DBQ assignments (document-based questions). Students will also be required to demonstrate basic mastery of geographical knowledge in order to successfully complete the course. *It is strongly recommended that students take Honors English in order to reinforce the reading and writing skills needed to succeed in this course.* [Refer to additional information on AP Courses](#)

**Honors World History: The Modern Era\* (211)****Grade 9****5 credits**

***Prerequisite: Completion of Grade 8 Humanities with a minimum average of 77 or Grade 8 Social Studies with a minimum average of 90 and English with a minimum average of 90.***

Honors World History & Cultures: The Modern Era is an advanced course for students who are reading and writing at or above grade level, demonstrating intellectual curiosity and who possess a mastery of the comprehensive academic skill set required in the completion of advanced assignments within a fast-paced instructional model geared to intellectual immersion in the study of human history and the evolution of human cultures. This course provides a comprehensive survey of world history from the origins of civilization to the present with a primary emphasis on the development of the Modern Era while making connections past to present. Students are required to complete regular homework on a timely basis, read and analyze primary source documents, write essays, complete group projects using cooperative learning, research using the IMC and Internet resources, master and employ technologies including computer hardware, web 2.0 tools, webquests, cloud computing, district provided software such as Power Point, Front Page and Word, while demonstrating mastery of content material through regular tests and quizzes, both in class and online. *It is strongly recommended that students take Honors English in order to reinforce the reading and writing skills needed to succeed in this course.*

**CP World History: The Modern Era (212)****Grade 9****5 credits**

***Prerequisite: Successful completion of Grade 8 Social Studies.***

CP World History: The Modern Era is a full-year course for students who have successfully completed 8th grade Social Studies. The course will review both Western and non-Western studies that will inform students on how past interactions of people, achievements, and the environment affect issues across time and cultures. Problem-based activities will engage students in technology-embedded, authentic tasks where collaboration is encouraged. Students will be challenged through reading, writing, researching, thinking, and critical thinking.

**AP United States History 1\* (220)****Grade 10****5 credits**

***Prerequisite: Completion of AP World History with a minimum average of 77 or Honors World History with a minimum average of 85.***

The Advanced Placement United States History 1 course is designed to encourage students to learn and use higher order cognitive skills that are derived from the discipline of history itself. The course places heavy emphasis on the development of analytical thinking and writing skills that students will encounter on the AP Exam including high-level multiple choice questions, both short and long answer essay questions, and document-based essays. Along with superior time management skills, the ability to comprehend, interpret, and synthesize a college-level textbook and authentic, primary source documents are essential for success in this course. It places attention upon understandings equivalent to those gained in a college-level introductory course and accordingly, there is an expectation that students can master course materials through self-directed activities. Rather than simply demanding content mastery of US History 1 subject matter, this course stresses the development and use of application, analysis, synthesis and evaluation skills. A summer reading and writing assignment will be hosted online and is due at the beginning of school. *It is strongly recommended that students take Honors English in order to reinforce the reading and writing skills needed to succeed in this course.* [Refer to additional information on AP Courses](#)

**Honors US History 1: The Expansion of America\*(221) Grades 10-11 5 credits**

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**Prerequisite: Completion of Honors World History with a minimum average of 77 or CP World History with a minimum average of 90.**

The Expansion of America Honors course is an academically challenging course for students who read and write above grade level and who are interested in attending four-year colleges or major universities. The text, *One Out of Many*, is a college-level text often used in high school Advanced Placement programs and college survey courses across the nation. Emphasis will be placed on primary source analysis and evaluation through readings from document collections. The ability to comprehend, interpret, and synthesize a college-level textbook and authentic, primary source documents is essential for success in this course. The course will include various views and historical interpretations and comprehension of the political, economic, and social foundations of the United States. The course will cover in detail major historical events beginning with the Union victory in the Civil War and culminating with the economic crash of 1929, however instructors will frequently refer back to themes dating back to America's founding, and discuss relevant comparisons with the present day. This course stresses the development and use of application, analysis, synthesis and evaluation skills. A major research paper may be a requirement of the course, as well as analytical position papers and other papers requiring historical analysis. *It is strongly recommended that students take Honors English in order to reinforce the reading and writing skills needed to succeed in this course.*

**CP US History 1: The Expansion of America (222) Grade 10 5 credits**

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**Prerequisite: Successful completion of CP World History.**

The course begins with a review of the Civil War and the issue of Reconstruction and culminates by examining the issues of the 1920s which led to the origins of the Great Depression. An overt effort will be made to relate America's past to contemporary America and its problems. Emphasis will be placed on the active involvement of each student in the learning process through the use of a variety of appropriate techniques and materials, such as problem-based learning and other interactive activities. Students will be challenged through reading, researching, thinking, public speaking and writing skills. Rather than simply demanding content mastery of U.S. History I subject matter, this course stresses the development and use of application, analysis, synthesis, and evaluation skills.

**AP United States History 2\*+ (230) Grade 11 5 credits [DUAL CREDIT ELIGIBLE](#)**

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**Prerequisite: Completion of AP US History 1 with a minimum average of 77. Students will not be permitted to move from Honors The Expansion of America to AP US History 2.**

The AP United States History 2 course is designed to encourage students to learn and use higher order cognitive skills that are derived from the discipline of history itself. The course places heavy emphasis on the development of thinking and writing skills. *The ability to comprehend, interpret, and synthesize a college-level textbook and authentic, primary source documents is essential for success in this course.* It places attention upon understandings equivalent to those gained in a college-level introductory course. Major research efforts are a normal part of the AP course. Rather than simply demanding content matter of United States History 2 subject matter, this course stresses the development and use of application, analysis, synthesis and evaluation skills. A summer reading and writing packet must be completed prior to the start of the school year and an assessment will be given the first week of school. *It is strongly recommended that students take Honors English in order to reinforce the reading and writing skills needed to succeed in this course.* [Refer to additional information on AP Courses](#)

**Honors US History 2: America on the World Stage\* (231) Grade 11 5 credits**

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**Prerequisite: Completion of Honors US History 1 with a minimum average of 77 or completion of CP US History 1 with a minimum average of 90.**

The Honors America on the World Stage course analyzes American history from the economic downturn in the 1920's to present day affairs. Throughout the course, students will examine the intersection of the social, political, economic, military and diplomatic history of our nation and its effect on American society in the world. Through a structured progression of topics that illustrate the emergence of the United States as a world power, students will gain the knowledge and skills that will enable them to create focused historical analyses as well as fostering reading, writing, communication, and critical thinking skills through a variety of classroom assessments. Current events will be integrated throughout the year and related to the course content to promote and develop the student's 21st century skills. *It is strongly recommended that students take Honors English in order to reinforce the reading and writing skills needed to succeed in this course.*

**CP US History 2: America on the World Stage (232) Grades 11-12 5 credits**

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**Prerequisite: Successful completion of CP US History 1.**

The America on the World Stage course analyzes American history from the economic downturn in the 1920's to present day affairs. Students will learn the social, political, economic, military and diplomatic history of our nation and its effect on American society in the world. The course will emphasize the cause and effect relationships and the development of reading, writing, and public speaking skills through a variety of class activities and projects. Current events will be integrated throughout the year and related to course content. A variety of learning activities such as position papers, oral presentations, simulations, video projects and problem-based learning tasks have been suggested from which the teacher may select those most appropriate for each class's study.

<b>AP US Government and Politics*+ (260)</b>	<b>Grades 11-12</b>	<b>5 credits</b>	<b><a href="#">DUAL CREDIT ELIGIBLE</a></b>
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***Prerequisite: Completion of Honors US History 1 or 2 with a minimum average of 85 or successful completion of AP US History.***

AP United States Government and Politics will give students an analytical perspective on government and politics in the United States. It will include both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute American political behavior. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in our representative system. This course is designed for students who enjoy rigor and exhibit a high degree of interest in the principles of government and acuity for political interpretation. Learning activities will include analysis of current events, participating in simulated governmental processes, writing position papers, taking part in debates and panel discussions, and oral and written interpretation of government documents and primary sources. Standards of written and oral work reflect the collegiate level and students are expected to read the college textbook *American Government: Institutions and Policies* independently. There is no summer work for this course.

[Refer to additional information on AP Courses](#)

<b>CP United States Government and Politics (241)</b>	<b>Grades 9-12</b>	<b>5 credits</b>
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United States Government and Politics introduces students to the ideas and processes of government in the United States. Students will be required to examine the kind of government established by the Constitution with a focus on the principles of federalism and separation of powers. There will also be a study of state and local governments and participation in these governments. Students will become familiar with the institutions, groups, beliefs, and ideas that make up U.S. politics such as political parties, interest groups, and mass media. The course will end with a focus on Civil Rights and civil liberties as provided by the Constitution.

<b>AP Economics*+ (240)</b>	<b>Grade 12</b>	<b>5 credits</b>	<b><a href="#">DUAL CREDIT ELIGIBLE</a></b>
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***Prerequisite: Completion of Honors US History 2 with a minimum average of 85 or successful completion of AP US History 2.***

This academically challenging course is designed to prepare students for both Micro and Macro Economics Advanced Placement Test. The course will provide an in-depth study of the basic principles of both Micro and Macro Economics. Students must have an interest in business, social science and current economic issues. Micro Economics will include an intensive study of supply and demand, utility, the factor market, costs, profit, market competition, international trade and business organization. Macro Economics will focus on consumption, investment, government, GDP, economic fluctuation, fiscal policy, monetary policy, 20th century economic theory and productivity. Students must be motivated and will be engaged at all times. There is no summer work for this course.

[Refer to additional information on AP Course](#)

<b>CP Economics (242)</b>	<b>Grades 11-12</b>	<b>5 credits</b>
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***Prerequisite: Completion of Honors US History 1 or 2 with a minimum average of 77 or CP US History 1 or 2 with a minimum average of 85.***

Economics is an academically challenging course that is offered to Advanced 11th and College Prep 12th grade students. The course is designed to provide a solid foundation in both Micro and Macro Economic principles. Students are expected to read above grade level due to the fact that this is a college text. In addition to the study of basic economic principles, students will be exposed to consumer-oriented studies such as investing and financial planning. Although this is not an AP level course, students pursuing this course have taken and passed the Advanced Placement test in both Micro and Macro Economics. There is no summer work for this course.

<b>CP Humanitarian Studies &amp; Social Justice+ (253)</b>	<b>Grades 9-12</b>	<b>5 credits</b>	<b><a href="#">DUAL CREDIT ELIGIBLE</a></b>
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This elective course examines humanitarian rights and social justice in a global setting. Students will be encouraged to think critically and expansively about the social world and the conditions of humanity. The curriculum will examine the impact of global disasters, genocide, poverty, conflict, and policies. Students will study prejudice and discrimination and its impact on human right violations throughout history. Frequent opportunities to debate, discuss, reflect, and write for various audiences will foster 21<sup>st</sup> Century problem solving skills. Students investigate and study ways to approach national and global issues including, but not limited to global and national poverty, discrimination, genocide, global oppression of women, human trafficking, and inequitable educational opportunities. This course will afford students the opportunity to develop a global awareness and investigate cultural diversity in an effort to promote human equity and community activism.

<b>AP European History*+ (250)</b>	<b>Grade 12</b>	<b>5 credits</b>	<b><a href="#">DUAL CREDIT ELIGIBLE</a></b>
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***Prerequisite: Completion of CP US History 2 with a minimum average of 93, Honors US History 2 with a minimum average of 85; or successful completion of AP US History.***

The purpose of this course is to provide academically driven students with a learning experience equivalent to that obtained in most college introductory European history courses. Additionally, students will be prepared to take the annual AP exam however, successful completion of the course does not guarantee a passing grade on the AP Exam. Additionally, students will be prepared to take the annual AP exam. The course content deals with the political, social, economic, and aesthetic development of the European Continent from the Renaissance to the 21<sup>st</sup> century. Students will be expected to involve themselves fully in a detailed, intensive academic sequence, utilizing primary and secondary source materials. Basic factual knowledge, to a large degree will be mastered independently so that class time might be reserved for advanced academic activities including: primary source analysis, college level note-taking, simulations, formal research and developmental writing techniques, cause and effect interpretive discussions, and highly

structured debated situations. A summer reading and writing packet must be completed prior to the start of the school year and an assessment will be given the first week of school. [Refer to additional information on AP Courses](#)

**Honors European History\* (252)****Grade 12****5 credits**

**Prerequisite: Completion of CP US History 2 with a minimum average of 93 or completion of Honors US History 2 with a minimum average of 77 or successful completion of AP US History.**

This is an academically challenging course for seniors who read and write above grade level, and it is an Honors Level course and is weighted as such. This course will feature a multi-text approach comparable to a university Western Civilization course. A major portion of the course places heavy emphasis on the development of critical thinking skills. Major research efforts including papers, presentations, book reviews, debates, and role-playing comprise an integral part of the Honors European History Course. This course is inclusive of various views and historical interpretations as well as an understanding of the political, economic, and social foundations of Modern Europe. Honors European History will begin with the movement for the unification of Italy and Germany (1850-1987) and will bring the student to the post World War II world, the collapse of the European Colonial Empires, the end of the Cold War and the rise of Terrorism. Study will include various historical interpretations and comprehension of multi-cultural development in the world's major regions throughout the 20th Century. This will be accomplished by focusing upon key issues, which have shaped and defined humanity's journey through the 20th century.

**Students may take this course at the same time they take AP European history because of the different approaches used in each class and the different time line.**

**AP Psychology\*\* (251)****Grade 11-12****5 credits****[DUAL CREDIT ELIGIBLE](#)**

**Prerequisite (Current Sophomores): Completion of AP US History 1 with a minimum average of 93.**

**Prerequisite (Current Juniors): Completion of AP US History 2 with a minimum average of 77, or Honors US History 2 with a minimum average of 85, or CP Psychology with a minimum average of 93.**

This AP course is for academically driven seniors and is designed to mirror an entry-level college course. Additionally, it will prepare the student to take the annual AP exam. The course content will introduce students to the study of the behavioral and mental processes, with study of the brain and nervous system. Theories of learning and cognition will explain the processes involved in the transformation and use of sensory input. Through the study of developmental and personality theories, students will understand the effects of genetics, culture, and environment on human development. A section of the course will deal with assessment of human differences in intelligence, noting the varied types and purposes of test construction. Students will identify the criteria for abnormal behavior along with treatment, prevention and intervention techniques. The course will feature documentary films, technology, and extra resource reading. Success will be accomplished by personal participation and a strong motivation to understand human behavior. A summer reading and writing packet must be completed prior to the start of the school year and an assessment will be given the first week of school. [Refer to additional information on AP Courses](#). Refer to additional information on the AP Psychology Course at <https://apstudent.collegeboard.org/apcourse/ap-psychology>.

**CP Psychology (245)****Grades 11-12****5 credits**

**Prerequisite: Completion of CP The Expansion of America or CP America on the World Stage.**

The Psychology course is a full-year course for students who have an interest in human behavior. The focus of the course is on personal understanding and psychological growth. Students should encounter opportunities to develop personal maturity, prepare for life after high school, increase self-confidence and self-esteem, and more clearly understand the variety of human experiences. The course includes an introduction to self, which will REQUIRE students' PERSONAL PRESENTATION of their "Body Project" to the class and then an in-depth study of personality development. The abnormal unit follows as students examine the troubled personality, studying the various therapies developed to treat mental illness. Next, a concentrated study of developmental and child psychology follows, focusing on the emotional and social aspects of this life period. Students explore their world and come to terms with the difficulties and successes of this transitional period of their lives. Practical applications and "life-long lessons" will be stressed in our study. The following three units (Children's Art, Sensation and Perception, and Creativity) focus students' attention on the ways we view our world, both selectively and unconsciously. The year wraps up with a study of the altered states of consciousness (sleep, dreams, drug use, hypnosis) and a brief study of pseudo-psychology. As a culmination activity, students view the year in retrospect, exploring whether they have achieved personal understanding and psychological growth. A wide variety of learning activities and supplemental materials have been included from which the teacher may select those most appropriate for each class' study.

**CP Sociology & Contemporary Issues in American Society+ (249) Grades 9-12****5 credits****[DUAL CREDIT ELIGIBLE](#)**

The Sociology course is designed to introduce students to the dynamics of human behavior, social interactions, and group dynamics. The study of contemporary American issues, like poverty, discrimination, prejudice, crime, race, the minority experience and our changing population will provide students with a deeper and richer understanding of our society and the students' relation to the larger social institutions. Units of study will include Sociological Perspectives, Culture and Social Structures, Social Inequality, Social Institutions, and Social Change. A wide variety of educational tools will be included to enhance the student's creativity, innovation, critical thinking, analytic problem solving, and communication skills.



**AFJROTC****Aerospace Science (Air Force Junior ROTC) (290) Grades 9-12****Career Education and Consumer, Family and Life Skills**

Primarily a four-year, academically oriented, program for high school students interested in learning a variety of “life skills” through the study of world cultures, personal finance, wellness, drill and the science of aviation. Students will also have the opportunity to hone their oral and written communicative skills and their leadership/management skills by performing all the planning, organizing, directing, coordinating and controlling skills required to run any military, civilian or Government business. Enhance physical fitness through wellness. Books and uniforms are provided at no cost to the student, except for cleaning and minor maintenance. A health waiver for wellness is required. The objectives of AFJROTC are to educate and train students in citizenship and life skills; promote community service; instill a sense of responsibility; and develop character and self-discipline through education and instruction in air and space fundamentals and the Air Force’s core values of “Integrity First, Service Before Self and Excellence In All We Do.” State certified retired Air Force personnel teach the course. Enrollment in Junior ROTC incurs absolutely no military obligation; however, advanced rank and priority career placement is given to those cadets who desire to enter the military. Students can earn college credits by successfully completing any Aerospace Science Course. Students interested in earning a college scholarship or attending any of the service academies, are strongly encouraged to enroll in the Junior ROTC program all four years.

**Wearing the air force uniform weekly and personal grooming standards are an integral part of the Junior ROTC Program.**

**Leadership Education**

- Comprehend the concepts of effective communication.
- Comprehend how teams work to succeed in improving quality and productivity.
- Develops leadership skills and acquaints students with the practical application of life skills.
- Emphasizes discipline, responsibility, leadership, followership, citizenship, customs and courtesies, cadet corps activities, study habits, time management, communication skills, career opportunities, life skills, financial literacy, management skills and drill and ceremonies.

**Aerospace Science (AS) I (Offered school year 2020-2021)****5 credits****Career Education and Consumer, Family and Life Skills**

Students enrolled in this course will study the history of aviation and learn about the development of flight throughout the centuries. Students will study world cultures. Students learn to listen and think critically, effective communications, how to prepare for leadership, how to build personal awareness, key element of building and encouraging effective teams, and key behaviors for becoming a credible and competent leader. Basic drill and ceremonies are conducted. Wellness program is designed to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. A health waiver is required.

**Aerospace Science (AS) II (Offered school year 2021-2022)****5 credits****Career Education and Consumer, Family and Life Skills**

Students enrolled in this course should be interested in learning life skills through the study of aerospace environment, weather, the human requirements of flight and the principles of navigation. Students will study world cultures. Close attention will be paid to choosing a Life Path, Searching for a Job, complete Financial Planning, and available Career Opportunities. Cadets further their Communicative Skills through the teaching of Drill and Ceremonies. Wellness program is designed to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. A health waiver is required. Cadet build kites for end of year project.

**Aerospace Science (AS) III (Offered school year 2022-2023)****5 credits****Career Education and Consumer, Family and Life Skills**

Students enrolled in this course will explore the makeup our solar system and man’s exploration of outer space. Study will include a basic introduction to astronomy and the fundamentals of man’s exploration of the space environment. Students will study world cultures. This will include examination of space programs, space technology, and manned space flight. Also, students will learn firsthand the requirements of space flight by building and flying model rockets and tracking their performance as end of year project. Model rocketry will provide the educational environment to also explore, examine, study, and experience Management Techniques, Decision Making, Problem Solving, and practical application of the technology created and developed through the exploration of space. Students are introduced to the Air Force organizational structure, uniform wear, military customs and courtesies, flag etiquette citizenship in the United States, first aid, health and wellness, fitness, individual self-control, and basic drill and ceremonies. Wellness program is designed to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. A health waiver is required.

**Aerospace Science (AS) IV (Offered every school year)****5 credits****Career Education and Consumer, Family and Life Skills**

***Prerequisite: AS I, AS II, and AS III successful completion, attain Officer Rank, and pass the Officer Qualification Test (OQT).***

Fourth-year cadets (seniors) apply the life skills they have learned by being assigned to positions of authority with duties and

responsibilities commensurate with those in civilian industry or the Federal (military) Government. This is “on the job” career training. Evaluations are based on performance of assigned duties, accomplishment of special projects and personal conduct. Cadets in leadership/management positions are responsible for planning, organizing, directing, coordinating and controlling all school, community and Junior ROTC activities conducted by the Corps. Wellness program is designed to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. Wellness Program is run by the fourth year cadets. Health waiver is required for class.



**MATHEMATICS**

**Mathematics Course Sequence**

GRADE 8	SUGGESTED PROGRAM (PREREQUISITE GRADE IN PREVIOUS COURSE)	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Algebra	Honors	Honors Algebra 2 (90 or above)	Honors Geometry (85 or above)	Honors Pre-Calculus (85 or above)	Calculus (85 or above)
					AP Calculus AB (90 or above)
				AP Statistics (with Honors Pre-Calculus)	AP Calculus BC (96 or above AND at least 650 on SAT is recommended)
					AP Statistics
	A level	Geometry A (77 -89)	Algebra 2 A (77 or above)	Pre-Calculus (85 or above)	Calculus (85 or above)
					Statistics (80 or above)
					AP Statistics (93 or above)
	A level	Algebra 1 A (Less than 77)	Geometry A	Algebra 2 A (77 or above in Algebra 1 A and Geometry OR 85 or above in Algebra 1 A and completion of Geometry)	AP Statistics (93 or above)
					Pre-Calculus (85 or above) Statistics (80 or above)
	Elective	Introduction to Computer Science Grade 9 – 12 (85 or above in Algebra 1 OR with/after 85 Geometry)	AP Computer Science Grade 10 – 12 (85 or above)		
Pre-Algebra	A level to Honors	Algebra 1A (77 or above)	Honors Algebra 2 (95 or above)	Honors Geometry (85 or above)	Honors Pre-Calculus (85 or above)
					AP Statistics (with Honors Pre-Calculus)
	A level	Algebra 1A (77 or above)	Geometry A	Algebra 2 A (77 or above in Algebra 1A and Geometry OR 85 or above in Algebra 1A and completion of Geometry)	AP Statistics (93 or above)
					Pre-Calculus (85 or above)
					Statistics (80 or above)
	B level	Algebra 1 B (Less than 77)	Geometry B	Algebra 2 B	Foundations for Probability, Statistics, and Trigonometry (less than 80)
					Statistics (85 or above)
				College Math: Concepts and Applications	Mathematical Explorations and Applications

**Algebra 1 A (322)** **Grades 9-12** **5 credits*****Prerequisite: 77 or better in Grade 8 Pre-Algebra, a grade less than 77 in Grade 8 Algebra.***

This course features interwoven strands of algebra and functions, statistics and probability, geometry, and discrete mathematics. Each of these strands is developed within focused units connected by fundamental ideas such as symmetry, functions, matrices, data analysis, radicals, and curve fitting. Mathematical connections between strands and ways of thinking mathematically that are common across strands are emphasized. These mathematical habits of mind include visual thinking, recursive thinking, searching for and explaining patterns, making and checking conjectures, reasoning with multiple representations, and providing convincing arguments and proofs. Graphing calculators will be used in this course where applicable. Completion of a summer assignment is required for all students entering this course.

**Algebra 1 B (363) 9-10 (390) 11-12** **Grades 9-12** **5 credits*****Prerequisite: Completion of Grade 8 Pre-Algebra with a grade below 77. This course is not recommended for Algebra 1A students with a grade 50-69.***

This course will provide a foundation for future studies in mathematics. The focus of this course is to acquire understanding of important concepts, skills, procedures, as well as develop mathematical thinking and reasoning. The subject matter is comprised of interwoven strands of algebra and functions, statistics and probability, geometry, and discrete mathematics. Graphing calculators will be used in this course where applicable. Completion of a summer assignment is required for all students entering this course.

**Honors Geometry\* (321)** **Grade 10** **5 credits*****Prerequisite: Completion of Algebra 1 and Honors Algebra 2 with a final average of 85 or above in each course.***

This course will focus on the application of skills learned as they apply to the real world. Topics include, but are not limited to, parallel and perpendicular lines, congruence, similarity, right triangles, circles, area and volumes of solids, coordinate geometry, an introduction of trigonometric functions and transformations. Students' journals and portfolios will be kept for self-assessment. This course requires a daily commitment to homework and study as well as class note taking and management skills. It demands a high level of student responsibility. Working with graphing calculators will be a course requirement, as graphing calculators are used extensively throughout the course. Completion of the summer assignment is required for all students entering this course.

**Geometry A (322)** **Grades 9-12** **5 credits*****Prerequisite: Completion of Grade 8 Algebra with a final grade of 77-89 or completion of Algebra 1 A with a grade average of 77 or above.***

This course features interwoven strands of geometry, algebra and functions, statistics and probability, and discrete mathematics. Each of these strands is developed within focused units, such as patterns in shape, patterns in chance, functions, equations, and systems, matrix methods, coordinate methods, and trigonometric methods. The mathematical concepts are developed in real-world contexts with an emphasis on mathematical modeling and data analysis. Graphing calculators will be used in this course where applicable. Completion of a summer assignment is required for all students entering this course.

**Geometry B (323) 10 (380) 11-12** **Grades 10-12** **5 credits*****Prerequisite: Completion of Algebra 1 B. This course is not recommended for Geometry A students with a grade 50-69.***

This course features interwoven strands of geometry, algebra and functions, statistics and probability, and discrete mathematics. Each of these strands is developed within focused units, such as patterns in shape, quadratic functions, patterns in chance, functions, equations, and systems, and coordinate methods. The mathematical concepts are developed in real-world contexts with an emphasis on mathematical modeling and data analysis. Graphing calculators will be used in this course where applicable. Completion of a summer assignment is required for all students entering this course.

**Honors Algebra 2\* (311)** **Grades 9-10** **5 credits*****Prerequisite: Algebra 1 Grade 8 with a 90 or better or completion of Algebra 1 A with a 95 or better, but not both courses.***

This course is designed for those students who are academically advanced in mathematics. This extremely rigorous course includes the following topics: operations with rational numbers, solving linear equations and inequalities, solving quadratic equations and inequalities, coordinate geometry, systems of equations and inequalities, determinants and matrices, irrational and complex numbers, problems solving, conic sections, probability and statistics, exponential and logarithmic functions. This course requires a daily commitment to homework and study as well as class note taking and management skills. It demands a high level of student responsibility. This course incorporates computer programs, graphing calculators, hands-on manipulatives and the Internet. Completion of a summer assignment is required for all students entering this course.

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**Algebra 2 A (370)** **Grades 10-12** **5 credits**


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**Prerequisite:** *Completion of Algebra 1 A or Grade 8 Algebra 1 and Geometry A with a grade average of 77 or above or completion of Algebra 1 A or Grade 8 Algebra 1 with a grade average of 85 or above and completion of Geometry A.*

This course features interwoven strands of algebra and functions, statistics and probability, geometry and trigonometry, and discrete mathematics. Each of these strands is developed within focused units connected by fundamental ideas such as multivariable models, modeling public opinion, symbolic and algebraic reasoning, patterns in variation, functions, and graphs of trigonometric functions. The mathematical concepts are developed in real-world contexts with an emphasis on mathematical modeling and data analysis. In this course, graphing calculators will be used as problem-solving tools to organize and display quantitative information, investigate properties of functions and their graphs, as well as gather, analyze, and communicate mathematical information. Completion of a summer assignment is required for all students entering this course.

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**Algebra 2 B (313)** **Grades 10-12** **5 credits**


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**Prerequisite:** *Completion of Algebra 1 B and Geometry B. This course is not recommended for Algebra 2 A students with a grade 50-69.*

This course features interwoven strands of algebra and functions, statistics and probability, geometry and trigonometry, and discrete mathematics. Each of these strands is developed within focused units connected by fundamental ideas such as matrix methods, symbolic and algebraic reasoning, non-linear functions and equations, probability distributions, and trigonometric methods. The mathematical concepts are developed in real-world contexts with an emphasis on mathematical modeling and data analysis. In this course, graphing calculators will be used as problem-solving tools to organize and display quantitative information, investigate properties of functions and their graphs, as well as gather, analyze, and communicate mathematical information. Completion of a summer assignment is required for all students entering this course.

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**Honors Pre-Calculus\*+ (301)** **Grades 11-12** **5 credits** **[DUAL CREDIT ELIGIBLE](#)**


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**Prerequisite:** *Completion of Honors Algebra 2 and Honors Geometry with a final average of 85 or better in both classes.*

This course is designed for students who have successfully followed the advanced math program and who plan careers in fields which require a high level math background. Its purpose is to prepare students for more advanced math courses by providing a strong foundation of pre-calculus concepts, techniques and technological applications. The use of graphing calculators will be an essential part of the learning experience in this course. The course will also acquaint students with its numerous applications in everyday life as well as in high level algebraic and geometric skills and concepts, analytic applications of geometry and trigonometry, exponential and logarithmic functions, complex numbers, quadratic and parabolic functions, sequences and series and limits. This course requires a daily commitment to homework and study as well as class note taking and management skills. It demands a high level of student responsibility. Working with graphing calculators will be a course requirement, as graphing calculators are used extensively throughout the course. Completion of the summer assignment is required for all students entering this course.

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**Pre-Calculus (302)** **Grades 11-12** **5 credits**


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**Prerequisite:** *Completion of Algebra 1, Algebra 2 A, and Geometry A with a final average of 85 or better in each course.*

This course is designed to help students acquire a solid foundation in algebra and trigonometry, preparing them for high school calculus or college courses such as business calculus, calculus, and finite mathematics. Pre-Calculus demonstrates to students how algebra and trigonometry can model and solve authentic real-world problems. It also enables students to develop problem-solving skills, while fostering critical thinking skills. Completion of a summer assignment is required for all students entering this course.

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**Honors Calculus\*+ (300)** **Grade 12** **5 credits** **[DUAL CREDIT ELIGIBLE](#)**


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**Prerequisite:** *Completion of Pre-Calculus with an 85 or above.*

This course is designed to offer an introduction of college level Calculus to high school students. The course content includes topics related to limits, techniques of differentiation, applications of differentiation, techniques of integration and applications of integration. Topics include problems related to algebraic, trigonometric, exponential, logarithmic, and inverse functions, with a strong emphasis placed on working with graphing calculators. Completion of a summer assignment is required for all students entering this course.

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**AP Calculus AB\*+ (340)** **Grade 12** **5 credit** **[DUAL CREDIT ELIGIBLE](#)**


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**Prerequisite:** *Completion of Honors Pre-Calculus and Honors Algebra 2 with a minimum grade of 90 in each course.*

Students are expected to have a thorough knowledge of college preparatory mathematics as well as basic knowledge of graphing calculators. This course is college level with general theory and techniques of the calculus developed and applied to a wide variety of functions with corresponding applications. Students are required to take a midterm and final exam with the option of participating in the College Board AP Calculus AB Exam where applicable. Working with graphing calculators will be a course requirement, as graphing calculators are used extensively throughout the course. Completion of the summer assignment is required for all students entering this course. [Refer to additional information on AP courses.](#)

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**AP Calculus BC\*+ (355)** **Grade 12** **5 credits** **[DUAL CREDIT ELIGIBLE](#)**


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**Prerequisite: Completion of Honors Algebra 2 with a 93 or better average and completion of Honors Pre-Calculus with a 96 or better average. In addition, it is recommended that a student achieve 650 or better on the SAT Math.**

The course will focus on work with functions in a variety of ways: graphical, numerical, analytical, or verbal. The following will be covered: the meaning of the derivative as a rate of change, local linear approximation, the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of a rate of change, polynomial approximations, and series. Derivatives and integrals will be used to solve a variety of applications. The Fundamental Theorem of Calculus will be used to connect the derivative and integral. Students will model written descriptions of physical situations with a function, a differential equation, or an integral. Technology will help experiment, interpret results, solve problems, and verify conclusions. Working with graphing calculators will be a course requirement, as graphing calculators are used extensively throughout the course. Completion of the summer assignment is required for all students entering this course. [Refer to additional information on AP courses.](#)

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**Statistics (392)** **Grades 11-12** **5 credits**


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**Prerequisite: Completion of Algebra 2 with a final average of 80 or above or Completion of Algebra 2 B with an 85 or above.**

**Students in Grade 11 who also intend to take Pre-C calculus should take Pre-Calculus prior to Statistics.**

This course will cover the basic concepts of descriptive and inferential statistics and probability, the organization and handling of numerical data, random variables, binomial distributions sampling, estimation, decision making and other aspects of statistical theory. It is recommended that each student have a graphing calculator with statistics features such as those available on the TI-84 Plus. Completion of a summer assignment is required for all students entering this course.

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**AP Statistics\*+ (393)** **Grades 11-12** **5 credits** **[DUAL CREDIT ELIGIBLE](#)**


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**Prerequisite: Completion of three A level mathematics courses with a 93 or better average in Algebra 2 A or students concurrently enrolled in Honors Pre-Calculus.**

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data; Describing patterns and departures from patterns, Sampling and Experimentation; Planning and conducting a study, Anticipating Patterns, Exploring random phenomena using probability and simulation, and Statistical Inference; estimating population parameters and testing hypotheses. Working with graphing calculators will be a course requirement, as graphing calculators are used extensively throughout the course. Completion of the summer assignment is required for all students entering this course. [Refer to additional information on AP courses.](#)

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**Foundations for Probability, Statistics & Trigonometry (304) Grade 12** **5 credits**


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**Prerequisite: Completion of Algebra 2B and Geometry B or Completion of Algebra 2A with a final grade less than 80.**

**This course is not open to students who have completed Pre-Calculus or Statistics.**

This senior level course is designed to meet the needs of students who require exposure to a broad range of mathematical topics. Although graphing calculators and computers will be used in this course where applicable, various topics will be explored without the use of a calculator. Topics include, but are not limited to numerical operations and their applications, right triangle trigonometry, the unit circle, fundamentals of probability and statistics, logic, and various topics from discrete mathematics. Algebra content and skills are reviewed when appropriate. Real life applications of each topic are stressed throughout the course.

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**Math SAT Review (1 marking period) (341)** **Grades 10-12** **1.25 credits**


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**Prerequisite: Students must have completed Algebra 1 with a minimum score of 77 and have completed or concurrently be enrolled in Geometry.**

This course will provide the student with knowledge of the various test question formats for the mathematics section of the SAT. The course will include an explanation of test terminology, examples of the various types of questions, as well as test taking strategies. The method of test scoring will also be examined. The goal of this course is for the student to improve his/her test taking skills through familiarity with the types of questions he/she might encounter on the mathematics section of the SAT, thereby obtaining a higher score.

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**College Mathematics: Concepts and Applications (343) Grade 12** **2.5 credits**


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**Prerequisite: Students will be placed in this course for remediation based on the math portion of their standardized test scores.**

This senior level course is required for students who have not achieved a passing score on a NJSLA assessment or on an alternative assessment. The purpose of this course is to provide the preparation necessary for students to demonstrate graduation assessment proficiency on a NJSLA assessment or one of the competency exams required for graduation. Mathematical content and test taking skills for the Accuplacer, ASVAB, PSAT, and SAT will be reviewed in this course. Mathematical processes will also be integrated into the program. An emphasis will be placed on problem solving and mathematical reasoning. Calculators will not be used in this course.

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**Mathematical Explorations and Applications (344)      Grade 12      2.5 credits**

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***Prerequisite: Completion of College Mathematics: Concepts and Applications.***

This course is designed to teach students that mathematics helps us to know and understand our surroundings. Students will explore concepts of mathematics that strengthen their understanding and expand the way they perceive and comprehend their world. This course focuses on real-world problem solving allowing the student to appreciate the value of math as it pertains to daily life. An effective approach to problem solving will be developed through the application of math concepts to a wide variety of real-life situations.

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**Introduction to Computer Science\*+ (336)      Grades 9-12      5 credits      [DUAL CREDIT ELIGIBLE](#)**

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***Prerequisite: Completion of Grade 8 Algebra 1 with an 85 or better. This course may also be taken concurrently with Geometry A or after completion of Geometry A with an 85 or better.***

This full year, elective course is designed to introduce students to the concepts of “Computer Science” using the “Java” programming language and is intended as a prerequisite to “Advance Placement Computer Science.” During the year, the course will deal with such topics as: using the IDE (Integrated Development Environment), understanding and using the “keywords” of the “Java” language, as well as the basic use of the sequence, loop, decision, and sub programming structures. Emphasis will be placed on algorithm development, program structure, documentation, language syntax, and problem solving skills. The students will create algorithms and create original programs that meet assignment criteria, and will take quizzes and tests to demonstrate his/her mastery of each unit's content. Midterm and Final examinations will serve as another means of student evaluation.

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**AP Computer Science Java\*+ ( 348)      Grades 10-12      5 credits      [DUAL CREDIT ELIGIBLE](#)**

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***Prerequisite: Completion of Intro to Computer Science with a minimum grade of 85.***

This full year math elective follows the successful completion of the Introduction to Computer Science programming course. This is a five-credit, Advanced Placement computer science course using the Java language. It focuses on the many advanced data structures and concepts not presented in the first-level course, and it introduces the use of the Java programming language as the “tool” to using these data structures and concepts. To succeed, the students should be willing to work individually, participate in classroom discussions, complete assignments on their own in a timely fashion, should be capable of logical thinking, being able to break down problems into simple, sequential tasks, and should be able to follow directions. The students will create algorithms and create original Java programs and applets that meet assignment criteria, and will take quizzes and tests to demonstrate their mastery of each unit's content. Group and individual projects will be assigned toward the end of the course. Grading is based on the student's participation, individual program design, group cooperation, homework, class work, and scores on tests, quizzes, group and final projects, midterm and final examinations. Completion of a summer assignment is required for all students entering this course. [Refer to additional information on AP courses.](#)

**SCIENCE****Science Course Sequence**

**Introduction:** Science courses include specific content, however, science study requires students to apply a variety of skills in other content areas such as reading, writing, and math. There is a difference between "physical" and "life" science courses, and students may find they excel in one of these areas over the other, or excel in all areas of science. As a guideline to assist: In Physical Science courses, (mathematically based; formula application) students will be required to use more sequential, mathematical thinking and course choices include: Energy in the Environment, Integrated 1 & 3, all levels of Chemistry and Physics, Organic Chemistry. There is a strong connection between math and the physical sciences, so care must be taken to match pre-requisites to ensure success in a given course. In Life Science, (highly language arts dependent) students will be required to understand and apply terminology and concepts to overarching biological processes and provide detailed written explanations (more so than formula application) course choices include: all levels of Biology, Integrated Science 2, Anatomy and Physiology, Marine Biology, Human Biology, Veterinary Science. Students in all non-core electives (CP Forensics, Biotechnology, Atmospheric Science) will encounter a course that may require a combination of life and physical science concepts and skills.

1. Physical vs. Biological class
  - a. Physical Sciences – Students will be required to use more sequential, mathematical thinking and course choices include: Energy in the Environment, all levels of Chemistry, Fundamentals of Organic Chemistry and Physics.
  - b. Life sciences – Students will be required to understand and apply terminology and concepts to overarching biological processes and course choices include: all levels of Biology, Anatomy and Physiology, Veterinary Science.
  - c. Many electives will include a combination of life and physical science concepts and skills.
2. Math connection\* – Physical sciences will be more impacted by earlier physical science classes and mathematical thinking whereas life sciences will be more impacted by earlier life science classes and the ability to build connections.

Although there can be many choices, a suggested pathway is as follows (provided prerequisites are met):

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Integrated Science 1	Integrated Science 2	Integrated Science 3	Human Biology (vocational college bound*) Marine Biology Forensics Atmospheric and Space Science
Energy in the Environment	CP Biology Honors Biology	CP Chemistry Honors Chemistry	CP Physics Honors Physics AP Physics 1 Anatomy & Physiology AP Biology AP Chemistry AP Environmental Science Human Biology (vocational college bound*) Fundamentals of Organic Chemistry Atmospheric and Space Science Veterinary Science Forensics Marine Biology Biotechnology
Honors Biology	CP Chemistry Honors Chemistry	CP Physics Honors Physics AP Physics 1 Anatomy & Physiology AP Biology AP Chemistry AP Environmental Science Fundamentals of Organic Chemistry Atmosphere and Space Science Veterinary and Animal Science Forensics Marine Biology Biotechnology	CP Physics Honors Physics AP Physics 1 AP Physics C Anatomy & Physiology AP Biology AP Chemistry AP Environmental Science Fundamentals of Organic Chemistry Atmospheric and Space Science Veterinary Science Forensics Marine Biology Biotechnology

\*Students intending to pursue two-year college or vocational for allied health fields may opt for this course in lieu of college level Anatomy and Physiology



**PHYSICAL SCIENCES****CP Energy in the Environment (484)****Grade 9****6 credits**

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***Prerequisite: Students must be concurrently enrolled in or have completed Algebra 1. Grade 8 Science must have been completed with a grade of 77 or better and students must have reached proficiency on the NJSLA-S Grade 8.***

This course is a six-period laboratory course satisfying a physical science requirement. It is designed to include energy topics as related to our environment. The course will be an overview of energy resources, sustainability and analysis of meeting energy needs of the populace in the 21<sup>st</sup> Century. There will be four distinct marking periods of content activities directly related to energy resources and their responsible use in society. Exploration of career paths in the energy field aligned to current areas of employment opportunity will be incorporated into the coursework, along with hands on experience and analysis of the impact of energy use on the environment. This course is designed as a six-credit lab science. The course will include concepts in the areas of basic physics, chemistry, geology, and meteorology. Students will be exposed to the topics of hydroelectric, tidal, nuclear, electrochemical, fossil fuel, geothermal, solar, and wind energy. Students will be expected to complete weekly labs and quarterly projects. Completion of this course provides the college requirement of a laboratory based science. Completion of a summer skill building assignment is an expectation for all students entering this course.

**Integrated Science 1 (456)****Grade 9****5 credits**

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This course is an introductory hands-on science course. The course will apply scientific concepts to everyday life. The major components of study include earth and physical science topics. There will be a number of hands-on investigations. Students will be expected to practice writing in the content area through notebook and portfolio work. Participation in classroom activities, projects, skill demonstration, lab analysis and group assignments will be incorporated in the course. Development of writing in science and analytical, critical thinking skills will occur through successful completion of the course. This course does not meet the college requirement of a laboratory based science.

**CP Chemistry (488)****Grades 10-12****6 credits**

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***Prerequisite: Students must be concurrently enrolled in Algebra 2 or a higher level of mathematics and achieved a minimum grade of 75 in Algebra 1. Students must have completed CP Biology with a minimum grade of 75 or Honors Biology or attained a grade of 93 in Integrated Science 2.***

This course is intended for students who have an interest in chemistry and who intend to continue their education beyond high school. Major topics of study include: atomic and molecular theory, periodic law, formula writing, nomenclature and writing balanced equations, gas laws solutions and reactions, acid-base chemistry and chemical equilibrium. Analysis and algebraic problem solving are emphasized. The course requires frequent use of algebra and math applications. There is a weekly double period lab during which concept application will be practiced and analysis required. Laboratory skills will be developed during the course and safe laboratory behavior must be practiced at all times. Completion of this course provides the college requirement of a laboratory based science course.

**Integrated Science 3 (458)****Grades 11-12****5 credits**

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***Prerequisite: Completion of Integrated Science 2.***

This course continues to enhance topics in chemistry, physical, and environmental science. It is designed to sharpen skills of those students planning on a career in the applied science or vocational education after high school completion. Students who intend to continue study at the community college level will be prepared for related science courses offered on an introductory level. There will be a number of hands-on investigations and students will be expected to practice writing through notebook or portfolio work. Students should expect to do research and a variety of projects. Completion of this course does not meet the college requirement of a laboratory based science.

**Honors Chemistry\* (489)****Grades 10-12****6 credits**

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***Prerequisite: Students must have earned an 85 in Algebra 1 A and be concurrently enrolled in Algebra 2 A or a higher level of mathematics. Students must have earned an unweighted grade of 85 in Honors Biology or 93 in CP Biology.***

This course is intended primarily for students who have an interest in science and are comfortable with a rigorous pace and intend to continue honors level science courses. The course is designed to cover topics in greater depth than the College Preparatory course. It is a challenging, problem-solving based chemistry course that covers all sub-microscopic, macroscopic and quantitative topics as preparation for AP Chemistry, Physics and college-career science courses. This course requires consistent application of algebra skills. Analysis and problem solving are emphasized through laboratory experiments involving quantitative concepts and incorporates a double period lab once per week. Major topics of study include: atomic and molecular theory, periodic law, formula writing, nomenclature and writing balanced equations, gas laws, solutions and reactions, acid-base chemistry and chemical equilibrium. Physical science laboratory skills will be strengthened during the course and safe laboratory behavior must be practiced at all times. Completion of this course provides the college requirement of a laboratory based science course.



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**Fundamentals of Organic Chemistry\* (465)** **Grades 11-12** **5 credits**

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**Prerequisite:** *Students must have achieved an unweighted grade of 77 in Honors Biology and Honors Chemistry or 93 in CP Biology and CP Chemistry.*

This course is designed as an additional chemistry elective for the college bound student interested in a science field. It is recommended in particular for those students planning a career in biological science, medicine or higher fields of chemistry. The course presents the fundamental principles of organic (carbon) chemistry. This course will include chemical processes and spatial orientation and apply geometry concepts. It is not intended to be taken in lieu of a Physics course, but as additional elective science.

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**CP Physics (491)** **Grades 11-12** **6 credits**

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**Prerequisite:** *Students must have maintained a 77 or above in Algebra 2 A and CP Chemistry or completed Honors Chemistry. It is strongly recommended that students be concurrently enrolled in Pre-Calculus or Calculus, but students may be enrolled in Statistics. Statistics alone is not considered an appropriate co-requisite math course if the student has not performed at a grade of 77 or above in prior math and science courses.*

This course is intended for students in grades 11 and 12 who have an interest in physics and who intend to continue their education beyond high school. There is a double period lab once a week where students will be expected to apply their existing basic measurement and analysis skills. Students considering enrollment in CP Physics should be aware that it is a problem-based course that requires an ability to interpret and solve problems that have multiple layers. The student entering this course should have developed a **strong working knowledge of algebra skills**, specifically, he or she should know (and be confident in using) the rules of algebraic manipulation of variables. The student must also be adept in the use of the metric system, basic trigonometric functions and the Pythagorean theorem. Major topics of study include: kinematics, Newtonian mechanics, electricity and magnetism, optics, waves and sound. This course builds analytical and mathematical/scientific problem-solving skills. Completion of this course provides the college requirement of a laboratory based science course.

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**Honors Physics\* (492)** **Grades 11-12** **6 credits**

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**Prerequisite:** *Students must have earned a 93 in CP Chemistry or a 77 in Honors Chemistry. Students must have a 77 in previous honors level math courses or an 85 in previous CP A level math courses. Students must be concurrently enrolled in Honors Pre-Calculus or a higher level of mathematics.*

This course is intended for students in grades 11 and 12 who have an interest in science and who intend to pursue a career in the sciences. The course provides a solid foundation in the fundamentals of physics, and continues to strengthen problem solving, critical and scientific thinking skills. There is a double period lab once per week which requires student design and set up of equipment. The student entering this course should have developed a working knowledge of algebra skills, as it is highly math focused, and requires independence with formula application in problem solving. Major topics of study include: Newtonian mechanics including 1- and 2-dimensional motion, dynamics, statics, conservation laws, and simple harmonic motion, wave mechanics, electricity and magnetism, and optics. Students should expect to spend at least one hour per class period in outside study and preparations. Completion of this course provides the college requirement of a laboratory based science course.

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**CP Atmospheric and Space Science (460)** **Grades 11-12** **5 credits**

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**Prerequisite:** *Students must have completed Integrated Science 3 with an 85, CP Chemistry with a 77 or completed Honors Chemistry.*

This course is a rigorous and comprehensive program of study in the areas of meteorology and space science. It is aligned to current areas of employment and career opportunities. This course meets five periods per week and does not include a double period lab. This course is intended for students with an interest in weather phenomenon and space exploration. Students will be expected to complete outside readings and observations. Applications of atmospheric phenomenon will be investigated during lab experiments. Completion of this course does not meet the college requirement of a laboratory based science.

## BIOLOGICAL SCIENCES

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**CP Biology (485)** **Grades 10-12** **6 credits**

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**Prerequisite:** *Completion of Algebra 1 and CP Geoscience or Integrated Science 1 with a grade of 93 or above.*

Students will practice hands on skills and utilize and strengthen critical thinking, scientific reasoning, decision making, problem solving and analytical reasoning skills. Cell biology, biochemistry, evolution, genetics, microbiology, and ecology are topic areas. Student motivation to do preparatory work, including reading assignments, will contribute to success in this course. There is a weekly double period lab during which science skill development will be a part of the laboratory portion of the course and safe laboratory behavior must be practiced at all times. Completion of this course provides the college requirement of a laboratory based science.

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**Integrated Science 2 (457)** **Grade 10** **5 credits**

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This course is designed to further strengthen science content knowledge and skills and prepare students for future college preparatory science courses. This course continues development of laboratory skills and critical thinking, as well as practice writing in the content area. Projects, both group and individual, may be required. Completion of this course does not meet the college requirement of a laboratory based science.

**Honors Biology\* (486)** **Grades 9-10** **6 credits**

***Prerequisite: Grade 8 must have earned a minimum of an 85 in Algebra 1 and a minimum of 93 in Grade 8 Advanced Science and have reached Advanced Proficiency in NJSLA-S Grade 8. Grade 9 and above should have earned an 85 in Algebra 1 and a 93 in Energy in the Environment.***

The Honors Biology course is designed to cover topics in greater depth than the College Preparatory course. There is an emphasis on analysis and problem solving requiring the use of an advanced text. Reading comprehension should be above grade level for the student entering this course. Student self-motivation and initiative are important components to success in this advanced course, which includes a double period lab once per week. Cell biology, biochemistry, bioenergetics, molecular and organismal genetics, microbiology, human biology and ecology are areas of special emphasis. The computer will be used to develop databases, spreadsheets, graphs, and to access the Internet, as well as in laboratory applications. Student attitude, a responsible work ethic, as well as a willingness to do work and research beyond the classroom, will help ensure success. Completion of this course provides the college requirement of a laboratory based science.

**Anatomy & Physiology\*+ (495)** **Grades 11-12** **6 credits** **[DUAL CREDIT ELIGIBLE](#)**

***Prerequisite: Students must have achieved an unweighted grade of a 77 in Honors Biology and Honors Chemistry or an 85 in CP Biology and CP Chemistry.***

This course is intended for students who have an interest in pursuing a career in a health-related field or an area of medical science requiring a four-year college degree. This course will be taught on the collegiate level. High level study skills and a high motivation and interest, coupled with active participation in class discussion, will contribute to success in the course. Students will be required to analyze readings and research topics using references additional to the text. Physiology and pathology discussions will require application of critical thinking related to topics. Topics studied will include body organization, support and movement, coordination and control, digestion, respiration, circulation, regulatory systems and metabolism, endocrinology and reproduction. As the anatomy of the various human systems will be investigated, dissection is required. There is a double period lab once per week. Career opportunities will be incorporated through class discussion.

**CP Marine Biology (461)** **Grades 11-12** **5 credits**

***Prerequisite: Students must have completed Integrated Science 3 with an 85, CP Chemistry with a 77 or completed Honors Chemistry.***

This course is intended to prepare students for work in the collegiate format while focusing on the ocean environment and organisms. It meets five periods per week and does not include a double-lab period. Students will be expected to complete work utilizing multiple resources. This course is designed for students with serious interest in physical and life science applications in the ocean environment and requires participation in dissections. Topics may include a history of marine science, geography of the sea floor, chemistry of seawater, organisms of the sea, marine ecosystems and the impact of humans on the marine environment. Completion of this course does not meet the college requirement of a laboratory based science. It is not intended to be selected in lieu of a Physics course, but rather as an additional science elective.

**Veterinary Science\* (464)** **Grades 11-12** **5 credits**

***Prerequisite: Students must have earned an 85 or above Honors Biology and Honors Chemistry or a 93 or above in CP Biology and CP Chemistry.***

This course is designed for students who have a serious interest in pursuing a career in veterinary science or zoology. It is offered as an additional science elective to enable an in-depth study of animal anatomy and physiology. Careers related to animal science will be topics included within the coursework. The course should be taken after or concurrently with a Physics course and is not intended to be elected in lieu of a Physics selection.

**Human Biology (425)** **Grade 12** **5 credits**

***Prerequisite: Successful completion of 3 years of high school science by a student whose intention is to pursue an allied health/vocational track at the community college level in lieu of a four-year collegiate program.***

This course is designed for the student who intends to pursue vocational education after high school (cosmetology, licensed practical nurse (LPN), home health aide, ultrasound technician, medical assistant, medical records, veterinary technician, radiologic technician, dental assistant) leading to a career in the applied sciences or for those intending to pursue an Associate Degree in nursing (non-BSN program) through study at the Community College level. It is intended as a fourth year of science for students desiring a basic knowledge of human anatomy and physiology and who may plan to pursue a career in the applied sciences or medical field through study at the Community College level. Completion of this course does not meet the college requirement of a laboratory based science.

**ADVANCED PLACEMENT SCIENCE****AP Biology\*+ (487)** **Grades 11-12** **6 credits** **[DUAL CREDIT ELIGIBLE](#)**

***Prerequisite: Students must have earned an 85 in Algebra 1 and Algebra 2 and successfully completed Honors Biology and Honors Chemistry with an unweighted grade of 85 or CP Biology and Chemistry with a grade of 93.***

This course is for students who have an interest in continuing their biology education in a course that provides the curriculum and rigor of a general biology course at the collegiate level. This course meets the qualifications as a unit requirement for most colleges and

universities. The student should demonstrate an above average proficiency in both language arts and mathematics to ensure success in this course. Students can expect a learning environment that demands a high level of independent work outside the classroom that includes technical reading and writing. It is highly recommended for students who intend to pursue a career in Medicine, Genetic Engineering, Marine Biology, Ecology, and related fields. There is a double period lab once per week. Major topics of study will include: Molecules and Cells (Chemistry of Life, Cells, Cellular Energetics), Heredity and Evolution (Heredity, Molecular Genetics, Evolutionary Biology), Organisms and Populations (Diversity of Organisms, Structure and Function of Plants and Animals, Ecology). The laboratory experiments involve use of sophisticated equipment. Students should expect to spend a minimum of 4 hours per week of independent work outside the class, as this is an accelerated course. Students are encouraged to take the AP Biology examination. [Refer to additional information on AP Courses](#)

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**AP Chemistry\*+ (490)** **Grades 11-12** **6 credits** **DUAL CREDIT ELIGIBLE**

**Prerequisite:** *Students must have earned an 85 in Algebra 2 A and be concurrently enrolled in Pre-Calculus or Calculus. Students must have earned an unweighted grade of 85 in Honors Chemistry or 93 in CP Chemistry.*

This course is intended for students who have an interest in continuing their chemistry education in a course that provides the curriculum and rigor of a general chemistry course at the collegiate level. This course meets the qualifications as a unit requirement for most colleges and universities. It is highly recommended for students who intend to pursue a career in physical sciences, engineering or medicine. There is a double period lab once per week. The student entering this course should have developed a working knowledge of algebra skills. AP Chemistry focus areas include the qualitative and quantitative aspects of solutions, gases, chemical equilibrium, thermodynamics, and kinetics. The laboratory experiments in this course involve the use of sophisticated instrumentation as well as computer based activities. Development of laboratory skills will be included in the course content and safe laboratory behavior must be practiced at all times. Some individual research is expected and students must set aside adequate time to complete coursework. Students are encouraged to take the AP Chemistry examination. [Refer to additional information on AP Courses](#)

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**AP Physics C\*+ (493)** **Grade 12** **6 credits** **DUAL CREDIT ELIGIBLE**

**Prerequisite:** *Students must be concurrently enrolled in Calculus (AP Calculus is recommended) and must have earned an 85 in Honors Chemistry or a 93 in CP Chemistry in addition to a 93 in Honors Physics or 85 in AP Physics 1.*

This calculus based course is intended for students who have an interest in physical science and who intend to continue post-graduation study in a particular area of physical science: physics; mechanical, electrical, physical engineering. Two semesters of Physics are studied – (1) Mechanics and (2) Electricity & Magnetism. This course meets the qualifications as a unit requirement for most colleges and universities. It is highly recommended for students interested in pursuing physics and/or engineering programs. There is a double period lab once per week during which students design many of the experiments using higher order application and thinking skills. Major topics of study include: solid mechanics; optics; electric circuits; magnetism; quantum mechanics and relativity. Students should expect to spend at least 2 hours per class period in outside preparation and study and should be capable of working at an accelerated rate. AP Physics C is dual credit eligible for two semesters of credit. Students are encouraged to take two AP Physics C examinations. [Refer to additional information on AP Courses](#)

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**AP Physics 1\*+ (494)** **Grades 11-12** **6 credits** **DUAL CREDIT ELIGIBLE**

**Prerequisite:** *Students must be concurrently enrolled in or successfully completed Honors Pre-Calculus. A minimum average of 85 in previous Honors level math classes is highly recommended. Students must have earned an 85 in Honors Chemistry or CP Physics, or a 93 in CP Chemistry. This course is not intended for students who have successfully completed Honors Physics.*

An algebra-based collegiate level physics course designed for students in grades 11 and 12 who intend to pursue the study of science at the collegiate level en route to a career in the non- physical sciences (biological/medical) and desire the option of an advanced placement physics experience, or who intend to advance to AP Physics C. The student entering this course should possess strong algebra, geometry and trigonometry skills. Topics include: Newtonian mechanics including 1- and 2- dimensional motion, dynamics, statics, conservation laws, and simple harmonic motion, wave mechanics, electricity and magnetism, thermal and fluid systems, and optics. There is a double period lab once per week during which students design many of the experiments using higher order application and thinking skills. Students should expect to spend at least 2 hours per class period in outside preparation and study and should be capable of working at an accelerated rate within the classroom. Completion of this course provides the college requirement of a laboratory based science course. \*This course is not intended for students who have successfully completed Honors Physics. [Refer to additional information on AP courses.](#)

**AP Environmental Science\*\*+ (496)****Grades 11-12****6 credits****DUAL CREDIT ELIGIBLE**

**Prerequisite:** *Students must have earned an unweighted grade of 77 in Honors Chemistry and Honors Biology or a grade of 90 in CP Biology and CP Chemistry.*

This course investigates how humans interact with the natural world. Environmental Science is an interdisciplinary study which incorporates topics from the fields of biology, physical science, politics, economics, law and sociological sciences. The laboratory experiments in this course require quantitative analysis of data and analytical application of results. Laboratory activities involve outdoor data collection and observations. There is a double period lab once per week. Students must think analytically and present information in a persuasive manner. Some individual research is expected and students must set aside adequate time to complete coursework. Major topics of study include: earth systems and resources, living world, population dynamics, land and water uses, energy resources and consumption, pollution, and global change. Development of laboratory skills will be included in the course content and safe laboratory behavior must be practiced at all times. This course meets the qualifications as a unit requirement for most colleges and universities. Students are encouraged to take the AP Environmental Science examination. [Refer to additional information on AP Courses](#)

## COMPREHENSIVE SCIENCE ELECTIVES

**CP Forensic Science (462)****Grades 11-12****5 credits**

**Prerequisite:** *Students must have completed Integrated Science 3 or be concurrently enrolled in or have completed CP Chemistry.*

This course meets five periods per week and does not include a double period lab. The course is intended for 11<sup>th</sup> grade students who are electing a second science course or 12<sup>th</sup> grade students who have completed a third science course. This multidisciplinary course uses biology, biotechnology, chemistry, and physics in understanding forensic science. The course exposes students to the various laboratory skills, techniques, and methods commonly used during forensic investigations of crime scenes. Students learn observation, microscopy, serology, chromatography, DNA fingerprinting with Polymerase Chain Reaction (PCR), and laws of physics. The course involves lecture, inquiry-based activities/labs, and case study analysis. Students will be expected to do individual reading outside of class, conduct research, prepare lab findings for presentation to class, and prepare a “case” for trial as expert scientific witnesses. This class does not count as a lab requirement and is not a criminal justice course.

**CP Biotechnology (463)****Grades 11-12****5 credits**

**Prerequisite:** *Students must have a 77 in Honors Biology and Honors Chemistry or an 85 in CP Biology and be concurrently enrolled in CP Chemistry with an 85.*

This course meets five periods per week and does not include a double period lab. The course is intended for 11<sup>th</sup> grade students who are electing a second science course or 12<sup>th</sup> grade students who have completed a third science course. Topics include: Applications of Genetics, Multifactorial Traits, Mutation, Immunity and Cancer, Genetic Technologies and Genomics. This class includes an exploration of current topics and laboratory techniques in the field of biotechnology. Technical skills acquired through completion of this course could lead to entry level career placement as a laboratory technician. Completion of this course does not meet the college requirement of a laboratory based science.

## WORLD LANGUAGES

World Language courses are taught in the target language at least 90% of the time, and students are expected to produce language based on the following key goals. Students will be able to:

- use the social and academic language of different content areas such as math, social studies, and science.
- use the language effectively in three modes of communication: interpretive (listening, reading, and viewing); interpersonal (listening, speaking, reading, and writing with others); and presentational (speaking and writing in different types of performance).
- have language proficiency in all of the following arenas:
  - Comprehensibility (be able to be understood)
  - Comprehension (be able to understand others)
  - Language control (use the language with accuracy)
  - Vocabulary usage (have vocabulary appropriate for the content and the context)
  - Communication strategies (be able to communicate effectively in a variety of settings)
  - Cultural awareness (understand and be able to communicate in various contexts, with people in different geographic, linguistic, ideological, and cultural settings and orientations)

Some factors that contribute to success are a willingness to take risks, tolerance and curiosity of cultures different from ours, basic understanding of English grammar, good attendance, good note-taking skills, eager participation, and the keeping of an organized notebook/electronic portfolio. Sound study habits and a willingness to use the language independently are essential. For information on the curriculum and courses, please visit: <http://www.wtps.org/domain/542>

### World Languages Course Sequence

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Intro to French Intro to German Intro to Spanish	French 1A German 1A Spanish 1A	French 2A German 2A Spanish 2A	Honors French 3 Honors German 3 Honors Spanish 3
French 1A German 1A Spanish 1A	French 2A German 2A Spanish 2A	Honors French 3 Honors German 3 Honors Spanish 3	Honors French 4 Honors German 4 Honors Spanish 4
French 2A German 2A Spanish 2A	Honors French 3 Honors German 3 Honors Spanish 3	Honors French 4 Honors German 4 Honors Spanish 4	AP French AP German Spanish for Careers AP Spanish
SEAL OF BILITERACY IS OFFERED AT THE AP LEVEL FOR ALL LANGUAGES	<a href="#">NJDOE Seal of Biliteracy Website</a>		

#### **Introduction to French 1 (517)**

**Grades 9-12****5 credits**

**Prerequisite:** *Grade 8 teacher recommendation or student is just beginning with a language.*

This course is intended for students who are new to the district and who have not had the language, students who had a language in the 7th and 8th grade Washington Township program and who wish to start a different language, and students who were recommended to this level by their 8th grade French teacher. The purpose of this course is to introduce the student to the French language and culture. It provides the basic pronunciation, grammar, and cultural information the student must master in order to communicate information on very familiar topics using a variety of words, phrases and sentences that have been practiced and memorized. Students are engaged in interpretive, interpersonal and presentational activities designed to develop the student's proficiency of the four communication modes: listening, speaking, reading and writing at the Novice Low-Novice Mid-level on the ACTFL Proficiency Guidelines.

#### **French 1A (518)**

**Grades 9-12****5 credits**

**Recommendation:** *Completion of Intro to HS French with a minimum average of 77. Grade 8 teacher recommendation.*

This course is intended as a continuation of the concepts and vocabulary presented in Intro to HS French. The purpose of this course is to build on the student's knowledge of the French language and civilization acquired and to prepare the student to move through the ACTFL Proficiency Guidelines in a Novice Mid-High range. It provides the basic pronunciation, grammar, and cultural information the student must master in order to communicate information on very familiar topics using a variety of words, phrases and sentences that have been practiced and memorized. Students are engaged in activities designed to develop the student's interpretive, interpersonal and presentational skills in the language. Students are also made aware of career opportunities relating to the study of World Languages.



**French 2A (511)** **Grades 9-12** **5 credits****Recommendation: Completion of French 1A with a minimum average of 77. Grade 8 teacher recommendation.**

This course is intended as a continuation of the language program to which students were exposed in the Washington Township 7th and 8th grade program. The purpose of this course is to build on the student's knowledge of the French language and civilization acquired in the 7th and 8th grade programs or French 1A and to prepare the student to move from a Novice-High level to an Intermediate-Low range on the ACTFL Proficiency Guidelines. It provides pronunciation, grammar, and cultural information the student must master to communicate information and express thoughts about familiar topics using sentences and series of sentences. Students are engaged in activities designed to develop skills in the interpretive, interpersonal and presentational modes. Students are also made aware of career opportunities relating to the study of World Languages.

**Honors French 3\*+ (512)** **Grades 10-12** **5 credits** **[DUAL CREDIT ELIGIBLE](#)****Recommendation: Completion of French 2A with a minimum average of 77.**

The purpose of this course is to build on the student's knowledge of the French language and culture and to progress through the Intermediate-Mid range on the ACTFL Proficiency Guidelines. Students are engaged in activities designed to develop the student's proficiency in the interpretive, interpersonal and presentational modes of communication. Students express themselves and participate in conversations on familiar topics using sentences and series of sentences in various tenses. They handle short social interactions in everyday situations by asking and answering a variety of questions as well as communicate about self, others and everyday life. Students are made aware of career opportunities relating to the study of World Languages as well as offered a college credit option

**Honors French 4\*+ (514)** **Grades 11-12** **5 credits** **[DUAL CREDIT ELIGIBLE](#)****Prerequisite: Completion of Honors French 3 with a minimum average of 77.**

The purpose of this course is to enable students to use French actively and to broaden the scope of their communication abilities which were acquired in previous levels. Students are now moving towards the Intermediate High level in the ACTFL Proficiency Guidelines and communicating with more details and in paragraphs in various tenses. Reading and writing skills are now emphasized through abridged short stories, poems, articles on current events, resumes, etc. Culture is intertwined in each lesson. This course prepares the student for college courses in French as well as for the next level where the AP Exam and Seal of Biliteracy are offered.

**AP French\*+ (519)** **Grade 12** **5 credits** **[DUAL CREDIT ELIGIBLE](#)****Prerequisite: Completion of Honors French 4 with a minimum average of 77.**

AP French is a course intended to demonstrate mastery at an Intermediate High level on the ACTFL Proficiency Guidelines. This is accomplished through the reading and discussion of contemporary French short stories and articles from contemporary French periodicals. These offer the student an exciting glimpse of the vigor and diversity of French life today. Students will communicate information and express themselves with detail and organization on familiar topics and some new concrete topics using paragraphs in all time-frames. Authentic sources will be used and culture is intertwined within the framework of each section. Students are prepared with college studies in mind. Students are offered the [Seal of Biliteracy](#) exam to demonstrate proficiency in the interpretive, interpersonal and presentational modes at an Intermediate Mid-High level for their transcripts. [Refer to additional information on AP Courses](#)

**Introduction to German (527)** **Grades 9-12** **5 credits****Prerequisite: Grade 8 teacher recommendation or student is just beginning with a language.**

This course is intended for students who are new to the district and who have not had the language, students who had a language in the 7th and 8th grade Washington Township program and who wish to start a different language, and students who were recommended to this level by their 8th grade German teacher. The purpose of this course is to introduce the student to the German language and culture. It provides the basic pronunciation, grammar, and cultural information the student must master in order to communicate information on very familiar topics using a variety of words, phrases and sentences that have been practiced and memorized. Students are engaged in activities designed to develop the student's proficiency in the interpretive, interpersonal and presentational modes at the Novice Low-Novice Mid-level on the ACTFL Proficiency Guidelines.

**German 1A (528)** **Grades 9-12** **5 credits****Recommendation: Completion of Intro to HS German with a minimum average of 77. Grade 8 teacher recommendation.**

This course is intended as a continuation of the concepts and vocabulary presented in Intro to HS German. The purpose of this course is to build on the student's knowledge of the German language and culture acquired and to prepare the student to move through the ACTFL Proficiency Guidelines in a Novice Mid-High range. It provides the basic pronunciation, grammar, and cultural information the student must master in order to communicate information on very familiar topics using a variety of words, phrases and sentences that have been practiced and memorized. Students are engaged in activities designed to develop the student's proficiency in the interpretive, interpersonal and presentational modes of communication. Students are also made aware of career opportunities relating to the study of World Languages.

**German 2A (521)** **Grades 9-12** **5 credits****Recommendation: Completion of German 1A with a minimum average of 77. Grade 8 teacher recommendation.**

This course is intended as a continuation of the language program to which students were exposed in the Washington Township 7th and 8th grade program. The purpose of this course is to build on the student's knowledge of the German language and culture acquired in the 7th and 8th grade programs or German 1A and to prepare the student to move from a Novice High level to an Intermediate Low

range on the ACTFL Proficiency Guidelines. It provides pronunciation, grammar, and cultural information the student must master to communicate information and express thoughts about familiar topics using sentences and series of sentences. Students are engaged in activities designed to develop the student's proficiency of the interpretive, interpersonal and presentational modes.

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**Honors German 3\*+ (522)** **Grades 10-12** **5 credits** **[DUAL CREDIT ELIGIBLE](#)**

**Recommendation: Completion of German 2A with a minimum average of 77.**

The purpose of this course is to build on the student's knowledge of the German language and civilization, and to progress through the Intermediate Mid range on the ACTFL Proficiency Guidelines. Students are engaged in activities designed to develop the student's proficiency in the interpretive, interpersonal and presentational modes. Students express themselves and participate in conversations on familiar topics using sentences and series of sentences in various tenses. They handle short social interactions in everyday situations by asking and answering a variety of questions as well as communicate about self, others and everyday life. Students are made aware of career opportunities relating to the study of World Languages as well as offered a college credit option.

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**Honors German 4\*+ (524)** **Grades 11-12** **5 credits** **[DUAL CREDIT ELIGIBLE](#)**

**Prerequisite: Completion of Honors German 3 with a minimum average of 77.**

The purpose of the Honors German 4 program is to enable students to use German actively and to broaden the scope of their interpretive, interpersonal and presentational communication abilities which were acquired in previous levels. Students are now moving towards the Intermediate High level in the ACTFL Proficiency Guidelines and communicating with more details and in paragraphs in various tenses. Reading and writing skills are now emphasized through abridged short stories, poems, articles on current events, resumes, etc. Culture is intertwined in each lesson. This course prepares the student for college courses in German as well as for the next level where the AP Exam and Seal of Biliteracy are offered.

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**AP German\*+ (529)** **Grade 12** **5 credits** **[DUAL CREDIT ELIGIBLE](#)**

**Prerequisite: Completion of Honors German 4 with a minimum average of 77.**

The AP German course is intended to review, reinforce and expand the grammatical concepts and vocabulary learned in the previous years of study. Students are actively engaged in various conversational situations based on a variety of topics. Short stories from 20th century German literature are read and discussed. Writing skills are systematically developed by the use of graded compositions. Authentic material from current German newspapers is used to acquaint the student with current events and a broad spectrum of vocabulary and grammar which would normally be encountered in a German-speaking country. Students are prepared with college studies in mind. Students are offered the [Seal of Biliteracy](#) exam to demonstrate proficiency in the interpretive, interpersonal and presentational modes at an Intermediate Mid-High level for their transcripts. [Refer to additional information on AP Courses](#)

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**Introduction to Spanish (537)** **Grades 9-12** **5 credits**

**Prerequisite: Grade 8 teacher recommendation or student is just beginning with a language.**

This course is intended for students who are new to the district and who have not had the language, students who had a language in the 7th and 8th grade Washington Township program and who wish to start a different language, and students who were recommended to this level by their 8th grade Spanish teacher. The purpose of this course is to introduce the student to the Spanish language and Hispanic/Latino culture. It provides the basic pronunciation, grammar, and cultural information the student must master in order to communicate information on very familiar topics using a variety of words, phrases and sentences that have been practiced and memorized. Students are engaged in activities designed to develop the student's mastery of the four communication modes: listening, speaking, reading and writing at the Novice Low-Novice Mi- level on the ACTFL Proficiency Guidelines.

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**Spanish 1A (538)** **Grades 9-12** **5 credits**

**Recommendation: Completion of Intro to HS Spanish with a minimum average of 77. Grade 8 teacher recommendation.**

This course is intended as a continuation of the concepts and vocabulary presented in Intro to HS Spanish. The purpose of this course is to build on the student's acquired knowledge of the Spanish language and civilization and to prepare the student to move through the ACTFL Proficiency Guidelines in a Novice Mid-High range. Through the use of comprehensible input, students demonstrate proficiency in the interpretive, interpersonal and presentational modes in order to communicate information on very familiar topics using a variety of words, phrases and sentences that have been practiced and memorized. Students are also made aware of career opportunities relating to the study of World Languages.

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**Spanish 2A (531)** **Grades 9-12** **5 credits**

**Recommendation: Completion of Spanish 1A with a minimum average of 77. Grade 8 teacher recommendation.**

This course is intended as a continuation of the language program to which students were exposed in the Washington Township 7th and 8th grade program. The purpose of this course is to build on the student's knowledge of the Spanish language and culture acquired in the 7th and 8th grade programs or Spanish 1A and to prepare the student to move from a Novice High level to an Intermediate Low range on the ACTFL Proficiency Guidelines. It provides pronunciation, grammar, and cultural information the student must master to communicate information and express thoughts about familiar topics using sentences and series of sentences. Students are engaged in activities designed to develop proficiency in the interpretive, interpersonal and presentation modes. Students are also made aware of career opportunities relating to the study of World Languages.



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<b>Honors Spanish 3*+ (533)</b>	<b>Grades 10-12</b>	<b>5 credits</b>	<b><a href="#">DUAL CREDIT ELIGIBLE</a></b>
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***Recommendation: Completion of Spanish 2A with a minimum average of 77.***

In this course students will continue to be exposed to a variety of cultural and historical topics to enhance appreciation of the Hispanic world and its contributions to civilization. Students will progress through the Intermediate-Mid range on the ACTFL Proficiency Guidelines. Students are engaged in activities designed to develop the student's proficiency in the interpretive, interpersonal and presentational modes. Students express themselves and participate in conversations on familiar topics using sentences and series of sentences in various tenses and make comparisons. They handle short social interactions in everyday situations by asking and answering a variety of questions as well as communicate about self, others and everyday life. Students are made aware of career opportunities relating to the study of World Languages as well as offered a college credit option.

<b>Honors Spanish 4*+ (534)</b>	<b>Grades 11-12</b>	<b>5 credits</b>	<b><a href="#">DUAL CREDIT ELIGIBLE</a></b>
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***Prerequisite: Completion of Honors Spanish 3 with a minimum average of 77.***

The purpose of this course is to enable students to use Spanish actively and to broaden the scope of their communication abilities which were acquired in previous levels. Students are now moving towards the Intermediate High level in the ACTFL Proficiency Guidelines and communicating with more details and in paragraphs in various tenses. Reading and writing skills are now emphasized through abridged short stories, poems, articles on current events, resumes, etc. Culture is intertwined in each lesson through the use of authentic resources. This course prepares the student for college courses in Spanish as well as for the next level where the AP Exam and Seal of Biliteracy are offered.

<b>AP Spanish*+ (539)</b>	<b>Grade 12</b>	<b>5 credits</b>	<b><a href="#">DUAL CREDIT ELIGIBLE</a></b>
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***Prerequisite: Completion of Honors Spanish 4 with a minimum average of 77.***

AP Spanish is a course intended to demonstrate mastery at an Intermediate High level on the ACTFL Proficiency Guidelines. This is accomplished through the reading and discussion of contemporary Spanish short stories and articles from contemporary Spanish periodicals. These offer the student an exciting glimpse of the vigor and diversity of Spanish/Latino life today. Students will communicate information and express themselves with detail and organization on familiar topics and some new concrete topics using paragraphs in all time-frames. Authentic sources will be used and culture is intertwined within the framework of each section. Students are prepared with college studies in mind. Students are offered the [Seal of Biliteracy](#) exam to demonstrate proficiency in the interpretive, interpersonal and presentational modes at an Intermediate Mid-High level for their transcripts. [Refer to additional information on AP Courses](#)

<b>Spanish for Careers (540)</b>	<b>Grades 11-12</b>	<b>5 credits</b>	
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***Prerequisite: Honors Spanish 3 or Spanish Heritage Learner.***

The World Language Department is seeking to create global citizens through various pathways in its programming. This course is designed for the student who does not want Advanced Placement, college credit nor weighted average credit, but does want to continue speaking Spanish in authentic scenarios related to future careers. The course is also designed for heritage language learners who have the criteria for reading/writing the language. Students will learn academic vocabulary and communication scenarios in the following fields: Medical, Social Services, Law Enforcement, Business/Finance/Communication and Science/Environment. Community speakers will also be invited to share bilingual needs in their respective fields. Students are eligible to take the [Seal of Biliteracy](#).

<b>English as a Second Language (ESL)</b>	<b>Grades 9-12</b>	<b>5 credits</b>	
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This course is for the "English Language Learner" or "ELL" whose native language is other than English and who meets the State criteria for entering an ESL program. The term refers to students with varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability as used in N.J.S.A. 18A:35-15 to 26. English as a second language (ESL) program means a daily developmental second-language program of at least one period of instruction based on student language proficiency that teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the students' experiences in their ESL instruction.

## **FINANCIAL LITERACY IN THE 21st CENTURY**

<b>Financial Literacy in the 21st Century</b>	<b>Grades 11-12</b>	<b>2.5 credits</b>	<b>Online Course</b>
<b><i>Anticipated Dates (Subject to change)</i></b>			
<b>(698 SU): June 27th–August 19th</b>		<b>(698 F): September 26th- January 6th</b>	
<b>(698 S): February 6th – May 19th</b>			

Students are strongly encouraged to attend a course orientation session with their teacher prior to the start of the course. Students enrolled in the course will be notified about course orientation sessions once the dates are established. Course orientation sessions will be held after school just prior to the start of the course. Students will demonstrate understanding about how the economy works and their own role in the economy, and also develop the necessary skills to effectively manage personal finances. This course outlines the process for valuable financial planning, including understanding income and careers, developing budgets, money management; credit and debt management; planning, saving and investing; becoming a critical consumer; risk management and insurance; and civic financial responsibility. This course satisfies the 2.5 credit high school financial literacy requirement. The use of the Internet and computerized teaching methods through the CourseSites (Blackboard) for the sharing of resources is mandatory. Participation in the course includes accessing links, submitting assignment and practice activities, discussion board participation and live classroom participation. As part of the graduation requirement, students are to take a written midterm and final in school as part of the course. The course is an accelerated course. The summer course will be completed in approximately 7 weeks, whereas the courses during the school year will be completed in approximately 14 weeks. This course is not a business education elective; therefore, students enrolled are not eligible for DECA.

<b>Financial Literacy in the 21st Century (699)</b>	<b>Grades 11-12</b>	<b>5 credits</b>
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Students will demonstrate understanding about how the economy works and their own role in the economy, and also develop the necessary skills to effectively manage personal finances. This course outlines the process for valuable financial planning, including understanding income and careers, developing budgets, money management; credit and debt management; planning, saving and investing; becoming a critical consumer; risk management and insurance; and civic financial responsibility. This course satisfies the high school financial literacy requirement. This course is not a business education elective; therefore, students enrolled are not eligible for DECA.

**BUSINESS EDUCATION**

Students taking Business courses will also have opportunity to participate in DECA and FBLA activities.

**Computer Applications for Business Management (600) Grades 9-12 2.5 credits per semester = 5 credits**

This course will be completed over two semesters. Students completing the first semester are able to earn 2.5 credits. Students completing the second semester are able to earn 2.5 credits. This course is an introduction to computer-based applications and simulations in business course. Student will learn the concepts and software used by business organizations in order to simulate real-life problem. These computer skills will increase student proficiency in college, career, and personal applications. The course incorporates advanced features of leading software technologies including, Semester 1: Microsoft Word, Excel and Semester 2: PowerPoint, Access and collaboration software such as Google Docs. Students will have the opportunity earn a nationally recognized certification as a "Microsoft Office Specialist".

**Business Law & Ethics+ (609) Grades 10-12 5 credits [DUAL CREDIT ELIGIBLE](#)**

Everyone buys, sells, rents, and enters into business contracts. Business and Personal Law is a full year course that examines the sources of law, how law affects everyday lives, criminal and civil law, juvenile law, the court systems, and contract law. Students will explore various cases designed to promote a thorough understanding of the principles of law. To reinforce how law affects them in everyday life, students will develop a legal vocabulary, explore current media issues, discuss and debate actual cases, and participate in a number of mock trials where they will undertake the various roles existent in an actual court proceeding. This stimulating and meaningful course will give students the foundation for a legal career and general knowledge for understanding, preventing, and resolving legal issues. Student enrolled in Business and Personal Law may be eligible for college credit through Camden County College.

**Introduction to Business and Careers (ITBC) Business Seminar (610) Grades 9-10 5 credits**

This course familiarizes students with the world of business and the many business career fields available in today's workplace. Students will explore a range of career options, including Entrepreneurship, and relate them to their individual interests, aptitudes, skills and values. Topics covered include basic economic concepts, fundamentals of business, marketing, banking, using credit, accounting, human resources, and managerial skills. Throughout the year, students will take various assessment tests, research various careers, and conduct college searches.

**Managerial Accounting (628) Grades 11 -12 5 credits**

*Prerequisite: Completion of CP Accounting with a minimum 77 average.*

Managerial Accounting is a college level course to study accounting for management planning, control in budget preparation, and the evaluation of cost behavior. Students learn how to prepare and interpret cash flow statements and make managerial decisions based on financial statement analyses.

**College Level Accounting\*+ (629) Grades 10-12 5 credits [DUAL CREDIT ELIGIBLE](#)**

*Prerequisite: Minimum 77 average in a prior Math class.*

CP Accounting is an accelerated course here students will learn how to record, analyze, interpret, and report financial information in a manual and computerized environment. This course is taught using a college level textbook and covers material similar to a first-semester college accounting course. QuickBooks software and Excel spreadsheet applications will be utilized. Curriculum includes the fundamental principles of double-entry bookkeeping for the accounting cycle, creating and analyzing financial statements, special journals, cash controls, employer payroll, and personal tax return preparation. Student enrolled in CP Accounting may be eligible for college credit through Camden County College.

**Principles of Marketing+ (630) Grade 9-12 (Grade 9 if available) 5 credits [DUAL CREDIT ELIGIBLE](#)**

This course provides a detailed introduction to Marketing and prepares students to meet the challenge of the modern-day marketplace. Emphasis is placed on the development of attitudes, skills, understandings related to marketing, merchandising, and management. Students learn how the "Four P's of Marketing" affect consumer decisions; how product promotion affects buying habits; and how pricing affects buying decisions. The complete retail process including sales, pricing, communicating, displaying, and advertising will be assimilated into the course. This course teaches students logically and systematically about the world of marketing while motivating them to develop the necessary skills to enter the field of sales and marketing and to move ahead in it. Marketing is one of the major underpinnings of our society today; all students should study this area and its impact on both the American economic system as well as on the global economy. The study of marketing can provide the springboard for challenging and lucrative careers. Students will have opportunity to participate in DECA and FBLA activities.

**Advanced Marketing Concepts & Strategies (635) Grade 10 5 Credits**

*Prerequisite: Successful completion of Principles of Marketing with a minimum 77 average.*

This is a college level course designed to help students meet the challenges of the modern-day marketplace, to teach students about the world of marketing, and to motivate them to develop the necessary skills to advance in the field of direct wholesale and retail buying and selling operations. The course covers: Business, Financing, Pricing, Risks Bearing & Insurance, Channel Management, and Marketing Information Management. Students are offered the opportunity to participate in DECA and FBLA activities.

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**Business Administration & Management+ (632)      Grades 11-12      5 credits      [DUAL CREDIT ELIGIBLE](#)**

***Prerequisite: Successful completion of CP Accounting or Business and Personal Law.***

This course explores essential skills and knowledge needed to become highly-qualified business professionals in today's technological business environment. Professional presentations, discussion and debate, and project-based learning activities will be the focus of this class. Areas such as employee motivation, leadership, organizational structure and change, planning and control methods will be discussed. Student leadership (FBLA) is a helpful addition to this course.

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**(Co-Op) Cooperative Work Experience (631)      Grade 12      15 credits**

***Prerequisite: Completion of Marketing 1 with a minimum 77 average. No more than 12 unexcused absences in Grade 11.***

This 15-credit course allows you to experience hands-on training and exposure to the real world of work with related classroom preparation. Seniors attend high school classes for part of the day and then are granted release time so they can go to work. A minimum of 540 hours at a paid supervised on-the-job work station is required. The related class work further develops and improves work and life skills, including career research, application process, communication/interview skills, independent living and social skills, financial literacy, and career related technology skills.

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**Entrepreneurship & Strategic Marketing+ (644)      Grades 11-12      5 credits      [DUAL CREDIT ELIGIBLE](#)**

***Prerequisite: Minimum 77 average in Sports and Entertainment Marketing.***

This course is designed to encourage entrepreneurial thinking among students, which entails the ability to recognize, evaluate and pursue new successful business venture opportunities. To build professional skills with hands-on applications relevant for starting and managing a new venture; these include opportunity evaluation for entrepreneurial ventures, testing the feasibility of ideas, evaluating the impact of business ownership on a person's lifestyle, preparing business plans, seeking expert advice, securing financing and avoiding common pitfalls, data-based research, business planning and understanding the functional aspects of small business management, including marketing, operational management, financial analysis, taxation, human-resource management and computer use. Students will have the opportunity to participate in DECA activities.

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**Social Media Marketing and Web Page Design (650)      Grades 9-12      5 credits**

Learning activities are centered on the principles of marketing through e-commerce and web page design. Students will explore social marketing strategies and internet tools associated with internet advertising. Students will apply the principles of design and develop various types of web sites. Students will be able to analyze the attributes of a well-designed web site and execute the planning process to develop professional web sites. Students will primarily work with Adobe Master Collection focusing on Dreamweaver, Fireworks, & Flash. The course will examine how the internet and social media impacts businesses. The course presents social media as a tool to enhance marketing efforts in all areas of business. The course will research social media sites and developing mobile apps.

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**Sports and Entertainment Marketing (652)      Grades 10-12      5 credits**

***Prerequisite: Minimum 77 average in Marketing 1.***

This course will provide a relevant examination of the multi-dimensional world of sports and entertainment, and an appreciation of the important role of sports and entertainment in shaping culture. The sports and entertainment industries represent one of the fastest growing segments of the U.S. economy takes a strategic business perspective, keeping pace with the ever-changing environment of the sports world. This specialized course will provide students the opportunity to learn advanced concepts of marketing and management in the sports, and entertainment industries. The focus will be on the study of marketing as it relates to: the rising costs, escalating salaries, the price of new stadiums and arenas, and sports ethics versus the incredible appetite of consumers for sports. Extensive treatment is given to understanding consumers as spectators and participants; in addition to planning the sports marketing mix (product, price, promotion, and place), it examines the execution and evaluation of the planning process, event management, sponsorship, promotion, strategic planning, endorsement, marketing plans, hotel/restaurant/convention planning, and legal and ethical issues. Students have the opportunity to participate in DECA (An Association for Marketing Students).

**VISUAL AND PERFORMING ARTS****VISUAL ART****Exploring the Arts (765)****Grades 9-12****5 credits**

The focus of the course is the study of the fundamental foundations of the Visual and Performing Arts through multi-sensory learning experiences. Students will have the opportunity to develop knowledge and skills in the Visual and Performing Arts as both participants and observers. The course will provide students with insights into the ways artists are inspired enhancing a student's appreciation and aesthetic awareness in visual art, music, dance and theater. One semester of this course will be taught by an art teacher from the visual art perspective and one semester will be taught by a music teacher with a focus on music concepts.

**Studio Art 1 (711)****Grades 9-12****5 credits**

Studio Art 1 is designed to teach students basic art techniques in various media, including but not limited to pencil, charcoal, watercolor and acrylic paints, clay, plaster, basketry, computer-generated art and textiles. Each student will create their own works of art in these media. Emphasis is placed on aesthetic design and creative thinking using these materials. Students will also practice analyzing art from different time periods and culture. They will critique their own artwork and those of their peers. Students will be introduced to the many career options in fine arts. After completion of this course, students will be prepared to take Studio Art 2.

**Studio Art 2 (712)****Grades 9-12****5 credits**

**Prerequisite: Completion of Art 1 with a minimum grade of 77 or completion of 8th Grade Talented Art Studio with a minimum grade of 95.**

Studio Art 2 is a full year course designed to further a student's comprehension of art and technique using hands on projects and useful information. The course will include design, drawing, Painting, hand-built pottery, and art history/appreciation. Students will use several different mediums including pencils, pen and ink, soft pastels, watercolor and acrylic paint, earthenware clay, and glaze. Students will also improve design skills, and begin to think more creatively as an artist forming a portfolio.

**Studio Art 3\* (713)****Grades 10-12****5 credits**

**Prerequisite: Completion of Art 2 with a minimum grade of 85.**

This course involves advanced problem-solving and creative thinking skills through individual expression in a variety of mediums. Specific units studied include Design, Drawing, Oil Painting, Sculpture, Printmaking, Visual Communication, and Art History/Appreciation. Art 3 also concentrates on the exploration into art careers by observing visiting artists and reviewing colleges. Portfolio preparation, involvement in student and/or district exhibitions, and museum/gallery visits are an integral part of this art program. Class instruction and project assignments are specifically designed to prepare the serious art student for Advanced Placement Studio Art.

**AP Studio Art\*****Grades 11-12****5 Credits**

**3-D Art and Design (744), Drawing (745), 2D-Art and Design (746)**

**Prerequisite: Completion of Art 3 or Advanced Pottery or Digital Photography 2 with a minimum grade of 88.**

Advanced Placement (AP) Studio Art course is intended for highly motivated students who are seriously interested in the study of art. The course is based on the development of student portfolios submitted at the end of the school year to the College Board for evaluation. AP work should reflect three areas of concern that are constants in the teaching of art: Quality, Concentration, and Breadth. Students will need to work outside the classroom as well as in it, and beyond scheduled periods. The content of the course will be Drawing, Two-Dimensional Design or Three-Dimensional Design, based on the student's area of specialization. The Drawing Portfolio is designed to address a very broad interpretation of drawing issues. Two-Dimensional Design and Three-Dimensional Design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. Due to the extensive content and time requirement, students may take AP Studio Art for multiple years to address different components. [Refer to additional information on AP Courses](#)

**AP History of Art\* (710)****Grades 10-12****5 Credits**

**Prerequisite: Completion of Honors English, Honors History, or Honors World History with a minimum grade of 85.**

Advanced Placement History of Art is an elective art course designed to examine the meaning and creation of art from early civilizations until the present day. Through viewing, reading, writing and discussions students will learn to recognize various styles and trends from the history of world art as well as representative artists and their roles in society. The function of art as a universal language is studied in depth. Art concepts and vocabulary are examined, and the students will compare and contrast original art objects, critique and evaluate artwork, and discuss aesthetics. Through these studies students will learn to recognize and develop an appreciation for and value of world-wide preservation of artistic heritage of diverse cultures. Students who pursue this are expected to engage in scholarly study and research in order to prepare themselves for the Advanced Placement examination in History of Art. [Refer to additional information on AP Courses](#)

**Animation (752)****Grades 9-12****5 credits**

Animation is an elective art course designed to introduce students to a variety of animation techniques as well as the technology required to create video-based moving pictures. Students will gain insight into the history and practice of animation and how to plan, write, storyboard, and produce different types of animations. Students will gain experience with traditional hand-drawn animation,

computer animation, stop motion animation, videography, and video pre- and post-production procedures. Drawing is an integral component of this course.

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**Animation 2 (755)** **Grades 10-12** **5 credits**

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***Prerequisite: Completion of Animation 1 with a minimum grade of 85.***

Students taking Animation 2 will build on the skills developed in Animation 1. Advanced animation concepts in traditional, computer, and stop motion animation will be explored. Longer animation films will be produced, and will include script writing, storyboarding, and group work in greater detail. The integration of audio, with respect to lip sync, voice-overs, sound effects, music, video special effects, and ambient sounds will be explored.

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**Experiencing Visual Art (743)** **Grades 9-12** **5 credits**

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This course is designed to provide a broad visual art experience for those students not intending to pursue a studio course track. Diverse and expressive styles of art are discussed throughout the course, with examples largely focusing on Modernism and Contemporary art forums. Students are engaged through discussion, observation, and exposure, experimenting with a variety of media and processes in the creation of personal works of visual art, with an emphasis on process over results. Units consist of the Elements of Art, Principles of Design, History of Modern Art, Art Criticism, Drawing, Painting, Sculpture, Crafts, Mixed Media, and Digital Media.

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**Digital Illustration (756)** **Grades 9-12** **5 credits**

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This elective art course explores the processes and concepts of drawing and painting using digital media. Illustration is a means to visually communicating ideas, and students will use digital media to express concepts and tell stories through their originally created images. Students will gain experience in creating computer images in both raster and vector formats using both Adobe Photoshop and Illustrator. Students will learn a variety of illustration techniques, and will be encouraged to develop their own personal style.

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**Digital Photography (730)** **Grades 9-12 (Grade 9 if available)** **5 credits**

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This elective art course explores the processes & concepts of digital photography. Students will learn to create interesting and strong compositions, based on fundamental elements of art and design. Topics covered include capturing images while emphasizing shooting techniques; uploading images; choosing proper image formats and resolutions; editing, cropping, enhancing and retouching digital images using Adobe Photoshop; digital workflow for print and web formats; and image archival. ***Digital cameras are supplied by school, although students may choose to use their own if the camera meets the proper specifications.***

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**Digital Photography 2 (731)** **Grades 10-12** **5 credits**

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***Prerequisite: Completion of Digital Photography with a minimum grade of 85 and instructor approval.***

Digital Photography 2 is an elective for students who are serious about the art of photography and photojournalism. Students will be responsible for documenting school and community events throughout the year, therefore much of the photography shooting will be done outside of class time. Students will build on the skills learned in Digital Photography, in addition to mastering advanced Photography and lighting techniques, as well as Adobe Photoshop and Adobe Lightroom skills. The process of producing photographs at an accomplished artistic, conceptual, and technical level will be further supported by research and collaborative learning elements necessary for producing high quality final projects. Students must be self-motivated and willing to meet rigorous deadlines consistent with professional expectations. Students will be required to work independently, as well as in small groups, and keep a portfolio of his/her completed activities which will be incorporated in the cumulative assessment process. ***Digital cameras are supplied by school, although students may choose to use their own if the camera meets the proper specifications.***

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**Jewelry and Decorative Arts (726)** **Grades 9-12** **5 credits**

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In this full year course, students will explore the processes used in the design and creation of high-quality works of 3-dimensional art that have both functional and aesthetic value. Attaining inspiration through the study of jewelry and decorative artwork produced in various time periods and cultures, students learn how to develop successful design concepts through the study and utilization of the elements of art and principles of design. Traditional as well as contemporary tools, techniques, and processes will be examined, resulting in the creation of original works of art in a variety of media such as metal, glass, enamel, clay, and alternative materials. Students are encouraged to develop essential critical thinking skills through active engagement in the creative process. Creativity and developing an understanding of the relationship between the use of tools, techniques, materials and the visual statement is a primary goal of the course.



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<b>Pottery (759)</b>	<b>Grades 9-12</b>	<b>5 credits</b>
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Pottery is a full year course for the beginning pottery student. Subject matter includes basic hand building and wheel thrown pottery techniques. Students will work with and understand the basic concepts of pottery design, clay characteristics and the use of glazes. Students will also study art criticism, art history, design theory and personal self-expression. Students will challenge themselves by moving on to more advanced methods in the 2nd semester with projects such as sculptural methods of hand-building, wheel throwing and also mosaic making.

<b>Advanced Pottery (740)</b>	<b>Grades 10-12</b>	<b>5 credits</b>
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**Prerequisite: Completion of Pottery with a minimum grade of 77.**

Advanced Pottery is a full year course designed to further a student's comprehension of art and skill technique using hands-on projects and in-depth critique. Advanced Pottery is designed to allow students to explore the processes of hand built and wheel thrown pottery. Instruction in fundamental skill development, appreciation, aesthetics, and history of pottery and the understanding that pottery reflects the people and society that created them will be discussed. The students will create artwork, demonstrating a mastery of more advanced skills, techniques and procedures, using original ideas based upon personal experiences, research, and the fundamental foundations of art and design. Projects will include the following: Functional Ceramics and Decorative Pottery, Clay, Glazes and related materials, problem solving and creative thinking skills. Students will be exposed to career opportunities that are available in ceramics.

<b>Multi-Cultural Art and Design (722)</b>	<b>Grades 9-12</b>	<b>5 credits</b>
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This is an elective course designed to introduce students to a variety of art media and different design sources from various cultures and countries throughout the world. Instruction in the appreciation of cultural arts as they evolve throughout history and the understanding that those works of art reflect the people and society that created them will be discussed. The students will create artwork using original ideas based upon personal experiences, research, and the fundamental foundations of art and design. Projects will be in the following areas: Ceramics such as Pottery and Sculpture, Fibers such as Weaving and Basketry, Textile Design such as Batik/Tie Dye, Applique and Printing on Fabric, Jewelry/Metals Design and Fabrication and Other Crafts (as time and materials permit) such as Enameling, Papermaking, Stitchery and working with Mixed Media. Students will be exposed to career opportunities that are available in various areas of Multi-cultural art.

<b>Advanced Multi-Cultural Art and Design (724)</b>	<b>Grades 10-12</b>	<b>5 credits</b>
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**Prerequisite: Completion of Multi-cultural Art and Design with a minimum grade of 77.**

This is an elective course designed to allow students to explore a variety of art media and design sources from different cultures and countries throughout the world. The students will create artwork, demonstrating a mastery of more advanced skills techniques and procedures, using original ideas based upon personal experiences, research, and fundamental foundations of art and design. Projects will be in the following areas: Pottery, Sculpture, Fibers, Weaving and Basketry, Textile Design, Batik/Tie Dye, Applique and Printing on Fabric, Jewelry/Metals Design and Fabrication and Other Crafts (as time and materials permit) such as Enameling, Papermaking, Stitchery and working with Mixed Media. Students will be exposed to career opportunities that are available in various areas of Multi-cultural art and design.

## PERFORMING ARTS

<b>Exploring the Arts (765)</b>	<b>Grades 9-12</b>	<b>5 credits</b>
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The focus of the course is the study of the fundamental foundations of the Visual and Performing Arts through multi-sensory learning experiences. Students will have the opportunity to develop knowledge and skills in the Visual and Performing Arts as both participants and observers. The course will provide students with insights into the ways artists are inspired enhancing a student's appreciation and aesthetic awareness in visual art, music, dance and theater. One semester of this course will be taught by an art teacher from the visual art perspective and one semester will be taught by a music teacher with a focus on music concepts.

<b>Music Theory 1 (772)</b>	<b>Grades 9-12</b>	<b>5 credits</b>
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**There are no prerequisites but students with limited note reading experience should speak with the instructor before enrolling in the class.**

Music Theory 1 is designed for students desiring an in-depth study of the art of music. This course will help to prepare students with a possible interest in music related careers by giving them a basic understanding of the principles surrounding the creation of music in preparation for college course work. Students wishing to improve their musicianship skills as an instrumentalist, vocalist, composer or songwriter should also consider enrolling in this class. Units of study include the fundamentals of music (notation, scales, intervals, etc.), structural elements of music (cadences, nonharmonic tones, etc.), harmonization and analysis, and aural skills development. Students will be exposed to music from all periods of music history. Ear training and aural skills will also be introduced and developed throughout the year. The course emphasizes compositional skills through in-class and independent writing using both traditional and computer-assisted notation.



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**AP Music Theory 2\* (777)****Grades 10-12****5 credits**

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***Prerequisite: Completion of Music Theory 1 with a minimum grade of 85.***

Advanced Placement Music Theory 2 is for the college-bound music student pursuing a career in music. Musical skills and knowledge learned in the Music Theory 1 will be refined and enhanced. Students will study written theory including counterpoint, diatonic and chromatic harmony, part writing and harmonic and melodic analysis. Students will practice aural skills and sight-singing extensively. Students will also study music history, focusing on Western classical music, and will learn basic composition and orchestration skills. Students taking this class are eligible to take the Advanced Placement examination in Music Theory. [Refer to additional information on AP Courses](#)

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**Introduction to Music Technology (784)****Grades 9-12****5 credits**

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This course is for students who are interested in learning modern methods of music production. Students will be introduced to many aspects of music technology through the year, including the use of computers for composition and production, basics of hardware and software electronic instruments and MIDI, the use of electronics in performance, and basic audio recording and editing. Over the course of the year, students will be expected to create a number of original musical compositions and create a digital portfolio of their work. Previous musical experience is not required, but students with little or no previous experience will find this course challenging.

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**Advanced Music Technology: Electronic Music & Audio Engineering (785) Grades 10-12 5 credits**

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***Prerequisite: Introduction to Music Technology.***

This course is for students who wish to undertake advanced study in a music technology related field. Students will build on knowledge and skills gained in Introduction to Music Technology and will undertake in-depth study in either electronic music or audio engineering. Students who choose to pursue electronic music studies will learn and practice advanced electronic music techniques, including the use of effects and MIDI controller changes; use and programming of hardware MIDI controllers; principles of synthesis; and integration of audio and electronic music. They will also be expected to become proficient in performance of at least one electronic instrument. Students who choose to pursue audio engineering will learn to effectively use microphones, mixers, and effects processors; how to listen critically to recorded and live sound; and use of digital audio workstation software for editing and mastering. They will also be expected to record, mix, edit, and master a studio album. All students will collaborate on music production projects that involve both electronic and acoustic music. Students taking this class will gain significant experience in the music technology field.

## Guitar

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**Guitar 1 (764)** **Grades 9-12** **5 credits**

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The Guitar 1 course is an introductory, beginning level course for students with no previous experience playing the guitar, or students that have played before and wish to improve their music-reading skills. Methods of instruction will include both traditional and contemporary approaches. Music reading skills will be emphasized and practiced on a daily basis. Students will also learn the concepts of reading chord notation and tablature. Evaluation will be based on individual performance on the guitar and on the understanding of musical concepts. Occasional public performances will be given during the school year. Students will be permitted to use their own guitars in class as it applies to the lesson. Acoustic guitars are available for those that do not own guitars.

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**Guitar 2 (766)** **Grades 10-12** **5 credits**

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**Prerequisite: Completion of Guitar 1 with a minimum grade of 77, or by audition.**

The Guitar 2 course is designed to further improve and expand on the skills learned in Guitar I. Methods of instruction will include both traditional and contemporary approaches. Music skills will continue to be emphasized and practiced on a regular basis. The focus of the course is to gain a better understanding of the guitar fretboard through music theory and guitar technique. Evaluation will be based on individual performance on the guitar and on the understanding of musical concepts. Required responsibilities outside of the classroom will be a once a week ensemble rehearsal which meets after school and two public performances during the school year. Guitars are provided, but students will be encouraged to bring their own as it applies to the course.

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**Guitar 3 (767)** **Grades 11-12** **5 credits**

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**Prerequisite: Completion of Guitar 2 with a minimum grade of 77, or by audition.**

Guitar 3 is an advanced course designed to provide a more in-depth study of the guitar. Topics covered in this course will be; building a chord vocabulary, scales/ modes, sight-reading, playing styles (Classical, Jazz, and Contemporary), positions, improvisation and composition. This course is geared toward the student who is interested in pursuing the study of guitar at the highest levels. Evaluations will be based on individual and ensemble proficiencies, performances, the continuing study of musical concepts, and guitar mechanics. Required responsibilities outside of the classroom will be a once a week ensemble rehearsal which meets after school and two public performances. Solo performances will be encouraged. Students are required to bring their own guitars to this course.

## Dance

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**Dance 1 (793)** **Grades 9-12** **5 credits**

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Students enrolled in this course will develop the physical skills and movement associated with dance performance. Students will study the terminology, form and structures in dance, as well as the history of dance and its importance in various cultures. Students will view, analyze and evaluate the work of acclaimed choreographers and dance artists. Students will learn and recognize basic choreographic techniques. Participation in public performances will be a part of the course requirements.

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**Dance 2 (794)** **Grades 10-12** **5 credits**

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**Prerequisite: Completion of Dance 1 with a minimum grade of 85.**

This full-year elective is designed to further refine and develop skills introduced in Dance I. Students will study an advanced level of dance techniques from Ballet, Jazz, and Modern Dance, and will begin to develop artistry in their movement skills. Students will also expand their knowledge of dance history and dance terminology. Advanced studies in composition and choreography, including the creative process, will be emphasized. Finally, students will have the opportunity to display their skills as well as to learn about all aspects of dance production (audition, rehearsal, and performance) by participation in a dance performance.

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**Dance Production (773)** **Grades 11-12** **5 credits**

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**Prerequisite: Completion of Dance 2 with a minimum grade of 85.**

This full-year elective is designed for students desiring an in-depth study in the art of dance and dance production. Students will refine their technical skills in the advanced levels of Ballet and Jazz, with an emphasis on Modern Dance, Creative Movement, and Improvisation. Additionally, students will have the opportunity to create choreography and gain personal experience in the role of choreographer and director as they produce their own dance concert. Students will also participate in the annual Dance Department performance.

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**Dancer's Studio (774)** **Grades 12** **5 credits**

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**Prerequisite: Completion of Dance Production with a minimum grade of 90.**

This full-year elective is designed for students desiring an intensive study in the in the art of dance and career pathways in dance. This course will help to prepare students with an interest in dance or dance related careers by developing audition skills, (including the creation and performance of an audition solo) resume writing, introductory teaching experience, and a continued exploration of the choreographic process. Dancers will refine their skills and develop artistry in the professional levels of Ballet, Jazz, and Modern Dance with an additional focus on Lyrical and Contemporary Dance styles. Students will also participate in the annual Dance Department performance.



**Chorale\*** **Grades 9-12** **5 credits + small group lessons**

***Prerequisite: Previous musical experience is required. All students will be placed according to audition. Returning students must have successfully completed their previous chorus class with a minimum average grade of 85.***

This is an elective music course designed for the high school Mixed Choral ensemble. Students are selected for this course through demonstrated advanced vocal/musical abilities. Students in this course will develop advanced levels of knowledge and skill in vocal technique, ensemble technique, music literacy, musicianship, music history, the creative process, critical listening, aesthetic response, and contemporary life and work skills. This course includes a daily full ensemble rehearsal and small group lessons. Required responsibilities include attendance and participation in daily class, scheduled performances, and vocal lessons. Student assessment is based on class participation, vocal lesson participation, written assignments, vocal assessments, concert performances, benchmark exams, and midterms/finals.

**Treble Chorus (782)** **Grades 9-12** **5 credits + small group lessons**

***Prerequisite: Previous musical interest or experience is helpful but not required for the entry level student. All students will be placed according To audition. Returning students must have successfully completed their previous chorus class with a minimum average grade of 77.***

This is an elective music course designed for the high school female voice. Students are selected for this course through demonstrated intermediate vocal/musical abilities. Students in this course will develop intermediate levels of knowledge and skill in vocal technique, ensemble technique, music literacy, musicianship, music history, the creative process, critical listening, aesthetic response, and contemporary life and work skills. This course includes a daily full ensemble rehearsal and small group lessons. Required responsibilities include attendance and participation in daily class, scheduled performances, and vocal lessons. Student assessment is based on class participation, vocal lesson participation, written assignments, vocal assessments, concert performances, benchmark exams, and midterms/finals.

**Period 9 Specialty Choral Ensembles**

Four specialty choral ensembles are listed below. Students are selected for these ensembles through a singing audition, having demonstrated basic vocal/musical abilities. Auditions will be held at the beginning of the school year. Students selected for the ensembles will be enrolled at that time. These courses include once a week rehearsals with an allowance for additional rehearsal time as needed. Required responsibilities include attendance and participation in all scheduled rehearsals and performances. Student assessment is based upon rehearsal/performance attendance, participation in all ensemble activities, musical development and vocal quizzes/exams.

**Men's Chorus ( 700)** **Grades 9-12** **1 credit** **(Period 9)**

***Prerequisite: Previous musical interest or experience is helpful but not required. Eligibility and placement will be determined by audition and past performance where applicable.***

This special choral ensemble is designed for the developing male high school vocalist and will specialize in varied repertoire suitable for male singers.

**Chamber Choir (701)** **Grades 9-12** **1 credit** **(Period 9)**

***Prerequisite: Previous musical experience is required, especially with regards to possessing a strong Vocal Proficiency and Music Literacy.***

This special choral ensemble is designed for the experienced high school vocalist who possesses a high level of music literacy. Literature for this ensemble is selected from the traditional choral repertoire throughout the history of music.

**Show Choir (702)** **Grades 9-12** **1 credit** **(Period 9)**

***Prerequisite: Previous musical interest or experience is helpful but not required. Eligibility and placement will be determined by audition and past performance where applicable.***

This special choral ensemble combines the two arts of singing and dancing. The Show Choir will prepare and perform review-type repertoire that incorporates solo/choral vocal performance with choreography. Students auditioning for this ensemble will complete a movement audition in addition to the Choral Placement Audition.

**A Capella Choir (703)** **Grades 9-12** **1 credit** **(Period 9)**

***Prerequisite: Previous musical interest or experience is helpful but not required. Eligibility and placement will be determined by audition and past performance where applicable.***

This choral ensemble is for experienced high school vocalist, specializing in the performance of repertoire from the A Capella and Pop genres of vocal/choral music.

## Orchestra

### **Freshman Orchestra (797)**

**Grade 9**

**5 credits + small group lessons**

***Prerequisite: Previous musical interest or experience is helpful but not required for the entry level student.***

Freshman orchestra is a class for students with experience playing a stringed instrument (violin, viola, cello, bass and piano) and for those students interested in learning how to play one. This course is only for Freshman students. Previous knowledge is not required however it will be beneficial for the student to have been involved in the orchestra program from their middle school. Seating is based on playing auditions which take place in the beginning of the year. Students will develop technical proficiency on their instrument through daily classroom rehearsal activities and weekly small group lessons. Music theory and basic music history are also key components of this course. Students will have multiple opportunities to perform including the winter and spring concerts and the American String Teachers Association festival in February. Students will also have the eligibility to participate in region and state auditions/activities, and travel to regional, national and/or international festivals.

### **Sinfonia (796)**

**Grades 9-12**

**5 credits + small group lessons**

***Prerequisite: Previous musical interest or experience is helpful but not required for the entry level student. All students will be placed according to audition. Returning students must have successfully completed their previous orchestra class with a minimum average grade of 77.***

Students enrolled in Sinfonia will prepare for a variety of performances during the year in the following venues: string orchestra, chamber ensembles, soloists. The String Ensemble performs advanced intermediate literature and is dedicated to developing and enhancing the skills of string and piano students. In addition to playing their instrument daily in class, students will be exposed to concepts involving music theory and history.

Students will develop technical proficiency on their instrument through **daily classroom rehearsal activities and weekly small group lessons**. Individual practice and preparation outside of the classroom will be expected. Attendance and participation at all orchestra functions will be required, including rehearsals and concerts. Special activities include participation in the American String Teachers Association Solo and Ensemble Festival, eligibility to participate in region and state activities, and travel to regional, national and international festivals.

### **Chamber Orchestra\* (789)**

**Grades 9-12**

**5 credits + small group lessons**

***Prerequisite: Previous musical experience is required. All students will be placed according to audition. Returning students must have successfully completed their previous orchestra class with a minimum average grade of 85. Piano, harp, and guitar students will be accepted based on the instrumental needs of the ensemble.***

Students enrolled in the Chamber Orchestra will prepare for a variety of performances during the year in the following venues: symphony orchestra, string orchestra, chamber orchestra, chamber ensembles, and soloists. Students will develop technical proficiency on their instrument through **daily classroom rehearsal activities and weekly small group lessons**. In addition to playing their instrument daily in class, students will be introduced to basic concepts of music theory and history. Individual practice and preparation outside of the classroom will be expected. Attendance and participation at all orchestra functions will be required, including rehearsals and concerts. Special activities include participation in the American String Teachers Association Solo and Ensemble Festival, eligibility to participate in region and state activities, and travel to regional, national and international festivals.

## **FAMILY AND CONSUMER SCIENCE**

### **Culinary Arts 1: Introduction to Culinary Arts (820)**

**Grades 10-12**

**5 credits**

Culinary Arts 1 is a five-credit comprehensive course emphasizing nutrition and health, food safety and sanitation, and fundamental food preparation skills. Throughout the course students will focus on consumer issues, making healthy food choices, safety in the laboratory and the proper use and care of tools and equipment. Laboratory activities will provide the opportunity for students to apply the concepts learned and promote the development and evaluation of problem solving situations. This course is the foundation for the culinary program providing activities and experiences that students will apply in real life situations. Successful completion of this class will enable the student to pursue advanced culinary courses. Students enrolled in this course are eligible to participate in the FCCLA leadership program. This course satisfies the high school practical arts requirement.

### **Culinary Arts 2: Advanced Culinary Arts (822)**

**Grades 11-12**

**5 credits**

***Prerequisite: Completion of Culinary Arts 1 with a minimum average of 77.***

This course is designed for students in grades 10-12, who have successfully completed Introduction to Culinary Arts. This course reinforces principles of safety and sanitation in the kitchen, nutrition and food chemistry, food preparation techniques and selection, functions and maintenance of kitchen equipment. The student will learn more advanced cooking techniques, research and demonstrate recipes, and evaluate his/her laboratory experiences. Global and regional cooking and how it relates to the history and geography will be explored. Pastry Arts will be further explored through more complex experiences. Students will be introduced to preparing basic stocks, and expand learning to create numerous soups, and sauces using stocks as the base. Food costs, budgeting, and the challenge of meal planning will be incorporated into daily laboratory activities. Mealtime atmosphere, food presentation and table etiquette will be included and stressed throughout every unit. Grading is based on class participation, laboratory work, tests, quizzes, and notebook. Student leadership (FCCLA) is a helpful addition to the course.

### **Culinary Arts 3: Advanced Skills and Career Exploration (824)**

**Grades 12**

**5 credits**

***Prerequisite: Culinary Arts 2 with a minimum average of 85.***

This is a rigorous culinary arts course designed for students in grades 12, who have satisfied the course prerequisites, and aspire to refine their culinary expertise to prepare for post-secondary studies or focus on a career-oriented exploration. Skills and techniques learned in the first two levels will be augmented. Students will be required to develop their own recipes, prepare shopping lists, and market their products as required by nationally endorsed culinary arts schools. Emphasis will be placed on laboratory activities, food presentation, and creativity. Food service careers and entrepreneurship opportunities will be explored. Student leadership (FCCLA) is a helpful addition to the course.

### **Child Development (840)**

**Grades 10-12**

**5 credits**

***Prerequisite: No more than 12 days unexcused absence from school during previous school year; Student Code of Conduct as noted in description.***

This course provides students with an understanding of the aspects of human growth and development. Specifically, the purpose of this course is to help students gain an understanding of how children from the toddler years through school age years develop physically, intellectually, and socially. Students will explore effects on children concerning situations that may arise in today's family. The requirements of children with special needs will be explored. Students will gain practical experience through observation, planning of activities, and working with children ages three to five years old in the classroom lab environment. ***Due to the nature of this course, which requires interaction with pre-school aged children, certain disciplinary offenses may be deemed as grounds for removal and or the inability to be placed in this course.***

### **Prenatal Development (842)**

**Grades 9-12**

**5 credits**

This course introduces students to the various aspects of human development from conception through a child's first year of life. The family's role in child rearing will be examined with emphasis on parenthood in our 21st century society. Human reproduction, genetics and the responsibilities of parenthood will be addressed. Other topics of study will include prenatal health, normal and at-risk pregnancies, preparation for birth, and the birth of the baby. The course will be beneficial to the student considering more concentrated studies in professions dealing with infants and children. This course satisfies the high school practical arts requirement.



**Foundations of Early Childhood Education+ (851)      Grades 11-12 (Sem. 1 Double Period)      5 credits      [DUAL CREDIT ELIGIBLE](#)**

***Prerequisite: Child Development with minimum 77 average. No more than 12 days unexcused absences from school during present school year; Student Code of conduct as noted in description.***

Foundations of Early Childhood Education is a technical laboratory course. You are provided opportunity to acquire foundation skills related to child growth and development from age three to five. You will use these skills to interact with preschool age children to learn about the well-being and healthy development of children, while investigating careers related to the care and education of children. The primary reward to a career in early childhood education is the chance to play a key role in a child's life—to serve as a caring, responsive role model who offers attention, warmth and creativity, demonstrates how to communicate respectfully, and enthusiastically encourages individual accomplishments. ***Due to the nature of this course, which requires interaction with pre-school aged children, certain disciplinary offenses may be deemed as grounds for removal and or the inability to be placed in this course.***

**Teaching Methods for Early Childhood Education+ (850)      Grades 11-12 (Sem. 2 Double Period)      5 credits      [DUAL CREDIT ELIGIBLE](#)**

***Prerequisite: Foundations of Early Childhood Education with a minimum 77 average. No more than 12 days unexcused absences from school during present school year; Student code of conduct as noted in description.***

Teaching Methods and Strategies in Early Childhood Education (2nd semester, double-period) is a course where you will learn about, experiment with, implement, develop lesson plans appropriate to the developmental level of preschool children. You will learn how to plan and present instruction clearly in a collaborative and constructive setting. This course will give you the chance to teach children when they are most open to learning. You will plan lessons based on play and hands-on activities, the primary means through which young children learn. You will use games, music, artwork, films, books, and increasingly, computers. To succeed in this course, you must be patient, creative and love helping young children learn. You'll need to develop good communication skills and learn how to keep the attention of young children. Major topics include: characteristics of effective instructional strategies; planning for instruction; developing effective lessons; assessment of learning. Attention is focused on the learner and the interpretation of physiological, psychological, sociological, emotional, cultural, linguistic, and environmental factors which influence learning. ***Due to the nature of this course, which requires interaction with pre-school aged children, certain disciplinary offenses may be deemed as grounds for removal and or the inability to be placed in this course.***

**Housing and Interior Design (844)      Grades 9-12      5 credits**

This course is intended to give students an understanding of housing from a design and architectural point of view. Students will begin the course by exploring housing and the universal need for shelter. The influence of history and culture on today's architectural designs will be discussed, as will 21st century housing trends. The major focus of the course is on the interior use of space. Through a variety of hands-on projects students will learn and apply the principles and elements of design; from redesigning existing space to creating new space. Students will develop a portfolio and practice many of the techniques designers use. Computer aided design will be used extensively throughout the course. Students will have the opportunity to solve real world problems, analyze designs, and practice higher order thinking skills through the planning, development and evaluation of design problems and solutions

**Tomorrow's Teachers+ (848)      Grades 12      5 credits      [DUAL CREDIT ELIGIBLE](#)**

***Prerequisite: No more than 12 days unexcused absence from school during previous school year; adherence to the Student Code of Conduct as noted in description.***

This writing intensive course is designed for those students who are interested in a career as a future educator. Students will learn from the perspective of the student and teacher in the classroom. Tomorrow's Teachers address student learning styles, child and adolescent development, and the importance of self-esteem. Students will also learn about classroom management, procedures and routines, and differentiated instructional techniques teachers utilize in the classroom. Students will participate in observation experiences at the pre-school, elementary, middle, and high school levels. Tomorrow's Teachers candidates will complete a 30- DAY FIELD EXPERIENCE within our school district during Tomorrow's teacher class period. This experience will allow students to become acquainted with teachers and teaching on a personal and professional level in a classroom setting in the spring. Students will be responsible to find their own cooperating teachers and transportation for field experience.

## **TECHNOLOGY EDUCATION**

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### **Introduction to Engineering Technology (910)      Grades 9-12      5 credits**

Introduction to Engineering Technology is the first course in the pre-engineering sequence. Students develop an understanding of the tools, techniques, and processes of technology using design principles, computers, problem solving and model making. Hands-on activities augment computer technology in studying engineering concepts. Students learn to use *Autodesk Inventor* to sketch solutions to problems, apply creative problem-solving methods to create technical presentations, build models, and engineer designs. Emphasis is placed on accessing and communicating information, using simple and complex tools in a safe manner, and increasing the students' awareness of the historical and contemporary implications of technology. An engineering focus of problem solving requires students to define a given problem, conduct appropriate research, develop solutions to the problem, construct prototypes, and evaluate their work. This course is designed to introduce students to those principles and skills used in subsequent engineering technology courses. Students may participate in selected Technology Student Association's design problems for possible competition at the state and national levels. Benchmark assessments are used to track individual student progress.

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### **Material Processing and Production Systems (911)      Grades 9-12      5 credits**

The intention of this course is to introduce the student to the concept of mass production. The students will also be introduced to all the tools and machines in the Materials lab. Through repeated use, the students are expected to develop skills on all the tools/machines they use. Students must be able to read a ruler, and compute simple numbers and fractions. Safety is strongly emphasized during each tool/machine demonstration and lesson. Safety is also stressed on a daily basis. Students will complete an introductory individual project and then move on to the mass production project. Jigs and fixtures will be designed, built, and used so that all parts will remain interchangeable. Various textbook work assignments will be completed at different intervals throughout the school year to complement the project and lab activities.

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### **Advanced Material Processing and Production Systems (912)      Grades 10-12      5 credits**

***Prerequisite: Successful completion of Material Processing and Production Systems.***

Students must be able to read a ruler and compute simple numbers and fractions. This course is designed to increase the knowledge and ability of those students who have successfully completed the Material Processing and Production Systems class and want to continue to experience creating items with wood and other materials. Therefore, successful completion of Material Processing and Production Systems is a prerequisite of Advanced Material Processing and Production Systems. Throughout the year, students will experience work-time on every tool and machine in the Materials Lab. It is expected that each student demonstrates (through daily work activities) the ability to use the tools/machines safely and correctly. Safety is strongly emphasized during each new tool/machine demonstration and lesson. Safety is also stressed on a daily basis. Students will start out the year with an introductory required project. The class will then proceed to designing a product that can be mass-produced. Jigs and fixtures will be designed, built, and used so that all parts will be interchangeable. After the product is produced and marketed, time permitting, the construction of an individual project will finish out the school year. The projects made in this Advanced class are more complex and difficult than those constructed in the first-year course.

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### **Computational Thinking and Video Game Design (917)      Grades 9-12      5 credits**

Computational Thinking and Video Game Design is an overview course that is designed to introduce students to programming as it applies to video game design. Students will learn the history of video game design, programming, its impact on society and basic application design. The course will also cover computer and cyber security, and different career opportunities in video game design, information systems, and other related fields.

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### **Introduction to TV Production+ (925)      Grades 9-12      5 credits      **DUAL CREDIT ELIGIBLE****

Students enrolled in communications Technology will be introduced to a variety of processes that are used to produce visual messages and the many different kinds of careers available in the communications profession. Students will be exposed to state-of-the-art equipment used in the communications field. Projects will involve producing segments for radio and television. Specifically, students will learn the principals of good message design and how visual messages are used to market products by applying problem solving techniques to develop effective advertising strategies. Students will be exposed to, and become part of, the operation of a working Televisions studio gaining first-hand knowledge of commercial and video production. Students will enhance public speaking skills and auditory dexterity through role playing as clients and corporate executives. Writing skills will be developed through creation of copy and narration. This course is a pre-requisite for (926) Advanced TV Production and (928) Monthly Rewind. Students who successfully complete Intro to TV Production may go on to take Advanced TV Production and Monthly Rewind





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<b>Construction Technology 1 (947)</b>	<b>Grades 10-12</b>	<b>5 credits</b>
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Construction Technology 1 is an entry level program developed to expose students to the various trades that are found in the construction industry. Students must be able to read a ruler, compute simple numbers, fractions, and apply basic Geometry. The course is based on the construction of a single family dwelling from development of plans through application of roof shingles. Hands on experiences are based on the construction of various project sheds, storage units, etc. Students will use both current and emerging building materials and practices.

<b>Construction Technology 2 (948)</b>	<b>Grades 11-12</b>	<b>5 credits</b>
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**Prerequisite: Successful completion of Construction Technology 1 with an 80 or above.**

Construction Technology 2 is an advanced level program developed to expose students to the various trades that are found in the construction industry. Students must be able to read a ruler, compute simple numbers, fractions, and apply basic Geometry. The course is based on the construction of a single-family dwelling from development of plans through application of roof shingles. Hands on experiences are based on the construction of various project sheds, storage units, etc. Students will use both current and emerging building materials and practices. Students will take on the roll of lead carpenter and be responsible for layout.

<b>Robotics/Flexible Manufacturing (949)</b>	<b>Grades 9-12</b>	<b>5 credits</b>
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**Prerequisite: Strong math skills.**

Robotics and Flexible Manufacturing is designed to assist students in the following areas: Continued career exploration for technology related employment opportunities, application of computer programming skills with computer controlled devices, study of artificial intelligence (A.I.), introduction of robotics technology and robot project construction, integration of computer controlled equipment in developing flexible manufacturing systems, identification of high tech skills needed for today's changing workplace, and to develop the team work concept to problem solving. Student achievement of these goals will be obtained through well-organized note taking procedures, active participation in class discussions/presentations, prompt completion of homework and research assignments, laboratory experiments, and technology learning activities. Student evaluation will be based on test and quiz scores, lab experiments, homework assignments, research papers, notebook evaluation, and individual and team problem solving activities.

<b>Engineering Design-Capstone (958)</b>	<b>Grade 12</b>	<b>5 credits</b>
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**Prerequisite: Advanced Applications in Engineering with an 80 average or above.**

This is a full year course designed to be a capstone for students preparing to enter engineering science curricula in a two or a four-year college. Students explore the possible careers in the fields of Engineering, their educational requirements, salaries, and working environments. Activities will include design experiences in the areas of mechanical, electrical and structural systems. Current real-world technological issues will serve as the source for many of the design problems. Documentation will be addressed through the development of student portfolios as well as student classroom presentations. Engineering Design will offer students the opportunity to understand and apply knowledge and skills required to create and transform ideas and concepts into a product that satisfies specific customer requirements. Students will experience design engineering in the creation, synthesis, iteration, and presentation of design solutions. Students will coordinate and interact in authentic ways to produce the form, fit, and function documentation with appropriate models to completely define a product. This course will maintain a focus on how engineers apply their creativity, resourcefulness, mathematical, scientific, and technical knowledge and skills in the creation or refinement of technological products/systems. A key approach will be the employment of a sophisticated, sequential, and iterative design and development process to solve authentic engineering tasks/problems. Students will be challenged to participate as members of engineering teams within a typical business organization. Independent and group work will be reflective of authentic engineering projects found in the designed world. Student performance within this structure will be assessed in numerous and diverse ways. It is important to note that measurement of student performance will be reflective of actual professional engineering evaluative processes currently used in this career field. Both independent and collaborative work will be carefully analyzed as students perform within an authentic engineering enterprise environment. Students may participate in selected Technology Student Association's design problems for possible competition at the state and national levels. Benchmark assessments are employed to track individual student progress.

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**Field Experience in Graphics and Printing Management (959) Grades 11-12 5 credits**

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***Prerequisite: Successful completion of Advanced Graphics Communication with an 80 or above.***

This course will serve as the capstone course for Graphics Communications that develops higher-level skills required for college and careers. It is designed for students desiring to make a career in Graphics Communications. This comprehensive, practical, problem-solving course provides students the opportunity to move from rudimentary skills to emergent managerial skills. Many of the projects will deal with district-wide printing where students perform in-depth studies on processes, trouble-shooting, maintenance, and higher-order thinking skills. Students will build a comprehensive portfolio for college and career.

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**Field Production and Filmmaking (960) Grade 12 5 credits**

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***Prerequisite: Successful completion of Advanced TC Broadcasting and Video Production/Monthly Rewind with an 80 average or above.***

This course will serve as the capstone course for TV Communications and Technical Productions that puts into practice what students have learned and puts the students in a leadership/producer's role. It is the next step in the natural progression for students desiring to make a career in Television Communications/Production. Students interested in majoring in the Television and Technical Communication fields in college need a field experience--problem-solving, practical course--which provides them the opportunity to work in actual television studios on real-world issues. The course is structured to provide students with management theory and practices to construct and broadcast complex audio and video programming. Students will further develop studio lighting, multiple camera shoots, audio mixing, technical direction and broadcast journalism that were learned in Monthly Rewind. This course stresses managerial decision making and practices that go into complex audio and video productions. The students will take on the role as director to manage and coordinate segments constructed by students in Monthly Rewind. Students will be required to submit polished productions for: a video yearbook, Senior Memories, Mr. Washington Township, all district concerts in the CBAC, and Graduation. Students will be responsible for maintaining a digital portfolio of all video and audio productions. Many of the projects will be sponsored by our local Channel 13. This course benefits students by educating them on ethical, professional practices as they produce live television segments viewed by audiences at the high school and on local channels.



## **SPECIAL EDUCATION**

The Special Education Program offers support to students who have learning differences as documented in their Individualized Education Program (IEP). Enrollment in specific courses is dependent upon recommendations made by the IEP team. Through the IEP process, options along the Least Restrictive Environment (LRE) continuum are offered, including general education, in class support, resource center, and self-contained programming. Instruction is designed to meet the student's unique needs and address specific goals and objectives as outlined in the IEP, while supporting the student's transition to adulthood.