WASHINGTON TOWNSHIP HIGH SCHOOL

Program of Studies

2024-2025

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^4

Excellence through Equity, Engagement, and Environment

Together With Pride!

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Principal's Letter

Washington Township Public Schools

Washington Township High School
Office of the Principal
419 Hurffville Cross Keys Road
Sewell, NJ 08080
(856) 589-8500, ext. 7412

Dear Parents and Students:

Selecting the right high school courses is a significant undertaking, and at Washington Township High School, we take immense pride in the extensive and diverse range of offerings available to our students. With over 200 courses, including 27 College Board Advanced Placement options and more than 55 dual credit courses from local colleges, our school provides a wide array of opportunities.

The scheduling process can be both thrilling and demanding, which is why we encourage students to thoroughly understand graduation requirements and thoughtfully consider the many choices available. To aid you in making informed decisions, we urge you to carefully peruse our Program of Studies, examining each section and the detailed course descriptions that align with your individual needs and interests, while also considering your postsecondary aspirations.

In addition, we recommend initiating discussions with your school counselor and seeking assistance from teachers with whom you've established a strong rapport, as well as other professionals within our learning community. Their insights will assist you in making well-considered choices.

This phase of your high school journey is exciting, and we are here to support you throughout the process. Your success matters to us, and we look forward to helping you in making the most of the opportunities available at Washington Township High School.

Sincerely,

Mr. Raymond Anderson

Executive Principal

Washington Township High School Administrators

Mr. Raymond Anderson, Executive Principal
Mr. John Saverase, Executive Assistant Principal
Mrs. Angela Costello, Assistant Principal
Dr. Greg Muscelli, Assistant Principal
Mr. Kevin Murphy, Assistant Principal of Athletics, Physical Education and Health
Mr. George Passante, Assistant Principal
Mr. Dan Saia, Assistant Principal

Washington Township High School Supervisors

Mrs. Melissa Barnett, English Language Arts
Mr. Casey Corigliano, Visual and Performing Arts
Dr. Carole English, Mathematics
Mr. Joseph Hoopes, Special Education
Mrs. Meike Kirk, World Languages, English as a Second Language, Family and Consumer Science
Ms. Malika Moore, Science and Career and Technical Education
Mr. Jeffrey Snyder, Social Studies, Business, AFJROTC

Washington Township Public Schools Central Administration

Dr. Eric Hibbs, Superintendent
Mrs. Annette Miller, Assistant Superintendent of Special Education & Special Services
Dr. Pamela Nathan, Assistant Superintendent of Curriculum & Instruction
Ms. Jennifer Grimaldi, Director of School Counseling Services

Washington Township High School Counselors (2023-2024 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.

GRADE 9: Last Name	School Counselor
A-B	Ms. Stockl
C-De	Mrs. Hamer
Di-Gof	Mrs. Venere
Gog-Kh	Mrs. Williams
Ki-Mec	Mrs. Mulvihill
Med-Pic	Mrs. Eckert-Carpenter
Pid-Rig	Ms. Czar
Rin-Shac	Mr. Palmer
Shao-Staz	Mr. Lemons
Ste-Z	Ms. Hull

GRADE 10: Last Name	School Counselor
A-Care	Ms. Stockl
Carf-Dis	Mrs. Hamer
DiT-Gil	Mrs. Venere
Gim-Kim	Mrs. Williams
Kin-McK	Mrs. Mulvihill
McL-Pel	Mrs. Eckert-Carpenter
Pem-Reb	Ms. Czar
Rec-Sal	Mr. Palmer
Sam-Spa	Mr. Lemons
Spi-Z	Ms. Hull

Grade 11: Last Name	School Counselor
A-Bz	Ms. Stockl
C-Dok	Mrs. Hamer
Dol-Gia	Mrs. Venere
Gib-Jz	Mrs. Williams
K-Martin	Mrs. Mulvihill
Martinez-Pau	Mrs. Eckert-Carpenter
Pav-Rizzi	Ms. Czar
Rizzo-Schm	Mr. Palmer
Schu-Sy	Mr. Lemons
T-Z	Ms. Hull

GRADE 12: Last Name	School Counselor
A-Card	Ms. Stockl
Care-Dy	Mrs. Hamer
Dz-Grab	Mrs. Venere
Grac-Lea	Mrs. Williams
Leb-Murp	Mrs. Mulvihill
Urr-Rec	Mrs. Eckert-Carpenter
Red-Sch	Ms. Czar
Sci-Sor	Mr. Palmer
Sos-Tr	Mr. Lemons
Ts-Z	Ms. Hull

NJ State Minimum* Graduation Requirements by Content Area

Content Area:	Credits and additional requirements
English Language Arts	**20 credits** **NJAC 6A: 15-1.4 ESL = ELA**
Mathematics	**15 credits including:** 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	**15 credits with at least 5 credits in each:** 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	**15 credits including:** 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	**2.5 credits**
Health, Safety, and Physical Education	**15 credits over four years including:** 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	**5 credits**
World Languages	**5 credits** **NJAC 6A: 15-1.4 ESL = WL**
Technology	**Integrated throughout all courses**
21st Century Life and Careers	**5 credits**
Total Credits (State Minimum)	**120 credits***

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

District Minimum & Cohort/Grade Level Status:

- Current Seniors (Class of 2024) – 120 credits to graduate & 80 credits entering senior year
- Current Juniors (Class of 2025) – 130 credits to graduate & 59 credits entering junior year
- Current Sophomores (Class of 2026) – 130 credits to graduate & 24 credits entering sophomore year
- Current Freshmen (Class of 2027) – 130 credits to graduate
- Incoming Freshmen (Class of 2028) – 130 credits to graduate

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, recommendations, 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:

2024-2025 Personalized Student Learning Plan

NJ State Minimum Graduation Requirements by Content Area indicated below:												
GRADE	ELA 4 yrs	SOCIAL STUDIES 3 yrs 1 yr WH 2 yrs US	MATH 3 yrs 1 yr Al 1 yr Ge	SCIENCE 3 yrs 1 yr Bio	WORLD LANG. 1 yr	PHYSICAL ED. & HEALTH 4 yrs	FINANCIAL LITERACY	VISUAL or PERFORM. ARTS 1 yr	21st CENTURY 1 yr	ALT., 8th 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) _____ NJSLA (Spring) _____ AP (May, if applicable) _____

COUNSELING WEBPAGE: ☐ Naviance ☐ NHS **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 2024-2025 Program of Studies on 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 ☐ NJSIAA Eligibility 30/15 ☐ NCAA
- No course changes after May 1, 2024 – Review final courses with your child via PowerSchool Course Verification by April 26th

Counselor Name: **Counselor Email:**

Date:

*** = Weighted course**
+ = Dual credit eligible

PHYSICAL EDUCATION / HEALTH
11109 Physical Education 9

ENGLISH LANGUAGE ARTS
100 English Second Language
111 Honors English 9*
112 CP English 9
151 Creative Writing (Sem)
171 Journalism 1 (Sem)
761 Exploring the Theater+

SOCIAL STUDIES
210 AP World History*+
211 Honors World History*
212 CP World History
241 CP US Government & Pol
249 CP Sociology & Contem Iss+
253 CP Humanitarian Studies/Soc Justice+
254 CP BIPOC+

AFJROTC
290 AFJROTC

MATHEMATICS
311 Honors Algebra 2*
322 Geometry A
323 Geometry B
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

VISUAL AND PERFORMING ARTS
765/768 VPA Appreciation
VISUAL ARTS
711 Studio Art 1
712 Studio Art 2
722 Multi-Cultural Art and Design 1
726 Jewelry and Decorative Arts 1
743 Experiencing Visual Art
752 Animation 1
730 Digital Photography 1
756 Digital Illustration
759 Ceramics 1
PERFORMING ARTS
761 Exploring the Theater+
793 Dance 1
764 Guitar 1
772 Music Theory 1
TBD Keyboard 1
780 Band Activities
782 Choral Activities
784 Music Technology 1
789 Orchestra Activities
791 Marching Band

BUSINESS
610 Intro to Business/Careers
630 Principles of Marketing+
650 Social Media Marketing

FAMILY AND CONSUMER SCIENCE
820 Intro to Culinary Arts
842 Early Childhood Development
844 Housing and Interior Design

TECHNOLOGY EDUCATION
910 Into to Engineering Technology
911 Material Processing & Production Syst
917 Computational Think & Video Game Des
925 Intro to TV Production+
941 Electrical Technology 1
943 Graphic Design I
949 Robotics

LUNCH & STUDY HALL
9001 Lunch
9999 Study Hall

Elective – Rank Order Course #:
1. _____ 2. _____
3. _____ 4. _____

WASHINGTON TOWNSHIP HIGH SCHOOL
School Counseling Department
856-589-8500 Ext. 7419

Student:
Grade:
Telephone:

2024-2025 Personalized Student Learning Plan

NJ State Minimum Graduation Requirements by Content Area indicated below:												
GRADE	ELA 4 yrs	SOCIAL STUDIES 3 yrs 1 yr WH 2 yrs US	MATH 3 yrs 1 yr Al 1 yr Ge	SCIENCE 3 yrs 1 yr Bio	WORLD LANG. 1 yr	PHYSICAL ED. & HEALTH 4 yrs	FINANCIAL LITERACY	VISUAL or PERFORM. ARTS 1 yr	21st CENTURY 1 yr	ALTER., 8th CLASS, OTHER	CREDITS EARNED/ PLANNED 120 or 130 REQUIRED	TOTAL
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:

☐ NHS

POSTSECONDARY GOALS:

TESTING: PSAT (Oct.) _____ AP (May) _____

State Assessments: NJSLA ELA ___Y ___N Math ___Y ___N Science ___Y ___N
NJGPA ELA ___Y ___N Math ___Y ___N (NJDOE requirement for graduation)

SAT or ACT _____ Accuplacer _____

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

EXTRACURRICULAR:

NOTES: ☐ Social-Emotional/Wellness ☐ Tech Etiquette ☐ Other_____

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 2024-2025 Program of Studies on 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 ☐ NJSIAA Eligibility 30/15 ☐ NCAA
- Questions can be directed to your child's counselor or our office
- No course changes after May 1, 2024 – Review final courses with your child via PowerSchool Course Verification by April 26th

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 "Pride 2.0" schedule during the 2023-2024 school year, seniors will not be able to leave early every day as some seniors have been able to do in the past unless enrolled in the work study program. This is due to the rotating nature of our new schedule. 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:

SCHEDULE INCLUDES	DETAILS
1 PM study hall	Privilege to leave at 1:18 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.

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 3rd suspension.

**In the case of removal for multiple class failures during a marking period, students will be required to attend their 8th 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 ensure 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

STUDENT NAME:

	RED	WHITE	BLUE	GOLD
Homeroom 7:20-7:28 (8)	Homeroom	Homeroom	Homeroom	Homeroom
Block A 7:32-8:29 (57)	1	4	3	2
Block B 8:33-9:30 (57)	2	1	4	3
Block C 9:34-10:31 (57)	3	2	1	4
C: 10:35-11:32 (57)	6A	9A	8A	7A
L: 11:32-12:12 (40)	L2	L2	L2	L2
L: 10:31-11:11 (40)	L1	L1	L1	L1
C: 11:11-12:08 (57)	6B	9B	8B	7B
Block E 12:12-1:09 (57)	7	6	9	8
Block F 1:13-2:10 (57)	8	7	6	9
Dropped	4,9	3,8	2,7	1,6

New Jersey Graduation Proficiency Assessment (NJGPA)

Grade 11 students will take English Language Arts (ELA) and Mathematics. The following outlines the Classes of 2023-2025 High School Graduation Assessment Requirements:

Classes of 2023–2025 High School Graduation Assessment Requirements

Class of 2023 (Updated July 2022)

On Tuesday, July 5, 2022, Governor Murphy signed P.L.2022, c.60 (ACS for A-3196/S-2349), which requires the State Board of Education to administer the New Jersey Graduation Proficiency Assessment (NJGPA) as a field test for the class of 2023. There is no graduation assessment requirement for any student who is expected to graduate with the class of 2023. Students in the class of 2023 must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements. The graduation assessment requirements for the classes of 2024 and 2025 remain in place.

Class of 2024 and 2025 (Updated May 2023)

On May 3, 2023, the State Board of Education approved the graduation ready cut score for the ELA and mathematics components of the NJGPA, as well as the menu of alternative assessments and aligned cut scores.

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.

English Language Arts and Literacy (ELA)

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

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

Mathematics

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

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

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

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

First Pathway—NJGPA

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

ELA	Mathematics
New Jersey Graduation Proficiency Assessment—ELA ≥ 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment—Mathematics ≥ 725 (Graduation Ready)

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

Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests in the table for the second pathway (below).

Second Pathway—Menu of Substitute Competency Tests

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

ELA	Mathematics
One of the following: • ACT Reading ≥ 17 • Accuplacer WritePlacer ≥ 5 • Accuplacer WritePlacer English Second Language ≥ 4 • PSAT10 Evidence Based Reading and Writing (EBRW) ≥ 420 • PSAT10 Reading ≥ 21 • PSAT/NMSQT EBRW ≥ 420 • PSAT/NMSQT Reading ≥ 21 • SAT EBRW ≥ 450 • SAT Reading ≥ 23	One of the following: • ACT Math ≥ 17 • Accuplacer Elementary Algebra ≥ 49 • Accuplacer Next-Generation QAS ≥ 250 • PSAT10 Math Section or PSAT/NMSQT Math Section ≥ 420 • PSAT10 Math or PSAT/NMSQT Math ≥ 21 • SAT Math Section ≥ 440 • SAT Math Test ≥ 22

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

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

Third Pathway—Portfolio Appeals

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

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	
0	-	69	F	Failing, no credit, may attend summer school for credit recovery

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:

English Language Arts	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
Social Studies	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 Human Geography, AP Economics
Mathematics	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
Science	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
World Languages	Honors French 3, Honors French 4, AP French, Honors German 3, Honors German 4, AP German, Honors Spanish 3, Honors Spanish 4, AP Spanish
Business	College Level Accounting, Managerial Accounting
Visual and Performing Arts	Studio Art 3, AP Studio Art, AP History of Art, Ceramics 3, Jewelry & Decorative Arts, AP Music Theory 2, Wind Ensemble, Chorale, Chamber Orchestra, Bel Canto, Chamber Orchestra, Guitar 3, Dance Production, Dancer's Studio, Performance Studio

National Honor Society (NHS)

During junior or senior year, students who earned a 90 or above weighted GPA without rounding up will be contacted by the NHS advisers to apply. More information is listed on the WTHS NHS Website.

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	Grade point average of 102 or higher
Magna Cum Laude	With high honor	Grade point average of 100 or higher
Cum Laude	With honor	Grade point average of 93.00 or above without "rounding up"

It is district policy not to report 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 21st 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
October	WTHS 8th Grade Open House - Program of Studies & Curriculum, Athletics and Clubs, etc.
February - April	Counselors meet with students individually for scheduling advisement appointments to complete personalized student learning plan at high school and middle schools. *Note: Grades and standardized tests at the time of scheduling appointments will be used for course prerequisites.* Course verifications will be available to students and parents via PowerSchool.
May	Courses are finalized. *Note: No schedule changes will be honored after May 1st*
August	Schedules will be available via PowerSchool. Schedule change requests will only be made for the following reasons:

Tentative Dates	Events
	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:

Semester	Effect on Student Transcript
1	Course does not appear on transcript.
2	WF (Withdraw Failing) regardless of performance. Once the new semester begins, that course will 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 Algebra 1	Intro to French
CP English 9	Honors Algebra 2*	French 1A
Honors English 10*	Algebra 2 A	French 2A
CP English 10	Algebra 2 B	Honors French 3*
AP English Lang/Comp*	Honors Geometry*	Honors French 4*
Honors English 11*	CP Geometry	AP French*
CP English 11	Honors Pre-Calculus*	Intro to German
AP English 12 Lit/Comp*	CP Pre-Calculus	German 1A
Honors English 12*	Honors Calculus*	German 2A
CP English 12	AP Calculus AB*	Honors German 3*
Creative Writing	AP Calculus BC*	Honors German 4*
Journalism 1 (Sem)	Intro to Computer Science*	AP German*
Journalism 2*	AP Computer Science Java*	Intro to Spanish
*Journalism 3**	CP Statistics	Spanish 1A
*Journalism 4**	AP Statistics*	Spanish 2A
	Found for Prob, Stat, Trig	Honor Spanish 3*
	Data Science	Honors Spanish 4*
	Math for Medical Profession	*Spanish for Careers*
		AP Spanish*

SOCIAL STUDIES	SCIENCE	VISUAL AND PERFORMING ARTS & BUSINESS
AP World History*	CP Energy in the Enviro (lab)	*AP History of Art**
Honors World Hist: The Modern Era*	AP Biology* (lab)	*AP Studio Art**
CP World Hist: The Modern Era	Honors Biology* (lab)	*AP Music Theory 2**
AP US History 1*	CP Biology (lab)	*College Level Accounting**
Honors US History 1: Expansion of Amer*	AP Chemistry* (lab)	*Managerial Accounting**
CP US History 1: Expansion of America	Honors Chemistry* (lab)	
AP US History 2*	CP Chemistry (lab)	
Honors US History 2: America Wrld Stage*	AP Enviro Science* (lab)	
CP US History 2: America World Stage	AP Physics 1* (lab)	
AP Economics*	AP Physics C* (lab)	
CP Economics	Honors Physics* (lab)	
CP Humanitarian Studies/Social Justice	CP Physics (lab)	
AP Psychology*	Anatomy and Phys* (lab)	
CP Psychology	*Veterinary Science**	
CP Sociology	Fund of Organic Chemistry*	
CP Humanitarian Stud	CP Atmospheric and Space Sci	
CP Black and Indigen.	CP Marine Biology	
AP Human Geography*	CP Forensic Science	
AP United States Gov*	CP Biotechnology	
CP US Gov and Politics		

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

ACT **SAT**

The PSAT is a standardized test administered by the College Board in October at WTHS to Grades 9-11. Below is more 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. Our students have accounts to access their Naviance login (student school email, password) at any time.

- Click here to explore our WTPS Naviance-Document with Links and Videos
- Click here to explore the Holland Interest Codes
- Click here to explore Career Cluster Pathways

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	DeLaurentis, Simpson	ACC 104	3	C
Managerial Accounting*	626	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	Goliszewski	CAD 101 & CIM 101	4, 3	C
Adv Appl in Engineering	935	Goliszewski	CAD 107	3	C
Engineering Design (Capstone)	958	Goliszewski	CAD 202	3	C
Architectural Design Systems	933	Goliszewski	CAD 205	3	C
Introduction to TV Production	925	Vasapollo	COM 141	3	C
AP Chemistry*	420	Holmes	CHM 111 & CHM 112	4, 4	B
Intro to Computer Science*	336	Faust	CSC 161	3	C
AP Comp Science Java*	348	Faust	CSC 122	4	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	Goliszewski	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, Indriso, 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	Kaiser	FRE 101	3	B
Honors French 4*	514	Kaiser, Shields	FRE 102	3	B
AP French*	519	Kaiser	FRE 201	3	B
Honors German 3*	522	Graham	GER 101	3	B
Honors German 4*	524	Graham	GER 102	3	B

WTHS Course Title *Weighted course	WTHS Course #	WTHS Teachers	CCC Course #	CCC Credits	Minimum Grade
AP German*	529	Bacher	GER 201	3	B
AP World History*	210	Callahan	HIS 102	3	C
AP US History 2*	230	Scardino-Welch	HIS 122	3	C
Business and Personal Law	609	DeLaurantis, Simpson	LAW 101	3	C
Business Admin and Mngt	632	Molloy	MGT 101	3	C
Entrepreneurship & Strategic Marketing	644	Gill, R.	MGT 221	3	C
Principles of Marketing	630	Ackley, Michael, Molloy	MKT 101	3	C
AP Statistics*	393	Dempsey	MTH 111	3	C
Honors Calculus*	300	Baretta, Reid	MTH 122	3	C
AP Physics 1*	442	Cooper	PHY 101	4	C
AP Physics C*	440	Duym	PHY 201	4	C
AP US Govt/Politics*	260	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	Mason, Wisniewski	SOC 101	3	C
Honors Spanish 3*	533	Marioni	SPA 101	3	B
Honors Spanish 4*	534	Marioni, Ramos-Jiminez	SPA 102	3	B
AP Spanish*	539	Marioni	SPA 201	3	B
Exploring the Theater	761	Molotsky	THE 121	3	C
Advanced Theater	762	Molotsky	THE 141	3	C

Rowan College of South Jersey (RCSJ) – Dual Credit

We have a partnership with RCSJ to offer dual credit for the following course. For transfer questions, see your counselor and visit NJ TRANSFER to determine how a RCSJ course may transfer to NJ Colleges and Universities.

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. For transfer questions, see your counselor and visit NJ TRANSFER to determine how a SU course may transfer to NJ Colleges and Universities.

WTHS Course Title *Weighted course	WTHS Course #	WTHS Teachers	SU Course #	SU Credits	Minimum Grade
Honors Pre-Calculus*	301	Dempsey	1110	4	C
AP Calculus AB* or AP Calculus BC*	340 or 355	Barretta, Dempsey	2215	5, 5	C, C
Future Educators	848	Mason	GSS 2342	4	C

WTHS Course Title *Weighted course	WTHS Course #	WTHS Teachers	SU Course #	SU Credits	Minimum Grade
CP Humanitarian Studies & Social Justice	253	Mason	GSS 2240	4	C
CP Black and Indigenous Communities and Other People of Color's Voices Throughout History	254	Mitchell	GAH 1360	4	C

Advanced Placement (AP)

We are proud to offer 27 Advanced Placement (College Board approved) courses and exams for our students:

- **Enrolled in AP Courses** – It is highly encouraged that students to take the May AP Exams..
- **Non-Enrolled in AP Courses** – Students are eligible to take an AP Exam by speaking with your counselor for more information.
- **AP Potential** – In addition to published course prerequisites, students should consider 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 **College Board AP**.
- **AP Credit Policy** – Students and parents are encouraged to visit the specific to each college or university.

To recognize the value of AP Exam ($98 per exam) participation and the financial burden one or more exams, the Washington Township Board of Education has approved a reimbursement schedule:

Score	*Reimbursement (In the Fall after AP Scores are received and processed, parents will receive a check from the WTPS Business Office)*
3	*50% = $49*
4	*75% = $74*
5	*100% = $98*

- **Free/Reduced Lunch -** Funding is available for students approved or who meet the College Board criteria listed AP Exam Fee Waiver Reduction (not eligible for the above reimbursement). Speak with your counselor for more information.

- **AP Score Results –** Student can click here for Instructions.

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 College Board 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 College Board 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)

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 eight specialized areas. Below are the following programs and information:

- AFJROTC Academy
- Business Administration & Finance
- Culinary Creations
- Early Childhood Education
- Engineering (STEM)
- Marketing & Marketing Management
- TV Production & Broadcast Journalism
- Visual & Performing Arts Academy

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
- 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

Note: The high school Physical Education Department offers an adaptive program for students with medical conditions or injuries.

Course #	Course Name	Grade	Recommendations	Credits
11109	Physical Education	9-12	N/A	3.75
11110	Physical Education			2.5
11111	Physical Education			3.75
11112	Physical Education			3.75

Purpose:

This course is designed to develop an interest in coordination, participation in group and individual activities, knowledge of game rules, and skills for lifelong fitness.

Highlights:

- Touch Football
- Recreational Games
- Lacrosse
- Basketball
- Bowling
- Floor Hockey
- Volleyball
- Physical Fitness
- Track and Field
- Paddleball
- Weight Training
- Dance
- Pickleball
- Badminton
- Kickboxing
- Aerobics

Course #	Course Name	Grade	Recommendations	Credits
11209	Health 9	9	N/A	1.25

Course Description:

This course is designed to provide students with a foundation for a positive lifestyle in the areas of wellness, fitness, nutrition, and mental health.

Highlights:

- Health and Wellness
- Body Weight and Composition
- Body Image
- Physical Fitness
- Sleep
- Emotional and Mental Health
- Managing Stress

Course #	Course Name	Grade	Recommendations	Credits
11210	Health 10	10	N/A	1.25

Course Description:

This course is designed to provide students with a foundation for making healthy lifestyle choices, how each choice they make leads to consequences, and how those consequences affect their life today and in the future.

Highlights:

- Character Development
- Self-Esteem
- Relationships
- Choosing Abstinence
- Reproductive Systems
- Sexually Transmitted Infections
- Contraception
- Pregnancy and Childbirth

Course #	Course Name	Grade	Recommendations	Credits
11211	Health 11	11	N/A	1.25

Course Description:

This course is designed to enable students to make responsible choices that support and promote a healthier lifestyle by learning how to react to emergency situations, responsible use of controlled substances, and understanding peer pressure and media influences.

Highlights:

- Use and Abuse of Alcohol, Tobacco, Marijuana, and Other Drugs, Rx and OTC
- Addiction, Co-Dependence, and Treatment of Addiction
- Responding to Emergency Situations
- Peer Pressure and Media Influence
- CPR/AED and First Aid

Course #	Course Name	Grade	Recommendations	Credits
112112	Health 12	112	N/A	1.25

Course Description:

This course is designed to address significant health issues as students will examine family health history and evaluate their own choices and behaviors as they relate to a healthy lifestyle.

Highlights:

- Abstinence and Contraception
- Sexually Transmitted Diseases Including HIV/AIDS
- Chronic Diseases
- Balanced Nutrition
- Organ and Tissue Donation and Implantation

Course #	Course Name	Grade	Recommendations	Credits
11310	Driver Education	10	N/A	1.25

Course Description:

This course is designed to assist students in the safe operation of a motor vehicle and in the development of defensive driving attitudes.

Highlights:

- Vehicle Maintenance
- New Jersey Driving Laws
- Dangers of Driving Under the Influence of Alcohol and Drugs
- The New Jersey Driver License System

Course #	Course Name	Grade	Recommendations	Credits
01170	Careers in Health and Fitness	12	N/A	5

Course Description:

This course is designed to provide students with basic concepts and principles pertaining to nutrition, energy metabolism, and nutritional analysis, focusing 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.

Highlights:

- Anatomy
- Kinesiology
- Movement Dysfunction
- Exercise Technique
- Personal Training Certification

ENGLISH LANGUAGE ARTS

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 21st century learning experiences as they work towards mastering skills as readers, writers, speakers, and listeners.

Department Website Courses of Study

Course #	Course Name	Grade	Recommendations	Credits
111	Honors English 9*	9	Grade of 90 or above in ELA8	5

Course Description:

Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLS for ELA 9-10.

Highlights:

- Study of challenging texts with the majority of reading done outside of class
- Independent reading and conferencing of student selected texts
- Writing modes include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Class discussions based on topics, texts, and issues found in literature and informational text above the grade level text complexity band
- Considerable independent, assigned out-of-class reading and assignment completion
- Rigorous pacing and expectations for the self motivated student with a high aptitude in English

Course #	Course Name	Grade	Recommendations	Credits
112	CP English 9	9	N/A	5

Course Description:

Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLS for ELA 9-10.

Highlights:

- Study of core texts with the majority of reading done during class
- Independent reading and conferencing of student selected texts
- Writing modes include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standard

Course #	Course Name	Grade	Recommendations	Credits
116	English Essentials	9	N/A	2.5

Course Description:

English Essentials is a Grade 9 course designed to support literacy growth through targeted interventions for reading and writing. Students are screened, identified, and scheduled for this course based on academic achievement, multiple district data points, and standardized state assessments.

Highlights:

- Targeted curriculum design driven by individualized learning goals
- Goal setting and progress monitoring through data analysis and conferencing
- Interventions and scaffolding to lead students towards proficiency of grade level literacy skills performed independently

Course #	Course Name	Grade	Recommendations	Credits
121	Honors English 10*	10	Grade of 90 or above in CP English 9 or Grade of 80 or above in Honors English 9	5

Course Description:

Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLS for ELA 9-10.

Highlights:

- Study of challenging texts with the majority of reading done outside of class
- Independent reading and conferencing of student selected texts
- Writing modes include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Considerable independent, assigned out-of-class reading and assignment completion
- Rigorous pacing and expectations for the self motivated student with a high aptitude in English

Course #	Course Name	Grade	Recommendations	Credits
122	CP English 10	10	N/A	5

Course Description:

Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLS for ELA 9-10.

Highlights:

- Study of texts with the majority of reading done during class
- Independent reading and conferencing of student selected texts
- Writing modes include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
135	AP Language and Composition*+	11	Grade of 95 or above in CP English 10 or Grade of 90 or above in Honors English 10	5 Dual Credit Eligible

Course Description:

Students will engage in a college level curriculum to equip them with advanced literacy skills in preparation for the College Board AP Exam. Students have the potential to earn college credit with a passing score on the AP Language and Composition exam.

Highlights:

- Study of challenging, college level texts (non-fiction and fiction) with the majority of reading done outside of class
- Independent reading and conferencing of student selected texts
- Writing modes include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Socratic seminars and rhetorical analysis focused on topics, texts, and issues found in College Board recommended literature and informational text
- Considerable independent, assigned out-of-class reading, research, and assignment completion
- Rigorous pacing and expectations aligned with college course expectations

Course #	Course Name	Grade	Recommendations	Credits
131	Honors English 11*	11	Grade of 90 or above in CP English 10 or Grade of 80 or above in Honors English 10	5

Course Description:

Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLS for ELA 11-12.

Highlights:

- Study of challenging texts with the majority of reading done outside of class
- Independent reading and conferencing of student selected texts
- Modes of writing include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Considerable independent, assigned out-of-class reading and assignment completion
- Rigorous pacing and expectations for the self motivated student with a high aptitude in English

Course #	Course Name	Grade	Recommendations	Credits
132	CP English 11	11	N/A	5

Course Description:

Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLS for ELA 11-12.

Highlights:

- Study of texts with the majority of reading done during class
- Independent reading and conferencing of student selected texts
- Modes of writing include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
140	AP Literature and Composition*+	12	Grade of 95 or above in CP English 11 or Grade of 90 or above in Honors English 11 or Grade of 85 or above in AP Lang and Comp	5 Dual Credit Eligible

Course Description:

As an introductory college-level literature and writing curriculum, the course focuses upon reading, analyzing, and writing about imaginative literature from various periods. Students have the potential to earn college credit with a passing score on the AP Literature and Composition exam.

Highlights:

- Study of challenging, college level literature (fiction, poetry, and drama) with the majority of reading done outside of class
- Independent reading and conferencing of student selected texts
- Writing modes include: Research-based argumentative, literary analysis, expository, and essays of varying lengths and formats
- Close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure
- Considerable independent, assigned out-of-class reading, research, and assignment completion
- Rigorous pacing and expectations aligned with college course expectations

Course #	Course Name	Grade	Recommendations	Credits
141	Honors English 12*	12	Grade of 90 or above in CP English 11 or Grade of 80 or above in Honors English 11	5

Course Description:

Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLS for ELA 11-12.

Highlights:

- Study of challenging texts with the majority of reading done outside of class
- Independent reading and conferencing of student selected texts
- Modes of writing include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Considerable independent, assigned out-of-class reading and assignment completion
- Rigorous pacing and expectations for the self motivated student with a high aptitude in English

Course #	Course Name	Grade	Recommendations	Credits
142	CP English 12	12	N/A	5

Course Description:

Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLS for ELA 11-12.

Highlights:

- Study of texts with the majority of reading done during class
- Independent reading and conferencing of student selected texts
- Modes of writing include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Class discussions based on topics, texts, and issues found in literature and informational text within the grade level text complexity band
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
182	English Enrichment Lab	12	N/A	2.5

Course Description:

Designed to meet the varying needs of learners, this course is tailored to improve reading and writing skills in preparation for standardized assessments. 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 second semester will begin the State Portfolio Appeals Process.

Highlights:

- Meaningful, relevant daily writing activities that require them to build writing stamina, organize their writing, focus on task and audience, and infuse voice

- Modes of writing include: narrative/memoir, argumentative, literary analysis, expository with an emphasis on writing to sources using textual evidence
- Close reading of various text types
- One on one conferencing, targeted small group instruction, and independent practice
- Flexible pacing and instructional scaffolds to support student success on standardized assessments to meet graduation requirements

Course #	Course Name	Grade	Recommendations	Credits
151	Creative Writing	9-12	N/A	2.5

Course Description:

Students will be introduced to writing poetry, short fiction, and essays with a focus on writing completed works that convey a desired mood, conjure sensory images, develop three dimensional characters and/or elaborate upon a chosen theme.

Highlights:

- Class assignments that emphasize improving one's work through self reflection and revision
- Large and small group writing experiences
- Explore the markets for student writing and 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

Course #	Course Name	Grade	Recommendations	Credits
171	Journalism 1	9-12	N/A	2.5

Course Description:

An introduction to non-fiction writing for print and broadcast media, students will learn basic journalistic style through the writing, evaluating, and editing of news stories, features, and editorials. The understanding of issues such as journalistic integrity, responsibility, and ethics will be a foundational component of this course.

Highlights:

- Strong grammar and writing skills are essential
- Weekly assignments and strict deadline schedules for practical experience and in preparation to submit work to the school newspaper
- Class assignments that emphasize improving one's work through self reflection and revision
- Large and small group writing experiences

- Designed for the individual who enjoys writing and is genuinely interested in exploring the impact written language can have on our society

Course #	Course Name	Grade	Recommendations	Credits
194	Journalism 2*	10-12	Grade of 77 or above in Journalism 1	5

Course Description:

Designed to build on the concepts and skills taught in Journalism 1, this course emphasizes on elevating student writing and is beneficial for students considering careers in print or broadcast media.

Highlights:

- Assignments focused on students' use of journalistic style through the writing of news and feature stories
- Explore student voices as writers through editorials and column writing
- Students will learn headline writing, basic page design and layout through the use of PageMaker, Adobe Illustrator, Adobe Photoshop, and/or similar desktop publishing applications
- Working in conjunction with the school newspaper and the Journalism I classes, students will gain hands-on experience editing copy for conciseness, clarity, and correctness
- Strong grammar and writing skills are essential

Course #	Course Name	Grade	Recommendations	Credits
197	Journalism 3* (Field Experience)	11-12	Grade of 85 or above in Journalism 2 and Grade or 77 or above in Journalism 1	5

Course Description:

At this field experience level, students will act in a managerial capacity among the Journalism 2 students. This course should prove beneficial for students considering a career in print or broadcast media.

Highlights:

- Hands-on production work, especially with regards to the WTHS newspaper
- Expectation to provide journalistic leadership through exercise of managerial skills
- Strong grammar and writing skills are essential

Course #	Course Name	Grade	Recommendations	Credits
196	Journalism 4* (Field Experience)	11-12	Grade of 85 or above in Journalism 3	5

Course Description:

Building on the concepts taught in Journalism 1-3, students will take the initiative in instructing Journalism 2-3 students in all aspects of producing the high school newspaper. Through this leadership role, students will gain practical experience reporting the news, interacting with staff members, and working with desktop publishing.

Highlights:

- Expectation to organize staff through reporting, writing, and editing to page design and layout
- Planning, organizing, and maintaining the school news site, wthspatriot.com
- Reading and analysis student and professional writers
- Hands-on production work
- Develop skill and recognition of the need for, and value of precise, concise, and engaging communication
- Expectation to provide journalistic leadership through exercise of managerial skills
- Strong grammar and writing skills are essential

Course #	Course Name	Grade	Recommendations	Credits
163	Contemporary Literature	10-12	Taken with Film as Literature	2.5

Course Description:

Designed to acquaint teenage readers with high interest, modern, young-adult novels, the purpose of this course is to create life-long readers who have a thirst for knowledge and a better understanding of the quickly changing world around them.

Highlights:

- Appreciate and comprehend different types of literature through higher level 'Socratic' discussions
- Making connections with media surrounding the cultural and societal issues found in literature
- Designed for the student looking to engage in meaningful discussions about high interest books in a book club, casual learning environment

Course #	Course Name	Grade	Recommendations	Credits
164	Film as Literature	10-12	Taken with Contemporary Literature	2.5

Course Description:

In a casual, collaborative learning experience, students will view, consider, analyze, and interpret films as forms of literature 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.

Highlights:
• Learn how to approach films in the same way literary texts are analyzed • Identify important aspects of filmmaking and cinematic history • Connect cultural and societal issues with literature and film • Designed for the student looking to engage in meaningful discussions about high interest films in a movie club, casual learning environment

SOCIAL STUDIES

The Social Studies Department of Washington Township strives to provide students with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities. The New Jersey Student Learning Standards for Social Studies form the foundation by which we create and implement our curricula for learning.

Social Studies Flowchart Courses of Study

Course #	Course Name	Grade	Recommendations	Credits
210	AP World History*+	9 11,12 (can take as elective)	Completion of Grade 8 Humanities with a minimum average of 90 and English with a minimum average of 93 or Completion of Grade 8 Social Studies with a minimum average of 95 and English with a minimum average of 93 Completion of Honors U.S. History 1 or 2 with a minimum average of 85; or successful completion of AP U.S. History 1 or 2	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- There is summer work for this course.
- AP Level courses are considered college level courses and are approved by College Board.
- It is strongly recommended that students take Honors English concurrently to reinforce the reading and writing skills needed to succeed in this course.
- 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.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.

Course #	Course Name	Grade	Recommendations	Credits
211	Honors World History: The Modern Era*	9	Completion of Grade 8 Humanities with a minimum average of 77 and English with a minimum average of 90 or Completion of Grade 8 Social Studies with a minimum average of 90 and English with a minimum average of 90	5

Course Description:

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 from 1300 C.E. to the present. 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.

Highlights:

- Core text levels of complexity extend beyond the recommended levels for the grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.
- Students will need to analyze primary sources and construct open-ended responses often.

Course #	Course Name	Grade	Recommendations	Credits
212	CP World History: The Modern Era	9	N/A	5

Course Description:

The course will cover 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 from 1300 C.E. to the present.

Highlights:

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
220	AP United States History 1*+	10	Completion of AP World History with a minimum average of 77 or Completion of Honors World History with a minimum average of 85.	5 Dual Credit Eligible

Course Description:

This Advanced Placement course is organized around key concepts to foster a deeper level of learning while covering the chronological periods of United States history from 1491 to the 1920's. 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. This course is the first of a two-part series on AP U.S. History.

Highlights:

- There is summer work for this course.
- AP Level courses are considered college level courses and are approved by College Board.
- It is strongly recommended that students take Honors English concurrently to reinforce the reading and writing skills needed to succeed in this course.
- 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.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.
- It is important to note that AP United States History is a two-year commitment. Students that take U.S. 1 Honors or CP are not able to move into AP U.S. 2 their junior year.

Course #	Course Name	Grade	Recommendations	Credits
221	Honors U.S. 1 History: The Expansion of America*	10	Completion of Honors World History with a minimum average of 77 or Completion of CP World History with a minimum average of 90.	5

Course Description:

The Expansion of America Honors course will cover in detail major historical events beginning with the sectional crisis over slavery 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. 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.

Highlights:

- Core text levels of complexity extends beyond the recommended levels for the grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.
- Students will need to analyze primary sources and construct open-ended responses often.
- It is important to note that students that take U.S. 1 Honors or CP are not able to move into AP U.S. 2 their junior year. AP United States History is a two-year commitment.

Course #	Course Name	Grade	Recommendations	Credits
222	CP U.S. 1 History: The Expansion of America	10	N/A	5

Course Description:

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. Emphasis will be placed on the active involvement of each student in the learning process using 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.

Highlights:

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards
- It is important to note that students that take U.S. 1 Honors or CP are not able to move into AP U.S. 2 their junior year. AP United States History is a two-year commitment.

Course #	Course Name	Grade	Recommendations	Credits
230	AP United States History 2*+	11	Completion of AP US History 1 with a minimum average of 77. Students will not be permitted to move from Honors U.S. 1: The Expansion of America to AP U.S. History 2.	5 Dual Credit Eligible

Course Description:

This Advanced Placement course is organized around key concepts to foster a deeper level of learning while covering the chronological periods of United States history from the 1920's to present day affairs. This 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.

Highlights:

- There is summer work for this course.
- AP Level courses are considered college level courses and are approved by College Board.
- It is strongly recommended that students take Honors English concurrently to reinforce the reading and writing skills needed to succeed in this course.
- 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.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.

Course #	Course Name	Grade	Recommendations	Credits
231	Honors U.S. 2 History: America on the World Stage*	11	Completion of Honors U.S. History 1 with a minimum average of 77 or Completion of CP U.S. History 1 with a minimum average of 90.	5

Course Description:

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.

Highlights:

- Core text levels of complexity extends beyond the recommended levels for the grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.
- Students will need to analyze primary sources and construct open-ended responses often.

Course #	Course Name	Grade	Recommendations	Credits
232	CP U.S. 2 History: America on the World Stage	11	N/A	5

Course Description:

The course covers 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.

Highlights:

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Social Studies Electives

Course #	Course Name	Grade	Recommendations	Credits
254	CP Black and Indigenous Communities and other People of Color's Voices+	9-12	N/A	5 Dual Credit Eligible

Course Description:

This class is a comprehensive historical view of Black and Indigenous communities and other People of Color throughout global history. In this elective course, students will have the opportunity to examine a complete and inclusive history through the lens of Black and Indigenous communities and other People of Color from 3000 BCE to modern day, with great emphasis on 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.

Highlights:

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
253	CP Humanitarian Studies & Social Justice+	9-12	N/A	5 Dual Credit Eligible

Course Description:

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. 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.

Highlights:

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
249	CP Sociology and Contemporary Issues in American Society+	9-12	N/A	5 Dual Credit Eligible

Course Description:

The Sociology course is designed to introduce students to the dynamics of human behavior, social interactions, and group dynamics. The study of contemporary American issues, like poverty, discrimination, prejudice, crime, race, the minority

experience, and our changing population will provide students with a deeper and richer understanding of our society and the students' relation to the larger social institutions. Units of study will include Sociological Perspectives, Culture and Social Structures, Social Inequality, Social Institutions, and Social Change.

Highlights:

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
241	CP United States Government and Politics	9-12	N/A	5

Course Description:

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.

Highlights:

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
260	AP U.S. Government and Politics*+	11-12	Completion of Honors U.S. History 1 or 2 with a minimum average of 85 or Completion of AP U.S. History 1 or 2	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- 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.
- AP Level courses are considered college level courses and are approved by College Board.
- 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.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.

Course #	Course Name	Grade	Recommendations	Credits
240	AP Economics*+	11-12	Completion of Honors US History 1 or 2 with a minimum average of 85 or	5 Dual Credit Eligible

			Completion of AP US History 1 or 2	

Course Description:

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.

Highlights:

- There is summer work for this class.
- AP Level courses are considered college level courses and are approved by College Board.
- 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.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.

Course #	Course Name	Grade	Recommendations	Credits
242	CP Economics	11-12	Completion of Honors US History 1 or 2 with a minimum average of 85 or Completion of CP US History 1 or 2 with a minimum average of 93.	5

Course Description:

Economics is an academically challenging course that is designed to provide a solid foundation in both Micro and Macro Economic principles. In addition to the study of basic economic principles, students will be exposed to consumer-oriented studies such as investing and financial planning.

Highlights:

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards.

Course #	Course Name	Grade	Recommendations	Credits
261	AP Human Geography*+	11-12	Completion of Honors US History 1 or 2 with a minimum average of 85 or Completion of AP US History 1 or 2	5 Dual Credit Eligible

Course Description:

Human Geography is the branch of geography dealing with how human activity affects or is influenced by the earth's surface. The AP Human Geography course is equivalent to an introductory college-level course that introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course offers a varying global perspective on such issues as migration, cultural patterns, industrialization, urbanization, religious practices, and ethnicity, gender, and race.

Highlights:

- There is summer work for this class.
- AP Level courses are considered college level courses and are approved by the College Board.
- It is strongly recommended that students take Honors English concurrently to reinforce the reading and writing skills needed to succeed in this course.

- 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.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.

Course #	Course Name	Grade	Recommendations	Credits
251	AP Psychology*+	11-12	(Current Sophomores): Completion of AP History 1 with a minimum average of 93. Prerequisite (Current Juniors): Completion of AP History 2 with a minimum average of 77 or Completion of Honors US History 2 with a minimum average of 85 or Completion of CP Psychology with a minimum average of 93.	5 Dual Credit Eligible

Course Description:

This AP course is for academically driven juniors or seniors and is designed to mirror an entry-level college course. The course content will introduce students to the study of the behavioral and mental processes, with study of the brain and nervous system. Theories of learning and cognition will explain the processes involved in the transformation and use of sensory input. Through the study of developmental and personality theories, students will understand the effects of genetics, culture, and environment on human development. The course also investigates human differences in intelligence, noting the varied types and purposes of test construction. Students will identify the criteria for abnormal behavior along with treatment, prevention, and intervention techniques.

Highlights:

- There is a summer assignment for this course.

Course #	Course Name	Grade	Recommendations	Credits
245	CP Psychology	11-12	Completion of CP U.S. 1 History: The Expansion of America or Completion of CP U.S. 2 History: America on the World Stage.	5

Course Description:

The College Prep Psychology course is a full-year course for students who have an interest in human behavior. The focus of the course is on personal understanding and psychological growth. The course includes an introduction to self and then an in-depth study of personality development. The abnormal unit follows as students examine the troubled personality, studying the various therapies developed to treat mental illness. Next, a concentrated study of developmental and child psychology follows, focusing on the emotional and social aspects of this life period. Students explore their world and come to terms with the difficulties and successes of this transitional period of their lives. The following unit Sensation and Perception focus students' attention on the ways we view our world, both selectively and unconsciously. The year wraps up with a study of the altered states of consciousness (sleep, dreams, drug use, hypnosis).

Highlights:

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards.

AFJROTC (Air Force Junior Reserve Officers' Training Corps)

AFJROTC is an 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.

AFJROTC Overview

Course #	Course Name	Grade	Recommendations	Credits
290	AFJROTC 1st, 2nd, and 3rd Year Cadets	9-12	N/A	5

Course Description:

2024-25

- Students will learn life skills through the study of aerospace, weather, the human requirements of flight, and the principles of navigation. Close attention will be paid to choosing a Life Path, Searching for a Job, complete Financial Planning, and available Career Opportunities.

2025-26

- Students will explore the makeup of our solar system and man's exploration of outer space. This will include a basic introduction to astronomy and the fundamentals of man's exploration of the space environment. This will include an 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.

2026-27

- Students 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.

Highlights:

- Wearing the air force uniform weekly and personal grooming standards are an integral part of the JROTC program.
- AFJROTC is classified as a five-credit Practical Art (Life Skills) elective. A Practical Art course is required to graduate from a NJ high school.
- Books and uniforms are provided at no cost to the student, except for cleaning and minor maintenance.
- Wellness is a part of JROTC and is designed to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. 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 interested in attending any of the service academies are strongly encouraged to enroll in the Junior ROTC program all four years.

Course #	Course Name	Grade	Recommendations	Credits
290	AFJROTC 4th Year Cadets	12	Completed three years of JROTC, attain Officer Rank, and pass the Officer Qualification Test (OQT)	5

Course Description:

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

Highlights:

- Wearing the air force uniform weekly and personal grooming standards are an integral part of the JROTC program.
- 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.
- Our senior cadets are appointed to various leadership/management positions (President, Commander, Logistics Officer, Personnel Officer, Public Affairs Officer, and more).
- Wellness Program is run by the fourth-year cadets.
- Fourth year cadets are eligible to take the "Leadership and Employability Skills Credential" NOCTI assessment which is an industry-based credential.

MATHEMATICS

Courses of Study

GRADE 8	SUGGESTED PROGRAM (Recommended 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 2A (77 or above)	CP Pre-Calculus (85 or above)	Honors Calculus (85 or above) CP Statistics (80 or above) AP Statistics (93 or above)
	B 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) Foundations for Probability, Statistics, and Trigonometry (less than 80)
	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) Statistics (90 or above) Founds for Prob, Stats, & Trig Math for Medical Professionals Math Enrichment Lab / Mathematical Explorations and Applications

Course #	Course Name	Grade	Recommendations	Credits
305	CP Algebra 1	9,10	Completion of Grade 8 Pre-Algebra or a grade less than 77 in Grade 8 Algebra.	5

Course Description:

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.

Highlights:

- 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 optional for all students entering this course.

Course #	Course Name	Grade	Recommendations	Credits
323	Geometry B	10-12	Completion of Algebra 1. This course is not recommended for Geometry A students with a grade 50-69.	5

Course Description:

This course features interwoven strands of geometry, algebra and functions, and statistics and probability.

Highlights:

- 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 recommended for all students entering this course.

Course #	Course Name	Grade	Recommendations	Credits
322	Geometry A	9 - 11	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.	5

Course Description:

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.

Highlights:

- 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 optional for all students entering this course.

Course #	Course Name	Grade	Recommendations	Credits
321	Honors Geometry*	10	Completion of Algebra 1 and Honors Algebra 2 with a final average of 85 or above in each course.	5

Course Description:

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.

Highlights:

- This course requires a daily commitment to homework and study as well as class note taking and management skills and 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.

Course #	Course Name	Grade	Recommendations	Credits
313	Algebra 2B	10-12	Completion of Algebra 1 and Geometry B. This course is not recommended for Algebra 2A students with a grade 50-69.	5

Course Description:

This course features interwoven strands of algebra and functions, statistics and probability, geometry and trigonometry, and discrete mathematics. The mathematical concepts are developed in real-world contexts with an emphasis on mathematical modeling and data analysis.

Highlights:

- 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 optional for all students entering this course.

Course #	Course Name	Grade	Recommendations	Credits
370	Algebra 2A	10-12	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.	5

Course Description:

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, symbolic and algebraic reasoning, patterns in variation, and functions.

Highlights:

- The mathematical concepts are developed in real-world contexts with an emphasis on mathematical modeling and data analysis.
- 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 optional for all students entering this course.

Course #	Course Name	Grade	Recommendations	Credits
311	Honors Algebra 2*	9, 10	Algebra 1 Grade 8 with 90 or better or completion of Algebra 1 with 95 or better, but not both courses.	5

Course Description:

This 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.

Highlights:

- This course requires a daily commitment to homework and study as well as class note taking and management skills and demands a high level of student responsibility.
- This course incorporates computer programs, graphing calculators, and hands-on manipulatives.
- Completion of a summer assignment is highly recommended for all students entering this course.

Course #	Course Name	Grade	Recommendations	Credits
302	CP Pre-Calculus	11, 12	Completion of Algebra 1, Algebra 2 A, and Geometry A with a final average of 85 or better in each course.	5

Course Description:

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.

Highlights:

- This course enables students to develop problem-solving skills, while fostering critical thinking skills.
- Graphing calculators will be used as problem-solving tools.

Course #	Course Name	Grade	Recommendations	Credits
301	Honors Pre-Calculus*+	11, 12	Completion of Honors Algebra 2 and Honors Geometry with a final average of 85 or better in both classes.	5 Dual Credit Eligible

Course Description:

The course will acquaint students with numerous applications using 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.

Highlights:

- 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.
- This course requires a daily commitment to homework and study as well as class note taking and management skills and 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.

Course #	Course Name	Grade	Recommendations	Credits
300	Honors Calculus*+	12	Completion of Pre-Calculus with an 85 or above.	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- This course requires a daily commitment to homework and study as well as class note taking and management skills and 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 a summer assignment is required for all students entering this course.

Course #	Course Name	Grade	Recommendations	Credits
340	AP Calculus AB*+	12	Completion of Honors Pre-Calculus and Honors Algebra 2 with a minimum grade of 90 in each course.	5 Dual Credit Eligible

Course Description:

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 will have the option of participating in the College Board AP Calculus AB Exam.

Highlights:

- Students are expected to have a thorough knowledge of college preparatory mathematics as well as basic knowledge of graphing calculators.
- 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.

Course #	Course Name	Grade	Recommendations	Credits
355	AP Calculus BC*+	12	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 also recommended that a student achieve 650 or better on the SAT Math.	5 Dual Credit Eligible

Course Description:

The course will focus on working with functions graphically, numerically, analytically, or verbally. This course explores 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. The Fundamental Theorem of Calculus will be used to connect the derivative and integral. Students will have the option of participating in the College Board AP Calculus BC Exam.

Highlights:

- 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.

Course #	Course Name	Grade	Recommendations	Credits
304	Foundations for Probability, Statistics & Trigonometry	12	Completion of Algebra 2B and Geometry B or Completion of Algebra 2A with a final grade less	5

			than 80. This course is not open to students who have completed Pre-Calculus or Statistics.	

Course Description:

This senior level course is designed to meet the needs of students who require exposure to a broad range of mathematical topics. 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.

Highlights:

- Although graphing calculators and computers will be used in this course where applicable, various topics will be explored without the use of a calculator.

Course #	Course Name	Grade	Recommendations	Credits
392	CP Statistics	11, 12	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.	5

Course Description:

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.

Highlights:

- It is recommended that each student have a graphing calculator with statistics features.

Course #	Course Name	Grade	Recommendations	Credits
398	Data Science	11, 12	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.	5

Course Description:

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.

Highlights:

- Analysis and visualization of patterns will be used to probe data structures and make conjectures.
- Computer programming with R will also be introduced and used throughout the course.

Course #	Course Name	Grade	Recommendations	Credits
393	AP Statistics*+	11, 12	Completion of three A level mathematics courses with 93 or better average in Algebra 2A or students concurrently enrolled in Honors Pre-Calculus.	5 Dual Credit Eligible

Course Description:

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. Students will have the option of participating in the College Board AP Statistics Exam.

Highlights:

- 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.

Course #	Course Name	Grade	Recommendations	Credits
394	Mathematics for Medical Professionals	12	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.	5

Course Description:

This course will enhance students' mathematical abilities 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.

Highlights:

- 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.

Course #	Course Name	Grade	Recommendations	Credits
350	College Mathematics: Concepts and Applications	12	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.	2.5

Course Description:

This course is designed to provide students with a more sophisticated level understanding of algebraic concepts. Many core skills will be reviewed in this course, including Algebra, geometry, and related basic skills in mathematics.

Highlights:

- The purpose of this course is to provide the preparation necessary for students to demonstrate proficiency on college mathematics entrance exams.
- An emphasis will be placed on problem solving and mathematical reasoning.
- Calculators will not be used in this course.

Course #	Course Name	Grade	Recommendations	Credits
343	Math Enrichment Lab	12	N/A	2.5

Course Description:

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.

Highlights:

- Mathematical content and test taking skills for the Accuplacer, 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 be used in this course, depending on the assessment.
- 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.

Course #	Course Name	Grade	Recommendations	Credits
344	Mathematical Explorations and Applications	12	Completion of Math Enrichment Lab or College Mathematics: Concepts and Applications.	2.5

Course Description:

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.

Highlights:

- 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.

Course #	Course Name	Grade	Recommendations	Credits
336	Introduction to Computer Science*+ (336)	Grades 9-12	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.	5 Dual Credit Eligible

Course Description:

This elective course is designed to introduce students to the concepts of Computer Science using the Java programming language. This course will explore topics as: using the IDE (Integrated Development Environment), understanding and using keywords of the Java language, as well as the basic use of the sequence, loop, decision, and sub programming structures.

Highlights:

- This course is a prerequisite to AP Computer Science.
- Emphasis will be placed on algorithm development, program structure, documentation, language syntax, and problem-solving skills.
- Students will create algorithms and create original programs to demonstrate mastery of each unit's content.

Course #	Course Name	Grade	Recommendations	Credits
348	AP Computer Science Java*+	Grades 10-12	Completion of Introduction to Computer Science with a minimum grade of 85.	5 Dual Credit Eligible

Course Description:

This Advanced Placement computer science course uses 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. Students will have the option of participating in the College Board AP Computer Science A Exam.

Highlights:

- To succeed in this course, students should be willing to work individually, participate in classroom discussions, and complete assignments independently in a timely fashion.
- Students should be capable of logical thinking and able to break down problems into simple, sequential tasks.
- The students will create algorithms and create original Java programs and applets.
- Completion of a summer assignment is required for all students entering this course.

SCIENCE

Department Website Courses of Study

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

Course #	Course Name	Grade	Recommendations	Credits
409	CP Energy in the Environment	9	Concurrently enrolled in or have completed Algebra 1. Successful completion of Grade 8 Science with a grade of 77 or better and students must have reached proficiency on the NJSLA-S Grade 8.	5
	Course Description:			
	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 21st 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. 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.			
	Highlights:			
•	• Core text levels of complexity ***align*** to the recommended levels for the particular grade level • The majority of whole class text studies are read/discussed during instructional time. • Course content is paced to provide flexibility and scaffolding to meet the varying needs of students. • Various instructional supports are incorporated (ex. ICR)			

Course #	Course Name	Grade	Recommendations	Credits
456	Integrated Science 1	9	None	5
Course Description:				
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.				
Highlights:				
• Core text levels of complexity ***align*** to the recommended levels for the particular grade level • The majority of whole class text studies are read/discussed during instructional time. • Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.				

Course #	Course Name	Grade	Recommendations	Credits
432	CP Chemistry	10-12	Concurrently enrolled in Algebra 2 or a higher level of mathematics and achieved a minimum grade of 75 in Algebra 1. Successful completion of CP Biology with a minimum grade of 75 or Honors Biology or attained a grade of 93 in Integrated Science 2.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Various instructional supports are incorporated (ex. ICR)

Course #	Course Name	Grade	Recommendations	Credits
457	Integrated Science 2	10	Successful completion of Integrated science 1	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
458	Integrated Science 3	11-12	Completion of Integrated Science 2	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
430	Honors Chemistry*	10-12	Grade of 85 in Algebra 1 A and be concurrently enrolled in Algebra 2 A or a higher level of mathematics. An unweighted grade of 85 in Honors Biology or 93 in CP Biology.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***may extend beyond*** the recommended levels for the particular grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.
- Students are expected to keep up to date on readings and assignments in order to actively participate in class discussions.
  Students will need to analyze primary sources and construct open-ended responses (long and short) ofte

Course #	Course Name	Grade	Recommendations	Credits
465	Fundamentals of Organic Chemistry*	Grades 11-12	An unweighted grade of 77 in Honors Biology and Honors Chemistry or 93 in CP Biology and CP Chemistry.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***may extend beyond*** the recommended levels for the particular grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.
- Students are expected to keep up to date on readings and assignments in order to actively participate in class discussions.
- Students will need to analyze primary sources and construct open-ended responses (long and short) often.

Course #	Course Name	Grade	Recommendations	Credits
450	CP Physics	11-12	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.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.

- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Various instructional supports are incorporated (ex. ICR)

Course #	Course Name	Grade	Recommendations	Credits
444	Honors Physics*	11-12	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.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***may extend beyond*** the recommended levels for the particular grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.
- Students are expected to keep up to date on readings and assignments in order to actively participate in class discussions.
- Students will need to analyze primary sources and construct open-ended responses (long and short) often.

Course #	Course Name	Grade	Recommendations	Credits
460	CP Atmospheric and Space Science	11-12	A grade of 85 in Integrated Science 3, CP Chemistry with a 77 or completed Honors Chemistry.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Various instructional supports are incorporated (ex. ICR)

BIOLOGICAL SCIENCES

Course #	Course Name	Grade	Recommendations	Credits
422	CP Biology	10-12	Completion of Algebra 1 and Integrated Science 1 with a grade of 93 or above.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
421	Honors Biology*	9-10	Grade 8 - 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.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***may extend beyond*** the recommended levels for the particular grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.
- Students are expected to keep up to date on readings and assignments in order to actively participate in class discussions.
- Students will need to analyze primary sources and construct open-ended responses (long and short) often.

Course #	Course Name	Grade	Recommendations	Credits
446	Anatomy & Physiology*+	11-12	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.	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- Core text levels of complexity ***extend well beyond*** the recommended levels for the particular grade level.
- Whole class text studies are discussed during and outside of instructional time with the majority of reading done outside of class.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.
- Students are expected to keep up to date on readings and assignments in order to actively participate in class discussions.
- Students will need to analyze primary sources and construct open-ended responses (long and short) on a weekly basis.

Course #	Course Name	Grade	Recommendations	Credits
461	CP Marine Biology	11-12	Completed Integrated Science 3 with an 85, CP Chemistry with a 77 or completed Honors Chemistry.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Various instructional supports are incorporated (ex. ICR)

Course #	Course Name	Grade	Recommendations	Credits
464	Veterinary Science*	11-12	85 or above Honors Biology and Honors Chemistry or a 93 or above in CP Biology and CP Chemistry.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
425	Human Biology	12	Successful completion of3 years of high school science	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.

- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
480	AP Biology*+	11-12	85 in Algebra 1 and Algebra 2 and successfully completed Honors Biology and Honors	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- Note: AP Level courses are considered college level courses and are approved by College Board.
- Core text levels of complexity ***extend well beyond*** the recommended levels for the particular grade level.
- Whole class text studies are discussed during and outside of instructional time with the majority of reading done outside of class.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.
- Students are expected to keep up to date on readings and assignments in order to actively participate in class discussions.
- Students will need to analyze primary sources and construct open-ended responses (long and short) on a weekly basis.
- Students not only need to learn the content, but also learn specific AP skills in order to prepare for the AP test offered by College Board.

Course #	Course Name	Grade	Recommendations	Credits
420	AP Chemistry*+	11-12	85 in Algebra 2 A and be concurrently enrolled in Pre-Calculus or Calculus. An unweighted grade of 85 in Honors Chemistry or 93 in CP Chemistry	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- Note: AP Level courses are considered college level courses and are approved by College Board.
- Core text levels of complexity ***extend well beyond*** the recommended levels for the particular grade level.
- Whole class text studies are discussed during and outside of instructional time with the majority of reading done outside of class.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.
- Students are expected to keep up to date on readings and assignments in order to actively participate in class discussions.
- Students will need to analyze primary sources and construct open-ended responses (long and short) on a weekly basis.
- Students not only need to learn the content, but also learn specific AP skills in order to prepare for the AP test offered by College Board.

Course #	Course Name	Grade	Recommendations	Credits
440	AP Physics C*+	12	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.	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- Note: AP Level courses are considered college level courses and are approved by College Board.
- Core text levels of complexity ***extend well beyond*** the recommended levels for the particular grade level.
- Whole class text studies are discussed during and outside of instructional time with the majority of reading done outside of class.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.
- Students are expected to keep up to date on readings and assignments in order to actively participate in class discussions.

- Students will need to analyze primary sources and construct open-ended responses (long and short) on a weekly basis.
- Students not only need to learn the content, but also learn specific AP skills in order to prepare for the AP test offered by College Board.

Course #	Course Name	Grade	Recommendations	Credits
442	AP Physics 1*+	11-12	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.	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- Note: AP Level courses are considered college level courses and are approved by College Board.
- Core text levels of complexity ***extend well beyond*** the recommended levels for the particular grade level.
- Whole class text studies are discussed during and outside of instructional time with the majority of reading done outside of class.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.
- Students are expected to keep up to date on readings and assignments in order to actively participate in class discussions.
- Students will need to analyze primary sources and construct open-ended responses (long and short) on a weekly basis.
- Students not only need to learn the content, but also learn specific AP skills in order to prepare for the AP test offered by College Board.

Course #	Course Name	Grade	Recommendations	Credits
482	AP Environmental Science*+	11-12	Unweighted grade of 77 in Honors Chemistry and Honors Biology or a grade of 90 in CP Biology and CP Chemistry.	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- Note: AP Level courses are considered college level courses and are approved by College Board.
- Core text levels of complexity ***extend well beyond*** the recommended levels for the particular grade level.
- Whole class text studies are discussed during and outside of instructional time with the majority of reading done outside of class.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.
- Students are expected to keep up to date on readings and assignments in order to actively participate in class discussions.
- Students will need to analyze primary sources and construct open-ended responses (long and short) on a weekly basis.
- Students not only need to learn the content, but also learn specific AP skills in order to prepare for the AP test offered by College Board.

COMPREHENSIVE SCIENCE ELECTIVES

Course #	Course Name	Grade	Recommendations	Credits
462	CP Forensic Science	11-12	Completed Integrated Science 3 or be concurrently enrolled in or have completed CP Chemistry.	5

Course Description:

This course meets five periods per week and does not include a double period lab. The course is intended for 11th grade students who are electing a second science course or 12th 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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.

- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Various instructional supports are incorporated (ex. ICR)

Course #	Course Name	Grade	Recommendations	Credits
463	CP Biotechnology	11-12	77 in Honors Biology and Honors Chemistry or an 85 in CP Biology and be concurrently enrolled in CP Chemistry with an 85.	5

Course Description:

This course meets five periods per week and does not include a double period lab. The course is intended for 11th grade students who are electing a second science course or 12th 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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Various instructional supports are incorporated (ex. ICR)

WORLD LANGUAGES

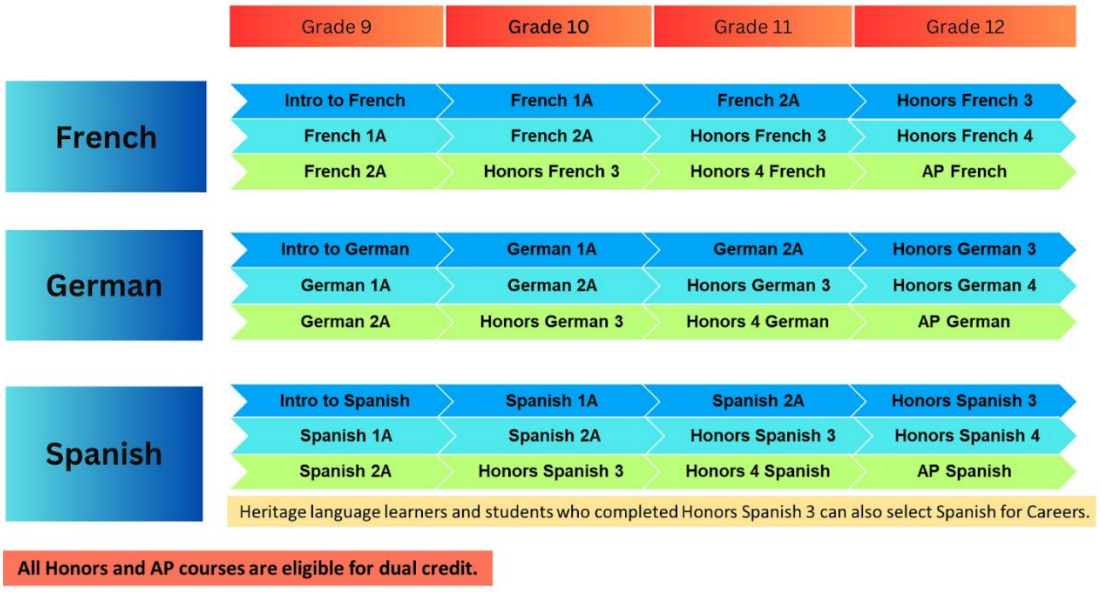
World Language courses focus on developing language proficiency and an understanding of other perspectives and cultures. All languages maximize exposure and utilize the language at least 90% of the time to allow students full immersion into the language.

- Students will use the language effectively in all 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).
- Students will have language proficiency in all of the following areas:
  - Comprehensibility (being able to be understood)
  - Comprehension (being able to understand others)
  - Language control (using the language with accuracy)
  - Vocabulary usage (rich vocabulary appropriate for the content and the context)
  - Communication strategies (being able to communicate effectively in various settings)
  - Cultural awareness (a strong grasp of cultural norms and gestures, understanding of the complexity of culture)

Seal of Biliteracy

The New Jersey Department of Education (NJDOE) encourages students to pursue biliteracy and acknowledges multiple language proficiencies with the Seal of Biliteracy. All seniors in advanced language classes and students who learned a language outside of school on an intermediate mid/high proficiency level are invited to partake in the exam to qualify for the Seal of Biliteracy.

Sequence of WL course



Please visit the department website for more information.

Course #	Course Name	Grade	Recommendations	Credits
517	Introduction to French	9-12	Grade 8 teacher recommendation or selection of new language	5
527	Introduction to German			
537	Introduction to Spanish			
Course Description:				

These courses are interactive reinforcements and introductions emphasizing communicative-based listening, speaking, reading, and writing in the world language and introducing the essentials of the culture.

Highlights:

Language proficiency at the novice low/mid-range (ACTFL guidelines).
Students will learn to use the world language to deal with discrete linguistic elements of basic daily life in predictable common settings.

Course #	Course Name	Grade	Recommendations	Credits
518	French 1A	9-12	Completion of Introduction to World Language with a minimum grade of 77 Grade 8 teacher recommendation	5
528	German 1A			
538	Spanish 1A			

Course Description:

These courses have an interactive and communicative-based approach. Students develop language proficiency using the three modes of communication (interpretive, interpersonal, and presentational) to practice listening, speaking, reading, and writing in the world language.

Highlights:

Students expand their vocabulary related to their personal information and daily lives in predictable settings and explore cultures related to themes at the novice mid/high level of the ACTFL proficiency guidelines. Students become more aware of global connections and perspectives using culturally authentic resources.

Course #	Course Name	Grade	Recommendations	Credits
511	French 2A	9-12	Completion of World Language 1A with a minimum grade of 77 Grade 8 teacher recommendation	5
521	German 2A			
531	Spanish 2A			

Course Description:

These courses have an interactive and communicative-based approach. Students develop language proficiency using the three modes of communication (interpretive, interpersonal, and presentational) to practice listening, speaking, reading, and writing in the world language.

Highlights:

Students expand their vocabulary related to their personal information and daily lives and explore cultures related to themes at the novice high level of the ACTFL proficiency guidelines. Students can utilize their language in everyday situations and become more aware of global connections and perspectives using culturally authentic resources.

Course #	Course Name	Grade	Recommendations	Credits
512	Honors French 3*+	10-12	Completion of World Language 2A with a minimum grade of 77	5 Dual Credit Eligible
522	Honors German 3*+			
533	Honors Spanish 3*+			

Course Description:

These courses have an interactive and communicative-based approach. Students develop language proficiency using the three modes of communication (interpretive, interpersonal, and presentational) to practice listening, speaking, reading, and writing in the world language.

Highlights:

Students expand their vocabulary, attain a measurable degree of communicative competency and proficiency, and explore cultures related to themes at the intermediate low/mid-level level of the ACTFL proficiency guidelines. Students are aware of global connections and perspectives using culturally authentic resources.

Course #	Course Name	Grade	Recommendations	Credits
514	Honors French 4*+	11-12	Completion of Honors World Language 3 with a minimum grade of 77	5 Dual Credit Eligible
524	Honors German 4*+			
534	Honors Spanish 4*+			

Course Description:

These courses have an interactive and communicative-based approach. Students develop language proficiency using the three modes of communication (interpretive, interpersonal, and presentational) to practice listening, speaking, reading, and writing in the world language.

Highlights:

Students continue to expand their vocabulary, become more fluent in using the three modes of communication, and explore cultures related to themes at the intermediate mid-level level of the ACTFL proficiency guidelines. Students are aware of global connections and perspectives using culturally authentic resources.

Course #	Course Name	Grade	Recommendations	Credits
519	AP French*+	12	Completion of Honors World Language 4 with a minimum grade of 77	5 Dual Credit Eligible
529	AP German*+			
539	AP Spanish*+			

Course Description:
These advanced placement courses are aligned with the AP syllabus. Students develop language proficiency using the three modes of communication (interpretive, interpersonal, and presentational) to practice listening, speaking, reading, and writing in the world language. These courses prepare students for the AP exam.
Highlights:
The AP themes are used as the unit topic so students are prepared to discuss/write/and interpret information on various topics in varied time frames at the intermediate mid/high level of the ACTFL proficiency guidelines. Students are refining their language proficiency at this level and can take the Seal of Biliteracy.

Course #	Course Name	Grade	Recommendations	Credits
540	Spanish for Careers	11-12	Honors Spanish 3 or Spanish Heritage Learner with academic knowledge	5
Course Description:				
This course is designed for heritage language learners and students who do not want to take an AP course but do want to continue learning Spanish in authentic scenarios related to future careers.				
Highlights:				
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.				

Course #	Course Name	Grade	Recommendations	Credits
100	English as a Second Language (ESL) courses	9-12	Students are invited to join these classes based on their English proficiency	5
Course Description:				
Multilingual learners (MLs) will take ESL classes to develop English language and literacy skills as well as cultural understanding to be academically successful. The classes allow students to use and practice the English language in the four domains of listening, speaking, reading, and writing.				
Highlights:				
The ESL curriculum is aligned with the New Jersey Student Learning Standards of English Language Arts (ELA) and will count towards graduation in world language and/or ELA.				

FINANCIAL LITERACY IN THE 21st CENTURY

Course #	Course Name	Grade	Recommendations	Credits
698 SU 698 F 698 S	Online Course: Financial Literacy in the 21st Century	11-12	N/A	2.5

Course Description:

This course is an accelerated course. The summer course (698 SU) is completed in approximately 7 weeks, whereas the courses during the school year (698 F and 698 S) are completed in approximately 14 weeks.

Students will demonstrate understanding about how the economy works and their own role in the economy and 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.

Highlights:

- This course is designed to be taken online by students and is self-paced. The use of the Internet and computerized teaching methods through Schoology for accessing resources and submission of assignments is mandatory.
- Students taking this course should be able to demonstrate skills such as self-direction, time management, and problem solving.
- This course satisfies the high school financial literacy graduation requirement.
- This course is not a business education elective; therefore, students enrolled are not eligible for DECA.

Course #	Course Name	Grade	Recommendations	Credits
699	Financial Literacy in the 21st Century	11-12	N/A	5

Course Description:

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.

Highlights:

- This course is a full year course and satisfies the high school financial literacy graduation requirement.
- This course is not a business education elective; therefore, students enrolled are not eligible for DECA.

BUSINESS EDUCATION

The Business Department of Washington Township High School strives to bring business and education together through expanding each student's knowledge, skills, and experience in marketing and business careers.

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

Business Courses Flowchart Courses of Study

Students taking Business courses will also have the opportunity to participate in DECA. DECA is a club that prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools around the globe.

Marketing Electives

Course #	Course Name	Grade	Recommendations	Credits
630	Principles of Marketing+	9-12	N/A	5 Dual Credit Eligible
Course Description:				
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, an understanding related to building customer relationships, 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 overview of the seven functions of marketing will be covered in this class including channel management, marketing information management, market planning, pricing, product service management, promotion and selling. This course will dive deep into market planning, product service management, and promotion. 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.				
Highlights:				
• Core text levels of complexity align to the recommended levels for the grade level. • Course content is paced to provide flexibility and scaffolding to meet the varying needs of students. • Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards				

Course #	Course Name	Grade	Recommendations	Credits
650	Social Media Marketing	9-12	N/A	5
Course Description:				
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.				
Highlights:				
• Core text levels of complexity align to the recommended levels for the grade level. • Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.				

- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
652	Sports and Entertainment Marketing	10-12	Principles of Marketing with a minimum average of 77 or Social Media Marketing with a minimum average of 77	5

Course Description:

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 with 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.

Highlights:

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
635	Advanced Marketing Concepts and Strategies	10-12	Completion of Principles of Marketing with a minimum average of 77.	5

Course Description:

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.

Highlights:

- Core text levels of complexity extends beyond the recommended levels for the grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.

Course #	Course Name	Grade	Recommendations	Credits
644	Entrepreneurship and Strategic Marketing+	11-12	Minimum grade of 77 in Marketing courses. Students need to complete at least two marketing electives: Principles of Marketing, Advanced Marketing, Social Media Marketing or Sports and Entertainment Marketing.	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- Core text levels of complexity extends beyond the recommended levels for the grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.

Business Administration and Finance Electives

Course #	Course Name	Grade	Recommendations	Credits
610	Introduction to Business and Careers (ITBC)	9-12	N/A	5

Course Description:

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.

Highlights:

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
609	Business and Personal Law+	10-12	N/A	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
629	College Accounting*+	10-12	Minimum of a 77 average in a prior Math class	5 Dual Credit Eligible

Course Description:

College Accounting (Accounting 1) is an honors level 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.

Highlights:

- Core text levels of complexity extend beyond the recommended levels for the grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.

Course #	Course Name	Grade	Recommendations	Credits
626	Managerial Accounting*+	11-12	College Level Accounting with a minimum of a 77 average.	5 Dual Credit Eligible

Course Description:

Managerial Accounting (Accounting 2) is an honors level course that provides an introduction to the use of accounting information for management planning, control in budget preparation and the evaluation of financial statements. The curriculum includes a deeper look at the accounting cycle of a merchandising business and accounting for long-term assets, liabilities, and equity. 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. Students will work towards earning the QuickBooks Certified User certifications at the conclusion of the course.

Highlights:

- Core text levels of complexity extend beyond the recommended levels for the grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.

Course #	Course Name	Grade	Recommendations	Credits
632	Business Administration and Management+	11-12	Minimum grade of 77 in Business courses. Students need to complete at least two business electives: Introduction to Business, CP Accounting, Managerial Accounting, or Business and Personal Law	5 Dual Credit Eligible

Course Description:

This course explores essential skills and knowledge needed to become highly qualified business professionals in today's technological business environment. Professional presenters, 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.

Highlights:

- Core text levels of complexity extend beyond the recommended levels for the grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.

VISUAL AND PERFORMING ARTS

The Visual & Performing Arts Department at Washington Township High School provides all students with opportunities to engage in a variety of aesthetic and academic experiences that encourage creativity, innovation and collaboration. Our goal is to empower all learners to engage in creative expression, critical thinking, and self-discovery in order to develop a lifelong advocacy and appreciation for the arts.

VPA Department Website **VPA Courses of Study**

Course #	Course Name	Grade	Recommendations	Credits
765 768	VPA Appreciation – Visual Art VPA Appreciation – Performing Art	9-12	For the student who needs to fulfill their Visual & Performing Arts graduation requirement	5
Course Description:				
Students will study the fundamental foundations of the arts through multi-sensory learning experiences. One semester will be taught by a visual arts teacher and one semester will be taught by a performing arts teacher.				
Highlights:				
• Opportunities to participate in and be observers of the arts • Provide insights into the way artists are inspired to create • Increase student's appreciation and aesthetic awareness for the arts				

VISUAL ARTS

Visual Art Course Flow Chart

Course #	Course Name	Grade	Recommendations	Credits
743	Experiencing Visual Art	9-12	For the student who wants a broad visual arts experience	5
Course Description:				
Designed to provide a broad visual art experience for students not intending to pursue a studio art course track. Lead students to artistic literacy and fluency by experimenting with various media, techniques, and artistic styles.				
Highlights:				
• Exploration of a wide range of 2-D and 3-D media skills and techniques, as related to contemporary and historical art perspectives • Mediums explored may include: drawing, painting, printmaking, collage, mixed media, pottery, and multicultural crafts • Emphasis of the course is on the process over the results				

Course #	Course Name	Grade	Recommendations	Credits
711	Studio Art 1	9-12	For the potential college/career artist	5

Course Description:

The initial course in a sequence of progressive courses ultimately designed to lead a student to a career in the visual arts. Designed to teach students basic art techniques in order to lay a strong foundation for the serious art student looking to take a 4-year art track.

Highlights:

- Exposure to a variety of media
- Emphasis on aesthetic design and creative thinking
- Analysis of art from a variety of time periods and cultures
- Critique of personal artwork and of others

Course #	Course Name	Grade	Recommendations	Credits
712	Studio Art 2	9-12	Completion of Studio Art 1 with a minimum grade of 77 or completion of 8th Grade Talented Art with a minimum grade of 90.	5

Course Description:

The second level in a sequence designed to prepare students for a possible career in the field of art. Students will be challenged with an intermediate level of creative thinking and problem solving using the elements and principles of art and design.

Highlights:

- Continued exposure to a variety of media
- Analysis of art from a variety of time periods and cultures including careers in art
- Critical evaluation of their own artwork and the work of their peers
- Art portfolio development

Course #	Course Name	Grade	Recommendations	Credits
713	Studio Art 3*	10-12	Completion of Studio Art 2 with a minimum grade of 85	5

Course Description:

The third level in a sequence designed to prepare students for a possible career in the field of art. Students will be challenged with an advanced level of creative thinking and problem solving using the elements and principles of art and design.

Highlights:

- Continued exposure to a variety of mediums and topics

- Significant independent work including creative problem solving and critical thinking when developing new ideas for personal artwork
- Critical evaluation of their own artwork and the work of their peers
- Art portfolio preparation for future AP Art coursework

Course #	Course Name	Grade	Recommendations	Credits
744	AP Studio Art: 3-D Art & Design*	11-12	Completion of Studio Art 3, Ceramics 2 or Digital Photography 2 with a minimum grade of 85	5
745	AP Studio Art: Drawing*			
746	AP Studio Art: 2-D Art & Design*			

Course Description:

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 to the College Board for evaluation at the end of the school year.

Highlights:

- Students will choose their specialization between: Drawing, 2-D, or 3-D Design
- All artwork will focus on quality, concentration and breadth
- Portfolios will include a multitude of artwork with the specialization that will answer an inquiry and investigation that has been chosen by the artist, through practice, experimentation and revision

Course #	Course Name	Grade	Recommendations	Credits
710	AP Art History*+	10-12	Completion of Honors English, Honors US History or Honors World History with a minimum grade of 85	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- The function of art as a universal language
- Compare/contrast original art objects, critique/evaluate artwork, discuss aesthetics
- Develop an appreciation for and the value of world-wide preservation of artistic heritage of diverse cultures
- Engage in scholarly study and research in order to prepare for the AP examination in History of Art

Course #	Course Name	Grade	Recommendations	Credits
	Digital Arts Foundations	9	Visual Art Academy acceptance is required to take this course	5

Course Description:

Designed to acclimate all visual art academy students to the digital art opportunities that exist in the visual art program. Along with Studio Art, this course will give students assistance with selecting their media distinction within the academy.

Highlights:

- Exploration of content within Digital Photography, Digital Illustration and Animation
- Use of Adobe Photoshop, Adobe Illustrator, Adobe Lightroom & Harmony ToonBoom
- Digital Art portfolio development

Course #	Course Name	Grade	Recommendations	Credits
752	Animation 1	9-12	Drawing-intensive and computer-based course	5

Course Description:

Designed to introduce students to a variety of animation techniques as well as the technology required to create video-based moving pictures.

Highlights:

- Gain insight into the history and practice of animation and connect that insight to plan, storyboard and produce different types of animations
- Experience with the creation of hand-drawn animation, computer animation, rotoscope animation, and stop-motion animation, as well as filmmaking conventions, videography and editing video
- Maintain a digital portfolio of their work and respond to viewings of animations through critique

Course #	Course Name	Grade	Recommendations	Credits
755	Animation 2	10-12	Completion of Animation 1 with a minimum grade of 85	5

Course Description:

Designed to build on the skills developed in Animation 1 where students will connect their learned skills to create more extensive animation projects. Advanced animation concepts in traditional, computer and stop motion animation will be explored.

Highlights:

- More detailed approach to pre- and post-production along with employing a higher level of animation skills
- Projects include frame-by-frame animation, character animation, rotoscope animation, stop motion animation, videography, filmmaking conventions and procedures, and video editing

- Maintain a digital portfolio of their work and respond to viewings of animations through discussion, reflection, and critique

Course #	Course Name	Grade	Recommendations	Credits
756	Digital Illustration	9-12	Computer-based course	5

Course Description:

Designed to explore 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.

Highlights:

- Create computer images in both raster and vector formats using both Adobe Illustrator and Adobe Photoshop
- Learn a variety of illustration techniques and respond to peer works through the critique process
- Student work will be culminated into a digital portfolio

Course #	Course Name	Grade	Recommendations	Credits
730	Digital Photography 1	9-12	Comfortable using cameras and computers	5

Course Description:

Designed to explore the processes and concepts of digital photography. Students will learn to create interesting and strong compositions, based on fundamental elements of art and design.

Highlights:

- Topics covered include: capturing dynamic images while emphasizing shooting techniques, editing, enhancing and retouching digital images
- Use of Adobe Photoshop and Adobe Lightroom
- Digital cameras are supplied for all students but students may choose to use their own if the camera meets the proper specifications at the discretion of the instructor

Course #	Course Name	Grade	Recommendations	Credits
731	Digital Photography 2	10-12	Completion of Digital Photography 1 with a minimum grade of 85	5

Course Description:

Designed to build on the foundation established Digital Photography focusing on the art of photography and photojournalism.

Highlights:

- Extensive projects in the photography of people, places, and objects and be able to respond to their classmates' work through perceiving and analyzing
- Advanced techniques in lighting and viewpoint will be discussed and exhibited as well as Adobe Photoshop and Adobe Lightroom skills
- Features independent/small group work and the development of a portfolio of work
- Digital cameras are supplied for all students but students may choose to use their own if the camera meets the proper specifications at the discretion of the instructor

Course #	Course Name	Grade	Recommendations	Credits
741	Ceramics 1	9-12	For the student interested in working with their hands	5

Course Description:

Designed as an introductory exposure to the craft of ceramics used in the design and creation of high-quality works of 3-Dimensional art that have both functional and non-functional value.

Highlights:

- Understand the basic concepts of pottery design, clay characteristics and the use of glazes
- Functional and sculptural ceramic traditions will be explored through the pinch, slab, coil, and wheel throwing techniques
- Work will be present to classmates for critique

Course #	Course Name	Grade	Recommendations	Credits
740	Ceramics 2	10-12	Completion of Ceramics 1 with a minimum grade of 85	5

Course Description:

Designed to expand on skills learned in Ceramics 1 by being given more intermediate instruction and projects pertaining to both hand built and wheel thrown pottery.

Highlights:

- Intermediate functional and decorative hand building, free form sculpture, and creative glazing and decorative design
- Projects will include the following: functional ceramics and decorative pottery, clay, glazes and related materials, problem solving and creative thinking skills
- Work will be presented to classmates for critique

Course #	Course Name	Grade	Recommendations	Credits
	Ceramics 3*	10-12	Completion of Ceramics 2 with a minimum grade of 85	5

Course Description:

Designed to expand on skills learned in Ceramics 2 by being given more advanced instruction and projects pertaining to both hand built and wheel thrown pottery.

Highlights:

- Advanced functional and decorative hand building, free form sculpture, and creative glazing and decorative design
- Projects will include the following: functional ceramics and decorative pottery, clay, glazes and related materials, problem solving and creative thinking skills
- Work will be presented to classmates for critique

Course #	Course Name	Grade	Recommendations	Credits
728	Jewelry and Decorative Arts 1	9-12	For the student that is interested in working with their hands in fine crafts	5

Course Description:

Designed to explore the processes used in the design and creation of high-quality works of 3-Dimensional art that have both functional and aesthetic value.

Highlights:

- Will work with metal, glass, and alternative materials, as well as various decorative processes used to finish work
- Traditional as well as contemporary tools, techniques, and processes will be examined
- Creativity and developing an understanding of the relationship between the use of tools, techniques, materials, and the visual statement of the produced work

Course #	Course Name	Grade	Recommendations	Credits
727	Jewelry and Decorative Arts 2	10-12	Completion of Jewelry and Decorative Arts 1 with a minimum grade of 85	5

Course Description:

Designed to continue the exploration of creating jewelry and functional works of art through intermediate techniques.

Highlights:

- Will deepen and enhance workings with metal, glass, alternative materials, and finishing
- Work will be presented to classmates for critique
- Creativity and developing an understanding of the relationship between the use of tools, techniques, materials, and the visual statement of the produced work

Course #	Course Name	Grade	Recommendations	Credits

	Jewelry and Decorative Arts 3*	11-12	Completion of Jewelry and Decorative Arts 2 with a minimum grade of 85	5

Course Description:

Designed to continue the exploration of creating jewelry and functional works of art through advanced techniques.

Highlights:

- Will deepen and enhance workings with metal, glass, alternative materials, and finishing
- Work will be presented to classmates for critique
- Creativity and developing an understanding of the relationship between the use of tools, techniques, materials, and the visual statement of the produced work

Course #	Course Name	Grade	Recommendations	Credits
722	Multi-Cultural Art & Design 1	9-12	For the student interested in drawing and in using their hands to manipulate various art media including fibers and metal	5

Course Description:

Designed to introduce students to a variety of art media and art forms from various cultures and countries throughout the world.

Highlights:

- Materials to be explored include: works on paper, mixed media, air dry and oven baked clay, jewelry design, metal design and manipulation, weaving with a variety of media including yarn, textile design, and the use of other media as time and materials permit
- 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
- Presentation of projects for class critique and possible school wide display

Course #	Course Name	Grade	Recommendations	Credits
724	Multi-Cultural Art & Design 2	10-12	Completion of Multi-Cultural Art and Design 1 with a minimum grade of 77	5

Course Description:

Designed to further expand students' knowledge and develop advanced proficiency in art production skills from different cultures and countries throughout the world.

Highlights:

- 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
- 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
- Presentation of projects for class critique and school wide display

PERFORMING ARTS

Performing Arts Flow Chart

GENERAL

Course #	Course Name	Grade	Recommendations	Credits
772	Music Theory 1	9-12	Previous music experience including note reading	5

Course Description:

Designed for students desiring an in-depth study of the art of music. To help 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 coursework.

Highlights:

- Improve musicianship skills as an instrumentalist, vocalist, composer/songwriter
- Units of study: fundamentals of music, structural elements of music, and harmonization and analysis, compositional skills
- Exposure to music from all periods and genres of music history
- Ear training and aural skill development

Course #	Course Name	Grade	Recommendations	Credits
777	AP Music Theory 2*+	10-12	Completion of Music Theory 1 with a minimum grade of 85 or placement test	5 Dual Credit Eligible

Course Description:

Designed for the college-bound music student pursuing a career in music where musical skills and knowledge learned in the previous course will be refined and enhanced.

Highlights:

- Units of study: Written theory including counterpoint, diatonic and chromatic harmony, part writing and harmonic and melodic analysis
- Enhanced ear training and aural skill development
- Music history focusing on Western classical music
- Basic composition and orchestration skills

Course #	Course Name	Grade	Recommendations	Credits
784	Music Technology 1+	9-12	For the student that has a basic understanding of musical elements & theory that are capable of doing independent computer-based work	5 Dual Credit Eligible

Course Description:

Designed for beginning students who are interested in learning modern methods of music production.

Highlights:

- Use of computers for composition and production, hardware and software, electronic instruments and MIDI, the use of electronics in performance, and audio recording, editing and basic music theory
- Creation of several original musical compositions and maintenance of a digital portfolio of their work

Course #	Course Name	Grade	Recommendations	Credits
785	Music Technology 2+	10-12	Completion of Music Technology 1 with a minimum grade of 85	5 Dual Credit Eligible

Course Description:

Designed for students who wish to undertake advanced study in a music technology related field. Will build on knowledge and skill gained from the previous course and will study in-depth electronic music and audio engineering career opportunities.

Highlights:

- 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
- Develop proficiency in performance of at least one electronic instrument
- Effectively use microphones, mixers, and effects processors
- Listen critically to recorded and live sound and use of digital audio workstation software for editing and mastering

Course #	Course Name	Grade	Recommendations	Credits
	Keyboard 1	9-12	For the student that has an interest in learning piano/keyboard skills	5

Course Description:

Designed as an introductory class to playing the piano utilizing both traditional and contemporary approaches to learning of the instrument.

Highlights:

- Development of music reading skills, basic music theory, musicianship and ear training as well as learn and perform music from a variety of genres
- Students begin performing traditional music and technique including scales, arpeggios and chords
- Evaluations based on individual performances on the keyboard and music concepts
- Access to a Keyboard Lab will be provided to every student

Course #	Course Name	Grade	Recommendations	Credits
	Keyboard for the Musician	9-12	Music Academy required class; Or for the student who has prior music reading skills, ensemble experience and with permission of the instructor	5

Course Description:

Designed as the beginning keyboard class for students who can read music. This is an introduction to developing class for playing the piano utilizing both traditional and contemporary approaches to learning of the instrument.

Highlights:

- Development of music reading skills, basic music theory, musicianship and ear training as well as learn and perform music from a variety of genres
- Students begin performing traditional music and technique including scales, arpeggios and chord
- Evaluations based on individual performances on the keyboard and music concepts
- Access to a Keyboard Lab will be provided to every student
- Gives students basics to play piano for improvement of their ensemble experience

GUITAR

Course #	Course Name	Grade	Recommendations	Credits
764	Guitar 1	9-12	For the student that has an interest in learning the guitar	5

Course Description:

Designed as an introductory class to playing the guitar utilizing both traditional and contemporary approaches to learning of the instrument.

Highlights:

- Development of music reading skills, basic music theory, musicianship and ear training as well as learn and perform music from a variety of genres
- Learn the concepts of reading chord notation and tablature as well as standard music notation reading skills
- Evaluations based on individual and small group performance on the guitar and music concepts
- Guitars will be provided to every student

Course #	Course Name	Grade	Recommendations	Credits
766	Guitar 2	10-12	Completion of Guitar 1 with a minimum grade of 85, or by audition	5

Course Description:

Designed to further improve and expand on the skills learned in Guitar 1 including both traditional and contemporary approaches

Highlights:

- Further development of music reading skills, basic music theory, musicianship and ear training as well as learn and perform music from a variety of genres
- Gain a better understanding of the guitar fretboard through music theory and guitar technique
- Public performance as a small ensemble
- Guitars will be provided to every student

Course #	Course Name	Grade	Recommendations	Credits
767	Guitar 3*	11-12	Completion of Guitar 2 with a minimum grade of 85, or by audition	5

Course Description:

Designed to provide a more in-depth study of the guitar geared toward the student who is interest in pursuing the study of guitar as a career.

Highlights:

- Topics include: building a chord vocabulary, scales/modes, sight-reading, playing styles, positions, improvisation and composition
- Public performance as a soloist and with a small ensemble
- Guitars will be provided to every student

DANCE

Course #	Course Name	Grade	Recommendations	Credits
793	Dance 1	9-12	Any student with an interest in dance	5

Course Description:

Designed for students to study and practice a variety of dance disciplines with an emphasis on the specific styles and techniques of ballet, jazz and modern dance.

Highlights:

- Gain movement and performance skills with an emphasis on proper and healthy body alignment
- Historical overview of the development of dance and its relationships to political, cultural and social issues
- Study terminology of dance and other related fields
- View, analyze and evaluate the works of choreographers from traditional, contemporary, and world dance forms
- Participation required in the annual Dance Concert

Course #	Course Name	Grade	Recommendations	Credits
794	Dance 2	10-12	Completion of Dance 1 with a minimum grade of 85; dance courses must be taken in succession	5

Course Description:

Designed for students to continue refining and developing their technical skills in a variety of dance disciplines with an emphasis on the specific styles of ballet, jazz and modern dance.

Highlights:

- Gain proficiency in advanced movement skills and begin to develop artistry in their dancing
- Expand their knowledge of dance history and dance terminology
- Emphasis placed on composition and choreography, including exploration of the creative process
- Display skills and learn about all aspects of dance production (audition, rehearsal, and performance)
- Participation required in the annual Dance Concert

Course #	Course Name	Grade	Recommendations	Credits
773	Dance Production*	11-12	Completion of Dance 2 with a minimum grade of 85; dance courses must be taken in succession	5

Course Description:

Designed for students who have completed Dance 1 and Dance 2. They will learn the study and practice of movement studies, dance performance, choreography/direction, and critique/evaluation.

Highlights:

- Refine their technical skills in the advanced levels of ballet and jazz with an emphasis on modern dance, creative movement and improvisation
- Create choreography and gain personal experience in the role of choreographer and director as they produce their own dance concert
- Participation required in the annual Dance Concert and Dance Production Concert

Course #	Course Name	Grade	Recommendations	Credits
774	Dancer's Studio*	12	Completion of Dance Production with a minimum grade of 90 and successful participation in the Dance Production Concert; dance courses must be taken in succession	5

Course Description:

Designed for students who have completed Dance 1, Dance 2, and Dance Production. Students will study and practice movement studies, dance performance, advanced analysis/critique as well as research career pathways in dance.

Highlights:

- Development of 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
- 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
- Participation required in the annual Dance Concert and a variety of school/community based performances

BAND

Course #	Course Name	Grade	Recommendations	Credits
778	Concert Band *(780 - listed as Band Activities)*	9-12	Previous musical interest or experience is helpful but not required for the entry level student; All students will be placed according to audition	5

Course Description:

Designed for the beginning band student to participate in a performing ensemble.

Highlights:

- Development of musical talents as an individual performer and ensemble member
- Required small group lessons outside of the regularly scheduled class period
- Required participation in rehearsals and concerts outside of the school day

Course #	Course Name	Grade	Recommendations	Credits
779	Symphonic Band *(780 - listed as Band Activities)*	9-12	Previous musical interest and experience is helpful but not required for the entry level student; All students will be placed according to audition	5

Course Description:

Designed for the developing band student to participate in a performing ensemble.

Highlights:

- Development of musical talents as an individual performer and ensemble member
- Required small group lessons outside of the regularly scheduled class period
- Required participation in rehearsals and concerts outside of the school day

Course #	Course Name	Grade	Recommendations	Credits
787	Wind Ensemble*	9-12	Previous musical interest required; All students will be placed according to audition	5

	(780 - listed as Band Activities)			

Course Description:

Designed for the musically accelerated/gifted band student to participate in a premiere performing ensemble.

Highlights:

- Maximization of musical talents as an individual performer and ensemble member
- Required small group lessons outside of the regularly scheduled class period
- Required participation in rehearsals and concerts outside of the school day

Course #	Course Name	Grade	Recommendations	Credits
791	Marching Band	9-12	Previous musical interest or experience is helpful but not required for the entry level student; Students must be concurrently enrolled in Band Activities and Orchestra Activities	2.5

Course Description:

Designed for students that wish to experience and showcase their performance skills in the marching arts as a member of the Minutemen Marching Band.

Highlights:

- Development of musical and marching talents as an individual performer and ensemble member
- Required participation in rehearsals and concerts outside of the school day including weekends
- Schedule runs from July through mid-November

Course #	Course Name	Grade	Recommendations	Credits
776	Jazz Ensemble	9-12	Students are selected by audition only	1

Course Description:

Designed for the proficient to accelerated high school music student wishing to participate in a jazz-based performing instrumental ensemble.

Highlights:

- Open to following instruments: saxophone, trumpet, trombone, piano, guitar, bass, drums, percussion or other instruments at the discretion of the director
- Development of musical talents as an individual performer and ensemble member
- Required participation in rehearsals and concerts outside of the school day including weekends
- Schedule runs from mid-November through May

CHORUS

Course #	Course Name	Grade	Recommendations	Credits
798	Mixed Chorus *(782 - listed as Choral Activities)*	9-12	Previous musical interest or experience is helpful but not required for the entry level student; All students will be placed according to audition however students who do not audition will be automatically placed in this class	5

Course Description:

Designed for the novice high school choral student (non-auditioned SATB ensemble).

Highlights:

- Development of musical talents as an individual performer and ensemble member
- 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
- Required small group lessons outside of the regularly scheduled class period
- Required participation in rehearsals and concerts outside of the school day

Course #	Course Name	Grade	Recommendations	Credits
799	Treble Chorus *(782 - listed as Choral Activities)*	9-12	Previous musical interest or experience is helpful but not required for the entry level student; All students will be placed according to audition	5

Course Description:

Designed for the intermediate high school choral student (auditioned intermediate SSAA ensemble).

Highlights:

- Development of musical talents as an individual performer and ensemble member
- 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
- Required small group lessons outside of the regularly scheduled class period
- Required participation in rehearsals and concerts outside of the school day

Course #	Course Name	Grade	Recommendations	Credits
	Bel Canto* *(782 - listed as Choral Activities)*	11-12	Previous musical experience is required; All students will be placed according to audition	5

Course Description:

Designed for the advanced high school choral student (auditioned advanced SSAA ensemble).

Highlights:

- Development of musical talents as an individual performer and ensemble member
- 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
- Required small group lessons outside of the regularly scheduled class period
- Required participation in rehearsals and concerts outside of the school day

Course #	Course Name	Grade	Recommendations	Credits
769	Chorale* *(782 - listed as Choral Activities)*	9-12	Previous musical experience is required; All students will be placed according to audition	5

Course Description:

Designed for the advanced high school choral student (auditioned advanced SATB ensemble).

Highlights:

- Development of musical talents as an individual performer and ensemble member
- 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
- Required small group lessons outside of the regularly scheduled class period
- Required participation in rehearsals and concerts outside of the school day

Course #	Course Name	Grade	Recommendations	Credits
703	A Capella Choir	9-12	Students are selected by audition only	1

Course Description:

Designed for the advanced high school choral student with a specific interest in the A Capella choral genre.

Highlights:

- Development of musical talents and movement as an individual performer and ensemble member
- 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
- Independent learning of chosen repertoire expected
- Course meets once a week after school with additional rehearsal scheduled before performances
- Required participation in concerts outside of the school day

ORCHESTRA

Course #	Course Name	Grade	Recommendations	Credits
797	Concert Orchestra *(789 - listed as Orchestra Activities)*	9-12	Previous musical interest or experience is helpful but not required for the entry level student; All students will be placed according to audition	5

Course Description:

Designed for students with experience playing a stringed instrument (violin, viola, cello, bass and piano) or for those interested in learning how to play one.

Highlights:

- Development of musical talents as an individual performer and ensemble member
- Required small group lessons outside of the regularly scheduled class period
- Required participation in rehearsals and concerts outside of the school day

Course #	Course Name	Grade	Recommendations	Credits
796	Sinfonia *(789 - listed as Orchestra Activities)*	9-12	Previous musical interest or experience is helpful but not required for the entry level student; All students will be placed according to audition	5

Course Description:

Designed for the developing student with previous experience playing a stringed instrument (violin, viola, cello, bass and piano).

Highlights:

- Development of musical talents as an individual performer and ensemble member
- Prepare for a variety of performances during the year in the following venues: string orchestra, chamber ensembles, soloists
- Required small group lessons outside of the regularly scheduled class period
- Required participation in rehearsals and concerts outside of the school day

Course #	Course Name	Grade	Recommendations	Credits
792	Chamber Orchestra* *(789 - listed as Orchestra Activities)*	9-12	Previous musical experience is required; All students will be placed according to audition	5

Course Description:

Designed for students with advanced experience playing a stringed instrument (violin, viola, cello, bass and piano).
Highlights:
• Development of musical talents as an individual performer and ensemble member • Prepare for a variety of performances during the year in the following venues: symphony orchestra, string orchestra, chamber orchestra, chamber ensembles, soloists • Required small group lessons outside of the regularly scheduled class period • Required participation in rehearsals and concerts outside of the school day

THEATRE

Course #	Course Name	Grade	Recommendations	Credits
761	Exploring the Theatre+	9-12	For the student interested in a theater course	5 Dual Credit Eligible
Course Description:				
Designed for students with a strong interest in theatre and serves as an introduction to all phases of the theatre experience.				
Highlights:				
• Delve into various aspects of theater including: pantomime, improvisation, basic acting techniques, body movement, audition techniques, stagecraft, make-up, theater history and play production • Learn techniques to improve memorization skills and conquer performance anxiety				

Course #	Course Name	Grade	Recommendations	Credits
762	Advanced Theatre+	10-12	Completion of Exploring the Theater with a minimum grade of 77 and/or teacher recommendation	5 Dual Credit Eligible
Course Description:				
Designed for students to further refine and develop skills introduced in Exploring the Theater.				
Highlights:				
• Intensive exercises in voice, movement, imagination, concentration and character development • Examination of various acting theories in preparation for practical application of the art of acting • Technical theater introduced through the study of scenery, lighting, costume, makeup and other design techniques • Learn the role of a director and develop the skills to direct a play artistically • Preparation of professional audition materials and the investigation of career opportunities				

Course #	Course Name	Grade	Recommendations	Credits
	Theatre Performance Studio*+	11-12	Students are selected by audition only and teacher recommendation	5 Dual Credit Eligible

Course Description:

This course serves to provide intensive training for the serious theatre student. The goal of this course is to provide students who have demonstrated an interest in extending their knowledge and abilities with advanced training and opportunities in both performance and production skills. For the objectives and advanced mastery of this course to be fully achieved by the individual student, all students enrolled in this course are expected to participate in an end-of-year showcase, which will require commitment during after-school hours.

Highlights:

- Learn design and construct scenery and props through the proper use of color, style and compositional techniques
- Learn technical aspects of lighting and sound design as well as stage and theater safety
- Costume design and construction, as well as the types and application of make-up
- Gain practical experience by assisting with programs and productions held in the school

Course #	Course Name	Grade	Recommendations	Credits
	Theatre Academy 1	9-10	Theatre Academy acceptance is required to take this course	5 Dual Credit Eligible

Course Description:

Theatre Academy I is a fast-paced, hands-on course that will introduce our incoming academy students to the foundations of theatre and performance. For the objectives and advanced mastery of this course to be fully achieved by the individual student, all students enrolled in this course are expected to participate in an end-of-year showcase, which will require commitment during after-school hours.

Highlights:

- Through improvisation and basic acting technique, students will develop imagination, spontaneity, creative risk-taking, responsiveness, ensemble skills, and problem solving.
- History of the theatre exposes students to the script analysis of classical works and leads them to an understanding of the development of theatre.
- We strive to create well-rounded artists who are as comfortable performing on stage in improvisation, plays, or musical theatre.

FAMILY AND CONSUMER SCIENCE

Please visit the department website for more information.

Course #	Course Name	Grade	Recommendations	Credits
820	Culinary Arts 1	9-10	Review of the student record in regard to the Student Code of Conduct	5

Course Description:

This course covers basic culinary preparation and cooking methods.

Highlights:

- Focus on safety and sanitation within the food service establishment
- Basic culinary skills and fundamentals
- Food preparations and cooking methods
- Basic baking and pastry arts techniques
- Foodservice career exploration
- Culinary skills to gain knowledge and a skillset to apply to future careers
- Culinary Professional Portfolio (step 1)

Course #	Course Name	Grade	Recommendations	Credits
822	Culinary Arts 2	10-12	Completion of Culinary Arts 1 with a minimum grade of 76 and demonstrating professional behaviors within the classroom and in the kitchens Review of the student record in regard to the Student Code of Conduct	5

Course Description:

This course is designed to provide students with an in-depth understanding of advanced culinary techniques, specialized areas of the kitchen, and essential concepts related to safety, sanitation, and cost control.

Highlights:

- Advanced skills in baking and pastry arts, soups, sauces, stocks, potatoes, grain, and starch cookery, breakfast cookery, Garde Manger, meat, poultry, and fish preparation and cooking
- Preparation for food service careers
- Culinary Professional Portfolio (step 2)

Course #	Course Name	Grade	Recommendations	Credits
824	Culinary Arts 3	11-12	Completion of Culinary Arts 2 with a minimum grade of 80 and demonstrating professional behaviors within the classroom and in the kitchens Review of the student record in regard to the Student Code of Conduct	5

Course Description:

Culinary Arts 3 is an advanced-level culinary program that explores the diverse cuisines of North America, Central America, South America, Europe, the Middle East, the Mediterranean, Africa, and Asia. This course offers a comprehensive study of international culinary traditions, culinary careers, cost control, and the development of culinary skills required to excel in a global culinary industry.

Highlights:

- Exposure to various international cuisines, ingredients, cooking techniques, and cultural influences
- Practical experience in preparing authentic dishes from each region while also developing an understanding of the historical, social, and cultural significance of these culinary traditions.
- Member of FCCLA (Family, Career, and Community Leaders of America) and participation in FCCLA events
- Culinary Professional Portfolio (step 3)

Course #	Course Name	Grade	Recommendations	Credits
825ST	Independent Study: Culinary Portfolio and Kitchen Management	11-12	Currently enrolled in Culinary 2 or 3 Review of the student record in regard to the Student Code of Conduct	5

Course Description:

This course is intended to offer any student interested in pursuing a career in the culinary field the opportunity to work with a teacher to deepen their studies and prepare for their future career. This is a pass/fail course.

Highlights:

- This course is an addition to the other three courses in culinary, in which the students already started a culinary portfolio documentation process. This course has three parts:
  - Building a professional portfolio
  - Completing a project of interest
  - Assisting in running a culinary kitchen
- Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success
- Membership and events of FCCLA (Family, Career, and Community Leaders of America)

Course #	Course Name	Grade	Recommendations	Credits
842	Early Child Development +	9-12	Review of the student record in regard to the Student Code of Conduct and absences	5 Dual Credit Eligible

Course Description:

This course introduces students to birth and conception, prenatal development, and the various aspects of early childhood development from 0 to 3 years.

Highlights:

- Eligibility to participate in the FCCLA leadership program
- Foundation to apply to the Early Childhood Education Academy and CDA certification
- Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success

Course #	Course Name	Grade	Recommendations	Credits
840	Early Childhood +	10-12	Completion of Early Childhood Review of the student record in regard to the Student Code of Conduct and absences	5 Dual Credit Eligible

Course Description:

This course provides students with an understanding of how children (preschool through age 12) develop physically, intellectually, and socially.

Highlights:

- Eligibility to participate in the FCCLA leadership program
- Opportunities to observe and engage with WTPS-certified preschool teacher's classes
- Foundation to apply to the Early Childhood Education Academy and CDA certification
- Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success

Course #	Course Name	Grade	Recommendations	Credits
851	Foundations of Early Childhood Education +	11-12 (Sem. 1 Double Period)	Child Development with a minimum grade of 77 Review of the student record in regard to the Student Code of Conduct and absences	5 Dual Credit Eligible

Course Description:

This course teaches students how to create and maintain a safe and engaging learning environment for young children. Students will learn ways to maintain children's health and safety while understanding the importance of learning through play.

Highlights:

- The opportunity to work with three- and four-year-olds in our WTHS childcare program
- Eligibility to participate in the FCCLA leadership program
- Foundation to apply to the Early Childhood Education Academy and CDA certification
- Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success

Course #	Course Name	Grade	Recommendations	Credits
850	Teaching Methods for Early Childhood Education +	11-12 (Sem. 2 Double Period)	Foundations of Early Childhood Education with a minimum grade of 77 Review of the student record in regard to the Student Code of Conduct and absences	5 Dual Credit Eligible

Course Description:

After learning the foundations of early childhood education from the first-semester course, students will build upon their learning by providing a variety of learning experiences to help promote physical, intellectual, and social-emotional growth in children.

Highlights:

- The opportunity to work with three- and four-year-olds in our WTHS childcare program
- Eligibility to participate in the FCCLA leadership program
- Foundation to apply to the Early Childhood Education Academy and CDA certification
- Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success

Course #	Course Name	Grade	Recommendations	Credits
848	Future Educators +	12	Review of the student record in regard to the Student Code of Conduct and absences	5 Dual Credit Eligible

Course 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.

Highlights:

- 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 on a personal and professional level in a classroom setting in the spring.
- Students will be responsible for finding their own cooperating teachers and transportation for field experience.
- Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success

Course #	Course Name	Grade	Recommendations	Credits
849ST	Independent Study: Child Development Associate (CDA) Credential	11-12	Currently enrolled in Foundations of Early Childhood Education or Teaching Methods for Early Childhood Education	5

Course Description:

This course is intended to offer any student interested in pursuing the CDA Credential the opportunity to work with a teacher to complete the final requirements of the certification. This is a pass/fail course.

Highlights:

- Students in this course will work towards the completion of:
    - additional work hours towards the 480 hours of work experience in the setting for the credential being pursued
    - the Professional Portfolio
    - the successful preparation of the CDA Exam
- Eligibility to participate in the FCCLA leadership program
- Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success

Course #	Course Name	Grade	Recommendations	Credits
844	Housing and Interior Design	9-12	None	5

Course Description:

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

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

TECHNOLOGY EDUCATION

Courses of Study

Course #	Course Name	Grade	Recommendations	Credits
910	Introduction to Engineering Technology	9-12	None	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
911	Material Processing and Production Systems	9-12	None	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
912	Advanced Material Processing and Production Systems	10-12	Successful completion of Material Processing and Production Systems with a minimum average of 80 or above	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
917	Computational Thinking and Video Game Design	9-12	None	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
925	Introduction to TV Production+	9-12	None	5 Dual Credit Eligible

Course Description:

Students enrolled in Introduction to TV Production 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. Students who successfully complete Intro to TV Production may go on to take (926) TV Broadcasting and Studio Production.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
926	TV Broadcasting and Studio Production	10-12	Successful completion of Introduction to TV Production with a grade of 77 or higher.	5

Course Description:

Technical skills and creative abilities developed in Introduction to TV Production will be further refined and developed in TV Broadcasting and Studio 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 with the productions of the morning news show “Wake Up Township”. 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 Advanced TV Broadcasting and Video Production (928), 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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
928	Advanced TV Broadcasting and Video Production	11-12	Successful completion of TV Broadcasting and Studio Production with a grade of 77 or higher.	5

Course Description:

Advanced TV Broadcasting and Video Production 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 with the production of the community show "Monthly Rewind". 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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
929	Field Production	11-12	Eligibility based on grades in previous communications courses and instructor approval. Lab must be taken in conjunction with 928 or 960.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level

- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
931	Principles of Engineering and Technological Design+	10-12	Successful completion of Introduction to Engineering Technology.	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
933	Architecture Design Systems+	10-12	Successful completion of Housing & Interior Design.	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.

- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
935	Advanced Applications in Engineering+	10-12	Successful completion of Principles of Engineering and Technological Design.	5 Dual Credit Eligible

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
941	Electrical Technology	10-12	Strong math skills recommended; a minimum average of 80 or above from any Math class completed in previous school year.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
943	Graphic Design I	9-12	None	5

Course Description:

Design II students will have the opportunity to work with state-of-the-art tools, equipment, and computer graphics software used by professionals in the graphic design field. Graphic Design II is designed for serious students who are interested in a career in the graphics field. Students will be able to gain experience in Logo Design, Package Design, Branding, T-Shirt Design, electronic page layout vector-based computer graphic design methods. Students will explore digital photography, digital image manipulation, and how photographers and graphic designers must have a collaborative relationship. 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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
944	Graphic Design II	10-12	Successful completion of Graphic Design I with 77 average or above.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
947	Construction Technology 1	10-12	None	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
948	Construction Technology 2	11-12	Successful completion of Construction Technology 1 with an 80 or above.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
949	Robotics/Flexible Manufacturing	Grades 9-12	Minimum average of 80 or above from any Math class completed in previous school year.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
958	Engineering Design-Capstone	12	Completion of Advanced Applications in Engineering with an average of 80 or above.	5

Course Description:

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.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
959	Graphic Design III – Field Experience	11-12	Successful completion of Graphic Design II with an 80 or above.	5

Course Description:

This course will serve as the capstone course for Graphic Design that develops higher-level skills required for college and careers. It is designed for students desiring to make a career in Graphic Design. 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 explore graphic design, by practical print layout, typography, electronic publishing, and printing production processes. Students will build a comprehensive portfolio for college and career.

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

Course #	Course Name	Grade	Recommendations	Credits
960	Field Production and Filmmaking	12	Successful completion of Advanced TV Broadcasting and Video Production with an 80 average or above.	5

Course Description:

This course will serve as the capstone course for Advanced TV Broadcasting and Video Production 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 and will be responsible for maintaining a digital portfolio of all video and audio productions. Many of the projects will be sponsored by our local access channel. 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

Highlights:

- Core text levels of complexity ***align*** to the recommended levels for the particular grade level
- The majority of whole class text studies are read/discussed during instructional time.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

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.