

CHOOSING A HIGH SCHOOL PROGRAM OF STUDIES

I. INTRODUCTION

- A. Primarily, the Course Selection Booklet is a planning guide for use in selecting subjects for high school next year. It consists of graduation requirements, scheduling guidelines, and a catalog of all subjects offered.
- B. Before the scheduling process takes place, each student has a conference with his/her counselor in order to discuss a proposed program of study for the following year. The counselor recommendations during this conference are based upon the student's expressed interest in the various disciplines and a career interest or vocation. Recommendations concerning sequential courses are based upon the student's ability and past achievement.
- C. To graduate, all students entering Grade 9 must complete four years of English, one year of World Civilizations, two years of U.S. History, three years of Math, three years of Science (two of which is a lab science), four years of Physical Education and Health, and two years of Fine, Visual and/or Performing and/or Practical Arts. Cross-Content workplace readiness may be satisfied through infusion into existing courses, course equivalents, or career and education courses.

II. SECONDARY SCHOOL OPEN ENROLLMENT -- BOARD POLICY 5117.1

- A. The Cherry Hill Board of Education recognizes the importance of providing the best possible education to all students at all schools. The Board also recognizes the importance of partnerships with the parents of our students. To those ends the Cherry Hill Board of Education supports open enrollment; therefore, open enrollment was instituted for the two high schools beginning with the 2000-2001 school year.
- B. Unless students apply to attend high school under open enrollment and are accepted, they will be assigned to East and West based on the boundary guidelines in Policy 5117.
- C. Beginning in the year 2000, unrestricted open enrollment will be available only to students entering in 9th grade and to those students entering grades 10-12 who wish to enter the International Baccalaureate Program (MYP and Diploma) at West.
- D. When students accept admittance under the Open Enrollment Policy, they are making a commitment for the complete number of grade levels at that school.
- E. Any request for a change of schools after a commitment to open enrollment must be made by application to the Board for a waiver of this Policy. Students returning to their home school will return with all their grades and reports.

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

- G. There shall be no recruitment of students. Informational presentations shall be designed to attract students from all ability levels and from regular and special education classes.
- H. The open enrollment period for school year 2004-2005 shall end on March 7, 2004.

III. APPLICATION PROCEDURES

1. Families wishing open enrollment must submit the "District Application for Open Enrollment" to the Central Attendance Office by 4:00PM on the last day during the open enrollment period. The applications are available in the Guidance Offices of all middle and high schools.
2. All applicant families will be notified of the status of their application by the third Wednesday in March.
3. Applicants must return the "Open Enrollment Commitment Form" to the Central Attendance Office accepting or declining placement in their school choice by 4:00PM on the last school day in March. Failure to return the "Open Enrollment Commitment Form" by the deadline shall constitute a declination of open enrollment.
4. Falsification of the "District Application for Open Enrollment" or incorrect information may invalidate the request.

IV. PLANNING YOUR PROGRAM

- A. Students who are planning to continue their education at the college level should consider the following, for colleges use these criteria in determining the admissibility of applicants:
 1. High School Record -- this includes an evaluation of the number of academic units, which a student has completed, the levels of the academic units, and the grades earned. All of this is combined to determine each student's grade point average and class rank.
 2. Testing Information -- this includes the SAT-I: Reasoning Tests, SAT-II: Subject Tests; and/or the American College Testing (ACT) program and possibly the Advanced Placement Examinations.
 3. Recommendations -- recommendations submitted by the student's counselor and, when requested, classroom teachers.
 4. Non-Academic Activities -- this includes the number of activities, the level of involvement, and the projected contribution to the college in non-academic areas.
- B. In the academic areas, there are many variations, which a student may

select. Many colleges expect students to have completed at least 16 academic units in high school. Students should refer to requirements of their particular college and work closely with their counselors on this matter. One

academic unit is equivalent to any full year course in English, Social Studies, Mathematics, Biological and Physical Sciences, and World Languages.

- C. The program of studies, which a student selects, will determine how well a student is prepared for college entrance and for obtaining and holding a job. A student's program will contribute to personal growth and happiness.
1. Establish personal goals: Even though they may be revised, you should have some specific educational, occupational, and personal objectives toward which you are working.
 2. Develop a strong working relationship with your school counselor. With your counselor, honestly evaluate your personal strengths, interests, aptitudes, and needs.
 3. Learn the requirements for entrance to the school of your choice or the kind of work you plan to do after graduation.
 4. Visit the colleges or vocational centers in which you are interested during the eleventh grade.
 5. Consult your parents, talk with your teachers and confer with your school counselor in order to benefit from their experience and the information that they can make available to you. Talk with citizens of the community who are currently working in the profession or vocation of your choice.
 6. Select the subjects which are to be included in your program of studies. Choose those, which will contribute most toward helping you, achieve the goals that you have established.

V. DUAL CREDIT AND TECH PREP PROGRAMS

A. Dual Credit

Upon satisfactory completion of course requirements, any student enrolled in this program will be able to apply this credit at those colleges/universities, which accept it. Students will be required to pay a course registration fee to Camden County College.

B. Tech Prep [2 + 2]

Tech Prep [2 + 2] is designed for students planning to earn an Associate's Degree and to work in a technological career, including allied health careers. Tech Prep integrates academic and occupational subjects, so that academic subjects are taught in light of their real-life applications. After graduation, students continue their education at Camden County College and may enter the following career programs: Medical Laboratory Technology, Nursing, Office Systems Technology, Marketing, Automotive Technology, Computer Integrated Manufacturing (CIM), Computer Aided Drafting and Design, Computer Systems Technology, Electrical and Mechanical Engineering

Technologies, Graphic Arts Technology and Laser/Electro Fiber Optic Technology. Students interested in pursuing any of the Tech Prep programs should see their counselor.

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

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

FOUR-YEAR ACADEMIC PLANNING GUIDE

The purpose of this guide is to help the student plan a four-year academic program. It should be used after carefully reviewing graduation requirements and course descriptions, and consulting with his/her assigned counselor.

9TH GRADE		10TH GRADE	
Courses	Credits	Courses	Credits
1. English Language Arts	5	1. English Language Arts	5
2. Physical Ed/Health	5	2. Physical Ed/Health	5
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	

11TH GRADE		12TH GRADE	
Courses	Credits	Courses	Credits
1. English Language Arts	5	1. English Language Arts	5
2. Physical Ed/Health	5	2. Physical Ed/Health	5
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	

GENERAL INFORMATION

I. GRADUATION REQUIREMENTS

A. Basic Requirements [from Board of Education Policy IHF]

1. A minimum of 115 credits is required for graduation.
The principal alone may waive the requirement of 115 credits for graduation for those students who transfer into the Cherry Hill high schools.
2. Each student shall complete the following prerequisites to earn a diploma:
 - a. Two (2) years of United States History as required by New Jersey State Statute NJSA 18A: 35-1;
 - b. One (1) year of World Civilizations;
 - c. A yearly course in physical education and health as required by New Jersey State Statute NJSA 18A:35-7;
 - d. Four (4) years of English;
 - e. For Grade 11 and 12 students: two (2) years of natural or physical science, one of which is a lab science;
For Grade 9 and 10 students: three (3) years of natural or physical science; two of which must be a lab science.
 - f. Three (3) years of mathematics;
 - g. At least five (5) credits in visual and performing arts through 2001; at least, ten (10) credits in visual arts effective with 2001-02 Grade 9 classes.
 - h. At least ten (10) credits in world languages is strongly recommended.
 - i. Evidence of cross-content workplace readiness per NJSA 6A: 8-5.1.
3. A minimum of fifteen (15) credits per semester and a minimum of thirty (30) credits (per year).
4. The principal alone may, for good reason, waive the minimum of thirty (30) credits per year.
5. High school level courses taken prior to Grade 9 may be used to meet prerequisites for advancement in a particular subject area. A listing of these courses appears as a separate category on the high school transcript. However, because graduation credit requirements may only be met by courses taken in Grades 9-12, courses taken prior to Grade 9 are not included in GPA or class rank.
6. High school level courses taken in approved high school evening and review programs, and through distance learning, are not included in GPA or class rank.
7. The 115-credit requirement set forth above may be met in whole or in part through program completion as follows:

- a. District boards of education may determine and establish a set number of curricular activities or programs aimed at achieving the

Core Curriculum Content Standards for promotion and graduation purposes.

- b. Curricular activities and programs may be organized around an interdisciplinary model based on themes involving the Core Curriculum Content Standards.

B. Proficiency Standards

1. All graduating students must meet the State requirements on the Grade 11 High School Proficiency Test.
2. Special education student exceptions are listed in N.J.A.C. 6:28-3.6 (e).

C. High School Credit for College Courses -- College courses may be taken for high school credit under the following conditions:

1. Two three-credit college semester courses, or the equivalent, would be equal to a full year high school course.
2. Prior approval to substitute college courses for high school courses must be received from the Director of Student Personnel Services and principal. The college course must meet the requirements of the high school course for which it is substituted.
3. Only those high school courses approved by the Board of Education (and listed in the most recent publication of this document) will be considered.*
4. College courses taken in this manner will count toward graduation requirements, but will not be counted in class rank.

*Senior year options regarding college courses are currently being considered by BOE.

II. EARLY ADMISSION TO COLLEGE

- A. Upon successful completion of all requirements for high school graduation as prescribed by the State of New Jersey and the Cherry Hill Board of Education, a student shall be awarded a high school diploma.
- B. A student shall accumulate a minimum of one hundred and three (103) credits in high school including at least three (3) years of English and one (1) year of American History.
- C. A full year of United States History study in college may be used to substitute for five (5) credits of high school United States History. A full year of English study in college may be substituted for five (5) credits of high school English.
- D. A maximum of fifteen (15) credits will be accepted for transfer credit from college or university study. A full year of college study shall be considered as equal to five (5) high school credits for each course.

- E. Any United States History course taken at an approved college or university, for which credit is to be applied toward meeting school graduation requirements, shall meet the requirements set forth in Title 18A:35-1 and 18A:35-2 of the New Jersey Statutes and meet the approval of the Superintendent.

III. PROMOTION AND RETENTION

- A. Students at the high school level are expected to meet the requirements of Board of Education Policy IHF: Graduation Requirements.
- In Grades 9-12, parents should be notified each year if a student:
 1. Has not met the minimum standard testing requirements outlined in the Proficiency Standards of the Board of Education Policy JFC: Graduation Requirements,
 2. Has not met the other course requirements outlined in Board of Education Policy IHF: Graduation Requirements.
 - Recommendations for placement in grade level:
 1. A student will be allowed to move to the next grade level with his/her class until the eleventh grade regardless of the number of credits accumulated.
 2. In order to be promoted to the twelfth grade, a student must have sufficient credits to complete high school graduation requirements by the end of summer school following the senior year.

IV. ATHLETIC AND CO -- CURRICULAR ELIGIBILITY

A. Athletics

1. High School

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

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
September 1 [or beginning of 1 st semester]	-----	27.5 credits of 9 th grade courses	27.5 credits of 10 th grade courses	27.5 credits of 11 th grade courses
January 31 [or beginning of 2 nd semester]	13.75 credits of first semester in 9 th grade	13.75 credits of first semester in 10 th grade	13.75 credits of first semester in 11 th grade	13.75 credits of first semester in 12 th grade

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

2. College

For student athletes entering collegiate institutions in Division I and II, after August 1, 1996, Bylaw 14.3 ["Prop 48"] requires that student athletes meet the following requirements:

a. Division I Requirements

- (1) Graduate from high school;
- (2) Successfully complete a core curriculum of at least 14 academic courses: This core curriculum includes at least four years of English; two of Math, one year of Algebra and one year of Geometry (or one year of a higher level Math course for which Geometry is a prerequisite); two courses in Social Science; two courses in natural or physical Science; two additional academic courses which may be taken from the already-mentioned categories, as well as World Language, Computer Science and Philosophy.
- (3) have a minimum grade point average of 2.0 based on a 4.0 scale and a score of 1010 on the SAT I verbal and math sections or a composite score of 86 on the ACT.

b. Division II Requirements

- (1) Graduate from high school;
- (2) Have a GPA of 2.0 (based on a maximum of 4.0) in a successfully completed core curriculum of at least 13 academic courses. This core curriculum includes three years of English; two of Math; two of Social Science; two in natural or physical Science (including at least one laboratory course); two additional courses in English, Math, natural or physical Sciences; and two additional academic courses which may be taken from the already-mentioned categories, as well as World Language, Computer Science and Philosophy.
- (3) Have a combined score of 820 on the SAT I verbal and math sections or a 68 composite score on the ACT.

c. NCAA Clearinghouse

- (1) If a student-athlete is planning to enroll in college as a freshman and wishes to participate in Division I or Division II athletics, a senior must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse was established as a separate organization by the NCAA member institutions in January 1993. The Clearinghouse ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student-athletes at all member institutions.
- (2) Student-athletes who want to start the Clearinghouse process should complete the necessary forms during their senior year. These forms are available in the Guidance Center.

B. Co--Curricular Activities

1. The minimum eligibility requirements for students to participate in co-curricular activities are the same as those established for athletics.
2. All co-curricular activities are year-round activities; therefore, students will be determined to be eligible for these activities based on the Sept. 1 eligibility requirements. Students not eligible on September 1, however, may participate in the co-curricular activity during the second semester, if they meet the January 31 eligibility requirements.

V. STUDENT PLACEMENT -- BASIC SKILLS IMPROVEMENT PROGRAM

- A. In accordance with State requirements, all students whose proficiency in basic communication and computational skills is below the established State-wide standards shall receive diagnostic, and support activities designed to meet each student's identified needs.
- B. Every effort shall be made to communicate with parents and the students the importance of acquiring basic communication and computation skills. Parents will be informed of supplemental work required of their student.
- C. In those instances when a parent is dissatisfied with the student's program plan; the parent shall have an opportunity to request a change in his/her student's instructional program.
- D. The determination as to which program is appropriate shall be made by the school's teaching and administrative staff members.
- E. Parents may appeal the program plan that has been established for the individual student. Such appeals shall be made to the Building Principal, Superintendent of Schools, and Board of Education, in that order.

VI. GROUPING

- A. Many courses are offered on four ability levels: Advanced (AP/H/IB); Accelerated (A); Regular (R); and Modified (M).
 1. Advanced Placement (AP)/Honors (H)/International Baccalaureate (IB)
 - a. Students who are interested in enrolling in the IB program should be aware that it is extremely rigorous. Students who complete the diploma or certificate program may be eligible to receive advanced standing at the college level. Students enrolled in this program are required to take the IB exams in May. In order to be a diploma candidate, students generally take three IB courses at the standard level (SL) and three at the higher level (HL).
Additionally, diploma candidates take a Theory of Knowledge course, write a 4000-word essay and perform 150 hours of CAS (creative, action service). The International Baccalaureate Program is

recognized at many of the best universities throughout the world. Results are available in late July for May session candidates and college credit and/or advanced standing is generally awarded depending upon the scores.

- b. Advanced Placement courses are offered in all of the academic disciplines. Students who are interested in enrolling in any of these courses should be aware that they are extremely demanding since they are taught at a level similar to a college course. Students who complete an AP course are strongly encouraged to take the AP

examination in May. About 1,200 colleges award college credit and/or advanced standing depending upon the score earned in an AP examination. Usually such credit is awarded upon a student's admission, although some colleges or universities award advanced standing after satisfactory college work.

- c. Honors -- Honor courses are similar to Advanced Placement courses and they are comparably demanding.
- 2. Accelerated (A) -- These are courses, which require a good command of the basic skills and the ability to perform in a rigorous program at a rapid pace. They are offered at the college prep level.
- 3. Regular (R) -- These courses are moderately paced and designed to meet the needs of students who have command of the basic skills. They are offered at the college prep level.
- 4. Modified (M) -- These courses are designed for the students who are experiencing difficulty in mastering the fundamental components which are essential to the course's completion.

B. Chart of Weighting Equivalent

GRADE	AP/H/IB	A	R	M
A [90 - 100]	7	6	5	4
B [80 - 90]	6	5	4	3
C [70 - 79]	5	4	3	2
D [60 - 69]	4	3	2	1

C. Grade Point Average/Class Rank

- 1. Weighted Grade Point Average: To compute the weighted average using the charts above, identify the difficulty level at which a course is offered (AP/H, A, R, M) and multiply the difficulty factor by the number of credits a course is worth. The sum of all quality points earned is then divided by the number of credits attempted. Because grades are weighted for each ability level, the weighted grade point average recognizes the level of difficulty of the courses selected.
- 2. Non-Weighted Grade Point Average: Beginning with the class of 2000, a non-weighted grade point average will be computed in addition to the weighted grade point average. All subjects in the curriculum, except the HSPT Review courses, will be included. The final grade factor (A=4, B=3, C=2,

D=1, E=0) is multiplied by the number of credits assigned to each course. The sum of all points earned is then divided by the total credits attempted by each student.

3. Ranks are calculated at the end of 11th grade (6th semester); at the end of the first semester of 12th grade (7th semester), and at the end of the 12th grade (8th semester). The valedictorian is determined by the rank at the end of the 8th semester.

VII. MARKING SYSTEM

A. The following letter grades are used to indicate student progress:

MARK	NUMERICAL EQUIVALENT
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69 [Lowest passing grade]
E	Below 60
I	Incomplete
G	No grade given

- B. An "Incomplete" is given when a student has yet to complete the work for a particular marking period. All incomplete work must be completed by the interim of the following marking period.
- C. In certain situations, a "G" is given when a student is not required to complete any additional work for a given marking period.

VIII. WITHDRAWAL FROM COURSES

- A. A student who is carrying the minimum required number of credits may not withdraw from a course at any time unless permission to carry a reduced load is secured from the principal.
- B. A student who is carrying more than the minimum required number of credits may withdraw from the additional course(s). If the withdrawal is made in the first four weeks of the course, no record of this withdrawal will be made on the student's record. After this four-week period, WP (withdrew passing) or WF (withdrew failing) will be entered on the records.
- C. A student who wishes to withdraw from a course must consult his/her counselor. Additionally, the student must have permission from his/her parents to withdraw.

IX. SCHEDULE CHANGES

- A. ANY REQUEST FOR A SCHEDULE CHANGE FROM ONE SUBJECT TO ANOTHER MUST BE MADE BY JULY 15TH.** After July 15th, the only schedule changes, which will be permitted are those, which involve a change in the designated level of instruction. Requests for schedule changes must be approved by the student's parents. Since much emphasis is placed on the importance of individual counseling for educational planning, there should be little need to change a schedule after the initial selection of courses by a student and approval by the parents. The only notable exception to this would be a change necessitated by the completion of courses in summer school or failure to complete designated prerequisites.
- B.** Great care is given to the matter of proper course selection when schedules are developed each year. The master schedule will be constructed based upon those selections. For that reason, few, if any, requests for changes should be made in the Fall. Only when there is sufficient documentation to indicate the necessity for a change will schedules be altered. There is always the possibility that a certain class will close early due to heavy demand. A class may be discontinued when an insufficient number of students elect a subject.
- C. LEVEL CHANGES:** A change in the level (AP/Honors, Accelerated, Regular, Modified) of a specific subject may only be made after a conference is held with the counselor and the level change is approved by the parent/guardian. Level-change requests initiated by parents or students cannot be made until interim reports are distributed. All level change requests must be made no later than ten [10] school days after report cards are distributed for the first marking period.

X. CLASSROOM WORK

It is the policy of the high school to grade students primarily on the work done in the classroom except in the case of special reports, notebook work, long essays and the like. Parents should understand that students who do not participate either because they are unprepared or because they are unwilling, cannot hope for satisfactory grades. Students are expected not only to participate regularly, but also to do satisfactory written work (including examinations) in the classroom when called upon to do so. It is the aim of all departments to develop accurate thinking and ability in oral and written expression in all students.

XI. SUMMER SCHOOL

Students who fail a required course should make the course up in summer school. Students who receive a grade of D are encouraged, but not required, to review the course in summer school; this is true especially in sequential courses where prior knowledge is essential for future learning. Since the Cherry Hill Public Schools do

not offer a summer school, a list of area high schools and their summer course offerings is available in the Guidance Center.

XII. AFFIRMATIVE ACTION

- A. As required by Title IX of the Education Amendments of 1972 and New Jersey Administrative Code 6:41-1.1 et seq., it is the policy of the Cherry Hill School District not to discriminate on the basis of sex, race, color, creed, religion, ancestry, national origin, social or economic status, parenthood, marital status or handicap in its educational programs or activities and employment policies.
- B. Each Cherry Hill Public School has a copy of the "District Affirmative Action Plan" which describes in considerable detail the district's commitment to equal educational and employment opportunities.
- C. A grievance procedure for alleged violation(s) of Federal/State anti-discrimination legislation has also been established.
- D. For additional information, contact the building principal.

XIII. STUDENT RECORDS

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

XIV. SELECTION OF SUBJECTS

- A. Following this section is a list of the subjects included in our program of studies.
- B. Success in sequential subjects usually depends on the achievement in the prerequisite course. Therefore, if a student plans to continue a subject and present achievement is poor, it is suggested that students consult the school counselor and/or the subject matter teacher.
- C. It should be understood that limited facilities may necessitate curtailment of some elective subjects.

XV. DESCRIPTION OF SUBJECTS

The following catalog of subjects was drafted to assist students in making informed course selections. Students and parents are encouraged to read the catalog; and should additional information be required, students should seek assistance from their counselor.

XVI. ADVANCED PLACEMENT EXAMINATIONS

Any student, whether in an Advanced Placement Course or not, who would like to take an AP exam, should see a Guidance Counselor for the registration form.

COURSE SELECTIONS

AIR FORCE JUNIOR ROTC

CORE ELECTIVE AT WEST FOR ALL HIGH SCHOOL STUDENTS

The Air Force Junior Reserve Officer Training corps (AFJROTC) program is primarily a four-year course of military instruction for high school students. Courses are designed to acquaint students with an understanding and appreciation of the history and science of flight and to foster the development of good citizenship, leadership skills, self-reliance, self-discipline, and personal responsibility. In addition to grades, outstanding performance is rewarded through promotion to positions of increased responsibility and the awards medals and ribbons. Air Force uniforms are provided at no cost to the student except for cleaning and normal maintenance. Courses are taught by retired Air Force military personnel who are state certified Aerospace Science Instructors. Enrollment in Junior ROTC incurs NO MILITARY OBLIGATION, however, scholarship awards and promotional benefits are available should the student elect to pursue a military career upon graduation from high school and/or college. Students interested in attending any one of service academies are encouraged to enroll in Junior ROTC all four years. The Air Force Junior ROTC program is divided into two categories: academic studies and leadership education. This unique training program provides young people with opportunities for personal growth and development and to learn the dynamics of group interaction. Students learn leadership and management principles by actually performing in assigned positions comparable to a typical military organization (an Air Force Wing/Group).

The Academic Studies are divided into three courses of study, rotated on a 3 year cycle, and are taught in the following sequence:

Aerospace Science I :	The History of Flight offered in 1999-2000
Aerospace Science II :	The Science of Flight offered in 2000-2001
Aerospace Science III :	The Exploration of Space offered in 2001-2002

PREPARATION: Age 14, U.S. Citizen, Contact AF JROTC instructors for Special Category Students (non U.S. citizens)

AEROSPACE SCIENCE I: 9, 10, 11, 12

5 credits

Students enrolled in this course should be interested in studying the history of aviation from 4000 BC to the 21st Century. Leadership training is enhanced through the study of group organizational structure, group dynamics, teamwork, drill and ceremonies.

AEROSPACE SCIENCE II: 9, 10, 11, 12

5 credits

Students enrolled in this course should be interested in studying the science of flight, including meteorology, aviation physiology, basic aerodynamics and air navigation. Leadership training is enhanced through the study of leadership theory, problem solving,

effective communication, group dynamics, drill and ceremonies.

AEROSPACE SCIENCE III: 9, 10, 11, 12**5 credits**

Students enrolled in this course should be interested in studying the exploration of space, including rocket and jet engines, space technology, manned space flight, astronomy and space - the final frontier. Leadership training is enhanced through the study of leadership theory, problem solving, effective communication, group dynamics, drill and ceremonies.

AEROSPACE SCIENCE IV: 12**5 credits****PREPARATION: Successful completion of Aerospace Science I, II and III**

Fourth year cadets (seniors) are given positions of authority with duties and responsibilities commensurate to those in civil government or military organizations. Evaluations are based on performance of specific duties, accomplishment of special projects, and personal conduct. Senior cadets are expected to integrate the leadership/management techniques they learned in AS I, II and III and apply these skills by supervising and guiding underclass cadets toward completion of the Junior ROTC mission.

AEROSPACE SCIENCE V: AVIATION FUNDAMENTALS: 12**5 credits****PREPARATION: Successful completion of the following courses: Algebra I A, Geometry A, Earth Science A or QPS A, and Biology I H or Biology I A or Chemistry I H or Chemistry I A**

Aviation Fundamentals is a course that integrates other high school disciplines, such as math, science, psychology, physiology and history, into one course by using the airplane as a "teaching tool." The course is math and science intensive since it deals with the scientific principles of flying and navigating an airplane. The course is reserved for the student who has a sincere desire to become a Private Pilot. Successful completion of Aviation Fundamentals will enable the student to pass the Federal Aviation Agency (FAA) Private Pilot Ground School Examination.

BUSINESS

The following Business Education “course clusters” concentrate on career possibilities, self-awareness and subject content. Students gain skills and information essential to fulfill their college/career goals. Specific college/career related issues are presented through motivating activities, such as guest speakers, business simulations, mentoring, internships and student organizations. Courses taken in the Business Education Department meet the New Jersey Core Curriculum Content Standards. Business Academy (BASE) courses immediately follow this section.

LEVELS	ACCOUNTING FINANCE	MARKETING	BUSINESS TECHNOLOGY	MANAGEMENT ENTREPRENEURSHIP
Introductory	Introduction to Business Computer Literacy Keyboarding Word Processing	Introduction to Business Computer Literacy Keyboarding Word Processing	Introduction to Business Computer Literacy Keyboarding Word Processing	Introduction to Business Computer Literacy Keyboarding Word Processing
Intermediate	Entrepreneurship Business Law Business Management Business Math	Entrepreneurship Business Law Business Management Marketing Ed I	Business Computer Applications * Exploring Careers **	Entrepreneurship Business Law Business Management International Business *
Advanced	Computerized Accounting Career Internship Program*	Marketing Ed II Advanced Marketing Career Internship Program* Computerized Accounting	Computerized Accounting Career Internship Program*	Computerized Accounting Career Internship Program*

Unique course: * Unique elective at West
** Unique elective at East

COMMON CORE ELECTIVES

BUSINESS LAW: 10, 11, 12

2.5 credits

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

BUSINESS MANAGEMENT: 10, 11, 12

2.5 credits

This course is designed to give students a firm foundation in business operations and management. Students learn about the characteristics of business and the social, ethical, economic, and international environments in business. They also study the legal forms of business ownership and discuss and research current problems and topics in

business management. Students practice the application of management techniques in problem solving and develop the managerial skills needed in leadership positions.

BUSINESS MATHEMATICS: 11, 12

5 credits

PREPARATION: Successful completion of 9th and 10th grade mathematics course

This course enables students to demonstrate competency in mathematics for business and personal finance. Students learn the mathematics of buying and selling; travel and transportation; investing; credit and payment; and taxes. This course satisfies one of the three years of mathematics required for graduation.

CompTIANet+ (Networking Essentials Plus): 9, 10, 11, 12

2.5 credits

This course uses notes, hands-on procedures, and multimedia presentations to teach the essentials of computer networking. During the first part of the course, students learn the basic concepts and principles that underlie computer networking, including networking terminology, network topologies and architectures, physical components of computer networking, and the principles of network connectivity. In the second part, emphasis is on the “nuts and bolts” of designing and rolling out a computer network. This process includes selecting hardware and software, choosing and establishing security on the network, examining environmental impacts on networks, administering, upgrading and relocating networks as well as troubleshooting. This is a hands-on, minds-in program. Successful completion of the course prepares students to take the Microsoft Windows Professional, should he/she so desire. Students completing the course may opt to take the Microsoft test for certification in this area.

COMPUTERIZED ACCOUNTING: 10, 11, 12

2.5 credits

Computerized Accounting is designed for all students interested in the financial aspects of a business. After acquiring a basic understanding of accounting principles and spreadsheet concepts, students have opportunities to apply their knowledge to numerous business situations. Topics include accounting for sales and purchase, as well as banking procedures, inventory valuation methods and depreciation. This is an excellent introductory course for students who are considering a business major in college.

COMPUTER LITERACY: 9, 10, 11, 12

5 credits

This course reinforces skills and teaches techniques in using basic computer applications and the Internet. The first part of the course develops proficiency in desktop publishing. It utilizes and reinforces keyboarding and word processing skills leading to the creation of announcements, flyers, newsletters, and other projects incorporating elements of text, graphics and design. The course of study continues with practice using a database and spreadsheet. Students create a database, input information and sort and retrieve this information; spreadsheet applications include mathematical commands and the creation of charts and graphs. Presentation software is employed to create multimedia presentations. Internet study and practice is designed to make students informed and

efficient users of browsers; search engines and directories; and personal communication tools.

ENTREPRENEURSHIP: 10, 11, 12**2.5 credits**

This course is intended for students planning to enter college in business fields, such as accounting, business administration or management. Students will learn the factors that a new business owner must consider, such as a study of demographics, legal requirements, financial considerations, and operational function. Students enrolled in the Entrepreneurship course are eligible to become members of DECA.

INTRODUCTION TO BUSINESS: 9, 10, 11, 12**5 credits**

This course provides an introduction to the business world. Topics include the study of our global economy; entrepreneurship; credit buying; investments; savings and checking accounts; securities; money management; consumerism; insurance; and career exploration and planning. Given various business-related problems, such as figuring interest on a bank loan, finance charges on a credit card or reconciling a bank statement, the student will learn to solve problems of both a personal and business nature.

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

The goal of this course is to develop efficiency in the use of the computer keyboard. Students learn to key information by touch and master basic computer functions, such as the storage, retrieval, and editing of data. Through practice in formatting letters and reports, students learn to apply keyboarding skills in their academic experience and enhance their employment opportunities. **Successful completion of this course may entitle the student to credit at Camden County College.**

MARKETING EDUCATION I, COOPERATIVE WORK EXPERIENCE: 10, 11, 12**5-10 credits**

This course gives the students the opportunity to expand skills acquired in Management and Entrepreneurship. The major emphasis is on Retailing. The students focus on product design and creative advertisement, and on role-playing retailing situations, researching problems and providing solutions. These applications are specifically designed to enhance the students' School-To-Career opportunities. At East, students are not required to secure employment in the marketing field. At West, this employment is optional; students may earn an additional five credits by successfully completing the requirements of the Cooperative Education Program. Participation in DECA, an association for marketing students, is highly recommended. **Successful completion of this course may entitle the student to credit at Camden County College.**

MARKETING EDUCATION II -- COOPERATIVE WORK EXPERIENCE: 12**10 credits****PREPARATION: Successful completion of Marketing Education I**

This course reinforces the goals of previous marketing programs and focuses on developing time management, organizational, and goal-setting skills. In the program, students are introduced to advanced advertising and display techniques and problem-solving situations. Students at East and West are required to secure employment in the marketing field and to meet the objectives associated with that employment. Depending upon the availability of equipment, computers will be used in

this program. Participation in DECA, an association for marketing students, is highly recommended. **Successful completion of this course may entitle the student to credit at Camden County College.**

ADVANCED MARKETING: 11, 12**5 credits****Preparation: Successful completion of Marketing I or Teacher Recommendation**

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

MICROSOFT WINDOWS PROFESSIONAL 2000**2.5 credits****Preparation: Networking Essentials Plus**

Students learn to install, configure, administer and support Windows 2000 Professional and Servers. In addition, they learn to use the Microsoft Management Console and Task Scheduler, the Registry, Disk Management, Network Protocols, DNS Service, Active Directory, and Directory Services to manage user and group accounts; to set up, configure and administer network printers; to secure resources; to administer shared folders; to audit resources and events; to configure group and local security policy; to manage data storage; to back up and restore data; to configure remote access; to understand the ins and outs of the Window 2000 boot process; to implement, manage and troubleshoot hardware devices and drivers; and to configure Windows 2000 for mobile users. Students completing the course may opt to take the Microsoft test for certification in this area.

WORD PROCESSING: 9 10, 11, 12 (SECOND SEMESTER)**2.5 credits****PREPARATION: Successful completion of Keyboarding**

This course applies basic keyboarding skills to the production of more complex documents. The students learn aspects of Microsoft Word, including tables and outlines and the addition of graphics to printed text. Individual projects encourage creative desktop publishing in the production of newsletters, letterhead designs, and illustrated reports. **Successful completion of this course may entitle the student to credit at Camden County College.**

UNIQUE ELECTIVE AT EAST**EXPLORING CAREERS: 9, 10, 11, 12****2.5 credits**

This course examines a variety of career choices, determining the educational requirements and employment potential. Students are encouraged to identify their interests, to evaluate their own skills, aptitudes and preferences; and to establish tentative career goals for themselves. They conduct job searches, identify job expectations, and improve their human relations and communications skills. They also increase their own employment potential by composing letters of application and

resumes and by practicing interviewing techniques.

UNIQUE ELECTIVES AT WEST

BUSINESS COMPUTER APPLICATIONS: 10, 11, 12

2.5 credits

PREPARATION: Successful completion of Keyboarding

This course provides students with experience in data-base management, spreadsheets, and advanced word processing. Students taking accounting, marketing, management, finance, secretarial studies, computer science, or even those analyzing and reporting scientific research data, should consider this program.

CAREER INTERNSHIP PROGRAM: 12

1-5 credits

This course provides a practical opportunity for students to examine a potential career path and determine the abilities, knowledge, and daily situations inherent in the careers they intend to pursue. With the community as an extension of the classroom, students gain "hands on" experience with a professional in industry, business, or government. Although students are not paid for their internships, they do receive academic credit based on the number of hours in the field. Potential areas for internships include law, medicine and allied health fields, financial services, government, education, business, and engineering. Activities will vary depending on the internship.

INTERNATIONAL BUSINESS: 11, 12

2.5 credits

This course provides an understanding of the global marketplace and explains how businesses interact with each other. Topics include global telecommunications, intercultural communications, international trade, traveling around the world, and other relevant units that increase the students' knowledge of today and tomorrow's workplace. Depending upon the availability of equipment, computers and computer simulation programs will be used in this course.

INTRODUCTION TO OFFICE PROCEDURES: 10, 11, 12

5 credits

This course is for students with special needs. They develop basic communications and decision-making skills in an office environment. Through the use of computers, students learn database management, electronic record keeping, keyboarding and word processing. Students also learn general office procedures, including filing, telephone procedures, resume preparation and employment interviewing techniques.

BUSINESS ACADEMY

With the understanding that approximately forty-percent of all college students major in business, Cherry Hill Public Schools offer an opportunity to bridge the gap between interest at the high school level and the reality of collegiate and business worlds with a Business Academy. In partnership with Commerce Bank and the New Jersey Department of Education, Cherry Hill Schools offers **11th and 12th graders** in both high schools the opportunity to jump-start their business education before entering college.

The Business Academy Studies and Experiences (BASE) will provide a realistic, practical look at the world of business from large corporate environments to small entrepreneurial start-up companies. The program will provide an interactive environment that includes exciting courses and modes of delivery.

- Drexel University professors teaching some courses
- On-line courses from various colleges that earn students college credits (at student expense)
- On-site instruction in a corporate training center
- Traditional classroom instruction in the high school
- Guest speakers to enhance classroom instruction
- Internships and possible employment opportunities at local corporations

The program will present insights from successful business leaders, offer students the opportunity to take courses on-line and earn college credits for those courses, and allow students to participate in internships and possible job opportunities with local businesses, such as Commerce Bank and Subaru of America.

The only prerequisite for the program is that students are current with their high school requirements and are willing to work hard as some of the courses will be of college-level rigor.

All students must do the following:

1. Take at least one on-line course or classroom course
2. Participate in an approved internship second semester
3. Take business seminar at Commerce University

Students must meet with their guidance counselors to review on-line course options.

ENGLISH

CORE COURSES

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

ENGLISH/WORLD CIVILIZATIONS H: 9

10 credits

This course is designed to integrate and intensify the current English IA and World Civilization A programs. The English component introduces students to a study of literary genre. Required readings include a Shakespearean play, *The Odyssey*, and six or more novels. The World Civilization component examines cultural and historical developments in Africa, Asia, Europe, Latin American and the Middle East, concentrating on the period from 1200 to the present. Required readings for World Civilizations include a Fugard play, the Ramayana and at least four novels. Using common themes, the course makes connections between the disciplines as well as between the past and the present.

ENGLISH Language Arts I A: 9

5 credits

English I A is an accelerated study of literary genres: drama, poetry, the essay, the short story, the novel and the epic. Students will develop critical reading skills by examining the link between form and content. They will read, study and respond to this genre in a variety of ways and will be expected to manage more than one text at the same time. As a part of their reading, students will study a Shakespearean play, read *The Odyssey*, and complete a unit on classical Greek and Roman mythology. Students will be expected to comprehend vocabulary from all assigned reading. Composing skills center on the expository essay and revision skills. Grammar and vocabulary study will be on going and linked to reading and writing. In addition to their development of reading and writing skills, students will be expected to complete a library unit. Students will also begin to learn the research process.

ENGLISH Language Arts I R: 9

5 credits

English I R is a critical study of literary genres: drama, poetry, the essay, the short story, and the novel. Examining the link between form and content, students will read, study and respond to this genre in a variety of ways. Students will be expected to manage more than one text at the same time. As a part of the reading, students will study a Shakespearean play, selections from *The Odyssey* and a unit on Greek and Roman mythology. Students will be expected to comprehend vocabulary from in all assigned reading. Composing skills will center on the expository essay and revision skills. Grammar and vocabulary study will be on going and linked to reading and writing. In addition to the development of reading and writing skills, students will be expected to complete a library unit. Students will begin to learn the research process.

ENGLISH Language Arts I M: 9**5 credits**

English I M is a study of literary genres: the novel, the short story, the essay, drama and poetry. As part of the reading of literature, students will study a Shakespearean play and Greek and Roman mythology. Composition skills will center on the development of expository writing skills. Students practice conveying meaning through descriptive, narrative and expository models and practice revision skills. In addition to the development of reading and writing skills, students will be expected to complete a library unit. Vocabulary and grammar study will be on going and linked to reading and writing.

ENGLISH Language Arts II H: 10**5 credits****PREPARATION: Successful completion of English I or equivalent**

English II H is an accelerated study of universal themes: the hero, the quest, the rite of passage, alienation and redemption. Students will trace these themes in various types and periods of literature. Students will read works from classical to contemporary periods including Greek and Shakespearean drama, and selections from various non-Western cultures. In addition, students must be able to manage several texts at the same time. Students will develop expository writing skills. A research paper is required. In addition, students will be given opportunities to write creatively. Vocabulary study is on going and linked to reading and writing.

ENGLISH Language Arts II A: 10**5 credits****PREPARATION: Successful completion of English I**

English II A students will explore a variety of universal themes: the hero, the quest, the rite of passage, alienation/redemption. Students will trace these themes in various types and periods of literature. Students will read works from classical to contemporary periods including Greek and Shakespearean drama, and selections from various non-Western cultures. Students will be expected to manage more than one text at the same time. Students continue to develop skills in grammar and usage, and employ them to enhance such composition skills as the development of the thesis statement, creative expression of language, coherence in the essay, and revision skills. A properly documented research paper is required. Vocabulary study is on going and linked to reading and writing.

ENGLISH Language Arts II R: 10**5 credits****PREPARATION: Successful completion of English I**

English II R students will explore a variety of universal themes: the hero, the quest, the rite of passage, alienation/redemption. Students will trace global themes in various types and periods of literature. Students will read selected pieces of literature from each of the five genres from classical to contemporary periods. Works will include a Shakespearean play as well as selections from the literature of various non-Western cultures. Students will be expected to manage more than one text at the same time. Students will continue to develop skills in grammar and usage, employing them to enhance such composition skills as the development of the thesis statement, creative expression of language, coherence in the essay and revision skills. Vocabulary study is on going and linked to reading and writing.

ENGLISH Language Arts II M: 10**5 credits****PREPARATION: Successful completion of English I**

English II M students will trace universal themes in literary genres: the novel, the short story, the essay, drama and poetry. Examining the link between form and content, they will read, write and respond to texts in a variety of ways. As part of their reading, students

will study a Shakespearean play. Students will practice conveying meaning through narrative and expository models and practice their revision skills. Students will continue to develop grammar and usage skills, employing them to refine composition of the multi-paragraph essay. Vocabulary study is on going and linked to literacy.

ENGLISH Language Arts III H: 11**5 credits****PREPARATION: Successful completion of English II**

English III H students will study representative authors from American literature through a thematic or chronological organizational structure. Students will engage in intensified study of distinctly American themes, such as the American Dream, the Individual vs. Society, and The Evolution of American Culture. Students must assume a scholarly approach to the course material presented and be capable of independent study. Employing analytical and critical skills, students will focus on works of representative American authors. Students must be able to manage more than one text at the same time. Composition skills will on going and center on expository and creative writing. To strengthen the ability to convey meaning, students will revise and edit their work. Each student is required to practice the research process and to submit a properly documented research paper. Vocabulary study is an on-going activity and linked to reading and writing.

ENGLISH Language Arts III A: 11**5 credits****PREPARATION: Successful completion of English II**

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

ENGLISH Language Arts III R: 11**5 credits****PREPARATION: Successful completion of English II**

English III R students will study representative authors from American literature thematically or chronologically. Students will explore distinctly American themes, such as the American Dream, the Settlement of the Frontier, Rugged Individualism and the

Melting Pot. Students will further develop and use analytical reading skills through a study of representative American authors. They are expected to manage more than

one text at the same time. Composition work will be on going. Each student is required to practice the research process and to submit a properly documented research paper. Vocabulary study is an on-going activity and linked to on-going reading and writing.

ENGLISH Language Arts III M: 11

5 credits

PREPARATION: Successful completion of English II

English III M students will study works of representative American authors selected from each genre. Examining the link between form and content, they will read, write and respond to texts in a variety of ways. Composition work will be on going. Students will continue to develop usage skills, employing them to refine a multi-paragraph essay. Each student is required to complete the research process and to submit a properly documented research paper. Vocabulary study is an on-going activity and linked to literacy.

ENGLISH Language Arts IV AP: 12

5 credits

PREPARATION: Successful completion of English III

The equivalent in scope and rigor of a year of college-level work, English IV AP is a challenging course of language and literature. Students should be highly motivated and eager readers whose critical writing is both controlled and incisive. In any unit of study, the student is often required to read several texts. The historical context, persistent themes, style and content of selected masterpieces of British and other literary traditions are the focus of this course. All students will read at least one Shakespearean play. On-going composition study provides opportunities to enhance fluency, to improve expository skills, to write creatively and to practice revision skills. This course prepares students for the AP exam in the spring of senior year. A research paper is required.

ENGLISH Language Arts IV A: 12

5 credits

PREPARATION: Successful completion of English III

English IV A students will examine masterpieces of British and other literary traditions selected according to theme, movement, period and/or culture. In any unit of study, the student must be able to manage more than one text. The historical context, persistent themes, style and content of selected masterpieces of British and other literary traditions are the focus of this course. All students will read a Shakespearean play. Through editing and revision, students will refine their writing. A research paper and a demonstration of the research process is a requirement. Vocabulary study is an on-going activity and linked to reading and writing.

ENGLISH Language Arts IV R: 12

5 credits

PREPARATION: Successful completion of English III

English IV R students will study works of British literature and other masterpieces from classic and contemporary traditions. Students are encouraged to critically analyze texts. Emphasis will be placed upon the link between form and content. As a part of their reading, students will read a Shakespearean play. In any unit of study, students must be able to manage more than one text. Research writing and a demonstration of the

process is a course requirement. Composition and vocabulary study are on going and linked to reading and writing.

ENGLISH Language Arts IV M: 12**5 credits****PREPARATION: Successful completion of English III**

English IV M students will read and study classic and contemporary works of literature. Students will read fiction and non-fiction, which may include magazine and newspaper articles, poetry and drama. Composition work and vocabulary study will be on going. Students will continue to improve language skills, including practical writing skills and multi-paragraph essays. A properly documented research paper is required.

ENGLISH AS A SECOND LANGUAGE -- LEVEL I: 9, 10, 11, 12**10 credits**

This level I course is scheduled in place of mainstream English for speakers of other languages who have little or no facility with English. The class meets two periods each day. Students will learn the basics through listening, speaking, reading, writing, and listening. American customs and culture will be introduced.

ENGLISH AS A SECOND LANGUAGE -- LEVEL II: 9, 10, 11, 12**10 credits**

This course is scheduled for speakers of other languages in place of mainstream English. The class meets two periods each day. The students may have some facility with English, but not enough to succeed in a regular class. Listening, speaking, reading, writing, and viewing will be taught with an emphasis on reading and writing. American culture and the students' cultures are explored.

ENGLISH AS A SECOND LANGUAGE -- LEVEL III: 9, 10, 11, 12**5 credits**

Level III is for speakers of other languages in place of regular English or in addition to it. This one period class is for students who have demonstrated some competency in English but need the support of a literary-rich learning environment where speaking, reading and writing are emphasized.

Read 180**5 credits****(Currently offered at High School West/pending approval for High School East)**

A research-based, data driven reading program designed to increase reading achievement, strengthen comprehension skills, and increase reading fluency. Embedded within the program are daily lessons reinforcing writing skills. Students work through a variety of teacher directed group work lessons, small group activities, computer-assisted instruction, and assisted and/or independent reading lessons. This course may be completed in lieu of an English class in order to meet the English standards. For more information about this program, please refer to the following website: www.read180.com.

COMMON CORE ELECTIVES

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

ADVANCED COMPOSITION A: 10, 11, 12**2.5 credits**

Advanced Composition is a comprehensive writing class that will guide students through writing processes in detail and expose them to many different essay styles. Both student

and professional writing samples will guide students in their writing, as well as teacher feedback and peer editing. Discussions will focus on compositional techniques. Student-teacher conferences will serve to monitor analysis of student's writing samples.

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

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

GREAT BOOKS A: 10, 11, 12**2.5 credits**

Through the power to stimulate the imagination, Great Books explores what it means to be human. Through reading and discussion of the literary canon, students understand the rich heritage of Western Culture and the human conditions. This course offers the student an opportunity to read from a wide variety of canonical offerings: Shakespeare, classic American novels, myths, science fiction, the Bible, and fairy tales. The student will read Greek and Roman epics and myths, and ancient and modern works. Discussions will be conducted in a seminar fashion.

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

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

JOURNALISM I A: 9, 10, 11, 12**5 credits**

Journalism I A is an introduction to both print and broadcast media. Emphasizing the communication power of writing, the course provides practice in a Greek and Roman epics and myths, including news, reviews, interviews, editorials, features, human interest stories, and sports. The following skill areas will also be covered: layout, headline construction and copy reading. Students will also examine the role of the objective reporter as well as the role of the press in society. Students will be encouraged to write for the school's newspaper.

JOURNALISM II A: 10, 11, 12**5 credits**

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

In Journalism II A, students will participate in extensive studies of and experiments with the modern concepts, techniques and psychologies used in newspaper design and

image preparation. After a review of newspaper ethics and writing styles, students will work as

individuals and in groups to solve problems of newspaper production. The course will include assignments, which require written, practical and creative responses. Students will be encouraged to be published in the school paper.

BROADCASTING I: 9, 10, 11, 12

2.5 credits

In Broadcasting I, the student will learn how to improve voice quality, intelligibility, and variety. The student will study special techniques used by the broadcast journalists, commercial announcers, disc jockeys, and sports announcers. The student will be able to determine the effect of media on life, to recognize media techniques, to implement broadcast techniques before and behind the microphone and camera, to participate in cable news programs, to evaluate the quality of media presentations, to write for media and to evaluate the quality of media presentations. In addition to studying the current leaders in the media field, the student will learn about the radio broadcasting industry of the past.

BROADCASTING II: 9, 10, 11, 12

2.5 credits

PREPARATION: Successful completion of Broadcasting I (West)

Broadcasting II students will study the special techniques needed for television broadcasting. Besides learning television programming and production theory, students will gain valuable experience through frequent use of videotape equipment. They will write scripts, operate the camera, and perform in and produce television spots.

PUBLIC SPEAKING: 9, 10, 11, 12

2.5 credits

Public Speaking enables students of all ability levels to gain confidence and poise when speaking in both small and large group situations. The student will learn the strategies and techniques of effective speaking, then practice their speaking skills in a variety of real-life situations. These include, but are not limited to, interviews, acceptance speeches, presentations, impromptu extemporaneous and persuasive speeches. Students will also learn to speak for various audiences and to become familiar with technical equipment used in public speaking.

HSPA READING AND WRITING PREPARATION: 11, 12

2.5 credits

This Reading and Writing Review Course provides remediation in specific reading and writing skills. Students are identified for this course based upon their performances on the GEPA and High School Proficiency Assessments (HSPA). The program is individualized to provide intensive instruction in skill areas targeted to student needs. Classes are small to provide personal attention to students.

WRITING WORKSHOP I H/A: 9, 10

2.5 credits

The goal of this elective is to help students become stronger writers and to prepare them for the N.S.R. E. and H.S.P.A. This one semester elective meets five days per week and is taken for either H or A credit depending on the student's English course level. Students will receive instruction and practice in the writing process, the essentials of good writing, and a variety of essay forms. Upon learning the basics and the characteristics of a good

paragraph, students will apply their knowledge as they examine, discuss, and practice a variety of essay types including personal narrative, description, comparison/contrast and persuasion. Self-assessment, practice with rubrics, peer editing and revising is some of the tools students will use to assess and refine their personal style and writer's voice.

UNIQUE ELECTIVE AT EAST

ART OF THE FILM: 10, 11, 12

2.5 credits

This course introduces students to major motion pictures that have endured to establish themselves as film "classics." The development of film from the Silent Era to the present is studied historically and as an Art Form through the works of famous film makers. The course meets five periods a week with an emphasis on lectures, writing and discussion to evaluate film techniques. From Griffith, Hitchcock and Spielberg, students learn how compositional line, camera angles, technical sequence, plot structure combine with color and sound to create the cinematic art form. The genre and contemporary films are studied as they influence society's value structure and serve as a recorder of history. At the completion of the course, it is hoped that the student is transformed from mere "movie-goer" to selective "film viewer."

UNIQUE ELECTIVE AT WEST

FILM APPRECIATION: 10, 11, 12

2.5 credits

This course includes 12 to 15 movies each semester. The films reflect different historical and stylistic periods. Usually there are one or two silent movies, Hollywood studio films of the 30's, 40's, and 50's, Italian neo-realist films, French New Wave, independent works from both East and West, and of course, some contemporary fare. All movies are projected in 16mm format. No video, no DVD. The directors made their movies on celluloid, and the movies should be watched in that format. The students vote on their favorites at the end of the year. The three most enduringly popular are usually THE GODFATHER, SHAWSHANK REDEMPTION, AND SEVER SAMURAI. Papers are required.

FAMILY AND CONSUMER SCIENCE

COMMON CORE ELECTIVES

COOKING TECHNIQUES: 9, 10, 11, 12

2.5 credits

This one semester, two and one-half credit course provides the student with the opportunity to survey food preparation techniques as they relate to baking of cakes and pastries, top of the range cooking of fruits and vegetables, use of cutlery and cooking equipment, preparation and cooking of meat, and purchasing. Information on these topics is presented, and food is prepared to demonstrate each of the techniques. **This course has been designed for male and female students.**

WORLD OF FOODS: 9, 10, 11, 12

2.5 credits

This one semester, two and one-half credit course provides the student with the opportunity to study and apply knowledge of the techniques of food preparation. Regional and international foods, which are nutritionally balanced, are planned and prepared. This course may be repeated in order to accommodate the student with further interest in the subject. **This course has been designed for male and female students.**

UNIQUE ELECTIVES AT WEST

FOOD SERVICE: 9, 10, 11, 12

2.5 credits

In large cities and small towns, food service jobs are available in restaurants, fast food establishments, institutions, food markets and other food service outlets. The food service program promotes a variety of skills. Students will work with others, apply the concepts of nutrition, cost control and standardization, implement safety and sanitation standards, demonstrate technical cooking skills, and plan meals. Operation of an on-site school restaurant will offer the students a practical application of the skills they are learning.

ADVANCED FOOD SERVICE: 10, 11, 12

2.5 credits

PREPARATION: Successful completion of Food Service

The student will further develop the skills learned in food service, work in the on-site school restaurant and complete an internship in a food service establishment.

HEALTH AND PHYSICAL EDUCATION

CORE COURSES

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

All units have been designed for both male and female students.

COED PHYSICAL EDUCATION: 9

2.5 credits

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

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

COED PHYSICAL EDUCATION: 10, 11, 12

2.5 credits

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

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

"Any child whose parent or guardian presents to the school principal a signed statement that any part of the instruction in family life education is in conflict with his conscience, or sincerely held moral or religious beliefs, shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom." (N.J.S.A. 18:35-4.7)

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

COED HEALTH: 9

2.5 credits

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

COED HEALTH: 10**2.5 credits**

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

COED HEALTH: 11**2.5 credits**

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

COED HEALTH: 12**2.5 credits**

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

UNIQUE ELECTIVES AT WEST**DANCE 1****2.5 credits**

This course is designed for those students who seriously want to pursue the study of dance. The student will pursue an understanding and appreciation of Ballet, Jazz, Modern, Multicultural, Hip-Hop, Choreography, and Fitness. The student will aspire to understand the perceptual, intellectual, physical, and technical skills needed for the creation and performance of dance.

DANCE 2**2.5 credits**

This course will enable the student to further pursue the movement concepts related to a wide variety of dance forms. The student will focus on the technical skills needed for the creation and performance of dance, gain knowledge, understanding, and aesthetic awareness of the Performing and Visual Arts. They will compare, contrast, observe, analyze and understand visual expression and presentation.

INTERDISCIPLINARY STUDIES

CORE COURSES

ENGLISH/WORLD CIVILIZATIONS H 9

10 credits

This course is designed to integrate and intensify the current English IA and World Civilizations programs. The English component introduces students to a study of literary genres. Required readings include a Shakespearean play, *The Odyssey*, and several novels. Students in the Honors program will read six or more novels. The World Civilizations component examines cultural and historical developments in Africa, Asia, Europe, Latin America, and the Middle East, concentrating on the period from 1200 C.E. to the present. Focusing on literacy skills, instructors teach interpretation and analysis of texts as well as expository and persuasive writing. Using common themes, the course makes connections between the disciplines as well as between the past and the present.

COMMON CORE ELECTIVES

SCHOLASTIC APTITUDE TEST [SAT] REVIEW: 10, 11

2.5 credits

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

AMERICAN CIVILIZATION A: 11

10 credits

An Interdisciplinary Program in American History and American Literature

American Civilization is a multi-discipline course for which students will receive full United States History and English credit. Students will complete integrated assignments, which synthesize literary trends and universal themes with historical progressions and perspectives. The unique aspect of the course is further enhanced by its global perspective. Students will examine global movements that directly impacted American culture and incorporate them into the assigned projects. In essence, students will see the big picture of American culture--its music, art, literature, history and the global forces that have always influenced American culture.

HUMANITIES I: AN INTRODUCTION TO EASTERN CULTURES H/A: 11, 12

5 credits

The course focuses on the history, language, art, architecture, dance, literature, food, government, politics, religions, philosophies, social relationships, and current issues of

India, China, Japan, and Korea. Students will be expected to conduct research, write position papers, and participate in seminars, debates, presentations, and simulations.

HUMANITIES II: THE ROOTS OF WESTERN CIVILIZATION H/A: 10, 11, 12 **5 credits**

Humanities II is an inter-disciplinary, one year elective that provides an in-depth study of the West from ancient times to the present. Senior students will be given preference. The course will emphasize, through an examination of the visual and performing arts as well as written and oral literature, the many modes of human expression. This study will attempt to help one see one's self in the mirror of great ideas that have been pondered and debated for centuries. In order to give the student a broad background in the humanities, heavy emphasis will be placed on in-depth readings, group discussions, creative individual and group projects, and frequent colloquia.

The aim of this course is to challenge the student to think independently and creatively about the fundamental questions that make the human experience so exciting. The content of the course may include the following areas: the difference between people and animals, the role of purpose in life, the role of the past/future in shaping development, the element of chance in human destiny, the human as hero, the nature of evil, the roots of western civilization including the Greeks, Judaism, Christianity and Africa, theater, music and dance, the spiritual face of mankind, the nature of religion, and the art/music of the Renaissance, the Baroque, the industrial/urban world including Modernism, realism and the student's view of art/music. Humanities I is not required.

UNIQUE ELECTIVE AT EAST

PEER HELPERS: 10, 11, 12

2.5 credits

This course provides students with information, skills and opportunities to fulfill their roles they chose to help their friends and contribute to their school and community. The lessons will be chosen from topics based on what educators, specialists in adolescence, and students deem as important for teenagers. As a program for students who have demonstrated an interest in social service, this course will encourage these students to use their collective imaginations to plan events and create programs that will be of service. Finally, in order to facilitate their involvement in community service, the course will teach them pertinent information and necessary helping skills to be a productive volunteer.

UNIQUE ELECTIVE AT WEST

COMMUNITY SERVICE AND AWARENESS PROGRAM: 10, 11, 12

2.5 credits

The purpose of this course is to increase student involvement in community affairs and awareness of community service opportunities and public issues, and to give students an opportunity to reflect on their service-related experiences. Students must complete a minimum of fifty-three (53) hours of community service at a Board-approved service agency [e.g., The Heart of Camden housing rehabilitation project], maintain a journal of service-related experiences, and attend eight (8) hour-and-a-half public affairs discussions.

MATHEMATICS

COURSE SEQUENCES

The most common course sequences are indicated below.

If Algebra + or 8+ was successfully completed in grade 8:		
Grade 9	Geometry A	
Grade 10	Functions H or Algebra IIA	
Grade 11	Pre-Calculus H, Pre-Calculus A, Statistics AP/A Advanced Computer Concepts AP or Computer Applications A	
Grade 12	Calculus AP or Calculus A or Statistics AP/A	
If Algebra + or 8+ was not successfully completed or taken in grade 8:		
A Level	Grade 9	Enriched Algebra
	Grade 10	Geometry A; may double up with Algebra II A
	Grade 11	Algebra IIA, if students double up in 10 th Grade, Pre-Calculus A; Computer Concepts A
	Grade 12	Pre-Calculus A, Statistics A/AP, Advanced Computer Concepts A, or Computer Applications A (West); Calculus A if students double up in Grade 10
R Level	Grade 9	Algebra 1R
	Grade 10	Geometry R
	Grade 11	Algebra IIR, Computer Concepts A
	Grade 12	Trigonometry R, Introduction to College Mathematics R, Computer Applications A
M Level	Grade 9	Algebra IM
	Grade 10	Geometry M
	Grade 11	Algebra IIM
	Grade 12	Introduction to College Mathematics R (East)

CORE MATH COURSES

ENRICHED ALGEBRA A: 9

5 credits

Preparation: Students who have taken Algebra in Grade 8 and seek a better understanding with a complete course in Algebra

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

ALGEBRA I R: 9

5 credits

PREPARATION: Successful completion of Regular Math (8th grade) or Introduction to Algebra (8th grade), or (high school)

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

ALGEBRA I M: 9

5 credits

PREPARATION: Successful completion of Regular Math (8th grade) or Pre-Algebra M (high school)

A study is made of the properties of the real number system through an informal and intuitive approach. The concepts of number properties, positive and negative numbers, factoring, mathematical symbolism, and notation are studied. Emphasis is made in performing operations on algebraic expressions, changing words to symbols, solutions of selected word problems, and graphing linear equations and inequalities. Application of these concepts will be reinforced through math modeling and Lab reports as performance assessments.

GEOMETRY A: 9, 10

5 credits

PREPARATION: Successful completion of Algebra + (8th grade), Algebra I A (high school) or Enriched Algebra A

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

sketch pad is used to reinforce concepts and develop performance assessments.

GEOMETRY R: 10, 11, 12**5 credits****PREPARATION: Successful completion of Algebra I R**

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

GEOMETRY M: 10, 11, 12**5 credits****PREPARATION: Successful completion of Algebra I M**

This course involves the study of two-dimensional Euclidean geometry through an informal, intuitive approach. Understanding of the fundamental concepts is achieved through a study of lines, segments, angles, polygons, and circles. Attention is given to the techniques involved in ledger-type proofs and an appreciation of geometric relationships through drawing and construction. Additionally, the use of the Geometer's sketchpad is used to reinforce concepts and develop performance assessments.

FUNCTIONS H: 10, 11, 12**5 credits****PREPARATION: Successful completion of Geometry A**

This course involves a study of functions with the emphasis on real-valued functions of a single, real variable. Certain elementary functions are analyzed with respect to their domain, range, and symmetry. The operations of addition, subtraction, multiplication, division, and composition of functions are studied. A careful analysis is made of polynomial, circular, trigonometric, matrices, exponential, and logarithmic functions. Operations and transformations are performed on these functions to produce other more complicated functions, which are also analyzed. Probability and statistics through the study of central tendencies is also explored. Application of concepts covered is reinforced through lab experiments and math modeling.

ALGEBRA II A: 10, 11, 12**5 credits****PREPARATION: Successful completion of Algebra I A and Geometry A**

This course involves a continuation of the study of the properties of the real numbers begun in Algebra I. A study of the operations with polynomials and rational expressions leads to an extension of the real number system to the complex number system. Linear, quadratic, and other polynomial functions are studied, followed by the exponential and logarithmic functions. Systems of linear equations, matrices, and inequalities are carefully discussed as are quadratic relations and systems. An introduction to trigonometry is included. The above concepts are reinforced and applied through verbal problem solving and applications to the real world through math modeling and lab reports as performance assessments.

ALGEBRA II R: 11, 12**5 credits****PREPARATION: Successful completion of Algebra I R and Geometry R**

This course involves a continuation of the study of the real numbers begun in Algebra I. Linear, quadratic and other polynomial functions are studied, followed by the exponential and logarithmic functions. Systems of linear equations and inequalities are discussed as are quadratic relations and systems. These concepts are reinforced and applied through math modeling and lab reports as performance assessments.

ALGEBRA II M: 11, 12**5 credits****PREPARATION: Successful completion of Algebra I M and Geometry M**

This course continues the study of the real numbers begun in Algebra I. Linear, quadratic and other polynomial functions are studied followed by an introduction to the exponential and logarithmic functions. Systems of linear equations, matrices, and inequalities are discussed as are quadratic relations and systems. In this course, the development of each concept is reinforced and applied through problem solving and math modeling.

PRE-CALCULUS H: 11, 12**5 credits****PREPARATION: Successful completion of Algebra I A, Geometry A, and Functions H**

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

PRE-CALCULUS A: 11, 12**5 credits****PREPARATION: Successful completion of Algebra I A, Geometry A, and Algebra II A**

This course involves a review of the properties of the real number system and some properties of the complex number system. Properties of functions and relations are reviewed and the study of the circular, trigonometric, algebraic, exponential, and logarithmic functions is extended. Vectors, matrices, and graphs in two and three-dimensional space are analyzed. These concepts are reinforced through math modeling of real world applications, technology and lab reports as performance assessments.

TRIGONOMETRY R: 12**5 credits****PREPARATION: Successful completion of Algebra I R, Geometry R, and Algebra II R**

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

INTRODUCTION TO COLLEGE MATHEMATICS R: 12**5 credits****PREPARATION: Successful completion of Algebra II M or Algebra II R**

This course involves a review of the essentials from Algebra and Geometry plus the polynomial functions. Exponential, Logarithmic, Circular, and Trigonometric functions will be introduced and/or extended. Also included are topics in coordinate geometry, sequences and series central tendencies and probability. Additionally, each topic will conclude with an activity that applies to the real world through math modeling, incorporating technology, and the development of lab reports.

CALCULUS AP: 12**5 credits****PREPARATION: Successful completion of Geometry A, Functions H, and Pre-Calculus H**

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

CALCULUS A: 12**5 credits****PREPARATION: Successful completion of Algebra I A, Geometry A, Algebra II A, and Pre-Calculus A**

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

HSPA PREPARATION MATH: 9, 10, 11, 12**2.5 credits**

This math program provides remediation in algebra and geometry skills. Students are identified for this program based on their performance on the Early Warning Test (EWT) or High School Proficiency Assessment (HSPA). The program is individualized in order to provide intensive instruction in skill areas in which the student is weak. In order to accomplish this, classes are kept small.

COMMON CORE ELECTIVES

ADVANCED COMPUTER CONCEPTS AP/A by Contract: 11, 12

5 credits

PREPARATION: Successful completion of Computer Concepts A or approval of the teacher

Students learn to design and implement structured programs in the JAVA language using microcomputers with an appropriate operating system. They will learn programming JAVA methodology, fundamental data structures, searching and sorting algorithms, the components of a computer, and the responsible uses of the computer. Programs will be written to explore the use of computers in mathematics, science, business,

socio-economic fields, and in the home. The Computer Science syllabus of the Advanced Placement examination will be satisfied for the A exams and some extra individual study will be required for the AB exam. **Students may be eligible for college credit. See your school counselor for more information.**

COMPUTER CONCEPTS A: 10, 11, 12

5 credits

PREPARATION: Successful completion of Algebra I A and Geometry A , and enrolled in or successfully completed Algebra II A or Functions H

In this course, students will learn the vocabulary of the computer industry and become aware of the degree to which present day society is dependent upon and affected by computers. Students will learn to construct structured flow charts and write structured programs in Q-BASIC. They will execute their programs on computers in an interactive mode. Programs will be written exploring the use of computers in mathematics, science, business, socioeconomic fields, and in the home. **Students may be eligible for college credit. See your school counselor for more information.**

STATISTICS AP, or A, by Contract: 11, 12

5 credits

PREPARATION: Successful completion of Functions H, Algebra 2A, Pre-calculus H or Pre-calculus A

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four major conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. This course is an excellent choice for students planning to major in business, psychology, sociology or the health sciences.

SCIENCE

CORE COURSES

QUANTITATIVE PHYSICAL SCIENCE H: 9

6 credits

PREPARATION: Successful completion of Algebra + or 8+

This is a rigorous first year science program designed for the student whose interest and aptitude lie in the field of mathematics, science, or engineering. Using various scientific instruments and computer technology, students conduct their own experiments, constantly making calculations and quantitative analyses. In this process, the QPS student develops important mathematical skills and basic principles of physics (force and motion) and chemistry. This course will adequately prepare the student for more advanced science courses such as Chemistry and Physics. QPS is a prerequisite for Chemistry Honors.

CONCEPTUAL PHYSICAL SCIENCE (CPS) A/R: 9

6 credits

Conceptual Physical Science (CPS) integrates the major concepts of physics and chemistry as these disciplines relate to and impact nature and technological society. Fundamental to the CPS approach is a holistic approach to studying the principles, theories and laws that are central to all of the disciplines of physical science explored in this program include atomic theory, chemical bonds, kinetic molecular theory, laws of thermodynamics, the law of periodicity, types of reaction, principles of stoichiometry, the laws of motion, the law of universal gravitation, and basic forces. These central ideas of science are explored in the framework of our living environment, the dynamic system of earth and our future society. The CPS approach will ultimately lead students toward mastering interdisciplinary processes of science. The program emphasizes critical thinking by actively engaging students in the pursuit of understanding the central concepts of physics and chemistry through individual and cooperative group activities, using computer technology and mathematics as effective and essential tools of science. Paramount in this interdisciplinary effort is the process of science and mathematical modeling in the pursuit of central ideas of science. The major themes to be examined include: the universe of order-disorder, the solar system, mountain building, cycles of the earth, chemical and physical systems, and the technological society.

CONCEPTUAL SCIENCE (CP) R: 9

6 credits

Conceptual Science integrates the major concepts of physics and earth sciences as these disciplines relate to and impact nature and technological society. Fundamental to the Conceptual Science approach is a holistic approach to studying the principles, theories, and laws that are central to all of the disciplines of physical and earth science topics explored in this program including kinetic molecular theory, laws of thermodynamics, the laws of motion, the law of universal gravitation, and basic forces. These central ideas of science are explored in the frame work of our living environment, the dynamic system of earth and our future societ y. The Conceptual Science approach

will ultimately lead our students toward mastering interdisciplinary processes of science. The program emphasizes critical thinking by actively engaging students in the pursuit of

understanding the central concepts of physics and earth sciences through individual and cooperative group activities, using computer technology and mathematics as effective and essential tools of science. Paramount in this interdisciplinary effort is the process of science and mathematical modeling in the pursuit of central ideas of science. The major themes to be examined include: the solar system, mountain building, cycles of earth, physical systems, and the technological society.

CHEMISTRY/PHYSICS H/A (Unique to West MYP Programme)

6 credits

This is a rigorous laboratory science course designed to give students the necessary background to succeed in the advanced study of Chemistry and/or Physics. The Physics portion is designed to introduce students to the laws of physics, the experimental skills required therein and the social and historical aspects of physics as an evolving body of human knowledge. The Chemistry portion is designed to provide opportunity for acquiring all the basic principles of chemistry while acquiring the experimental skills necessary to integrate knowledge with experience. Once again, an interdisciplinary approach to studies will be adopted and writing will be emphasized.

BIOLOGICAL SCIENCES

BIOLOGY 1H: 10, 11, 12

6 credits

PREPARATION: Successful completion of QPS-H, CHEMISTRY (may be concurrent)

Biology 1H is designed for the academically advanced, college bound student. It focuses on major life categories through a discovery approach in order to further develop scientific attitudes and interests. It provides for a greater understanding of biology at the molecular level. More advanced topics such as biochemistry, enzyme chemistry & kinetics, electrophoresis, recombinant DNA technology (genetic engineering), bioenergetics, embryology, and microbiology will be studied in addition to the core biology program. Students planning to take AP Biology or contemplating a career in the health professions or biology are encouraged to take this course.

BIOLOGY I A: 10, 11, 12

6 credits

PREPARATION: Successful completion of 9th grade A level science

Biology I A is designed for the academically advanced, college bound student. With an emphasis on discovery, theory development and the application of biological principles, it provides knowledge important for both everyday life and further scientific development. It focuses on major life categories and processes, presented in such a way as to further develop scientific attitudes and interests. The double lab period and four recitation sessions are student activity centered that require an understanding of mathematics and chemistry.

BIOLOGY I R: 10, 11, 12

6 credits

PREPARATION: Successful completion of 9th grade R level science

Biology I R is a survey course for the college bound student. Its purpose is to provide the

student with a general knowledge of basic biological principles including: the cell, evolution, the human body, plant and animal life, genetics, and ecology. Emphasis is placed on making the student a literate citizen in a scientific society. The methods used include: individualized learning skills, group learning skills and laboratory skills. This is an approach which has less emphasis on chemistry and mathematics, but still requires the application of both. The double lab period and four recitation sessions are student activity oriented.

BIOLOGY I M: 10, 11, 12

6 credits

Preparation: Successful completion of Grade 9 Science

Biology I M is a first year introductory course, which is a general survey of basic biological principles. It is an activity-centered program and the teaching methods employed develop individualized learning skills, group learning skills and laboratory skills, which exposes students to a broad knowledge of the major concepts of biology. Students set

up experiments, make observations and organize and analyze data. Units of study include: basic scientific skills, cellular structure and function, body systems, animal and plant behavior, and ecology. Each area is approached using basic terminology and application for everyday functioning in a scientific society.

BIOLOGY II AP: 12

6 credits

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

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

COMMON CORE BIOLOGY ELECTIVES

CELL PHYSIOLOGY AND MICROBIOLOGY H: 11, 12

6 credits

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

This course builds upon key concepts introduced in both biology and chemistry. Emphasis is given to the molecular nature of cells, the role of enzymes in metabolism, cell structure function and genetic engineering. In addition, this course also includes an in-depth study of microorganisms including viruses, bacteria, protists and fungi. Particular emphasis is given to bacteria, their identification, cultivation, control and the role they play in infectious disease. This course is laboratory oriented and will be of value to students who are science oriented and plan a possible career in a medical field or biological research.

BIOLOGY II A: 11, 12

6 credits

PREPARATION: Successful completion of Biology I A, Biology I R

Biology II A is a full year course designed to investigate selected topics in depth. The major areas of study include botany, microbiology, applied genetics, vertebrate and invertebrate structure/function, body systems [nervous, immune, endocrine] and bio ethics. The course is laboratory and research oriented.

VERTEBRATE ANATOMY AND PHYSIOLOGY H: 11, 12

6 credits

PREPARATION: Successful completion of Biology 1H or A

This course is designed for students interested in careers in the health field and it concentrates on vertebrate anatomy and physiology. It uses dissection of fish, amphibians, reptiles, birds and mammals. It shows the interrelationship between these vertebrates. Comparison is made to the human structures, especially with mammals using cat dissection. Clinical application of content material is accomplished in the form

of case studies and computer simulation. The student will become proficient in dissection and the use of the microscope in order to identify human cells and tissues.

VERTEBRATE ANATOMY AND PHYSIOLOGY A: 11, 12 **6 credits**

PREPARATION: Successful completion of Biology I A or R

In this course, the student is involved in the intensive study of the structure, function and evolution of vertebrates. Students develop skills in dissection and other laboratory techniques while they compare body systems of representative vertebrates. Emphasis is placed on mammalian anatomy through cat dissection with a focus on human anatomy and physiology. This course is taught at an accelerated level.

VERTEBRATE ANATOMY AND PHYSIOLOGY R: 11, 12 **6 credits**

PREPARATION: Successful completion of Biology I A, R or M

In this course, the student is involved in the intensive study of the structure and function of representative vertebrates. Students develop skills in dissection and other laboratory techniques while they compare body systems. Emphasis is placed on mammalian anatomy through cat dissection with a focus on human anatomy and physiology.

ENVIRONMENTAL STUDIES A: 11, 12 **6 credits**

PREPARATION: Successful completion of Biology I H, A or R

This course is the study of interrelationships between the living and non-living components of the environment. The course is both laboratory and field-oriented with some activities being carried on outdoors. Some topics will include: Introduction of Environmental Education, Principles of Ecology, Succession/Biomes, Population Dynamics, Energy, Environmental Issues, Wildlife Studies, N.J. Pinelands.

ENVIRONMENTAL STUDIES R AND R (Inclusion): 11, 12 **6 credits**

PREPARATION: Successful completion of Biology I A, R, or M

This course is the study of interrelationships between the living and non-living components of the environment. The course is both laboratory and field-oriented with some activities being carried on outdoors. Some topics will include: Introduction of Environmental Education, Principles of Ecology, Succession/Biomes, Population Dynamics, Energy, Environmental Issues, Wildlife Studies, N.J. Pinelands.

UNIQUE BIOLOGY ELECTIVE AT EAST

HUMAN ANATOMY AND ATHLETIC INJURY A/H: 11, 12 **5 credits**

This course is designed for a student who plans a career in the medical or allied health fields. The course begins with an in-depth study of the human anatomy and physiology. It provides a comprehensive presentation of specific traumatic athletic and other medical conditions. Information relating to recognition, evaluation, management, and rehabilitation of these specific medical conditions will be presented. Exercise physiology, kinesiology, muscular strength and endurance will be researched. Professional CPR, AED, and first aid certification will be given at the end of the course (5 Periods per Week). Honor students attend NJSMD for cadaver work (January – May).

CORE PHYSICAL SCIENCE COURSES

CHEMISTRY I H: 10, 11, 12

6 credits

PREPARATION: Successful completion of QPS-H and Geometry A. Biology (may be concurrent)

Principles of Chemistry are an honors level introductory chemistry course designed for those students who have displayed exceptional interest and aptitude in their previous science studies. This course is recommended for those students who intend to major in science and technical fields at the college level. The student should display a high degree of mathematical competency and superior problem-solving abilities. The design of Principles of Chemistry will permit the student to study a larger number of concepts in greater depth than is possible in the A level course. This course will incorporate units on atomic and molecular structure, the periodic table, stoichiometry, thermodynamics, chemical kinetics, equilibrium, acid-base theory, and electrochemistry. This course will prepare students to take the SAT II Chemistry test and the Chemistry 2AP course.

CHEMISTRY I A: 10, 11, 12

6 credits

PREPARATION: Successful completion of Enriched Algebra A

Chemistry IA is a full year, six-credit, higher level chemistry course designed for those students having considerable interest and aptitude in science studies. It will adequately provide the chemistry background for those students intending to take science courses at the university level. Basic chemical principles and theories are developed in both qualitative and quantitative schemes that require memorization and a high level of mathematical and problem solving ability on the part of the students.

APPLIED CHEMISTRY R: 11-12

6 credits

Applied Chemistry presents an alternative approach to the study of chemistry designed specifically for non-science majors who have an interest in science but are not necessarily math-science oriented. Its purposes are to help students (1) realize the important role that chemistry will play in their personal and professional lives, (2) use principles of chemistry to think more intelligently about current issues they will encounter that involve science and technology, and (3) develop a lifelong awareness of the potential and limitations of science and technology. It is a technology-rich chemistry-in-action course that brings to its students hands-on investigations focused on the real world chemistry they should know and enjoy: chemistry in the home; chemistry in the environment; chemistry of energy; chemistry of hardware and software; and chemistry of medicine. Applied Chemistry students investigate the real world problems in their living environment and see how the basic concepts of chemistry work as they are applied in their study. This approach will enable the students to meet the world-class science education standards and at the same time let the students enjoy learning chemistry.

CHEMISTRY II AP: 11, 12

6 credits

PREPARATION: Successful completion of Algebra IIA, Chemistry IA or IH

Chemistry II AP is a college level course, using first year college texts and laboratory

experiments. It is designed to give the science major a more extensive chemical background than is possible from Chemistry IA or IH alone. The course content will draw

upon the student's knowledge of first year chemistry. In addition, new concepts will be covered such as acid-base and solution equilibrium, thermo chemistry, electrochemistry, oxidation-reduction and organic chemistry. AP Chemistry II is designed such that a student who is interested in science as a career may receive advanced placement at the college level upon successful performance on the Advanced Placement Examination, and the instructor's recommendation. Because of the subject matter included in the course, it is expected that the student will exhibit a proficiency level higher than that required for Chemistry IA and IH.

PHYSICS I H: 11, 12

6 credits

PREPARATION: Grade 11 -- Taking Pre-Calculus currently. Grade 12 -- Taking Calculus A or H currently

Physics I H is designed for students who have displayed exceptional interest and aptitude in their previous science courses. The course will best fit the needs of students who plan to go college with a major in science, engineering or medicine. Topics covered will include Kinematics, Newton's Laws of Motion, Energy, Momentum, Conservation Laws, Rotation, Oscillations, Gravitation, Electrostatics, Current Electricity, Magnetostatics, Electromagnetic Induction, Wave Motion, Sound, Geometric Optics, Physical Optics, and introductory modern physics.

PHYSICS I A: 11, 12

6 credits

PREPARATION: Successful completion of Algebra IA, Geometry IA, Algebra II; Current enrollment in Pre-Calculus or Calculus desirable

Physics IA is a level I accelerated college preparatory course directed at student's intent on specializing in the sciences or engineering at the college level. The core of the program consists of kinematics, vectors, Newton's Laws of Motion, universal gravitation, oscillatory motion, the laws of conservation of energy and momentum, geometrical and physical optics, scientific models, Coulomb's Law, and simple circuits. The course attempts to develop critical thinking to enable the student to reach a true understanding of science, rather than accumulate a mass of facts; as well, it strives to acquaint the student with the power and limitations of science.

APPLIED PHYSICS R: 11, 12

6 credits

The Applied Physics R will incorporate the Active Physics approach and organizes physics content from the National Science Education Standards into six thematic units of: communications, home, predictions, medicine, sports and transportation. Applied Physics students take a hands-on approach to problem solving, working in small groups to foster teamwork.

PHYSICS II AP-C: 11, 12

6 credits

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

Physics II AP-C is a college level course, which strives to enhance the scientific maturity of the student through a vigorous emphasis on the fundamentals of physics. The core of

the program consists of mechanics, electricity, and magnetism, and parallels the

Advanced Placement C Level curriculum. Other topics to be covered at the option of the instructor, and as time permits, shall include waves, thermodynamics, special relativity, and quantum theory.

RESEARCH IN SCIENCE H: 9, 10, 11

5 credits

PREPARATION: Successful completion of Honors level science and mathematics course

Ability to conduct scientific research is becoming glowingly crucial in our students' future. Research in Science (RIS) is designed to motivate our science students to engage in scientific research so they can apply their knowledge in a practical and real situation. RIS students will utilize the knowledge in science as their hypothesis, modern technology as their tool of communication, mathematics as their tool for data processing and a concept of system as their mathematical modeling. Each student will conduct an independent research in Physics, Chemistry, Biology, Technology, Astronomy, Geology, Medicine, Engineering, Computer Science, Mathematics, or any other discipline of natural science. This course will meet before or after school on a one-on-one basis with the instructor. RIS students will develop their research proposal, conduct their research, submit their final reports to the Faculty Review Board and participate in regional and national exhibits or contests.

PLANETARY EXPLORATION A: 11-12

6 credits

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

SOCIAL STUDIES

CORE COURSES

WORLD CIVILIZATIONS

ENGLISH/WORLD CIVILIZATIONS H: 9, 10

10 credits

This course is designed to integrate and intensify the current English IA and World Civilization A programs. The English component introduces students to a study of literary genre. Required readings include a Shakespearean play, *The Odyssey*, and six or more novels. The World Civilization component examines cultural and historical developments in Africa, Asia, Europe, Latin American and the Middle East, concentrating on the period from 1400 to the present. Required readings for World Civilizations include a Fugard play, the Ramayana and at least four novels. Using common themes, the course makes connections between the disciplines as well as between the past and the present. This course is designed for students with excellent reading, writing, and oral communications skills. Students must expect to read several books in each of the two classes every marking period. On a regular basis, they will write analytical papers in both classes.

WORLD CIVILIZATIONS A: 9, 10

5 credits

This course examines the cultural and historical developments in Africa, Western Europe, Latin America, Asia and the Middle East, concentrating on the period from 1400 to the present. Students will demonstrate an understanding of the roots of these civilizations and how these roots are reflected in contemporary societies. A major emphasis will be placed on the understanding and comparison of institutions shared by all cultures: political, economic, religious, social, and technological. This is a thematically oriented course. In addition, students will demonstrate an understanding of the effects of geography on human cultures and the way in which societies have altered the natural environment. This course is designed for students with above average skills in reading, writing, and oral communications. They will be required to do extensive outside reading (in addition to the textbook materials); and participate in creative role-playing assignments, classroom debates and analytical discussions.

WORLD CIVILIZATIONS R: 9, 10

5 credits

This course emphasizes the cultural and historical developments of Africa, Western Europe, Latin America, Asia and the Middle East between 1400 and the present. Students will study the roots of these civilizations, identify the political, social, economic, religious, and technological institutions of each society, and look for commonality within the global community. This is a thematically oriented course. In addition, they will study the impact of geography and the environment on the development of these cultures, and the way in which these cultures have affected the geography and the environment. This course is designed for students with an average proficiency in reading, writing, and oral communications skills; students will be provided opportunities for

concentrated practice in these areas. Working with the teacher, they will be required to understand the textbook and a variety of supplemental materials. They will also be required to participate in classroom projects and discussions.

WORLD CIVILIZATIONS M: 9, 10**5 credits**

This course is a study of the cultural and historical developments in four major regions of the world from 1400 to the present: Africa, Western Europe, Latin America and the Middle East. Students will identify the major institutions shared by these societies, and the major environmental and geographical factors which influenced the development of these cultures. This course is designed for Social Studies students with special needs in reading comprehension, study skills, writing and language usage; teachers will provide concentrated practice in these areas.

UNITED STATES HISTORY I**US HISTORY I AP: 10, 11****5 credits**

This course is one of the most challenging courses offered by the Social Studies Department. It provides a study of historical events, concepts, interpretations, and themes within a framework of a US history survey course from colonial times to 1877. It is designed for highly motivated students with excellent proficiency in reading, well-developed writing and communications skills, and a specific interest in the study of history. These students should be able to respond to complex questions on the past, relate these questions to the present, identify new questions, and pursue individual topics of interest. In addition, these students should be prepared to analyze multiple interpretations of the past and develop new interpretations that respond to the needs of the present. They should be willing to participate in a variety of student-centered activities, such as role-playing exercises, simulations and debates.

US HISTORY I A: 10, 11**5 credits**

This program allows students to examine historical events, concepts and themes within the framework of a US history survey course from colonial times to 1877. It is designed for students who have above average proficiency in reading, well-developed writing and oral communications skills, and an interest in history. The course requires extensive outside reading and research assignments designed to improve the students' ability to read and think critically. In addition, students will be required to analyze multiple interpretations of American history and explain why these interpretations emerged when they did. Finally, various group projects demanding creative role-playing will also be required.

US HISTORY I R: 10, 11**5 credits**

This is a full year survey course in American History from colonial times to 1877. The course emphasizes themes and concepts that will help students to understand the roots of American life and to recognize these roots in modern American institutions. It is designed for students with an average proficiency in reading, writing, and oral communications skills. Students are required to understand a variety of supplemental materials beyond the course textbook, and to recognize multiple explanations for events in the American past. In addition, students are required to accomplish a number of group assignments, including role-playing and debating.

US HISTORY I M: 10, 11**5 credits**

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

UNITED STATES HISTORY II**US HISTORY II AP: 11, 12****5 credits****PREPARATION: Successful completion of US History I AP or IA**

This course is in part, a continuation of the US HISTORY I AP program. In this course, highly motivated students pursue a rigorous college-level survey of historical events, concepts, interpretations, and themes in American History from 1877 to the present. This course is designed for students who are excellent readers, have well-developed skills in research, written and oral communications, an awareness of current events, and a particular interest in American history and government. Students must be willing to participate in a variety of student-centered activities including debates and role-playing exercises.

US HISTORY II A: 11, 12**5 credits****PREPARATION: Successful completion of US History I**

In this course, students will continue the survey of American History begun in US HISTORY I (this time, from 1877 to the present). Following the pattern set in US HISTORY I A, students will examine the historical events, concepts, and themes that shaped the Twentieth Century, and discuss and evaluate differing interpretations provided by historians. This course is designed for students who are excellent readers, have well-developed skills in research, written and oral communications, an awareness of current events, and a particular interest in American History and government. Students must be willing to participate in a variety of student-centered activities including debates and role-playing exercises.

US HISTORY II R: 11, 12**5 credits****PREPARATION: Successful completion of US History I**

In US HISTORY II R, students will continue the survey of American History started in US HISTORY I. They will study themes and concepts designed to give them an understanding of modern American life. The course is designed for students with average proficiency in reading, writing, and oral communications skills. Various supplemental readings beyond the textbook will be assigned, and students will be challenged to provide multiple explanations for past events. Group assignments, including role-playing and debates, will also be required.

PREPARATION: Successful completion of US History I

This course continues the survey provided in the US HISTORY I program. The students will study American History [this time, from 1877 to the present]. The program emphasizes selected people, events and themes from the American past. It emphasizes practical knowledge of America's past, and of America's governmental and economic systems. In addition, it is designed for Social Studies students who need still more concentrated instruction and practice to improve their reading, writing and oral communication skills in a historical context.

COMMON CORE ELECTIVES**AP ECONOMICS: MICROECONOMIC AND MACROECONOMICS: 11, 12 5 credits**

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

ECONOMICS: THEORY AND PRACTICE A: 11, 12 2.5 credits

Economics is a vitally important subject but too often its importance is obscured by a concentration on theory at the expense of "real world" understanding and issues. Recession, depression, the collapse of our cities, unemployment, the fluctuating stock market, the cost of oil, and the worrisome food situation: these are "real world" concerns which bring economics into the center of our lives; and these are the ingredients for this elective in Economics. While the theoretical perspective is not ignored, the emphasis in this program is on PRACTICAL applications of theory: the business cycle, leading economic indicators, and where we are today; the stock and futures markets and how to get into them; a citizen's-eye view of the government's role in the economy; the economic consequences of environmentalism including the costs of global warming, pollution, and wasting energy; etc. This program goes well beyond the introduction to Economics provided in US History II. Discussions, debates, simulations such as the computer-generated stock market game, and role-playing activities are integral parts of the program. Come and study the "real world!"

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

AP European History is designed for the highly motivated student who is interested in placing already acquired knowledge as well as new information within the broad framework of Europe from 1350 to the present. The course is taught at the college level. It deals with events, interpretations and themes in the context of Europe and traces the global impact of these events. The students will be required to respond to complex questions of the past, identify new questions, and pursue individual topics of interest. The students will also be asked to read various historic interpretations of the past as well as novels written at various times and in various European countries. They should be willing to participate in a variety of student-centered activities and take the advanced placement examination in May. Applicants for this course must comply with departmental guidelines for admission.

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

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional and technological precedents that along with geography, set the human stage prior to 1000 C.E. Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from the point to the present. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

COMMON CORE ELECTIVES**AP PSYCHOLOGY WITH RAT LAB: 11, 12****6 credits**

This course is a modified version of the regular AP Psychology course offering. In addition to the established AP Psychology curriculum, this course highlights an additional period per week dedicated to the further understanding of psychological learning theory through a series of animal demonstrations in which students will observe, describe, explain, record, analyze, report and graph the data from laboratory animal experiments. The student will be instructed on the proper handling and care of laboratory animals (rats.) Students who are uncomfortable handling lab animals should select the regular Psychology AP course.

PSYCHOLOGY A WITH RAT LAB: 11, 12**5 credits**

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

UNIQUE ELECTIVE AT EAST**ADDITIONAL COURSE CREDIT OFFERINGS: 11, 12****1-2 credits**

PREPARATION: Lab supervisor approval (students may apply after each semester begins) limited space available

Students enrolled in any Psychology course (R, A, AP, AP/A w/Lab) may apply to participate in the Behavioral Science Animal Laboratory for extra course credit. Those taking part in the Lab will earn one additional credit for each semester they participate at least three (3) hours per week outside of class. These hours are available each weekday after school (2:30-3:30) and on weekend/holiday mornings (10:00-11:30). The three (3) hours may be gained by any combination of weekdays and/or weekends. Students participating will be involved in the maintenance of the Animal Lab, gaining experience in sound animal husbandry and maintenance procedures, as well as assisting the lab supervisor and other students in carrying out current experiments and demonstrations.

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

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

UNIQUE ELECTIVES AT WEST

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

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

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

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

UNITED STATES HISTORY SINCE 1945: 10, 11, 12 2.5 credits

The purpose of United States History Since 1945 is to focus on the major political, social, cultural and economic events, which have shaped the nation since the conclusion of World War II. It is an area of American history filled with monumental issues, which impacted on the American people at the apex of their power in the “American Century”. The elective is charged with a built in motivation that it studies a time most recent to the student. Strong analytical skills and the motivation to be critical are necessary for the course.

SEE ELECTIVES LISTED AS INTERDISCIPLINARY STUDIES

TECHNOLOGY EDUCATION

COMMON CORE ELECTIVES

BASIC DRAFTING: 9, 10, 11, 12

2.5 or 5 credits

This full year, five-credit course will provide the student with instruction and the development of skills in basic drafting processes and techniques. The student will learn the uses of drafting instruments and equipment to make mechanical drawings on paper.

Contact with the latest drafting technology will take place through the classroom availability of computer aided drafting (CAD) hardware and software programs. Career guidance is also included as part of the instruction. **Students may be eligible for college credit from Camden County College. See your school counselor for more information. This course has been designed for male and female students.**

ADVANCED DRAFTING: 10, 11, 12

5 or 10 credits

PREPARATION: Successful completion of Basic Drafting Skills

This full year, single or double period, five or ten-credit course will provide the student with a concentrated study of the elements of technical drawing and design. Skills will be developed through the production of detailed drawings of machinery and the design of construction plans for residential and commercial buildings. Introductory and individualized instruction for computer-aided drafting (CAD), using state of the art equipment and software to apply technical drafting techniques, will be provided. There will be options for the sequence of studies over a three-year period, which will include a concentration on mechanical drafting, or architectural drafting, or a combination of the two. Career guidance is included as part of the instruction. This course can be taken for two years. **Students may be eligible for college credit from Camden County College. See your school counselor for more information. This course has been designed for male and female students.**

BROADCASTING I: 9, 10, 11, 12

2.5 credits

In Broadcasting I, the student will learn how to improve voice quality, intelligibility, and variety. The student will study special techniques used by the broadcast journalists, commercial announcers, disc jockeys, and sports announcers. The student will be able to determine the effect of media on life, to recognize media techniques, to implement broadcast techniques before and behind the microphone and camera, to participate in cable news programs, to evaluate the quality of media presentations, to write for media and to evaluate quality of media presentations. In addition to studying the current leaders in the media field, the student will learn about the radio broadcasting industry of the past.

BROADCASTING II: 9, 10, 11, 12

2.5 credits

PREPARATION: Successful completion of Broadcasting I (West)

Broadcasting II students will study the special techniques needed for television broadcasting. Besides learning television programming and production theory, students

will gain valuable experience through frequent use of videotape equipment. They will write scripts, operate the camera, and perform in and produce television spots.

TECHNICAL ASSISTANT IN COMPUTER TECHNOLOGY**2.5 credits**

This performance-based course provides the student with the opportunity to develop technical skills in computer technology. Each student will use hands-on exploration as well as interactive computer programs to familiarize themselves with basic troubleshooting, diagnosis and repair technique.

WOODS: 9, 10, 11, 12**5 credits**

This full-year, five-credit course will provide the student with an introduction to the fundamental processes, materials and tools of the woodworker. Project design, use of tools and machinery, types of wood and related materials, construction techniques, and finishing will be studied in order to develop skills needed to complete wood projects. Career guidance is also included as part of the instruction. **This course has been designed for male and female students.**

ADVANCED WOODS: 10, 11, 12**5 or 10 credits****PREPARATION: Successful completion of Woods or Introduction to Industrial, Mechanical and Technical Skills (West)**

This full-year, single or double period, five or ten-credit course will provide the student with experiences and skill development with machinery and woods used to produce small pieces of furniture with drawers and doors. Many practical applications of science and mathematics will be studied. Work will be highly individualized in the selection of projects for construction. Career guidance will be given to the career-minded woodworker. This course can be taken for three years. **This course has been designed for male and female students.**

UNIQUE ELECTIVES AT EAST**SMALL ENGINES: 9, 10, 11, 12****2.5 credits**

This half-year, 2.5-credit course will provide the student with an understanding of how small gasoline engines are used to do many different types of work. They provide for lawn mowers, golf carts, boats, mini-bikes, water pumps, motorcycles, portable generators, power garden tools, chain saws, snowmobiles and many other machines. This course is designed to help the student learn how to trouble shoot and service these various pieces of equipment and machines. A hands-on approach will be used to reach these goals. Safety will be emphasized and will be an integral part of each unit. **This course has been designed for male and female students.**

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

This course is designed for the beginning student to meet life skills in Computer Graphics. The student will explore designs on the computer to create flyers, brochures, ads, and other professional pieces using CorelDRAW, Corel Photo-Paint, and Windows NT.

ADVANCED COMPUTER GRAPHICS: 9, 10, 11, 12**2.5 credits****PREPARATION: Successful completion of Computer Graphics**

This course will provide the student an opportunity to create and design animations,

charts, and slide shows on the computer. The student will also be exposed to the uses of advanced techniques in digital cameras and scanners.

ADVANCED APPLICATIONS IN COMPUTER GRAPHICS**5 credits****PREPARATION: Successful completion of Computer Graphics**

This course will provide the student with an opportunity to develop skills with digital images while working from multi open-ended design briefs. Concentration in measurement, proportions, and percentages will be stressed to manipulate texts with special effects on the computer.

UNIQUE ELECTIVES AT WEST**INTRODUCTION TO INDUSTRIAL TECHNOLOGY: 9,10,11,12****5 credits**

This full year, five-credit course will provide the student with the opportunity to investigate processes, materials, tools, management and organization of processes in two related areas of popular and practical technology:

Wood and Construction Technology introduces the student to the fundamental processes, materials and tools of the woodworker. Instruction will include project design, use of woods, wood finishing and career guidance.

Drafting introduces the student to basic drafting processes and techniques used in industry today. **This course has been designed for male and female students.**

COMPUTER AIDED DESIGN: 9, 10, 11, 12**2.5 credits**

This project-based course is designed for students interested in working with CAD (Computer Aided Design) and other computer applications to delineate and present the design of objects. The focus of this course is to provide methods for designing man-made functional objects, structures, products, mechanisms, as well as flyer, brochure and ad applications. This course uses computer technologies such as CAD software, digital cameras, scanners and output devices, as well as conventional delineative techniques. This course is intended for students interested in design fields such as engineering, industrial design, product design, construction technology and architecture.

ADVANCED COMPUTER AIDED DESIGN: 9, 10, 11, 12**2.5 credits****PREPARATION: Successful completion of Introduction to Computer Graphics**

This project-based course is designed for students interested in working with CAD (Computer Aided Design), computer modeling, animation and multimedia techniques to present the 3-D design of objects. The focus of this course is to provide advanced techniques for designing man-made functional objects, utilizing digital camera and scanner technology. This course is intended for students interested in design fields, such as engineering, industrial design; produce design, construction technology and architecture.

ADVANCED COMPUTER GRAPHICS: 9, 10, 11, 12**2.5 credits****PREPARATION: Successful completion of Computer Graphics**

This course will provide the student an opportunity to create and design animations,

charts, and slide shows on the computer. The student will also be exposed to the uses of advanced techniques in digital cameras and scanners.

ADVANCED APPLICATIONS IN COMPUTER GRAPHICS**5 credits****PREPARATION: Successful completion of Computer Graphics**

This course will provide the student with an opportunity to develop skills with digital images while working from multi open-ended design briefs. Concentration in measurement, proportions, and percentages will be stressed to manipulate texts with special effects on the computer.

ADVANCED APPLICATIONS IN COMPUTER GRAPHICS: 10, 11, 12**5 credits****PREPARATION: Successful completion of Graphics**

This course will provide the students with an opportunity to develop skills with digital images while working from multiple open-ended design briefs. Concentration in measurements, proportions, and multiple percentages will be stressed to manipulate texts with special effects on the computer.

VIDEO PRODUCTION: 10, 11, 12**2.5 credits**

This course is a one-semester elective, which addresses technology, script writing and preparation, digital editing, and video production. Internships will be offered.

TECHNOLOGY ELECTIVES INITIATIVE

The Cherry Hill School District Technology Electives Initiative IT Framework is a broad-based educational response to student's needs to provide the continuation, enhancement, and addition of technology electives in high school.

The IT Framework includes a comprehensive set of information technology units of study that are grounded in core academic subject areas and built around four occupational clusters:

- Information Services and Support
- Network Systems
- Programming and Software Development
- Interactive Media

The units of study create an effective IT skills core program that can be expanded to address business driven certification such as A+, Net +, MCSA, or MCSE.

COURSE OFFERINGS AT CAMDEN COUNTY COLLEGE:

Information Services and Support

Fall-Full Year: ComTIA A+ Hardware

5 credits

This course provides students with an in-depth exploration of how computer systems work. It is designed to address the underpinning knowledge requirements for the Comp TIA A+ hardware test. The studies cover both computer hardware and software, including Windows operating systems and computer networks. It would be helpful if students have taken Technical Assistant in Computer Technology at the high school.

Programming and Software Development

Fall-Full Year: Web Design and Programming

5 credits

This comprehensive web development course geared toward those individuals with an interest in entering the web development/programming field. Upon completion of the course, students will be prepared for entry-level and mid-level opportunities in web design, web development, freelance design, web master, content development, web programming, and web application development. This course is a non-traditional learning environment that is accelerated to provide a comprehensive look at the web design technologies available today. Students are expected to have at least one or more years of experience using a PC with a Windows platform doing file management, applications, and typing. Students should know how to email, use the Internet, take notes, complete reading assignments, and complete homework. Experience with DOS, networking basics, software installation, and programming logic beneficial, but not required!

Spring-Semester: Web Multi-media/Web-site Management**5 credits**

The Internet is a communications medium that makes extensive use of text and graphics. This course will provide students with the skills needed to create HTML web pages using a graphical web page editor. Activities include creating and using web-ready graphics, creating hypertext links and bookmarks and working with forms. Once the student has created a web site it may be published to a web server and accessed via a web browser.

Topics of Study Include:

- Using a graphical web page editor
- Creating and editing JavaScript
- Introductions to: Macromedia and Adobe
- Creating and using style sheets
- Working with Dynamic HTML.
- Using ActiveX controls and Plug-ins
- Fixing cross-browser compatibility issues
- Integrating forms and databases
- Creating and using cookies
- Internet, Intranet, and Extranet
- Building an e-commerce site
- Targeting business or consumers

Students need to have basic computer knowledge that includes the ability to keyboard, edit and save files. They must also have knowledge of a directory tree structure. File copying, disk copying, moving and renaming directories in a Windows environment are essential.

Fall-Semester: Introduction to Mark-up Languages**5 credits**

This course provides an introduction to the theory and practice of markup languages. It is ideal for anyone interested in web design or involved in or planning a digitization project and would like to understand the philosophy, theory and practicalities of encoding in XML (Extensible Markup Language).

Topics covered include:

- Introduction to mark-up languages: HTML/SGML/XML
- Introduction to mark-up following the Text Encoding Initiative Guidelines
- Document Type Definitions, DTDs: The nuts and bolts
- Reading simple DTDs (elements, attributes, entities, declarations)
- Writing a DTD Theory of encoding
- Style sheets for XML
- Designing a TEI Header

- Metainformation
- Schemas

Network Systems

Fall-Full Year: Server Operating Systems

5 credits

MCSE 2000 / MCSA:

MICROSOFT CERTIFIED SYSTEMS

ENGINEER, MICROSOFT CERTIFIED SYSTEMS ADMINISTRATOR

The Microsoft Certified Systems Engineer credential is the premier certification for professionals who want to analyze the business requirements for system architecture, design solutions, deploy, install, and configure architecture components, and troubleshoot system problems. Server Operating Systems is the first half of the MCSE program. The Microsoft Windows 2000 track is designed for individuals interested in becoming information technology professionals working in a typically complex computing environment of medium to large organizations. The curriculum that Camden County College is offering will also provide students with the knowledge and experience to become a Microsoft Certified Systems Administrator. The four courses that are required have been incorporated into the MCSE track to enhance your certification resume. The MCSA credential proves that you have the skills to successfully implement, manage, and troubleshoot the ongoing needs of a Microsoft 200 based platforms, including Windows.NET Server. To ensure the highest quality of education Camden County College Students are provided extensive hands on experience, quality textbooks and simulated testing software. Students need to have basic computer knowledge that includes the ability to keyboard, edit and save files. They must also have knowledge of a directory tree structure. File copying, disk copying, moving and renaming directories in a Windows environment are essential. Network+ Certification Program is excellent preparation for this program.

Fall-Full Year: Managing a Network Infra-structure

MCSE 2000 / MCSA:

5 credits

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The Microsoft Certified Systems Engineer credential is the premier certification for professionals who want to analyze the business requirements for system architecture, design solutions, deploy, install, and configure architecture components, and troubleshoot system problems. Server Operating Systems is the first half of the MCSE program. Managing a Network Infrastructure is the second half of the MCSE program. The Microsoft Windows 2000 track is designed for individuals interested in becoming information technology professionals working in a typically complex computing environment of medium to large organizations. The curriculum that Camden County College is offering will also provide students with the knowledge and experience to become a Microsoft Certified Systems Administrator. The four courses that are required have been incorporated into the MCSE track to enhance your certification resume. The MCSA credential proves that you have the skills to successfully implement, manage, and troubleshoot the ongoing needs of a Microsoft 200 based platforms, including Windows.NET Server. To ensure the highest quality of education Camden County College Students are provided extensive hands on experience, quality textbooks and simulated

testing software. Students need to have successfully completed Server Operating Systems to take this course.

VISUAL AND PERFORMING ARTS

ART

COMMON CORE ELECTIVES

FOUNDATIONS OF ART: 9, 10, 11, 12

2.5 or 5 credits

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

ADVANCED FOUNDATIONS OF ART: 10, 11, 12

5 or 10 credits

This full year, single or double period, five or ten-credit course provides the student with an opportunity to further develop the skills for creating the drawing, painting, and other art forms studied in Foundations of Art. Advanced works will result from research relating to the subjects of art and the variety of approaches to design. The analysis of historical and contemporary artists' ideas and styles will support experimentation in form and expression. A multitude of art techniques studied by the class group will permit the individual art student to strive towards creating in keeping with individual needs and desires. This course may be taken for a total of three years.

ADVANCED COMMERCIAL ART: 10, 11, 12

5 or 10 credits

PREPARATION: Successful completion of Commercial Art

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

THREE DIMENSIONAL ARTS: 9, 10, 11, 12

2.5 or 5 credits

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

ADVANCED THREE DIMENSIONAL ARTS: 10, 11, 12 **5 or 10 credits**

PREPARATION: Successful completion of Three Dimensional Arts

This full year, single or double period, five or ten-credit course provides the student with the opportunity to study and create advanced ceramic, craft, and sculptural forms. Advanced and refined techniques with a variety of materials permit the student to create unique art forms in these three areas of three-dimensional design. The student may concentrate on one or more projects in any or all areas. This advanced course may be selected by the student for a maximum of three years.

INTRODUCTORY PHOTOGRAPHY: 9, 10, 11, 12 (West); 11, 12 (East) **2.5 credits**

This one semester, two and one-half credit course provides the student with the opportunity to develop visual sensitivity to items and events to be photographed through the study of photographs and photographic processes. The student will learn about the mechanics of equipment and photographic processing of film and prints by using a 35 mm camera in a traditional photo studio and darkroom setting. Activities will consist of taking photographs with the student's or school's camera equipment, creating photographic art forms, and display methods.

INTERMEDIATE PHOTOGRAPHY: 9, 10, 11, 12 (West); 11, 12 (East) **2.5 credits**

PREPARATION: Successful completion of Introductory Photography

This one semester, two and one-half credit course provides the student with the opportunity to further develop skills and techniques with photographic equipment and expand experiences from the previous course. This course permits the applications of developed techniques to produce unique photographic art forms. In addition to the traditional processing of 35 mm images, digital photography equipment and techniques will be introduced.

ADVANCED PHOTOGRAPHIC ARTS: 12 (East); 10, 11, 12 (West) **5 or 10 credits**

PREPARATION: Successful completion of Intermediate Photography

This full year, five-credit course is designed to provide the student with skills and techniques needed to study and produce advanced photographic art. It presents content relating to advanced photography and photojournalism to the experienced photographer as a means of completely rounding his/her education in photographic arts at the high school level. It thoroughly prepares the student for future study in the field. This course may be taken for a total of three years.

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

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

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

Art Studio AP is a full year course included in weighted class rank; making it possible for highly motivated students to do college-level work in the visual and applied arts. A portfolio is required, with which students who successfully complete the course may be eligible for college credit. This course may be taken for two years.

UNIQUE ELECTIVE AT EAST**COMMERCIAL ART: 9, 10, 11, 12****2.5 or 5 credits**

This full year, five-credit course; or two and one-half credit, half-year course, provides the student with the opportunity to develop artistic skills and understandings which permit the creation of sophisticated and expressive graphic illustrations. As a result of the course activities, the student realizes practical outlets for art ability. Through the presentation of commercial art examples, and the practice of techniques, this course provides the student with an understanding of specific types of commercial art that uses artwork to enhance and illustrate a message. The student explores the working properties of a variety of materials used to create black and white illustrations, color illustrations, collage, and other commercial artwork.

UNIQUE ELECTIVES AT WEST**ART WORKSHOP: 9, 10, 11, 12****5 credits**

This full year, five-credit course will provide the student with a general survey of art through the study and creation of works whose topics touch upon significant themes. Art forms will be planned through the development of design skills. Creative activities will consist of a painting, drawing, book illustration, collage, linoleum block print, photograph, and relief sculpture. Through the creation of these art forms, the student will also be introduced to the types of activities the high school art program offers in depth through the aforementioned specialty courses, which can be taken during other years of study.

ARTISTS' IDEAS**5 credits**

This course is specifically designed to meet the requirements of the Middle Years IB program in Grade 9. It can also serve as a precursor to the requirements needed for an IB Diploma at the high school level since it closely relates to the content of the **ART/DESIGN** course taken by 11th and 12th graders. The course consists of a concentration on the subjects and reasons for the creation of works of art produced during specific historical periods in a variety of cultures. The student will also make several works of art for similar reasons as artists of the past. Students who are interested in studying for an IB Diploma, IB Certificate and/or MYP Certificate should take ARTISTS' IDEAS.

FUNCTIONAL ART FORMS**5 credits**

This course is specifically designed to meet the requirements of the Middle Years IB program in Grade 10. It can also serve as a precursor to the requirements needed for an

IB Diploma at the high school level since it closely relates to options within the content of the **ART/DESIGN** course taken by 11th and 12th graders. The course consists of a concentration on the forms of art, which provide aesthetic livable environments and functional items used on a daily basis in our lives. Studies will relate to the functional forms artists and designers have created and the student's sample creations in the areas of architecture and interior design; city planning of buildings, parks/landscape architecture, and related sculptures and monuments; automotive and industrial design of household appliances; and fashion design. The student will study the forms and their credited creators, and have design experiences through the development of design plans and model making.

IB ART DESIGN SL: 11 or 12

5 credits

One-year course

IB Art Design SL presents students with an opportunity to study and produce art that reflects a multi-cultural perspective. The course will develop students' understanding of a multi-national concept of the visual arts, the influence of indigenous cultures, and the cultural background and personal needs of the students. Initial interdisciplinary studies and related arts production will serve to identify the roles the visual arts play in regard to commentary, literature, history and the cultures of people around the world. Students may concentrate on art studio production, or conduct research on art forms. Students are required to take the IB Art/Design exam review of work in April.

IB ART DESIGN HL: 11 and 12

10 credits

Two-year course

IB Art Design HL is a two-year art course that presents the students with an opportunity to study and produce art that reflects a multi-cultural perspective. The course will develop students' understanding of a multi-national concept of the visual arts, the influence of indigenous cultures, and the cultural background and personal needs of the students. An individual's studies will progress and enhance his/her personal perspectives and approaches so artistic growth may be achieved through continued perception, analysis, and expression. Encounters with the local and international world of art will take place through in-school studies and outside experiences. Extensive interdisciplinary studies and related art production will serve to identify aspects of ancient and recent history which indicate the roles the visual arts, related drama, commentary and literature have played in the lives of people around the world and within the individual's family history. Students may concentrate on art studio production, or conduct research on art forms. Some assignments will be prepared for both internal and external assessment, and are completed for a portion of the IB score. Students are required to take the IB Art Design HL exam review of work in April.

COMMERCIAL ART: Graphic Design I: 9, 10, 11, 12

2.5 credits

This course will focus on visual communication through commercial graphics and illustration. It will provide the student with the opportunity to explore design in a commercial context through the development of concepts and images. Typography

and typographic principles will be introduced and issues of type/image relationships will be explored to enhance communication. The two Commercial Art courses provide a yearlong concentration.

COMMERCIAL ART: Graphic Design II: 9, 10, 11, 12**2.5 credits**

This course will focus on the integration of text, typography, photos, and graphic imagery to creatively solve communication and design problems in advertising and illustration. Students will explore the potential for enhancing creative art concepts through experiences with computer imagery and desktop programs. The student will have the opportunity to explore issues of type/image relationships in a commercial context to enhance communication. The two half-year Commercial Art courses at West provide a yearlong concentration for the serious student's intent on knowing and creating traditional and current commercial forms of art.

ARTS ACADEMY

The Arts Academy at High School West provides the opportunity for students to enhance their artistic endeavors beyond the scope of yearly curricular offerings. Students with a career or avocation interest in Art, Dance, Music, or Theatre will utilize an independent study approach to develop and implement a yearlong research/performance project. Students may accrue up to three academic credits for successful project completion.

Along with the refinement of existing artistic skills, students will experience an introduction to post secondary rigor by utilizing personal organizational and time management skills. A yearlong series of recitals and exhibitions will feature Academy students and their projects.

Juniors and seniors interested in Academy participation must show a foundation in their skill area through previous coursework at West and/or private applied study.

DRAMA

COMMON CORE COURSES

ACTORS STUDIO I: EAST 10, 11, 12 (2nd semester only) WEST; 9, 10, 11, 12 2.5 credits

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

ACTORS STUDIO II: EAST 11, 12; WEST; 9, 10, 11, 12 2.5 credits

PREPARATION: Successful completion of Actors Studio I

Actors Studio II is a drama course designed for the student who wants more acting experience. This course offers intensive exercises in concentration, movement, voice, imagination, and emotional recall. Close examination of Stanislavsky's "method" acting prepares the student for practical application of the art of acting through the performance of an appropriate dramatic selection.

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

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

PLAY DIRECTING: 11, 12 2.5 credits

PREPARATION: Successful completion of Actors Studio II

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

BROADCASTING I: 9, 10, 11, 12 2.5 credits

In Broadcasting I, the student will learn how to improve voice quality, intelligibility, and variety. The student will study special techniques used by the broadcast journalists, commercial announcers, disc jockeys, and sports announcers. The student will be able to determine the effect of media on life, to recognize media techniques, to implement broadcast techniques before and behind the microphone and camera, to participate in cable news programs, to evaluate the quality of media presentations, to write for media and to evaluate quality of media presentations. In addition to studying the current leaders in the media field, the student will learn about the radio broadcasting industry of the past.

BROADCASTING II: 9, 10, 11, 12**2.5 credits****PREPARATION: Successful completion of Broadcasting I (West)**

Broadcasting II students will study the special techniques needed for television broadcasting. Besides learning television programming and production theory, student will gain valuable experience through frequent use of videotape equipment. They will write scripts, operate the camera, and perform in and produce television spots.

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

Public Speaking enables students of all ability levels to gain confidence and poise when speaking in both small and large group situations. The student will learn the strategies and techniques of effective speaking then practice their speaking skills in a variety of real life situations. These include, but are not limited to, interviews, acceptance speeches, presentations, impromptu situations, and persuasive speeches. Students will also learn to deal with various audiences and the technical equipment used in public speaking.

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

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

UNIQUE ELECTIVE AT EAST**ART OF THE FILM: 10, 11, 12****2.5 credits**

This course introduces students to major motion pictures that have endured to establish themselves as film "classics." The development of film from the Silent Era to the present is studied historically and as an Art Form through the works of famous film makers. The course meets five periods a week with an emphasis on lectures, writing and discussion to evaluate film techniques. From Griffith, Hitchcock and Spielberg, students learn how compositional line, camera angles, technical sequence, plot structure combine with color and sound to create the cinematic art form. The genre and contemporary films are studied as they influence society's value structure and serve as a recorder of history. At the completion of the course, it is hoped that the student is transformed from mere "movie-goer" to selective "film viewer."

UNIQUE ELECTIVES AT WEST**DANCE 1****2.5 credits**

This course is designed for those students who seriously want to pursue the study of dance. The student will pursue an understanding and appreciation of Ballet, Jazz, Modern, Multicultural, Hip-Hop, Choreography, and Fitness. The student will aspire to understand the perceptual, intellectual, physical, and technical skills needed for the creation and performance of dance.

DANCE 2**2.5 credits**

This course will enable the student to further pursue the movement concepts related to a wide variety of dance forms. The student will focus on the technical skills needed for the creation and performance of dance, gain knowledge, understanding, and aesthetic awareness of the Performing and Visual Arts. They will compare, contrast, observe, analyze and understand visual expression and presentation.

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

In this course, students will learn the principles of film critics in order to understand what makes a film a "quality film." One third of class time will be devoted to film viewing. Students will read major film critics and learn how to write film criticism.

IB THEATRE ARTS SL: 11 and 12**5 credits**

IB Theatre Arts is a one-year course designed to help students understand the nature of theatre. There is an emphasis on learning through experience. The focus is on both the study of theatre, and performance. Students will explore theatre from different cultures, gain knowledge of theatrical practice and theory, and understand the principles and practices of theatre production. Students are required to perform for an audience and complete a personal project. Some assignments will be prepared for both internal and external assessment and are completed for a portion of the IB score.

IB THEATRE ARTS HL: 11 and 12**10 credits**

IB Theatre Arts is a two-year course designed to help students understand the nature of theatre. There is an emphasis on learning through experience. The focus is on both the study of theatre, and performance. Students will explore theatre from different cultures, gain knowledge of theatrical practice and theory, and understand the principles and practices of theatre production. Students are required to perform for an audience and complete a personal project. Some assignments will be prepared for both internal and external assessment and are completed for a portion of the IB score.

VIDEO PRODUCTION: 10, 11, 12**2.5 credits**

This course is a one-semester elective, which addresses technology, script writing and preparation, digital editing, and video production. Internships will be offered. Internships will be offered.

ARTS ACADEMY

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Along with the refinement of existing artistic skills, students will experience an introduction to post secondary rigor by utilizing personal organizational and time management skills. A yearlong series of recitals and exhibitions will feature Academy students and their projects.

Juniors and seniors interested in Academy participation must show a foundation in their skill area through previous coursework at West and/or private applied study.

MUSIC

COMMON CORE COURSES

INSTRUMENTAL

ORCHESTRA: 9, 10, 11, 12

5 credits

PREPARATION: Successful completion of Audition

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

WIND ENSEMBLE: 10, 11, 12

5 credits

PREPARATION: Successful completion of Audition

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

SYMPHONIC BAND: 10, 11, 12

5 credits

PREPARATION: Successful completion of Audition

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

VOCAL

EAST/WEST SINGERS: 10, 11, 12

5 credits

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

Singers is a balanced group of men and women with the most highly developed voices. Octavos and major forms of the choral tradition are studied, stressing vocal, choral and sight-reading techniques. Students will develop the knowledge and skills that strengthen their aesthetic musical awareness. They will develop the ability to evaluate and demonstrate an appreciation for, music as an art form, and music related careers.

Students will develop an understanding of the potential for music in interdisciplinary

relationship with all curricula. The students will receive a sectional lesson on the rotating music schedule. Singers will perform at concerts in and outside of school. There will be at least one after school rehearsal prior to the major concerts. Grading is based on: class participation, lessons, written work, vocal testing and rehearsal and concert attendance.

VOCAL WORKSHOP: 9, 10, 11, 12

5 credits

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

CONCERT CHOIR: 10, 11, 12

5 credits

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

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

COMMON ELECTIVES

VOCAL

CHANSONS: 10, 11, 12

5 credits

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

Chansons is a balanced group of mature soprano and alto voices. Octavos and major forms of the choral tradition for treble voices are studied, stressing vocal, choral and sight-reading techniques. Students will develop the knowledge and skills that strengthen

their aesthetic musical awareness. They will develop the ability to evaluate and demonstrate an appreciation for, music as an art form, and music related careers. Students will develop an understanding of the potential for music in interdisciplinary

relationship with all curricula. The students will receive a sectional lesson on the rotating music schedule. Chansons will perform at concerts in and outside of school. There will be at least one after school rehearsal prior to the major concerts. Grading is based on: class participation, lessons, written work, vocal testing and rehearsal and concert attendance.

THEORY AND PRACTICE

MUSIC THEORY AP: 10, 11, 12

5 credits

PREPARATION: Successful completion of Music Theory I

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

MUSIC THEORY: 9, 10, 11, 12

5 credits

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

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

UNIQUE ELECTIVE AT EAST

FRESHMAN WIND ENSEMBLE: 9

5 credits

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

For the student who plays a wind instrument, Freshman Wind Ensemble at East offers an opportunity to perform with others to improve musically, to explore new styles of music, and to express one creatively. The wind ensemble performs at concerts, and a small class ensemble experience is provided weekly. Students will perform in concerts in and out of school. Grading is based on: participation, lessons, testing and rehearsal and concert attendance.

ARTS ACADEMY

The Arts Academy at High School West provides the opportunity for students to enhance their artistic endeavors beyond the scope of yearly curricular offerings. Students with a career or avocation interest in Art, Dance, Music, or Theatre will utilize an independent study approach to develop and implement a yearlong research/performance project. Students may accrue up to three academic credits for successful project completion.

Along with the refinement of existing artistic skills, students will experience an introduction to post secondary rigor by utilizing personal organizational and time management skills. A yearlong series of recitals and exhibitions will feature Academy students and their projects.

Juniors and seniors interested in Academy participation must show a foundation in their skill area through previous coursework at West and/or private applied study.

WORLD LANGUAGE

CORE FRENCH COURSES

Novice 1 A French: 9, 10, 11, 12 (Carries A level credit in grades 9 and beyond)

5 credits

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

Novice 2 H French: 9, 10, 11, 12 (Carries H level credit)

5 credits

PREPARATION: Successful completion of Novice 1 A or middle school sequence and teacher recommendation

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

Novice 2 A French: 9, 10, 11, 12 (Carries A level credit)

5 credits

PREPARATION: Successful completion of Novice 1 A or middle school sequence

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

are emphasized. Activities provide for a continued effort in the development the students' ability to express ideas in French and to think in the target language.

FRENCH III H: 10, 11, 12

5 credits

PREPARATION: Successful completion of French II

This course focuses on the use of language for active communication. Major emphasis is placed on developing comprehension, increasing fluency, refining writing skills, reviewing previously acquired grammatical concepts and introducing new, more complex structures. Classes are taught in the target language and students are encouraged to

participate freely in discussions and to communicate even among themselves, in French.

FRENCH III: 10, 11, 12 (Carries A level credit)**5 credits****PREPARATION: Successful completion of French II**

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

FRENCH IV AP: 11, 12**5 credits****PREPARATION: Successful completion of French III H**

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

FRENCH IV: 11, 12 (Carries A level credit)**5 credits****PREPARATION: Successful completion of French III**

Students who have attained this level of proficiency will now be able to express themselves more accurately in French. Class discussions are based on articles from French newspapers and magazines, on short stories by leading French authors, and on works dealing with various aspects of French life. Active participation is encouraged through individual reports and class presentations. Composition work stresses style in the expression of personal ideas. The class will be conducted in French.

FRENCH V AP: 12**5 credits****PREPARATION: Successful completion of French IV AP**

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

FRENCH V: 12 (Carries A level credit)**5 credits****PREPARATION: Successful completion of French IV A**

French V A focuses on reinforcing the students' ability to communicate and express their ideas, feelings and opinions, both orally and in writing. Oral reports on literary and cultural topics as well as personal experiences will be presented. Readings will include

essays, short stories, plays and poetry, with writing and speaking activities generating from the readings. A review and expansion of major grammatical elements will form another segment of the course. The class will be conducted in French.

CORE SPANISH COURSES

Novice 1 A Spanish: 9, 10, 11, 12 (Carries A level credit in grades 9 and beyond)

5 credits

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

Novice 2 H Spanish: 9, 10, 11, 12 (Carries H level credit)

5 credits

PREPARATION: Successful completion of Novice 1 A or middle school sequence and teacher recommendation

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

Novice 2 A Spanish: 9, 10, 11, 12 (Carries A level credit)

5 credits

PREPARATION: Successful completion of Novice 1 A or middle school sequence

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

SPANISH III H: 10, 11, 12

5 credits

This is a fast-paced course designed for the student who is capable of developing maximum fluency. Major emphasis is placed on developing comprehension, increasing fluency, refining writing skills, reviewing previously acquired grammatical concepts and introducing new, more complex structures. Readings will include excerpts from Spanish literature as well as current magazine and newspaper articles. Classes are taught in the target language, and students are encouraged to participate freely in discussions and to communicate, even among themselves, in Spanish.

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

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

SPANISH III R: 10, 11, 12**5 credits****PREPARATION: Successful completion of Spanish II**

Spanish III R continues the development of themes and language functions begun in level two. Contemporary vocabulary stresses activities which are important to everyday life, such as telephoning, giving directions, writing notes and letters, expressing preferences and dislikes. Oral presentations and supplementary readings reinforce the active use of vocabulary and grammar structures in relevant contexts. The class will be conducted primarily in Spanish.

SPANISH IV AP: 11, 12**5 credits****PREPARATION: Successful completion of Spanish III H**

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

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

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

SPANISH IV R: 11, 12**5 credits****PREPARATION: Successful completion of Spanish III R**

Spanish IV R focuses on developing language skills that can be put to practical use in today's world. While some new grammatical concepts are introduced and others are selected for review, most classroom activities will stress the ability to interact effectively in Spanish in real-life situations. Themes such as personality, school life, sports, health, family life and current issues will be discussed.

SPANISH V AP: 12**5 credits****PREPARATION: Successful completion of Spanish IV AP**

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

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

In this fifth year course, students will form groups to study subjects of interest to them. Topics may include academic subjects (biology, sociology, environmental studies, etc.) or career-oriented topics such as law, medicine, business, or information technology. Using student-driven thematic units, students will learn to speak and write appropriately in selected situations. Students may also prepare for an optional foreign travel experience related to this course. The school will have full discretion in the selection of students for participation in travel programs.

UNIQUE ELECTIVES AT WEST

SPANISH FOR HERITAGE SPEAKERS INTERMEDIATE LEVEL I H

5 credits

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

SPANISH FOR HERITAGE SPEAKERS INTERMEDIATE LEVEL 1 A

5 credits

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

SPANISH FOR HERITAGE SPEAKERS INTERMEDIATE LEVEL 2 H

5 credits

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

SPANISH FOR HERITAGE SPEAKERS INTERMEDIATE LEVEL 2 A

5 credits

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

CORE LATIN COURSES

Latin I: 9, 10, 11, 12 (Carries A level credit)

Latin I is the first year course in a multi-year sequence. Designed for students who want to explore ancient Greco-Roman culture and development of language skills, this introductory course exposes students to the goals established by the National Standards.

1) Reading as a primary tool of communication which is enhanced by oral skills such as recitation and by writing. 2) Developing an awareness of other people's world views as well as learn about contributions of other cultures to the world at large and the solutions they offer to common problems. 3) Understanding of contemporary culture by making connections and comparing the ancient culture with their own. 4) Developing strategies for encountering new language learning situations and other cultures.

Latin II A: 10, 11, 12 (Carries A level credit)

PREPARATION: Successful completion of Latin I

Latin IIA is the second course in a multi-year sequence. Designed for students who want to continue their exploration of ancient Greco-Roman culture and further develop language skills, this course expands on the goals established by the National Standards.

1) Reading and analysis of texts as a primary tool of communication that is enhanced by oral skills such as recitation and by writing. 2) Developing an awareness of other people's world views as well as learn about contributions of other cultures to the world at large and the solutions they offer to common problems of humankind. 3) Understanding of contemporary culture by making connections and comparing the ancient culture with their own. 4) Expanding strategies for encountering new language learning situations and other cultures.

Latin II H: (Carries H level credit)

PREPARATION: Successful completion of Latin I and teacher recommendation

Latin IIH is the second course in a multi-year sequence. Designed for students who want to continue their exploration of ancient Greco-Roman culture, and further develop language skills, this advanced fast-paced course delves in to the goals established by the National Standards.

1) Reading and analysis of extended texts as a primary tool of communication that is enhanced by oral skills such as recitation and by writing. 2) Exploring other people's worldviews and the contributions of other cultures to the world at large and the solutions they offer to common problems of humankind. 3) Comparing contemporary cultures and making connections between the ancient cultures and their own. 4) Explaining and using strategies for encountering new language learning situations and other cultures.

COMMON CORE LATIN ELECTIVES

LATIN III AP: 11, 12

5 credits

PREPARATION: Successful completion of Latin II A

This is a third-year course option for students with two years of Latin A or teacher's permission. In addition to the regular A-track curriculum, Honors students will be required to write a paper. They also will read more authors and in greater depth. Since Latin III and IV are traditionally taught together due to the class size, the usual method is to alternate literature: poetry one year, prose the next.

LATIN III A: 11, 12

5 credits

PREPARATION: Successful completion of Latin II A

This is a fourth-year course for students of Latin. They will (1) continue a more complex word study; (2) read Latin prose and poetry for theme and content; and (3) translate and paraphrase works of literary merit.

LATIN IV AP: 12

5 credits

PREPARATION: Successful completion of Latin III A

This is a fourth-year course for students of Latin. They will (1) continue a still more complex word study, including terms from Latin and Greek literature; (2) read Latin prose and poetry with reference to the historical period in which it was written; and (3) interpret and discuss Latin writings of literary merit.

LATIN IV A: 12

5 credits

PREPARATION: Successful completion of Latin III A

Since poetry and prose are taught in alternate years, students will study a variety of genres and authors. The fourth year of the Accelerated sequence will provide a well-rounded introduction to classical literature with emphasis on Pliny, Cicero, Catullus, and Vergil.

UNIQUE GERMAN ELECTIVES AT EAST

Novice 1 A German: 9, 10, 11, 12 (Carries A level credit in grades 9 and beyond)

5 credits

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

GERMAN II A: 10, 11, 12

5 credits

PREPARATION: Successful completion of German I A

This course continues to stress the development of the student's ability to use the

language. Authentic texts provide the context for the expansion of vocabulary and for more communicative functions such as making comparisons and expressing and supporting an opinion. There is also a continuing emphasis on more complex grammar structures, improving reading skills and the development of paragraph-length writing. The study of important aspects of German culture and life is an integral part of the course.

GERMAN III A: 11

5 credits

PREPARATION: Successful completion of German III

German III A stresses constant practice in speaking and writing as well as continued reinforcement of grammar structures. Oral discussion in class and written compositions strengthen the comprehension of ideas and a more personal and comprehensive use of the language. Readings feature short stories by twentieth century authors that focus on aspects of daily life. As their skills increase, students will be guided from directed to free compositions and conversations as a means of encouraging them to express their thoughts and ideas.

GERMAN IV H: 12

5 credits

PREPARATION: Successful completion of German III

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

UNIQUE ITALIAN ELECTIVES AT WEST

Novice 1 A Italian: 9, 10, 11, 12 (Carries A level credit in grades 9 and beyond)

5 credits

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

Novice 2 A Italian: 10, 11, 12 (Carries A level credit)

5 credits

PREPARATION: Successful completion of Novice 1 A

Novice 2 A Italian is the second course in the multi-year sequence. Designed for students who are continuing their study of Italian, this course involves an extension of all the principles taught in the first level of Italian. An understanding and facility in using the language, an emphasis on the refinement of basic reading skills, a continual development of writing skills, and a continued study of the important aspects of Italian

life and culture are emphasized. Activities provide for a continued effort in the development the students' ability to express ideas in Italian and to think in the target language.

Novice 2 H Italian: 10, 11, 12 (Carries H level credit)**5 credits****PREPARATION: Successful completion of Novice 1 A and teacher recommendation**

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

ITALIAN III: 11, 12 (A level credit)**5 credits****PREPARATION: Successful completion of Italian II**

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

ITALIAN IV A/H: 12**5 credits****PREPARATION: Successful completion of Italian III**

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

SPECIAL PROGRAM AT CHERRY HILL HIGH SCHOOL WEST

Cherry Hill High School West became an authorized International Baccalaureate Diploma Program School in January 2000 and welcomed its first diploma program students in September 2000. West is also accredited under the International Baccalaureate Organization to be a part of the Middle Years Programme (MYP). This accreditation allows students to complete the final two years of the five-year MYP Programme at High School West, that is, in Grades 9 and 10. Students in Grades 9 and 10 take courses in Language A (English class), Language B (Spanish or French), Math, Social Studies, Science, and Physical Education/Health. They may choose from a variety of electives to enhance their talents and interests. In addition, students are active participants in a required community service project and must complete a personal project.

The Middle Years Programme (MYP) is open to all students who are planning:

- to continue in and/or to complete the MYP Program and to earn the MYP Certificate (a student must successfully complete five years [grades 6 through 10] in the MYP program to earn the MYP Certificate); if a student completes only the high school portion of the program, a Certificate will be issued by the Cherry Hill Public Schools.
- to participate in an interdisciplinary program of study that offers the benefits of an international perspective.
- to participate in the IB diploma or individual IB certificate classes (certificates can be earned in specific subject areas) in grades 11 and 12.

Some unique characteristics of the MYP include:

- an interdisciplinary course of study at the H/A/R levels by the subject depending on the student's choice/needs
- community service requirements
- Areas of Interaction used as a focus for integrating knowledge
- a culminating personal project, which serves as a means of assessing the student's comprehension of a Middle Years Programme education.

For more detailed information about this program, please feel free to contact:

Dr. Marcia Grayson, Curriculum Supervisor (663-8006 x330)
Mr. Al Lee, MYP Co-Coordinator, Cherry Hill West (663-8006 x485)

Ms. Carole Roskoph, MYP Co-Coordinator, Cherry Hill West (663-8006 x327)

MIDDLE YEARS PROGRAMME COURSE OFFERINGS

GRADE 9

Language A	The student's English class selection (H/A/R).
Language B	The student's Spanish or French class selection. Note: Italian or Latin are available only as electives, not as Language B.
Mathematics	The student's math class selection. Perspective Diploma Programme candidates must have completed as a minimum Algebra II by the end of the Grade 10; Functions is most desirable for IB Diploma mathematics success.
Science	Chemistry/Physics H/A or Conceptual Physical Science R
Humanities	World Civilisations H/A/R
Physical Education/Health	Physical Education/Health 9
Elective	Any 9 th Grade Elective (By the end of 10 th grade, students must have a minimum of 50 hours (one semester) in a visual and/or performing arts course.)
Lunch	Lunch

Grade 10

Language A	The student's English class selection (H/A/R).
Language B	The student's Spanish or French class selection. Note: Italian or Latin are available only as electives, not as Language B.
Mathematics	The student's math class selection. Perspective Diploma Programme candidates must have completed as a minimum Algebra II by the end of the Grade 10; Functions is most desirable for IB Diploma mathematics success.
Science	Biology H/A/R or Physics H elective
Humanities	US History I H/A/R
Physical Education/Health	Physical Education/Health 10
Elective	Any 10 th Grade Elective (By the end of 10 th grade, students must have a minimum of 50 hours (one semester) in a visual and/or performing arts course.)
Lunch	Lunch

Program specifics:

- A. A personal project is required of all MYP Certificate candidates and must be completed during the sophomore year. Students will follow all guidelines and complete all requirements of the personal project.
- B. The five Areas of Interaction will be a focus of the course of study.
- C. Students who plan to take IB Arts Standard Level/Honor Level in the Diploma Programme in grades 11 and 12 should consider taking Artists' Ideas and/or Functional Art Forms.
- D. Community service (53 hours per year is a required component).
- E. Students who take Enriched Algebra in grade 9 and Geometry in grade 10 should take Algebra 2H/A or Functions H in grade 11 if they plan to pursue the diploma. As seniors, Math Studies Standard Level would be the appropriate math course to earn the IB diploma.
- F. In grade 10, students who plan to pursue the IB diploma should consider studying a language at the honors level since the demands of the IB diploma begin at level four.
- G. In grade 10, who select United States History 1 at the advanced placement level take the exam (although it is not required) after completing the United States History II Advanced Placement course.

Participation is not a commitment to the International Baccalaureate Diploma Program; however, if students are interested in pursuing the IB Diploma, the MYP is an educational option for strong consideration.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM AT CHERRY HILL HIGH SCHOOL WEST

The International Baccalaureate Diploma Program (IB) is a rigorous pre-university course of study that meets the needs of highly motivated juniors and seniors. Designed as a comprehensive and balanced curriculum it seeks to educate the whole person through an international approach. The courses are designed to provide challenge, rigor and unique learning opportunities for those who wish to commit themselves to their education. Course work will emphasize knowledge of content, analytical writing skills, critical thinking and application of concepts in the six groups and Theory of Knowledge. The intention of the courses is to engage students intellectually and creatively as they prepare for the university experience.

At Cherry Hill High School West, we welcome all students who want to challenge themselves academically to consider participating in the IB Diploma Program as “full diploma” candidates or to consider participating as IB certificate candidates. Certificate candidates will adhere to the same standards and requirements as diploma candidates, but will not seek or be awarded the diploma. Certificate candidates will have the opportunity to take any IB course(s) in the subject area(s) of their interests or talents. Certificate candidates are required, as are full diploma candidates, to take the IB exam(s) in May of their junior or senior year.

Both students and parents must realize that the IB program is not for everyone. Due to the nature of the IB, an internationally recognized and assessed program, each student’s performance will be assessed on pre-established standards set by the IBO. Students will prepare for examinations designed and determined by the IBO. Some courses demand a portfolio. In addition, full diploma candidates must complete Theory of Knowledge, fulfill Creativity, Action, and Service (C.A.S.) and write a four thousand (4000) word extended essay.

Given the rigor and demand of IB, it is highly recommended that during the freshman and sophomore years, students participate in the courses specifically designed to prepare them for the eleventh and twelfth grade IB experience.

Criteria for Admission

There is an admissions process designed to help students determine their commitment to the IB Diploma Program and to address their diverse talents and interest. Although the admission process is rigorous, no student will be denied access to the program. Students

will submit a portfolio of work as well as a writing sample and they will provide teacher recommendations in all academic areas. Grades and standardized tests (GEPA) will be part of the admissions process. Students may apply at the end of sophomore year.

Diploma Requirements

Diploma candidates select three subjects to be studied at Higher Level (HL) and three to be studied at Standard Level (SL). Candidates take their examinations in each of the six areas listed:

- Language A (Group One: English)
- Language B (Group Two: French, Spanish, Italian, and Latin pending BOE approval)
- Individuals and Society (Group Three: History)
- Experimental Sciences (Group Four: Biology, Chemistry, Physics)
- Mathematics (Group Five)
- Electives (Group Six) from one of the following:
 - _ Art Design
 - _ Or another subject from Groups 2, 3, 4
 - _ Theatre Arts SL
 - _ Theatre Arts HL

Diploma Eligibility

To be eligible for the IB Diploma, all students must:

- Complete one subject from each of the six subject areas
- Complete at least three and not more than four of the six subjects at Higher Level and the other subjects as Standard Level
- Submit an Extended Essay (4,000 words) in one of the six subjects
- Complete the Theory of Knowledge course
- Complete 150 hours of Creativity, Action, Service (C.A.S.)

The IBO will not award a diploma to any student who does not satisfy all the requirements of the program.

For more information about IB
Consult website: <http://www.ibo.org>
or contact

Dr. Marcia Grayson, Curriculum Supervisor, 663-8006 x330
Dr. Walter Brown, Diploma Programme Coordinator, 663-8006 x 413

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

Group One (Language A1)

LANGUAGE A: IB ENGLISH HL: 11, 12

10 credits

Two-year course

IB English is a two-year intensive pre-university level course designed to offer language and literature study through classic and contemporary world masterpieces. Through close reading of texts, students will develop an appreciation of an individual's struggle to find a place in the world. Students need to be motivated because course demands are rigorous and include independent reading, analytical writing, critical thinking, class discussions, and oral commentaries. Students will research, read, write, and discuss not only the assigned texts but also literary criticism written about those texts. Through class work and activities, students prepare for both written and oral components of IB Higher Level exams that are internally and externally assessed. Assessment will be criterion and performance based as stipulated by IB guidelines. Summer readings and assignments will be determined.

Group Two (Language B)

LANGUAGE B: IB FRENCH SL: 11 or 12

5 credits

One-year course

IB French is the fourth year of language study

IB French is designed to develop students' fluency in oral, aural, reading and written language skills through the study of three themes: exploring change, exploring groups and exploring leisure. Emphasis is placed on refining skills in realistic contexts using authentic and adapted Francophone materials including recordings and films. There is an emphasis on writing and creating original compositions. Some of the assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. Students are required to prepare a portfolio. Students are required to take the IB French SL exam in May of their junior year. It is strongly recommended that students take a challenging academic course of study to prepare for the rigor of IB French.

LANGUAGE B: IB ITALIAN SL: 11

5 credits

First year of a two-year course

IB Italian is the third part of a sequential study of the Italian language and cultures. IB Italian is designed to develop students' fluency in oral, aural, reading and written language skills through the study of three themes: exploring change, exploring groups and exploring leisure. Emphasis is placed developing a greater awareness of the cultures of the Italian world and the relationship of students to their own cultures. There is an

emphasis on writing and creating original compositions. Some of the assignments will

be prepared for both internal and external assessment, and are completed for a portion of the IB score. Students are required to prepare a portfolio. Students are required to take the IB Italian SL or HL exam in May of their senior year. It is strongly recommended that students take a challenging academic course of study to prepare for the rigor of IB Italian.

LANGUAGE B: IB ITALIAN SL: 12

5 credits

Second year of a two-year course

IB Italian SL is the fourth part of a sequential study of the Italian language and cultures. The course is designed to prepare highly motivated students for the SL exam in May of their senior year. Students will continue to study the three themes of exploring change, exploring groups and exploring leisure. Emphasis is placed on using skills in realistic contexts using authentic and adapted materials, including recordings and films. Students will write original compositions and summaries. They are required to prepare a portfolio containing written and oral components related to IB topics. Some assignments are prepared for both internal and external assessment, and are completed for a portion of the IB score. Students are required to take the IB Italian SL exam in May of their senior year. It is strongly recommended that students take a challenging academic course of study to prepare for the rigor of IB Italian.

Language B: IB Spanish SL: 11 or 12

5 credits

IB Spanish Standard Level is designed to develop students' fluency in oral, aural, reading, and written language skills. Emphasis is placed on developing a greater awareness of the cultures of the Spanish-speaking world and the relationship of students to their own cultures. There is an emphasis on writing and creating original compositions. Some of the oral assignments will be prepared for both internal and external assessment, and completed for a portion of the IB score. Students are required to take the IB Spanish SL exam. It is strongly recommended that students take a challenging academic course of study to prepare for the rigor of IB Spanish SL.

Language B: IB Spanish HL: 11, 12

5 credits

IB Spanish Higher Level is designed to develop students' fluency in oral, aural, reading, and written language skills at a very challenging level as determined by the IBO. Emphasis is placed on developing a greater awareness of the cultures of the Spanish-speaking world and the relationship of students to their own cultures. The analysis of authentic Spanish literature will be a major component of the course. Also, literature from other countries, which has been translated into Spanish, will be incorporated into the course. Some of the oral assignments will be prepared for both internal and external assessment, and completed for a portion of the IB score. Students are required to take the IB Spanish HL exam. It is strongly recommended that students take a challenging academic course of study to prepare for the rigor of IB Spanish HL.

Group Three (Individuals and Society)

HISTORY OF THE AMERICAS (HL): 11, 12

10 credits

Two-year course

History of the Americas HL is a two-year sequence that focuses on the histories of Canada, Latin America and the United States. By studying the human conditions within the context of the Americas, students will gain an understanding of their own country's history, environment and institutions, and also of the forces that have shaped world culture, economy, government and society. The course has, by design, an international focus and will provide a balance to view the world. There is a strong writing component in the course. Some assignments are prepared for both internal and external assessment, and are completed for a portion of the IB score. Students are required to take the IB History of the Americas HL exam in May of their senior year. It is strongly recommended that students take a challenging academic course of study to prepare for the rigor of this course.

IB TWENTIETH CENTURY TOPICS (SL):

5 credits

One-year course

IB Twentieth Century Topics is a one-year course that focuses on two or three topics from a prescribed list of six: Causes, practices and effects of war; Nationalist and independence movements; rise and rule of single party states; establishment and work of international organizations, the Cold War, and the state and its relationship with religion and minorities. Students will be expected to work at a college level to develop a detailed understanding of each topic through the study of specific cultural, governmental and social and gender issues that have developed in the twentieth century. The course has, by design, an international focus and will strike a balance to educate students for democratic citizenship, historical understanding and geographical knowledge. There is a strong writing component in the course. Some assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. Students are required to take the IB Twentieth Century Topics SL exam in May of their senior year.

Group Four (Experimental Sciences)

IB BIOLOGY HL: 12

12 credits

One-year course

IB Biology HL is a college level study of biology that explores four themes: structure and function, universality versus diversity; equilibrium within systems; and evolution. Students are expected to integrate new details into their existing content knowledge by studying functioning within living systems through experimentation and evaluation of scientific explanations. This course is intended for self-motivated students, for it requires lengthy daily assignments and independent study. Some assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. The class meets two consecutive periods each day. All students are required to participate

in the Group Four project and to take the IB Biology HL exam in May of their senior year. It is strongly recommended that students take a challenging academic course of study to prepare for the rigor of IB Biology.

IB CHEMISTRY SL: Grade 11 or 12**6 credits****One-year course**

IB Chemistry SL, in combination with the laboratory experience is designed to develop the learner's critical thinking skills, allow for the learner to become aware of the reactions and interactions of the environment, gain valuable knowledge on international science and use the scientific method for self-discovery. Students should be highly motivated since the course demands independent work and group work. Some assignments are prepared for both internal and external assessment, and are completed for a portion of the IB score. All students are required to participate in the Group Four project and are required to take the chemistry SL exam in May of their junior or senior year. This is a one-year chemistry course. It is strongly recommended that students take a challenging academic course of study to prepare for the rigor of IB Chemistry.

IB PHYSICS SL: Grade 11 or 12**6 credits****One-year course**

IB Physics SL, in combination with the laboratory experience, is designed to develop the students' understanding of the concepts and theories of physics. The students will develop critical thinking skills, become aware of the interactions within their environment, gain valuable knowledge on international science and the use of the scientific method for self-discovery. Students should be highly motivated since the course demands both independent work and group work. Some assignments are prepared for both internal and external assessment, and are completed for a portion of the IB score. Students are required to participate in the Group Four project and are required to take the IB Physics SL exam in May of their junior or senior year.

Group Five Mathematics**IB MATHEMATICAL METHODS SL: 11, 12****10 credits****First year of a two-year course**

IB Mathematical Methods SL is the first course in a two-year program, culminating in the second IB Mathematical Methods SL course. It is a comprehensive study of functions and their graphs, including polynomial, rational, exponential, logarithmic, and circular and trigonometric functions. In addition, sequences and series and topics in statistics and probability are studied. Students will prepare a portfolio. Some assignments are prepared for both internal and external assessment, and are completed for a portion of the IB score. Students are required to take the IB Mathematical Methods SL exam in May of their senior year.

IB MATHEMATICS HL: 11**5 credits****First year of a two-year course**

IB Mathematics HL is the first course in a two-year program, culminating in the IB Mathematics HL course. It is a comprehensive study of functions and their graphs, including polynomial, rational, exponential, logarithmic, and circular and trigonometric functions. Vectors in a plane are also studied. In addition, sequences and series and topics in statistics and probability are studied. Students will prepare a portfolio. Some

assignments are prepared for both internal and external assessment, and are completed for a portion of the IB score. Students are required to take the IB Mathematical Methods HL exam in May of their senior year.

IB MATHEMATICS HL: 12**5 credits****Second year of a two-year course**

IB Mathematics HL is the second course, following IB Mathematics, in a two-year program. It is a rigorous study of the topics in calculus that include limits, differentiation, integration, and applications of the derivative and integral. Students will prepare a portfolio. Some assignments are prepared for both internal and external assessment, and are completed for a portion of the IB score. Students are required to take the IB Mathematics HL exam in May of their senior year. It is strongly recommended that students follow the mathematics sequence in the IBP Program.

IB MATH STUDIES SL: Grade 11 or 12**5 credits****One-year course**

IB Mathematical Studies SL is a one year course designed to develop mathematics skills that can be applied to contexts related as far as possible to other curriculum subjects, to common general world occurrence and topics that relate to home, work and leisure situations. Students need to have an understanding of fundamental skills and a rudimentary knowledge of basic mathematical processes. Students will complete a project. Some assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. Students are required to take the IB Mathematical Studies SL exam in May of their junior or senior year.

Group Six The Arts and Electives**IB ART DESIGN SL: 11 or 12****5 credits****One-year course**

IB Art Design SL presents students with an opportunity to study and produce art that reflects a multi-cultural perspective. The course will develop students' understanding of a multi-national concept of the visual arts, the influence of indigenous cultures, and the cultural background and personal needs of the students. Initial interdisciplinary studies and related arts production will serve to identify the roles the visual arts play in regard to commentary, literature, history and the cultures of people around the world. Students may concentrate on art studio production, or conduct research on art forms. Students are required to take the IB Art/Design exam review of work in April.

IB ART DESIGN HL: 11 and 12**10 credits****Two-year course**

IB Art Design HL is a two-year art course that presents the students with an opportunity to study and produce art that reflects a multi-cultural perspective. The course will develop students' understanding of a multi-national concept of the visual arts, the influence of indigenous cultures, and the cultural background and personal needs of the students. An individual's studies will progress and enhance his/her personal perspectives and approaches so artistic growth may be achieved through continued perception, analysis, and expression. Encounters with the local and international world of art will take place through in-school studies and outside experiences. Extensive interdisciplinary

studies and related art production will serve to identify aspects of ancient and recent history which

indicate the roles the visual arts, related drama, commentary and literature have played in the lives of people around the world and within the individual's family history. Students may concentrate on art studio production, or conduct research on art forms. Some assignments will be prepared for both internal and external assessment, and are completed for a portion of the IB score. Students are required to take the IB Art Design HL exam review of work in April.

IB THEATRE ARTS SL: 11 and 12

5 credits

IB Theatre Arts is a one-year course designed to help students understand the nature of theatre. There is an emphasis on learning through experience. The focus is on both the study of theatre, and performance. Students will explore theatre from different cultures, gain knowledge of theatrical practice and theory, and understand the principles and practices of theatre production. Students are required to perform for an audience and complete a personal project. Some assignments will be prepared for both internal and external assessment and are completed for a portion of the IB score.

IB THEATRE ARTS HL: 11 and 12

10 credits

IB Theatre Arts is a two-year course designed to help students understand the nature of theatre. There is an emphasis on learning through experience. The focus is on both the study of theatre, and performance. Students will explore theatre from different cultures, gain knowledge of theatrical practice and theory, and understand the principles and practices of theatre production. Students are required to perform for an audience and complete a personal project. Some assignments will be prepared for both internal and external assessment and are completed for a portion of the IB score.

THEORY OF KNOWLEDGE: 11, 12

5 credits

Second semester grade 11; First semester grade 12

The IB Theory of Knowledge (TOK) course challenges students in the areas of critical thinking and integration of knowledge. The focus of the TOK course is studying what we know in the various field of knowledge and how we know it. Students develop a critical awareness of the fields of knowledge: study of procedures, processes, and methodologies of each field; recognize the biases inherent in each discipline; understand and appreciate the importance of inquiry as a basis of knowledge; and, apply standards of logic and reasoned argument to intellectual problems. Topics of study include comparing four ways of thinking: analytical, empirical, moral and aesthetic. Assessment is based on a journal, in-class essays, research assignments, reading assignments and participation. Some assignments are prepared for internal and external assessment, and are completed for a portion of the IB score. Students are required to take both semesters of the course. There is a 2000-Word Essay as part of the IB grade. TOK is a required course for all full diploma candidates.

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