Clearview Regional High School District

High School & Middle School Program of Studies

2021/ 2022

Clearview Regional High School

Program of Studies Planning Guide

2021/ 2022

ADMINISTRATION

John Horchak III, Superintendent

Esther Pennell, Business Administrator

Sherry McAteer, Director of Curriculum & Instruction

Nathan Barnes, Director of Special Services

Dodd Terry, Director of Guidance

Michael Vicente, Director of Student Activities/Athletics

Keith Brook, High School Principal

Michael Holm, High School Assistant Principal

Thomas Jones, High School Assistant Principal

Dawn Scalfaro, High School Assistant Principal

Peter DeFeo, Middle School Principal

Gregory Horton, Middle School Assistant Principal

Kathryn Bourquin, Middle School Assistant Principal

BOARD OF EDUCATION

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AFFIRMATIVE ACTION TEAM

Nathan Barnes (District) – 856-223-2713
Peter DeFeo (Middle School) – 856-223-2746
Keith Brook (High School) – 856-223-2728

TITLE IX COORDINATOR

Sherry McAteer – 856-223-2766

SECTION 504 COMPLIANCE OFFICER

Nathan Barnes – 856-223-2770

District Mailing Address: 420 Cedar Rd., Mullica Hill, NJ 08062

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SCHOOL COUNSELING SERVICES

Counselors offer many services which help students adjust to the school's organization, plan of studies and program of activities. Counseling services at Clearview include: academic, personal/social and career development, decision making, problem solving, course selection, state and standardized testing and educational, college and career planning. Individual and group school counseling activities are planned to help students achieve success in their high school experience and reach their highest potential. Counselors assist students in planning a program of studies which compliments their individual interests, abilities, aptitudes and interests. Students are encouraged to meet with their counselors for help with personal and academic concerns and post-secondary plans including college and technical school selection, military, and employment.

SCHEDULING ASSISTANCE

Students are encouraged to seek the assistance of the following individuals.

High School: 856-223-2710

Director:	Dodd Terry
School Counselors:	Stephen Asay Jennine Donnelly Lisa Marandola Dr. Steven Moraca Paul Sommers

Middle School: 856-223-2750

School Counselors:	Sherin Blose Ciera Spady Michael Zappala

District: 856-223-2757

Student Assistance Counselor:	Jessica Datz

Department Coordinators

Business	Thomas Jones
Health, Safety and Physical Ed	Gregory Horton
English /Social Studies	Diane Bernstein
Media Arts	Michael Holm
Special Education	Kathleen Firkser
STEM	Cheryl Catts
Visual and Performing Arts	Kathryn Bourquin
World Languages	Dawn Scalfaro

COURSE CHANGES – Please Read Carefully!

The courses described in this curriculum guide are tentative listings and are subject to cancellation. Although it is presently our intention to offer every course listed, it is possible that enrollment numbers may necessitate revision. **Therefore, changes in elective course selections will not be permitted after June 1. Only a change in a graduation required course or change in instructional level will be permitted after that date.**

Course changes in instructional level:

a. **Dropping down a level (from Honors to Advanced)** Students may request to drop down a level placement in an academic class at the end of the first marking period. At that time, the student/parent will need to make a change request in academic level placement. The student/parent/teacher/school counselor and department coordinator will meet regarding the request and a decision will be made in the academic best interest of the student based on the evidence (prior grades, current grades, test scores, teacher recommendation and other factors). Please note that students who are appropriately placed may not change an academic level placement before the end of the first marking period.

b. **Moving up a level (from Advanced to Honors)** if a student has a request to move up a level, it needs to be presented to the school counselor within the first two weeks of school. The school counselor will then communicate with the teacher/parent/department coordinator and a decision will be made in the academic best interest of the student.

Dropping a non-required class for a Study Hall:

a. Students may drop a class that **IS NOT** a graduation requirement for a Study Hall under the following conditions:
   i. A student may drop a class for a study hall, without penalty, in the first marking period.
   ii. A student may drop a class for a Study Hall in the second and third marking period; however, the original course will be recorded on the Official Transcript, as either a "WP" (Withdrawal Pass") or "WF" (Withdrawal Fail) depending on the course average at the time of class drop.
   iii. A student may NOT drop a class for a study hall in the fourth marking period, unless it is initiated by an Administrator. In the case of a drop, that is initiated by an Administrator (for discipline reasons) a "WP" or "WF" will be reported on the transcript.

COURSE SELECTION GUIDELINES

Students and parents should consider these points when selecting courses:

- Prior academic achievement/student interest level in content area;
- Future goals; and
- The second year of a sequential course may be taken only after the first year has been successfully completed. For example, CAD I must precede CAD II.

A minimum final grade of "70" must be obtained in any subject in order to be granted diploma credit for the subject.

Administration reserves the right to cancel any course due to insufficient enrollment or other educational conditions.

Parents: Please contact your child's counselor for more information.

Students: You are scheduling your courses for a full year of study. Seek all of the help that you can before making your choices – talk to you parents, counselor, and teachers.

ADVANCED LEARNING OPPORTUNITIES

All students need to be challenged to their utmost potential. For students with high intellectual aptitude, rapid application of academic knowledge, and high motivation for accelerated learning, numerous advanced, honors, and AP courses are offered in academic and elective courses. These courses are designed to ensure that students are challenged both academically and intellectually. Participation in these courses is based upon: classroom grades and performance, district recommendation, successful completion of pre-requisite courses, and student desire for and commitment to high productivity. Additionally, co-curricular opportunities are available for students who desire intellectual creativity at a competitive level.

CREDIT REQUIREMENTS

Participation in Co-Curricular Activities

Definition: "Co-Curricular Activities" means athletics, club programs, drama programs, competition band, Student Council, cheerleading, and similar activities. It does not include dances, attendance at athletic events or shows, or other activities of a similar nature. The High School Principal will make the determination of whether a specific activity is co-curricular. In order to be eligible to participate in Co-Curricular activities at the start of the first semester of each school year, a student must have earned a total of 30 or more credits the prior school year (through regular class or accredited summer school work). In order to be eligible to participate in Co-Curricular activities at the start of the second semester, a student must have earned passing grades for the first semester in courses with a value equivalent to 30 or more credits (credits for full year courses shall be equated at one half their total value to determine credits earned during the first semester). A student eligible to represent his/her school in **winter sports** on December 1, may continue to do so until the end of that season. Incoming ninth grade students are automatically eligible during the first semester. Continued eligibility is based on the provisions of this policy.

INDIVIDUALIZED EDUCATIONAL PROGRAM

Clearview Regional High School District provides an array of support services for the special education student. A student is eligible for the special education program based on results of a comprehensive evaluation by the Child Study Team (CST). Specific programming and educational goals are formulated jointly by the CST, teachers, and parents as part of the Individualized Educational Program (IEP). These plans are consistent with Federal code and State rules and regulations.

Courses are designed to meet the individual educational needs of the classified student. Instruction may be given in regular education classes, instructional support classes (IS), in-class resource classes (ICR), resource replacement classes (RR), or in a self-contained program. Special education students are placed, to the greatest extent possible, in the regular education program without discrimination due to their disabilities. When a student is placed in the regular (mainstreamed) class, he/she is expected to meet the approved proficiencies and requirements of each course unless modifications are specified within the IEP.

The specialized courses (Resource Replacement and Self-Contained Classes) are designed to meet the unique needs of the special education population. These courses are delivered according to the student's IEP and the goals and objectives that have been written for each student. These courses fulfill graduation requirements of the district, the state graduation requirements, and the NJ Student Learning Standards for each discipline.

STATEMENT OF NON-DISCRIMINATION PRACTICES

The Board of Education shall provide equal and bias-free access for all students to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability or socioeconomic status.

No qualified handicapped or disabled person shall, on the basis of handicap or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or under any program, activity or vocational opportunities sponsored by this Board.

GRADUATION TEST REQUIREMENTS

High School Graduation State Testing Requirements Class of 2021:

Students in the Class of 2021 can demonstrate graduation assessment proficiency through:
(1) Achieving passing scores on NJSLA Algebra I, (in any grade level 7-12) and the NJSLA English Language Arts/Literacy (ELA) grade 10 assessment.
(2) Achieve scores defined in the table below on alternative assessments such as the SAT, ACT, or ACCUPLACER, NJSLA, ELA 9, ELA 11, Geometry, Algebra II; or
(3) Submit, through the district, a student portfolio appeal to the NJDOE. See below.

***NOTE: Graduation requirements are set forth by the DOE and are subject to change**. You can check the NJDOE website for any updates here:

https://www.state.nj.us/education/assessment/parents/GradReq.pdf

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

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

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

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

[1] Test is no longer administered but can be used for the graduating year.
[2] Beginning on **Monday, January 28, 2019**, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

NEW JERSEY SCIENCE ASSESSMENT

In addition to the requirements above, the New Jersey Department of Education requires all 11th grade students to take a statewide science assessment. Demonstrating proficiency on the science assessment is not a graduation requirement at this time.

GRADUATION REQUIREMENTS

In order for students to graduate from Clearview Regional High School, they must successfully complete the graduation requirements adopted by the Clearview Regional Board of Education, in accordance with the New Jersey State Statutes and Board of Education Policy. The minimum number of credits required to graduate Clearview Regional High School is 130. A minimum of 35 credits must be scheduled in grades 9 – 11 regardless of the accumulated total. Grade level status can be determined by consulting the Board of Education Policy #5410.

Graduation Requirements for all Students

4 years of English/Language Arts	20 credits
4 years of Health, Safety and Physical Education	15 credits
3 years of Mathematics*	15 credits
3 years of Science**	15 credits
2 years of United States History	10 credits
1 year of World History	5 credits
1 year of World Language	5 credits
1 year of Visual and Performing Arts	5 credits
1 year of 21st Century Life & Careers or Career and Technical Education	5 credits
1/2 year of Financial, Economic, Business, & Entrepreneurial Literacy***	2.5 credits

* Ten of the required fifteen credits in Mathematics are to include Algebra I and Geometry or the content equivalent;

**Ten of the required fifteen credits in Science are to include Lab Biology/life science or the content equivalent and one additional laboratory/inquiry based science course which shall include chemistry, environmental science, or physics;

***Financial, Economic, Business and Entrepreneurial Literacy. The goal of this State requirement is to ensure that students demonstrate understanding about how the economy works and their own role in the economy, and also develop the necessary skills to effectively manage personal finances by the time they graduate.

GRADING SCALE

Parents may access all student grades online through PowerSchool via the district homepage: www.clearviewregional.edu. A secure individual password is necessary to access the student grade information.

Level I:	General level courses
Level II:	Advanced courses
Level III:	AP and Honors courses

All grades are numerical: 70-100 is a passing grade.
69 and below is a failing grade.

93 – 100	=	A
85 – 92	=	B
76 – 84	=	C
70 – 75	=	D
69 – 0	=	F

COURSE WEIGHTING

COURSE WEIGHTING – Policy #5430

In order to place more "weight" on Honors or AP courses in Clearview High School, the following procedure will be utilized to adjust the student's cumulative grade point average for courses listed under each group level.

Procedure:

All students who complete courses listed under AP will have their final course grade calculated by a factor of 1.05, and that weighted grade will be used as the GPA (Grade Point Average) for ranking purposes only. The ranking formula is as follows:

Grade x factor (Example: 90 x 1.05 = 94.5 weighted GPA)

All students who complete courses listed under Academically Accelerated will have their final course grade calculated by a factor of 1.03, and that weighted grade will be calculated into their cumulative GPA (Grade Point Average). The weighting formula is as follows:

Grade x factor (Example: 90 x 1.03 = 92.7 weighted GPA)

Courses:

Advanced Placement:

- AP English Language and Composition
- AP English Literature and Composition
- AP Calculus AB
- AP Calculus BC
- AP Environmental Science
- AP Statistics
- AP Biology
- AP Chemistry
- AP Physics C: Mechanics
- AP United States History I
- AP United States History II
- AP US Government & Politics
- AP World History: Modern
- AP Psychology
- AP Music Theory
- AP Studio Art
- AP French
- AP Physics 1: Algebra Based
- AP Physics 2: Algebra Based

- Honors English I, II, III, & IV
- Honors Algebra I, II
- Honors Geometry
- Honors Precalculus
- Honors Calculus
- Honors Statistics
- Honors Biology
- Honors Chemistry
- Honors Physics
- Honors US History I, II
- Honors World History
- Honors Vocale Ensemble
- Honors Wind Ensemble
- Honors Art III, IV
- Honors Spanish III, IV, V
- Honors French III, IV
- Honors German III, IV, V
- Honors Latin III, IV
- Honors Economics
- Honors Accounting III, IV
- Honors Architecture I, II
- Honors Engineering I, II
- Honors Robotics III
- Honors Robotics IV

Guidelines:

Students will have the weighted grade calculated into their cumulative GPA only. Actual earned grades will appear on the report card and transcript.

COLLEGE CREDIT OPPORTUNITIES

The Board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified students. The Board shall determine eligibility requirements for these students and monitor the quality of the courses offered and college faculty who teach the course.

Clearview offers students the opportunity to earn college credits while still attending high school.

Rowan College South Jersey

High School students age 15 and older may take general education courses that can be applied to a Rowan College Associate Degree program or transferred to other institutions of higher education. Students who elect to transfer their credits to another college must request an official RCSJ transcript be sent to their choice institution. In addition, RCSJ credits may satisfy high school graduation requirements through the NJ Department of Education's Option Two. An unlimited number of courses may be taken during high school at a 65% tuition reduction under HSOP.

CUSTOMIZED PROGRAM ARTICULATION

Clearview Regional High School and RCSJ have an articulation agreement for the following programs: Drafting, and Accounting.

Clearview students must complete a three year sequential course of study with final grades of 85 or higher each year in order to earn credit in the RCSJ introductory level course. Clearview students must enroll at Rowan College South Jersey and complete a minimum of twelve (12) credits.

RCSJ – Dual Credit

Additionally, students enrolled in Honor Architecture I are eligible to receive college credit at RCSJ in a college drafting class. Application due date is October 31.

Camden County College – Dual Credit High School Plus Courses

This is a dual credit program that enables academically talented high school students to receive college credit for certified high school courses they are taking. The student receives both high school credit and college credit for these courses. Upon graduation, students can transfer their credits to a four-year school. However, it should be understood that no college can absolutely guarantee the transferability of its credits to another institution. **It is ultimately up to each institution from which the student is seeking credit and any questions should be directed to that institution.**

Program Requirements:

- A final grade of 85 or higher in the Clearview course; (courses with an asterisk(*) and final grade of 76 or higher).
- Submission of a college dual credit application with $150 fee per course. Applications for the

CCC high school Plus Dual Credit program have a due date in late February.

Clearview courses eligible for Dual Credits:

- AP Language and Composition
- AP Literature and Composition
- AP Psychology*
- AP Government*
- AP US History II*
- Honors US History II*
- AP Chemistry
- Advanced Child Development*
- Advanced Spanish III
- Honors Spanish III
- Honors Spanish IV
- Honors Spanish V
- Honors French III
- Honors French IV
- AP French
- Honors German III
- Honors German IV
- Honors German V
- Honors Latin III
- Honors Latin IV
- Honors Architecture I

ADVANCED PLACEMENT

Clearview offers Advanced Placement (AP) courses. These are college level courses endorsed by the College Board and taught by Clearview Teachers.

AP EXAM PARTICIPATION

Each year Clearview students enrolled in one or more AP courses may take the AP exam in May. For more information please visit:
https://apstudent.collegeboard.org/creditandplacement/search-credit-policies

NEW JERSEY STARS PROGRAM INFORMATION

The New Jersey Student Tuition Reward Scholarship (NJ STARS) Program is an initiative created by the State of New Jersey to provide the state's highest achieving students with free tuition at their home county college.

STUDENT ELIGIBILITY

New Jersey residents, who have a class rank in the top 15% at the end of their junior or senior year, complete a rigorous high school course of study, and achieve the required score on a college placement test to determine college readiness and eligibility are eligible for NJ STARS.

NEW JERSEY STARS BENEFITS

The NJ STARS award covers the cost of tuition, less any State and/or Federal grants and scholarships, for up to five semesters. The award covers these charges for up to 18 credit hours per semester. **Funding for NJ STARS awards is dependent upon annual State appropriations**

CAREER & TECHNICAL EDUCATION

***The New Jersey Department of Education requires all students take a minimum of 2.5 credits of Personal Financial Literacy. Students can meet this requirement by taking either of the following courses as a 9th or 10th grader, Intro to Marking Education I or Intro to Accounting I. Students also have the option of waiting until 11th or 12th grade to meet the requirement by taking a full year course entitled Personal Financial Literacy.**

School of Business

Students interested in a business career may choose to complete any of the following three program of studies:
Accounting or Marketing

Course Offering	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Grading Level
Career Cluster: ***Finance***	Prepares you for careers in which you plan, organize, direct and evaluate operations in order to run a successful business.				
Intro to Accounting I*	X	X	X	X	II
Accounting II		X	X	X	II
Honors Accounting III			X	X	III
Honors Accounting IV				X	III
Career Cluster: ***Marketing***	Prepares you for careers in advertising, public relations, sales and planning.				
Intro to Marketing Education I*	X	X	X	X	II
Marketing Education II		X	X	X	II
Marketing Education III			X	X	II
Marketing Education IV			X	X	II

School of Culinary Arts

Career Cluster: *Hospitality & Tourism*	Prepares you for a career to work with a variety of people from all over the world in the restaurant industry.				
Course Offerings	**Gr. 9**	**Gr. 10**	**Gr. 11**	**Gr. 12**	**Grading Level**
Culinary Arts I	X	X	X		II
Culinary Arts II		X	X	X	II
Culinary Arts III			X	X	II
Cultural Foods		X	X	X	II

School of Engineering

Career Cluster: *STEM – Science, Technology, Engineering, and Math*	Prepares you for careers using science, technology, engineering and mathematics skills.				
Course Offerings	**Gr. 9**	**Gr. 10**	**Gr. 11**	**Gr. 12**	**Grading Level**
Engineering and Architecture					
Computer Aided Drafting I (CAD I)	X	X	X	X	II
Computer Aided Drafting II (CAD II)		X	X	X	II
Honors Architecture I			X	X	III
Honors Architecture II				X	III
Honors Engineering I			X	X	III
Honors Engineering II				X	III
Robotics					
Robotics I	X	X	X	X	II
Robotics II		X	X	X	II
Honors Robotics III			X	X	III
Honors Robotics IV				X	III

Information Technology (IT)					
Video Game Design & Programming I	X	X	X	X	I
Video Game Design & Programming II		X	X	X	II
Computer Science Principles	X	X	X	X	II
AP Computer Science A		X	X	X	III

School of Media Arts

Career Cluster: *Arts, A/V Technology & Communications*	Allows you to apply your creativity in a variety of areas including film, television, …				
Course Offerings	**Gr. 9**	**Gr. 10**	**Gr. 11**	**Gr. 12**	**Grading Level**
Media Technology I	X	X	X	X	II
Media Technology II		X	X	X	II
Broadcast News Production			X	X	II
Entertainment Media			X	X	II
Television & Video Production				X	II

Elective Offerings in Career & Technical Education					
Course Offerings	**Gr. 9**	**Gr. 10**	**Gr. 11**	**Gr. 12**	**Grading Level**
Clothing Construction					
Clothing Construction I	X	X	X	X	II
Clothing Construction II		X	X	X	II
Clothing Construction III			X	X	II
Clothing Construction IV				X	II
Construction					
Woodworking I	X	X	X	X	II
Woodworking II		X	X	X	II
Woodworking III			X	X	II
Woodworking IV				X	II
Education					
Child Development		X	X	X	II
Adv. Child Development			X	X	II
Child Development Work Study				X	II
Finance					
Personal Financial Literacy*			X	X	II
STEM					
Technology I	X	X	X	X	II
Technology II		X	X	X	II
Technology III			X	X	II
All Career & Technical Education courses meet the state requirement for 21st Century Life & Careers or Career and Technical Education					
Please see course listings for required prerequisites.					

All courses are designed to meet the NJ Student Learning Standards for Career and Technical Education.

*Intro. to Accounting I**

Length: ½ Year Credits: 2.5
Grade Level: 9, 10,
NOTE: In the second semester, students will be enrolled in Personal Financial Literacy. Credits: 2.5

Students will receive an overview of how to keep business financial records, as well as personal financial records. Intro to Accounting I includes the use of journals, ledgers, work-sheets, and financial statements. Practice sets will give students the opportunity to apply what they have learned in class. In addition, students will have hands on experience with the computer software programs ***Automated Accounting*** and ***Excel***. Intro to Accounting I also focuses on Personal Financial Literacy skills that are so essential to all citizens. Some of the topics that will be investigated include: saving and investing, planning for retirement, managing credit, identity theft and consumer fraud. Intro to Accounting I is strongly recommended for any student, especially those planning to major in business in college or manage a business. Students enrolled in this class are eligible and encouraged to become members of DECA.

Accounting II

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Intro to Accounting I

Accounting II is a continuation of Intro to Accounting I. It provides students with advanced accounting study and will emphasize the use of an automated system using the accounting computer applications ***Automated Accounting and Excel***. Accounting II students will complete several computerized business simulations. Instruction will include accounting for corporations, as well as tax form preparation and the analysis of business financial statements. This advanced course is recommended for any student who is planning to major in business in college, as well as anyone planning to own or manage a business. Students enrolled in this class are eligible and encouraged to become members of DECA.

Honors Accounting III

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Accounting II

Completion of this course will prepare students for any business-related college major. Completion will also help students secure an entry-level position in a business using accounting skills. Honors Accounting III provides a review of fundamental accounting principles and covers the more complex mechanics of accounting including departmentalized accounting, accounting adjustments and valuation, voucher systems along with corporate accounting. Students will complete an automated simulation for a departmentalized business organized as a corporation. Exposure to real-world business scenarios and their possible economic implications are a part of this course. Students enrolled in this class are eligible and encouraged to become members of DECA.

Honors Accounting IV

Length: Year Credits: 5
Grade Level: 12
Prerequisite: Honors Accounting III

This course is the last in the accounting sequence. It prepares students for college courses in business-related areas and can assist them in securing an entry level business position through the accounting skills required. There is a great deal of independent and group learning that focuses on problem solving and requires critical thinking. This course will focus on corporate, management and manufacturing cost accounting. Students will use Automated Accounting to complete simulated accounting scenarios. Discussions centered on current real world business happenings and their potential impact to organizations will be a part of the course. Students enrolled in this class are eligible and encouraged to become members of DECA.

*Personal Financial Literacy**

Length: Year Credits: 5
Grade Level: 11, 12

This course will teach students how to apply reliable information and systematic decision making to personal financial decisions. Students will learn how to use a career plan to develop personal income potential, organize personal finances, use a budget to manage cash flow, and how to maintain creditworthiness and manage debt. This course will teach students how to apply reliable information and systematic decision making to personal financial decisions. Students will learn how to use a career plan to develop personal income potential, organize personal finances, use a budget to manage cash flow, and how to maintain creditworthiness and manage debt.

Robotics I

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

Robotics I is an introductory, collaborative course in the field of Robotics using a variety of hands-on activities to explore the multiple engineering disciplines that form Robotics. Students will create robots to complete tasks using Arduino microcontrollers. Programming learned by the students will be used to control the functions of the robot. Mechanical concepts such as gearing, torque, speed, and power will be used to design and build custom drive trains. Students will be introduced to 3D Modeling CAD software and its use in robotics as well as basic Java

programming with robotic kits and an introduction to FIRST (For Inspiration and Recognition of Science and Technology).

Robotics II

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Robotics I

In this highly collaborative class, students will expand their knowledge and skills in robotics and explore the field of robotic design through the framework of robotics competitions. Students are highly encouraged to join either the extracurricular FTC or VEX robotics teams which will tie into class work. Students will design, build, program, and test robots using the engineering design process while thoroughly documenting their work in the engineering notebook. Working in teams, students will use CAD to design their robots using the 3D printed materials, metal, and other innovative materials. Students will program the robots to utilize sensors to complete complex autonomous tasks, and they will also work in teams to drive the robots using android devices and game controllers. Students will also work with Raspberry Pi's and/or Arduino boards and learn to code projects designed and created by their teams.

Honors Robotics III

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Robotics II

Students will dive deeper into the skills and content introduced in Robotics II including mechatronics, robotics, and automation engineering. Instruction will include mechanical engineering, electronic and electrical engineering, computer and software engineering, and control engineering. In addition to the principles covered in Robotics II, students will receive instruction in manufacturing techniques including advanced 3D modeling and 3D printing, plasma cutting, and welding. Finally, students will explore UAV/Drone design and programming, and they will learn to flu and program drones to complete specific tasks. Instruction in Drones will include Aerodynamics, Aeronautics, Control Theory, and Sensory Aerial Robotics Design.

Honors Robotics IV

Length: Year Credits: 5
Grade Level: 12
Prerequisites: Honors Robotics III

Motivated students who would like to continue their robotics education through a student-designed curriculum in the field of robotics are encouraged to enroll in this course. Upon enrollment, students must submit a goal statement or purpose of the independent study, a list of course learning objectives, and develop a timetable and plan for work produced in the spring of the year prior to taking this course. Proposals and projects will be completed in class under the direction of the Robotics teacher.

Video Game Design and Programming I

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

This course is an introduction to the theory and practice of video game design and programming. Video game programming is one of the most challenging disciplines in Computer Science because it attempts to combine, in real time, concepts in: computer graphics, human computer interaction, networking, artificial intelligence, computer aided instruction, computer architecture, and databases. In this course students will develop computer programming and computer graphics knowledge by learning the basics of the video game design. Students will learn the core features of video games and use a variety of computer applications to develop an educational video game by the end of the course.

Video Game Design and Programming II

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Video Game Design & Programming I

This course is a continuation of Intro to Video Game Design and Programming I. Students will utilize real-world processes used by today's video game studio 3D modelers and programmers. In this course students will plan and design a project through hands-on experiences resulting in a 3D educational video game by the end of the course.

Computer Science Principles

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for new computer science learners. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. Students will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

AP Computer Science A

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisites: Algebra I

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

*Intro to Marketing Education I**

Length: ½ Year Credits: 2.5
Grade Level: 9, 10
NOTE: In the second semester, students will be enrolled in Personal Financial Literacy. Credits: 2.5

This is a fall semester course, which provides a basic introduction to the scope and importance of marketing in the global economy. It is based on the marketing framework, including market segmentation, pricing, selling, and distribution of goods and services and economics. These principles will shed light on how advertisers sell to consumers in the real world through marketing tools and psychological techniques. These elements set a foundation of marketing knowledge necessary for competition in marketing and business related DECA competitions. Instructional strategies include computer based applications, role-playing of occupational scenarios, and team projects. Students enrolled in this class are eligible and encouraged to become members of DECA.

Marketing Education II

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Intro to Marketing Education I

This second year course is recommended for students who are considering majoring in Business in college. This course will prepare students for college level business curricula and introduce students to marketing related careers. Course elements include advanced marketing concepts, marketing research, branding, business to business, E-marketing and international marketing. Students will also learn team and collaboration skills, advanced computer skills and presentation skills. Students will have the unique opportunity to interact with business community members as they complete projects. Students enrolled in this class are eligible and encouraged to become members of DECA.

Marketing Education III

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Marketing Education II

This third-year Marketing course will give students the opportunity to complete various types of business plans including marketing research, entrepreneurship, analysis of the business opportunity, marketing planning, financial planning and International business studies, product development, and business law. Students will learn the factors that a business owner must consider such as a study of demographics, legal requirements, financial considerations and operational functions. Students will have the unique opportunity to interact with business community members as they complete projects. Students enrolled in this class are eligible and encouraged to become members of DECA.

Marketing Education IV

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Marketing Education III

This fourth-year Marketing course is the last course in the Marketing sequence. It prepares students for college courses in business-related areas and can assist them in securing an entry level business position through the applied skills required with this course. There is a great deal of independent and group learning that focuses on problem solving and requires critical thinking. It will give students the opportunity to build on previously learned business strategies to complete various types of business plans including marketing research, entrepreneurship, analysis of the business opportunity, marketing planning, financial planning and International business studies, product development, and business law. Students will learn advanced factors that a business owner must consider such as a study of demographics, legal requirements, financial considerations and operational functions. Students will have the unique opportunity to interact with business community members as they complete projects. Students enrolled in this class are eligible and encouraged to become members of DECA.

Technology I

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

This entry-level course into technology is designed to introduce students to systems of technology in the home and workplace. Hands-on activities using tools, machines, materials, and state of the art equipment (computers, robots, and pneumatics) will allow the students to explore several technological areas. Using a design and problem solving approach, students will be asked to research and find

solutions to problems dealing with production, robotics, transportation, communication, construction, power and energy, biotechnology, etc. The course will also acquaint the students with the impacts, resources, and control of technology, as well as an awareness of consumerism and related careers in a technical society.

Technology II

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Technology I

This course is designed to develop critical thinking skills that help students to creatively apply their knowledge to solving problems. Students will be involved in hands-on experiments designed to simulate workplace decision-making skills. Some of the topics will include the evolution of technology, design and problem solving process, and the systems approach to understanding technology. Students will be able to explore various areas of technology, including communication, lasers, energy and power, and transportation.

Technology III

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Technology II

This course is an extension of Technology I and II giving the advanced student extensive practical application in the fields of basic robotics, transportation, energy, communications, biotechnology, and construction. Using a design and problem-solving approach, students will be able to find solutions to various situations related to the field of engineering through the application of long-term projects.

Media Technology I

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

This elective course in television/video production is designed to introduce students to systems of media communication technology. Students will perform hands-on activities using state of the art machines and materials (television cameras, professional editing machines and software, audio equipment, digital switches, mixers, computer-aided graphics, computer animations, etc.) which will allow students to explore various areas of media technology. Students interested in performing in front of the camera, and/or behind it, and who wish to understand the process of putting on a television show will find the course beneficial and rewarding.

Media Technology II

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Media Technology I

Media Technology II is an advanced course dealing with the world of video, television, film, and their related careers, and technical equipment. The course provides experience in oral presentations, dramatic presentations, and media understanding. Students are expected to perform all of the functions related to the operation of a video and studio production to include performing, directing editing, and sound mixing. The primary instruments for learning these skills are the production of a long-term project for broadcast on the school's closed circuit system and the production of special projects. Students with a final grade of 85 or higher in Media I and II are eligible for 3 college credits through Rider University's PASS Program. Other colleges and universities may transfer Rider PASS credits based on their own transfer policies.

Entertainment Media

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Media Technology II

Students interested in performing in front of the camera, or behind it, and who wish to understand the process of Entertainment Media as a career will find this course beneficial and rewarding. The course is designed to give students an opportunity to study the field of entertainment production and the business side of filmmaking. Students will perform hands-on activities using state-of-the-art equipment and materials enabling them to explore various aspects of filmmaking.

Broadcast News Production

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisites: Media Technology II

Broadcast News Production is an advanced course where students learn the fundamentals of broadcast journalism, as they create, research, film and edit news packages for production of the View News and the local cable access program. Students will utilize critical skills in the creation of high-interest, original stories. Similar to news professionals, students will contact and interview members of the school and community. Students will be organized into production teams with roles of executive producer, director, segment producers, reporters, cameramen, and editors. This course is designed for students who are interested in performing in front of the camera or operating behind it as they learn the process of broadcast media communication. Major goals of the program are for the students to acquire the ability to view media in a critical manner and to explore the impact of media on society.

Television & Video Production

Length: Year Credits: 5
Grade Level: 12
Prerequisites: Broadcast News Production or Entertainment Media

This course is designed for the student who is interested in pursuing advanced level training in electronic media. The student will be required to apply his/her previously acquired skills in developing individualized projects, including movie making, a cable news program, and news editing. Through a variety of individual and cooperative learning activities, the student will achieve competency in the area of television news programming.

Computer Aided Drafting I (CAD I)

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

This course is highly recommended for students who are interested in drawing and working with computers. Students who are searching for a future engineering or design career, such as architecture, interior design, graphic design, aerospace, and/or automotive design will find this course beneficial. Students will be introduced to the basic areas of drawing through pencil techniques, as well as the use of Computer Aided Drafting. The areas of study will include: understanding and developing two-dimensional drawings using geometric construction, basic multi-view drawings, and basic design problems. Technology Learning Activities will allow the students to utilize their drafting capabilities in a problem- solving approach.

Computer Aided Drafting II (CAD II)

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Computer Aided Drafting I (CAD I)

This is the second year of the multi-year engineering/architectural design tract. Students will build upon techniques studied in Computer Aided Drafting I which include: intermediate multi-view drawings, reverse engineering techniques, advanced pattern and package design/modeling, and 3D Solids modeling and rendering. Students will build upon their basic knowledge of AutoCAD with step-by-step programmed instruction. Computer Aided Drafting II will prepare students planning to take additional courses in either architecture or engineering. Real to life projects will allow the students to utilize their drafting capabilities in a problem-solving approach.

Honors Engineering I

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Computer Aided Drafting II (CAD II)

This advanced design course is for students interested in various engineering/design fields as a possible career. The course will include an introduction to industrial, mechanical, electrical, civil-structural and geotechnical, and aerospace engineering. Students will gain experience through real-life projects for each engineering discipline. Students will use various advanced Computer Aided Design software and prototype modeling to demonstrate design solutions. Activities include Invention and patents, structural models/drawings, site plan design (topography), electrical layout and symbols, 3D model design, computer animation and 3D printing. Students will meet engineering professionals and understand their profession from classroom presentations and professional examples. Real-life projects will allow students to utilize their design capabilities in a problem-solving approach.

Honors Engineering II

Length: Year Credits: 5
Grade Level: 12
Prerequisite: Honors Engineering I

This advanced course is designed to give the students an overview of several engineering disciplines and will allow them to focus on one of interest by the end of the course. This course will prepare the students to develop a product completely from schematics to final documentation as well as marketing and presenting the product. The structure of the course is based from some sample projects from reputable universities with engineering programs. Students will reverse engineer a chosen product and will redesign the product to meet current or future trends in design and technology and will look at new resources for solutions to engineering problems. Students will create market surveys, presentations, complete product documentation for the product to be manufactured accurately including production drawings. Students will work toward competing at the state level with the engineering designs. Students will select an engineering discipline of interest to complete the course with a Capstone project using all knowledge and skills they have acquired.

Honors Architecture I

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Computer Aided Drafting II (CAD II)

This course is for students who plan to design or redesign their home, study architecture or interior design, enter a construction trade, or for anyone who enjoys designing. Its scope is to develop a general knowledge of architectural history and style, spatial relationships and design, and

construction detailing. The students will design and develop a set of working drawings. They will act in the role of an architect and will choose a client and design a house using Auto CAD, a computer aided design applications. In addition to these plans, the students will learn basic building codes and principles that will be applied to their designs. Methods of learning will include class discussion, reference material, professional examples, and Computer Aided Drafting. This course qualifies for Dual Credit Completion with RCGC (Rowan College at Gloucester County).

Honors Architecture II

Length: Year Credits: 5
Grade Level: 12
Prerequisite: Honors Architecture I

This course is designed for students interested in architecture, interior design, becoming a builder and trades person, or for someone who will own a home in the future. This course will prepare the students who are planning to study Architecture at the college level and pursue a career in architecture. It will prepare them for the rigors and higher end design problems of a freshman/sophomore year in an architectural professional degree program.

Culinary Arts I

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

Culinary Arts I is an introduction to foods and all aspects of the kitchen including safety, sanitation, food terms, the use of small equipment and appliances, food preparation tools and basic cooking/baking skills. Students will explore various ingredients such as but not limited to dairy, eggs, poultry, and yeast and use basic kitchen equipment to prepare appetizers, desserts, main dishes and so much more. An introduction to MyPlate and cake decorating will also be taught.

Cultural Foods

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Culinary Arts I

Students will take a culinary tour of the United States and abroad. This course will provide students with an understanding of regional ingredients and traditional foods. History, immigration influences, historic landmarks and local cuisines will be studied. Students will learn how to prepare international foods such as homemade Italian pasta, French desserts, Mexican appetizers, Chinese stir fry, German Spaetzle and American staple foods such as fried chicken, biscuits, pumpkin pie and California fusion cuisine.

Culinary Arts II

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Culinary Arts I

Culinary Arts II is a course that focuses on advanced techniques and food preparation. Students will use Culinary Arts I as a foundation for this class. Culinary Arts II will focus on a variety of food categories such as, but not limited to, (dairy, meat, poultry, fondue, chocolate, garnishing, salad and fruits/vegetables). Advanced techniques in food preparation and presentation will be incorporated into all labs. Advanced cake decorating and large scale gingerbread house construction will be taught. Healthy food preparation techniques, nutrition, and healthy eating habits will also be taught.

Culinary Arts III

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Culinary Arts II

Culinary Arts III is a course that focuses on and exposes students to catering and mass quantity food production. This course will provide a thorough knowledge of the principles, practices and scope of food preparation in large scale quantities. Students will also prepare a variety of dishes and meals with creativity, originality and taste in mind. "Chopped" style labs will also be used to teach students to cook on the spot with no recipe or guidance.

Clothing Construction I

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

Basic clothing construction techniques are developed through the construction of projects. No sewing experience is necessary! Emphasis is placed on safe and correct procedures when using tools and equipment. Students learn to use manufacturers' patterns to construct projects such as, but not limited to, an apron, pajama pants, a tote bag and a pillow pet. A variety of creative, hand stitched projects are also included throughout the year.

Clothing Construction II, III, IV

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Clothing Construction I

This course is designed for students who have successfully completed the prior level of Clothing Construction I, II, or III. This course will build upon the knowledge, skills & creativity acquired in previous Clothing Construction levels. Emphasis will be placed on the student *independently* following pattern manufacturers' instructions

to construct two different projects (of their choice) each marking period.

Child Development

Length: Year Credits: 5
Grade Level: 10, 11

This course is designed for students interested in learning how to understand and work with children. Students will study the stages of child development from age four to six. Students will also gain knowledge in sound parenting skills. Practical experience will be achieved by working with children ages two and a half through five in our on-site preschool lab. Students will work in a team to help run the on-site preschool. Students will learn how to research, write and deliver their own preschool lessons.

Advanced Child Development

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Child Development

***This course qualifies for Dual Credit through Camden County College**

This course is designed for students interested in in a career that involves young children, including, but not limited to, early childhood education, teaching, daycare provider, caregiver, etc. The students will work with children ages two and a half through five and examine the theories of child development from ages one through three. They will be required to do child observations both in school as well as off-site. Each student is expected to plan, develop, and teach their own lessons throughout the course.

Child Development Work Study

Length: Year
Grade Level: 12
Prerequisite: Child Development, Advanced Child Development

Students wishing to continue in the Child Development program may become a Work Study student. Students act as classroom assistants to the preschoolers in the Little Pioneers Preschool and act as a role model for the High School students taking Child Development.

Woodworking I

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

This entry-level course will be the student's first chance to get involved in the creative world of woodworking. Students will be introduced to woodworking hand tools, equipment, and techniques necessary to produce innovative, practical, and quality products. The purpose of this course is to introduce students to the design loop and problem solving processes associated with the area of woodworking and production techniques. Activities will involve real-life situations and problems that place the student in the roles of researcher, designer, fabricator, tester, and evaluator. Emphasis is placed on the ability to find multiple solutions to problems. The class will assume responsibilities of various divisions of a company, and a product will be chosen. The class, acting as a "company," will provide and market the product.

Woodworking II

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Woodworking I

This course is designed as an introduction to the advancing world of construction and the art of woodworking. It will not only offer the student the basics in woodworking, but cover a number of areas in construction such as masonry, drywall, electricity, and carpentry using both emerging building materials and techniques. This course should prove to be an enjoyable and interesting experience with a great deal of hands-on activities and real-life problem solving.

Woodworking III

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisites: Woodworking II

This course is an intermediate course in woodworking developed to expose students to the world of materials fabrication, craftsmanship, and the construction industry. Students will plan and build individual and group projects utilizing all the concepts of the design loop process and incorporate problem solving techniques. This course will also acquaint the student with the impacts, resources, and tools of technology, as well as an awareness of consumerism and related careers in a technical society.

Woodworking IV

Length: Year Credits: 5
Grade Level: 12
Prerequisites: Woodworking III

This is an advanced course in the art of woodworking. Students will design, plan, and construct individual and group projects. Experiences will be gained in the safe and proper use of all wood lab hand tools and equipment. Both current and state of the art materials and practices will be emphasized throughout the course.

ENGLISH/LANGUAGE ARTS

Course Offerings	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Grading Level
English I	X				I
Advanced English I	X				II
Honors English I*	X				III
English II		X			I
Advanced English II		X			II
Honors English II*		X			III
English III			X		I
Advanced English III			X		II
Honors English III			X		III
English IV				X	I
Advanced English IV				X	II
Advanced English IV/Shakespeare Option				X	II
Honors English IV				X	III
AP Language & Composition*			X		III
AP Literature & Composition*			X	X	III
Poetry/Spoken Word Workshop	X	X	X	X	II
Shakespearean Studies		X	X	X	II
Social Justice		X	X	X	II
Writer's Workshop		X	X	X	II
Senior ELA Lab				X	II
Introduction to Law		X	X	X	II
Journalism	X	X	X	X	II
Journalism Lab		X	X	X	II
Contemporary Social Drama	X	X	X	X	II
Contemporary Social Drama Lab		X	X	X	II
Please see course listings for required prerequisites.					

All courses are designed to meet the New Jersey Student Learning Standards for English Language Arts.

****Summer Assignments may be required***

English I

Length: Year Credits: 5
Grade Level: 9

This course is designed to serve as an introduction to literature and its various genres. The exploration of human relationships is the common theme that students will encounter. Emphasis will be placed on a skills based approach to learning and students should expect to focus largely on the analytical writing process. Reading comprehension skills will be fostered as well as exploring the connection between literary texts. Students will be provided with templates and guides as needed and will be expected to demonstrate independent learning using these tools by the end of the course. Summer reading will be emphasized in the first marking period.

Advanced English I

Length: Year Credits: 5
Grade Level: 9

This course is designed to support students as they refine critical reading, writing and thinking skills. This course will expose students to various compositional techniques through the exploration of human relationships common in literature. Emphasis will be placed on thematic units that will include the study of myths, epics, poetry, short stories, novels, and essays. Reading comprehension skills will be fostered as well. Students will complete a literary research paper.

Honors English I

Length: Year Credits: 5
Grade Level: 9
Prerequisites: Honors ELA 8 or prior achievement in ELA 8

This course is designed to serve the motivated and academically excellent student. This is a writing intensive course that will focus on independent assignments in addition to the regular course work. The exploration of human condition is the common theme that students will encounter. This course is structured to serve as the foundational introduction to developing students' core skill sets in the areas of critical analysis of text. This freshmen experience is designed to engage students in an intense, rigorous study of the critical reading process, as well as a process-based approach to critical writing. Strong reading comprehension is required as we build students' abilities to engage in analysis of a variety of texts through a scaffolded, gradual release model of instruction.

English II

Length: Year Credits: 5
Grade Level: 10

English II is an international literature course designed to expose students to the global community through the exploration of literature from around the world. Students will study poetry, short fiction, novels, and drama, while tracing the evolution of certain themes common to the human condition. This course has a strong concentration in writing and continues to develop an appreciation for literary study. A literary research paper is a requirement of the course.

Advanced English II

Length: Year Credits: 5
Grade Level: 10

This course is designed to support students as they refine critical reading, writing and thinking skills. English II is an international literature course designed to expose students to the global community through the exploration of literature around the world. Students will study poetry, short fiction, novels, and drama, while tracing the evolution of certain themes common to the human condition. This course has a strong concentration in writing and continues to develop an appreciation of literary study. A literary research paper is a requirement of the course.

Honors English II

Length: Year Credits: 5
Grade Level: 10
Prerequisites: Honors English I or prior achievement in Advanced English I

Honors English II is an international course designed to expose students to the global community through the exploration of literature from around the world. Students will study poetry, short fiction, novels, and drama while tracing the evolution of certain themes common to the human condition. Students are expected to read at least five selected independent novels during the year. It is a writing intensive course that will prepare students for AP classes. This course has a strong concentration in writing and continues to develop an appreciation for literary study. A literary research paper is a requirement of the course.

English III

Length: Year Credits: 5
Grade Level: 11

This course of study is designed to provide an appreciation and understanding of the American experience through exploration of American literature. Various thematic units will present different perspectives on The American Dream, focusing on economic/racial/socio-political experiences. This writing intensive course addresses verbal development and critical thinking skills. Research papers and group projects are completed during this course. Summer reading may be a requirement.

Advanced English III

Length: Year Credits: 5
Grade Level: 11

This course is designed to support students as they refine critical reading, writing, and thinking skills. Students may examine writing and reading through a seminar approach in this course. Students will explore the American experience through an exploration of American Literature. Various thematic units will present different perspectives on *The American Dream*, focusing on economic/racial/ socio political experiences. This writing intensive course addresses verbal development, research composition and group projects are completed during this course. SAT preparation is integrated authentically.

Honors English III

Length: Year Credits: 5
Grade Level: 11
Prerequisites: Honors English II or prior achievement in Advanced English II

This course of study is designed to provide an appreciation and understanding of the American experience through exploration of American literature. Various thematic units will present different perspectives on The American Dream, focusing on economic/racial/socio-political experiences. Students are expected to complete a minimum of five independent texts, in addition to the regular course work. Research papers and group projects are completed during this course.

English IV

Length: Year Credits: 5
Grade Level: 12

This course is structured to reflect the 21st Century approach to learning in a semester and seminar approach. This senior experience is designed to place students in independent instructional experiences in preparation for the transition that will occur between high school, college, and the workplace. During the first semester, students will examine their critical reading, writing, and thinking skills. Semester one is dedicated to understanding and applying literary theories introduced in English III, while students will be exposed to informational texts, short fiction, and poetry. Research assignments, media, literacy and debates will be organized for students who require opportunities to support self-directed learning. The semester will conclude with a culminating project or portfolio as documentation of personal growth. During the second semester, as students demonstrate mastery of various compositional modes and become acquainted with the prerequisites for effective discourse, they will explore longer works within a self-directed critical study of them. Text selection is focused on a variety of literature from the British Isles. Students will be expected to work independently as well as collaboratively.

Advanced English IV

Length: Year Credits: 5
Grade Level: 12

This course is structured to reflect the 21st Century approach to learning in a semester and seminar approach. This senior experience is designed to place students in independent instructional experiences in preparation for the transition that will occur between high school, college and the workplace. During the first semester, students will examine their critical reading, writing, and thinking skills. Semester one is dedicated to applying and analyzing literary theories introduced in English III, while students will be exposed to informational texts, short fiction, and poetry. The semester will conclude with a culminating project or portfolio as documentation of personal growth. During the second semester, as students demonstrate mastery of various compositional modes and become acquainted with the prerequisites for effective discourse, they will explore longer works within a self-directed critical study of them. Text selection is focused on a variety of literature from the British Isles. Students will be expected to work independently as well as collaboratively. Independent reading experiences may be a requirement throughout the year.

Advanced English IV Shakespeare Option

Length: Year Credits: 5
Grade Level: 12
This course invites 12th grade students who enjoy reading, writing, research, and discussion to immerse themselves in the works of William Shakespeare as a concentrated focus for their final English course. This course is structured to reflect the 21st Century approach to learning in a seminar approach. This senior experience is designed to place students in independent instructional experiences in preparation for the transition that will occur between high school, college and the workplace. Those who hate The Bard's works are also invited to study the life, times, and works of Shakespeare through a variety of lenses. Four plays and several sonnets will be examined as works of poetry, dramatic pieces, works of social commentary, works of complex literary structure, early psychological works, and more. This course is designed to challenge conventional beliefs, deconstruct the myth of Shakespeare, and celebrate the works of the world's greatest living playwright (who just happens to have been dead for four centuries).

Honors English IV

Length: Year Credits: 5
Grade Level: 12
Prerequisites: Honors English III or prior achievement in Advanced English III

This course is structured to reflect the 21st Century approach to learning in a semester and seminar approach. This senior experience is designed to place students in independent

instructional experiences in preparation for the transition that will occur between high school, college and the workplace. Semester one is dedicated to applying and analyzing literary theories introduced in English III, while students will be exposed to informational texts, short fiction, and poetry. The semester will conclude with a culminating project or portfolio as documentation of personal growth. During the second semester, as students demonstrate mastery of various compositional modes and become acquainted with the prerequisites for effective discourse, they will explore longer works within a self-directed critical study of them. Text selection is focused on a variety of literature from the British Isles. Students will be expected to work independently as well as collaboratively. Students will be expected to engage in effective discourse throughout the year, while developing their metacognitive reflections in their journals or portfolios. Independent reading assignments will be incorporated through the year.

Advanced English IV Shakespeare Option

Length: Year Credits: 5
Grade Level: 12

William Shakespeare, who died in 1616, is the world's greatest living playwright.

Students who take this course will confront that paradox every day through interdisciplinary, performance-based cooperative and individual projects wherein students learn and unpack Shakespeare's language and themes through active engagement with the words on the page.

As they make connections, create meaning, and engage in the work of understanding Shakespeare's plays, the course will not only give students a foundation in public speaking and presentation but also prepare them for educational and workplace experiences beyond the high school classroom. The goal of the course is that students emerge with an appreciation for Shakespeare and understand his relevance in 21st century American society, a relevance that crosses cultures, contexts, and generations.

And as for students who dislike Shakespeare's works? You are especially encouraged to take this course; all perspectives are welcome. You will not simply read Shakespeare, you will embody his works. This course is open to all students who wish to immerse themselves in the history and works of William Shakespeare for their 12th grade English course.

*AP English Language & Composition *(Dual credit option)*

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisites: Prior achievement in Honors English courses

***Dual credit with Camden County College is offered for students who successfully complete this course with a B or better and complete a passing an AP essay.**

AP English Language is a course designed for academically excellent students. This course, taught in seminar format, is writing intensive and prepares students to write in a variety of forms on different subjects. It also emphasizes analytical reading of various texts and responding to them through complex and skilled prose. This course also prepares students to take the AP English Language and Composition Exam. All students enrolled in this class are encouraged to take this exam.

*AP English Literature & Composition *(Dual credit option)*

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisites: Prior achievement in Honors English courses

***Dual credit with Camden County College is offered for students who successfully complete this course with a B or better and complete a passing an AP essay.**

This course is designed for academically excellent students. This course is designed to foster scholarly study of literature with an emphasis on literary analysis, evaluation, and theoretical study through compositional development. This is a challenging course designed to fully engage students in literary scholarship. Students will study at least five works of long fiction (novels, plays) in addition to studying poetry and short fiction . This course also prepares students to take the AP Literature and Composition Exam. All students enrolled in this class are encouraged to take this exam.

Poetry/Spoken Word Workshop

Length: Year Credits: 5
Grades: 10, 11, 12

Poetry/Spoken Word Workshop is an elective course designed to immerse students in the experience of reading/writing/performing poetry. Students will learn foundational techniques of poetry-writing and spoken word by exploring form, texture, tone, and theme in contemporary poetry, while also investigating and responding to important literary movements. The course is writing intensive and classes meet in a seminar format to encourage the development of self and peer evaluation and cooperation. Its goal is to foster a deeper engagement with poetry writing

and reading, and to investigate the elements of poetry as performance. Therefore active participation is essential and writing toward publication is expected. Performance, however, though encouraged, is not necessarily required.

Shakespearean Studies
Length: Year ***Credits: 5***
Grade Level: 10, 11, 12

This course invites tenth, eleventh, and twelfth grade students who enjoy reading, performance, writing, and discussion to immerse themselves in the world of William Shakespeare. If you hate Shakespeare or are not an actor, you are especially invited to study his life, times, and works through a variety of lenses. Four plays and several sonnets will be examined as works of drama, poetry, social commentary, and early psychology. The course culminates in a year-long "playing" project designed to introduce Shakespeare to new audiences. This performance-based course is designed to challenge conventional beliefs, deconstruct the myth of Shakespeare, and celebrate the works of the world's greatest living playwright (who happens to have been dead for 400 years).

Social Justice
Length: Year Credits: 5
Grades: 10, 11, 12

This elective course examines innate human rights through an exploration of literature, poetry, philosophy and film. This multifaceted course will afford students the opportunity to develop a global awareness of crimes committed against humanity in an effort to promote social awareness and community activism. Students will examine the ways in which diversity and cultural studies develop social skills necessary to diffuse prejudice and discrimination. Students will participate in school and community events that will provide authentic real-world experiences that support social research and global awareness. Frequent opportunities to debate, discuss, reflect, and write for various audiences will foster 21st Century problem solving skills. Group and individual projects will be required as students investigate and study ways to approach national and global issues including, but not limited to poverty, discrimination, genocide, and inequitable educational opportunities.

Writer's Workshop
Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisites: English I

This course is designed as a rigorous writing experience for students to develop their skills in writing and to understand the purpose of writing as, not only a form of expression, but as an entertainment medium. This course allows students the opportunity within their high school career to develop as creative and analytical writers and to find their creative voice outside of the required courses.

Senior ELA Lab
Length: ½ Year or Full Year Credits: 2.5 or 5
Grade Level: 12

The Senior ELA Lab provides students with additional academic support in English Language Arts. Students are placed in the course upon review of their performance on statewide assessments. The class is coordinated with the NJ DOE portfolio appeal constructed response tasks for graduation testing requirements. *This course is in addition to the ELA graduation requirement.

Introduction to Law
Length: Year Credits: 5
Grade Level: 10, 11, 12

This course provides an introduction to principles of our legal system and sound legal analysis. Topics covered will include: the structure of our legal system, legal argument, analysis of rule creation and rule application jurisprudence. Students will be expected to analyze seminal legal cases, current events, and articles. Students will learn to analyze and evaluate legal and ethical viewpoints and their significance through criminal, civil, constitutional, applicable case law and current events. This course will involve active student participation in their learning. Introduction to Law would allow students who are interested in attending law school an opportunity to develop the skills necessary to succeed. Also, this course will give students a realistic view of what it is like to attend law school.

Journalism
Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

This class is the foundation for the Journalism program. This year-long course is open to students in grades 9 through 12. Students will be introduced to journalistic writing skills, desktop publishing, broadcast journalism, creative writing for the literary magazine, and yearbook design and layout. Students taking this class should have a strong interest in a variety of writing styles, basic key-boarding skills, enjoy working in cooperative groups, and enjoy the challenge of public speaking. Students will learn how to utilize *Adobe In Design* CS4 and *Photoshop* 6.0.

Journalism Lab
Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisites: Journalism

This class builds on the skills started in Journalism I. Students must be skilled in word processing and desktop publishing since this class will publish the high school

newspaper. After school meetings will be required at deadline times. Additionally, students will build a personal portfolio, containing a variety of journalistic pieces as well as creative works including poetry, short stories, one act plays, and biography or autobiography.

Contemporary Social Drama

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

This elective course will afford students the opportunity to study plays and performance works by playwrights from diverse ethnic and cultural backgrounds. In an effort to understand the unique qualities of each play, students will examine the social implications of various readings. Additionally, students will also develop and perform original issue-oriented dramatic material to provide theatrical diversity models, which encourage awareness and acceptance among fellow students. A community outreach aspect of the course will address sensitive subjects and examine issues of particular relevance to the school community, including, but not limited to: hate crimes, post 9/11 fears, gender bias, and cultural and social privilege.

Contemporary Social Drama Lab

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Contemporary Social Drama

This elective course is a continuation of Contemporary Social Drama with a focus on independent development of plays that reflect the skills and proficiencies introduced in Contemporary Social Drama. Students will develop and coordinate community outreach programs that bring the theater alive with dramatic interpretations of current issues. Students will read contemporary plays and reviews that address sensitive subjects, while studying the conventions of drama in a lab setting. Students will perform dramatic monologues and skits, many of which will be composed by the students in seminars provided for dramatic composition. Additionally, students will examine issues of particular relevance to the school community including, but not limited to: hate crimes, post 9/11 fears, gender bias, cultural and social privilege and questions about identity.

Health, Safety and Physical Education

Course Offerings	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Grading Level
Physical Education/Health	X	X	X	X	I

Physical Education Co-ed

Length: Three Marking Periods Credits: 5
Grade Level: 9, 10, 11, 12

These courses will consist of comprehensive games and skill programs. Students will participate in team games, informal games, conditioning, and recreational activities that have carry over value in adult life. Activities included are soccer, speedball, golf, flag football, volleyball, basketball, table tennis, badminton, gym hockey, track and field, tennis, aerobics, softball, lacrosse, and strength and conditioning. Ongoing fitness, conditioning, and weight training will occur throughout the course. Emphasis will be placed on student effort, leading to skill improvement.

Students will be expected to dress properly for physical education classes, consistent with approved procedures and guidelines. The final Physical Education grade is a product of:

- Preparation: including appropriate gym uniform
- Performance and Participation
- Attitude and Effort
- Performance on assessments related to activities participated in

Health 9

Length: One Marking Period
Grade Level: 9

Students will study mental and emotional health, substance abuse, contraception recap and abstinence. Topics in this course will be presented with the perspective of the students as adolescents beginning the transition into young adulthood.

Health 10

Length: One Marking Period
Grade Level: 10

This course deals extensively with driver education safety. Organ donation, drinking and driving, distracted driving and carbon monoxide poisoning are also taught as they relate to driver education.

Health 11

Length: One Marking Period
Grade Level: 11

Students will study community CPR, AED as well as the theory and skills of advanced First Aid, fire safety and prevention, HIV/HepatitisC/AIDS, drug and alcohol use/abuse, and cardiovascular disease.

Health 12

Length: One Marking Period
Grade Level: 12

Students will study cancer, health insurance and personal safety/decision making in adulthood with an emphasis on current health issues. Topics in this course will be presented with the perspective of the students as young adults preparing for life issues.

MATHEMATICS *

Course Offerings	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Grading Level
Foundations of Algebra	X				I
Algebra I		X			I
Advanced Algebra I	X				II
Honors Algebra I	X				III
Geometry		X	X	X	I
Advanced Geometry	X	X	X	X	II
Honors Geometry	X	X	X		III
Algebra II			X	X	I
Advanced Algebra II	X	X	X	X	II
Honors Algebra II	X	X	X	X	III
Advanced Precalculus		X	X	X	II
Honors Precalculus		X	X	X	III
Honors Calculus			X	X	III
AP Calculus AB			X	X	III
AP Calculus BC				X	III
Foundations of College Mathematics				X	I
Advanced Statistics			X	X	II
Honors Statistics			X	X	III
AP Statistics			X	X	III
Mathematics Research & Writing	X	X	X	X	II
Mathematics Research & Writing II		X	X	X	II
Senior Math Lab				X	I
Please see course listings for required prerequisites.					

All courses are designed to meet the New Jersey Student Learning Standards for Mathematics.

*Some courses may assign summer work.

Foundations of Algebra

Length: Year Credits: 5
Grade level: 9

This course is designed to introduce students to the fundamental concepts and applications of Algebra in a real-world context. Topics include: algebraic expressions, proportional reasoning and percents, linear equations and inequalities, graphing linear functions, order of operations, and a system of equations. Students will use graphing calculators and hands-on activities to gain an understanding of fundamental algebraic concepts and the knowledge required for Algebra I.

Algebra I

Length: Year Credits: 5
Grade level: 10
Prerequisite: Foundations to Algebra

Students in this course will explore algebra through its relationship with geometry, the physical and social sciences, and real world situations. Topics such as systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and probability will be explored. This course is designed to develop students' technological and problem-solving abilities. High school proficiency skills will be embedded within the course.

Advanced Algebra I

Length: Year Credits: 5
Grade Level: 9

This course is the foundation for all subsequent academic mathematics courses. It is designed for students who have a solid foundation in basic arithmetic and an understanding of the real number system. Topics include: the order of operations, factoring, solving and graphing linear equations and inequalities, operations with polynomials and exponents, systems of equations and the solution of word problems using variables and mathematical relationships. There is an introduction to domain and range, and an exploration of linear and quadratic equations as functions and their inverses.

Honors Algebra I

Length: Year Credits: 5
Grade Level: 9
Prerequisites: Prior academic achievement

The same topics will be taught in Honors Algebra I as in the Advanced Algebra I course. However, there is a much greater level of rigor and challenge. The expectation is that students in an Honors course are more mathematically astute and mature, and are capable of maintaining an appropriate level of academic independence. This course is designed to prepare students to pursue additional honors-level mathematics courses.

Geometry

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Algebra I

This course will emphasize and focus on in-depth problem solving skills as well as an understanding of important geometry concepts through their connection to real world applications. Topics include: properties of triangles, polygons and circles, inductive and deductive reasoning leading to the development of formal proofs, and geometric probabilities. High School proficiency skills will be embedded into the course curriculum.

Advanced Geometry

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisites: Advanced Algebra I OR prior academic achievement in Algebra I

The course begins with an array of terms, notations and illustrations to describe and represent geometric relationships among points, lines, planes, angles and figures, such as bisection, parallelism, perpendicularity, congruence and similarity. Students will be using and justifying mathematical reasoning by developing informal and formal proofs. Students will develop approaches to finding areas of plane figures (related to polygons and circles), and surface area and volume of three-dimensional figures.

Honors Geometry

Length: Year Credits: 5
Grade Level: 9, 10, 11
Prerequisites: Honors Algebra I OR prior academic achievement in Advanced Algebra I

The same topics will be covered in Honors Geometry as in Advanced Geometry; however, more difficult problems and more rigorous proofs will be selected throughout the course. The expectation is that students in an Honors course are more mathematically astute and mature, and are capable of maintaining an appropriate level of academic independence. Compass and straightedge constructions will be required of the students.

Algebra II

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisites: Algebra I and Geometry

Algebra II, like Advanced Algebra II, is designed to reinforce and extend the content primarily studied in Algebra I, including: systems of equations and inequalities, quadratic, polynomial, radical, rational, exponential, and logarithmic functions. Real world situations are modeled using graphs, tables, and algebraic descriptions. The Algebra II course provides additional supports and reinforcement in organization and the fundamentals. Potentially as a student's last secondary math course, this course is designed to provide further development of the logic, reasoning, and problem-solving needed to be prepared for a career or access to college.

Advanced Algebra II

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisites: Advanced Algebra I and Advanced Geometry OR prior academic achievement in Algebra I, Geometry

Algebra II is designed to reinforce and extend the content primarily studied in Advanced Algebra I, including: systems of equations and inequalities, quadratic, polynomial, radical, rational, exponential, and logarithmic functions. Real world situations are modeled using graphs, tables and algebraic descriptions, and provide further development of students' logic and reasoning in problem-solving.

Honors Algebra II

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisites: Honors Algebra I and Honors Geometry OR prior academic achievement

The same topics will be covered in Honors Algebra II as in the Advanced Algebra II course but with greater rigor and more challenging problems. The expectation is that students in an Honors course are more mathematically astute and mature, and are capable of maintaining an appropriate level of academic independence. This course is designed for the self-motivated student of mathematics who plans to pursue additional advanced mathematics courses, including Calculus. A graphing calculator (TI-84) is recommended for this course, and all subsequent Honors courses.

Advanced Pre-Calculus

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisites: Advanced Geometry and Advanced Algebra II

This course is designed for the mathematics student with a solid foundation in both Algebra II and Geometry. Students continue developing their mathematical reasoning through problem solving and the applications of algebraic and trigonometric functions. Emphasis is placed on independent student discovery learning and logical development of concepts. Topics covered include relations and functions, inverses, exponential and logarithmic functions, polynomial division, the rational root theorem, the unit circle, the laws of sines and the law of cosines, trigonometric equations. A graphing calculator (TI-84) is used regularly in this course.

Honors Pre-Calculus

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisites: Honors Algebra II

This challenging course will prepare students for success in Calculus. Students will participate in a rigorous approach to the following topics: relations and functions, systems of equations, polynomial division and the rational root theorem, polynomial inequalities, as well as trigonometric functions, proofs, graphs, and equations. The expectation is that students in this course are mathematically sophisticated, and capable of maintaining a high level of academic independence. Students will be expected to maintain a brisk pace with a challenging curriculum. The problems used emphasize logical reasoning and the

applications of the mathematical content. A graphing calculator (TI-84) is used extensively in this course.

Honors Calculus

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisites: Honors Precalculus OR prior academic achievement in Precalculus

Calculus is offered to college-bound students who displayed mathematical capability and success in Geometry, Algebra II, and Precalculus. Topics to be covered include slope of a curve, continuity and limits, rate of change, the derivative and its application, and the integral and its application. Although a variety of criteria will be used to evaluate achievement, grades earned will primarily be based on tests and quizzes. The purpose for using this method is to prepare students for the reality of college level assessment. A graphing calculator (TI-84) is used regularly in this course.

AP Calculus AB

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisites: Honors Precalculus

AP Calculus AB is designed for the serious and motivated mathematics student who has demonstrated consistently outstanding performances in his/her high school mathematics courses. The student who enrolls in AP Calculus AB will be expected to work at a college level, with significant study and preparation outside the classroom. Students are encouraged to take the AP Calculus Exam. Successful performance on this exam may result in students earning credit, AP, or both when they enter college. A graphing calculator (TI-84) is recommended for this course.

AP Calculus BC

Length: Year Credits: 5
Grade Level: 12
Prerequisites: AP Calculus AB

In addition to a review of Calculus AB material, students will study integration by parts and partial fractions, improper integrals, Euler's method, logistic differential equations, L'Hopital's Rule, polynomial approximations and series, and the analysis of planar curves given in polar parametric and vector form. Students are encouraged to take the AP Calculus Exam. Successful performance on this exam may result in students earning credit, AP, or both when they enter college. A graphing calculator (TI-84) is recommended for this course.

Foundations of College Mathematics

Length: Year Credits: 5
Grade Level: 12
Prerequisite: Algebra I and Geometry

This course is designed to give **senior students** a more sophisticated understanding of the fundamentals of mathematics and basic algebra. Emphasis is on developing the connections among foundational concepts, and their applications. Students will begin with an Accuplacer-like assessment, and the results will guide the focus of instruction for the specific group of students in the class. The primary objective is to prepare students planning to attend a community college for success on the Accuplacer exam in the spring. The topics of study include: operations with fractions, ratios, and proportional reasoning, equations and inequalities, and polynomials. *The use of calculators are prohibited in this class.

Advanced Statistics

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Advanced Algebra II

Look at the world through a statistician's eyes, and you will be amazed at what you see. Statistics is an upper level, elective mathematics class. This course was designed to provide juniors and seniors a detailed introduction of college-level statistics, emphasizing conceptual understanding. Students will work with data collection, descriptive statistics, probability, and technological tools to analyze statistics. The main foci of the course will be exploring univariate and bivariate data, using probability theory to produce models, and making statistical summaries and conclusions. Students will describe data sets in terms of 'typical' values and spread, and work with methods of data collection, methods of determining probability, and various probabilities, and various probability distributions. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs. The course concludes with a large-scale probability project.

Honors Statistics

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Advanced Algebra II

Analytical skills related to data are necessary in almost every branch of collegiate study. Honors Statistics is an upper level, elective mathematics class that opens the world of data analysis to students. This course is designed to provide juniors and seniors a detailed introduction of college-level statistics, emphasizing conceptual understanding. Students will follow a curriculum similar to Statistics, but with a greater pace and more rigor, and will also extend through inferential statistics. The main foci of the course will be exploring univariate and bivariate data, using probability theory to produce models, making statistical summaries and conclusions based on inferential statistics. The course also concludes with a large-scale inferential statistics project.

AP Statistics

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisites: Honors Precalculus, OR prior academic achievement in Precalculus

This rigorous college-level course provides an in-depth study of statistics for highly motivated students. Students are introduced to the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. This course will cover all of the topics included in Honors Statistics, but at a greater pace and with more depth. Students are encouraged to take the AP Exam in May, giving them the opportunity to earn college credit. A graphing calculator (TI-84) is used regularly in this course. Students will complete a large-scale inferential statistics project after the AP Exam.

Senior Math Lab

Length: ½ Year or Full Year Credits: 2.5 or 5
Grade Level: 12
The Senior Math Lab provides students with additional academic support in Mathematics. Students are placed in the course upon review of their performance on statewide assessments. The class is coordinated with the NJ DOE portfolio appeal constructed response tasks for graduation testing requirements.*This course is in addition to the Mathematics graduation requirement.

Mathematics Research & Writing

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisites: any advanced level high school math course and/or math teacher recommendation.

This is an advanced level math elective course where students will explore a diverse range of beautiful mathematics that are not taught in traditional K-12 math courses. This is a great opportunity for students who think "outside the box" and enjoy creative problem solving using their own ideas rather than methods taught by the teacher. This elective course is very different than any other high school course offered – we will not be focusing on drilling skills and procedures and there will be no state test at the end of the course. Topics include modular arithmetic, the Fibonacci numbers, the Golden Ratio, working in different bases, encryption and decoding, , the mathematics of card shuffling, and Pythagorean Triples. Each student will choose a research topic to explore and will present their work at our math fair at the end of the year. Students will interact with professional mathematicians and visit the National Museum of Mathematics in NYC.

Mathematics Research & Writing II

Length: Year Credits: 5

Grade Level: 10, 11, 12

Prerequisites: Research Topics in Mathematics

This is the second level of the Mathematics Research & Writing II course where students will continue to explore a diverse range of beautiful mathematics that are not taught in traditional K-12 math courses. Each student will choose another research topic to explore and will present their work at our math fair at the end of the year. Students will interact with professional mathematicians and visit the National Museum of Mathematics in NYC.

SCIENCE

Course Offerings	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Grading Level
Clearview Regional High School is proud to offer students all 7 of the College Board's AP science course offerings.					
AP Science Offerings					
AP Biology			X	X	III
AP Chemistry			X	X	III
AP Environmental Science			X	X	III
AP Physics 1: Algebra-Based	X				III
AP Physics 2: Algebra-Based		X	X	X	III
AP Physics C: E&M (Electricity & Magnetism)			X	X	III
AP Physics C: Mechanics			X	X	III
Chemistry Offerings					
Chemistry		X	X	X	I
Advanced Chemistry		X	X	X	II
Honors Chemistry		X	X	X	III
Earth Science Offering					
Earth Science		X	X	X	I
Advanced Environmental Science			X	X	II
Life Science Offerings					
Biology			X	X	I
Adv. Biology		X	X	X	II
Honors Biology		X	X		III
Anatomy & Physiology I			X	X	II
Anatomy & Physiology II				X	II
Physics Offerings					
Conceptual Physics	X				I
Advanced Physics	X				II
Honors Physics	X				III
Please see course listings for required prerequisites.					

All courses are designed to meet the Next Generation Science Standards and applicable NJ Student Learning Standards. AP courses are designed to meet the College Board Standards.

Conceptual Physics

Length: Year Credits: 5
Grade Level: 9

In this inquiry-based science course, students will learn the key concepts in physics by using the following science and engineering practices: asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information. Students will be provided with many opportunities to perform investigations while working with classmates to "uncover" meaning and content knowledge as it relates to multiple physics concepts.

Advanced Physics

Length: Year Credits: 5*
Grade Level: 9
Co-requisite: Advanced Algebra I or Honors Algebra I

This lab- and inquiry-based physics course is structured so that students actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of core ideas. The learning experiences provided for students will engage them with fundamental questions about the world and with how scientists have investigated and found answers to those questions. As an algebra-based physics course, students will carry out scientific investigations and engineering design projects related to core ideas in physics and apply mathematics to deepen conceptual understanding. Problem solving will require solid mathematical skills in creating and analyzing graphs, algebraic equations, and basic algebraic functions, with an introduction to basic geometry. The topics this course will focus on include forces and motion; types of interaction; energy; electricity and magnetism; and waves and their application.
*For 2019-2020, course subject to 5 credits pending course scheduling availability and constraints.

Honors Physics

Length: Year Credits: 6
Grade Level: 9, 12
Prerequisite: Honors Algebra I

This is a laboratory science course that incorporates advanced mathematical applications, relying on multiple representations to describe the physical world and more extensive algebraic representations. The appropriate Next Generation Science Standards will be addressed to raise the level of student discourse and develop essential scientific reasoning skills. This physics course will initiate a theme of energy that will continue in chemistry, followed by biology. The course will address the topics in mechanics, electromagnetism, and waves using an increased level of mathematical complexity and reduction of in-class guided practice.

AP Physics 1: Algebra-Based

Length: Year Credits: 6
Grade Level: 9
Prerequisite: Honors Geometry with District Recommendation

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. The course is based on six big ideas, which encompass core scientific principles, theories, and processes. Students will demonstrate their understanding through discussions, homework, classwork, labs, and oral and written reports. Students are encouraged to take the AP exam..

AP Physics 2: Algebra-Based

Length: Year Credits: 6
Grade Level: 10, 11, 12
Prerequisite: AP Physics 1: Algebra-Based, Honors Physics, or AP Physics C: Mechanics

AP Physics 2 is an algebra-based, introductory college-level physics course. In this course, students will develop scientific critical thinking and reasoning skills through inquiry-based learning while exploring topics such as: fluids; thermodynamics; electric force, field, and potential; electrical circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Students will demonstrate their understanding through exams, discussions, homework, classwork, labs, and oral and written reports. Students are encouraged to take the AP exam.

Biology

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Environmental Science or Earth Science

This laboratory-oriented course is divided into several units, including: various life forms, body systems, reproduction and development, relationships in the environment, and more. Throughout the course, emphasis will be placed on the importance of biology as it relates to everyday experiences. This course will fulfill the proposed state graduation requirement for a biology lab science.

Advanced Biology

Length: Year Credits: 5
Grade Level: 11
Prerequisite: Advanced Chemistry

This course is a laboratory approach to the study of living things. Advanced Biology is recommended for students planning to further their education beyond high school. Aside from meeting the college requirement for a lab science, this double lab period course strengthens student's academic bases for those pursuing careers in science-related fields. Students enrolled in this course are expected to work independently and be self-motivated.

Honors Biology

Length: Year Credits: 6
Grade Level: 10, 11, 12
Pre or Co-requisite – Honors Chemistry

This inquiry, lab-based course is intended to provide a foundation for college biology courses and AP Biology. There is a strong emphasis on laboratory skills, problem solving, and critical thinking. Students will analyze case studies, current events in the literature, and develop and execute their own research projects. The topics covered include Evolution, Ecology, Human Impacts, Biochemistry, Cellular Energy, and Genetics. As the capstone course in the Honors Science sequence, students are expected to understand the connections between the physical and biological sciences.

AP Biology

Length: Year Credits: 6
Grade Level: 11, 12
Prerequisites: Honors Biology AND Honors Chemistry

The AP Biology course is designed to be the equivalent of an introductory college course usually taken by science majors during their first year. Students should have demonstrated several qualities, such as interest, aptitude, creativity, motivation, and maturity. The student who selects this course should understand that the course demands time and effort well beyond that of a typical high school biology course. Students are encouraged to take the AP exam.

Earth Science

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Conceptual Physics

Earth Science is a lab based/inquiry science course that actively engages students in scientific and engineering practices that deepen their understanding of several core ideas. The first core idea, Earth's Systems, focuses on the processes that drive Earth's conditions and its continual evolution. The second core idea, Earth and Human Activity, address society's interaction with the planet. Finally the third core idea, Earth's Place in the Universe, describes the universe as a whole and addresses its grand scale in both space and time. Students will engage in activities that explore fundamental questions about the world and how scientists have investigated and found answers to these questions.

Chemistry

Credits: 5
Length: Year
Grade Level: 10, 11, 12
Prerequisites: Completion of Physics

This is an introductory chemistry course designed to explore the interactions between matter by examining both the macroscopic and microscopic levels. We will explore matter and its properties through classification and changes in state. Topics include atomic and molecular structure, physical and chemical changes, states of matter, chemical bonding, and reactions. Course focuses on pattern recognition and critical thinking skills.

Advanced Chemistry

Length: Year Credits: 5
Grade Level: 10
Prerequisites: Algebra I AND Advanced Physics

Advanced Chemistry is an introductory lab- and inquiry-based chemistry course. This course emphasizes discussions, activities, and laboratory exercises, which contribute to the understanding of the behavior of matter at the macroscopic, molecular and atomic levels. Utilizing mathematics and a knowledge of chemical behavior, students will be able to understand the role of chemicals and chemical reactions in their everyday lives.

Honors Chemistry

Length: Year Credits: 6
Grade Level: 10, 11, 12
Prerequisite: Honors Algebra I and Honors Physics

Honors Chemistry is an advanced lab and inquiry-based chemistry course. The instruction in this course develops conceptual understanding in chemistry. Honors Chemistry incorporates advanced mathematical applications and discourse to describe the physical world, and develops essential scientific reasoning skills.

AP Chemistry

Length: Year Credits: 6
Grade Level: 11, 12
Prerequisites: Honors Chemistry, Honors Algebra II, Pre-calculus
**Pre-calculus may be taken concurrently*

The AP Chemistry course is designed to be the equivalent of an introductory college course usually taken by science majors during their first and second semester at the college level. The course will contribute to the development of the students' ability to express ideas with clarity and logic, both orally and in writing. Topics such as acids and bases, kinetic theory of gases, chemical equilibria, chemical kinetics, thermochemistry, and the basic concepts of electrochemistry are studied in depth. The advanced work in Honors Chemistry will serve as a foundation for all AP Chemistry coursework. It is recommended that a student have a course in High School Physics, High School Biology and a four- year college prep program in School mathematics. Students are encouraged to take the AP exam. Summer work required.

Advanced Environmental Science

Length: Year Credits: 5
Grade Level: 11, 12
Co-requisites: Advanced Biology or Honors Biology or Biology with Teacher Recommendation

The goal of this inquiry-based course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course is interdisciplinary and embraces a wide variety of topics from different areas of study. Students enrolled in this course are expected to work independently and be self-motivated.

AP Environmental Science

Length: Year Credits: 6
Grade Level: 11, 12
Prerequisites: Advanced Biology OR Honors Biology

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course is interdisciplinary and embraces a wide variety of topics from different areas of study. There are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the course: science is a process, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans alter natural systems, environmental problems have a cultural and social context, and human survival depends on developing practices that will achieve sustainable systems. Students are encouraged to take the AP exam.

AP Physics C: Electricity & Magnetism

Length: Year Credits: 6
Grade Level: 11, 12
Prerequisites: AP Physics 1 or Honors Physics, and AP Calculus AB or Honors Calculus (may be taken concurrently)

In this calculus-based course, students will study topics such as: electrostatics, conductors, capacitors and dielectrics; electric circuits; magnetic fields; electromagnetism. Students will be expected to work at a college level in this independently structured course, and will demonstrate their understanding through exams, open-ended labs, class discussions, problem solving and projects. A calculus background is required, and AP Calculus AB or Honors Calculus may be taken concurrently. Students are strongly encouraged to take the AP exam.

AP Physics C: Mechanics

Length: Year Credits: 6
Grade Level: 11, 12
Prerequisites: AP Physics 1 or Honors Physics, and AP Calculus AB or Honors Calculus (may be taken concurrently)

In this calculus-based course, students will study topics such as kinematics, Newtonian mechanics, energy, momentum, rotational kinematics and dynamics, oscillatory motion, gravitation and planetary motion in considerable depth using calculus. Students will be expected to work at a college level in this independently structured course, and will demonstrate their understanding through exams, open-ended labs, class discussions, problem solving and projects. A calculus background is required, and AP Calculus AB or Honors Calculus may be taken concurrently. Students are encouraged to take the AP exam.

Anatomy & Physiology I

Length: Year Credits: 5
Grade Levels: 11, 12
Prerequisite or Co-requisite: Advanced Biology OR Honors Biology

Anatomy & Physiology I is a high school-level elective course that focuses primarily on the human body and its systems. It examines the structure and function of the

human body and the mechanisms for maintaining homeostasis within it. Areas of study include the language of anatomy, the integumentary, skeletal, muscular, and nervous systems. As part of the curriculum to provide students hands-on application and study of the systems, student will participate in a variety of lab dissections, including, but not limited to, sheep brain, chicken wing, frog, and cats. The cat dissection will cover the gross anatomy of the muscular system in detail and provide an overview of all body systems. Additionally, the course will include current events and case studies in the field of medicine that relate to humans on a physiological level.

Anatomy & Physiology II

Length: Year Credits: 5
Grade Level: 12
Prerequisite: Anatomy and Physiology I

Anatomy & Physiology II is a college-level elective course that will focus primarily on the human body and its systems. We will examine the structure and function of the human body and the mechanisms for maintaining homeostasis within it. Specifically, we will focus on the special senses, blood, cardiovascular system, respiratory system, digestive system, urinary system, and the male/female reproductive systems. There will be various dissections throughout the year. Additionally, the course will include current events and case studies in the field of medicine that relate to humans on a physiological level and a job-shadowing opportunity that will give the students real-world experiences. Anatomy and Physiology II will benefit students who took an interest in Anatomy and Physiology I and want to pursue an education in this area of science.

SOCIAL STUDIES

Course Offerings	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Grading Level
World History	X				I
Advanced World History	X				II
Honors World History	X				III
AP World History: Modern	X		X	X	III
US History I		X			I
Advanced US History I		X			II
Honors US History I		X			III
AP US History I **		X			III
US History II			X		I
Advanced US History II			X		II
Honors US History II			X		III
AP US History II **			X		III
Honors Economics		X	X	X	III
History Through Film		X	X	X	II
Sociology			X	X	II
AP US Government & Politics**			X	X	III
Contemporary America				X	II
Intro. to Psychology				X	II
AP Psychology				X	III

All courses are designed to meet the New Jersey Student Learning Standards for Social Studies. AP courses are designed to meet the College Board Standards.

*****Summer Assignments may be required***

World History

Length: Year Credits: 5
Grade Level: 9

World History is a full-year survey course designed for ninth grade students. Its focus is the diverse social, economic, and political concepts resulting from the interaction of cultural groups. Specific historical periods will be studied, beginning with the key events and effects of the Renaissance. The themes of the course will include continuity and change, geography and history, religions and value systems, technology, art, and literature. The goal of the course is to help students understand how the complex world came to be and the course of events that led to current concerns and issues affecting the world today.

Advanced World History

Length: Year Credits: 5
Grade Level: 9
Prerequisites: Prior academic achievement in 8th grade Social Studies

The content and time periods examined are the same as described in World History, but the instructional pace is more rigorous and is designed to prepare students for Advanced United States History I and II.

Honors World History

Length: Year Credits: 5
Grade Level: 9
Prerequisites: Prior academic achievement in 8th grade Social Studies

The content and time periods examined are the same as described in World History and Advanced World History, but the instructional pace is more rigorous and is designed to prepare students for Honors United States History I, II and AP United States History as a junior or senior year elective.

**AP World History: Modern*

Length: Year Credits: 5
Grade Level: 9, 11, 12
Prerequisites for grade 9: Overall average of a 97 or higher in both Social Studies 8 and ELA 8 (or a 94 in Honors ELA 8); NJSLA ELA scaled score of 800 or better; teacher recommendation from current Social Studies teacher

Prerequisite for Grades 11-12: Prior achievement in Honors Social Studies

The Advanced Placement World History course is organized around key concepts to foster a deeper level of learning while covering the chronological periods of world history from 1200 C.E. to the present. Essential content will be studied in the context of course themes including Theme 1: Interactions Between Humans and the Environment; Theme 2: Development and Interaction of Cultures; Theme 3: State-Building, Expansion, and Conflict; Theme 4: Creation, Expansion, and Interaction of Economic Systems; and Theme 5: Development and Transformation of Social Structures. Students develop and use the same skills, practices, and methods employed by historians: analyzing sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. Students are expected to work with primary and secondary resource materials on a regular basis and complete AP level DBQ assignments (document-based questions).

Due to the rigorous nature of the course, it is strongly recommended that students concurrently take Honors English in order to reinforce the superior reading comprehension and writing skills needed to find success in this course. This course will offer students the ability to earn college credit and all students will be encouraged to take the AP exam in May.

**Students in Grade 9 may select AP World History to replace their World History requirement for graduation. This course may also be taken as an elective in grades 11-12.*

United States History I

Length: Year Credits: 5
Grade Level: 10
Prerequisite: World History

This course is a survey of United States history from the Post-Revolutionary War to World War I. Special emphasis will be placed on the growth of the United States, the various cultural groups, and their impact on the development of the United States. This course, the advanced course or the Honors course is required of all students.

Advanced United States History I

Length: Year Credits: 5
Grade Level: 10
Prerequisites: Advanced World History or prior achievement in World History

The content and time periods examined are the same as described in United States History I, but the instructional pace is more rigorous and is designed to prepare students for Advanced United States History II. This course is for students of high academic ability, emphasizing concepts and trends, as well as facts. Challenging assignments are designed to develop writing and reading skills in preparation for college.

Honors United States History I

Length: Year Credits: 5
Grade Level: 10
Prerequisites: Honors World History or prior achievement in Advanced World History

The content and time periods examined are the same as described in United States History I, but the instructional pace is more rigorous and is designed to prepare students for Honors United States History II. This course is for students of high academic ability, emphasizing concepts and trends, as well as facts. Challenging assignments are designed to develop writing and reading skills in preparation for college.

United States History II

Length: Year Credits: 5
Grade Level: 11
Prerequisite: US History I

This course is a survey of United States History in the twentieth and twenty-first century beginning with the post-World War I era to the present day. The development of the United States as a world power and the rapid changes in American society will be emphasized.

Advanced United States History II

Length: Year Credits: 5
Grade Level: 11
Prerequisites: Advanced US History I or prior achievement in US History I

The content and time periods examined are the same as described in United States History II, but the instructional pace is more rigorous and is designed to better prepare students for college. This course is for students of high academic ability, emphasizing concepts and trends, as well as facts. Challenging assignments are designed to develop writing and reading skills.

Honors United States History II

Length: Year Credits: 5
Grade Level: 11
Prerequisites: Honors US History I or prior achievement in Advanced US History I

The content and time periods examined are the same as described in Advanced United States History II, but the instructional pace is more rigorous and is designed to better prepare students for college. This course is for students of high academic ability, emphasizing concepts and trends, as well as facts. Challenging assignments are designed to develop writing and reading skills.

**AP United States History I*

Length: Year Credits: 5
Grade Level: 10
Prerequisites: Strong grades in Honors/AP World History and teacher recommendation

AP US History I is the beginning of a challenging two year US History program for academically motivated students with an interest in history, as well as strong skills in reading comprehension and written expression. AP US I examines historical events from the early colonization of North America to the close of the frontier in 1890. The course is designed to help students develop skills in critical thinking, analysis of historical documents, persuasive writing, and assessment of historical evidence. Students will be asked to respond to sophisticated questions about the past and relate these questions to larger patterns and trends, with an emphasis on cause and effect and change over time. Students will learn to draw informed conclusions and to present reasons and evidence clearly and persuasively. The rigors of the course include regular nightly reading, regular class discussions, independent study, note-taking, multiple-choice questions, document-based essays, free response essays, and command of a college-level textbook. Students will need to demonstrate strong time management skills and responsibility for the content of assigned readings.

**AP United States History II*

Length: Year Credits: 5
Grade Level: 11
Prerequisites: Successful completion of AP US History I

AP US History II is the second year of a challenging two year US History program for academically motivated students with an interest in history, as well as strong skills in reading comprehension and written expression. AP US II examines historical events from the close of the frontier in 1890 to the contemporary era.

The course is designed to build upon the skills students developed in AP US I: critical thinking, analysis of historical documents, persuasive writing, and assessment of historical evidence. Students will be asked to respond to sophisticated questions about the past and relate these questions to larger patterns and trends, with an emphasis on cause and effect and change over time. Students will learn to draw informed conclusions and to present reasons and evidence clearly and persuasively. The rigors of the course include regular nightly reading, regular class discussions, independent study, note-taking, multiple-choice questions, document-based essays, free response essays, and command of a college-level textbook. Students will need to demonstrate strong time management

skills and responsibility for the content of assigned readings.

Honors Economics

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Prior achievement in Honors Social Studies

This challenging honors academic elective, designed for college bound students who are planning for such majors as business, economics, accounting, finance, math, advertising, marketing, history, law, political science or education, as well as those who aspire to be the owner/operator of their own business or non-profit organization. The instructional pace is rigorous and students will be expected to have a strong background in independent reading and analysis, note-taking, research and writing, study skills and work ethic. Honors Economics will require daily attention outside of class to financial current events from financial news sources. There will be a strong emphasis on 21st Century skills, including problem solving, group presentations, discussion, debate and critical thinking. The course will provide instruction in the principles of economic analysis and institutions with regard to their impact on financial markets, and issues of public policy. Economic concepts will be applied to real-world situations. Topics of study will include current economic conditions, monetary and fiscal policy, cost/benefit analysis, supply and demand, the role of labor, business and government in our economy and global trade.

History Through Film

Length: Year Credits: 5
Grade Level: 10, 11, 12

This course is designed to address significant themes past and present by using films as cultural artifacts and historical instruments to examine various events, people, and trends. Students will critically analyze each film in order to determine bias, historical accuracy, and cultural impact. Moreover, students will examine the influence that film has on our understanding of history and the contemporary world. Throughout the year, students will be expected to work collaboratively, conduct research, analyze primary and secondary sources, and present findings regarding specific events that illustrate microcosms of broader social, cultural, political, economic, and environmental themes.

Sociology

Length: Year Credits: 5
Grade Level: 11, 12

This course will provide students with an introduction to the content, methods, and theory of the social science of sociology. It will provide students with broad knowledge, skills, and background desirable for future careers in law, social work, social research, advertising, journalism, industrial management, education, psychology, and political science. Students will learn the structure and evolution of culture along with analysis of culture's effects on individual personality development, the socialization process, their formation and how they interact. It will address an analysis of current social topics including changing family structures, stages of social development, the criminal justice system, racial, ethnic and gender roles, the role of the media, and other current issues facing today's citizens.

*AP US Government & Politics *(Dual Credit Option)*

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisites: Prior achievement in Honors Social Studies

***Dual credit with Camden County College is offered for students who successfully complete this course with a B or better.**

This course will give students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute United States politics. Topics include constitutional underpinnings, political parties, interest groups, and mass media; institutions of national government; public policy; civil rights and civil liberties.

This course will offer students the opportunity to earn college credit. Owing to the fast paced nature of the course, a superior reading comprehension level is needed. Enrollment in 11th or 12th grade Honors English or AP is also strongly advised. All students will be encouraged to take the AP exam in May.

Contemporary America

Length: Year Credits: 5
Grade Level: 12
Prerequisites: US History I and US History II

The core of this course is contemporary American History beginning with the end of the Vietnam War and Watergate to present. Emphasis is placed on political movements,

leaders, legal issues, foreign affairs, national and international conflicts and their resolutions, and social issues such as ideas about rights and equality and the changing structures of gender, class, and race. World Geography is also applied to these areas with special attention given to the Middle East, Asia, and Europe. Current events are a component of this course through the use of various periodicals and online sources. Students will also debate the social issues that are currently being examined by our society.

The student who enrolls in this course will be expected to work at a college level. The class will move very quickly, requiring students to complete independent work. As a communications intensive subject, students will be expected to engage intensively with the material through frequent oral and written exercises. Students will sometimes be required to debate issues on an unbiased level that may conflict with personal beliefs. Students will also be required to discuss controversial and sometimes sensitive topics.

Introduction to Psychology

Length: Year Credits: 5
Grade Level: 12

This introductory course will provide students with an overview of the central concepts within the discipline of psychology that are also present within an introductory level college psychology course. There will be an emphasis placed on viewing psychology as a science while exploring the many subfields of psychology. Topics to be covered in this course include the brain, sensation and perception, sleep, learning, memory, development, mental health and therapy, and social psychology. These topics will be analyzed and applied in order to better understand human behavior and social interaction. In addition, the course will incorporate and emphasize current psychological research and its contribution to the various fields of psychology in order to promote intellectual curiosity, critical evaluation of psychological concepts, and awareness of future career paths in this field.

*AP Psychology * (Dual Credit Option)*

Length: Year Credits: 5
Grades Level: 12

*Dual credit with Camden County College is offered for students who successfully complete this course with a C or better.

AP Psychology is an elective course offered to seniors who wish to complete a high school course that is equivalent to an introductory college course in Psychology. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. Students also will learn about ethical issues and research methodology that psychologists incorporate in their science and practice. Students will be provided with numerous opportunities to apply psychological concepts, theories, and methods to real-life situation, as well as in student-created and designed experiments. Students interested in this course should have a strong academic background in English and/or History. Students will be expected to accept the rigorous academic challenges of an AP course by being highly motivated and dedicated to work well independently outside of the classroom. Students will be encouraged to take the AP exam in the spring.

VISUAL & PERFORMING ARTS

Course Offerings	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Grading Level
Intro to Art	X	X	X	X	II
Art I	X	X	X	X	II
Digital Art and Design		X	X	X	II
Art II		X	X	X	II
Honors Art III			X	X	III
AP Studio Art*				X	III
View Singers (NEW)	X	X	X	X	II
Concert Choir	X	X	X	X	II
Honors Vocale Ensemble	X	X	X	X	III
Symphonic Band	X	X	X	X	II
Wind Symphony	X	X	X	X	II
Honors Wind Ensemble	X	X	X	X	III
Introduction to Piano Techniques	X	X	X	X	II
Piano Seminar		X	X	X	II
Music Theory		X	X	X	II
AP Music Theory*			X	X	III
Intro to Guitar	X	X	X	X	II

All Visual and Performing Art courses meet the State requirements for Visual and Performing Arts.

Please see course listings for required prerequisites.

***Summer Assignments may be required**

Intro to Art

Length: Year Credits: 5
Grade level: 9, 10, 11, 12

This introductory studio course is a full year elective that will prepare the student for further high school art experiences. The student will be introduced to skills and media that are utilized in the other art electives including: drawing, painting, ceramics, the elements of art and principles of design, color theory, the critical process, and keeping a visual journal.

Art I

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

Art I is an introductory level course and is a prerequisite for all other classes in the Visual Arts, except Experiences in Art. Art I is a foundational course in the visual arts, emphasizing the elements & principles of art. This course will cover a variety of art-related topics, which include technical drawing skills, design elements and principles, color theory, two and three-dimensional design, aesthetics, and art history. The students will also be introduced to a variety of different approaches to art-making. These might include printmaking, sculpture, painting, collage, drawing and illustration. Instructional emphasis will rely heavily on the foundation areas of drawing using the "ten basic drawing criteria".

Digital Art and Design

Length: Year Credits:5
Grade Level: 10, 11, 12

Prerequisite: Art I OR Exp in Art OR Technology I OR CAD I OR Media I

This course allows students to explore their creative potential, and use of computer imaging, typography, layout, and design programs as an artist's tool. Through creative problem solving, exposure to S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) content and critique, students will gain conceptual knowledge while building a portfolio of work. These tools will help students to express and present themselves visually by blending art with technology.

Art II

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Art I

Art II is a year-long course, designed to advance skills and concepts studied in Art I. Students will be given opportunities to expand their knowledge and talents by incorporating drawing skills with newly learned techniques and applications. Furthermore, students will be able to identify, discuss, and create projects which incorporate color theory, painting, printmaking, and art history. Emphasis will be placed upon creative problem solving, development of effective communication skills (both verbal and nonverbal), and application of the elements and principles of design. Skills acquired in this course should assist students in making art independently as well as preparing them for advanced art courses at Clearview.

Honors Art III

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisites: Art II

Honors Art III is the required preparatory course for students wishing to continue into AP Art IV in their senior year. The course is designed to advance skills and concepts studied in Art II. Students will be given opportunities to expand their knowledge and talents by incorporating drawing, painting, and color skills with newly learned techniques and applications. Furthermore, students will be able to identify, discuss, and create projects which incorporate three-dimensional design, sculpture, and ceramics. The goal of the course is to complete a series of art projects that will serve as the initial portion of a college portfolio. This course is an essential component for a student to have enough completed art works to apply to AP Art IV.

AP Art &Design

Length: Year Credits: 5
Grade Level: 12
Prerequisites: Art III/Honors Art III

AP Studio Art IV is a course designed for the artistically talented student who is seriously interested in the practical experience of art. The student should have successfully completed Art III with demonstrated academic success. This course will prepare students for the AP assessment in Art, and all students are encouraged to participate in this assessment process in May. Assessment for AP Studio Art is based upon submission and evaluation of the student's portfolio work, which consists of three sections: quality, breadth and concentration. A written *Statement of Purpose* must also accompany the portfolio. Students will be expected to work extensively outside of the classroom in order to complete the portfolio. Summer assignments will be required in this course.

View Singers

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

All 9th grade students and any student enrolling in the High School Choral program are to eligible to take this course. This course provides students with the opportunity for vocal development, ear training, and sight reading through a study of various choral works. Attitude, participation, and improvement will be the major determinants for the student's grade. All students are required to participate in the scheduled concerts throughout the school year. Students will have the opportunity to audition for the Concert Choir and Vocale Ensemble for the following year.

Concert Choir

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

The course will continue to provide students with the opportunity for vocal development, ear training, and sight reading through a study of various choral works. All students are required to participate in the scheduled concerts throughout the school year. Students will have the opportunity to audition for the Vocale Ensemble for the following year. Returning members to Concert Choir are required to re audition.

Honors Vocale Ensemble

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisite: Audition required

This honors-level course is for the advanced and exceptionally gifted choral student. Students will be expected to function at a high level of musicianship. Entrance to this ensemble is through audition that will occur in the spring of the prior year. Returning members to the Ensemble must re-audition for the class. Students will be expected to perform at a variety of functions throughout the year. Additionally, students will be expected to attend evening practices.

Symphonic Band

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisite: Previous enrollment in high school or middle school band program.

The Symphonic Band is dedicated to the musical, emotional, and intellectual development of instrumental music students. Achievement of this mission includes the continual development of aural and oral music training, foundational theory knowledge, as well as core instrumental technique. The Symphonic Band studies a diverse selection of wind musical repertoire; including cornerstone band literature, transcriptions from other musical mediums, works with feature artists, and popular music arrangements/transcriptions. The Symphonic Band seeks to develop students individual instrumental music technique through a variety of literature (Grade 2 – 3 ½) and strives to balance a variety of genres and styles in performance. Symphonic Band students are encouraged to work towards advanced musical studies, including private lessons and participation in regional and state honors music auditions and ensembles. The group performs two to four times in a school year, including individual, chamber ensemble, and large ensemble works for diverse audiences including the extended Mullica Hill community as well as at regional and state festivals. Students are expected to perform at numerous extracurricular events throughout the school year, both during and outside the school day.

Wind Symphony

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisite: Successful placement by district music teachers as well as previous enrollment in high school or middle school band program.

The Wind Symphony is dedicated to the musical, emotional, and intellectual development of instrumental music students. Achievement of this mission includes the continual development of aural and oral music training, foundational theory knowledge, as well as core instrumental technique. The Wind Symphony studies a large and diverse selection of wind musical repertoire; including cornerstone band literature, transcriptions from other musical mediums, works with feature artists, and popular music arrangements/transcriptions. The Wind Symphony performs high school level literature (Grade 2 ½ - 4), with an eye towards developing advanced musical understanding and expression. Wind Symphony students are highly encouraged to work towards advanced musical studies, including private lessons and participation in regional and state honors music auditions and ensembles. The group performs between three and five performances in a school year, including individual, chamber ensemble, and large ensemble works for diverse audiences including the extended Mullica Hill community as well as at regional and state festivals. Students are expected to perform at numerous extracurricular events throughout the school year, both during and outside the school day.

Honors Wind Ensemble

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisite: Successful placement by district music teachers as well as previous enrollment in high school or middle school band program.

The Honors Wind Ensemble is dedicated to the musical, emotional, and intellectual development of instrumental

music students. Achievement of this mission includes a mastery of aural and oral music training, foundational theory knowledge, as well as core instrumental technique. The Honors Wind Ensemble studies a large and diverse selection of wind musical repertoire; including cornerstone band literature, transcriptions from other musical mediums, works with feature artists, and popular music arrangements/transcriptions. The Wind Ensemble performs literature in line with advanced high school ensembles (Grade 3 ½ - 6), and seeks the highest mastery of artistic intent. Honors Wind Ensemble students are expected to participate in advanced musical studies, including private lessons and participation in regional and state honors music auditions and ensembles. The group performs between five and eight performances in a school year, including individual, chamber ensemble, and large ensemble works for diverse audiences including the extended Mullica Hill community as well as at regional and state festivals. Students are expected to attend all performances throughout the school year, both during and outside the school day.

Introduction to Piano Techniques

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

The Introduction to Piano Techniques class is designed for the music student who desires instruction on the piano. Piano keyboard skills will be taught in a group instructional setting with an emphasis on music literacy. By working through a sequential method series, students will acquire a core of basic playing and reading skills; more advanced students will be able to progress according to their abilities. To achieve this, students should expect to participate in independent practice, self-directed activities and performance-based evaluations. Throughout the year, students will prepare pieces to be performed for the teacher and their peers. This class is intended for students who have previously demonstrated strong interest or talent in music.

Piano Seminar

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Introduction to Piano Techniques

Piano Seminar will provide experienced and accomplished pianists the opportunity to cultivate their technical and artistic skills. Students will explore a repertoire of the Baroque, Classical, Romantic and Modern eras. Activities will include individual practice, ensemble playing, written and aural theory drills, and a performance project. This class is intended for self-motivated music students who can successfully participate in a self-directed activity.

Music Theory

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: One year of high school band/choir, private lessons OR permission of instructor Student has the ability to read musical notation fluently.

This course is designed for the serious music student who wishes to improve written and aural musical skills. It is expected that the entering student is already able to read music. The course will include the study of all aspects of music theory, including notation, analysis, sight-singing, composition, and harmony. Students will utilize the Music Theory Lab and its MIDI/Computer stations complete with piano keyboards, notation software and instructional programs. This class will prepare music students for AP Music Theory or college level musical study.

AP Music Theory

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisites: Music Theory I

AP Music Theory is a course designed for the musically talented student who has previously demonstrated academic excellence in Music Theory I. This course will prepare students to take the AP Music Theory exam. Students enrolled in this course are encouraged to take the exam, which is administered in May of each school year. The material covered in this course is equivalent to a first-year college music theory course. The course will address musical notation, terminology, compositional skills, analysis, aural skills, and sight-singing. The development of listening skills, especially those involving recognition and comprehension of melodic and rhythmic patterns, harmonic function, small forms, and compositional techniques will be emphasized. Musical examples studied will be selected from a standard repertoire with some exposure to contemporary, jazz, vernacular, and non-Western music. Summer assignments may be required.

Introduction to Guitar

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

The Introduction to Guitar class is designed for students who desire instruction on playing the guitar. Guitar skills will be taught in a group instructional setting. Students will acquire a core of basic playing and reading skills; more advanced students will be able to progress according to their abilities. To achieve this, students should expect to participate in independent practice, self-directed activities and performance-based evaluations. This class is intended for students who have a strong interest in music.

WORLD LANGUAGES

Course Offerings	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Grading Level
Spanish Conversation & Culture	X	X	X	X	I
Spanish I	X	X	X	X	I
Advanced Spanish I	X	X	X	X	II
Spanish II		X	X	X	I
Advanced Spanish II	X	X	X	X	II
Advanced Spanish III		X	X	X	II
Honors Spanish III		X	X	X	III
Honors Spanish IV			X	X	III
Honors Spanish V				X	III
Advanced French I	X	X	X	X	II
Advanced French II	X	X	X	X	II
Honors French III		X	X	X	III
Honors French IV			X	X	III
AP French				X	III
Advanced German I	X	X	X	X	II
Advanced German II	X	X	X	X	II
Honors German III		X	X	X	III
Honors German IV			X	X	III
Honors German V				X	III
Advanced Latin I	X	X	X	X	II
Advanced Latin II		X	X	X	II
Honors Latin III			X	X	III
Honors Latin IV				X	III
Please see course listings for required prerequisites.					

Advanced French I

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

Advanced French I is an introductory course to the fundamentals of the French language. Primary emphasis will be on the listening and speaking skills of the language, with limited reading and writing at the beginning of the course. Students are expected to participate on a daily basis and make a serious academic commitment toward advancing in the study of French. French films, popular music and customs of the French-speaking world will be featured.

Advanced French II

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisite: Advanced French I

Advanced French II is a continuation of Advanced French I with continued emphasis on speaking and greater emphasis on reading, writing, and basic grammar. Vocabulary will continue to be presented through culturally-based thematic scenarios. Customs and traditions of French-speaking countries will be examined and discussed.

Honors French III

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Advanced French II

***Dual credit with Camden County College is offered for students who meet requirements and want to apply.**

This is a fast-paced course with high expectations designed for the student continuing in the study of French. Advanced conversation and grammar, reading, writing, and oral discussion will be emphasized. Customs and traditions of French-speaking countries will be examined and discussed in greater detail.

Honors French IV

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Honors French III

***Dual credit with Camden County College is offered for students who meet requirements and want to apply.**

The fourth-year course will stress the conversational skills needed to communicate effectively in French. Improvement in pronunciation will also be an important component to the course. Writing skills will be improved and expanded through compositions on cultural topics of interest. French music and cinema will also be featured.

AP French

Length: Year Credits: 5
Grade Level: 12
Prerequisite: Honors French IV

***Dual credit with Camden County College is offered for students who meet requirements and want to apply.**

Students who enroll in AP French should already have a strong command of French grammar, vocabulary, and competence in listening, reading, speaking, and writing. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had substantial course work in the language. The course will emphasize the use of language for active communication and help students develop the following:

- the ability to understand spoken French in various contexts.
- a French vocabulary sufficiently ample for reading
- newspaper and magazine articles, literary texts, and other non-technical writings without dictionary dependence.
- the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.

Course content will reflect intellectual interests shared by the students and teacher (the arts, current events, literature, sports, etc.). Materials will include audio and video recordings, films, newspapers, and magazines.

The course seeks to develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines rather than to cover any specific body of subject matter. Extensive training in the organization and writing of compositions will also be emphasized. Students will be encouraged to take the AP exam in the spring.

Advanced German I

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

Advanced German I is an introductory course to the fundamentals of the German language. Primary emphasis will be on the listening and speaking skills of the language, with limited reading and writing at the beginning of the course. Students are expected to participate on a daily basis and make a serious academic commitment toward advancing in the study of German. German films, popular music and customs of the German-speaking world will be featured.

Advanced German II

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisite: German I in Middle School

This course continues and intensifies the study of the fundamentals of speaking, reading, and writing German, including an increased amount of cultural material. Vocabulary and more advanced grammar will be developed and practiced through oral discussion.

Honors German III

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Advanced German II

***Dual credit with Camden County College is offered for students who meet requirements and want to apply.**

Honors German III is an intense course designed for the student continuing in German. A continuation of grammar review and instruction, composition, and oral discussion will be the primary focus in this course. Vocabulary and the understanding of German culture will be increased through the reading of short stories by various German authors.

Honors German IV

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Honors German III

***Dual credit with Camden County College is offered for students who meet requirements and want to apply.**

Honors German IV refines the reading, writing, and speaking skills already established in Honors German III. Conversation and composition will be a major part of the student's daily performance. Along with selected writing of major authors, students will be exposed to current German newspapers and selected magazines. At this level, serious attention to speaking, reading and writing the language in a career setting is addressed.

Honors German V

Length: Year Credits: 5
Grade Level: 12
Prerequisite: Honors German IV

***Dual credit with Camden County College is offered for students who meet requirements and want to apply.**

The fifth year of study will reinforce and broaden previously acquired knowledge and skills. This will enhance the student's appreciation and enjoyment of German literature and culture. Oral communication skills will be polished, writing style and techniques will be refined, and auditory and reading comprehension will be expanded through increased frequency of exposure to the literature of the language. Auditory comprehension will be sharpened through exposure to the language spoken with increased sophistication and speed. At this level, serious attention to speaking, reading, and writing the language in a career setting is addressed.

Advanced Latin I

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

Students enrolled in this course are expected to participate actively on a daily basis, maintain a high performance level, and make a serious academic commitment toward the study of the language. This initial Latin course will focus on the mastery of Latin forms, syntax, and vocabulary. Careful attention will be paid to the practical application of Latin in English vocabulary and grammar. Students will also gain a comprehensive background of the historical and cultural aspects of Roman civilization and its influence on the Western World.

Advanced Latin II

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Advanced Latin I

This course continues the study of Advanced Latin I, beginning with a review of basic forms, syntax, and vocabulary. Reading and writing in Latin is continued, and the study of roots, prefixes, and suffixes is intensified. Advanced instruction in grammar and syntax will prepare the student to read selections from Julius Caesar's writings.

Honors Latin III

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Advanced Latin II

***Dual credit with Camden County College is offered for students who meet requirements and want to apply.**

Honors Latin III will include a grammar review and use of the subjunctive mood. Readings from selected Roman authors, including Caesar, Martial, and Pliny, will develop a greater understanding of Roman culture and mythology.

Honors Latin IV

Length: Year Credits: 5
Grade Level: 12
Prerequisite: Honors Latin III

***Dual credit with Camden County College is offered for students who meet requirements and want to apply.**

Honors Latin IV will include readings from such authors as Cicero, Virgil, and Catullus. Through extensive readings of these authors, students will gain greater insight into Roman history and culture.

Spanish Conversation & Culture

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

This course is designed for students to meet the one-year High School World Language requirement. Upon successful completion of this course, a student may elect to enroll in Spanish I. The focus of this course will be oral communication in Spanish through a thematic approach. Students will be expected to ask and answer questions and initiate and continue conversations in appropriate linguistic and cultural fashion in given situations. There will be some guided written and project work required. The cultural component of this course will focus on the festivals and holidays of the Spanish-speaking countries of North and South America and Spain.

Spanish I

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

In this course, primary emphasis will be placed on the listening and speaking skills of language learning, with reading and writing experiences to be developed as the course progresses. The life-style, customs, and traditions of the many different Spanish-speaking cultures will be experienced. This course will be moderately paced. Upon successful completion of this course, the student will be prepared to take Spanish II.

Advanced Spanish I

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12

In this course, primary emphasis will be placed on the listening and speaking skills of language learning, with reading and writing experiences to be developed as the course progresses. The lifestyle, customs and traditions of the many different Spanish-speaking cultures will be experienced. This course will progress at a more rapid pace, drawing on students' previous knowledge of Spanish and provide students with a more in-depth experience of the language and its cultures.

Spanish II

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Spanish I

Initially, this course will present a thorough review of the skills developed in Spanish I. Primary emphasis will be placed on the listening and speaking skills of language learning with reading and writing experiences to be developed as the course progresses. This course will be moderately paced.

Advanced Spanish II

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisite: Advanced Spanish I

Initially, this course will present a thorough review of the skills developed in Advanced Spanish I. Culture will be presented through authentic texts and materials to emphasis on reading and writing skills of the Spanish language. Comprehension, conversation, and reading skills will be fully developed at a more rapid pace.

Advanced Spanish III

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Advanced Spanish II or Spanish II

***Dual credit with Camden County College is offered for students who meet requirements and want to apply.**

Advanced Spanish III will continue on the concepts learned in conversation, vocabulary, idiom building and the study and use of the subjunctive mood.

Honors Spanish III

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Advanced Spanish II

***Dual credit with Camden County College is offered for students who meet requirements and want to apply.**

Honors Spanish III will deal with the expansion of basic language skills developed in Spanish I and II through conversation, vocabulary, idiom building, and the study and use of the subjunctive mood. The course will also include writing short themes and reading Spanish and Latin American short story authors. An exploration of the use of the language in the workplace will also be experienced.

Honors Spanish IV

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Honors Spanish III

***Dual credit with Camden County College is offered for students who meet requirements and want to apply.**

Honors Spanish IV will promote a more intensive use of vocabulary, idiom, and conversation. Improved skills of both oral and written expression will enable students to write short stories and letters, become involved in the production of skits relating to everyday activities, and read anthologies of Spanish and South American literature with an emphasis toward the basic goal of comprehension, on a higher level, the culture and history of Spanish-speaking people everywhere. At this level, serious attention to speaking, reading, and writing the language in a career setting is addressed.

Honors Spanish V

Length: Year Credits: 5
Grade Level: 12
Prerequisite: Honors Spanish IV

***Dual credit with Camden County College is offered for students who meet requirements and want to apply**

This course emphasizes the use of authentic source materials and the integration of language skills. Therefore, students will receive extensive training in combining listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials. The course allows for students to continue in their study of Spanish without the pace of the Advanced Placement class.

Clearview Regional Middle School

Program of Studies
Planning Guide

2021/ 2022

PROGRAM PHILOSOPHY

A structured program to build self-esteem and foster respect is presented and encouraged in all aspects of the school community. The teaching staff, counselors, and administrators of Clearview Regional Middle School pride themselves on their commitment to the whole student.

GRADES

It is the philosophy of the Clearview District that all students should be challenged to work at the most advanced academic level at which they can meet success. Report cards are issued quarterly. Grades are reported on a 100 point scale.

TRANSITIONING TO HIGH SCHOOL

For those students aspiring to the Honors level courses at the high school, prior achievement must be earned in major academic areas while at the middle school.

Acceptance into the following courses in Grade 9 requires high academic achievement in Middle School:

Honors English I, Honors Algebra I, Honors Algebra II, Honors Geometry, AP Physics 1, Honors Physics, Honors World History, and World Language II

COUNSELING SERVICES

Counselors offer many services for assisting pupils to adjust to the school's organization, plan of studies, and program of activities. Counseling services at Clearview are provided as individual counseling, orientation, providing occupational and educational information, course selection, developing and maintaining student records, testing, and educational research projects. A carefully planned system of individual and group guidance activities by counselors and teachers has been established so that each pupil receives what he or she needs to be successful in the school environment. Counselors help students plan their program of study, guiding them to choose what is best suited for their individual interests, abilities, aptitudes, and desires. Students should feel comfortable turning to their counselors for information and help concerning personal and school adjustments, choice of courses, and vocational planning.

SCHEDULING ASSISTANCE - 223-2750

Director: Dodd Terry

Counselors: Sherin Blose
Ciera Spady
Michael Zappala

Department Coordinators:

Business	Thomas Jones
English/Social Studies	Diane Bernstein
Health, Safety and Physical Ed.	Gregory Horton
Media Arts	Michael Holm
Special Education	Kathleen Firkser
STEM	Cheryl Catts
Visual and Performing Arts	Kathryn Bourquin
World Language	Dawn Scalfaro

SPECIAL EDUCATION

Individualized Educational Programs

The middle School Special Education Program provides a number of classroom programs designed to meet the individual needs of classified students. Instruction is delivered to accommodate the learning styles of the students and includes other support and services that will make the student successful. Each child's individual needs are discussed as part of the Individual Education Plan process conducted every year with parents of these students. Further information concerning special needs students and specific programs are available through the Director of Special Services at 223-2770.

PROMOTION PROCEDURES GRADES SEVEN AND EIGHT

Successful completion of academic core subjects (English, Mathematics, Reading, Science and Social Studies) is required to demonstrate proficiency in grades seven and eight. Furthermore, satisfactory academic performance in the Middle School is the primary indicator of high school readiness. If a student fails one or more core subjects in the Middle School, academic interventions are necessary. Successful completion of the Clearview Middle School Summer Program will be required for students who fail academic core subjects. Students will be assigned to the grade level for which they are best prepared academically, socially and emotionally.

ENGLISH/LANGUAGE ARTS

English Language Arts Seven

ELA 7 is designed to expand and refine the reading and writing skills of all students through an integrated approach to language arts. Through the close reading of selected texts, students will develop strategies to learn how to be confident and thoughtful readers. ELA 7 will also enable students to become successful at transactions with text, making inferences, and self-regulated comprehension. Students will be reading both informational and literary texts critically, through a study of story elements, author's purpose, theme, point of view, and author's use of literary devices as a tool to enhance comprehension. Students will be engaged in writing as both a response to and an analysis of the readings. Students will also compile writings that include, but are not limited to narrative, expository, persuasive and speculative tasks. Grammar, usage, vocabulary, sentence structure, and spelling will be taught in the context of writing. Summer assignments are required. This course is aligned with the 2016 New Jersey Student Learning Standards.

Honors English Language Arts Seven

Prerequisite: Exceeding expectations on state and local assessment scores, teacher recommendation, and high achievement on assessments in ELA 6.

Honors ELA7 is designed to be a rigorous and challenging academic course. The goal is to take students' potential and offer higher level skills that will enable them to perform at advanced levels in both reading and writing. Students should expect to be challenged in traditional and new ways and will have higher independent performance expectations. This course will include extra reading and writing throughout the year, as well as graded discourse. Through close reading of selected texts, students will be challenged to think critically and respond analytically to both nonfiction and fiction texts in multiple genres. Students will also compile writings that include narrative, expository, persuasive and speculative tasks. Grammar, usage, vocabulary, sentence structure, and spelling will be taught in the context of writing. Students will be challenged to use technology as a means of research and digital collaboration throughout the year.

English Language Arts Eight

The ELA 8 curriculum is designed to expose students to grade specific ELA skills through selected works of literature and specific writing tasks. Students will gain a stronger command of their individual style through expository, argumentative and narrative writing assignments. The writing skills addressed in English Language Arts 8 span the spectrum to include all the specific aspects that collectively contribute to a skilled demonstration of the writing craft: organization, ideas, voice, sentence fluency, word choice, conventions and presentation. Students expand their vocabulary through a study anchored by Greek and Latin roots. The course as a whole is intended to prepare students for the rigor of the high school curriculum. Summer assignments are required. This course is aligned with the 2016 New Jersey Student Learning Standards.

Honors English Language Arts Eight

Prerequisite: Exceeding expectations on state and local assessment scores, teacher recommendation and high achievement on assessments in ELA 7.

The ELA 8 Honors curriculum will expose students to grade specific ELA skills through selected works of literature and specific writing tasks. The Honors course will offer an accelerated pace where student's critical reading and sophisticated writing will be done more independently. Students in this level will work at a faster pace, read supplemental texts and will be self directed to work in class and at home. Students will learn critical reading skills important for analysis of a wide range of genres. Students will gain a stronger command of their individual style through expository, argumentative and narrative writing assignments. The writing skills addressed in English Language Arts 8 span the spectrum to include all the specific aspects that collectively contribute to a skilled demonstration of the writing craft: organization, ideas, voice, sentence fluency, word choice, conventions and presentation. Students will increase speaking and listening skills and improve upon classroom discourse abilities. Students expand their vocabulary through a study anchored by Greek and Latin roots. Students in this course are expected to be highly motivated, self directed, and have a strong command of independent reading and writing skills. The course as a whole is intended to prepare students for the rigor of the Honors high school curriculum. Summer assignments are required. This course is aligned with the 2016 New Jersey Student Learning Standards.

HEALTH, SAFETY, AND PHYSICAL EDUCATION

Health Seven

This course will deal primarily with personal health. Units to be covered may include: medicinal and illegal drugs, skeletal and muscular systems, First Aid, and AIDS education

Health Eight

This course will deal primarily with personal and community health concerns. Units to be covered may include: illegal substances, tobacco, alcohol, reproductive systems, contraception, pregnancy, birth, and AIDS education.

Physical Education Seven and Eight

Middle School Physical Education is an active participation program. The coed program involves students in both individual and group activities. The program includes but is not limited to the following fitness concept activities: physical fitness, aerobic and anaerobic activities in addition to low-level plyometrics. Middle School Physical Education will also enable students to experience variations and the fundamentals of seasonal sports. This would include, but is not limited to the following: flag football, soccer, hockey, basketball, volleyball, baseball/softball, track and field and various large group activities.

MATHEMATICS

IMPORTANT NOTE 1:

There are two levels – Math and Advanced Math – Instruction will be differentiated accordingly supporting the New Jersey Student Learning Standards for mathematics in both grades seven and eight.

IMPORTANT NOTE 2:

Students who merit participation in the high school level Honors Algebra 1 and Honors Geometry courses are presumed to already possess the content understanding and skills of Math-7 and Math-8 courses, and are expected to have a level of academic independence that would allow for success in the course without extraordinary measures.

Math Seven

The New Jersey Student Learning Standards -based course is designed to encourage student exploration and discovery while expanding on elementary mathematics. Many of the activities are based on the materials from the enVisionmath 2.0 Grade 7 program, and supported by additional recourses to promote student engagement in mathematical thinking. Instructional practices, activities and math assignments are designed to establish a deeper understanding of necessary fundamentals, thereby gaining greater confidence and experience in applying these fundamentals to solve problems. Aligned to the New Jersey Student Learning Standards the context of the content is the application of the mathematical concepts and problem solving strategies to real world situations. Students will develop an ability to communicate mathematically (in both oral and written forms) in the areas of basic number theory and operations styles, algebra and functional relationships, geometry and spatial sense, probability and statistics, data analysis and introductory algebraic concepts. This program is designed to meet the needs of all academic levels and learning styles.

Advanced Math Seven

Pre-requisites: Meeting Expectations on previous PARCC Assessments, AND other standardized math assessment scores as required

This course is designed for students to accelerate through all of the regular Math Seven course content to gain exposure to more advanced levels of algebraic instruction. Students will engage in the same activities as the regular grade seven course, but with more rigorous, challenging material and a faster pace to promote greater independent mastery of advanced levels of algebraic and mathematical study. Additionally, students will be challenged to extend their knowledge of mathematical principles utilizing graphical, spatial, logical and algebraic modeling skills in order to infer, differentiate and apply mathematical relationships. The pace of the course will assume mastery with numerical computational fluency, as well as proficiency in applying computational rules to expressions and equations.

Math Eight

Pre-requisites: ***Math Seven OR Advanced Math Seven***

This course is a continuation of the New Jersey Student Learning Standards-based curriculum focused on numerical systems, algebra and functions, geometry, and data and probability. Students will be exposed to more challenging material and more sophisticated instruction designed to promote increasingly independent mastery of algebraic and mathematical study.

Advanced Math Eight

Pre-requisites: Advanced Math Seven, OR Math Seven AND teacher recommendation.

This course is designed for students to continue to accelerate through Math Eight. Students will be exposed to more advanced levels of instruction and more rigorous, challenging material at a more challenging pace that requires greater independent mastery of higher levels of mathematical study.

Honors Algebra I

Pre-requisites Grade 7: District determined benchmark scores on previous assessment measures, including MAP, PARCC, and Clearview Mathematics Readiness Test (CMRT).

Pre-requisites Grade 8: Advanced Math Seven AND teacher recommendation.

Note: ***Computational fluency and mathematical sophistication on par with 9th grade is assumed, as is a high degree of academic independence.***

Algebra 1 is pivotal as the mathematical foundation of all academic high school courses. **This course adheres to the same pacing and grading guidelines as a high school honors course.** The grading guideline percentages are 60%-30%-10% for Major Assessments, Minor Assessments, and Daily Assignments, respectively. The course is designed for only the most mathematically able middle school students who have demonstrated a solid foundation in computation as well as knowledge and understanding of the real number system. Topics include: solving equations and inequalities, linear and non-linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and rational expressions and equations. Throughout each unit students are expected to solve complex problems that require high order thinking. This course is eligible for high school credit, based on student performance.

Honors Geometry Grade level 8

Pre-requisites: *Honors Algebra I AND teacher recommendation*

This course is the same as the High School Honors Geometry course, follows the same rigorous pace and curriculum, and includes the same major exams as well as the same 60%-30%-10% grading guideline percentages for Major Assessments, Minor Assessments, and Daily Assessments (see HS Program of Studies).

It is designed to continue the Honors level high school program for the most mathematically able middle school students who have demonstrated a solid foundation in computation and algebraic understanding. The content focuses on geometric relationships among points, lines, planes, and angles, such as bisection; parallels and perpendiculars; congruence and similarity; chord, secant, tangent and arc connections in circles; applications and proofs with the Pythagorean Theorem; three practical applications. Weather data, for example, will be kept and analyzed to better understand the scientific use of data and statistics. Additionally, environmental issues will be addressed as they relate to the various Earth Science topics. Dimensional figures; area, surface area and volume; and an introduction to trigonometry. Students use and justify mathematical reasoning by developing informal and formal proofs. This course is eligible for high school credit, based on performance.

SCIENCE

Integrated Science 7

In this inquiry-based science course, students spend one marking period learning about each of the four major areas in science: chemistry, earth science, biology and physics. Throughout the course, students make claims supported by evidence to explain their reasoning. Through experimentation, discussion, and collaboration, students come to answer numerous important science questions. Unit titles include: How can I make new stuff from old stuff? What makes the weather change? What's going on inside of me? and Why do some things stop while others keep going?

Integrated Science 8

In this inquiry-based science course, students will observe phenomena through guided investigations in different scientific disciplines including Life Science, Earth Science, and Physical Science. Throughout these investigations, students will discuss and collaborate with peers to build a deeper understanding of scientific concepts. These investigations will provide hands-on opportunities to expand knowledge of these concepts through discovery. Students will develop and apply the knowledge and skills of the NGSS (Next Generation Science Standards) as they explore the interconnectivity between these scientic fields of study.

Robotics 8

The Clearview Middle school 8th Grade Robotics Course is designed to build student interest in Science, Technology, Engineering and Math (STEM) while enhancing student knowledge, creativity, and leadership skills through project based learning. Students will use First Lego League Robotics kits and have the opportunity to compete against each other while learning techniques in coding, structural design, and the engineering process. Students will be challenged to extend their problem solving skills, teamwork interaction and practical application of concepts of science, Technology, Engineering and Math as they explore the world of Robotics.

SOCIAL STUDIES

Social Studies Seven: World History and Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. This course is designed to foster student exploration of the connection between geography, people and the environment along with economics, innovation and technology. Ancient cultures and civilizations of the world will be discussed and analyzed.

Social Studies Eight: America in the World

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. This course incorporates history, civics and modern-day connections as it details exploration to the Reconstruction.

WORLD LANGUAGES

The following options are available for students who are interested in the study of a world language. These courses will introduce students to the language, culture, customs and geography of specific regions of the world.

World Language Seven

All seventh grade students have the opportunity to choose Spanish, French or German, for a sixty day cycle, to fulfill their world language requirement.

World Language Eight

All eighth grade students have the opportunity to choose from two options:

Option 1 – Students may choose a sixty day cycle in Spanish, German or Latin.

Option 2 - Students may elect to take a full year, high school level course in Spanish I, French I, or German I. Students completing this course with a grade of 85 or better may receive high school credit for the course.

Course Descriptions

Grade 7 Cycle Courses

Students will be introduced to World Languages through interactive activities centered around the language, culture, customs and geography of either Spanish, French or German speaking countries.

Grade 8 Cycle Courses

Students will be introduced to World Languages through interactive activities centered around the language, culture, customs and geography of either Spanish, German or Latin speaking countries or regions.

Spanish I

Students enrolled in this course are expected to participate actively on a daily basis, maintain a high performance level, and make a serious academic commitment toward the study of the language. Primary emphasis will be placed on the listening and speaking skills of language learning, with reading and writing experiences to be developed as the course progresses. The life-style, customs, and traditions of the many different Spanish-speaking cultures will be experienced.

French I

Advanced French I is an introductory course to the fundamentals of the French language. Primary emphasis will be on the listening and speaking skills of the language, with limited reading and writing at the beginning of the course. Students are expected to participate on a daily basis and make a serious academic commitment toward advancing in the study of French. French films, popular music and customs of the French-speaking world will be featured.

German I

Students enrolled in this course are expected to actively participate on a daily basis, maintain a high performance level, and make a serious academic commitment toward the study of the German language. Primary emphasis will be placed on listening and speaking skills of language learning, along with basic grammar, and reading and writing experiences progressing developmentally. Culture and holiday traditions will be discussed and experienced.

ELECTIVE COURSES

The following courses are selected by students to enrich their learning experience and ensure they have the opportunity to acquire a well-rounded skill set. *Choir and Concert Band are full-year courses. Students may select Choir OR Concert Band in lieu of cycle courses.

Grade Seven

**Choir Seven (Full-Year Course)*

Through performance within a wide variety of musical styles and periods, students experience vocal development. Students develop both personal musicianship and vocal technique through regular rehearsal and performance. No previous vocal experience is required.

**Concert Band Seven (Full-Year Course)*

Seventh Grade Concert Band is designed to provide an Instrumental Music experience for students that have

completed at least one full year of Instrumental Music instruction at the elementary level

Grade Seven Cycle Courses

Coding
Students learn to create computer programs that will help them learn to collaborate with others, develop problem-solving skills, and persist through difficult tasks. They will study programming concepts, computational thinking, digital citizenship, and develop interactive games or stories they can share. In this course, which is based on selected units from Code.org's CS Discoveries, young students enter the would of computer science by learning how to create animations, computer games, and interactive projects. The course focuses on the visible aspects of computing and computer science, and it encourages students to explore where computer science exists around them and how they can engage with it as a tool for expression. Students will learn key graphical programming concepts including the draw loop, variables, sprites, conditionals, and functions. The code.org interface allows students to start in block-based coding and move into text-based javascript, depending upon the student's comfort level. (Course description adapted from code.org)

Culinary Arts
This course is an introduction to food preparation and nutrition. Topics such as reading a recipe, equipment usage, the food guide pyramid, and meal preparation are included. Microwave cooking, nutritious snacks, meal planning, equipment usage, international and regional foods are some of the topics to be explored. Reading, math, science and social studies are incorporated into the curriculum.

Digital Literacy
The ability to locate, organize, understand, evaluate, and analyze information using digital technology is a critical life skill in the 21st century. In this course, students will use the immense power of digital media to explore, connect, create, present, and learn in a variety of ways. Students will develop skills to locate and select information by understanding how to analyze the quality of sources. In addition, this course will discuss internet safety, responsible digital citizenry, and ethics with online source material. Furthermore, students will be introduced to basic media recording and editing fundamentals as well as an introduction to coding and mobile app development.

Music
Students in this course will learn how to play the piano at a beginning level. Classroom piano keyboards will be utilized for practice and performance by the students. Students will be introduced to and learn music reading skills, rhythm reading and basic musicianship while learning to play the piano. Students will also listen to various genres of music and develop an understanding of style and form.

Public Speaking 7
This course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentation.

Study Skills 7
This course on the development of a student as a life-long learner. It emphasizes organizational skills, time management strategies, documenting and abiding by assignment deadlines. Students will learn how to create and implement the use of study guides for his/her current courses of study. The Study Skills course will also teach students stress reduction techniques and how to use motivational tools to create and foster a healthy growth mindset.

Grade Eight

**Choir Eight (Full-Year Course)*
Through performance within a wide variety of musical styles and periods, students experience vocal development. Students develop both personal musicianship and vocal technique through regular rehearsal and performance. No previous vocal experience is required.

**Concert Band Eight (Full-Year Course)*
Eighth Grade Concert Band provides an Instrumental Music experience for students that have completed one full year of instruction in the Seventh Grade Concert Band. Musicianship skills will be developed and improved through performance of standard band music in both of these ensembles. (Each student has either Band, Choir or Cycle Classes)

Grade Eight Cycle Courses

Art
This is a basic course intended to introduce the student to art history, critique, and the elements and principles of design. Exploration of materials and proper critique techniques are emphasized. Students will create project work that is demonstrative of their learning and the teaching of specific design skills. Students will work in two and three dimensional media. Emphasis is placed on the development of personal style in the student artist.

Computer Literacy

This course is designed using the New Jersey Technology and 21st Century Life and Careers Student Learning Standards. Students will develop keyboarding and word processing skills, as well as learn to create spreadsheets and presentations, using electronic programs and platforms. Additionally, students will learn to use tools and commands to create a variety of documents using Microsoft programs including Word, Excel and PowerPoint. Instruction in basic HTML will introduce students to using HTML tags to create basic web pages.

Robotics

The Clearview Middle School 8th Grade Robotics Course is designed to build student interest in Science, Technology, Engineering and Math (STEM) while enhancing student knowledge, creativity, and leadership skills through project based learning. Students will use First Lego League Robotics kits and have the opportunity to compete against each other while learning techniques in coding, structural design, and the engineering process. Students will be challenged to extend their problem solving skills, teamwork interaction and practical application of concepts of Science, Technology, Engineering and Math as they explore the world of Robotics.

Technology: Experiences in Engineering Design

Students will experience the world of technology through exploration of each of the five technology areas: Communication, Transportation, Manufacturing, Construction, and Biotechnology. The course will integrate computer technology with hands-on technology learning activities in order to explore current social and environmental concerns. This hands-on course presents a problem-solving approach to help students better understand the connection of computers as a tool in today's technological world. By employing critical thinking, systematic problem-solving techniques, and interactive social and communication skills, students will engineer strategies and approaches aimed at solving these real world problems.

Study Skills 8

The purpose of this course is to help students with organizational skills, time management strategies, documenting and abiding by assignment deadlines. Students will learn how to create and implement the use of study guides for his/her current courses of study. The Study Skills course will help students to become efficient and effective learners that will prepare them for high school.