

# WASHINGTON TOWNSHIP HIGH SCHOOL

## Program of Studies 2022-2023



### 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!*

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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 activity. 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 28 CollegeBoard Advanced Placement courses and over 50 dual credit courses from three local colleges. The scheduling 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.

Read through our Program of Studies carefully, examining each section and the many course descriptions to 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 assistance 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 you through the process.

Sincerely,

*Mr. Jonathan Strout*

Executive Principal

## Washington Township High School Administrators

**Mr. Steve Cordner**, Assistant Principal

**Mrs. Angela Costello**, Assistant Principal

**Mr. Kevin Murphy**, Assistant Principal of Athletics, Physical Education and Health

**Mr. George Passante**, Assistant Principal

**Mr. Dan Saia**, Assistant Principal

**Mr. John Saverase**, Executive Assistant Principal

**Mr. Jonathan Strout**, Executive Principal

## Washington Township High School Supervisors

**Mrs. Melissa Barnett**, English Language Arts

**Ms. Kayla Berry**, World Languages, English as a Second Language, Family and Consumer Science

**Mr. Casey Corigliano**, Visual and Performing Arts

**Dr. Carole English**, Mathematics

**Mr. Joseph Hoopes**, Special Education

**Ms. Malika Moore**, Science and Career and Technical Education

**Mr. Jeffrey Snyder**, Social Studies, Business, AFJROTC

## Washington Township Public Schools Central Administration – Secondary

**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 (2021-2022 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 change requests from students and parents.

<b>GRADE 9: Last Name</b>	<b>School Counselor</b>
Abdul-Rahman- By	Ms. Stockl
Cafferty-Doan	Mrs. Hamer
Dolby-Giaconia	Mrs. Venere
Giese-Kain	Mrs. Williams
Karp-Martin	Mrs. Mulvihill
Martinez-Patrizio	Mrs. Eckert-Carpenter
Pauline-Rosenstiehl	Mrs. Baud
Ruggles-Ta	Mr. Palmer
Tabinowski-Anderson -Zuzulock	Ms. Hull
	Mr. Lemons
<b>Grade 11: Last Name</b>	<b>School Counselor</b>
Abdul-Rahman – Bonsall	Ms. Stockl
Borchman – Crowley	Mrs. Hamer
Cruz Bermudez – Elliott	Mrs. Venere
Hatton – Kumas	Mrs. Williams
Lackore – McLarnon	Mrs. Mulvihill
McLaughlin – Owens	Mrs. Eckert-Carpenter
Ozdemir – Rophail; Ensign – Garcia	Mrs. Baud
Ruffino – Tait; Gardiner – Hastings	Mr. Palmer
Thomas – Zukovsky	Ms. Hull
	Mr. Lemons

<b>GRADE 10: Last Name</b>	<b>School Counselor</b>
Abi-El-Mona – Carden	Ms. Stockl
Caronia – Dye	Mrs. Hamer
Dzierzgowski – Grabow	Mrs. Venere
Grace – Leak	Mrs. Williams
LeGrand – Murphy	Mrs. Mulvihill
Murray – Recalde	Mrs. Eckert-Carpenter
Reese – Simmons	Mrs. Baud
Simpson – Tucci, F	Mr. Palmer
Tucci, S – Zimmerman	Ms. Hull
	Mr. Lemons
<b>GRADE 12: Last Name</b>	<b>School Counselor</b>
Agostini – Brockway	Ms. Stockl
Brown – Cozart	Mrs. Hamer
Crean – Francks	Mrs. Venere
Iacaruso – LaRocca	Mrs. Williams
LaRosa – McQuade	Mrs. Mulvihill
Medina – Petrelli	Mrs Eckert-Carpenter
Piccoli – Seibert; Frazier – Griffin	Mrs. Baud
Senula – Tonkins-Towns;	
Grunza-Hyson	Mr. Palmer
Torbik – Zytynski	Ms. Hull
	Mr. Lemons



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

Content Area:	Credits and additional requirements
English Language Arts	<b>20 credits</b>
Mathematics	<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
Science	<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
Social Studies	<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)
Financial, Economic Business, And Entrepreneurial Business Literacy	<b>2.5 credits</b>
Health, Safety, and Physical Education	<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
Visual and Performing Arts	<b>5 credits</b>
World Languages	<b>5 credits</b>
Technology	<b>Integrated throughout all courses</b>
21st Century Life and Careers	<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 Juniors (Class of 2023) – 120 credits
- Current Sophomores (Class of 2024) – 120 credits
- Current Freshmen (Class of 2025) – 130 credits
- Current Incoming Freshmen (Class of 2026) – 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

Middle School:

Student:

Telephone:

### 2022-2023 Personalized Student Learning Plan

NJ State Minimum Graduation Requirements by Content Area indicated below:												
GRADE	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	21 <sup>st</sup> CENTURY 1 yr	ALT., 8 <sup>th</sup> CLASS, OTHER	CREDITS PLANNED 130 Total Required	TOTAL
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) \_\_\_\_\_ NJSIA (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 the information provided.  
We wish your child success during this process!*

- Access our 2022-2023 Program of Studies on [www.wtps.org/wthscounseling](http://www.wtps.org/wthscounseling) > Scheduling Advisement – Students must meet course prerequisites listed
- 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
- **No course changes after May 2, 2022 – Review final courses with your child via PowerSchool Course Verification by April 29<sup>th</sup>**

Counselor Name:

Date:

Counselor Email:

\* = 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+  
254 CP BIPOC  
290 AFJROTC

#### MATHEMATICS

311 Honors Algebra 2\*  
322 Geometry A  
305 CP Algebra 1  
336 Introduction to Computer Science

#### SCIENCE

409 CP Energy in the Enviro

421 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  
797 Freshman Orchestra

#### 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

#### STUDY HALL

9999 Study Hall



## WASHINGTON TOWNSHIP HIGH SCHOOL

School Counseling Department  
856-589-8500 Ext. 7419

Student:

Grade:

Telephone:

## 2022-2023 Personalized Student Learning Plan

NJ State Minimum Graduation Requirements by Content Area indicated below:

GRADE	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	21 <sup>st</sup> CENTURY 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. School-5 Online- 2.5					
12	ENG. 12					PE _____ H 12 _____						
Units	/4	/3	/3	/3	/1							
4-year colleges will require additional courses and a minimum of 16 academic units												

GPA:

POSTSECONDARY GOALS:

TESTING: PSAT (Oct.) \_\_\_\_\_ AP (May) \_\_\_\_\_

State Assessments: ELA \_\_\_ Y \_\_\_ N, Math \_\_\_ Y \_\_\_ N, Science \_\_\_ Y \_\_\_ N

SAT/ACT \_\_\_\_\_ Accuplacer \_\_\_\_\_ ASVAB \_\_\_\_\_

COUNSELING WEBPAGE:  Career & College Planning  Naviance  Dual Credit: CCC, RCSJ, SU  ACT & SAT

EXTRACURRICULAR:

NOTES:  SEL/Wellness  Tech Etiquette

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 2022-20223 Program of Studies on [www.wtps.org/wthscounseling](http://www.wtps.org/wthscounseling) > Scheduling Advisement – Students must meet course prerequisites listed
- 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
- **No course changes after May 2, 2022 – Review final courses with your child via PowerSchool Course Verification by April 29<sup>th</sup>**

Counselor Name:

Counselor Email:

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 2021-2022 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:

<b>SCHEDULE INCLUDES</b>	<b>DETAILS</b>
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**

BLOCK	Day 1	Day 2	Day 3	Day 4
<b>HOMEROOM 7:20 – 7:25 DAILY</b>				
<b>BLOCK A 7:29 – 8:25 56 minutes</b>	Class 1	Class 2	Class 3	Class 4
<b>BLOCK B 8:29 – 9:25 56 minutes</b>	Class 4	Class 1	Class 2	Class 3
<b>BLOCK C 9:29 – 10:25 56 minutes</b>	Class 3	Class 4	Class 1	Class 2
<b>LUNCH BLOCK 1 10:25 – 10:50 *3<sup>rd</sup> BLOCK LAB SCIENCE MEETS UNTIL 10:45 ON SPECIFIED DAY*</b>				
<b>LUNCH BLOCK 2 10:50 – 11:15 *4<sup>th</sup> BLOCK LAB SCIENCE BEGINS AT 10:55 ON SPECIFIED DAY*</b>				
<b>BLOCK D 11:15 – 12:11 56 minutes</b>	Class 6	Class 7	Class 8	Class 9
<b>BLOCK E 12:15 – 1:11 56 minutes</b>	Class 9	Class 6	Class 7	Class 8
<b>BLOCK F 1:15 – 2:11 56 minutes</b>	Class 8	Class 9	Class 6	Class 7

*Drop 2 & 7**Drop 3 & 8**Drop 4 & 9**Drop 1 & 6*

## **New Jersey Graduation Proficiency Assessment (NJGPA)**

Grade 11 students will take the English Language Arts (ELA) and Mathematics. The following outlines the state requirements:

### **Classes of 2023–2025**

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

#### **Graduation Assessment Requirements**

##### **ELA**

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

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

##### **Mathematics**

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

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

#### **Information for Students with Disabilities**

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

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

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

## Classes of 2023–2025

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

### Pathways Available

#### First Pathway

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

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

Table 4: First Pathway — New Jersey Graduation Proficiency Assessment

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

#### Second Pathway

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

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

#### Important Notes:

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

## Classes of 2023–2025

Table 5: Second Pathway – Menu of Substitute Competency Tests

ELA	Mathematics
<p>One of the following:</p> <ul style="list-style-type: none"> <li>• NJSLA/PARCC ELA Grade 9</li> <li>• SAT Critical Reading (taken before 3/1/16)</li> <li>• SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later)</li> <li>• SAT Reading Test (taken 3/1/16 or later)</li> <li>• ACT Reading or ACT PLAN Reading*</li> <li>• ACCUPLACER WritePlacer</li> <li>• ACCUPLACER WritePlacer ESL</li> <li>• PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15)</li> <li>• PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later)</li> <li>• ACT Aspire Reading*</li> <li>• ASVAB-AFQT Composite</li> </ul>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• NJSLA/PARCC Algebra 1</li> <li>• NJSLA/PARCC Geometry</li> <li>• NJSLA/PARCC Algebra II</li> <li>• SAT Math (taken before 3/1/16)</li> <li>• SAT Math Section (taken 3/1/16 or later)</li> <li>• SAT Math Test (taken 3/1/16 or later)</li> <li>• ACT or ACT PLAN Math</li> <li>• ACCUPLACER Elementary Algebra</li> <li>• Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)</li> <li>• PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15)</li> <li>• PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later)</li> <li>• ACT Aspire Math*</li> <li>• ASVAB-AFQT Composite</li> </ul>

### Third Pathway

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

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

Table 6: Third Pathway —Portfolio Appeals

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

## Cohort/Grade Level Status

- Sophomore = 24 credits earned
- Junior = 59 credits earned
- Senior = 80 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, AP European History, AP Human Geography, 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

## 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"

It is district policy not release rank. Seventh semester internal rank will be used to determine the honor and high honor graduates. The eighth semester internal rank will be used to designate highest honor graduates.

Weighted Grading 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
TOTAL				30		2799

\*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**

## Scheduling Timeline

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

Tentative Dates	Events
<b>November</b>	WTHS 8 <sup>th</sup> Grade Open House - 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 high school and middle schools. <i>Note: Grades and standardized tests at the time of scheduling appointments will be used for course prerequisites.</i>  Course verifications will be available to students and parents via PowerSchool.
<b>May</b>	Courses are finalized. <i>Note: No schedule changes will be honored after May 2<sup>nd</sup></i>
<b>August</b>	Schedules will be available via PowerSchool. Schedule change requests will only be made for the following reasons:

1. Course was omitted.
2. A student was scheduled for a teacher with whom he/she previously failed a course.
3. An incorrect level of a course was scheduled.
4. A student passed a course during summer school and is eligible to add an additional course.
5. A student has registered for a sequential course but has failed the prerequisite course.
6. An error was made in creating the student's schedule.

*Note: Schedules will not be changed for the purpose of changing teachers within the same course for class period preference.*

## **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:

<b>Semester</b>	<b>Effect on Student Transcript</b>
1	Course does not appear on transcript.
2	WF (Withdraw Failing) regardless of performance. Once the new semester begins, that course will be considered to be in the semester 2, thus warranting a WF if a student drops the course before that time. 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. \*Denotes weighted courses and *Not NCAA approved*

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* <i>Journalism 3*</i> <i>Journalism 4*</i>	CP Algebra 1 Honors Algebra 2* Algebra 2 A Algebra 2 B Honors Geometry* Geometry A Geometry B Honors Pre-Calculus* CP Pre-Calculus Honors Calculus* AP Calculus AB* AP Calculus BC* Intro to Computer Science* AP Computer Science Java* CP Statistics AP Statistics* Found for Prob, Stat, Trig <i>Data Science</i> <i>Math for Medical Profession.</i>	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* <i>Spanish for Careers</i> 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 US History 1: Expansion of Amer* CP US History 1: Expansion of America AP US History 2* Honors US History 2: America Wrld Stage* CP US History 2: America World Stage AP Economics* CP Economics CP Humanitarian Studies/Social Justice AP Psychology* CP Psychology CP Sociology CP Humanitarian Stud CP Black and Indigen. AP European History* AP Human Geography* 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) <i>Veterinary Science*</i> Fund of Organic Chemistry* CP Atmospheric and Space Sci CP Marine Biology CP Forensic Science CP Biotechnology	<i>AP History of Art*</i> <i>AP Studio Art*</i> <i>AP Music Theory 2*</i>



## College Entrance Requirements

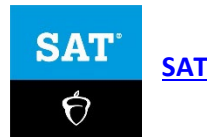
A student should review college course requirements via Naviance prior to graduating high school. Most four-year colleges and universities recommend students between Grades 9 – 12 should complete a minimum of 16 academic units within the following areas (College Preparatory or higher):

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](#)



## Naviance

Naviance is a comprehensive Grades 9-12 college, career and life 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](#).



## 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 45 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 Course #	WTHS Teachers	CCC Course #	CCC Credits	Minimum Grade
College Level Accounting*	629	Ferraino, Simpson	ACC 104	3	C
Anatomy & Physiology*	446	Howard, Tsoukalis	BIO 103	3	B
AP Environmental Science*	482	Tsoukalis	BIO 106	4	B & 3 AP Exam
AP Biology*	481	Cardamone	BIO 111	4	B & 3 AP Exam
Principles of Eng and Tech Design	931	Wong, Falzone	CAD 101 & CIM 101	4, 3	C
Adv Appl in Engineering	935	Wong, Falzone	CAD 107	3	C
Engineering Design (Capstone)	958	Wong, Falzone	CAD 202	3	C
Architectural Design Systems	933	Golieszewski, Falzone, Wong	CAD 205	3	C
Introduction to TV Production	925	Dirato	COM 141	3	C
AP Chemistry*	420	Holmes	CHM 111 & CHM 112	4, 4	B
Intro to Computer Science*	336	Faust	CSC 122	4	C
AP Comp Science Java*	348	Faust	CSC 161	3	C
AP Economics* (Micro)	240	Montano	ECO 101	3	C
AP Economics* (Macro)	240	Montano	ECO 102	3	C
Completion of the Engineering Academy Sequence - WTHS course completion of 910, 931, 935, 958	Capstone	Golieszewski, Wong	EGR 101	3	C
Foundations of Early Childhood Ed/ Teaching Methods for Early Childhood Ed	850/851	Barakat, Indriso	EED 105	3	C
Child Development	840	Barakat, Lopresti	EED 220	3	C
AP English Lang/Comp*	135	Wells	ENG 101	3	B
AP English 12*	140	Sandusky	ENG 121	3	B
Honors French 3*	512	Hudak	FRE 101	3	B
Honors French 4*	514	Hudak	FRE 102	3	B
AP French*	519	Hudak	FRE 201	3	B
Honors German 3*	522	Graham	GER 101	3	B
Honors German 4*	524	Bacher	GER 102	3	B
AP German*	529	Bacher	GER 201	3	B
AP World History*	210	Callahan	HIS 102	3	C

WTHS Course Title *Weighted course	WTHS Course #	WTHS Teachers	CCC Course #	CCC Credits	Minimum Grade
AP European History*	250	Zambino	HIS 112	3	C
AP US History 2*	230	Scardino-Welch, Meares, Zambino	HIS 122	3	C
Business and Personal Law	609	Ferraino, Simpson	LAW 101	3	C
Business Admin and Mngt	632	Molloy	MGT 101	3	C
Entrepreneurship & Strategic Marketing	644	Gill	MGT 221	3	C
Principles of Marketing	630	Davis, Molloy	MKT 101	3	C
AP Statistics*	393	Dempsey	MTH 111	3	C
Honors Calculus*	300	Baretta, Reid	MTH 122	3	C
Honors Pre-Calculus*	301	Bogacki	MTH 125	4	B
AP Physics 1*	442	Carpinelli	PHY 101	4	C
AP Physics C*	440	Duym	PHY 201	4	C
AP US Govt/Politics*	260	Zambino, Wisor	POL 103	3	C
AP Human Geography*	261	Meares	GEO 101	3	C
AP Psychology*	251	Foster, Monaco, Scardino-Welch	PSY 101	3	C
CP Sociology & Cont Issues in Amer Soc	249	LaRosa, Mason	SOC 101	3	C
Honors Spanish 3*	533	Kirk, Marioni	SPA 101	3	B
Honors Spanish 4*	534	Belisario, Kirk	SPA 102	3	B
AP Spanish*	539	Belisario	SPA 201	3	B
Exploring Theater	761	Molotsky	THE 121	3	C
<i>Actor's Studio</i>	762	<i>Molotsky</i>	<i>THE 141</i>	3	C

## 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	RCSJ Title	Credits
Graphic Communications	925	Introduction to TV Production	CGA 115	Foundations of Computer	3
	944	Advanced Graphics and Printing Management			

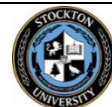
Program Title	WTHS Code	WTHS Title	RCSJ Code	RCSJ Title	Credits
	959	Field Experience in Graphics and Printing Management		Graphic Arts	
Pre-Engineering	931	Principles of Engineering and Technological Design	DFT 103	CADD 1	3
	933	Architecture Design System			
	958	Engineering Design (Capstone)			
Business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



We have a [partnership](#) with [RCSJ](#) to offer dual credit for the following course:

WTHS Course Title *Weighted course	WTHS Course #	WTHS Teachers	RCSJ Course #	RCSJ Credits	Minimum Grade
Anatomy and Physiology*	446/447	Howard, Tsoukalis	BIO 105	4	B



## Stockton University – Dual Credit

We have a [partnership](#) with [Stockton University](#) to offer dual credit for the following courses:

WTHS Course Title *Weighted course	WTHS Course #	WTHS Teachers	SU Course #	SU Credits	Minimum Grade
Future Educators	848	Mason	BIO 105	3	C
CP Humanitarian Studies & Social Justice	253	Mason	GSS 2240	3	C
CP Black and Indigenous Communities and Other People of Color's Voices Throughout History	254	Mitchell	GAH 1360	3	C

WTHS Course Title *Weighted course	WTHS Course #	WTHS Teachers	SU Course #	SU Credits	Minimum Grade
AP Calculus AB* & AP Calculus BC*	340 & 355	Dempsey, Giberson	2215	3 & 3	C & C

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

**To recognize the value of AP Exam (\$96. 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%

- **For students to access their AP scores, [click here for CollegeBoard AP Student instructions](#)**
- 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.

### Benefits of 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.

## 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. Be aware of the [WTHS NCAA-approved courses](#) listed. 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. Here are the following programs in the [WTHS Career Academies brochure](#) and the [WTHS Career Academies Video](#):

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

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

**Use this [admissions application link](#) and review the following acceptance criteria:**

(Admissions application link only active February-May of each school year)

- 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 Preparatory

**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, weightlifting, 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.

An overview of course levels and descriptions can be found [here](#).

**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,



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 1 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.

**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****DUAL CREDIT ELIGIBLE**

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****DUAL CREDIT ELIGIBLE**

**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 for Grade 8 Social Studies with a minimum average of 90 and English with a minimum average of 90.**

Honors World History: The Modern Era investigates the origins and evolution of the Modern World in a thematic way that provides a precise narrative for explaining the realities of the modern global economy and the role of the individual as a global world citizen in the 21st century. Since the course will be taught thematically, with the concept of revolution as transformative change as the guiding principle around which instruction will be based, the course will thematically cover the revolutions in thought, politics, economics, and the development of nation-states that created the overall schema of the Modern World. The pace of instruction will be rapid, regular homework and enrichment readings are required and regular assessments in wide variety of formats are routinely employed. Students will routinely read and analyze primary source documents, write essays, complete group projects using cooperative learning, and research using the IMC and digital tools. Students will learn and employ critical thinking skills, analysis, sourcing materials, accounting for perspective & bias, comparing and contrasting, weighing the evidence, and synthesizing new understandings.

**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, Give Me Liberty!, 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 territorial expansion West 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 the expansion America westward and culminates by examining the issues of the 1920s which led to the Great Depression. An overt effort will be made to relate America's past to contemporary America. 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 or AP English Language and Composition 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.

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**AP US Government and Politics\*\* (260)**                      **Grades 11-12**                      **5 credits**                      **[DUAL CREDIT ELIGIBLE](#)**

**Prerequisite: Completion of Honors US History 1 or 2 with a minimum average of 85 or successful completion of AP US History 1 or 2.**

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

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**CP United States Government and Politics (241)**                      **Grades 9-12**                      **5 credits**

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.

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**AP Economics\*\* (240)**                      **Grade 11-12**                      **5 credits**                      **[DUAL CREDIT ELIGIBLE](#)**

**Prerequisite: Completion of Honors US History 1 or 2 with a minimum average of 85 or successful completion of AP US History 1 or 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. Microeconomics will include an intensive study of scarcity and making choices, 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. [Refer to additional information on AP Course](#)

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**CP Economics (242)**                      **Grades 11-12**                      **5 credits**

**Prerequisite: Completion of Honors US History 1 or 2 with a minimum average of 85 or CP US History 1 or 2 with a minimum average of 93.**

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.

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**CP Humanitarian Studies & Social Justice+ (253)**                      **Grades 9-12**                      **5 credits**                      **[DUAL CREDIT ELIGIBLE](#)**

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.

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**AP European History\*\* (250)**                      **Grade 11-12**                      **5 credits**                      **[DUAL CREDIT ELIGIBLE](#)**

**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 21st 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



colonialism and the emergence of new nations. Through the use of primary sources, literature, music, art, and other forms of expression, the curriculum will place historically marginalized communities at the center of the narrative to allow for an authentic and complete historical account. Students will study prejudice and discrimination and its impact on the human experience. Geography, economics, politics and social and cultural landscapes will also serve as major themes throughout the course. Frequent opportunities to debate, discuss, reflect, and write for various audiences will foster 21st Century problem solving skills. While celebrating the identities and cultures of Black and Indigenous communities and other People of Color, this course will show their significant impacts on the trajectory of the human experience throughout history and modern day.

## **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) 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. Cadets build a model rocket for an end of year project.

### **Aerospace Science (AS) I (Offered school year 2023-2024)                      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. Cadets build a model airplane for an end of year project.

### **Aerospace Science (AS) II (Offered school year 2024-2025)                      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. Cadets build kites for an end of year project.

**Aerospace Science (AS) IV (Offered every school year)****5 credits**

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**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)	Honors 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)	CP Pre-Calculus (85 or above)	Honors Calculus (85 or above)
					CP Statistics (80 or above)
					AP Statistics (93 or above)
	A level	CP Algebra 1 (Less than 77)	Geometry A	Algebra 2 A (77 or above in Algebra 1 and Geometry OR 85 or above in Algebra 1 and completion of Geometry)	AP Statistics (93 or above)
					CP Pre-Calculus (85 or above)
					CP 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	CP Algebra 1 (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	CP Algebra 1 (77 or above)	Geometry A (77 or above)	Algebra 2 A (77 or above in Algebra 1 and Geometry OR 85 or above in Algebra 1 and completion of Geometry)	AP Statistics (93 or above)
					CP Pre-Calculus (85 or above)
					Data Science (85 or above)
					CP Statistics (80 or above)
					Mathematics for Medical Professionals (less than 84)
	Foundations for Prob, Stats, & Trig (less than 80)				
	B level	CP Algebra 1 (Less than 77)	Geometry B	Algebra 2 B	Data Science (90 or above)
					CP Statistics (90 or above)
Founds for Prob, Stats, & Trig					
Math for Medical Professionals					
Math Enrichment Lab					Mathematical Explorations and Applications

**CP Algebra 1 (305)** **Grades 9-12** **5 credits*****Prerequisite: Completion of 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 foundational content that will provide a foundation for future studies in 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.

**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 of plane figures, area and volumes of solids, coordinate geometry, an introduction of trigonometric functions and transformations. 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 with a grade average of 77 or above.***

In this course, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. The course features interwoven strands of geometry, algebra and functions, and statistics and probability. 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. This course is not recommended for Geometry A students with a grade 50-69.***

This course features interwoven strands of geometry, algebra and functions, and statistics and probability. 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 90 or better or completion of Algebra 1 with 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, and hands-on manipulatives. Completion of a summer assignment is required for all students entering this course.

**Algebra 2A (370)** **Grades 10-12** **5 credits*****Prerequisite: Completion of Algebra 1 or Grade 8 Algebra 1 and Geometry A with a grade average of 77 or above or completion of Algebra 1 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.



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

***Prerequisite: Completion of Algebra 1 and Geometry B. This course is not recommended for Algebra 2A 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.

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

***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 honors math program and who plan careers in fields which require a high-level background in mathematics. Students in this course will be prepared for more advanced math courses by acquiring 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.

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

***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.

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

***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.

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

***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.](#)

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

***Prerequisite: Completion of Honors Algebra 2 with 93 or better average and completion of Honors Pre-Calculus with 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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<b>CP Statistics (392)</b>	<b>Grades 11-12</b>	<b>5 credits</b>
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**Prerequisite:** *Completion of Algebra 2A with a final average of 80 or above or Completion of Algebra 2B with 90 or above.*

**Students in Grade 11 who also intend to take Pre-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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<b>Data Science (398)</b>	<b>Grades 11-12</b>	<b>5 credits</b>
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**Prerequisite:** *Completion of Algebra 2A with a final average of 85 or above or Completion of Algebra 2B with 90 or above.*

**Students in Grade 11 who also intend to take Pre-Calculus should take Pre-Calculus prior to Data Science, and students who intend to take Statistics should take Data Science first.**

This course will explore the world around us through a mathematical lens. This examination will assist students in transforming raw data into an understandable, usable form. Analysis and visualization of patterns will also be used to probe data structures and make conjectures. Computer programming with R will also be introduced and used throughout the course.

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<b>AP Statistics*+ (393)</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 three A level mathematics courses with 93 or better average in Algebra 2A 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 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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<b>Foundations for Probability, Statistics &amp; Trigonometry (304) Grade 12</b>	<b>5 credits</b>
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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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<b>Mathematics for Medical Professionals (394)</b>	<b>Grade 12</b>	<b>5 credits</b>
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**Prerequisite:** *Completion of Algebra 2B or completion of Algebra 2A with a final grade less than 84. This course is not a substitution for Statistics or Pre-Calculus and is not open to students who have completed Pre-Calculus.*

This senior level course is designed to meet the needs of students who intend to pursue a career as a medical technician, nurse's aide, or a nurse. As mathematics is interwoven with science in the health care field, this course will enhance students' mathematical abilities that will be needed in health care professions. After a brief math review, students will move into deeper concepts including algebra, trigonometry, statistics, dilutions, solutions, concentrations, dosage calculations and more.

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<b>College Mathematics: Concepts and Applications (350) Grade 12</b>	<b>2.5 credits</b>
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**Prerequisite:** *Completion of at least three B level mathematics courses or concurrently enrolled in a B level mathematics course, or students concurrently enrolled in an A level mathematics course.*

This course is designed to provide students with a more sophisticated level understanding of algebraic concepts. The purpose of this course is to provide the preparation necessary for students to demonstrate proficiency on college mathematics entrance exams. Many core skills will be reviewed in this course, including Algebra, geometry, and related basic skills in mathematics. 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.

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

**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.

**Math Enrichment Lab (343)    Grade 12    2.5 credits**

**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/NJGPA 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/NJGPA 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.

**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.

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

**Prerequisite:** *Completion of Math Enrichment Lab or 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.

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

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

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

**Prerequisite:** *Completion of Introduction 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 (409)****Grade 9****6 credits**

***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**

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 (432)****Grades 10-12****6 credits**

***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**

***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\* (430)****Grades 10-12****6 credits**

***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 (450)** **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\* (444)** **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 (422)** **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.

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**Honors Biology\* (421)** **Grades 9-10** **6 credits**


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***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.

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**Anatomy & Physiology\*+ (446)** **Grades 11-12** **6 credits** **[DUAL CREDIT ELIGIBLE](#)**


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***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.

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**CP Marine Biology (461)** **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 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.

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


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***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.

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


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***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

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**AP Biology\*+ (480)** **Grades 11-12** **6 credits** **[DUAL CREDIT ELIGIBLE](#)**


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***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\*+ (420)** **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\*+ (440)** **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\*+ (442)** **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\*\*+ (482)****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 (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 timeframes. 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 timeframes. 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. Seniors are eligible to take the [Seal of Biliteracy](#).

<b>English as a Second Language (ESL) (100)</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> (698 SU): June 27th–August 19th (698 S): February 6th – May 19th		(698 F): September 26th- January 6th	

This course is designed to be taken online by students. Students taking this course should be able to demonstrate skills such as self-direction, time management, and problem solving. Students will be able to meet live with their instructor per requests. 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 Schoology 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.

**Business Academies**

(Please refer to the WTHS Career Academy Programs in the table of contents for information.)

- Marketing and Marketing Management Academy
- Business Administration and Finance Academy

**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.

**Business and Personal Law+ (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 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. Students 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 9-12 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, business ethics and social responsibilities, owning and operating a business, marketing, 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 College Level Accounting with a minimum 77 average.***

Managerial Accounting (Accounting 2) is a college level course that provides an introduction to the use of accounting information for management planning, control in budget preparation and the evaluation of cost behavior. Students will learn how to prepare and interpret cash flow statements and make managerial decisions based on financial statement analysis. QuickBooks Accounting Software and Microsoft Excel will be utilized.

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

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

College Accounting (Accounting 1) is an accelerated course where 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, cash controls, employer payroll and recording cash payments and receipts for a merchandising business. Students enrolled in College 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 enrolled in Principles of Marketing may be eligible for college credit through Camden County College.

**Advanced Marketing Concepts & Strategies (635)****Grade 10-12****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. This includes the completion of a national level operations research paper that will enter into the DECA competition.

**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, and planning and control methods will be discussed. Students will complete a Virtual Business module running their own business. Students enrolled in Business Administration and Management may be eligible for college credit through Camden County College.

**(Co-Op) Cooperative Work Experience (631)****Grade 12****15 credits*****Prerequisite: Completion of any Business course (excluding Financial Literacy) 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 workstation 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.

**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 market research, business planning and understanding the functional aspects of small business management, including marketing strategies, operational management, financial analysis, taxation, human-resource management and computer use. Students will participate in a virtual business simulation offering control over the management and marketing of a business. Students enrolled in Entrepreneurship and Strategic Marketing may be eligible for college credit through Camden County College.

**Social Media Marketing (650)****Grades 9-12****5 credits**

This class is a foundation of social media marketing. Students will learn what social media marketing entails, including the history and the different social media platforms that businesses use. Students will understand how to: select a social media channel that fits a client's needs, set goals and success metrics, and determine target audience. Students will also understand web design and publishing metrics and channels. Students will get hands-on experience creating comprehensive social media strategies for active brands.

**Sports and Entertainment Marketing (652)****Grades 10-12****5 credits*****Prerequisite: Minimum 77 average in Principles of Marketing.***

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 will participate in a hands-on virtual business simulation operating a franchise stadium.



**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 way 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.

**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.

**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.

**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.

**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.**

**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.**

**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 way 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.

**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](#)

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

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Introduction to Music Technology is designed for students who are interested in learning modern methods of music production. Students will be introduced to many aspects of music technology, including the use of computers for composition and production, hardware and software, electronic instruments and MIDI, the use of electronics in performance, and audio recording and editing. Over the course of the year, students will be expected to create several original musical compositions and maintain a digital portfolio of their work. There are no pre-requisites for this course, but it is recommended that students enter with a basic understanding of musical elements and theory.

**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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In Dance 1, students will learn to create, perform, respond, and connect through the study and practice of a variety of dance disciplines with an emphasis on the specific styles and techniques of Ballet, Jazz, and Modern Dance. Throughout the course, students will gain movement and performance skills with an emphasis on proper and healthful body alignment, as well as an historical overview of the development of dance and its relationships to political, cultural, and social issues. Students will study the terminology of dance and other related fields. In addition, students will view, analyze, and evaluate the works of choreographers from traditional, contemporary, and world dance forms. By studying the choreographic processes of others and by participating in improvisation and compositional studies, students will gain the skills and knowledge necessary to create dance both alone and in groups. Completion of this course will prepare students for future study in Dance 2. Participation in the annual Dance Concert is required.

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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. No waiver available.**

In Dance 2, students will learn to create, perform, respond and connect while continuing to refine and develop their technical skills in a variety of dance disciplines with an emphasis on the specific styles of Ballet, Jazz, and Modern Dance. Throughout the course, students will gain proficiency in these advanced movement skills and will begin to develop artistry in their dancing. Students will also expand their knowledge of dance history and dance terminology. Additionally, an emphasis will be placed on composition and choreography; including exploration of the creative process. 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 participating in a dance performance. Completion of Dance 2 will prepare students for future study in Dance Production and Dancer's Studio.

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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. No waiver available.**

This full-year elective is designed for dancers who have completed Dance I and Dance II. Students in Dance Production will learn to create, perform, respond, and connect through the study and practice of movement studies, dance performance, choreography/direction, and critique/evaluation. Dancers 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 Concert and the Dance Production Concert in addition to a variety of community and school events.

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

***Prerequisite: Completion of Dance Production with a minimum grade of 90 and successful participation in the Dance production concert/ No waiver is available.***

This full-year elective is designed for dancers who have completed Dance I, Dance II, and Dance Production. Students in Dancer's Studio will learn to create, perform, respond, and connect through the study and practice of movement studies, dance performance, advanced analysis/critique as well as research of 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), exploring college opportunities in dance, 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 Concert in addition to a variety of community and school events.

**Band****Marching Band (791)****Grades 9-12****2.5 credits****Special Schedule**

***Prerequisite: Previous musical interest or experience is helpful but not required for the entry level student. Students enrolling in this course must be concurrently enrolled in Concert Band, Symphonic Band or Wind Ensemble.***

This is a semester music course for students that wish to participate in Marching Band. Students must complete an audition and be concurrently placed in one of the three band classes that meet during the school day. Students in this course will develop their musical talents and abilities both as an individual performer and as a group participant in the marching band genre, as presented during the academic school year. The course includes after school rehearsals and performances. Required responsibilities include attendance and participation in all scheduled rehearsals and activities, including evening and weekend events. Student assessment is based on rehearsal/performance attendance, class participation, musical development, performance assignments, and written tests/projects. The majority of Marching Band commitments are scheduled during the fall, however rehearsal and performance commitments at other times of the year are to be expected.

**Concert Band, Symphonic Band (780)****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 band class with a minimum average grade of 77.***

This is an elective music course designed for the developing high school music student to participate in a performing instrumental ensemble. Students are placed by audition only, based on musical ability and instrumentation needs. Students in this course will develop their musical talents and abilities both as an individual performer and as a group participant in the band genre, as presented during the academic school year. **The course includes a daily full ensemble class supplemented with a weekly scheduled small group lesson.** Required responsibilities outside the classroom include attendance and participation in all scheduled rehearsals and activities, including evening and weekend events. Student assessment is based on rehearsal/performance attendance, class participation, musical development, performance assignments, and written tests/projects.

**Wind Ensemble\* (787)****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 band class with a minimum average grade of 85.***

This is an elective music course designed for the musically accelerated/gifted student to participate in a premiere performing ensemble. Students are selected by audition only, based on musical ability and instrumentation needs. Students in this course will maximize their musical talents and abilities both as an individual performer and as a group participant in the band, and orchestra genres, as presented during the academic school year. **The course includes a daily full ensemble class supplemented with a weekly scheduled small group lesson.** Required responsibilities outside the classroom include attendance and participation in all scheduled rehearsals and activities, including evening and weekend events. Student assessment is based on rehearsal/performance attendance, class participation, musical development, performance assignments, and written tests/projects.

**Jazz Ensemble (776)****Grades 9-12****2.5 credits****Marking Period 2 and 3**

***Prerequisite: Students are selected for Jazz Band by audition only.***

The Jazz Band is open to students who play the following instruments: saxophone, trumpet, trombone, piano, guitar, bass or drums. Other instruments may be used at the discretion of the director. This is an elective music course designed for the proficient high school music student to participate in a jazz-based performing instrumental ensemble. **The course includes a full ensemble class supplemented with small group sectionals.** Required responsibilities outside the classroom include attendance and participation in all scheduled rehearsals and activities, including evening and weekend events. Student assessment is based on rehearsal/performance attendance, class participation, musical development, performance assignments, and written tests/projects.

## Chorus

<b><u>Mixed Chorus (798)</u></b>	<b><u>Grades 9-12</u></b>	<b><u>5 credits + small group lessons</u></b>
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***Prerequisite: Previous musical interest or experience is helpful but not required for the entry level student. All chorus students will be placed according to audition however students who do not audition will be automatically placed in this class. Returning students must have successfully completed their previous chorus class with a minimum average grade of 77.***

Mixed Chorus is an elective music course designed for the novice high school choral student. Students are self-selected for this course through demonstrated vocal/musical abilities. Students will learn to create, perform, respond, and connect through the study and performance of appropriate level choral music. Major topics include vocal technique, ensemble technique, music literacy, musicianship, music history and styles, 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 scheduled performances, daily rehearsal achievement, and small group vocal lessons. Assessments in this course include daily rehearsal achievement, lesson skills, written/vocal tests/quizzes, concert performances, benchmark exams, and independent activities.

<b><u>Chorale* (769)</u></b>	<b><u>Grades 9-12</u></b>	<b><u>5 credits + small group lessons</u></b>
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***Prerequisite: Previous musical experience required. All chorus students will be placed according to audition. Returning students must have successfully completed their previous chorus class with a minimum average grade of 85.***

Chorale is an honors elective music course designed for the advanced high school choral student. Students are selected for this course through demonstrated advanced vocal/musical abilities. Students will learn to create, perform, respond, and connect through the study and performance of appropriate level choral music. Major topics include vocal technique, ensemble technique, music literacy, musicianship, music history and styles, 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 scheduled performances, daily rehearsal achievement, and small group vocal lessons. Assessments in this course include daily rehearsal achievement, lesson skills, written/vocal tests/quizzes, concert performances, benchmark exams, and independent activities.

<b><u>Treble Chorus (782)</u></b>	<b><u>Grades 9-12</u></b>	<b><u>5 credits + small group lessons</u></b>
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***Prerequisite: Previous musical interest or experience is helpful but not required for the entry level student. All chorus students will be placed according to audition. Returning students must have successfully completed their previous chorus class with a minimum average grade of 77.***

Treble Chorus is an elective music course designed for the intermediate high school choral student. Students are selected for this course through demonstrated intermediate vocal/musical abilities. Students will learn to create, perform, respond, and connect through the study and performance of appropriate level choral music. Major topics include vocal technique, ensemble technique, music literacy, musicianship, music history and styles, 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 scheduled performances, daily rehearsal achievement, and small group vocal lessons. Assessments in this course include daily rehearsal achievement, lesson skills, written/vocal tests/quizzes, concert performances, benchmark exams, and independent activities.

<b><u>A Capella Choir (703)</u></b>	<b><u>Grades 9-12</u></b>	<b><u>2.5 credit</u></b>	<b><u>(Afterschool)</u></b>
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A Cappella Choir is an after-school, 2.5 credit elective music course designed for the advanced high school choral student. Multiple sections of this course may run depending on student interest. Students are selected for this course through an audition demonstrating advanced vocal/movement abilities. Students will learn to create, perform, respond, and connect through the study and performance of contemporary a cappella music. Major topics include vocal technique, ensemble technique, music literacy, musicianship, contemporary styles, the arranging process, critical listening, aesthetic response, and connections to society and culture. This course meets once a week after school, with additional rehearsals scheduled before performances. Required responsibilities include scheduled performances, weekly rehearsal achievement, and independent learning of chosen repertoire. Assessments in this course include weekly rehearsal achievement, vocal benchmarks, performances, and independent activities.

## Orchestra

<b><u>Freshman Orchestra (797)</u></b>	<b><u>Grade 9</u></b>	<b><u>5 credits + small group lessons</u></b>
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***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**

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***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**

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***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: Completion of Advanced Culinary Arts 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****DUAL CREDIT ELIGIBLE**

**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

**Future Educators+ (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. Future Educators 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 preschool, elementary, middle, and high school levels. Students in this class will complete a 30- DAY FIELD EXPERIENCE within our school district during their Future Educators 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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**TV Broadcasting and Studio Production (926)                      Grades 10-12                      5 credits**

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***Prerequisite: Successful completion of Introduction to TV Production with a grade of 77 or higher.***

Technical skills and creative abilities developed in Communications Technology will be further refined and developed in Television Production. Complex student productions are expected to be technically, conceptually and artistically proficient. Highly polished final products will be the result of student research, writing, planning and working in a collaborative environment. Students enrolled in this course must be able to employ the design/problem solving loop to solve contemporary production problems. This course is designed to provide students with hands on experiences to advance their skills using video and audio tools and equipment. Students will concentrate on advanced video and audio editing techniques in combination with multiple software packages to create authentic productions. Students will learn studio lighting, multiple camera shoots, audio mixing, technical direction, and rundown assembly. The course stresses completion of a digital portfolio of intensive television and radio projects that demonstrate technical skills in video and audio career pathways. Producing audio and video at an accomplished level will prepare students for the Monthly Rewind, which will further advance skill sets in the television and radio industry. Students will be exposed to management practices for television and radio broadcasts. Students completing (752) Animation with a final grade of 85 or higher may be given consideration to enroll in this course upon the instructor's review of the student's portfolio.

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**Advanced TV Broadcasting and Video Production (928)                      Grades 11-12                      5 credits**

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***Prerequisite: Successful completion of TV Broadcasting and Studio Production with a grade of 77 or higher.***

Monthly Rewind is an elective for students who are serious about pursuing a career in TV production, broadcast journalism, or other related communications tracts. Student will be part of a crew that produces a video news magazine that airs on the local cable access channel. The students will also be responsible for the production of plays, concepts, graduation commencement ceremonies, and other live performances. Students will master advanced editing techniques using the Adobe Master Suite to create video and audio productions. Students will work in a studio and control room to learn lighting, multiple camera shoots, audio mixing, technical direction and rundown assembly. The course stresses intensive work on complex video and audio productions that will become a part of a broadcast for the local cable television station. The process of producing video and audio at an accomplished artistic, conceptual, and technical level will be further supported by those writing, research, and collaborative learning elements necessary for designing and implementing a highly polished, final product. In addition, the students must be able to employ the design and problem-solving loop to solve production problems. Students will be required to submit audio and video productions that will become a part of a complex broadcast on the local cable television station. Students will be exposed to managerial aspects of broadcasting. This course will prepare students for post-secondary studies in audio-visual field of communications technology. Students will be responsible for maintaining a digital portfolio of all video and audio productions. Grades, performance in previous communications courses and an application process will be used to screen potential candidates. Students will be required to work independently, as well as in large groups, and keep a portfolio of his/her completed activities which will be incorporated in the cumulative assessment process. Students will assume management roles associated in a television studio. Students who enroll in this course are eligible for an afterschool employment position with the Telecommunications Work-Study Program.

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**Field Production (929)    Grades 11-12    5 credits**

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***Prerequisite: Eligibility based on grades in previous communications courses and application process.***

Students enrolled in this Program have an opportunity to participate and develop advanced laboratory and production activities. The purpose of this course is to engage students in inquiry-based learning activities by linking educational studies with professional practices. 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 large groups, and keep a portfolio of his/her completed activities which will be incorporated in the cumulative assessment process. Students will be assessed through their application of audio and video broadcasting knowledge and skills that are aligned to broadcast journalism.

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**Principles of Engineering and Technological Design+ (931) Grades 10-12                      5 credits                      [DUAL CREDIT ELIGIBLE](#)**

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***Prerequisite: Successful completion of Introduction to Engineering Technology.***

The Principles of Engineering course advances students' knowledge of engineering through a firm and in-depth exploration of multiple engineering fields. Students in engineering teams apply technology, science, and mathematics concepts and skills to solve engineering design problems and innovate designs. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Students learn about simple and advanced machines and the design and build of such machines. Some examples of past engineering projects have been bridge design, boat hull design and catapult design. Students make extensive use of 3-D solid modeling software to generate solutions that are documented in portfolios for eventual classroom presentation. Additionally, students develop mock-ups and prototypes of their work for presentation and/or testing. Spatial relationships between objects, measurement, sketching and national and state standards are infused throughout all design work. 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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**Architecture Design Systems+ (933)                                  Grades 10-12                                  5 credits                                  [DUAL CREDIT ELIGIBLE](#)**

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**Prerequisite: Successful completion of Design Technology Presentation or Housing & Interior Design.**

Architecture Design Systems is an advanced program developed to expose students to the field of Architecture. Students are instructed in advanced drawing techniques, design loop, scale model making as well as design considerations. Students will develop skills on the computer using Autodesk's Revit. Students solve long range problems that involve the interaction with the American Institute of Architects, Technology Student Association (TSA) and related real-world problems. Students also model design solutions to enhance analysis of their solutions. Students will work on design problems that require the application of critical thinking skills.

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**Advanced Applications in Engineering+ (935)                                  Grades 10-12                                  5 credits                                  [DUAL CREDIT ELIGIBLE](#)**

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**Prerequisite: Successful completion of Principles of Engineering and Technological Design.**

Advanced Design Applications in Engineering consists of four engineering units including structural systems, mechanical systems, electronic systems, and pneumatic systems. Students will also engage in authentic experiences related to Manufacturing, Energy and Power, Construction and Transportation. The Manufacturing unit examines the advances that maintain manufacturing efficiency, how human consumption affects manufacturing, how manufacturing affects the standard of living of various peoples, and how processing and changing raw materials can produce more desirable products. The Construction unit examines a number of the factors influencing the design and construction of permanent and semi-permanent structures, the practices related to construction maintenance, alteration, and renovation, and the functions of the primary systems installed in those structures. The Energy & Power unit explores the relationship between energy and power technologies and all other technologies, and how modern energy and power systems impact cultures, societies, and the environment. It also offers an examination of how energy and power systems can be made more efficient and how they may be utilized in problem solving. The Transportation unit examines the complex networks of interconnected subsystems that each transportation system comprises and the roles of these components in the overall functional process of the system. It also analyzes the improvements and the impacts of transportation technologies on the environment, society, and culture. Computer-integrated manufacturing is explored through programming, virtual design, manufacturing, and automating original student designs using the Computer Numerically Controlled (CNC) mill. 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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**Electrical Technology (941)                                  Grades 9-12                                  5 credits**

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Electrical Technology is designed to assist students in the following areas: Careers exploration for technology related employment opportunities in the engineering/electronics field or related electrical trades occupations, develop a basic understanding of electronic theories/principles/practices, comprehension of electrical circuits and schematics through lab experiences, safe and proper use of meters, equipment and tools, safe and proper solder/construction techniques for project assembly, and reinforcement of these concepts and skills through individual and group problem solving activities. Student achievement of these goals will be obtained through formal discussion/note taking procedures, active participation in class discussion, IMC and internet research assignments and presentations, completion of homework assignments, laboratory experiments, and technology learning activities. Student evaluation will be based on test and quiz scores, lab experiments, homework assignments, research papers, class presentations, notebook evaluation, and individual/team problem solving activities.

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**Introduction to Graphic Design and Printing Management (943)                                  Grades 9-12                                  5 credits**

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This course is the pre-requisite for (944) Advanced Graphic Communications. Introduction to Graphic Design and Printing Management will introduce students to the materials, processes and equipment used in the graphic design and printing industry. Students will explore graphic design, print layout, typography, electronic publishing, and printing production processes. Students will utilize the latest software, including Adobe PhotoShop, Illustrator, In Design and the rest of the Adobe creative suite. This hand-on approach will allow students to conceptualize ideas and designs and output them in various formats and medium. This course will lay the groundwork of knowledge and skills needed to excel in Advanced Graphics Communication. It will provide the student with photographic and design groundwork needed in the printing field. It will provide a fundamental understanding in printing management with emphasis on copy preparation, press/duplicator operation, photo silk-screening, basic heat transfer technology and print photography.

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**Advanced Graphics and Printing Management (944)                                  Grades 10-12                                  5 credits**

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**Prerequisite: Successful completion of Intro to Graphic Design and Printing Management with 77 average or above.**

Students enrolled in Advanced Graphic Communications will have the opportunity to work with state-of-the-art tools, equipment, and computer graphics software used by professionals in the graphic arts field. Advanced Graphic Communications is designed for serious students who are interested in a career in the graphics field. Students will be able to gain experience in electronic page layout including desktop publishing using bit-mapped and vector-based computer graphic design methods. Students will explore digital photography, digital image manipulation, and traditional printing processes. Students will learn printing production skills, which could be utilized to complete approved district printing requests. Students will develop digital portfolios of their completed work. This course will sharpen skills necessary for a student to enter college, trade school, or career in the graphics field.

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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 role 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.