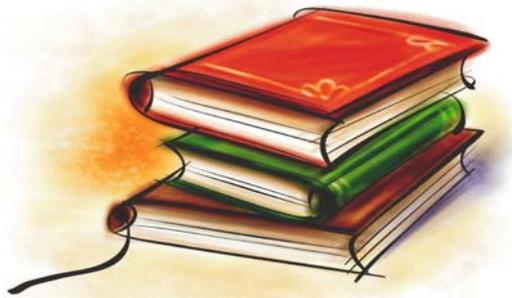


# **CHERRY HILL PUBLIC SCHOOLS**

## **HIGH SCHOOL COURSE SELECTION BOOKLET 2012 - 2013**



### ***LEARNING OPPORTUNITIES AT CHERRY HILL HIGH SCHOOL EAST AND CHERRY HILL HIGH SCHOOL WEST***

This 2012-2013 Course Selection Booklet will be available on the District Web Site ([www.chclc.org](http://www.chclc.org)) as well as in the school libraries, and the offices of school counselors, principals, and assistant principals.

**Cherry Hill High School East**

1750 Kresson Road  
Cherry Hill, NJ 08003  
Phone: (856) 424-2222

**Cherry Hill High School West**

2101 Chapel Avenue  
Cherry Hill, NJ 08002  
Phone: (856) 663-8006

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January 2012

Dear Student:

Within the next few weeks we will begin the process of scheduling courses for the 2012-2013 school year. Course selection booklets provide all students and parents with the necessary information to make informed decisions about their study. Additionally, please be reminded that in September 2012, a new high school schedule will be in place. It will provide each high school student with the opportunity to take an eighth class. In addition to lunch and a break period, students, for the first time in the history of the district, will be able to select an eighth course, should they wish, as well as have time in the day for lunch.

For students and staff at High School West and High School East, this shift to a new schedule opens up an opportunity for all of us to refine our instruction and enhance our study at both high schools. In selecting your courses for next year, please keep in mind your interests and your goals, and challenge yourself to selecting courses which will enhance your education in the arts, in the sciences, and in the performance areas such as music and drama. As with all good course selection booklets, the goal is to provide you with the information necessary to determine what kind of education you want. High school is a time to challenge yourself and to be challenged. Cherry Hill East and Cherry Hill West are two of the top performance high schools in South Jersey: East and West are places of privilege and opportunity. We ask that all students recognize what an extraordinary offering the Cherry Hill high schools provide.

In the months ahead we will build a master schedule of classes; the schedule will be built based upon the courses students select. It is our hope that students select carefully and seek counsel from their parents, their teachers, and their counselors.

Sincerely,

Dr. John O'Breza, Principal  
Cherry Hill High School East

Dr. Joseph Meloche, Principal  
Cherry Hill High School West

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### ALPHABETICAL LISTING OF COURSES BY DEPARTMENT

HERRY HILL PUBLIC SCHOOLS  
Cherry Hill, New Jersey

**Cherry Hill High School East**

1750 Kresson Road  
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Phone: (856) 424-2222  
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Dr. Joseph Meloche, Principal

**PLEASE READ CAREFULLY**

The courses described in this booklet are tentative listings and are subject to cancellation since the Course Selection Booklet must be published prior to the final draft of the School District Budget. Although we will try to offer every course listed, it is possible that budgetary considerations and enrollments may necessitate revision.

**Course Offerings**

**[1] Common Core Courses**

Core courses have the same course outline, textbooks and other primary instructional materials at both high schools. All core courses with fifteen or more students registered on July 15th will run. If a core course runs at one school, it will run at the other school. Core courses with sequences such as upper level World Language and second year Science courses may run at one high school and not the other if sufficient enrollment exists.

**[2] Common Core Electives**

Common core electives have the same course outline, textbooks and other primary instructional materials.

**[3] Unique Electives**

These are courses unique at East or West.

The master schedule is developed based upon the course selections made by students in February and March. Any changes in course selections after that time will decrease the effectiveness of the master schedule. For this reason, changes in course selection will not be permitted after June 2012. After this date, the only changes permitted will be those that involve a change in the level of instruction. The same thing holds true for September since any changes at that time will affect the enrollment balance established in all classes.

**CHERRY HILL HIGH SCHOOLS**  
**COURSE SELECTION BOOKLET 2012-2013**

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Dr. Maureen Reusche, Superintendent of Schools

**CHHS WEST STAFF**

Dr. Joseph Meloche, Principal

Mr. Chuck Coligan, Assistant Principal, Grade 11, Business/Social Studies/Nurses

Dr. Ira Kosloff, Assistant Principal, Grade 10, PE/Health/Fine/Related Arts

Ms. Rebecca Metzger, Assistant Principal, Grade 12, Special Ed./Performing Arts

Mr. Lou Papa, Assistant Principal, Grade 9, Athletics/Science/World Language/ROTC

Ms. Allison Staffin, Assistant Principal, English/Math/Community Service

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Ms. Michelle Pryor

Ms. Lisa Saffici

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(SAC)

Mr. Cigus Vanni

Ms. Maggie Janes

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Dr. John Burns, Assistant Principal, Athletics/Math/Budget

Mr. Robert Hulme, Assistant Principal, Grade 12, Business/Fine/Related Arts/Social Studies

Mrs. Betsi McLeester, Assistant Principal, Grades 11/9, Drama/Music/World Language

Mr. Bernie O'Connor, Assistant Principal, Grade 10, PE/Special Education/ Physical  
Science/Facilities

Mrs. Marsha Pecker, Assistant Principal, English/Health/Biologic Science

Mr. CJ Davis, Director of Student Activities

**EAST GUIDANCE STAFF**

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Mr. Darren Gamel

Ms. Tracye Walsh

Ms. Cathleen Enderle

Dr. Eileen Lynch

Mr. George Zografos

**CHERRY HILL BOARD OF EDUCATION**

2012-2013

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Ms. Kathy Judge, Vice President

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Mr. Steve Robbins

Mr. Eric Goodwin

Mr. Elliot Roth

Dr. Colleen Horiates

Mr. Wayne Tarken

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# ATTENTION ALL STUDENTS!

For some time, Cherry Hill administrators, staff, parents, and students have been investigating ways to make the senior year one that is sacred and meaningful for all students. In September 2002, the New Jersey Commissioner of Education joined our conversation, speaking with the Board of Education and the community and endorsing the district's initiative to offer a variety of program choices. The district has compiled a number of options for seniors and underclassmen to consider in addition to the traditional curriculum listed in this guide.

In addition to the course offerings in this guide, the options are as follows:

## 1. High School Plus Course Camden County College

The following is a list of courses you can receive credit for at Camden County College while enrolled in courses in High School. The application process begins in November and runs through December. There is a \$101 fee for each course you register in to receive college credit. Camden County College does not guarantee the transferability of its credits to other institutions. Below is a list of courses you can receive credit in from Camden County and the course you must be enrolled in at East or West. Any questions please see your counselor.

College Course #	Course Title	HS Course presently enrolled
FRE 101	Elementary French I	French 3
FRE 102	Elementary French II	French 4
ITA 101	Elementary Italian I	Italian 3 (West Only)
ITA 102	Elementary Italian II	Italian 4 (West Only)
LAT 101	Elementary Latin I	Latin 3
LAT 102	Elementary Latin II	Latin 4
GER 101	Elementary German I	German 3 (East Only)
GER 102	Elementary German II	German 4 (East Only)
SPA 101	Elementary Spanish I	Spanish 3
SPA 102	Elementary Spanish II	Spanish 4
HIS 101	World Civ I	World History AP
HIS 112	World Civ II	European History AP
HIS 122	US History	US History II AP
PSY 101	Basic Psychology	Psychology AP
POL 103	American Federal Gov.	US Government AP
CHM 111	General Chemistry	Chemistry H

## 2. College courses taken on the CCC Campus

CCC will offer their courses at the Cherry Hill and Blackwood campuses. Classes will be offered in the afternoon from 12:00 PM – 5:00 PM. The cost for students per credit is \$120. Three college credits will be earned per course.

### **3. Articulated Tech Program**

This program allows high school students who are pursuing a technical career to earn CCC credit. The cost per course for students is approximately \$100.00. (Unlike other forms of college credit, Tech Prep credits may be used only at CCC.)

### **4. Rutgers High School Scholars Program (Senior's Only)**

This program is available by application for students interested in taking courses at Rutgers University. The program provides an advantage for students who are applying to Rutgers for college.

### **5. CCC/Rutgers Articulated/Matriculated Degree Program**

Students who have applied to Rutgers as seniors and were not admitted can enroll in CCC classes and begin to earn an associates degree. If they obtain a 3.0 average upon graduation, they are guaranteed admission to a campus of Rutgers (not their choice). On rare occasions, students beginning to earn an associates degree in high school, may matriculate to Rutgers possibly before their junior year and earn a bachelors degree in less than four years.

### **6. Internships, Independent Studies, and Community Service**

- a. **Internships:** Opportunity for seniors to participate in an internship in their area of interest. Students will need to complete 72 hours in order to earn high school credit. Must be pre-approved by counselor.
- b. **Community Service Projects:** Opportunity for seniors to participate in a community service program in their area of interest. Students must complete 72 hours in order to receive high school credit. Must be pre-approved by counselor.
- c. **Independent Studies:** Opportunity for students to participate in an independent study in their area of interest. Students must complete 72 hours in order to receive high school credit. Must be pre-approved by counselor, building principal, & Director of Guidance.

### **7. On-line Courses**

Students may opt to take an on-line course through an accredited college/university and receive college credits. The approximate cost for students per class is approximately \$600.00. The District will also accept on-line credit from an accredited High School or University on-line program. Any course taken outside of Cherry Hill will not be reflected in weighted GPA.

#### **Guidance Services**

Most parents & students require assistance in deciding if and how to take advantage of these options. Our guidance counselors are knowledgeable about these options and will be happy to review them with you and/or answer your questions about them.

# **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 are a lab science), four years of Physical Education and Health, one year of Visual/Performing Arts, one year of Career Ed/Consumer/Family or Life Skills, one year of World Language, and a half year of Financial Literacy. 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 5117.1.
- C. Beginning in the year 2000, unrestricted open enrollment will be available only to students entering in 9th grade and to any new student to the district.
- 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 2012-2013 shall end on March 4, 2012.

### **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: 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**

This option is also available to underclassman. Please see your guidance counselor for details.

### **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. Starting in 2012, all students will have lunch and an opportunity to take 8 courses.

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 6146]
1. A minimum of 120 credits is required for graduation.
  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. Three (3) years of natural or physical science, two of which must be a lab science; biology must be one of the three courses.
    - f. Three (3) years of mathematics; Algebra I is required for everyone in the Class of 2013. Algebra I and Geometry for the Class of 2014.
    - g. Five (5) credits in visual and performing arts;
    - h. Five (5) credits in 21<sup>st</sup> century life and career skills;
    - i. Five (5) credits in world languages;
    - j. 2.5 credits in Financial Literacy.
    - k. 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 with the understanding that the student needs 120 credits for graduation.
  5. High school level courses taken prior to Grade 9 may be used to meet prerequisites for advancement in a particular subject area and satisfy the Algebra requirement. 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 nor do they count toward graduation requirements, except Algebra, which can satisfy the content requirement, but not the credit requirement.
  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 120-credit requirement 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 Assessment.
  - 2. Special education student exceptions are listed in N.J.A.C. 6:28-3.6 (e).
  - 3. Students must pass the end of course Biology assessment (Class of 2014).
- 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 Guidance and the Principal. The college course must meet the requirements of the high school course for which it is substituted.
  - 3. College courses taken in this manner will count toward graduation requirements, but will not be counted in class rank or GPA.

## 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 fifteen (115) 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 6146: 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 6146: 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 <sup>st</sup> semester]	-----	30 credits of 9 <sup>th</sup> grade courses	30 credits of 10 <sup>th</sup> grade courses	27.5 credits of 11 <sup>th</sup> grade courses
January 31 [or beginning of 2 <sup>nd</sup> semester]	15 credits of first semester in 9 <sup>th</sup> grade	15 credits of first semester in 10 <sup>th</sup> grade	15 credits of first semester in 11 <sup>th</sup> grade	13.75 credits of first semester in 12 <sup>th</sup> 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 16 academic courses: This core curriculum includes at least four years of English; three of Math (Algebra I or higher); two courses in Social Science; two courses in natural or physical Science; four additional academic courses which may be taken from the already-mentioned categories, as well as World Language and Philosophy.
- (3) have a minimum grade point average of 2.0 (2.3 for the class of 2015 and beyond) based on a 4.0 scale and a score of 1010 (verbal and math only) 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, 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.
- (3) You can go to [www.ncaa.org](http://www.ncaa.org) for approved courses. For East High School use the 6-digit login code 310-223; for West, use 311-377.

B. Co-Curricular Activities

1. In 2010, the Board of Education instituted a policy (3453.1) on student Fees. A list of co-curricular activities is published each year identifying which activities fall under the policy.
2. The minimum eligibility requirements for students to participate in co-curricular activities are the same as those established for athletics.
3. All co-curricular activities are year-round activities; therefore, students will be determined to be eligible for these activities based on the September 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 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 three ability levels: Advanced Placement/Honors (AP/H); Accelerated (A) and Regular (R).
  - 1. Advanced Placement (AP)/Honors (H)
    - a. 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.
    - b. Honors -- Honors 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.

B. Chart of Weighting Equivalents

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

C. Grade Point Average/Class Rank

1. Weighted Grade Point Average: To compute the weighted average using the charts on the previous page, identify the difficulty level at which a course is offered (AP/H, A, R, M {M level courses will not appear on the transcripts for the class of 2010}) 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 HSPA Review courses, will be included. The final grade factor (A=4, B=3, OC=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 using weighted GPA at the end of 11th grade (6th semester), at the end of the first semester of 12th grade (7th semester), and at the end of the 12th grade (8th semester). The valedictorian is determined by the rank at the end of the 8th semester.
4. Starting with the class of 2010, seniors will have the option to either report or not report their rank on their transcripts sent to colleges. Please see your counselor for further information and procedures as well as guidance in making this decision.

## 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 six weeks for a semester course and November 30 for a full-year course, no record of this withdrawal will be made on the student's record. After this six-week period for semester courses and November 30 for full-year courses, 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) of a specific subject may be made only after a conference is held with the counselor and department supervisor. The level change is approved by the parent/guardian and has departmental approval. Level-change requests initiated by parents or students cannot be made until interim reports are distributed. All level change requests must be made either at the mid-point of the first marking period or 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. Grades are not averaged together. 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 2012-2013, James Riordan, Director of Guidance, is the Affirmative Action Officer and Marta Audino, Special Education Supervisor, is the District 504 Officer. They can be contacted at Cherry Hill Public Schools, 45 Ranoldo Terrace, Cherry Hill, New Jersey, 08034, 856-429-5600.

### **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; should additional information be required, students should seek assistance from their counselor.

### **XVI. ADVANCED PLACEMENT EXAMINATIONS**

Many AP courses have a two-year sequence. In World Language, the first year focuses on Literature and the second Language. For next year, we have re-aligned our English 3 and 4 curricula to prepare students for both the Literature and Language AP exams over a two year sequence. Other AP areas also have multiple exams such as Physics, Economics, and Politics and Government. Our curriculum is aligned to focus on one of the exams since our AP Economics, AP Physics and AP Government courses are one-year courses. If a student wishes to prepare for an AP exam that is not covered by one of our courses, they should contact their guidance counselor for further information. There are many on-line courses that are available to students at their own cost that can fulfill this need. We encourage students to take the AP Exam if they are enrolled in an AP course.

- XVII.** All courses listed in this book fulfill state requirements. This is not true for NCAA requirements. Go to [www.ncaa.org](http://www.ncaa.org) for more information. You may also see your coach, counselor, or the athletic director if you have a question.



# **COURSE SELECTIONS 2012-2013**

# AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS

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## CORE ELECTIVE AT WEST FOR ALL HIGH SCHOOL STUDENTS

Air Force Junior Reserve Officer Training Corps (AFJROTC) is primarily a four-year academically oriented program for high school students interested in learning a variety of life skills through the study of the history and science of flight, space exploration, global and cultural studies and introduction to astronomy. Additionally, students hone their leadership/management skills and their oral and written communication skills. Courses are designed to acquaint students with the history and principles of flight, space, global cultures and to foster the development of character, integrity, good citizenship, leadership, self-reliance, self-discipline, communication skills and personal responsibility. In addition to grades, outstanding performance is rewarded through promotion to positions of increased responsibility and the awarding of nationally recognized medals and ribbons. Textbooks, workbooks and uniforms are provided at no cost to the student except for cleaning and minor maintenance. First year cadets have the option of not wearing the Air Force Uniform but an Air Force T-shirt/sweatshirt. Retired Air Force Personnel who are state certified Aerospace Science Instructors teach the courses. Enrollment in AFJROTC incurs **NO MILITARY OBLIGATION**; however, scholarships and promotional benefits are available should the student decide to pursue a military career after graduation from high school or college. Students interested in attending any one of the service academies are encouraged to enroll in AFJROTC for all four years.

The AFJROTC curriculum is divided into two categories: Aerospace Science Studies and Leadership (Character Education, Career Education, Consumer, Family and Life Skills). This unique education and training program provides students with an aviation science related education along with opportunities for personal growth, development, and learning the dynamics of group interaction. Students learn leadership and management principles by actually performing all the planning, organizing, directing, coordinating and controlling skills in assigned leadership duties required to run any civilian, military or government business. The AFJROTC curriculum is approved as a full year course for 5 credits or a half-year course for 2.5 credits.

### **AEROSPACE SCIENCE (AS) I : 9,10,11,12**

**2.5/5 credits**

### **Life Skills through a Journey into Aviation History/Leadership Education, Career Education, Consumer, Family and Life Skills**

Students enrolled in this course should be interested in learning life skills, interpersonal communication skills, and group dynamics through the study of the historical development of flight and the role of the military in development of flight from ancient legends to the 21<sup>st</sup> Century. Leadership skills are enhanced through the study of group organizational structure, group dynamics, teamwork and participation in drill & ceremonies.

**AEROSPACE SCIENCE (AS) II: 9,10,11,12**

**2.5/5 credits**

**Life Skills through the Science of Flight/Leadership Education, Career Education, Consumer, Family and Life Skills/Global and Cultural Studies**

Students enrolled in this course should be interested in learning life skills through the study of Aviation, Weather, Basic Aerodynamics, and Air Navigation. Leadership training is enhanced with attention to choosing a life path, searching for a job, understanding career opportunities, and basic understanding of financial planning and responsibilities. Additionally, students are introduced to various regions of the world from a geographic, historic and cultural perspective. Students further their communicative skills through teaching of drill & ceremonies to first-year cadets.

**AEROSPACE SCIENCE (AS) III: 9,10,11,12**

**2.5/5 credits**

**Life Skills through the Exploration of Space and introduction to Astronomy/Leadership Education, Career Education, Consumer, Family and Life Skills**

Students enrolled in this course will explore the makeup of our solar system and man's exploration of outer space. Study will include a basic introduction to astronomy and fundamentals of man's exploration of the space environment. This will include examination of space programs, space technology, and manned space flight. Model rocketry will provide hands-on environment to understanding space flight. Leadership training is enhanced through the study of management techniques, decision-making, problem solving, and learning how to run an organization.

**AEROSPACE SCIENCE (AS) IV: 9,10,11,12**

**2.5/5 credits**

**PREPARATION: Successful completion of Aerospace Science I, II and III**

**Life Skills through the Leadership/Management Fundamentals Education, Career Education, Consumer, Family and Life Skills managing the Cadet Corps.**

Fourth-year cadets (seniors) are assigned to positions of authority (leadership/management positions) with duties and responsibilities commensurate with those in civilian industry, civil or federal government (military). Evaluations are based on performance of assigned duties, accomplishments of special projects, and personal conduct. Senior cadets are expected to integrate their leadership/management techniques, personal-interaction communication skills, teamwork, group dynamic skills, they learned in AS I, II and III, and apply these skills by supervising and guiding underclass cadets towards completion of the AFJROTC mission.

## **SUMMER LEADERSHIP SCHOOL**

**2.5 credits**

Summer Leadership School (SLS) is conducted annually at Ft. Dix NJ. It is a compilation of academics, physical fitness, drill and ceremonies, and hands-on problem solving. Cadets reside on Ft. Dix in dormitories and eat in the dining hall. During the course of the school, cadets use the Obstacle Course, Confidence Course, and Leadership Reaction Course to fine-tune their leadership and teamwork skills. Cadets are supervised and chaperoned the entire time by qualified USAF AFJROTC Instructors & volunteers. Fully qualified EMT personnel are also on hand full-time at SLS. SLS is voluntary. A small fee is required per cadet to offset miscellaneous expenses not covered by the Air Force.

## **Career Opportunities in Air Force Junior ROTC**

The AFJROTC program opens up and exposes students to many career occupations such as engineering, civil service, military, aviation, any position of leadership, astronomy, science, and aeronautics to name a few.

## **College Credit Options**

**12-15 credits**

In a cooperative program between the Air Force and the University of Colorado at Colorado Springs (UCCS) and RTG & Associates, Inc. they provide Junior ROTC program recognition with college elective credits for several of the AFJROTC courses taught at Cherry Hill High School West. The Cherry Hill Board of Education has approved the articulation agreement with the University of Colorado at Colorado Springs for AFJROTC students. Courses approved for elective college credit are Journey into Aviation History, Science of Flight, Space Exploration, Global and Cultural Studies, Fundamentals of Leadership, Character Education and Personal Management for participation in Summer Leadership School. Cadets can earn 12-15 College Elective Credits for successfully completing these classes. To qualify for the credits, cadets must fulfill an entire year equivalency in AFJROTC, not be on any disciplinary or academic probation both within the AFJROTC program and their school, be at least 16 years old. and attain a grade of "B" or higher in the AFJROTC program. Instructors will submit verified grade sheets to RTG & Associates Inc. as point of contact for University of Colorado at Colorado Springs.

Cost of the College Elective Credit is \$55.00 per credit. An official transcript of the credits attained/purchased is provided to the cadet by the UCCS and is transferable to any college/university. This information is also available on the AFJROTC eboard on the Cherry Hill website at <http://www.afjrotc.cherryhill.site.eboard.com>.

# BUSINESS

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

## 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. Students enrolled in the Business Law class are eligible to become members of DECA.

### **BUSINESS MANAGEMENT: 10, 11, 12**

**2.5 credits**

This course is designed to give students a firm foundation in business operations and management. Students learn about the characteristics of business, marketing functions, leadership styles and the social, ethical, economic, and international environments in business. They also study the legal forms of business ownership and discuss and research current problems and topics in business management. Students practice the application of management techniques in problem solving and develop the managerial skills needed in leadership positions. Students enrolled in Business Management are eligible to become members of DECA.

### **MARKETING MANAGEMENT I: 10, 11, 12**

**5 credits**

#### **A and H Levels**

#### **Preparation: Introduction to Business or Department Supervisor permission**

This course is the first of two year-long courses; however, it may be taken independently if the prerequisite above is satisfied. The course serves to integrate skills and knowledge needed to be successful in our diverse global marketplace. Content includes: business management, management strategies, legal forms of business ownership, business law and ethics, contract law, economics and the market economy, finance and accounting, analysis and use of financial records, business and interpersonal communications, and teamwork. Participation in DECA is integral to the course.

**MARKETING MANAGEMENT II: 11, 12****5 credits****A and H Levels****Preparation: Business Principles and Practices I**

Marketing Management II is a year long course. In the highly competitive global marketplace, students need integrated skills and knowledge to work in a diverse environment. This course will cover the following areas: Leadership, Financial Analysis, Corporate Governance, and Social Responsibility.

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

This is a semester course whose main focus is completing a business plan including: marketing research, analysis of the business opportunity, type of ownership, marketing plan, and a proposed financial plan. Students will learn the factors that a new business owner must consider, such as a study of demographics, legal requirements, financial considerations, and operational function. The business plan outline is designed to meet the requirements for the Entrepreneurship Participating Event for state competition at DECA.

**INTERNATIONAL BUSINESS: 11, 12****2.5 credits**

This course provides an understanding of the global marketplace and explains how businesses interact with each other. Topics include global telecommunications, intercultural communications, international trade, traveling around the world, and other relevant units that increase the students' knowledge of today and of tomorrow's workplace. Students in this course are eligible to participate in DECA.

**INTRODUCTION TO BUSINESS: 9, 10, 11, 12****2.5 credits**

This course is a semester course designed as an introduction to the business world. Topics include the study of economic concepts and our global economy, entrepreneurship, social responsibility, marketing in today's world, business ownership and operations, and technology in business. Students enrolled in Introduction to Business are eligible to become members of DECA.

**PERSONAL FINANCIAL LITERACY: 9, 10****2.5 credits**

All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Units include: income and careers, money management, credit and debt management, planning, saving and investing, consumerism, and risk management and insurance. Students enrolled in this course are **NOT** eligible for DECA participation.

**MARKETING EDUCATION: 10, 11, 12****5 credits**

This course gives the student the opportunity to focus on product promotion, creative advertisement and role-playing retail situations, researching problems and providing solutions. Other topics covered include career exploration, basic marketing concepts, the sales process, publicity and public relations, visual merchandising and display, and fashion merchandising. Students enrolled in this course are eligible to become members of DECA.

**ADVANCED MARKETING: 11, 12****5 credits****PREPARATION: Successful completion of Marketing I or teacher recommendation**

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

**SPORTS AND ENTERTAINMENT MARKETING: 11, 12****2.5 credits****PREPARATION: Successful completion of Marketing I**

This course is designed for students planning to major in business management, marketing, and/or sports and entertainment marketing at the post-secondary level. The concepts introduced in Marketing I will be used as a foundation in this industry-specific course. Students will apply marketing and management functions and tasks used in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment used for recreational or sporting purposes, products and services related to hobbies or cultural events, or business primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time. Students enrolled in Sports and Entertainment Marketing will be eligible to become members of DECA.

# ENGLISH

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## CORE COURSES

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

### **ENGLISH SEMINAR H: 9**

**5 credits**

English Seminar is the required English course for students in grade 9. Smaller class size will welcome and encourage students to participate daily. Furthermore, teachers and students work together to address a variety of learning styles. Students of English Seminar H should be highly motivated, eager readers who are able to read independently several texts during the same unit. The course content includes readings from the five genres: the novel, short story, drama, poetry, and nonfiction. As part of their reading with the class, students will study a Shakespearean play, The Odyssey, and a unit on classical Greek and Roman mythology. Students will also have an opportunity to read controlled choices and/or independent choices. Writing is a strong component of the seminar: students will be able to manage large writing assignments independently. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter HSPA and SAT practice, and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing, and teacher conferences. Vocabulary study (based on the readings and on the first ten lessons of Orgel's Building an Enriched Vocabulary) and grammar study are integrated into the reading and writing curriculum. On a regular basis, a guidance counselor will visit the class to discuss topical issues as they are presented in the literature.

### **ENGLISH SEMINAR A: 9**

**5 credits**

English Seminar is the required English course for students in grade 9. Smaller class size will welcome and encourage students to participate daily. Furthermore, teachers and students work together to address a variety of learning styles. The course content includes readings from the five genres: the novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study a Shakespearean play, The Odyssey (text or Fagles edition), and a unit on classical Greek and Roman mythology. Students will also have an opportunity to read controlled choices and/or independent choices. Writing is a strong component of the seminar. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter HSPA and SAT practice and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing, and teacher conferences. Vocabulary study (based on the readings and on the first ten lessons of Building an

Enriched Vocabulary) and grammar study are integrated into the reading and writing curriculum.

### **ENGLISH SEMINAR A: 9/ICR**

**5 credits**

English Seminar is the required English course for students in grade 9. Smaller class size will welcome and encourage students to participate daily. Furthermore, teachers and students work together to address a variety of learning styles. The course content includes readings from the five genres: the novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study a Shakespearean play, The Odyssey (text or Fagles edition), and a unit on classical Greek and Roman mythology. Students will also have an opportunity to read controlled choices and/or independent choices. Writing is a strong component of the seminar. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter HSPA and SAT practice, and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. Vocabulary study (based on the readings and on the first ten lessons of Building an Enriched Vocabulary) and grammar study are integrated into the reading and writing curriculum. This course is co-taught and is available to students with IEPs.

### **ENGLISH SEMINAR R: 9**

**5 credits**

English Seminar is the required English course for students in grade 9. Smaller class size will welcome and encourage students to participate daily. Furthermore, teachers and students work together to address a variety of learning styles. The course content includes readings from the five genres: the novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study a Shakespearean play, The Odyssey (excerpts from Fagles edition), and a unit on classical Greek and Roman mythology. Students will also have an opportunity to read controlled choices and/or independent choices. Writing is a strong component of the seminar. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter HSPA and SAT practice and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. Vocabulary study (based on the readings and lessons one to ten of Shostak, Vocabulary Workshop, Book D) and grammar study are integrated into the reading and writing curriculum. On a regular basis, a guidance counselor will visit the class to discuss topical issues as they are presented in the literature.

### **ENGLISH SEMINAR R: 9/ICR (In Class Resource)**

**5 credits**

English Seminar is the required English course for students in grade 9. Smaller class size will welcome and encourage students to participate daily. Furthermore, teachers and students work together to address a variety of learning styles. The course content includes readings from the five genres: the novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study a Shakespearean play, The Odyssey (excerpts from Fagles edition), and a unit on classical Greek and Roman mythology. Students will also have an opportunity to read controlled choices and/or independent choices. Writing is a strong component of the seminar. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter HSPA and SAT practice and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher

conferences. Vocabulary study (based on the readings and on lessons one to ten of Shostak, Vocabulary Workshop, Book D) and grammar study are integrated into the reading and writing curriculum. On a regular basis, a guidance counselor will visit the class to discuss topical issues as they are presented in the literature. This course is co-taught and is available to students with IEPs.

**ENGLISH SEMINAR H: 10**

**5 credits**

English Seminar is the required English course for students in grade 10. Smaller class size will welcome and encourage students to participate daily. Furthermore, teachers and students work together to address a variety of learning styles. Students of English Seminar H are highly motivated, eager readers who are able to read several texts during the same unit. The course content includes readings from the five genres: the novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study works from the classical to the contemporary including Greek and Shakespearean drama. Students will also have an opportunity to read controlled choices and/or independent choices. Writing is a strong component of the seminar. Students will engage in a variety of writing tasks including the personal commentary, multi-paragraph persuasive and expository essays, shorter HSPA and SAT practice, and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. Vocabulary study (from the readings and from lessons eleven to twenty of Orgel's Building an Enriched Vocabulary) and grammar study are integrated into the reading and writing curriculum.

**ENGLISH SEMINAR A: 10**

**5 credits**

English Seminar is the required English course for students in grade 10. Smaller class size will welcome and encourage students to participate daily. Furthermore, teachers and students will work together to address a variety of learning styles. The course content includes readings from the five genres: the novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study works from the classical to the contemporary including Greek and Shakespearean drama. Students will also have an opportunity to read controlled choices and/or independent choices. Writing is a strong component of the seminar. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter HSPA and SAT practice, and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. Through extensive writing practice, students will enhance fluency and improve expository and revision skills. Vocabulary study (from the readings and from lessons eleven to twenty of Building an Enriched Vocabulary) and grammar study are integrated into the reading and writing curriculum

**ENGLISH SEMINAR A: 10/ICR**

**5 credits**

English Seminar is the required English course for students in grade 10. Smaller class size will welcome and encourage students to participate daily. Furthermore, teachers and students will work together to address a variety of learning styles. The course content includes readings from the five genres: the novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study works from the classical to the contemporary including Greek and Shakespearean drama. Students will also have an opportunity to read controlled choices and/or independent choices. Writing is a strong component of the seminar. Students will engage in a variety of writing tasks

including multi-paragraph persuasive and expository essays, shorter HSPA and SAT practice, and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. Through extensive writing practice, students will enhance fluency and improve expository and revision skills. Vocabulary study (from the readings and from lessons eleven to twenty of Building an Enriched Vocabulary) and grammar study are integrated into the reading and writing curriculum.

**ENGLISH SEMINAR R: 10**

**5 credits**

English Seminar is the required English course for students in grade 10. Smaller class size will welcome and encourage students to participate daily. Furthermore, teachers and students work together to address a variety of learning styles. The course content includes readings from the five genres: the novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study one Greek and one Shakespearean play. In addition, they will read other works which are more contemporary. Students will also have an opportunity to read controlled choices and/or independent choices. Writing is a strong component of the seminar. Students will engage in a variety of writing tasks, multi-paragraph persuasive and expository essays, shorter HSPA and SAT practice and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. Through extensive writing practice, students will enhance fluency and improve expository and revision skills. Vocabulary study (from the readings and from lessons one to ten of Shostak, Vocabulary Workshop, Book E) and grammar study are integrated into the reading and writing curriculum.

**ENGLISH SEMINAR R: 10/ICR**

**5 credits**

English Seminar is the required English course for students in grade 10. Smaller class size will welcome and encourage students to participate daily. Furthermore, teachers and students work together to address a variety of learning styles. The course content includes readings from the five genres: the novel, short story, drama, poetry and nonfiction. As part of their reading with the class, students will study one Greek and one Shakespearean play. In addition, they will read other works which are more contemporary. Students will also have an opportunity to read controlled choices and/or independent choices. Writing is a strong component of the seminar. Students will engage in a variety of writing tasks including multi-paragraph persuasive and expository essays, shorter HSPA and SAT practice and other responses. To develop writing skills, students will practice such activities as self-evaluation, peer editing and teacher conferences. Through extensive writing practice, students will enhance fluency and improve expository and revision skills. Vocabulary study (from the readings and from lessons one to ten of Shostak, Vocabulary Workshop, Book E) and grammar study are integrated into the reading and writing curriculum.

**INTEGRATED ENGLISH 10 (Second Semester)**

**2.5 Credits**

In addition to their core content course, this course is required for students identified as at-promise in language arts due to their level of content knowledge and skills indicated by both NJASK 8 language arts score and freshman teacher recommendation. Teachers will identify individual student's areas of weakness in language arts and tailor a learning program that will build skill, and, strengthen self-confidence. As well, students will

benefit from small group instruction when appropriate in this course. Students will receive a grade in this course. Additionally, students not originally identified but selected by their current English teacher, may rotate into and out of this course on an as-needed basis if space is available. This may be done on a contract basis, and the grade may contribute to the final grade in the core course.

**ENGLISH 3AP: ENGLISH LANGUAGE AND COMPOSITION** **5 credits**

**PREPARATION: Successful completion of English 10**

This course is designed to prepare students for the AP English Language and Composition exam. It helps “students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.” The overarching objective of the course is to “enable students to write effectively and confidently.” Students “read complex primary and secondary sources carefully and with understanding, synthesize materials from these texts in their own compositions, and cite sources using conventions recommended by professional organizations.” They develop their “awareness of their own composing processes: the way they explore ideas, reconsider strategies, and revise their work.” Students write expository, analytical and argumentative essays. Vocabulary study is ongoing and is linked to reading and writing.

**ENGLISH/LANGUAGE ARTS 3 H** **5 credits**

**PREPARATION: Successful completion of English 10**

English 3 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 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 practice the research process and to submit a properly documented research paper. Vocabulary study is an ongoing activity and is linked to reading and writing.

**ENGLISH/LANGUAGE ARTS 3 A: 11** **5 credits**

**PREPARATION: Successful completion of English 10**

English 3 A is a study of representative authors from American literature thematically or chronologically. Students will explore distinctly American themes, such as the American Dream, the Settlement of the Frontier, Rugged Individualism and 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 ongoing 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 ongoing activity and linked to reading and writing.

**ENGLISH/LANGUAGE ARTS 3 A: 11/ICR****5 credits****PREPARATION: Successful completion of English 10**

English 3 A is a study of representative authors from American literature through a thematic or chronological structure. 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 skill development will be ongoing 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 ongoing activity and linked to reading and writing.

**ENGLISH/LANGUAGE ARTS 3 R: 11****5 credits****PREPARATION: Successful completion of English 10**

English 3 R students will study representative authors from American literature thematically or chronologically. Students will explore distinctly American themes, such as the American Dream, the Settlement of the Frontier, Rugged Individualism, and 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 skills will be ongoing and center on expository and creative writing. Each student is required to practice the research process and to submit a properly documented research paper. Vocabulary study is an ongoing activity and linked to reading and writing.

**ENGLISH/LANGUAGE ARTS 3 R: 11/ICR****5 credits****PREPARATION: Successful completion of English 10**

English 3 R students will study representative authors from American literature thematically or chronologically. Students will explore distinctly American themes, such as the American Dream, the Settlement of the Frontier, Rugged Individualism, and 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 skills will be ongoing and center on expository and creative writing. Each student is required to practice the research process and to submit a properly documented research paper. Vocabulary study is an ongoing activity and linked to ongoing reading and writing.

**INTEGRATED ENGLISH: 11 (First Semester)****2.5 Credits**

In addition to their core content course, this course is required for students identified as at-promise in language arts due to their level of content knowledge and skills indicated by both NJ ASK 8 language arts score and sophomore teacher recommendation. Teachers will identify individual student's areas of weakness in language arts and tailor a learning program that will build skill, and strengthen self-confidence. As well, students will benefit from small group instruction when appropriate in this course. Students will receive a grade in this course. Additionally, students not originally identified but selected by their current English teacher may rotate into and out of this course on an as-needed basis if space is available. This may be done on a contract basis, and the grade may contribute to the final grade in the core course.

**ENGLISH/LANGUAGE ARTS 4 AP: 12****5 credits****PREPARATION: Successful completion of English 11**

The equivalent in scope and rigor of a year of college-level work, English 4 AP is a challenging course of language and literature. Students 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. Ongoing composition study provides opportunities to enhance fluency, to improve expository skills, to write creatively, and to practice revision skills. Students are required to use a variety of research strategies (including the Oxford English Dictionary, Shakespeare Concordance, primary and secondary sources, classic and contemporary scholarly criticism, etc.) This course prepares students for the AP exam in the spring of senior year.

**ENGLISH/LANGUAGE ARTS 4 A: 12****5 credits****PREPARATION: Successful completion of English 11**

English 4 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 course requirement. Vocabulary study is an ongoing activity and linked to reading and writing.

**ENGLISH/LANGUAGE ARTS 4 A: 12/ICR****5 credits****PREPARATION: Successful completion of English 11**

English 4 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 ongoing activity and linked to reading and writing.

**ENGLISH/LANGUAGE ARTS 4 R: 12****5 credits****PREPARATION: Successful completion of English 11**

English 4 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 ongoing and linked to reading and writing.

**ENGLISH/LANGUAGE ARTS 4 R: 12/ICR****5 credits****PREPARATION: Successful completion of English 11**

English 4 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 ongoing and linked to reading and writing. This course is co-taught and is available to students with IEPs.

**ENGLISH LANGUAGE LEARNERS-BEGINNER/INTERMEDIATE****9, 10, 11, 12****10 credits**

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

**ENGLISH LANGUAGE LEARNERS-ADVANCED 9, 10, 11, 12****5 credits**

This course 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, listening, reading, and writing are emphasized.

**ENGLISH CONCEPTS 9****5 credits**

This course is available for special education students who have challenges related to reading and writing. This course focuses on developing basic reading and writing skills. The students will be exposed to a modified 9<sup>th</sup> grade R level curriculum integrating the core literature and writing activities for English seminar. Small class size allows for differentiated instruction and one-on-one supports.

**ENGLISH CONCEPTS 10****5 credits**

This course is available for special education students who have challenges related to reading and writing. This course focuses on developing basic reading and writing skills. The students will be exposed to a modified 10<sup>th</sup> grade R level curriculum integrating the core literature and writing activities for English seminar. Small class size allows for differentiated instruction and one-on-one supports.

**ENGLISH CONCEPTS 11/12****5 credits**

This course is available for special education students who have challenges related to reading and writing. This course focuses on developing basic reading and writing skills. The students will be exposed to a modified 11<sup>th</sup>/12<sup>th</sup> grade R level curriculum integrating the core literature and writing activities for English seminar. Small class size allows for differentiated instruction and one-on-one supports.

## **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**

This one-semester course will focus on the study of the Holocaust of World War II. The course 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 1 A: 9, 10, 11, 12**

**5 credits**

Journalism 1 A is an introduction to both print and online media. The course emphasizes the power of communication in writing and provides techniques and practice for writing news, features, reviews, editorials, columns, and sports articles. Students will also learn approaches to investigative reporting and will learn the code of ethics to which journalists adhere. Students will examine the role of the objective reporters as well as the role of the press in society. The following skills will also be covered: headline construction, copy

editing, and caption writing. Student work will be considered for publication in the school newspaper.

**JOURNALISM 2 A: 10, 11, 12**

**5 credits**

**PREPARATION:** Successful completion of Journalism 1, newspaper editorial board or equivalent

In Journalism 2 A, students will participate in extensive studies of and experiments with the modern concepts, techniques and psychologies used in newspaper design and image preparation. Students will complete investigative reports and write in depth articles on a variety of timely issues. The course will include assignments, which require written, practical and creative responses. Students will be encouraged to be published in the school paper.

**BROADCASTING 1: 9, 10, 11, 12**

**2.5 credits**

In Broadcasting 1, the student will learn how to improve voice quality, intelligibility, and variety. The student will study special techniques used by broadcast journalists, commercial announcers, disc jockeys, and sports announcers. The student will be able to implement broadcast techniques before and behind the microphone and camera, to participate in cable news programs, to write for media, and to evaluate the quality of media presentations

**BROADCASTING 2: 9, 10, 11, 12**

**2.5 credits**

**PREPARATION:** Successful completion of Broadcasting 1

Broadcasting 2 students will be able to determine the effect of media on life to recognize media techniques. The 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. Students will also complete a research project of their choice on radio or television.

**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 participate in a culminating activity by staging a formal debate based on policy format with topics related to current affairs.

**HSPA READING AND WRITING PREPARTION: 12**

**2.5/5.0 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 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 1 H/A: 9, 10**

**2.5 credits**

The goal of this elective is to introduce students to various genres of writing that they may not have the opportunity to explore in depth in their required English classes. This one semester class meets five days a week and is taken for either H or A credit. Students will

explore memoir, poetry, journalism, and/or other styles of writing through careful study of sample pieces. They will then engage in the writing process to create pieces that follow the characteristics of the genre. In addition, significant time will be spent reading and practicing a variety of essay types, including HSPA and SAT essays. At the conclusion of the course, students will work on expanding and revising one of their works through further exploration of the genre with an aim toward publication.

**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. 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 1930s, 40s, and 50s, Italian neo-realist films, French New Wave, independent works from both East and West, and of course, some contemporary fare. The students vote on their favorites at the end of the year. The three most enduringly popular are usually *The Godfather*, *Shawshank Redemption*, and *Seven Samurai*.

# **FAMILY AND CONSUMER SCIENCE**

## **COMMON CORE ELECTIVES**

### **COOKING TECHNIQUES: 10, 11, 12**

**2.5 credits**

This one-semester, two and one-half credit course provides the student with the opportunity to develop food preparation techniques. This offers the student exposure to a variety of cooking methods that cross all areas of the culinary arts. This course has been designed for male and female students.

### **WORLD OF FOODS: 10, 11, 12**

**2.5 credits**

The students will have the opportunity to apply their knowledge of cooking techniques to world culture exploration in culinary cuisine. Preparation of meals will be studied from international regions spanning around the world.

## **UNIQUE ELECTIVES AT WEST**

### **FOOD SERVICE: 10, 11, 12**

**2.5 credits**

The food service program promotes a variety of skills. Students will work with each other to apply concepts of nutrition, cost control and standardization. They will implement safety and sanitation standards in addition to demonstrating technical cooking skills for meal planning. Operations of an on-site food service business 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**

This course will enable the students to work with others and apply concepts of nutrition and safety. Operation of an on-site food service business will demonstrate the students' practical application of the learned skills. In addition, students will develop a new food product and develop its marketing plan. Food service careers will be explored.

# HEALTH AND PHYSICAL EDUCATION

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## 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.

### **CO-ED PHYSICAL EDUCATION: 9**

**2.5 credits**

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

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

### **CO-ED PHYSICAL EDUCATION: 10, 11, 12**

**2.5 credits**

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

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

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

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

### **CO-ED HEALTH: 9**

**2.5 credits**

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

**CO-ED HEALTH: 10****2.5 credits**

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

**CO-ED HEALTH: 11****2.5 credits**

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

**CO-ED HEALTH: 12****2.5 credits**

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

**MIND BODY CONNECTIONS 1: 11, 12****2.5 credits**

This is a full-year course designed for the serious student of "fitness". Stress will be placed on the muscular domain. The course is offered in lieu of the required health and Physical Education. Students will design, develop and practice appropriate fitness regiments that will serve them for a lifetime of wellness. An integral part of the course will be devoted to character education as well as other relevant health education issues.

**MIND BODY CONNECTIONS 2: 11, 12****2.5 credits**

This is a full-year course designed for the serious student of "fitness". Stress will be placed on aerobic fitness. The course is offered in lieu of the required Health and Physical Education. Students will study yoga, aerobics and Pilates. Students will design, develop and practice appropriate fitness regimens that will serve them for a lifetime of wellness. An integral part of the course will be devoted to character education as well as other relevant health education issues.

**UNIQUE ELECTIVES AT WEST****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**

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## **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 English section of the course, students will focus on techniques for improving reading comprehension, vocabulary, and writing. 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.

## UNIQUE ELECTIVE AT WEST

### **COMMUNITY SERVICE AND AWARENESS PROGRAM: 9, 10, 11, 12 2.5 credits**

The purpose of this course is to increase student involvement in community affairs and awareness of community service opportunities and public issues, and to give students an opportunity to reflect on their service-related experiences. Students must complete a minimum of fifty-three (53) hours of community service at a Board-approved service agency, Habitat for Humanity, nursing homes, hospitals, schools, etc. maintain a journal of service-related experiences, and attend four (4) hour-and-a-half public affairs discussions.

# MATHEMATICS

## COURSE SEQUENCES

The most common course sequences are indicated below.

If Intro to Functions was successfully mastered in grade 8:		
Grade 9	Geometry A or Geometry H or Functions	
Grade 10	Functions H or Algebra 2 A or Pre-Calculus H	
Grade 11	Pre-Calculus H, Pre-Calculus A, plus Statistics AP or Calculus AP (as an additional elective)	
Grade 12	Calculus AP or Calculus A, plus Statistics AP or Multivariable Calculus	
If Intro to Functions was not successfully completed or taken in grade 8:		
A Level/ICR	Grade 9	Enriched Algebra A ICR
	Grade 10	Geometry A ICR; may double up with Algebra 2A ICR
	Grade 11	Algebra 2A ICR; or if students double up in 10 <sup>th</sup> Grade, Pre-Calculus A
	Grade 12	Pre-Calculus A; or Calculus A if students double up in Grade 10; plus Statistics AP (as an additional elective)
R Level	Grade 9	Algebra 1 R
	Grade 10	Geometry R
	Grade 11	Algebra 2 R
	Grade 12	Trigonometry R or Introduction to College Mathematics R
R Level/ICR	Grade 9	Algebra 1R/ICR with Integrated Math 9
	Grade 10	Geometry R/ICR
	Grade 11	Algebra 1 R/ICR
	Grade 12	Introduction to College Mathematics R
Other	Grade 9	Algebraic Concepts 1
	Grade 10	Algebraic Concepts 2
	Grade 11	Geometric Concepts

## CORE MATH COURSES

### **ENRICHED ALGEBRA A: 9**

**5 credits**

**PREPARATION:** Successful mastery of the pre-algebra course, 8<sup>th</sup> grade Enriched Math and less than masterful completion of EAA.

Enriched Algebra A is designed for the student who has already learned some of the major concepts and processes of algebra but seeks a deeper and broader understanding of the discipline. This course integrates the advanced elements of algebra with technology, problem solving, application and mathematical modeling. 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. At the conclusion of this course, students will be required to take and pass for graduation an end of course competency assessment.

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

**5 credits**

**PREPARATION:** Successful mastery of the pre-algebra course, 8<sup>th</sup> grade Enriched Math and less than masterful completion of EAA.

Enriched Algebra A is designed for the student who has already learned some of the major concepts and processes of algebra but seeks a deeper and broader understanding of the discipline. This course integrates the advanced elements of algebra with technology, problem solving, application and mathematical modeling. 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. At the conclusion of this course, students will be required to take and pass for graduation an end of course competency assessment.

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

**5 credits**

**PREPARATION:** Successful completion of 8<sup>th</sup> grade Academic Math or unsuccessful completion of 8<sup>th</sup> grade Enriched Math

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. At the conclusion of this course, students will be required to take and pass for graduation an end of course competency assessment.

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

**5 credits**

**PREPARATION:** Successful completion of 8<sup>th</sup> grade Academic Math or unsuccessful completion of 8<sup>th</sup> grade Enriched Math

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. At the conclusion of this course, students will be required to take and pass for graduation an end of course competency assessment.

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

**5 credits (Core Curriculum)**

**5 credits (Elective Math)**

**PREPARATION: Completion of 8<sup>th</sup> Grade Academic Math**

This is a two-period course required for students whose mathematics skills indicate the need for additional support as they learn Algebra 1. One period will be devoted to the Algebra 1R program (see above); the second period will be Integrated Math 9. Since students in this course will study the Algebra 1R curriculum and are expected to study Geometry R and Algebra 2R in their sophomore and junior years, Integrated Math 9 will provide a second period of math study. In this portion of the two-period course, teachers will identify individual student's areas of weakness in mathematics and tailor a learning program that will build skill, strength, and self-confidence. As well, students will benefit from small group instruction when appropriate. Students will receive a grade in both portions of this two-period course. At the conclusion of this course, students will be required to take and pass for graduation an end of course competency assessment.

### **ALGEBRAIC CONCEPTS 1**

**5 credits**

**PREPARATION: Completion of 8<sup>th</sup> grade Academic Math**

In this course, students will solidify their understanding of real numbers at a level and in a context appropriate for high school students and will be (re)introduced to algebraic concepts in a real world context. Solving linear equations, interpreting graphs, using rules of exponents, understanding polynomials and factoring are some of the major topics they will learn. Through the use of the graphing calculator, CBLs (calculator based labs) and manipulatives, students will gain an understanding of these algebraic concepts as they develop skills that will prepare them for the HSPA. Teacher will develop instructional and assessment strategies that will best help each student meet the goals of the curriculum. This course is only available to students with IEPs.

### **GEOMETRY H: 9**

**5 credits**

**PREPARATION: Mastery of Intro to Functions (8th grade)**

This is a rigorous and fast-paced course available to 9th grade students who have mastered Intro to Functions in the middle school and who wish to study geometry in-depth. In addition to all units studied in Geometry A, the curriculum will include such topics as: locus of points, coordinate proofs, vectors, coordinates in space, reflections, translations, rotations, and dilations. (These additional topics exceed the standards recommended by NCTM and the NJ Core Content Standards). Students who master this course are expected to enroll in Functions H in the sophomore year.

### **GEOMETRY A/ICR: 9, 10**

**5 credits**

**PREPARATION: Mastery of Intro to Functions (8th grade) or successful completion of Enriched Algebra A (9th grade)**

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 integration of algebra, methods of proof and fundamental concepts of mathematical logic are stressed. Additionally, the use of the Geometer's Sketchpad is used to reinforce concepts and develop performance assessments.

**GEOMETRY R: 10**

**5 credits**

**PREPARATION: Successful completion of Algebra I R (9<sup>th</sup> Grade)**

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 R: 10/ICR**

**5 credits**

**PREPARATION: Successful completion of Algebra I R (9<sup>th</sup> Grade)**

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 R/ICR**

**5 credits (Core Curriculum)**

**WITH INTEGRATED GEOMETRY 10**

**5 credits (Math Electives)**

**(Full year West)**

**PREPARATION: Successful completion of Algebra 1R/ICR with Integrated Math 9**

This is a two-period course required for students whose mathematics skills indicate the need for additional support as they learn Geometry. This double period will be devoted to the Geometry R program (see course description); as well as an integration of math skills. Since students in this course will study the Geometry R curriculum and are expected to study Algebra 2R in their junior year Integrated Geometry provides an extended period of math study. In this portion of the two-period course, teachers will identify individual student's areas of weakness in mathematics and tailor a learning program that will build skill, strength, and self – confidence. As well, students will benefit from small group instruction when appropriate. Students will receive a grade for both portions of this two period course.

**GEOMETRIC CONCEPTS: 11**

**5 credits**

**PREPARATION: Successful completion of Algebraic Concepts 1 & Algebra Concepts II.**

This course is designed for the student who has successfully completed Algebraic Concepts 1 and Algebra Concepts II or has demonstrated knowledge of the content and skills of the course. Students will learn the language of geometry through explorations and manipulations on such technology and materials as the Geometer's Sketchpad and Geoboards. They will apply their algebra skills in the study of triangles, polygons and

circles. Teacher will develop instructional and assessment strategies that will best help each student meet the goals of the curriculum. This course is only available to students with IEPs.

**INTEGRATED ALGEBRA (Second Semester)**

**2.5 credits**

**PREPARATION:** Current enrollment in Algebra IR or Enriched Algebra A

This course is required for students identified as “at-promise” in mathematics due to their level of math knowledge and skill indicated by NJ ASK 8 math score and achievement in the 9<sup>th</sup> grade math course. Teachers will identify individual student’s areas of weakness in mathematics and tailor a learning program that will build skill, strength, and self-confidence. As well, students will benefit from small group instruction when appropriate in this course. Students will receive a grade in this course. Additionally, students not originally identified but selected by their current math teacher, may rotate into and out of this course on an as-needed basis if space is available.

**FUNCTIONS H: 10**

**5 credits**

**PREPARATION:** Mastery of Intro to Functions (8<sup>th</sup> Grade) and successful completion of Geometry H (9<sup>th</sup> Grade)

This is a rigorous course that serves as a precursor to Pre-Calculus H and Calculus AP. During the first marking period, students use their previously mastered Enriched Algebra A skills as they learn the major concepts and skills of the second year of algebra, all of which are then applied throughout the remaining three marking periods. Operations and transformations are performed on these functions to produce other more complicated functions, which are also analyzed. Probability and statistics through the study of central tendencies, is also explored. Application of concepts is reinforced through lab experiments and math modeling. Properties of functions and relations are reviewed and the study of the circular, algebraic, exponential and logarithmic functions is extended.

**ALGEBRA 2 A/ICR: 10, 11, 12**

**5 credits**

**PREPARATION:** Successful completion of Enriched Algebra A and Geometry A

This course involves a continuation of the study of the properties of the real numbers begun in Algebra 1. 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 2 R: 11, 12**

**5 credits**

**PREPARATION:** Successful completion of Algebra 1 R and Geometry R

This course involves a continuation of the study of the real numbers begun in Algebra 1. 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 2 R/ICR: 11, 12****5 credits****PREPARATION: Successful completion of Geometry R/ICS**

In this course, students will receive additional support from two teachers. They will study the Algebra 2 R curriculum and continue their math studies in Trigonometry R or Introduction to College Math R.

**ALGEBRAIC CONCEPTS 2****5 credits****PREPARATION: Successful completion of Algebraic Concepts I**

In this course, students will continue to develop their algebra skills begun in Algebraic Concepts 1. Through the use of graphing calculators, CBLs (calculator based labs) and manipulatives, students will deepen and expand their algebra skills as they prepare for the HSPA. Teacher will develop instructional and assessment strategies that will best help each student meet the goals of the curriculum and the New Jersey Core Content Standards. This course is only available to students with IEPs.

**INTEGRATED MATH: 11 (First Semester)****2.5 credits****PREPARATION: Completion of Algebra 1 and Geometry**

This course is required for students identified as at-promise in mathematics due to their level of math knowledge and skill indicated by HSPA math score and sophomore teacher recommendation. Teachers will identify individual student's areas of weakness in mathematics and tailor a learning program that will build skill, strength, and self-confidence. As well, students will benefit from small group instruction when appropriate in this course. Students will receive a grade in this course. Additionally, students not originally identified but selected by their current math teacher, may rotate into and out of this course on an as-needed basis if space is available. This may be done on a contract basis, and the grade may contribute to the final grade in the core course.

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

This course involves a review of the properties of the real number system and some properties of the complex number system. Properties of functions and relations are reinforced and the study of the algebraic, exponential, logarithmic and trigonometric functions is extended. Vectors are introduced. These concepts are reinforced through math modeling of real world applications, the use of technology, lab reports and other performance assessments.

**TRIGONOMETRY R: 12****5 credits****PREPARATION: Successful completion of Algebra 1 R, Geometry R, and Algebra 2 R**

This course involves a review of real number systems. Properties of Functions and relations are reviewed 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 2 R or Algebra 2 R/ICS**

This course involves review of algebra, geometry and extends the study of functions introduced in Algebra 1, 2, and Geometry. Other topics are sequences, series, central tendencies and probability. The use of math modeling technology and real world problems are incorporated on a regular basis.

**CALCULUS AP: 12****5 credits****PREPARATION: Successful completion of Geometry A or H, 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 and students are expected to take the AP exam.

**CALCULUS A: 12****5 credits****PREPARATION: Successful completion of Enriched Algebra A, Geometry A, Algebra 2A, and 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: 12****2.5/5 credits**

This math program provides remediation in algebra and geometry skills. Students are identified for this program based on their performance on the 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

### **STATISTICS AP: 11, 12**

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

This course provides a pervasive study of the major concepts and tools for collecting, analyzing, interpreting, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Students will apply knowledge of numerical and graphical summaries of data, least-squares regression and logarithms, and probability and simulation to solve problems. In addition, students will perform a variety of significant tests in order to evaluate hypotheses. These tests include sample means, sample proportions, chi-square, and inference for regression.

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

**5 credits**

**PREPARATION:** Successful completion of Calculus AP (11th grade)

This course is designed to extend the fundamental concepts of calculus from the two-dimensional setting to those in three dimensions. Students begin the year with a review and extension of their knowledge of parametric and polar curves before embarking upon the calculus of vector-valued functions. The notion of a function of a single real variable is generalized to that of a function of several variables, allowing the generalization of the ideas of limits and continuity, the derivative and the integral. The limit definition of the partial derivative is introduced as a parallel to that of the ordinary derivative, and once computational fluency is achieved, applications such as optimization problems and Lagrange Multipliers are explored. The central theme of the integral is generalized to that of the multiple integral, as several coordinate systems are explored in detail, including the polar, cylindrical and spherical coordinate systems as aids to such integration.

# SCIENCE

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## BIOLOGICAL AND PHYSICAL SCIENCES COURSE SEQUENCES

The most common course sequences are...

### If *Intro to Functions* was successfully mastered in grade 8

#### (H) Honors/ (AP) Advanced Placement Level

Grade 9	Quantitative Physical Science
Grade 10	Chemistry I H, Chemistry A, plus/or Biology I H, Biology A
Grade 11	Chemistry II AP plus/or Biology I H, Biology II AP, Biology II A, or Physics I H, Physics A
Grade 12	Physics I H, Physics II AP, Biology II AP, Cell Physiology & Microbiology H, Vertebrate Anatomy H/A, Human Anatomy H/A, Forensics H/A
Grades 9 – 12	Research In Science H

### If *Intro to Functions* was NOT successfully mastered in grade 8

#### (A)Advanced Level

Grade 9	(CPS) Conceptual Physical Science A/ICR
Grade 10	Chemistry A or Biology I A/ICR
Grade 11	Biology I A/ICR (if Chemistry A was taken in grade 10), Chemistry A (if Biology I A was taken in grade 10); * plus an additional elective
Grade 12	Physics IA, plus *Biology II A, Cell Physiology & Microbiology H, Environmental Studies A, Vertebrate Anatomy H/A, Human Anatomy H/A, Forensics H/A, or Planetary Exploration A
Grades 9 – 12	Research In Science A

#### (R) Regular Level

Grade 10	Chemistry R or Biology I R/ICR
Grade 11	Biology I R (if Chemistry R was taken in grade 10), Chemistry R (if Biology I R was taken in grade 10); * plus an additional elective
Grade 12	Physics IR, plus *Environmental Studies R, Vertebrate Anatomy A/R, Forensics A/R
Grades 9 – 12	Research In Science R

#### Other

Grade 9	Science Concepts
Grade 10	Science Concepts
Grade 11	Science Concepts

**RESEARCH IN SCIENCE: H/A/R: 9, 10, 11, 12****1-5 credits**

The ability to conduct scientific research is crucial to the future success of our students. Research in Science (RIS) is a single or multi-year (preferred) course designed to engage students in scientific research in one of the disciplines of science, such as, Biology, Chemistry, Physics, Technology, Astronomy, Geology, Medicine, Engineering, Computer Science, or Mathematics. The course is the foundation for the department's efforts to motivate students to engage in scientific research in their area of interest and to apply knowledge in a practical and real situation. Students begin with a topic search, review the scientific literature in academic journals, conduct their experimental research project, document their research and enter a science fair, exhibit or contest. This class will be offered as an additional period either before or after school, including Internet communication between the student and the instructor and involves both class meetings and some individual one-on-one work.

**CORE COURSES****QUANTITATIVE PHYSICAL SCIENCE H: 9****6 credits****PREPARATION: Successful completion of Intro to Functions 8<sup>th</sup> grade**

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 preparation for Chemistry Honors.

**CONCEPTUAL PHYSICAL SCIENCE (CPS) A/ICR: 9****6 credits**

Conceptual Physical Science (CPS) is designed for college-bound students who may, or may not, be planning for a career in science. Fundamental to CPS is a study of the principles, theories, and laws that are central to all of the disciplines of Physical Science. This approach emphasizes the critical relationship between mathematics and science, and utilizes the computer as a tool to advance scientific understanding. The major topics of the course include geological and atmospheric cycles of the Earth, energy and resources, chemical and physical systems, and understanding the Earth and its place within the universe. Students who successfully complete this course will be well prepared to continue their high school education in the physical sciences.

**SCIENCE CONCEPTS I: 9****5 credits****PREPARATION: Completion of 8<sup>th</sup> grade science course**

In this course, students will solidify their understanding of physical science concepts at a level and in a context appropriate for high school students. The students will be (re)introduced to physical science concepts in a real world context. Use of the scientific method in problem solving, chemical and physical properties, and the study of motion are some of the major topics they will learn. Through the use of hands-on activities, internet exploration and graphing calculators, students will gain an understanding of these science concepts as they develop skills that will prepare them for future science courses. The

teacher will develop instructional and assessment strategies that will best help each student meet the goals of the curriculum. This course is only available to students with IEPs.

## **BIOLOGY**

### **BIOLOGY 1 H: 10, 11, 12**

**6 credits**

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

Biology 1H is designed for the academically advanced, college-bound student. It focuses on major life categories through a hands-on, minds-on inquiry approach in order to develop scientific attitudes and interests. It provides a greater understanding of biology at the molecular level. More advanced topics such as biochemistry, enzyme chemistry, genetics, molecular biology (chemistry of DNA including DNA extraction, PCR amplification, and electrophoresis) and bioenergetics will be studied in addition to the core biology topics. Students are expected to have a fundamental background in chemistry as well as a serious work ethic to meet the challenge and rigor of an honors program. Students planning to take AP Biology or contemplating a career in science or related disciplines are encouraged to take this course. At the conclusion of this course, students will be required to take and pass for graduation an end of course competency assessment.

### **BIOLOGY 1 A/ICR: 10, 11, 12**

**6 credits**

**PREPARATION: Successful completion of 9th grade A level science**

Biology 1 A is designed for the academically advanced, college-bound student. With an emphasis on inquiry, 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. Major emphasis is placed on areas from the New Jersey Core Curriculum Content Standards such as cell biology, genetics, ecology, evolution and human health and disease. The double lab period and four recitation sessions are student-activity oriented. At the conclusion of this course, students will be required to take and pass for graduation an end of course competency assessment.

### **BIOLOGY 1 R/ICR: 10, 11, 12**

**6 credits**

**PREPARATION: Successful completion of 9th grade R level science**

Biology 1 R is a survey course for the college-bound student. The content is aligned to the New Jersey Core Curriculum Content Standards and its purpose is to provide the student with a general knowledge of basic biological principles including: the cell, evolution, genetics, ecology and human health and disease. 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. At the conclusion of this course, students will be required to take and pass for graduation an end of course competency assessment.

**BIOLOGY 2 AP: 12****6 credits****PREPARATION: Successful completion of Biology 1 A or H, and Chemistry 1 A or H**

Biology 2 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.

**SCIENCE CONCEPTS: 10****5 credits**

Science Concepts 10 is a hands-on, minds-on Biology course designed to meet high school graduation requirements for special education students. 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. Through the use of hands-on activities, internet exploration and graphing calculators, students will gain an understanding of these science concepts as they develop skills that will prepare them for future science courses. The teacher will develop instructional and assessment strategies that will best help each student meet the goals of the curriculum. This course is only available to students with IEPs.

## CHEMISTRY

**CHEMISTRY 1 H: 10, 11, 12****6 credits****PREPARATION: Successful completion of QPS-H and Geometry H/A, Biology (may be concurrent)**

Chemistry H is 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 Chemistry H will permit the student to study a larger number of concepts in greater depth than is possible in the A level course. This course will 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 1 A: 10, 11, 12****6 credits****PREPARATION: Successful completion of Enriched Algebra A and QPSH or CPSA**

Chemistry 1A 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/ICR: 11-12**

**6 credits**

**PREPARATION: Successful completion of Algebra 1R and CPSR**

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 chemistry action course that brings to its students hands-on investigations focused on real world chemistry that they should know and will enjoy. Topics such as the environment, heat and energy, and scientific measurement are used to investigate real world problems. The students use basic chemistry concepts to accomplish open-ended labs, use research to investigate and problem solve, write lab reports, and use math concepts to meet the science education standards and at the same time let students enjoy learning chemistry.

**CHEMISTRY 2 AP: 11, 12**

**6 credits**

**PREPARATION: Successful completion of Algebra 2A, Chemistry 1A or 1H**

Chemistry 2 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 1A or 1H alone. The course content will draw upon the student's knowledge of first year chemistry. In addition, new concepts will be covered such as acid-base and solution equilibrium, thermo chemistry, electrochemistry, oxidation-reduction and organic chemistry. Chemistry 2 AP is designed such that a student who is interested in science as a career may receive advanced placement at the college level upon successful performance on the Advanced Placement Examination, and the instructor's recommendation. Because of the subject matter included in the course, it is expected that the student will exhibit a proficiency level higher than that required for Chemistry 1A and 1H.

**SCIENCE CONCEPTS: 11, 12**

**5 credits**

**PREPARATION: Successful completion of Concepts 10 and Algebra 1**

Science Concepts 11 presents an alternative approach to the study of Chemistry and Environmental Science specifically for special education students. This course is designed to fulfill the third year science requirement for graduation. Its purposes are to help students realize the important role that chemistry will play in their personal and professional lives; use principles of chemistry to think more intelligently about current issues they will encounter that involve science and technology; and develop a lifelong awareness of the potential and limitations of science and technology. It addresses the interrelationships between the living and non-living components of an ecosystem as well as the social, economic, political and ethical issues associated with our major environmental concerns. It is a course that brings to its students hands-on investigations focused on real world issues and concerns that they should know and will enjoy. Topics such as the environment, heat and energy, and scientific measurement are used to investigate real world problems. The students use basic chemistry concepts to accomplish

open-ended labs, use research to investigate and problem solve, write lab reports, and use math concepts to meet the science education standards and enjoy learning science. This course is available only to students with IEPs.

## PHYSICS

### **PHYSICS 1 H: 11, 12**

**6 credits**

**PREPARATION:** Grade 11 – Taking Pre-Calculus currently; Grade 12 – Taking Calculus A or H currently

Physics 1 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 1 A: 11, 12**

**6 credits**

**PREPARATION:** Successful completion of Algebra 1A, Geometry 1A, Algebra 2; Current enrollment in Pre-Calculus or Calculus desirable

Physics 1A is a level 1 accelerated college preparatory course directed at students who are 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 incorporates 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 2 AP-C: 11, 12**

**6 credits**

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

Physics 2 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.

## COMMON CORE ELECTIVES

### **BIOLOGY 2 A: 11, 12**

**6 credits**

**PREPARATION:** Successful completion of Biology 1 A, Biology 1 R

Biology 2 A is a full year course that builds on existing content knowledge from Biology 1. New content is also introduced that is not included in a first-year biology curriculum. Topics include evolution, microbiology, applied genetics, botany, zoology, biotechnology and molecular genetics, and bioethics. Students are expected to conduct independent laboratory research for many of the topics throughout the year. The course is designed to sharpen laboratory skills and to expose students to new content, laboratory techniques and equipment.

### **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.

### **ENVIRONMENTAL STUDIES A/R/ICR: 11, 12**

**6 credits**

**PREPARATION:** Successful completion of Biology 1H, A or R

Environmental Science is the study of how humans affect their environment. It addresses the interrelationships between the living and non-living components of an ecosystem as well as the social, economic, political and ethical issues associated with our major environmental concerns. Some topics of study will include principles of ecology, population dynamics, energy, major environmental concerns, toxicology, risk management, wildlife conservation, economics and politics of the environment, and the New Jersey Pinelands. This course is both laboratory and field-oriented. Environmental Studies is designed to provide students with information to help them make reasonable decisions regarding their actions on the environment. This course is co-taught and is available to students with IEPs.

### **FORENSIC SCIENCE H/A/R: 11-12**

**6 credits**

**PREPARATION:** Successful completion of Biology 1 & Chemistry

This course is a standards-based introduction to the topics of Criminology within the field of forensic science. Forensic Science is the application of science to those criminal and civil laws that are enforced by agencies in the criminal justice system. It applies the knowledge and technology of science for the definition and enforcement of such laws. Students will be required to apply principles and techniques from the areas of chemistry, physics, biology, and geology to analyze the many different types of physical evidence that may be recovered during a criminal investigation. Students are required to prepare formal criminal investigation reports and give oral reports on their findings. They will also be required to participate in mock courtroom trials where they must present their scientific evidence in a clear and informed manner to a “jury” and/or “judge”. Topics covered include:

History of Forensics, The Crime Lab, Glass, Fingerprinting, Hairs, Fibers, Paint, Document Examination, Blood, Blood Splatter Analysis, DNA Analysis, Drugs & Alcohol, Footprints, and Forensic Anthropology. The course culminates with students investigating an actual crime scene, applying the techniques and skills acquired throughout the course.

**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. This program is a technology-rich, integrated program designed to meet the needs of students who are non-science majors. Its purpose is to help students (1) realize the important role that science will play in their personal and professional lives, (2) use principles of science to think more intelligently about the universe they live in and about the current issues of science and technology, and (3) develop a lifelong awareness of the potential and limitations of science and technology.

**VERTEBRATE ANATOMY AND PHYSIOLOGY H/A/R: 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 concentrates on vertebrate anatomy and physiology. It uses dissection of fish, amphibians, reptiles, birds and mammals. It shows the interrelationship between these vertebrates using an evolutionary approach. Comparison is made to the human structures, especially with mammals using cat dissection. Clinical application of content material is accomplished in the form of case studies and computer simulation. The student will become proficient in dissection and the use of the microscope in order to identify human cells and tissues. Note: Dissection is large portion of the curriculum, and students enrolled in this course must be willing to be active participants in the dissections.

**HUMAN ANATOMY AND PHYSIOLOGY H/A: 11/12**

**6 credits**

This course is an in-depth study of human anatomy and physiology and is designed for students interested in pursuing a career in medicine, nursing, physical therapy or other health-care fields. In this laboratory-oriented course involving the detailed study of the structure and function of human body systems, students will have the opportunity to explore organ physiology as well as its intricate structure. In addition, students will relate the physiology they study to the real-world case studies. Unique components of the honors level course such as student participation in the study of human dissection at the cadaver lab of the University of Medicine and Dentistry of New Jersey are sought. Also, the "Shadow a Medical Student" program is intended for all interested students, allowing them to gain insight into the medical school experience.

# SELF-CONTAINED SPECIAL EDUCATION

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**In-Class Resource Class** refers to a regular education placement with support from a special education teacher (content area teacher and special education teacher). These classes are co-taught. The frequency of inclusion varies by subject.

**Concepts Class/Resource Center** refers to a pull-out instruction model intended for students with academic delays and/or individual needs that may require more structure, slower pace, or additional review in a classroom. These classes are only open to students with IEPs.

- Concepts delivery is with a special education teacher.
- Resource center delivery is with a special education teacher. Our Study Skills class and Reading classes are examples.

**Vocational and Functional Class** refers to a pull-out instruction model intended for students with significant academic delays or individual needs. Functional living skills are emphasized in all classes. These classes are only open to students with IEPs.

## **Offerings:**

Vocational English

Reading

Science/Social Studies

Supermarketing/(Shop West Program)

Careers

Vocational Math

Living Skills

Office Procedures

## **VOCATIONAL COURSES (WEST ONLY)**

### **VOCATIONAL ENGLISH**

**5 credits**

This is designed for the student who will enter the work force upon completion of high school. This course focuses on communication skills needed to become a productive participant in society. Students will build vocabulary, critical thinking, and writing, speaking and listening skills.

### **VOCATIONAL READING**

**5 credits**

This course focuses on reading skills needed to become a productive participant in society. Students will connect reading to their everyday lives and needs to gain successful employment and independent living. Students will build skills needed to function safely in daily activities. Areas of focus include building the vocabulary needed to: communicate needs and ask for assistance both in the community and workplace, recognize and understand community and survival signs, using menus, and basic banking forms.

**VOCATIONAL MATH****5 credits**

This is a multidisciplinary course which provides students continuing opportunities to develop the vocational skills including: (1) reading, (2) writing, (3) listening, (4) speaking, and (5) mathematical computation, that are essential for high school course work achievement. Students will understand that when they leave school that mathematics is more important than ever. They are more and more likely to use math in their work and everyday lives.

**VOCATIONAL SOCIAL SCIENCE****5 credits**

The students will be exposed to current events which will provide opportunities to apply strategies of investigation and inquiry to the study of present day issues. The students will be able to identify and describe all calendar holidays and their importance. The students will explore and understand weather conditions and appropriate dressing. Students will gain understanding of the relationship of good nutrition to prevention control or cure of diseases and medical conditions that shorten life or lessen quality of life.

**FUNCTIONAL COURSES (WEST ONLY)****FUNCTIONAL ENGLISH****5 credits**

This class provides students an opportunity to develop basic skills in 1) reading, 2) writing, 3) speaking and 4) listening and study organizational skills. Students will connect both reading and writing to their everyday lives and needs to gain successful employment.

**FUNCTIONAL READING****5 credits**

This class provides an opportunity for students to read, interpret and discuss published and non-published materials. The students will express themselves accurately and clearly using both written and verbal forms of communication. The students will identify the various cultures expressed in literature and explain their influence on literature. The students will work cooperatively and successfully in group settings.

**FUNCTIONAL MATH****5 credits**

This is a multidisciplinary course which provides students continuing opportunities to develop the functional skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills that are essential for high school course work achievement. They will calculate weekly, monthly, yearly wages, interpret an earnings statement and compute regular pay and over time. Students will understand that when they leave school that mathematics is more important than ever.

**FUNCTIONAL HISTORY****5 credits**

This is designed for student who will enter the workplace upon completion of high school. Students will acquire a basic understanding of geography, history, political history, US Constitution, environmental issues, and map reading skills.

## **FUNCTIONAL SCIENCE**

**5 credits**

This class provides students with opportunities to explore and develop inquiry methodologies related to the science fields. Students will develop skills in measurement, investigative techniques, and develop an understanding of the scientific method using hands on activities.

## **SELF-CONTAINED ELECTIVES** **(WEST ONLY)**

### **CAREERS**

**5 credits**

Students will explore career clusters, research labor market, and begin the employment process through job searching, applications, resumes, interviews, employee evaluations and job-survival skills. (1) Research job clusters; (2) Plan a career path; (3) Find job opportunities; (4) Complete job applications and resumes. (5) Prepare and participate in interviews.

### **OFFICE PROCEDURES**

**5 credits**

This course is a broad introduction to the use of computers as tools for creativity, communications and organizing information. No computer experience is necessary. This course focuses on the operation of an office. The students will be exposed to keyboarding and Microsoft Office software (Word, Powerpoint, Publisher), Internet access, proofreading, effective listening, positive working relationships, demonstration of ethical work habits, and work on various office equipment. In addition to learning the technical and fundamentals of computer use, the students will build their skills in researching information, making appropriate ethical choices about the use of computers, and using technology to help you learn on your own. As appropriate, students will explore more advanced topics in computer technology, research and teamwork in creating projects requiring student design, and research.

### **SUPERMARKETING (ShopWest)**

**5 credits**

This course is designed for students to develop career planning and workplace readiness skills. A school-based learning (mini-supermarket) exposes students to occupational skills that may lead to potential independent employment after school. The student is directed and taught in the areas of safety, product ordering, telephone skills, stocking, value, money management and cash register skills. The ongoing development of critical thinking, problem solving, and decision making techniques, positive self-esteem and good grooming skills is an essential aspect of the program.

### **SUPERMARKETING COOPERATIVE EDUCATION**

**5 credits**

The IEP-driven course is a unique educational strategy that combines on-the-job working and learning experiences with related classroom instruction in a career field directly related to a student's transition goals and objectives. The fundamental purpose of cooperative education is to provide students with opportunities to learn under real-work conditions. The cooperative education component is based on three facet plan. The first phase, the student is primarily in the school building working with a job coach in the mini supermarket exposing and introducing the aspects of operating a small business and employment skills. The second phase consists of introducing the student to travel training and job placement in the work force (if job sites are available) for one to two days a week

with a job coach. The third phase the student is travel trained and placed in the work force (if job sites are available) for three to five days a week with a job coach until the student masters; the necessary skills to be successful.

**ADAPTIVE PE: 9, 10, 11, 12**

**5 credits**

Each activity is adapted to meet the needs of each individual student.

Physical Education is a required course necessary for graduation. Each school year, students are scheduled for three marking periods of physical education (3.75 credits) and one marking period of health education (1.25 credits). The ninth grade required program of activities includes: gymnastics speedball/ultimate Frisbee, flag football, volleyball, floor hockey, weight training/dance, track and field, fitness testing, field hockey/softball, and lacrosse. The tenth grade required program of activities includes: soccer, team handball, basketball, CPR, weight training, indoor racket sports, golf, softball/fitness testing, and tennis. Each eleventh and twelfth grade student will select activity packets. Activities within the packets include: archery, aerobics, badminton, basketball, bowling, field hockey flag football, floor hockey, games, golf, indoor soccer, jogging, kickball, lacrosse pickleball, power walking, self defense, slimnastics, softball, team handball, table tennis, tennis, ultimate Frisbee, volleyball, weight training, and yoga. All juniors and seniors will participate in the Presidential Fitness Test.

**STUDY SKILLS**

**5 credits**

The main objective in this course is to provide a structured setting in which students can work on organization, academic performance, and self-advocacy. The following topics will be covered this year in the Study Skills course:

1. Understanding the IEP – Explain the purpose of the document to promote self-advocacy
2. Learning Styles
3. Organization Skills – Strategies
4. Time Management Strategies
5. Note-Taking Skills
6. Following Directions
7. Listening Skills and Strategies
8. Memory Devices
9. Test-Taking Skills - Strategies

# SOCIAL STUDIES

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## CORE COURSES

### WORLD CIVILIZATIONS

#### **WORLD CIVILIZATIONS H: 9**

**5 credits**

This course examines the cultural and historical developments in the world since 1400. The thematically oriented course includes the study of the impact of religion and trade on society and government; political, social, and economic revolution; war and genocide; nationalism, communism, and global interdependence in the 21<sup>st</sup> century. Required readings include primary source documents and literature. This course is designed for students with excellent reading, writing and oral communication skills.

#### **WORLD CIVILIZATIONS A: 9**

**5 credits**

This course examines the cultural and historical developments in the world since 1400. The thematically oriented course includes the study of the impact of religion and trade on society and government; political, social, and economic revolution; war and genocide; nationalism, communism, and global interdependence in the 21<sup>st</sup> century. Required readings include a variety of primary source documents. This course is designed for students with above average reading, writing and oral communication skills.

#### **WORLD CIVILIZATIONS A: 9/ICR**

**5 credits**

This course examines the cultural and historical developments in the world since 1400. The thematically oriented course includes the study of the impact of religion and trade on society and government; political, social, and economic revolution; war and genocide; nationalism, communism, and global interdependence in the 21<sup>st</sup> century. Required readings include a variety of primary source documents. This course is designed for students with above average reading, writing and oral communication skills.

#### **WORLD CIVILIZATIONS R: 9**

**5 credits**

This course examines the cultural and historical developments in the world since 1400. The thematically oriented course includes the study of the impact of religion and trade on society and government; political, social, and economic revolution; war and genocide; nationalism, communism, and global interdependence in the 21<sup>st</sup> century. Required readings include excerpts from primary source documents. This course is designed for students with average reading, writing and oral communication skills.

#### **WORLD CIVILIZATIONS R/ICR: 9**

**5 credits**

This course examines the cultural and historical developments in the world since 1400. The thematically oriented course includes the study of the impact of religion and trade on society and government; political, social, and economic revolution; war and genocide; nationalism, communism, and global interdependence in the 21<sup>st</sup> century. Required readings include excerpts from primary source documents. This course is designed for students with average reading, writing and oral communication skills.

**WORLD CIVILIZATIONS CONCEPTS: 9****5 credits**

The course is a survey of the development of major civilizations within Africa, Asia, Europe, and the Middle East from 1400-present. The curriculum is designed to emphasize the development of various skills. These skills include: writing and revision, note-taking, content reading, main idea, technology, oral presentations, map interpretations, vocabulary, organization, cooperative learning, critical thinking and problem solving, and current events. This course is available to students with IEPs. Using a thematic approach, the course will explore various topics concerning diverse peoples of the world including gender and minority issues, economic systems, technological advancements, conflict resolutions, art, literature, music, and religious and philosophical traditions.

Materials used: History Alive!, supplemental readings, primary source documents, Cornell Notes, videos, historical and modern atlases.

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

This class, the first in a two-year sequence, is one of the most challenging courses offered by the Social Studies Department. It provides a study of historical events, concepts, interpretations, and themes within a framework of a US history survey course from colonial times to 1877. It is designed for highly motivated students with excellent proficiency in reading and well-developed analytic writing skills. The rigors of the course include complex primary source readings, AP-styled assessments including multiple choice, free response and document based questions, and command of a college-level textbook. Students will be asked to respond to sophisticated questions about the past, relate these questions to the present, identify new questions, and pursue individual topics of interest. In addition, these students should be prepared to analyze multiple interpretations of the past and develop new interpretations that respond to the needs of the present. Participants in this course are expected to prepare for and take the AP US History Exam at the end of US History II AP.

**US HISTORY I A/ICR: 10****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. In addition, students will be required to analyze multiple interpretations of American History and explain why these interpretations emerged when they did.

**US HISTORY I R/ICR: 10****5 credits**

This is a full year survey course in American History from colonial times to 1877. The course emphasizes the First Amendment themes and concepts that will help students to understand the formation of our constitutional 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.

**US HISTORY I CONCEPTS:****5 credits**

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

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

This course is a continuation of the US HISTORY I AP program, one of the most challenging courses offered by the Social Studies Department. In this course, highly motivated students pursue a rigorous college-level survey of historical events, concepts, interpretations, and themes in American History from 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. Participants in this course are expected to prepare for and take the AP US History Exam at the end of the year.

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

In this course, students will continue the survey of American History begun in US HISTORY I (studying 20<sup>th</sup> century to the present day). Following the pattern set in US HISTORY I A, students will examine the historical events, concepts, and themes that shaped the Twentieth Century, and discuss and evaluate differing interpretations provided by historians. This course is designed for students who are excellent readers, have well-developed skills in research, written and oral communications, an awareness of current events, and a particular interest in American History and government. Students must be willing to participate in a variety of student-centered activities including debates, role-playing exercises and independently researched presentations and projects.

**US HISTORY II A: 11/ICR****5 credits****PREPARATION: Successful completion of US History I**

In this course, students will continue the survey of American History begun in US HISTORY I (studying 20<sup>th</sup> century to the present day). Following the pattern set in US HISTORY I A, students will examine the historical events, concepts, and themes that shaped the Twentieth Century, and discuss and evaluate differing interpretations provided by historians. This course is designed for students who are excellent readers, have well-developed skills in research, written and oral communications, an awareness of current events, and a particular interest in American History and government. Students must be willing to participate in a variety of student-centered activities including debates,

role-playing exercises and independently researched presentations and projects.

**US HISTORY II R: 11**

**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.

**US HISTORY II R: 11/ICR**

**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.

**US HISTORY II CONCEPTS:**

**5 credits**

**PREPARATION: Successful completion of World Civilization Concepts and US History 1 Concepts or CST Placement**

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

**COMMON CORE ELECTIVES**

**AP ECONOMICS: MICROECONOMICS AND MACRO-ECONOMICS: 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**

**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 course 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!"

**PSYCHOLOGY AP: 11-12**

**5 credits**

This course is a challenging one-year study of psychology. It is designed for the highly mature and motivated academic student who is interested in a systematic and scientific study of human behavior and mental processes. Students will be exposed to psychological facts, principles and phenomena associated with each of the major sub-fields of psychology. Topics of study include the biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, development, personality, abnormal behavior and its treatment, and social psychology. In addition, students will learn about practice and critically evaluate research methods used by psychologists. The expression and preparation for the recommended Advanced Placement examination in Psychology will be emphasized. Prospective students for this course must comply with departmental guidelines for admission (e.g. advanced writing, reading, and organizational skills). Successful students will have the opportunity to receive dual credit hours through Camden County College.

**PSYCHOLOGY A: 11, 12**

**5 credits**

This advanced level course is designed for the college-bound student who is interested in studying psychology. Topics under study include 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, suggestions, role-playing simulations, and to perform outside reading and research. This course prepares the student for college psychology as well as addressing issues relevant to one's personal life experiences and future careers.

**PSYCHOLOGY R: 11, 12****5 credits**

This course is for students interested in why human beings think and behave the way they do. Students will examine many personal issues, such as emotions, personality, and human development, as well as major social issues, such as crime, prejudice, and mental illness, and they will be able to understand and deal more effectively with these issues. Students will also study many facets of psychology that are inherently interesting, such as the meaning of dreams, compulsive gambling, and hypnosis. Students can expect to read extensively about psychology, view films, participate in demonstrations, debates, and role-playing, and discuss psychological and social issues. All of this will provide an excellent foundation for those interested in future academic courses in psychology or sociology, and for those seeking a practical understanding of individual and group human behavior that will be useful in any career.

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

AP European History is designed for the highly motivated student who is interested in pursuing an intensive overview of the people, places, and events encompassing European history from 1350 to the present and offers the opportunity to receive dual credit hours through Camden County College. The course is taught at the college level. It deals with events, interpretations and themes in the context of Europe and traces the global impact of these events. The students will be required to respond to complex questions of the past, identify new questions, and pursue individual topics of interest. The students will also be asked to read various historic interpretations of the past as well as primary and secondary sources written at various times and in various European countries. They should be willing to participate in a variety of student-centered activities and take the advanced placement examination in May. 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 this point to the present. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

**AP UNITED STATES GOVERNMENT: 11, 12****5 credits**

The AP course in U.S. Government will give students an analytical perspective on government in the United States. This course includes both the study of general concepts used to interpret U.S. government and the analysis of specific examples. It requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government. The students will become acquainted with a variety of theoretical

perspectives and explanations for various behaviors and outcomes. This course is designed for students with excellent reading comprehension, analytical writing and oral communication skills.

**AFRICAN-AMERICAN STUDIES H/A/R: 9, 10, 11, 12**

**2.5 credits**

The African American course will trace African-American history and culture from West African roots to 21st century developments. As they study the struggles and triumphs of people of West African descent in the Americas, students will consider their efforts to forge an identity within the American mainstream. In particular, students will study the contributions of African-Americans to American civilization in science, the arts, and humanities fields. Within a historical context, students will analyze historical sources and sample the rich literature written by African Americans. They will experience the art and music of African American artists, composers and musicians. Topics will include: West African Empires, the slave trade and slavery, fighting back: resistance to slavery, the great migration northward, ideological approaches to African-American issues, the Harlem Renaissance, the Civil Rights movement and twenty-first century issues. Students in the African-American Course will analyze and discuss historical and literary sources. In addition to writing analytical and creative papers, they will engage in debates and other forms of performance assessments. Students who select Honors level will complete an independent study project.

**RESEARCH IN HUMANITIES H: 11, 12**

**5 credits**

Research in Psychology is a course designed for students who have already completed the Psychology course. It is designed to allow students the unique opportunity to continue to explore the systematic and scientific study of human behavior and mental processes, while also doing hands-on research that will contribute to the larger scientific research community. As part of the course, students will learn about, practice, and evaluate research methods used by psychologists. Students will conduct their own research based on their knowledge and understanding of research methodology. The other part of the course will have students collaborating with the University of Pennsylvania. Students will be trained as research assistants, and they will be responsible for gathering data by administering a battery of tests to subjects at East. This data will help the researchers at the Brain Behavior Laboratory at Penn understand the neurocognitive skills of normal adolescents. This course will require critical thinking skills, initiative, responsibility, leadership, and strong written and oral expression.

**UNIQUE ELECTIVES AT EAST**

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

**2.5 credits**

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

### **CAREER OPPORTUNITIES IN SOCIAL STUDIES**

Social Studies electives in history, economics, psychology, and humanities provide a broad understanding of the development of human societies. They prepare students for careers in a global society by explaining how the past has shaped current political and economic systems and conflicts. By teaching the research methods of the social sciences, they prepare students for advanced study and research in history, economics and business, and psychology. All elective courses in the social sciences and humanities emphasize communication skills, including writing and public speaking. Most importantly, they teach critical thinking and decision making.

# TECHNOLOGY EDUCATION

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## COMMON CORE ELECTIVES

### **BASIC DRAFTING: 9, 10, 11, 12**

**2.5 or 5 credits**

The Basic Drafting class introduces the student to the processes and techniques of the exciting world of drafting and design. It enables students to experience first hand the drawing process that Architects, Engineers and Designers use in their careers. Students will learn how to freehand sketch an object, then produce an accurate scale drawing that can be used to manufacture it. With the use of the latest Computer Aided Drafting (CAD) software, AutoCAD, students will generate 2D drawings as well as 3D pictorials. This course offers life skills in sketching, designing and reading drawings that can be used by professionals in industry and future homeowners. This course is designed for both male and female students and can be taken as a full year or semester course. Career guidance is also included as part of the curriculum.

### **ADVANCED DRAFTING: 10, 11, 12**

**5 credits**

#### **PREPARATION: Successful completion of Basic Drafting**

The Advanced Drafting class is a full year course which will provide the student with a concentrated study of the advanced elements of technical drawing and design. Using AutoCAD, skills will be developed through the production of detailed drawings of machinery and assemblies. Advanced specialized areas of design such as civil, electrical and mechanical will be introduced. The study of residential and commercial Architecture will be explored with students designing a home and completing a set of typical Architectural drawings. Additional visualization and design software such as SketchUp and SolidWorks will be used to further develop the student's capabilities in 2D and 3D CAD. There will be options for the sequence of individualized studies over a three year period for the student to explore the area of their interest in the fields of Engineering, Architecture, and Construction. This course is designed for both male and female students. Career guidance is also included as part of the curriculum.

### **COMPUTER GRAPHICS: 9, 10, 11, 12**

**2.5 credits**

This project-based course is designed for students interested in working with 2D and 3D graphics creation software used for graphic arts, 3D modeling, and animation. This course is intended for students interested in fields requiring design visualization such as industrial design, interior design, architectural design, engineering, animation, and game creation.

### **ADVANCED COMPUTER GRAPHICS: 9, 10, 11, 12**

**2.5 credits**

#### **PREPARATION: Successful completion of Computer Graphics**

This project-based course is a continuation of the Computer Graphics course and is designed for students interested in fields requiring design visualization such as industrial design, interior design, architectural design, engineering, animation, and game creation. Students will further their work with 2D and 3D design software with emphasis placed on animation and real-time interactive design.

## **ADVANCED APPLICATIONS IN COMPUTER GRAPHICS**

**5 credits**

**10, 11, 12**

### **PREPARATION: Successful completion of Advanced Computer Graphics**

This project-based course will provide the student with an opportunity to develop skills with digital media while working from multi open-ended design briefs. This course is structured as an independent study course allowing a student's individual interests to bear upon the completion of comprehensive projects.

### **APPLIED TECHNOLOGY: 9, 10, 11, 12**

The Applied Technology program is designed to introduce students, grades 9 through 12, to Math, Science and Technology problem solving, related to land, sea, air and space communication technology. It includes hands-on design activities that integrate skills from Language Arts, Mathematics, Science and Social Studies. Students can take Sequence 1, Sequence 2, or both. Course sequences below.

#### **SEQUENCE 1**

##### **Air Technology/Space Technology**

**5 credits**

●**Air Technology** will deal with the design and construction of airplanes powered by energy, such as human, solar power, wind power, electric power and rubber band power. Fuel-powered radio controlled airplanes will also be studied and flown. When designing any of these airplanes the student will consider Bernoulli's principles of flight which include the structural, mechanical, electronic, control systems, human factored engineering and the environment in which the airplane operates. Students will learn how early aviation pioneers used glider models and full-sized gliders to study the principles of flight, an essential part of the design process.

●**Space Technology** will deal with the design and construction of various methods of space transportation (i.e. rockets, sky sails, wind sails, gliders) powered by energy, such as CO<sub>2</sub>, solar, solid rocket fuel, air-compression, and the forces acting on it. Motion, friction, inertia, force, acceleration, momentum, strength, center of mass and rotational inertia. Energy and torque will be applied in the process. Human factored engineering and the environment in which the rocket operates are part of the design process.

#### **SEQUENCE 2**

##### **Land Technology/Sea Transportation**

**5 credits**

●**Land Technology** will focus on motion, friction, inertia, force, acceleration, momentum, strength, center of mass and rotational inertia, energy and torque as they apply to land based vehicles. Land transportation will deal with the design and construction of vehicles powered by energy, such as the CO<sub>2</sub> car, mousetrap, solar power, wind power, gravity power, hydrogen fuel cell power, electric power, mobile robots, rubber band powered vehicles, and gasoline power. When designing any of these land vehicles, the student will consider human-factored engineering and the environment in which the vehicles operate.

●**Sea Transportation** will deal with the design and construction of vehicles powered by energy, such as CO<sub>2</sub>, mousetrap, wind power, electric power, and rubber

band, and gas powered boats and submarines. Motion, friction, inertia, energy and torque will be applied in the process. When designing any of these sea vehicles, the student will consider the structural, mechanical, electronic, and structural systems while generating ideas. Human factored engineering and the environment in which the sea vehicle operates is of the utmost importance. Students should have completed either Intro to Applied Technology or Basic/Advanced Woods.

### **UNIQUE ELECTIVE 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. Students will experiment with CO<sub>2</sub> powered vehicles, rocketry, robotics, magnetic levitation, electric motors, and aviation. This course is designed to help students exercise problem solving skills and critical thinking. 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.

# VISUAL AND PERFORMING ARTS

## ART

The Fine Arts Department offers a variety of courses to suit every student's interests and abilities. All students can achieve success as they explore the arts through a variety of introductory courses that are one or two semesters in length. Interested students can continue their studies through intermediate courses, and serious art students can explore materials in depth through advanced courses as they gain skills and experiences essential to fulfill their individual college/career goals. Courses taken in the Fine Arts Department meet the New Jersey Core Curriculum Content Standards.

Levels	Fine Arts	Commercial Art	IB Arts	Art History
Introductory	Intro Foundations of Art 3-D Arts Art Workshop 2-D Art Workshop 3-D Photography	Commercial Art** Graphic Design I* Graphic Design II*	Functional Art Forms*	
Intermediate	Photography Foundations of Art			
Advanced	Adv. Foundations of Art Adv. 3-D Arts Adv. Photography Studio Art AP Arts Academy*	Commercial Art Arts Academy*		History of Art AP

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

### COMMON CORE ELECTIVES

#### **FOUNDATIONS OF ART: 9, 10, 11, 12**

**2.5 or 5 credits**

This one-semester, 2½-credit course or full year, 5-credit course provides the beginning art student with the opportunity to experience and understand basic art concepts. Drawing, painting, and other related art forms are generated through the development of art ideas and a variety of approaches to design and composition with art media through a multitude of techniques.

#### **ADVANCED FOUNDATIONS OF ART: 10, 11, 12**

**5 or 10 credits**

This full-year, single or double period, 5- or 10-credit course provides the student with an opportunity to further develop the skills for creating drawing, painting, and other related art forms studied in Foundations of Art. Advanced works will result from research relating to subjects in art and a variety of approaches to design. The analysis of historical and contemporary artists' ideas and styles will support experimentation in form and expression. A multitude of art techniques will be presented to permit the individual art student to strive toward personal exploration and creativity. This course may be taken for a total of three years.

**ADVANCED COMMERCIAL ART: 10, 11, 12****5 or 10 credits****PREPARATION: Successful completion of Commercial Art**

This full-year, single or double period, 5- or 10-credit course provides the student with opportunities to gain further experience by studying examples of commercial art or by illustrating and originating techniques suitable to develop graphic images which can be produced through a variety of printing and color media. The student is guided through the selection of subject matter of personal significance. Illustrations relating to selected themes are planned and created in several forms, styles, and print media. Consultations with the instructor permit the selection of an illustration(s) which will provide the best visual effect if reproduced as a print from silk screen or calligraphy (East). This course may be taken for a total of three years.

**THREE DIMENSIONAL ARTS: 9, 10, 11, 12****5 credits**

This full-year, 5-credit course provides the student with the opportunity to study and create art with a concentration on sculpture, ceramics, pottery, and other 3-D media. Material and techniques used by historical and contemporary artists and artisans from a variety of world cultures are introduced to the student for the purpose of exemplifying the subjects and significance of such art forms as they relate to course projects.

**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, 5- or 0-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 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, 2½-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 outside of school with the student's or school's camera equipment learning the scientific fundamentals of photo and creating graphic art forms and display methods.

**INTERMEDIATE PHOTOGRAPHY: 9, 10, 11, 12 (West); 11, 12 (East) 2.5 credits****PREPARATION: Successful completion of Introductory Photography**

This one-semester, 2 ½ -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, 5-credit course is designed to provide the student with skills and techniques needed to study and produce advanced photographic art. It presents content relating to advanced photography and photojournalism to the experienced photographer as a means of completely rounding his/her education in photographic arts at the high school level. Advanced techniques and processes including different types of paper will be studied. It thoroughly prepares the student for future study in the field. At West, this course may be taken for a total of three years.

**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 where highly motivated students pursue college-level work in the visual and applied arts. Students are required to develop a concentrated art portfolio, which may be eligible for college credits. Emphasis of the portfolio will focus on a sense of excellence in art, an in-depth commitment to artistic forms, and a variety of diverse media to meet the required standards of the AP program. This course may be taken for two years. This class counts in weighted class rank.

## UNIQUE ELECTIVE AT EAST

### **COMMERCIAL ART: 9, 10, 11, 12**

**5 credits**

This one-semester, 2 ½ credit course or full-year, 5 credit course, provides the student with the opportunity to develop artistic skills and understanding, which permit the creation of sophisticated and expressive graphic illustrations. The students will explore jewelry making, promotional design concepts, printmaking skills, computer generated design layouts, cartoon illustration, collage and artistic styles to illustrate a logo or message. Students will discover the traditional and modern techniques of creating commercial art.

## UNIQUE ELECTIVES AT WEST

### **ART WORKSHOP-Two Dimensional: 9, 10, 11, 12**

**2.5 credits**

This one semester, two and one half credit course will provide any student with a general survey of art and an opportunity to experience and experiment with basic two-dimensional art concepts. Creative activities may consist of painting, drawing, collage, print making, or photography. Fundamentals of art will be presented through a variety of techniques, and introduce students to the types of art activities encountered in depth in the full year art courses.

### **ART WORKSHOP-Three Dimensional: 9, 10, 11, 12**

**2.5 credits**

This one semester, two and one half credit course will provide any student with a general survey of art and an opportunity to experience and experiment with basic three-dimensional art concepts. Creative activities may consist of ceramics, textiles, crafts, collage, or sculpture. Fundamentals of art will be presented through a variety of techniques, and introduce students to the types of art activities encountered in depth in the full year art courses.

### **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 one semester 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, such as Adobe Illustrator, Adobe Photoshop and Microsoft Publisher. 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 year-long concentration for the students interested in knowing and creating traditional and current commercial forms of art.

**FUNCTIONAL ART FORMS: 10, 11, 12****5 credits**

This course focuses on the forms of art which provide aesthetic livable environments and functional items we use on a daily bases in our lives. Students will explore a variety of areas such as fashion and accessory design; interior design; design of every day implements; and new inventions. The student will study existing design forms and their credited creators, and have personal design experiences through the step-by-step development of design plans, mock-ups and/or models. Students may produce wearable designs, 2D design flats, 3D interiors, or functional implements.

# **DRAMA/THEATER**

## **COMMON CORE COURSES**

### **LIVING THEATER: 9, 10, 11, 12**

**5 credits**

**This is the recommended first course for all students interested in any aspect of theater.**

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

### **ACTORS STUDIO I: 10, 11, 12**

**2.5 credits**

**PREPARATION: It is recommended that student has taken Living Theatre**

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

### **ACTORS STUDIO II: EAST 11, 12; WEST 10, 11, 12**

**2.5 credits**

**PREPARATION: Successful completion of Actors Studio I and Living Theatre**

Actors Studio II includes a unit in Stage Management which prepares the student for the organizational aspects of production. It is primarily a course designed for the student who is a more serious actor and anticipates auditioning for a college theater program or expects to pursue acting beyond high school. This course offers intensive exercises in characterization, concentration, dialects, imagination and emotional recall. Close examination of Stanislavsky's "method acting" prepares the student for practical application of the art of acting through the performance of a full length play as the culminating activity of the course.

### **PLAY PRODUCTION: 9, 10, 11, 12**

**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 I and II and Living Theatre**

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

**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 participate in a culminating activity by staging a formal debate based on policy format with topics related to current affairs.

# MUSIC

Instrumental Ensembles	Choir Ensembles	Music Theory
Freshman Wind Ensemble**	Vocal Workshop	Music Theory I
Symphonic Band	Concert Choir	Music Theory AP
Wind Ensemble	Chansons	
Orchestra	East -West Singers	
Arts Academy*	Arts Academy*	Arts Academy*

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

## COMMON CORE COURSES

### INSTRUMENTAL

#### **EAST ORCHESTRA: 9, 10, 11, 12**

**5 credits**

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

#### **WEST ORCHESTRA: 9, 10, 11, 12**

**5 credits**

West Orchestra is open to any student in grades 9-12 who plays a string instrument (violin, viola, cello, string bass). **NO AUDITION IS REQUIRED TO PARTICIPATE IN THIS CLASS!**

#### **EAST 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.

#### **WEST WIND ENSEMBLE: 9, 10, 11, 12**

**5 credits**

**PREPARATION: Successful completion of an audition for students in grades 9-12.**

Incoming freshmen can audition based on a recommendation from their middle school band director. If the student does not successfully complete the audition they may still take the Symphonic Band class.

#### **EAST 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.

**WEST SYMPHONIC BAND: 9, 10, 11, 12****5 credits**

The Symphonic Band at West is open to any interested student in grades 9-12 that has previous experience on a musical instrument (excluding guitar and piano). NO AUDITION IS REQUIRED TO PARTICIPATE IN THIS CLASS! West Marching Band, Jazz Ensemble (audition required), Pit Orchestra (director recommendation), Wire Choir and Small Ensembles are co-curricular activities that meet after the regular school day.

**VOCAL****VOCAL WORKSHOP: 9, 10, 11, 12** (Full year course)**5 credits**

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

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.

**CHANSONS: 10, 11, 12** (Full year course)**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.

**CONCERT CHOIR: 10, 11, 12** (Full year course)**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.

**EAST/WEST SINGERS: 10, 11, 12** (Full year course)

**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.

## COMMON ELECTIVES

### 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 and interpret pitch and rhythm is improved through music dictation and solfeggio (sight singing). It is a helpful course for those students interested in becoming better performers and an essential course for those intending post high school musical study.

## UNIQUE ELECTIVE AT EAST

### **FRESHMAN WIND ENSEMBLE: 9**

**5 credits**

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

This ensemble is for the freshman student who plays a *wind, brass, or percussion* instrument, Freshman Wind Ensemble at East offers an opportunity to perform with others to improve musically, to explore new styles of music, and to express oneself creatively. The wind ensemble rehearses daily as a class, and there is a weekly small group rotating music lesson lab. Students will perform in concerts in and out of school. Grading is based on: participation, lessons, testing and rehearsal and concert attendance. *There is no audition requirement for this ensemble.*

## CAREER OPPORTUNITIES IN FINE AND PERFORMING ARTS

The primary objectives of the music curriculum are to develop musical proficiency, to foster self expression through group activity, to encourage public performance, to acquire knowledge of careers in music, and to develop a lifelong appreciation of music.

# WORLD LANGUAGE

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## CORE FRENCH COURSES

**NOVICE 1 A FRENCH: 9, 10, 11, 12** **5 credits**

**(Carries A level credit in grades 9 and beyond)**

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 1 H FRENCH: 9, 10, 11, 12** **5 credits**

**(Carries H level credit in grades 9 and beyond)**

Novice 1H French is the first course in the multi-year sequence. Designed for students who are new to the study of French, but are ready to work at an accelerated pace in preparation for honors level studies in future years. The students will be introduced to French literature and will be expected to pursue a deeper understanding of language usage including the many aspects of French life and culture. Activities provide for development of the student's 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.

**NOVICE 2 H FRENCH: 9, 10, 11, 12 (Carries H level credit)** **5 credits**

**PREPARATION: Successful completion of Novice 1 H 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.

**FRENCH 3 A: 10, 11, 12 (Carries A level credit) 5 credits**

**PREPARATION: Successful completion of French 2 A/2 H**

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 3 H: 10, 11, 12 5 credits**

**PREPARATION: Successful completion of French 2 A/H with recommendations**

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 4 A: 11, 12 (Carries A level credit) 5 credits**

**PREPARATION: Successful completion of French 3 A/3 H**

Students who have attained this level of proficiency will now be able to express themselves more accurately in French. Class discussions are based on articles from French newspapers and magazines, on short stories by leading French authors, and on works dealing with various aspects of French and Francophone life. 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 4 AP: 11, 12 5 credits**

**PREPARATION: Successful completion of French 3 H with recommendations**

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 and Francophone culture. The course will be conducted in French, bien entendu!

**FRENCH 5 A: 12 (Carries A level credit) 5 credits**

**PREPARATION: Successful completion of French 4 A/4 AP**

French 5 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 generated from the readings. A review and expansion of major grammatical elements will form another segment of the course. The class will be conducted in French.

**FRENCH 5 AP: 12****5 credits****PREPARATION: Successful completion of French 4 AP with recommendations**

In French 5 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 and Franco phone writers while gaining an understanding of selected literary movements and their cultural significance; (3) study of selected aspects of the arts and (4) contemporary social values as seen through the media. Students are expected to take the Advanced Placement exam in French language. The class will be conducted in French.

## CORE SPANISH COURSES

### **NOVICE 1 A SPANISH: 9, 10, 11, 12**

**5 credits**

**(Carries A level credit in grades 9 and beyond)**

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

### **NOVICE 1 H SPANISH: 9, 10, 11, 12 (Carries H level credit)**

**5 credits**

Novice 1H Spanish is the first course in the multi-year sequence. Designed for students who are new to the study of Spanish, but are ready to work at an accelerated pace in preparation for honors level studies in future years. The students will be introduced to Hispanic literature and will be expected to pursue a deeper understanding of language usage including the many aspects of Spanish and Hispanic life and culture. Activities provide for development of the students' ability to express ideas in Spanish and to think in the target language.

### **NOVICE 2 A SPANISH: 10, 11, 12 (Carries A level credit)**

**5 credits**

**PREPARATION: Successful completion of Novice 1 A**

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

### **NOVICE 2 H SPANISH: 9, 10, 11, 12 (Carries H level credit)**

**5 credits**

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

Novice 2 H Spanish is part of a 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 Hispanic life and culture are emphasized. Activities provide for continued effort in the development of the students' ability to express ideas in Spanish and to think in the target language.

### **NOVICE 2 A SPANISH: 9 (Carries A level credit)**

**5 credits**

**PREPARATION: Successful completion of middle school sequence**

Novice 2 A 9 Spanish is the first high school course for incoming freshmen that have completed at least two years of middle school Spanish. This course is an extension of all the skills taught in the middle school program. An understanding and facility in using the language, an emphasis on the refinement of basic reading skills, a continual development of writing skills, and a continued study of the important aspects of Hispanic life and

culture are emphasized. Activities provide for development of the student's ability to express ideas in Spanish and think in the target language.

**SPANISH 3 R: 10, 11, 12**

**5 credits**

**PREPARATION: Successful completion of Spanish 2 A**

Spanish 3 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 3 A: 10, 11, 12**

**5 credits**

**PREPARATION: Successful completion of Spanish 2A or 2A9**

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.

**SPANISH 3 H: 10, 11, 12**

**5 credits**

**PREPARATION: Successful completion of Spanish 2H or 2A with teacher recommendation**

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 predominately in Spanish.

**SPANISH 4 R: 11, 12**

**5 credits**

**PREPARATION: Successful completion of Spanish 3 R**

Spanish 4 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 4 A: 11, 12**

**5 credits**

**PREPARATION: Successful completion of Spanish 3 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 work on projects which are interesting and relevant to them, so that they can use Spanish to communicate with native speakers, both orally and in writing. The class is conducted in Spanish.

**SPANISH 4 AP: 11, 12 with teacher recommendation****5 credits****PREPARATION: Successful completion of Spanish 3 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 Hispanic cultures. This course will be conducted entirely in Spanish.

**SPANISH 5 A: 12 (Carries A credit)****5 credits****PREPARATION: Successful completion of Spanish 4 A**

This course has a conversational emphasis. 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. The class is conducted in Spanish.

**SPANISH 5 AP: 12 (Carries AP credit)****5 credits****PREPARATION: Successful completion of Spanish 4 AP with teacher recommendation**

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

## **UNIQUE ELECTIVES AT WEST**

### **SPANISH FOR HERITAGE SPEAKERS INTERMEDIATE**

**LEVEL 1 A: 9, 10, 11, 12**

**5 credits**

**PREPARATION: Teacher recommendation.**

Spanish for Heritage Speakers is designed to develop 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. Analysis of authentic Spanish literature will be one of the components of the course.

### **SPANISH FOR HERITAGE SPEAKERS INTERMEDIATE**

**LEVEL I H: 9, 10, 11, 12**

**5 credits**

**PREPARATION: Teacher recommendation.**

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

### **SPANISH FOR HERITAGE SPEAKERS INTERMEDIATE**

**LEVEL 2 A: 9, 10, 11, 12**

**5 credits**

**PREPARATION: Successful completion of a Spanish for Heritage Speakers course or teacher recommendation.**

Spanish for Heritage Speakers 2 A 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.

### **SPANISH FOR HERITAGE SPEAKERS INTERMEDIATE**

**LEVEL 2 H: 9, 10, 11, 12**

**5 credits**

**PREPARATION: Successful completion of a Spanish for Heritage Speakers course or teacher recommendation.**

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 literary and cultural topics, current events, and personal experiences at a more sophisticated level. The reading and analysis of authentic literature will continue to be a major component of the course. This will be a learner-centered curriculum in which students will have the opportunity to design their own thematic units.

## **SPANISH FOR HERITAGE SPEAKERS INTERMEDIATE**

**LEVEL 3 A: 9, 10, 11, 12**

**5 credits**

**PREPARATION:** Successful completion of a Spanish for Heritage Speakers course or teacher recommendation.

Spanish for Heritage Speakers 3 A continues the development of oral, aural, reading, and written language skills begun in the previous course. The development of 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 learner-centered curriculum in which students will have the opportunity to design their own thematic units.

## **SPANISH FOR HERITAGE SPEAKERS INTERMEDIATE**

**LEVEL 3 H: 9, 10, 11, 12**

**5 credits**

**PREPARATION:** Successful completion of a Spanish for Heritage Speakers course or teacher recommendation.

Spanish for Heritage Speakers 3 H continues the development of oral, aural, reading, and written skills at a very challenging level begun in the previous course. The development of more formal usage of the language is emphasized. The student will analyze literary and cultural topics, current events, and personal experiences at a more sophisticated level. The reading and analysis of authentic literature will continue to be a major component of the course. This will be learner-centered curriculum in which students will have the opportunity to design their own thematic units.

## CORE LATIN COURSES

### **LATIN 1 A: 9, 10, 11, 12**

**5 credits**

Latin 1 A is the first year course in a multi-year sequence. Designed for students who want to explore ancient Greco-Roman culture and development of language skills, this introductory course exposes students to the goals established by the National Standards. 1) Reading as a primary tool of communication, which is enhanced by oral skills such as recitation and by writing. 2) Developing an awareness of other people's world view as well as 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 1 H: 9, 10, 11, 12**

**5 credits**

Latin 1H 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 advanced fast-paced course exposes students to the goals established by the National Standards. 1) Reading as a primary tool of communication, which is enhanced by oral skills such as recitation and by writing. 2) Developing an awareness of other people's world view as well as 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 cultures with their own. 4) Developing strategies for encountering new language learning situations and other cultures.

### **LATIN 2 A: 9, 10, 11, 12**

**5 credits**

**PREPARATION: Successful completion of Latin I or teacher recommendation**

Latin 2 A 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 2 H: 9, 10, 11, 12**

**5 credits**

**PREPARATION: Successful completion of Latin IH or teacher recommendation**

Latin 2 H 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 3 A: 10, 11, 12**

**5 credits**

**PREPARATION: Successful completion of Latin 2 A or teacher recommendation.**

Students study a variety of genres and authors. This third-year course introduces students to a well-rounded experience with classical literature with emphasis on Vergil, Catullus, Ovid, Horace, et al.

### **LATIN 3 H: 10, 11, 12**

**5 credits**

**PREPARATION: Successful completion of Latin 2 H or teacher recommendation.**

This third-year course introduces students to a well-rounded experience with classical literature with emphasis on Vergil, Catullus, Ovid, Horace, et al. The primary difference between this and its A-level alternative is that here students are held to a much higher level of expectations sufficient to prepare them for AP testing in their fourth year.

### **LATIN 4 A: 11, 12**

**5 credits**

**PREPARATION: Successful completion of Latin 3 A or teacher recommendation.**

Students study a variety of genres and authors. The fourth-year course completes a student's well-rounded experience with classical literature with emphasis on Vergil, Catullus, Ovid, Horace, et al.

### **LATIN 4 AP: 11, 12**

**5 credits**

**PREPARATION: Successful completion of Latin 3 A or teacher recommendation.**

Students study a variety of genres and authors. This fourth-year course completes a student's well-rounded experience with classical literature with emphasis on Vergil, Catullus, Ovid, Horace, et al. The primary difference between this and its A-level alternative is that here students are held to a much higher level of expectations sufficient to prepare them for AP testing at the end of this year of study. It is strongly recommended that students make challenging preparations for the rigors of AP Latin.

## UNIQUE GERMAN ELECTIVES AT EAST

### **NOVICE 1 A GERMAN: 9, 10, 11, 12**

**5 credits**

**(Carries A level credit in grades 9 and beyond)**

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.

### **NOVICE 1 H GERMAN: 9, 10, 11, 12 (Carries H level credit)**

**5 credits**

Novice 1 H German is the first course in the multi-year sequence. Designed for students who are new to the study of German, this fast-paced course involves an in-depth study of German. The students will be introduced to German literature and will be expected to

pursue a deeper understanding of language usage including the many aspects of German life and culture. Activities provide for development of the students' ability to express ideas in German and to think in the target language.

**NOVICE 2 A GERMAN : 10, 11, 12**

**5 credits**

**PREPARATION: Successful completion of German I A/I H**

This course continues to stress the development of the students' 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.

**NOVICE 2 H GERMAN: 10, 11, 12 (Carries H level credit)**

**5 credits**

**PREPARATION: Successful completion of German 1H or 1A with teacher recommendation**

Novice 2H German is the second course in the multi-year sequence. Designed for students who are continuing their study of German, this fast-paced course involves an in-depth extension of all principles taught in the first year of German. 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 German life and culture are emphasized. Activities provide for a continued effort in the development of the students' ability to express ideas in German and to think in the target language.

**NOVICE 3 A GERMAN: 11**

**5 credits**

**PREPARATION: Successful completion of German 3**

German 3 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.

**NOVICE 3 H GERMAN: 11, 12 (Carries H level credit)**

**5 credits**

**PREPARATION: Successful completion of German 2H or 2A with teacher recommendation**

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 German literature as well as current events. Classes are taught in the target language, and students are encouraged to participate freely in discussions and to communicate, even among themselves, in German.

**GERMAN 4 H: 12**

**5 credits**

**PREPARATION: Successful completion of German 3**

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. Students are encouraged to take the AP exam.

## **UNIQUE ITALIAN ELECTIVES AT WEST**

**NOVICE 1 A ITALIAN: 9, 10, 11, 12** **5 credits**  
(Carries A level credit in grades 9 and beyond)

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

**NOVICE 1 H ITALIAN: 9, 10, 11, 12 (Carries H level credit)** **5 credits**

Novice 1 H Italian is the first course in the multi-year sequence. Designed for students who are new to the study of Italian, but have studied French or Spanish, this fast-paced course involves an in-depth study of Italian. The students will be introduced to Italian literature and will be expected to pursue a deeper understanding of language usage including the many aspects of Italian life and culture. Activities provide for development of the students' ability to express ideas in Italian and to think in the target language.

**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 3 A/4 A: 11, 12 (Carries A level credit)** **5 credits**  
**PREPARATION: Successful completion of Italian 2**

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 mostly in Italian.

**ITALIAN 3 H: 11, 12 (Carries H level credit)**

**5 credits**

**PREPARATION: Successful completion of Italian 2 H or 2 A with teacher recommendation.**

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 Italian 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 predominately in Italian.

**ITALIAN 4 H: 12**

**5 credits**

**PREPARATION: Successful completion of Italian 3**

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.

**ITALIAN 4 AP: 11, 12**

**PREPARATION: Successful completion of Italian 3H**

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

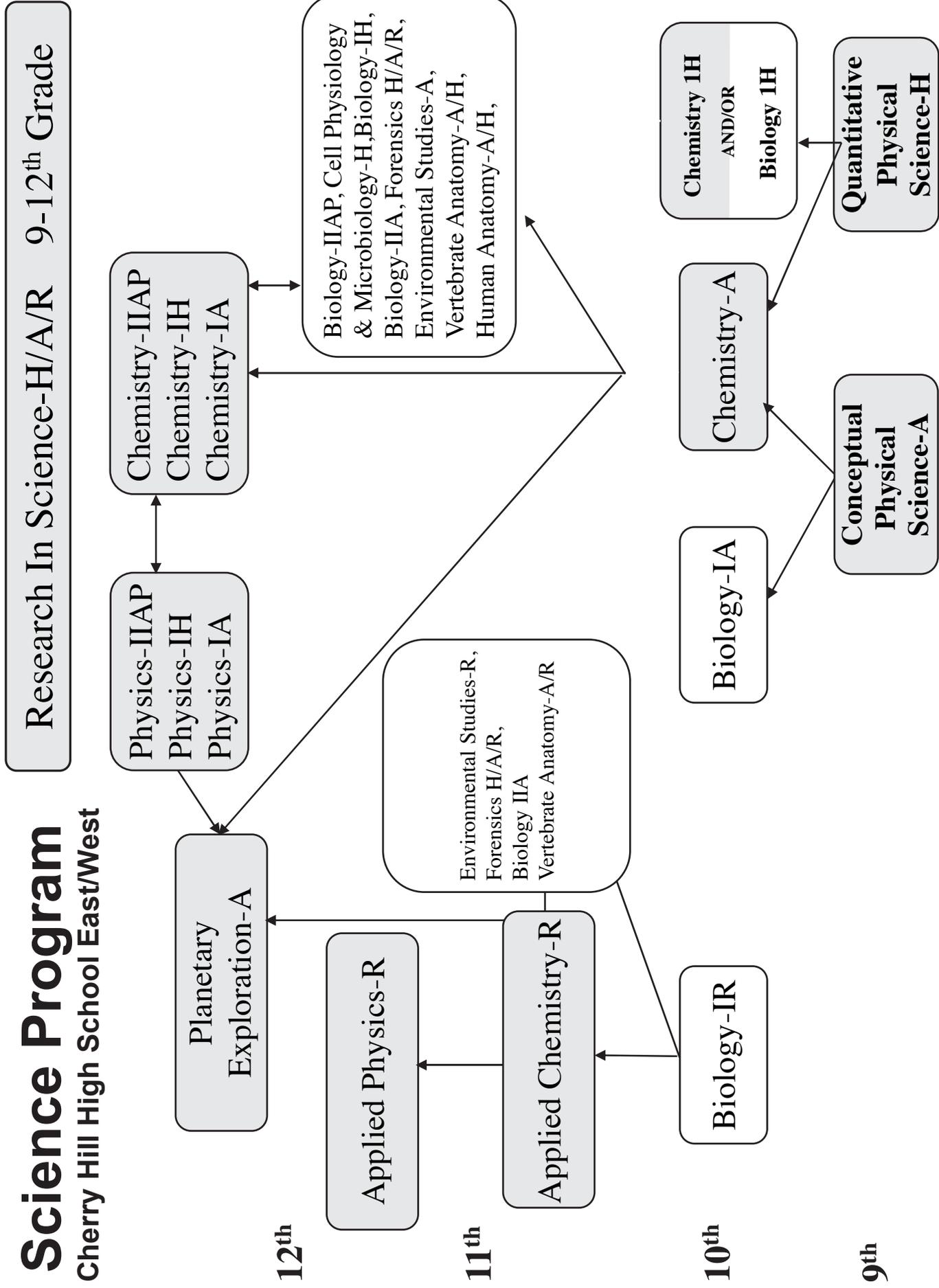
## **CAREER OPPORTUNITIES IN WORLD LANGUAGE**

Anyone who can speak, read, and write in a language other than English has a distinct career advantage. This is especially true in a world economy that is increasingly global in nature. There are few large companies that do not deal with suppliers and/or customers in other parts of the world. The fields of medicine and law continue to become more international. At the same time, the Spanish population in the country is growing along with the need for professionals who can communicate with Hispanic-Americans who are not proficient in English. All language electives stress communication skills, especially, speaking and writing, that transfer to the student's development of English skills. Along with language, our world language teachers discuss various aspects of culture such as values and nonverbal cues that are important in the business and professional world. An increasing number of Cherry Hill Special Education students, like many of their peers across the nation, benefit from instruction with support in the mainstream. Inclusive teams consisting of two teachers, one regular education and one special education, offer benefits to the students such as more opportunity for individualized attention, greater assistance, and less social isolation. The trend to mainstream is consistent with the current emphasis to educate students in the "least restrictive environment" and to provide a wider spectrum of opportunity to participate in the larger community.

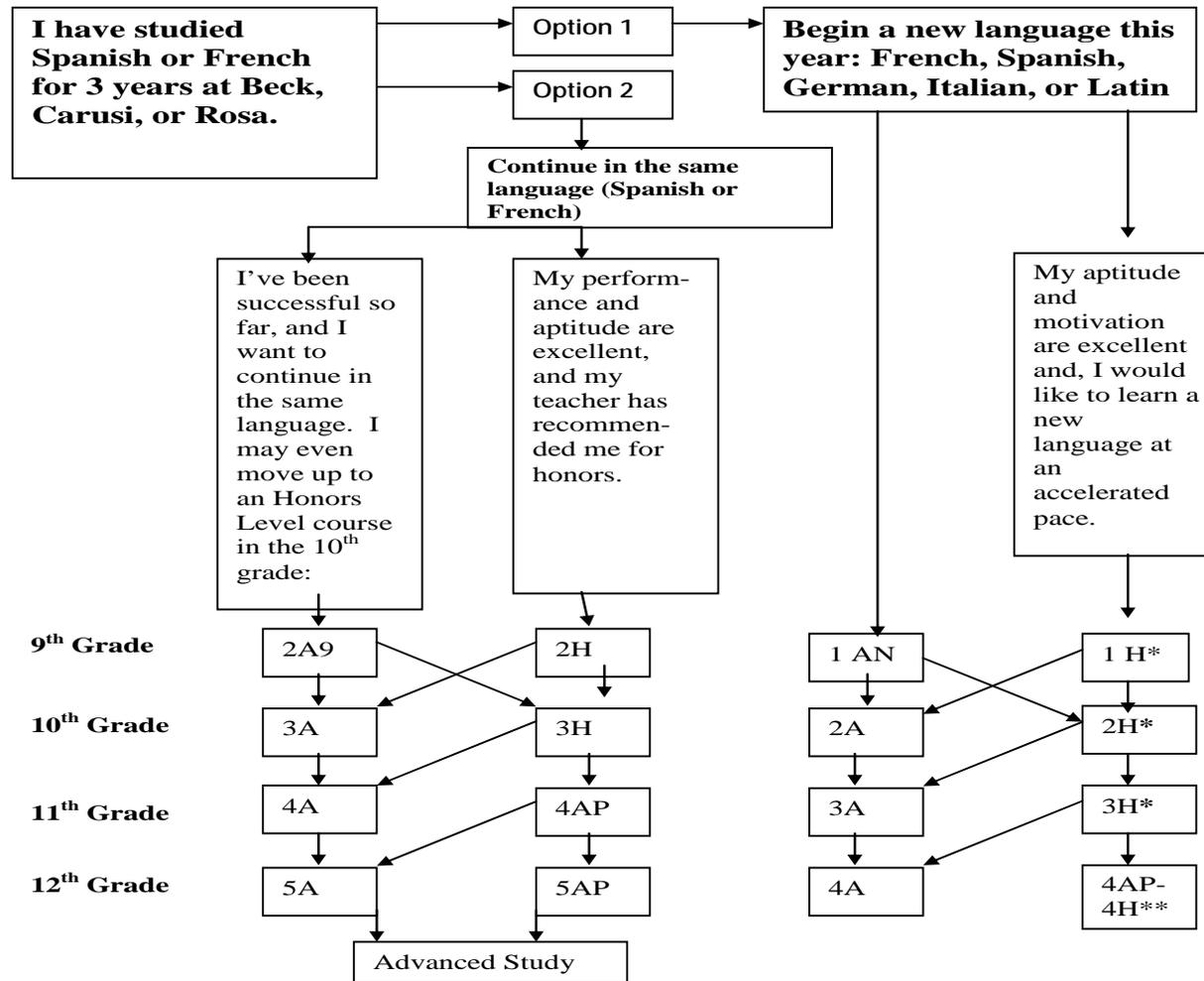
# SEQUENCING CHARTS

# Science Program

Cherry Hill High School East/West



**WHERE DO I BELONG IN WORLD LANGUAGE?  
For Cherry Hill 9<sup>TH</sup> Graders – Class of 2016**



**\*1H, 2H, 3H are offered in French, Spanish, Italian, Latin, German, and Italian.**

**\*\*4AP is offered in French, Spanish, Italian, and Latin. 4H is offered in German.**

**\*\*\*5AP is offered in French and Spanish**

*(Italian is offered at West ~ German is offered at East only)*

# Core Mathematics – Cherry Hill Public Schools SY 2012-2013

