CINNAMINSON TOWNSHIP BOARD OF EDUCATION

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Interim Assistant Principal

Mr. Jason Meile
Assistant Principal/Athletic Director

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Business/Technology

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Science

Mr. Jason Meile
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CINNAMINSON SCHOOL DISTRICT MISSION STATEMENT

The mission of the Cinnaminson School District is to educate our students and to assist their development into self-motivated, multifaceted, happy and physically fit individuals who are productive, responsible citizens. It is expected that all students will achieve the New Jersey student Learning Standards at all grade levels. With national and state program standards as a basis, Cinnaminson students will gain an appreciation of knowledge, a desire to learn, and a respect for themselves and others. In partnership with the family and the community, we will foster achievement and we will model excellence and responsible behavior.

Commitment, Honor, Spirit: Pirate Pride

STATEMENT OF AFFIRMATIVE ACTION

All members of the student body, staff, and community are reminded that, according to Title IX and N.J.A.C.6:4, the Cinnaminson Township Public Schools believe that: “No person in the United States shall, on the basis of sex, color, religion, ancestry, national origin, or social/economic status, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving Federal financial assistance.” The Director of Curriculum and Instruction is the District Affirmative Action Officer and he/she can be reached at 829-7600, or by writing him/her at the Administration Office, P. O. Box 224, Cinnaminson, NJ 08077.

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School counselors are certified, specially trained, and caring people. They are available to work with students concerning academics, career plans, testing information, college selection and personal issues. Counselors also act as resource personnel for parents, students, teachers, the Child Study Team, Intervention & Referral Services/504 Team, and the administration. Students can make appointments to see their counselor by stopping in at the Guidance Office before homeroom or between classes. Students will receive passes in their homeroom the day of the appointment indicating the time of the meeting with their counselor. Parents can make appointments with their child's counselor at any time by contacting the secretary in the Guidance Office.

The high school counselors are available for help in the following essential areas:

- Program planning for course selection
- Identification of educational strengths and weaknesses
- Assistance in the interpretation of test scores
- Occupational guidance and career information
- Counsel in the vital area of day-to-day personal problems
- Planning for post-secondary education
- Providing information on job opportunities
- Interpretation of college entrance requirements
- Consultation with parents to provide interim status for students
- Assistance with the college application process

CHOOSING YOUR CURRICULUM

By graduation all students must complete 10 credits in World Languages, 5 credits in Visual or Performing Arts, 5 credits in 21st Century Life and Careers or Career Technical Education, and 2.5 credits in Financial, Economics, Business, & Entrepreneurial Literacy. Below is a list of required courses for each year. Any remaining openings in a student's schedule should be filled with electives. Students must carry at least 35.0 credits each day, per semester.

WAIVER REQUESTS TO OVERRIDE TEACHER RECOMMENDATION

In February, teachers in every academic department make course recommendations based on their department’s parameters. You can find the criteria under the General Information for each department in this booklet. The master schedule is developed each year based upon the number of students recommended for each course. In order to develop an effective schedule, our course selection information must be as accurate as possible. Therefore, if a parent disagrees with the level recommended by the teacher, he/she will be required to complete a waiver to make the change. A student cannot waive into a class unless he/she is within five points of the required final grade needed to get into the class, which, is also stipulated on the waiver form. Waivers must be completed and submitted to your child’s counselor during the course selection process. Counselors will be meeting with every student to review their courses for next year, which is the time waivers should be discussed. Waivers will not be accepted after the last day of school in June.

**All ninth grade students must take the following:**

- English
- Modern World History
- Science
- Mathematics
- World Language
- Physical Education and Health 9
- Computing for College (strongly recommended)

**All tenth grade students must take the following:**

- English
- U.S. History 1
- Science
- Mathematics
- World Language
- Physical Education and Health 10
- Financial Readiness (strongly recommended)

**All eleventh grade students must take the following:**

- English
- U.S. History 2
- Science
- Mathematics
- World Language (strongly recommended)
- Physical Education and Health 11

**All twelfth grade students are required to take the following:**

- English
- Physical Education and Health 12
- Four additional courses
- Social Studies (strongly recommended)
- Science (strongly recommended)
- Mathematics (strongly recommended)
- World Language (strongly recommended)

- All students must have at least 35 credits in their school day. Graduation requirements are designed to give students a well-balanced program for acquiring the skills, attitudes, and knowledge needed to reach their full potential. A diversified and flexible curriculum is available.

- After meeting the “requirements” students may choose any subject they wish from the curriculum; being restricted only by those areas that must follow a prescribed sequence or prerequisite.

- Although counselors assist students in choosing curriculum and vocational options, the ultimate responsibility for this planning belongs to the student and parent(s).

- **Seniors:** Students should be advised that courses and or schedules will not be adjusted to accommodate for senior privilege at any point during the school year.

**WORK EXPERIENCE OPTIONS OFFERED TO STUDENTS:**

- Cooperative Business Education (Juniors & Seniors)
- Marketing Education (Seniors)
ELA and Math Assessment Requirements for the Class of 2020

Students in the Class of 2020 can demonstrate graduation assessment proficiency through:
- Achieve passing scores on NJSLA Algebra 1 and English Language Arts/Literacy (ELA) grade 10 assessments

The following pathways are available to students who took all PARCC tests associated with the high school level courses for which they were eligible and received valid scores:
- 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
- Submit, through the district, a student portfolio appeal to the NJDOE.

The Class of 2021 and Beyond

Starting with the Class of 2021, students will only have two pathways to meet the high school graduation assessments requirements:
- Achieve passing scores on NJSLA Algebra I and English Language Arts/Literacy (ELA) grade 10 assessments.

The following pathway is available to students who took all NJSLA tests associated with the high school level courses for which they were eligible and received valid scores:
- (2) Submit, through the district, a student portfolio appeal to the NJDOE.

Each school year the NJDOE will determine the proficiency level and/or cut scores needed on the assessments to meet the graduation assessment requirements. It is also important to note that our students have always been able to meet graduation assessment requirements through an alternative assessment or pathway to graduation throughout New Jersey’s forty-year history with a statewide assessment program and will continue to be able to do so. Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs.

First Pathway: Take and Pass a NJSLA Test
- English Language Arts/Literacy (ELA)
  - Take and Pass NJSLA Test
  - Take and Pass NJSLA ELA Grade 10 ≥ 750 (Level 4)
- Mathematics
  - Take and Pass NJSLA Algebra I ≥ 750 (Level 4)

The Pathways below are only available if a student took all PARCC tests associated with the high school level courses for which they were eligible and received valid scores.

Second Pathway: Meet Designated Cut Score on One of the Alternative Assessments
- English Language Arts/Literacy (ELA)
  - NJSLA ELA Grade 9 ≥ 750 (Level 4), or
  - NJSLA ELA Grade 11 ≥ 725 (Level 3), or
  - SAT Critical Reading (taken before 3/1/16), or
  - SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later), or
  - SAT Reading Test (taken 3/1/16 or later), or
  - ACT Reading or ACT PLAN Reading9, or
  - ACCUPLACER WritePlacer, or
  - ACCUPLACER WritePlacer ESL, or
  - PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15), or
  - PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later), or

- Mathematics
  - NJSLA Geometry ≥ 725 (Level 3), or
  - NJSLA Algebra II ≥ 725 (Level 3), or
  - SAT Math (taken before 3/1/16), or
  - SAT Math Section (taken 3/1/16 or later), or
  - SAT Math Test (taken 3/1/16 or later), or
  - ACT or ACT PLAN Math9, or
  - ACCUPLACER Elementary Algebra, or
  - Next-Generation ACCUPLACER Quantitative, Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)10, or
  - PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15), or
  - PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later), or
  - ACT Aspire Math9, or
  - ASVAB-AFQT Composite

Third Pathway: Portfolio Appeals

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

ELA and Math Assessment Requirements for the Class of 2021

This reflects the current state requirements (N.J.A.C. 6A:8-5.1(f)), effective September 2016 and updated December 2018.

First Pathway:
- English Language Arts/Literacy (ELA)
  - Take and Pass a NJSLA Test
  - Take and Pass NJSLA ELA Grade 10 ≥ 750 (Level 4)
- Mathematics
  - Take and Pass NJSLA Algebra I ≥ 750 (Level 4)

The Pathways below are only available if a student took all PARCC tests associated with the high-school level courses for which they were eligible and received valid scores.

Second Pathway:
- English Language Arts/Literacy (ELA)
  - Meet the criteria of the NJDOE Portfolio Appeal for ELA
- Mathematics
  - Meet the criteria of the NJDOE Portfolio Appeal for Math
Section II: Curriculum Requirements

A. Beginning with the class of 2019, students will be required to earn a total of 130 credits in order to qualify for a state-endorsed diploma.

B. Students must earn the specified minimum credits in the following subject areas and according to the graduation required classes:

1. English 20 credits
2. Mathematics 15 credits
   - Algebra 1
   - Geometry
3. Science 18 credits
   - Biology
   - Chemistry, Environmental Science, or Physics
4. Social Studies 15 credits
   - Modern World History, U.S. History 1 & 2
5. World Language 10 credits
6. Physical Education 12 credits
   - 3 marking periods each year
7. Health 4 credits
   - 1 marking period each year
8. Visual & Performing Arts 5 credits
9. 21st Century Life and Careers or Career Technical Education 5 credits
10. Financial, Economic, Business & Entrepreneurial Literacy 2.5 credits
    Options to complete this requirement are as follows:
    - Financial Readiness/Accounting 5 credits
    - Financial Readiness/Web Design 5 Credits
    - Introduction to Economics 2.5 credits
11. Career Exploration

When selecting courses, past performances, results on standardized tests, and future plans should be among the indicators factored into a final decision. Parent consultation and/or inquiry is encouraged.

CREDITS REQUIRED FOR PROMOTION

All students are required to have 130 credits to graduate.

From Grade 9 to 10 = 32.5
From Grade 10 to 11 = 65
From Grade 11 to 12 = 97.5

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>59 or below</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdraw/Pass</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdraw/Fail</td>
<td></td>
</tr>
</tbody>
</table>

COLLEGE ACCELERATION PROGRAM (CAP)

Rowan College at Burlington County (RCBC)

Courses distinguished by an asterisk and described as “RCBC CAP Courses” offer students the option of obtaining RCBC credits at the same time they earn high school credits. These courses are taught during the normal school day by members of the Cinnaminson High School staff who are also certified as RCBC adjunct professors. Students who take these courses and want to receive college credits will be required to complete the RCBC registration process and pay the RCBC tuition on/or before the determined deadline. If you are interested in enrolling in CAP and not attending a New Jersey State University please check with your interested college admissions office to verify acceptance of credits. Please see your counselor if you have any questions.
All courses meet five periods per week unless otherwise noted. All 2.5 credit courses are semester courses.

## ENGLISH

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1001</td>
<td>MA Freshman Survey English</td>
<td>5</td>
<td>↓ 85 in BSIP Language 8</td>
</tr>
<tr>
<td>1003</td>
<td>CP Freshman Survey English</td>
<td>5</td>
<td>↓ 83 in Language 8</td>
</tr>
<tr>
<td>1006</td>
<td>ACC Freshman Survey English</td>
<td>5</td>
<td>83–92 in Language 8</td>
</tr>
<tr>
<td>1004</td>
<td>HON Freshman Survey English</td>
<td>5</td>
<td>93 ↑ in Language 8</td>
</tr>
</tbody>
</table>

## MATHEMATICS

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3001</td>
<td>MA Algebra 1</td>
<td>10</td>
<td>69 ↓ in Math 8</td>
</tr>
<tr>
<td>3022</td>
<td>ACC Algebra 1</td>
<td>5</td>
<td>70 ↑ in Math 8</td>
</tr>
<tr>
<td>3111</td>
<td>ACC Geometry</td>
<td>5</td>
<td>70–79 in 8th grade Algebra</td>
</tr>
<tr>
<td>3120</td>
<td>HON Geometry</td>
<td>5</td>
<td>80 ↑ in 8th grade Algebra</td>
</tr>
</tbody>
</table>

*Students can (double up in math) taking Geometry & Algebra 2 depending upon Algebra 1 grade & teacher recommendation.*

## SCIENCE

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4100</td>
<td>MA Environmental Science (6 days/wk)</td>
<td>6</td>
<td>69 ↓ in Science 8 w/teacher recommendation</td>
</tr>
<tr>
<td>4111</td>
<td>ACC Environmental Science (6 days/wk)</td>
<td>6</td>
<td>70 ↑ in Science 8 w/teacher recommendation</td>
</tr>
<tr>
<td>4420</td>
<td>HON Biology (6 days/wk)</td>
<td>6</td>
<td>93 ↑ in Science 8 w/teacher recommendation</td>
</tr>
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</table>

## SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2102</td>
<td>MA Modern World History</td>
<td>5</td>
<td>6th grade reading level or below</td>
</tr>
<tr>
<td>2111</td>
<td>ACC Modern World History</td>
<td>5</td>
<td>70–89 in Reading and/or Language Arts</td>
</tr>
<tr>
<td>2120</td>
<td>HON Modern World History</td>
<td>5</td>
<td>90 ↑ in Reading and/or Language Arts</td>
</tr>
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</table>

## SPECIAL EDUCATION

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2026</td>
<td>Fundamentals of English</td>
<td>5</td>
<td>IEP – Determination is made by CST</td>
</tr>
<tr>
<td>1005</td>
<td>MA Freshman Survey English</td>
<td>5</td>
<td>Designed to reinforce content material &amp; remediate</td>
</tr>
<tr>
<td>1003</td>
<td>CP Freshman Survey English</td>
<td>5</td>
<td>90 ↑ in preceding MA course</td>
</tr>
<tr>
<td>2077</td>
<td>Integrated Math</td>
<td>5</td>
<td>IEP – Determination is made by CST</td>
</tr>
<tr>
<td>3012</td>
<td>MA Algebra 1</td>
<td>10</td>
<td>69 ↓ in Math 8</td>
</tr>
<tr>
<td>2102</td>
<td>MA Modern World History</td>
<td>5</td>
<td>6th grade reading level or below</td>
</tr>
<tr>
<td>4102</td>
<td>MA Environmental Science (6 days/wk)</td>
<td>6</td>
<td>69 ↓ in Science 8</td>
</tr>
<tr>
<td>1330</td>
<td>Reading</td>
<td>1/2/3/4/5</td>
<td>Teacher recommendation</td>
</tr>
</tbody>
</table>

## WORLD LANGUAGE

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5100</td>
<td>MA Spanish 1A</td>
<td>5</td>
<td>Grade 8 Spanish 1A MA</td>
</tr>
<tr>
<td>5239</td>
<td>ACC Spanish 1</td>
<td>5</td>
<td>Gr. 7 Spanish or 74 ↓ in grade 8 Spanish 1B &amp; in CP Fresh. Eng. or ↑</td>
</tr>
<tr>
<td>5143</td>
<td>ACC Spanish 2</td>
<td>5</td>
<td>75–92 in grade 8 Spanish 1B &amp; in ACC Freshmen Eng. or ↑</td>
</tr>
<tr>
<td>5141</td>
<td>HON Spanish 2</td>
<td>5</td>
<td>93 ↑ in grade 8 Spanish 1B &amp; in ACC Freshmen Eng. or ↑</td>
</tr>
<tr>
<td>5218</td>
<td>ACC French 1</td>
<td>5</td>
<td>74 ↓ in grade 8 French &amp; in CP Freshmen Eng. or ↑</td>
</tr>
<tr>
<td>5221</td>
<td>ACC French 2</td>
<td>5</td>
<td>75–92 in grade 8 French &amp; in ACC Freshmen Eng. or ↑</td>
</tr>
<tr>
<td>5222</td>
<td>HON French 2</td>
<td>5</td>
<td>93 ↑ in grade 8 French &amp; in ACC Freshmen Eng. or ↑</td>
</tr>
<tr>
<td>5900</td>
<td>English as a Second Language</td>
<td>5</td>
<td>Beginning/Intermediate/Advanced</td>
</tr>
</tbody>
</table>

* Indicates an NCAA approved course
## HEALTH & PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
<th>Criteria/Notes</th>
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</thead>
<tbody>
<tr>
<td>8600</td>
<td>9th Grade Health &amp; Physical Ed.</td>
<td>1</td>
<td>Credits per quarter (4 days/week)</td>
</tr>
</tbody>
</table>

High School students are required to pass 5.0 elective credits in **Visual & Performing Arts** to graduate. The following ART & MUSIC classes will satisfy credits in this elective area.

### ART ELECTIVES

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
<th>Criteria/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7100</td>
<td>Art 1</td>
<td>5.0</td>
<td>Full year course</td>
</tr>
<tr>
<td>7530</td>
<td>Ceramics</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
<tr>
<td>7520</td>
<td>Introduction to Graphic Design</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
<tr>
<td>7580</td>
<td>Advanced Graphic Design</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
<tr>
<td>7601</td>
<td>Photography 1</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
<tr>
<td>7602</td>
<td>Photography 2</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
<tr>
<td>7630</td>
<td>Sculpture</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
</tbody>
</table>

### MUSIC ELECTIVES

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
<th>Criteria/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7270</td>
<td>Concert Band</td>
<td>5.0</td>
<td>Full year course</td>
</tr>
<tr>
<td>7280</td>
<td>Marching/Concert Band</td>
<td>6.0</td>
<td>Full year course</td>
</tr>
<tr>
<td>7150</td>
<td>Concert Choir</td>
<td>5.0</td>
<td>Full year course</td>
</tr>
<tr>
<td>7060</td>
<td>String Ensemble/Orchestra</td>
<td>5.0</td>
<td>Prerequisite for Advanced Strings</td>
</tr>
<tr>
<td>7070</td>
<td>Advanced Strings</td>
<td>5.0</td>
<td>Full year course</td>
</tr>
<tr>
<td>7360</td>
<td>Bell Choir</td>
<td>5.0</td>
<td>Full year course</td>
</tr>
<tr>
<td>7180</td>
<td>Music Theory 1</td>
<td>5.0</td>
<td>Full year course</td>
</tr>
<tr>
<td>7210</td>
<td>Music Lab 1</td>
<td>3.0/4.0/5.0</td>
<td>3, 4, 5 days/week</td>
</tr>
<tr>
<td>7223</td>
<td>Music in the Movies</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
<tr>
<td>7221</td>
<td>Foundations of Music</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
<tr>
<td>7362</td>
<td>Guitar</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
</tbody>
</table>

High school students are required to pass 5.0 elective credits in **21st Century Life & Careers or Career Technical Education** to graduate. Either of the following classes will satisfy credits in this elective area.

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
<th>Criteria/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8010</td>
<td>Introduction to Foods</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
<tr>
<td>8100</td>
<td>Practical Skills</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
<tr>
<td>6400</td>
<td>Computing for College/Careers</td>
<td>5.0</td>
<td>Full year course</td>
</tr>
<tr>
<td>6901</td>
<td>Design Thinking</td>
<td>5.0</td>
<td>Full year course</td>
</tr>
</tbody>
</table>

High school students are required to pass 2.5 elective credits in **Financial, Economics, and Entrepreneurial Literacy** to graduate. This class will satisfy credits in this elective area:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
<th>Criteria/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2500</td>
<td>Introduction to Economics</td>
<td>2.5</td>
<td>Semester course (9–12)</td>
</tr>
</tbody>
</table>

Starting in sophomore year students will also be able to complete this requirement with the following courses:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
<th>Criteria/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6050</td>
<td>Financial Readiness/Accounting</td>
<td>5</td>
<td>Full Year Course (10-12)</td>
</tr>
<tr>
<td>6070</td>
<td>Financial Readiness/Web Design</td>
<td>5</td>
<td>Full Year Course (10-12)</td>
</tr>
<tr>
<td>6075</td>
<td>MA Financial Readiness/Web Design</td>
<td>5</td>
<td>Full Year Course (10-12)</td>
</tr>
</tbody>
</table>

The following courses are also available for students but will not satisfy any elective graduation requirement.*

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Credits</th>
<th>Criteria/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1510</td>
<td>* ◊ Creative Writing 1</td>
<td>2.5</td>
<td>Semester courses</td>
</tr>
<tr>
<td>1510</td>
<td>* ◊ Introduction to Journalism</td>
<td>5.0</td>
<td>Full year course – 70 in current Lang. Arts/Reading</td>
</tr>
<tr>
<td>2520</td>
<td>* ◊ Contemporary World Issues</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
<tr>
<td>2511</td>
<td>* ◊ Gender and Society</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
<tr>
<td>2530</td>
<td>* ◊ Sports in Society</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
<tr>
<td>1530</td>
<td>* ◊ Television Production</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
<tr>
<td>1535</td>
<td>* ◊ Mass Media</td>
<td>2.5</td>
<td>Semester course</td>
</tr>
</tbody>
</table>

* Indicates an NCAA approved course
ART DEPARTMENT

High School students are required to pass 5.0 credits in Visual/Performing Arts, 5.0 credits in 21st Century Life and Careers or Career Technical Education and 2.5 credits in Financial, Economics, Business & Entrepreneurial Literacy.

All Art elective courses will satisfy credits in the Visual Arts requirements for graduation.

Art for Art Majors

All students desiring to make art their major curriculum area will be required to follow the suggested pattern and sequences.

The Art electives are designed to help students gradually further their artistic skills and creative thought process. All Art classes must be taken sequentially and build upon the students’ gained knowledge from one year to the next. All students are welcome to take our semester courses or Art 1. However, Art 2, 3, and 4 are only recommended for students with a strong interest in visual arts and would like to consider pursuing a career in the field.

Senior art majors may complete their curriculum with an intensive study course, Art 4. Each student requesting this course must have met the following criteria: (1) Be presently enrolled in or have successfully completed 15 credits in art; (2) Have the maturity necessary for independent study; (3) Possess an appropriate degree of technical competence and skill in art area; (4) Have the approval of the supervisor of the Art Department.

All art majors will be encouraged to develop a portfolio of work that they can use for the college admission process. Art majors will have the opportunity to exhibit their works and compete for scholarships.

Freshmen Course Selection Guidelines: see pages 5 & 6

FULL YEAR ELECTIVE COURSES

<table>
<thead>
<tr>
<th>ART 1 (9-12)</th>
<th>5 periods per week</th>
<th>5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is designed for the beginning art student or any student seeking art appreciation and to develop skills and technique in two and three-dimensional design. Activities range from basic drawing, painting, color theory, printmaking and sculpture. Weekly sketchbook assignments will be required.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ART 2 (10-12)</th>
<th>5 periods per week</th>
<th>5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITE: Successful completion of Art 1 (70 or higher) or a review of previous work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can continue their study of fine arts and design through more advanced work in drawing, painting, sculpture, and research assignments. Stretching your own canvas, mixed media, and drawing from life are some of the assignments covered. Weekly sketchbook assignments will be required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ART 3 (11-12)</th>
<th>5 periods per week</th>
<th>5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITE: Successful completion of Art 2 (70 or higher) or a review of previous work. This course can be taken in conjunction with Portfolio Prep.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course is designed for the serious art student. Through completion of this class students will investigate several media and begin to develop a concise and strong portfolio for college. Projects may include self portraiture, figure drawing, sculpture, printmaking, painting and drawing. Career information regarding the arts will be presented as well as an in-depth study into art history. Students may take Portfolio Prep in conjunction with this class to allow for independent study and longer class time to develop their projects and portfolio for college. Weekly sketchbook assignments will be required.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ART 4 (12)</th>
<th>5 periods per week</th>
<th>5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITE: Successful completion of Art 3 (70 or higher) or a review of previous work. This course can be taken in conjunction with Portfolio Prep.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course is a continuation of Art 3 but allows the student free range to build an independent body of work under the direction of the teacher. Art research papers, clear written plans of their projects, and sketchbooks are expected of each student.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PORTFOLIO PREP (11-12)</th>
<th>5 periods per week</th>
<th>5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITE: Teacher recommendation. This course can be taken in conjunction with Art 3 or Art 4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This class can be taken in addition to Art 3 or Art 4 to give the student additional time in the art room to build on their portfolio for college and further strengthen their work from their Advanced Art Class. Students will work independently on their assignments and will schedule weekly meetings with the instructor to review and discuss the progress of their art work. In depth sketchbook assignments will be expected of each student.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SEMESTER ELECTIVE COURSES

All Art elective courses will satisfy the Visual Arts requirements for graduation.

Many high school students have expressed an interest in selecting art courses, although they do not intend to become art majors or foresee a career in art. The following courses are recommended to all beginning high school students because of the breadth of the courses and for the purpose of being exposed to further offerings from the Art Department.

ADVERTISING AND ILLUSTRATION (9-12)  
5 periods per week  2.5 credits

Advertising psychology, our reaction to ads, and how they affect our lives are explored. Projects include layout and illustration for mass media as well as package design, posters, letterheads, children’s books, and story illustrations.

CERAMICS (9-12)  
5 periods per week  2.5 credits

For the child in you that always loved to play in the mud, here is an opportunity to use one of the world’s oldest building materials, ceramic clay. Basic pottery techniques and methods will be covered, including hand building and surface design. Students will have the opportunity to try ceramic sculpture and work on the potter’s wheel.

INTRODUCTION TO GRAPHIC DESIGN (9-12)  
(Learning Adobe Programs)  
5 periods per week  2.5 credits

Students will learn basic fundamentals of how to navigate through Adobe programs such as Photoshop and Illustrator. Students will learn the tools of each program and how to use them properly to alter photographs, create original imagery, and unify artwork. Advertising and consumerism will be addressed during fundamental design projects.

ADVANCED GRAPHIC DESIGN (9-12)  
5 periods per week  2.5 credits

PREREQUISITE: Successful completion of Introduction to Graphic Design. 70 or higher or teacher recommendation

Students will use Adobe Photoshop and Illustrator to investigate several different design formats and how to attract a target audience through art. Projects may include logos, booklets, posters, and package designs.

PHOTOGRAPHY 1 (9-12)  
5 periods per week  2.5 credits

Students will use 35mm DSLR camera and learn digital editing, Adobe Photoshop, and printing techniques. As a learning tool and motivation, students will learn about great photographers and study their famous photographs.

PHOTOGRAPHY 2 (9-12)  
5 periods per week  2.5 credits

PREREQUISITE: Photography 1

Camera digital assignments expand knowledge of photo techniques. Assignments encourage imagery that is personal and artistic. Computers are used to enhance photos and encourage commercial uses of photography such as ads, posters and books.

PHOTOGRAPHY INDEPENDENT STUDY (10-12)  
5 periods per week  2.5 credits

PREREQUISITES: Photography 1 & Photography 2

Emphasis is placed on individual growth with special techniques and styles of imagery. Emphasis is placed on personal research in photo creation and careers, including computer technology and related fine arts. Guidance is given in building a portfolio for college application. Several semesters of independent study photography may be taken.

SCULPTURE (9-12)  
5 periods per week  2.5 credits

The aim of the sculpture program is to help students develop the ability to effectively express their ideas through the language and media of three-dimensional form through the use of Plaster of Paris, ceramic clay, wire, found objects, and paper.

ADVANCED SCULPTURE (10-12)  
5 periods per week  2.5 credits

PREREQUISITE: Sculpture

Examination and analysis of traditional and contemporary sculpture will be included, along with direct work in clay, plaster, and other media. Projects in additive, subtractive, freestanding, and relief sculpture will be attempted.

EXPLORATORY ART 1 (9-12)  
5 periods per week  2.5 credits

This course should be taken by students who want to learn more about art-making but are unsure about majoring in art. It is designed to offer students introductory experiences in expressing their ideas in two-dimensional art: drawing, painting, printmaking, and design. Taken in connection with Exploratory Art 2, the course exposes students to the wide range of art fields so that they may discover strengths and interests and investigate for future art courses.

EXPLORATORY ART 2 (10-12)  
5 periods per week  2.5 credits

PREREQUISITE: Successful completion of Exploratory Art 1 with a 70 or higher

This course is designed to offer students introductory experiences in expressing their ideas in three-dimensional art: sculpture, crafts, and three-dimensional design forms. Taken in connection with Exploratory Art 1, the course exposes students to the wide range of art fields so that they may discover strengths and interests and investigate future art courses.
BUSINESS TECHNOLOGY DEPARTMENT

High School students are required to pass 5.0 credits in Visual/Performing Arts and 21st Century Life and Careers

It is highly recommended that all CHS students take electives in the Business Technology Department. A large number of CHS graduates major in business in college, and everyone in the working world needs to understand how businesses work to interact in their own best interests. There are many opportunities in this department for career exploration, academically or in a working environment. Computer literacy is a must in college and the working world, and the courses offered can take students from entry to advanced levels. There is a sequence to the computer-based courses, with Computing for College/Careers being the prerequisite for Honors Advanced Office, and Introduction to Computer Programming being the prerequisite for Advanced Placement Computer Science. Design Thinking is the prerequisite for Applications for Design. NEW FOR 2019-2020: Financial Readiness will be a year-long course, paired with the student’s choice of Accounting 1 or Web Design.

Freshmen Course Selection Guidelines: see pages 5 & 6

These Business Technology elective courses will satisfy credits in the 21st Century Life and Careers requirements for graduation.

FULL YEAR ELECTIVE COURSES

COMPUTING FOR COLLEGE/CAREERS (recommended 9 or 10)
5 periods per week 5 credits

Students in this course will learn the basic software skills required in all walks of life. The emphasis will be on increasing speed and accuracy in keyboarding and learning Microsoft Word and Excel (the most widely used parts of the Microsoft Office software suite). Microsoft Word is a word processing program used in industry and academics. Students will learn to create business and personal documents while developing word processing skills. Excel is a spreadsheet program. Students will learn to create, analyze, and graph/chart numerical data. These spreadsheet skills can be applied to science labs, business-related documents, and personal uses such as finances. This course fulfills the Core Curriculum Content Standard in Technology and is recommended to be taken before Financial Readiness.

(Pick one of Financial Readiness/Accounting, or Financial Readiness/Web Design):

FINANCIAL READINESS/ACCOUNTING 1 (CP 10-12)
Suggested to enroll AFTER Computing for College/Careers
5 periods per week 5 credits

This course will satisfy the credits required for Financial, Economic, and Entrepreneurial Literacy, and Career Technical Education.

Students will learn survival skills for the 21st century. FINANCIAL READINESS will cover: Joining the Workforce, Taxes, Checking, Saving, Paying for College, Types of Credit, Managing Credit, Investing, Insurance, and Budgeting. ACCOUNTING will cover the basic principles of accounting and the accounting cycle, emphasizing the skills necessary to record, summarize and classify business activities. (Students who major in business in college will be required to take at least one year of accounting).

NOTE: MA Level requires approval from the department supervisor.

FINANCIAL READINESS/WEB DESIGN (CP 10-12; MA 10-12)
Suggested to enroll AFTER Computing for College/Careers
5 periods per week 5 credits

This course will satisfy the credits required for Financial, Economic, and Entrepreneurial Literacy, and Career Technical Education.

Students will learn survival skills for the 21st century. FINANCIAL READINESS will cover: Joining the Workforce, Taxes, Checking, Saving, Paying for College, Types of Credit, Managing Credit, Investing, Insurance, and Budgeting. WEB DESIGN will teach students how to create the web pages they use every day. Students will learn to use Hypertext Markup Language, Cascading Style Sheets, and JavaScript, the basis of every web page. The course will equip students with fundamentals needed in the ever-expanding web design industry, as well as further study in college or technical school. Prepare yourself for a future career in web design, or to create sites for personal or academic use.
MARKETING 1/INTRODUCTION TO MARKETING (10-12)
5 periods per week 5 credits

This introduction to the broad field of sales and marketing provides students with information to develop their interests in this career area. Students have the opportunity to learn through small groups, projects and research and will learn the basics of marketing, selling, and advertising. Excellent opportunity to gain and improve presentation/public speaking skills. Students will participate in the operation of the student store and join the co-curricular activity/club, DECA, (an association for marketing students). Marketing fulfills the Careers requirement for graduation.

MARKETING 2/RETAIL MANAGEMENT/STUDENT STORE (11-12)
5 periods per week 5 credits

REREQUISITE: Introduction to Marketing

The students enrolled in this course are responsible for the entire operation, management, and merchandising of the nationally accredited Cinnaminson High School Student Store. The students expand their skills and knowledge with real-life experience in retailing, human relations, communications, ordering of merchandise, promotional activities (advertising, displaying, and selling), and retail management/operations. Students will also have the opportunity to share their knowledge with students from other marketing programs through the co-curricular activity/club, DECA, (an association of marketing students). Excellent opportunity to gain and improve presentation/public speaking skills. Marketing also fulfills the Careers requirement for graduation.

MARKETING 3/SOCIAL MEDIA MARKETING (12)
5 periods per week 5 credits

PREREQUISITES: Introduction to Marketing and Retail Management

Social media is changing how business is done around the world in almost every industry. This specialized course will provide students the opportunity to learn advanced concepts of how marketing has (and has not) changed due to the rise of social media. The focus will be on the study of marketing as it relates to: consumers' social interactions, the various social media channels available to marketers, social marketing strategies, and analytics and effectiveness of campaigns. Students will participate in the operation of the Student Store and join the co-curricular organization DECA. Marketing fulfills the Careers requirement for graduation.

SOCIAL MEDIA MARKETING/COOPERATIVE EDUCATION (12)
5 periods per week 15 credits for successful classroom and work experience

PREREQUISITES: Introduction to Marketing and Retail Management

Students enroll in MARKETING 3/SOCIAL MEDIA MARKETING, and also obtain on-the-job training in a marketing environment through a job placement requiring at least 15 hours per week employment for 540 hours of job experience. Students will participate in the operation of the student store and join the co-curricular activity/club, DECA, (an association for marketing students). Marketing fulfills the Careers requirement for graduation.

HONORS ADVANCED OFFICE (EXCEL AND ACCESS, WORD AND POWERPOINT) (10-12)
5 periods per week 5 credits

PREREQUISITE: An 80 or higher in Computing for College/Careers, and a 75 or higher in Algebra 1

This course builds on skills learned in the prerequisite course, Computing for College/Careers. The skills learned will be useful to all students but of particular value to those pursuing college, a career in business, or the sciences. In Excel, students will use the software to create formulas and functions to analyze data and solve business problems. Units of study include using functions to calculate loan payments, the future value of savings, depreciation, and information from multiple worksheets to make calculations. Students will be introduced to database software and will use Access to create and manage a computerized database. Students will use Word to create tabs, tables, columns, newsletters, graphics, hyperlinks, business cards, and brochures. Students will use PowerPoint to create presentations, add and manipulate objects, lines, colors, and customize presentations. Students will customize presentations to incorporate graphics, sound, video, digitized photographs, charts, and diagrams. This course fulfills the Core Curriculum Content Standard in Technology.

COOPERATIVE BUSINESS EDUCATION (11-12)
5 periods per week 15 credits, for successful classroom and work experience

CRITERIA: Parent/Guardian approval is required.

Cooperative Business Education is a structured learning experience designed for juniors and seniors who are looking for real world knowledge and skills that will enhance their growth and development in the world of work. This course is designed for both college and non-college bound students in order to help them adapt to the challenges and changes in both the workplace and society. In today’s world, job experience and practical skills are an ever growing need. This course offers: on-the-job training in a business environment, coupled with classroom instruction, that provides the student with experiences that will help them pursue new interests; guide them in acquisition of skills; provide them with a smooth transition from school to work; and refine their human-relations skills. In addition, this course offers career exploration through the NJ CAN website and is an ideal course for someone who is unsure of their plans after high school. As part of the curriculum, students will hold a part-time job that enables them to complete 540 hours of work experience in a Co-Op approved worksite. Worksites can vary in industry and location and are intended to prepare students for a future career in their desired career cluster. Students who play sports or are involved in many extra-curricular activities are still welcome to participate in the Co-Op program and should see the coordinator for more details. NOTE: Students who wish to enroll in Cooperative Business Education but their schedule will not allow an early dismissal may enroll.
ACCOUNTING 2 (11-12)
5 periods per week                                       5 credits

PREREQUISITE: 80 or higher in Accounting 1

This course concentrates on accounting functions of a merchandising business organized as a corporation using both manual and computerized methods. Preparing and analyzing financial statements are emphasized, along with recording adjusting and closing entries. Accounting for plant assets and depreciation are discussed to include inventory cost analysis. Advanced topics also include accruals and deferrals and end-of-fiscal period work for a corporation. Organization of a partnership and its accounting functions is also introduced. The course is excellent for a future business major or anyone going into the business field.

HONORS INTRODUCTION TO COMPUTER PROGRAMMING (10-12)
5 periods per week                                       5 credits

PREREQUISITE: 80 or higher in both Computing for College and ACC Algebra 1

This programming course develops an understanding of the logic of how computers process information. Students learn organizational, analytic, and problem solving skills while implementing structured programming techniques in the JAVA language. Drag-and-drop interface (Alice Program) provides experience with modern programming techniques as students create 3-D animations. This “objects-first” approach introduces concepts central to computer science including linear sequences, iteration, branching, and event-driven programming. The Alice Programs are then transferred to JAVA, so students can begin to see the development of the necessary JAVA coding. This course fulfills the 21st Century Life and Careers requirements.

APPLICATIONS OF DESIGN (10-12)
5 periods per week                                       5 credits

PREREQUISITE: Design Thinking

This second level course allows students to continue to explore the technological world while strengthening their skills related to engineering and design. This course focuses on engineering drawings, 3d modeling and prototyping students’ innovations. Students will research and investigate real world problems and develop solutions. Students will use software (Autodesk & Adobe), equipment (3D printer, CO2 Laser, & Plotter) and hand tools in the designing and constructing of innovations. Students will document the design process and keep a portfolio of their work.
ENGLISH DEPARTMENT

1. All New Jersey public high school students are required to take four years (20 credits) of standard, year-long English courses aligned with the New Jersey Student Learning Standards (NJSLS) in order to graduate.

2. Students will be recommended for placement into a class for which they meet the prerequisite and course level requirements as listed below. To be recommended to move up a level in an English class, students will be required to score at least a 90 in their current course.

3. To maintain placement in Honors-level and accelerated courses, a student must be able to maintain at least an 80 in that respective course.

4. The English Department will continue to offer electives in areas of student interest. These may only be taken in addition to the required year-long courses.

**AP/HON**

**Advanced Placement/Honors:** Requires an excellent command of content material and high academic skills. This level is extremely rigorous and requires a significant amount of independent work. The expectations are equivalent to those of a college-level course.

**Prerequisite:** Teacher recommendation; 90 or higher in preceding Accelerated course or 80 or higher in preceding AP/Honors course; writing sample required for AP English.

**ACC**

**Accelerated:** Requires a strong command of content material and the ability to perform in a rigorous program at a rapid pace that will challenge and prepare students for college.

**Prerequisite:** 90 or higher in preceding CP course or 80 or higher in preceding Accelerated course.

**CP**

**College Prep:** Requires a strong command of content material and the ability to perform in a rigorous program at a rapid pace.

**Prerequisite:** 90 or higher in preceding MA course or passing score in preceding CP course.

**MA**

**Modified Academic:** Designed to reinforce content material and remediate academic skills.

**Freshmen Course Selection Guidelines:** see pages 5 & 6

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**FRESHMEN SURVEY ENGLISH (MA; CP; ACC; HON) 9**

5 periods per week

5 credits

The course consists of the reading of short stories, poems, essays, plays, and novels from a variety of authors that include John Steinbeck, Ernest Hemingway and others. An introduction to drama is studied with the Shakespeare classic, *Romeo and Juliet*. Additional study will include writing, research, speaking, vocabulary, usage and discussion. An introduction to the research paper is required of all students at this level.

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**AMERICAN LITERATURE (MA; CP; ACC; HON) 10**

5 periods per week

5 credits

This course focuses on American Literature that includes short stories, poems, plays, novels consisting of authors from the Colonial period of the 18th century through Romanticism and Transcendentalist movements of the 19th century and into the 20th century focusing on authors like Ralph Waldo Emerson, Emily Dickinson, Arthur Miller and F. Scott Fitzgerald. Additional study will involve writing, research, speaking, vocabulary, usage and discussion. A research paper is required of all students at this level.

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**WORLD LITERATURE (MA; CP; ACC) 11**

5 periods per week

5 credits

The course consists of the reading of short stories, poems, essays, plays, and novels from non-British writers from Europe along with others from Asia, Africa and South America. Special emphasis will be placed on the Greeks and a continued study of drama that includes the reading of *Macbeth*. Additional study will include writing, research, speaking, vocabulary, usage and discussion. An analytical research paper is required of all students at this level.

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**BRITISH LITERATURE (MA; CP; ACC) 12**

5 periods per week

5 credits

The course consists of the reading of short stories, poems, essays, plays, and novels from English literature from its foundations in Old English through Modernism and Post-Modernism. Special emphasis is placed on Charles Dickens and the reading of an additional Shakespeare play. Further study will include writing, research, speaking, vocabulary, usage and discussion. An analytical research paper is required of all students at this level.
ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (AP)* 11
5 periods per week  5 credits

AP Language and composition is a junior year course designed to engage students in becoming more skilled readers of prose texts drawn from a range of periods, disciplines and rhetorical contexts. Students will learn how to determine the meaning of text while examining how that text achieves meaning through language. Because the class readings are intended to inform the students’ own growth as writers, they are encouraged to learn to read with a writer’s eye. Students are expected to invest themselves in routine reading and writing assignments above the level normally required of high school students as they annotate their texts thoroughly and produce informal and formal written responses to that text.

*RBCB CAP Course: See page 4 for details

FULL YEAR ELECTIVE COURSES

The CHS English Department will continue to offer electives in areas of student interest. These courses may only be taken in addition to the required year-long academic courses. These courses do not count toward the English graduation requirements.

INTRODUCTION TO JOURNALISM (9-12)
5 periods per week  5 credits

PREREQUISITE: a 75 in current English course

This course will introduce the student to the principles and practices of journalism as well as journalism’s role in our ever-changing society. Class discussions will address the historical development and future of the field, including new technologies and ever-changing strategies. The class will cover news, feature, sports and op-ed writing, as well as an introduction into the design and layout of the newspaper. The fundamental skills of a journalist will be introduced, including research and interviewing, fact-checking and style. Also, students MUST contribute to the student newspaper, Ship’s Log.

ADVANCED JOURNALISM 2-4 (10-12)
5 periods per week  5 credits

PREREQUISITE: Introduction to Journalism course and instructor approval

Throughout this course, students will read works from journalists from a variety of genres to gain insight on how they gathered and reported news and information. Students will also become familiar with legal concepts underlying freedom of the press and the challenges our world faces today with respect to the journalistic world: censorship, obscenity, libel, privacy, free press/fair trial, contempt, access and other legal problems affecting the mass media. Additionally, the course will continually look to develop student understanding of advanced design and concepts of that design with respect to how they apply to larger newspapers, and our own online newspaper. Also, students MUST contribute to the student newspaper, Ship’s Log.

ADVANCED TELEVISION PRODUCTION (10-12)
5 periods per week  5 credits

PREREQUISITE: a 90 in Television Production and instructor approval

This full-year elective course is designed for those who wish to continue their experiences with video production. Students will work collaboratively with each other towards the creation of original programming focusing on the Cinnaminson School District community and beyond. Projects are entirely student-driven, and members of the class are required to develop both short-term and long-term projects which they are expected to construct. Students will assume all roles – brainstorming ideas, writing scripts, scouting locations, filming, editing, etc. – in order to produce unique content to be shared via the class YouTube channel.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (AP)* 12
5 periods per week  5 credits

This course is designed for students who are planning to take the AP test given in the spring. Students will study representative works of literature from several genres and periods. The course helps prepare students to take the College Board AP test in Literature and Composition which emphasizes the study and written analysis of all genres of English.

*RCBC CAP Course: See page 4 for details

ADVANCED YEARBOOK (10-12)
5 periods per week  5 credits

PREREQUISITE: Successful completion of Introduction to Yearbook course and instructor approval

Members of this course constitute the editorial staff of The Buccaneer. Students are responsible for developing the theme of the publication, building the ladder of content for the book, assigning editorial responsibilities, and creating the layout and design of the publication. Students will assign responsibilities pertaining to the production of the book to the Intro students. Students are required to participate in an advertising sales campaign. Students assume responsibility for planning and coverage of events throughout the year. Grades are based on their ability to complete these tasks in a timely fashion.
The objective of this course is to review and practice English Language Arts (ELA) skills and content outlined in the CRT process to prepare students for the fall administration of the Portfolio Appeal Process, leading into the administration of the Critical Response Tasks (CRT) to students in order for them to pass these teacher-graded tasks and NJ State graduation requirements. This course is in addition to the graduation requirement for four (4) ELA courses in each grade. This course is not open as an elective and students will place out of the course after satisfying graduation requirements related to state testing.

**SEMIESTER ELECTIVE COURSES**

The CHS English Department will continue to offer semester electives in areas of student interest. These courses may only be taken in addition to the required year-long academic courses. These courses do not count toward the English graduation requirements.

**CREATIVE WRITING 1 (9-12)**
5 periods per week 2.5 credits
This course is designed for students who wish to write imaginatively in a variety of forms, including poetry, short stories, and one-act plays. Students share their efforts with each other and are encouraged to submit pieces for publication.

**CREATIVE WRITING 2 (9-12)**
5 periods per week 2.5 credits
This course is designed as a follow-up to Creative Writing 1. The course will focus on the same areas of writing but offers a more individualized approach to the portfolio.

**CREATIVE WRITING 3 (9-12)**
5 periods per week 2.5 credits
**PREREQUISITE:** Students who have completed Creative Writing 1 and 2 and with an 80 or higher. Instructor’s approval is required.
Students will work individually on portfolios, the requirements for which will be developed by the student and teacher.

**CREATIVE WRITING 4 (9-12)**
5 periods per week 2.5 credits
**PREREQUISITE:** Students who have completed Creative Writing 1, 2 and 3 with an 80 or higher. Instructor’s approval is required.
Students will work individually on portfolios, the requirements for which will be developed by the student and teacher.

**TELEVISION PRODUCTION (9-12)**
5 periods per week 2.5 credits
This course is designed for students who are interested in learning the fundamentals of television production. Utilizing our production studio, students will become familiar with the operation of TV equipment and engage in numerous creative activities including script writing, storyboarding and directing. In this course, students will work collaboratively with groups, both on and off camera, and ultimately produce short scenes.

**MASS MEDIA (9-12)**
5 periods per week 2.5 credits
This course is designed for students who wish to explore how the mass media (specifically movies, television, and the internet) have impacted contemporary society. Students will learn the history behind each medium and how they have affected our culture. Specific emphasis will be placed on the history of the film and television industry, current issues and trends in the business, and how to critically analyze films on an aesthetic level.

**HOLOCAUST IN LITERATURE (10-12)**
5 periods per week 2.5 credits
This class will educate students through the exploration of literature about the period of time from 1933-1945 and the relevance of the study of the Holocaust in today’s world. Students will get an overview of the time period and will read personal accounts in a variety of genres. Students will also work on projects, view videos, and participate in class discussions. Emphasis will be placed on learning to accept others and understanding of different cultures in order to recognize prejudice and genocide.

**THE MONSTERS AMONG AND WITHIN US (10-12)**
5 periods per week 2.5 credits
This class will provide students with the opportunity to explore literature that is not prevalent in the existing curriculum. Specifically, this course will offer students a chance to explore cultural values through the study of fears and the manifestations of those fears. This course will explore the dynamics of horror, ancient to contemporary, with special attention to monsters as dark-side manifestations of cultural values. What do we label as "monstrous" and why? What makes a successful monster at a given time? What exactly have certain authors captured (or unleashed)? What is the monsters perspective?

**SAT PREP (11-12)**
5 periods per week 2.5 credits
This course is taught in conjunction with the SAT MATH PREPARATION CLASS for an entire semester. It is recommended for college-prep seniors in the fall and college-prep juniors in the spring and designed to help students prepare for the rigors of taking the SAT tests offered by the College Board. Our primary goal is to identify and implement test taking strategies using prerequisites knowledge to increase student performance. Students will drill and practice using preparatory methodologies and theories for the verbal portion and the writing portion of the test. The classes will be taught by trained staff members, prepared with copious amounts of sample SAT tests and questions. Pass/Fail.
HEALTH AND PHYSICAL EDUCATION DEPARTMENT

By New Jersey State Law, students must complete one year of Health/Physical Education for every year enrolled.

Cinnaminson High School Physical Education courses emphasize physical fitness and the importance of developing/maintaining lifetime physical fitness habits. Portions of the course stress the development of teamwork, trust, cooperation, leadership, and problem solving skills, as well as building self esteem and self-confidence. Additionally, physical education activities emphasize skill development and knowledge of individual sports, team sports, leisure time and rhythmic activities through a structured four-year program.

Physical fitness tests are administered throughout the school year. Should students' test scores fall below an acceptable level in any of the areas of fitness, they will be given an opportunity to develop a level of competence in the deficient area. Any student unable to participate in Physical Education for medical reasons will be assigned supplemental written assignments.

Health education at the Cinnaminson School District is comprehensive, accurate, up-to-date and relevant. The health education curriculum provides all students with the skills and knowledge to promote responsible lifetime decision making and contribute to a healthy and safe society. Health choices and decision making are stressed. The program teaches students the skills necessary to weigh options, to make responsible decisions and to develop behaviors that promote healthful living. Students are encouraged to assess their attitudes and behavior patterns and to understand the impact their life choices have on their communities and on their own well-being.

Freshmen Course Selection Guidelines: see pages 5 & 6

<table>
<thead>
<tr>
<th>9TH GRADE HEALTH—HEALTH AND HUMAN BEHAVIOR</th>
<th>11TH GRADE HEALTH—WELLNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 days per week</td>
<td>4 days per week</td>
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<tr>
<td>1 credit per quarter</td>
<td>1 credit per quarter</td>
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This course will cover harassment, intimidation and bullying, dating violence, character education, healthy relationships, limits in relationships, and valid standards of conduct. Additionally, students will learn about how to build self-esteem, nutrition, AIDS education, STD prevention, pregnancy, male and female reproductive systems, and suicide prevention.

<table>
<thead>
<tr>
<th>10TH GRADE HEALTH-DRIVER EDUCATION</th>
<th>11TH GRADE PHYSICAL EDUCATION</th>
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<tbody>
<tr>
<td>4 days per week</td>
<td>4 days per week</td>
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<tr>
<td>1 credit per quarter</td>
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The primary resource for the course is the New Jersey State Driver Manual. The students will take the State Written Drivers Exam at the end of the course. The students will log at least 30 hours classroom instruction that can be credited toward an insurance discount. Current driving laws and insurance laws also receive attention.

<table>
<thead>
<tr>
<th>12TH GRADE HEALTH—HUMAN SEXUALITY</th>
<th>12TH GRADE PHYSICAL EDUCATION</th>
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</thead>
<tbody>
<tr>
<td>4 days per week</td>
<td>4 days per week</td>
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<tr>
<td>1 credit per quarter</td>
<td>1 credit per quarter</td>
</tr>
</tbody>
</table>

This course will cover pregnancy prevention and stress that abstinence is the only 100% method to prevent pregnancies and sexually transmitted diseases. This course will also cover the anatomy and physiology of the male and female reproductive systems. It will examine healthy relationships, dating violence and preparation for marriage. Sexually transmitted diseases, AIDS education, drug abuse, and suicide prevention will also be discussed.
MATHEMATICS DEPARTMENT

GENERAL REQUIREMENTS:
1. Each student must complete three (3) years of mathematics aligned with the New Jersey Student Learning Standards (NJSLS) and satisfying the conditions below:
   Students must complete Algebra 1, Geometry, and a third math course that builds on the concepts and skills of Algebra and Geometry.
2. Students who plan to continue their formal education beyond high school should have a minimum of three years of college preparatory mathematics. Experience indicates that a number of institutions prefer at least four years of college preparatory mathematics.
3. Students must meet the prerequisite requirements for the course in which they intend to enroll.
4. 10th grade students planning to take ACC Geometry and ACC Algebra 2 concurrently must achieve a grade of 90 or above in ACC Algebra 1.

AP/HON Advanced Placement/Honors: Requires an excellent command of content material and high academic skills. This level is extremely rigorous and requires a significant amount of independent work. The expectations are equivalent to those of a college level course.

Prerequisite: Teacher recommendation; 95 or higher in preceding accelerated course or 80 or higher in preceding AP/Honors course.

ACC Accelerated: Requires a strong command of content material and high academic skills. This course moves at a rapid pace.
Prerequisite: Teacher recommendation; satisfactory performance in proceeding ACC and CP Course. See course description for additional requirements.

MA Modified Academic: Designed to reinforce content material and remediate academic skills. Students enrolled in this level will receive two periods of math.
Prerequisite: Teacher recommendation; 89 or below in previous MA course.

Freshmen Course Selection Guidelines: see page 5 and 6

ALGEBRA 1 (MA 9-12; ACC 9-12)
5/10 periods per week ACC 5 credits/ MA 10 credits

The objective of this course is mastery of the fundamentals of algebra with significant reinforcement in foundational arithmetic skills. This course stresses problem solving and thinking skills within the context of Algebra. Students will be expected to meet the standards outlined in the NJSLS. Graphing calculators are mandatory.

GEOMETRY (MA 9-12; ACC 9-12; HON 9)
5/10 periods per week ACC & HON 5 credits/MA 10 credits

Prerequisite: Algebra 1 is the prerequisite course for Geometry. HON: 9th grade students only - Teacher recommendation, and 80 or higher in 8th grade Algebra 1.

The objective of this course is mastery of the application of postulates, proofs, vocabulary, and geometric relationships required for mathematical problem solving. Concepts are developed intuitively through exploration, visualization, and activities. Students will be expected to meet the standards outlined in the NJSLS with emphasis on practical applications.

APPLICATIONS OF ALGEBRA AND GEOMETRY (MA 11-12)
5 periods per week 5 credits

Prerequisite: Algebra 1 and Geometry.

The objective of this course is to expose students to a third year of mathematics that builds on the concepts and skills of Algebra 1 and Geometry and prepares students for college and 21st century skills. Students will be expected to meet the standards outlined in the NJSLS.

PRECALCULUS AND TRIGONOMETRY (ACC 10-12; HON 10-12)
5 periods per week 5 credits

Prerequisite: Teacher recommendation and either 70 or higher in Honors Algebra 2, or 70 or higher in ACC Algebra 2, or 75 or higher in CP Algebra 2

HON: Teacher recommendation and either 80 or higher in Honors Algebra 2, or 90 or higher in ACC Algebra 2

The objective of this course is mastery of the concepts required for the study of calculus, with emphasis on function analysis and trigonometry. The course is designed for the college preparatory student that has demonstrated proficiency in foundational Algebra 2 skills and anticipates the study of calculus and/or a major in any math, science, or engineering field. Graphing calculators are mandatory.

ALGEBRA 2 (ACC 10-12; HON 9-12*)
5 periods per week 5 credits

Prerequisite: Algebra 1 is the prerequisite course for Algebra 2.

The objective of this course is mastery of the concepts of a second year algebra course with significant reinforcement in foundational Algebra skills. The concepts include linear and quadratic equations, inequalities, functions, relations, and systems. Each concept is reinforced by problem solving. Students will be expected to meet the standards outlined in the NJSLS with emphasis on practical applications. Graphing calculators are mandatory.

*RCBC CAP course– see page 4 for details.

CALCULUS (ACC 11-12)
5 periods per week 5 credits

Prerequisite: Teacher recommendation and either 70 or higher in Honors Precalculus/Trig or 80 or higher in ACC Precalculus/Trig

The objective of this course is mastery of Calculus concepts including limits, derivatives, applications of the derivative, and an introduction to the antiderivative and integration. The course is designed for the college preparatory student that has demonstrated proficiency in Precalculus and Trigonometry and anticipates the study of college level calculus and/or a major in any math, science, or engineering field. Graphing calculators are mandatory.
PROBABILITY AND STATISTICS (ACC 10-12)
5 periods per week  5 credits

PREREQUISITE:
ACC: The Student had to successfully complete any level of Algebra 1, Geometry, and Algebra 2/Applications of Algebra and Geometry.

The objective of this course is mastery of Algebra 1 skills.

COLLEGE ALGEBRA (MA 12)
5 periods per week  5 credits

PREREQUISITE: The student had to successfully complete any level of Algebra 1, Geometry, and Algebra 2/Applications of Algebra and Geometry.

The objective of this course is mastery of Algebra 1 and Algebra 2 concepts which are critical in college level mathematics course. This course is designed for the student who anticipates attending a two year community college and needs to demonstrate advanced proficiency in foundational Algebra 1 and Algebra 2 skills. Students will be expected to meet the standards outlined in the NJSLS. Students are selected for this course based upon the completion of Algebra 1, Geometry, and a third year of mathematics. Students will be prepared to take the Accuplacer, which is the tool used to place students in remedial mathematics courses in college. Students must earn an 80 or higher and obtain a score of 66 or higher on the Accuplacer to place out of RCBC Math 055 & 075.

ADVANCED PLACEMENT CALCULUS AB (AP 11-12)*
5 periods per week  5 credits

PREREQUISITE: Teacher recommendation and either 80 or higher in Honors Algebra 2, or 85 or higher in ACC Algebra 2, or 90 and higher in CP Algebra 1 and Algebra 2/Applications of Algebra and Geometry.

The objective of this course is mastery of the topics required for success on the AP Calculus AB exam. The course is ambitious, the pace is fast, and the students are expected to share responsibility for their learning. Major topics include: limits, differential and integral calculus, sequences and series, elementary differential equations, and hyperbolic functions. Student enrolled should anticipate taking the Advanced Placement exam and may receive college credit through the Advance Placement program.

Graphing calculators are mandatory.
*RCBC CAP Course—see page 4 for details.

ADVANCED PLACEMENT CALCULUS BC (AP 11-12)*
5 periods per week  5 credits

PREREQUISITE: Teacher recommendation and 80 or higher in AP Calculus AB

The objective of this course is mastery of the topics required for success on the AP Calculus BC exam. The course is ambitious, the pace is fast, and the students are expected to share responsibility for their learning. Major topics include: limits, differential and integral calculus, sequences and series, elementary differential equations, and hyperbolic functions. Student enrolled should anticipate taking the Advanced Placement exam and may receive college credit through the Advanced Placement program.

Graphing calculators are mandatory.
*RCBC CAP Course—see page 4 for details.

ADVANCED PLACEMENT STATISTICS (AP 11-12)*
5 periods per week  5 credits

PREREQUISITE: Teacher recommendation and either 80 or higher in Honors Algebra 2, or 85 or higher in ACC Algebra 2, or 90 and higher in CP Algebra 2

The objective of this course is mastery of the topics required for success on the AP Statistics exam, including the study of data, anticipating patterns, and statistical inference. The course is designed for the college preparatory student that has demonstrated a high degree of proficiency in mathematics and the ability to succeed at a higher technical level with accelerated pacing. Students enrolled should anticipate taking the Advanced Placement exam and may receive college credit through the Advanced Placement program.

Graphing calculators are mandatory.
*RCBC CAP Course—see page 4 for details.

PARCC PORTFOLIO MATH 12 (12)
5 periods per week  1-5 credits

PREREQUISITE: Students are placed in this course as a result of failing to pass the graduation requirements outlined by the state of New Jersey

The objective of this course is to review and build mastery in the mathematics content outlined in the NJSLS to prepare students for administration of the Portfolio Appeal Process and to administer the Critical Response Tasks (CRT) to students. This course does not count toward the graduation requirement for three (3) mathematics courses. This course is not open as an elective and students will place out of the course after satisfying graduation requirements related to state testing.

SEMESTER ELECTIVE COURSE

SAT PREP (11-12)
5 periods per week  2.5 credits

The objective of this course is to provide students with the opportunity to practice SAT test-taking strategies and to review mathematics topics typically tested on the SAT. The course is designed for the college preparatory student who anticipates taking the SAT. The student will take this course along with an ELA SAT Prep component, resulting in a semester-long SAT preparation program.
MUSIC DEPARTMENT

High School students are required to pass 5.0 credits in Visual/Performing Arts, 5.0 credits in 21st Century Life and Careers or Career Technical Education, and 2.5 credits in Financial, Economics, Business & Entrepreneurial Literacy.

All high school students are welcomed and encouraged to select any course offerings in the music curriculum. An excellent opportunity for study, training, performance, and sheer enjoyment is offered. Participation in concerts is a requirement for all performance-centered studies and will contribute towards grades.

Computer programs for music theory, composition, and individual performance skills supplement each course.

Freshmen Course Selection Guidelines: see pages 5 & 6

These Music full year elective courses will satisfy credits towards the Performing Arts requirement for graduation.

CONCERT BAND (9-12)
5 periods per week  5 credits

PREREQUISITE: Completion of one year of middle school band, or successful audition and band director’s approval.

The Concert Band is open to all students who have successfully completed at least one year of middle school band. Students who do not meet this criterion should contact the band director to arrange an audition. It is expected that participants who are enrolled in the course for the entire year will practice as needed outside of class in order to perform successfully. The Concert Band meets every day for one period and performs several concerts throughout the year, including the SJBODA Concert Band Festival at Rowan University in March, the NJMEA concert Band Gala in April, (if invited), and Graduation in June. Before each concert performance, an after school rehearsal will be scheduled. Students are expected to attend all scheduled rehearsals in order to be eligible to participate in concerts. A complete schedule of events for the school year is distributed the first week of classes in September.

MARCHING BAND (9-12)
Meets outside of the school day  1 credit

PREREQUISITE: Prior playing experience is required. Students without experience may choose this course only with the permission of the instructor.

Marching Band is open to all students who have successfully completed at least one year of middle school band. Marching Band members participate in the field show for all scheduled football games, competitions, exhibitions, and concerts as well as parades and other scheduled events during and beyond the school day. Due to the service aspect of the Marching Band, additional events may be placed on the schedule after it is distributed in August. In order for students to be considered Marching Band members, they must fulfill all performance and rehearsal responsibilities as scheduled beyond the school day.

Note: *Marching band members must attend rehearsals and performances beyond the regular school day.

CONCERT CHOIR (9-12)
5 periods per week  5 credits

This is a non-auditioned ensemble open to all students with a desire to sing. Music skills such as note-reading and sight-singing will be included in course study. Attention will also be given to the historical and social context of the repertoire studied. Students participating in this course will be required to participate in 3 concerts per school year. Some additional rehearsals outside the school day will also be required. Individual attention and performance opportunities will be given to students wishing to participate in honors ensembles outside the district.

MUSIC THEORY 1 (9-12)
5 periods per week  5 credits

This course is open to the serious music student considering a music major in college. Basics of music theory and beginning composition will be taught including development of ear training, sight singing, conducting, and piano keyboard skills.

CHAMBER CHOIR (10-12)
Outside of the school day  5 credits

PREREQUISITES: Participation is by audition only. Students wishing to audition for the Chamber Choir must complete at least one year of Concert Choir prior to auditioning. Auditions are held in the spring for the following school year. Students accepted into the Chamber Choir must maintain enrollment in Concert Choir in order to participate in the Chamber Choir.

This is a select ensemble. A more challenging range of music is used. This group appears frequently in public. Extra time for performances and additional rehearsals are required. Chamber Choir sings for hospitals, nursing homes, social groups, and private parties as well as many other singing engagements. This course meets one night and 1-2 afternoons per week.
STRING ENSEMBLE/ORCHESTRA (9-12)
5 periods per week 5 credits

PREREQUISITE: The String ensemble students must play one or more of the following instruments: violin, viola, cello, string bass, or classical piano. Prior playing experience is desirable.

This group of string players will play and study music written for string ensemble and orchestra. Students participating in this course will be required to participate in at least two concerts per school year.

ADVANCED STRINGS/ORCHESTRA (9-12)
Meets outside of the school day 5 credits

PREREQUISITES: Participation is by teacher recommendation and/or audition. Students must maintain enrollment in String Orchestra.

Students will study and perform chamber music and small ensemble music of a greater challenge than that of String Orchestra/Ensemble. Basic conducting technique and simple arranging and writing for string orchestra will also be covered. The course meets on one night a week.

AP MUSIC THEORY (10-12)
5 periods per week 5 credits

PREREQUISITES: Students must be able to read music, have two years of vocal or instrumental experience, and previously enrolled in Music Theory 1. Students completing Music Theory 1 successfully are ready to enroll in the AP Music Theory Course.

Students will be required to read, notate, compose, perform, and listen to music. Throughout the course, students will listen to musical works attentively and analytically, developing their ability to articulate responses to formal, stylistic, and esthetic qualities of the world. Using singing, keyboard, and students' primary performance media, students will develop and refine aural skills. Piano skills are beneficial, but not required. Upon completion of this course, students may elect to take the AP exam. The course helps prepare students to take and be successful on the College Board AP test in Music Theory.

*RCBC CAP course-- see page 4 for details.

These Music semester elective courses will satisfy credits towards the Performing Arts requirement for graduation.

SEMESTER ELECTIVE COURSES

MUSIC LAB (9-12)
5 days per week 2.5 credits

PREREQUISITE: Prior playing experience is required.

This course is for students in any performing ensemble in the high school who wish to hone their skills on their instrument or voice. Students participating in music lab class MUST provide their own instrument. Students will work individually and in small groups during this time, rehearsing any music for their ensembles or upcoming auditions. This course is a performance-based class; however, there will be some writing required. One research paper will be part of the final grade. Students will participate in-class performances weekly.

MUSIC IN THE MOVIES (9-12)
5 periods per week 2.5 credits

This course is designed for movie buffs and novices alike. Classic musical films and movie soundtracks will be reviewed and discussed. Composers', directors' and performers' lives and careers will be covered. Grading will be based on student projects, presentations, tests, written assignments and active participation in classroom discussion.

FOUNDATIONS OF MUSIC (9-12)
5 periods per week 2.5 credits

This course is designed for students who enjoy music of all kinds. Students will listen to music from all eras and critically analyze performances from groups of all levels. Students will also gain a rudimentary knowledge of music theory, art and history as it relates to music in our world. There is no prerequisite, however, students must have access to a computer and the internet.

GUITAR (9-12)
5 periods per week 2.5 credits

PREREQUISITE: None, but Middle School Guitars recommended

In this course designed to follow the Cinnaminson Middle School Guitar Ensemble, students will continue developing skills in reading printed music and tablature, playing chords by name and written nomenclature, and developing repertoire in a number of musical genres. A concert performance is required at the conclusion of the semester.

BELL CHOIR (9-12)
5 periods per week 2.5 credits

This course is open to all students who are interested in a unique performing area. Techniques in hand bell ringing will be covered as well as basic music theory, harmony, and part writing. Participation in one concert during the school year (winter or spring) will be required.
FOODS 1 (10-12)
5 periods per week 5 credits
This is an in-depth study of advanced baking and pastry, advanced breakfast cookery, advanced lunch cookery, and regional cuisine. The regions include North American, Mexican, Asian, Caribbean, and European. Course requirements include satisfactory performance in cooking labs, technology activities, written assignments, class work, and project work.

FOODS 2 (11-12)
5 periods per week 5 credits
This is a continuation of Foods 1. This is an in-depth study of advanced baking and pastry, advanced breakfast cookery, advanced lunch cookery, and regional cuisine. The regions include North American, Mexican, Asian, Caribbean, and European. Course requirements include satisfactory performance in cooking labs, technology activities, written assignments, class work, and project work.

RELATED ARTS DEPARTMENT
High School students are required to pass 5.0 credits in Visual/Performing Arts, 5.0 credits in 21st Century Life and Careers or Career Technical Education and 2.5 credits in Financial, Economics, Business & Entrepreneurial Literacy.

These Related Arts elective courses will satisfy credits in 21st Century Life and Careers or Career Technical Education requirements for graduation.

FULL YEAR ELECTIVE COURSES

TEACHING AS A CAREER (12)
3 to 5 periods per week 3-5 credits
PREREQUISITE: Teacher approval required prior to scheduling (see Mrs. Leetz)
This full-year elective course takes place the final period of the day and is designed for those who wish to become an educator or work in the field of education. Students will attend class lecture on Monday, Tuesday and Wednesday and then go out into the field (a class within the district) to observe, assist, and ultimately teach a few lessons with the cooperation and guidance of a certified Cinnaminson educator. Students must have their own transportation to and from their assigned placements.

INTRODUCTION TO FOODS (9-12)
5 periods per week 2.5 credits
This course is a study of nutrition principles, food terminology, proper measuring techniques, kitchen safety, sanitation rules, and consumerism. Laboratory experiences and food unit studies focus on breakfast, lunch, and dinner food. Specific emphasis will be placed upon fruits, cereal grains, eggs and breakfast meats, cakes, soups, yeast breads, casseroles, and salads. Course requirements include satisfactory performance in food labs, an individual demonstration, class work, technology activities, and written assignments.

PRACTICAL SKILLS (9-12)
5 periods per week 2.5 credits
This course is designed to teach students practical life skills they will be able to use the rest of their lives. Students will be taught the tasks that make up everyday life. Learning basic practical life skills will help them become self-sufficient, competent, and confident. Students will be taught topics that will help them have a clear understanding of the issues of money, cars, home, health, travel, jobs, routine repairs, and maintenance. They will learn helpful hints and insights to “uncomplicated” these issues and learn how to get things done quickly and efficiently. This is a “how-to-do” course designed to help students become more successful in work and life.
The Science Department of Cinnaminson High School strives to prepare students to compete in and contribute to the ever-changing, scientific and technologically-centered world of the 21st century by providing classroom experiences that will encourage the development of intellectual curiosity and scientific literacy.

General Information

1. All New Jersey high school students are required to take a minimum of 18 credits of laboratory science including biology, chemistry and/or physics and/or environmental science. A fourth year of laboratory science is recommended. Anatomy and Physiology, Forensic Science, Robotics, and Design & Engineering are not eligible for meeting graduation requirements.

2. A student will not be recommended for placement into a class for which they do not meet the prerequisite and course level requirements.

3. The performance expectations of each science course, the expectations of what students will know and be able to do by the end of a grade, blend disciplinary core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge to explain ideas across the science disciplines.

4. Engineering design is integrated into the structure of our science courses. Engineering design engages students in complex problems that include issues of social and global significance. Students will be expected to quantify criteria and constraints so that it will be possible to use quantitative methods to compare the potential of different solutions to these problems. Students are expected to use mathematics and/or computer simulations to test solutions under different conditions, prioritize criteria, consider trade-offs, and assess social and environmental impact.

AP Advanced Placement: Requires an excellent command of content material and high academic skills. This level is extremely rigorous and requires a significant amount of independent work. The expectations are equivalent to those of a college level course. Students must meet the course prerequisites in order to enroll in an AP science course. Students are expected to maintain a minimum grade of 80 while enrolled in and AP course. Continual deficiencies may cause the student to be dropped from the course and placed into an appropriate level science course.

HON Honors: Requires an excellent command of content material and high academic skills. This level is fast paced, very rigorous and requires a significant amount of independent work.

ACC Accelerated: Requires a strong command of content material and the ability to perform in a rigorous program.

MA Modified Academic: Designed to reinforce content material and remediate academic skills.

Freshmen Course Selection Guidelines: see pages 5 & 6

PHYSICAL SCIENCES
FULL YEAR ACADEMIC COURSES

ENVIRONMENTAL SCIENCE (MA 9; ACC 9-10)
6 periods per week  6 credits

PREREQUISITE:
MA: Performance in Middle School science, teacher recommendation
ACC: Performance in Middle School science, teacher recommendation

This course is interdisciplinary by design and includes topics from biology, environmental science, earth/space science, the physical sciences, and engineering. Students develop an understanding of key concepts through problem/inquiry-based investigations, as they explore earth’s history and its systems, weather and climate, human sustainability and interactions, energy and dynamics of ecosystems. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, construct arguments and communicate their results. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomenon. Students will also identify and analyze natural and human-made environmental problems, evaluate the risks of these problems and examine alternative solutions for resolving or preventing them.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (AP 11-12)*
6 periods per week  6 credits

PREREQUISITE: Honors Biology, Honors Chemistry, or ACC chemistry, teacher recommendation.

The AP Environmental Science course is designed to be the equivalent of a one semester, introductory college course in environmental science. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students to identify and analyze environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving these and/or preventing them. This STEM course is interdisciplinary, connecting topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Because this course is designed to be a course in environmental science rather than in environmental studies, the AP Environmental Science course includes a strong, diverse laboratory and field investigation component which provides students with opportunities to perform experiments and analyses involving the study of air, water, and soil qualities.

*RCBC CAP Course: See page 4 for details
CHEMISTRY (MA 11-12; ACC 10-12; HON 10-12)
6 periods per week 6 credits

PREREQUISITE:
MA: MA Environment Science and MA Biology
ACC: ACC Biology or Honors Biology, a minimum grade of 70 in ACC Algebra 1; teacher recommendation.
HON: Honors Biology or 93 or better in ACC Biology; concurrent enrollment in ACC Algebra 2 or Honors Algebra 2; 90 or better in Honors or ACC Algebra 1; teacher recommendation.

Students develop an understanding of key chemical and physical science concepts through problem/inquiry-based investigations, as they explore topics such as: atomic structure and the motion of particles, the periodic table, bonding, chemical reactions, energy and radioactivity, waves and their application, kinetics, thermodynamics, and equilibrium. Investigations require students to ask questions, make observations and predictions, design experiments, utilize mathematical and computational thinking, analyze data, construct arguments and communicate their results. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of chemical, biological, and geophysical phenomena.

ADVANCED PLACEMENT CHEMISTRY (AP 11-12)*
6 periods per week 6 credits

PREREQUISITE: 85 or better in Honors Chemistry or 90 or better in ACC Chemistry, Honors Algebra 2 or 90 or better in ACC Algebra 2, teacher recommendation.

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through problem/inquiry based investigations as they explore the following topics: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students are provided with opportunities to engage laboratory investigations of which at least six are inquiry based. Problem/inquiry based investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting where they direct and monitor their progress. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena.

*BCC CAP Course: See page 4 for details

PHYSICS (ACC 10-12)
6 periods per week 6 credits

PREREQUISITE:
ACC: ACC or Honors level sciences, completed or concurrent enrollment in ACC, or HON Algebra 2, teacher recommendation

Students develop an understanding of Physics through problem/inquiry-based investigations, as they explore topics such as: force and motion, energy, work, and power, electricity and magnetism, waves and their application. Investigations require students to ask questions, make observations and predictions, design experiments, model phenomena using EXCEL, use mathematical and computational thinking, analyze data, construct arguments and communicate their results. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Participation in the Physics Olympics is expected.

ADVANCED PLACEMENT PHYSICS 1: ALGEBRA BASED (AP 11-12)
6 periods per week 6 credits

PREREQUISITE: Honors Level Sciences, Honors Algebra 2 or 90 or better in ACC Algebra 2, teacher recommendation.

AP Physics 1 is an algebra-based, introductory college-level physics course. Students develop their understanding of physics through problem/inquiry based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and an introduction to simple circuits. Students will conduct inquiry based laboratory investigations to solve problems through first-hand observations, data collection, analysis and interpretation. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Physics is highly recommended for students considering STEM related careers. Participation in the Physics Olympics is expected.

ADVANCED PLACEMENT PHYSICS C-MECHANICS (AP 12)*
6 periods per week 6 credits

PREREQUISITE: 93 or better in ACC Physics or 83 or better in AP Physics 1, 80 or better in Honors Precalculus, concurrent enrollment in Calculus, teacher recommendation.

AP Physics C: Mechanics is equivalent to a one-semester, calculus based, college-level physics course especially appropriate for students planning to major in the physical sciences or engineering. The course explores topics such as kinematics; Newton’s “laws of motion, work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus are used throughout the course. Students will engage in hands-on laboratory work which require students to ask questions, make observations and predictions, design experiments, model phenomena using EXCEL, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Students will complete a portfolio of lab reports. Participation in the Physics Olympics is expected.

*BCC CAP Course: See page 4 for details

ADVANCED PLACEMENT PHYSICS C-ELECTRICITY AND MAGNETISM (AP 12)*
6 periods per week 6 credits

PREREQUISITE: 93 or better in ACC Physics or 83 or better in AP Physics 1, 80 or better in Honors Precalculus, concurrent enrollment in Calculus, teacher recommendation.

AP Physics C: Electricity and magnetism is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. Students will engage in hands-on laboratory work which require students to ask questions, make observations and predictions, design experiments, model phenomena using EXCEL, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Students will complete a portfolio of lab reports. Participation in the Physics Olympics is expected.

*BCC CAP Course: See page 4 for details

22
**LIFE SCIENCES**

**FULL YEAR ACADEMIC COURSES**

**BIOLOGY (MA 10-12; ACC 10-12; HON 9-10)**
6 periods per week  6 credits

**PREREQUISITE:**
MA: MA Environmental Science
ACC: Completion of ACC Environmental Science, teacher recommendation
HON: Freshmen enrollment will be based on the Middle School science grade (93 or better) at the time of course selection, and teacher recommendation. Sophomores are required to have completed and ACC level science course to register.

Students develop an understanding of key biological concepts through problem/inquiry-based investigations, as they explore topics such as: cellular structures and processes, interactions, energy, and dynamics of ecosystems, heredity, evolution and diversity, and communication. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena.

**ADVANCED PLACEMENT BIOLOGY (AP 11-12)***
6 periods per week  6 credits

**PREREQUISITE:**
85 or better in Honors Biology or 93 or better in ACC Biology; 80 or better in Honors Chemistry or 90 or better in ACC Chemistry, teacher recommendation.

*RCBC CAP Course: See page 4 for details

**SCIENCE ELECTIVES**

**SEMESTER ELECTIVE COURSES**

**FORENSIC SCIENCE (11-12)**
6 periods per week  3 credits

**PREREQUISITE:** ACC Biology and Chemistry, teacher recommendation

This course will examine and explore the different concepts and methods of Forensic Science including its history, crime labs, processing a crime scene, instruments for evidence analysis, and examining physical evidence. Students will gain experience in the analysis of handwriting, DNA, fingerprints, hair and nail, blood spatter, fibers, etc. Additional topics include legal considerations of crime, forensic serology, toxicology, ballistics, arson and tool marks.

This course does not satisfy the science requirement for graduation.

**ANATOMY AND PHYSIOLOGY (11-12)**
6 periods per week  3 credits

**PREREQUISITE:** ACC Biology and Chemistry, teacher recommendation

This course will explore the different anatomical structures in a variety of body systems and how they relate to the functioning of that system. Emphasis will be placed on the interactions of organs as they work together to maintain internal balance or homeostasis. Students will participate in lectures/discussions, conduct laboratory investigations including dissection (hands-on and virtual), microscopy, and gathering information on a variety of medical and health-related topics. This course is recommended for students wishing to pursue a career in health-related occupations.

This course does not satisfy the science requirement for graduation.

**INTRODUCTION TO ROBOTICS (10-11)**
6 periods per week  3 credits

**PREREQUISITE:** Teacher recommendation

This course is a beginning course in robotics. Students will utilize Lego Mindstorms EV3 kits, Lego Education software and various Lego Robotics materials. This course is designed to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming of a LEGO Mindstorms robot. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student designed robots will be programmed to complete robotic activities and challenges.

Any student who is interested in robotics should consider this course. Robotics will be extremely useful for students considering the engineering or scientific research fields, as robots and computer controlled tools and machines are playing an ever increasing role.

This course does not satisfy the science requirement for graduation.
SCIENCE ELECTIVES
FULL YEAR ELECTIVE COURSES

DESIGN & ENGINEERING (12)
6 periods per week  6 credits

PREREQUISITE: Students will have to have earned a minimum of 80 percent in an ACC level chemistry course and a minimum of 80 percent in an ACC level algebra 2 course along with a science teacher recommendation.

This STEM course introduces students to the range of engineering disciplines and incorporation scientific principles into engineering method of problem-solving. It also involves extensive mathematical modeling associated with the practice of engineering. This introduction is made through a mix of lectures, group-based activities, and research about what exactly it is that engineers of different types do. Since a key attribute of successful professional engineers is the ability to communicate effectively, the course focuses on improving core engineering communication skills. Another key aspect of engineering is the ability to build models as phase of the design leading up to a full scale project. Students completing this course will have full awareness of what exactly each engineering discipline does and with a refined set of engineering skills that will prepare them for the prospect of studying engineering in college.

This course does not satisfy the science requirement for graduation. This course is not a substitute for a 4 year high school engineering curriculum.
SOCIAL STUDIES DEPARTMENT

The Social Studies program is designed to help students become active citizens in a participatory democracy. The emphasis in the social studies courses is on decision-making, problem solving, and historical thinking and writing.

The minimum social studies requirement for graduation is three (3) years. Students must take Modern World History — Grade 9, U.S. History 1 — Grade 10, and U.S. History 2 — Grade 11.

Accelerated credit is given to students who elect to take Honors Modern World History, Honors U.S. History 1, Advanced Placement U.S. History 2, Advanced Placement European History, Advanced Placement World History: Modern, and Advanced Placement Psychology. Students may only take these courses with permission of their parents, guidance counselor, and social studies department supervisor.

AP/HON Advanced Placement/Honors: This course requires an excellent command of content material and high academic skills. This level is extremely rigorous and requires a significant amount of independent work. The expectations are equivalent to those of a college level course.

Prerequisite: Teacher recommendation; 90 or higher in preceding ACC History course or 80 or higher in preceding Honors History course

ACC Accelerated: This course requires a strong command of content material and the ability to perform in a rigorous program at a rapid pace.

Prerequisite: Teacher recommendation; satisfactory performance in preceding ACC History course

MA Modified Academic: This course emphasizes social studies content material while developing and reinforcing academic skills.

Prerequisite: Placement in Fundamentals of English or Modified Academic English course

Freshmen Course Selection Guidelines: see pages 5 & 6

MODERN WORLD HISTORY (MA; ACC; HON) 9
5 periods per week 5 credits

Modern World History is the study of human achievement beginning with the Renaissance in the 1400s and extending to the present day. Connections between the past and present are analyzed. Emphasis is placed on the development of social studies skills such as primary source analysis as well as historical reasoning and writing skills.

UNITED STATES HISTORY 1 (MA; ACC; HON) 10*
5 periods per week 5 credits

United States History 1 is the first year of the state mandated course. The purpose of this course is to help the student develop an appreciation for our historic past and the American political, social, intellectual and economic traditions it has produced. Topics covered in this course include colonization, revolution, constitutionalism, national growth, civil war, reconstruction, and industrialization. Emphasis is placed on the development of social studies skills such as primary source analysis as well as historical reasoning and writing skills.

*RCBC CAP Course: See page 4 for details

UNITED STATES HISTORY 2 (MA; ACC; AP) 11*
5 periods per week 5 credits

United States History 2 is the second year of the state mandated course. The purpose of this course is to help the student further develop an appreciation for our historic past and the American political, social, intellectual and economic traditions it has produced. Topics covered in this course include the development of the U.S. as a global political, social and economic power from the 1890’s through the present day. Emphasis is placed on the development of social studies skills such as primary source analysis as well as historical reasoning and writing skills.

*RCBC CAP Course: See page 4 for details

FULL YEAR ELECTIVE COURSES

The Social Studies Department will continue to offer electives in areas of student interest. These courses may only be taken in addition to the required year-long academic courses and the credits will not count toward graduation requirements.

AMERICAN LAW (10-12)
5 periods per week 5 credits

The focus of this course is the study of the U.S. legal system. The course is open to students who have an interest in the law. An emphasis will be placed on constitutional law, criminal law, and civil law. Current legal issues will be a regular part of the course content. The course may include visits to real courtrooms, guest attorneys to speak to the class, and mock trials.
European History is a college-level course that places an emphasis on student participation and independence. Students taking this class should have above-average interests and abilities in history. The course material covers the intellectual, cultural, political, economic, diplomatic, and social history of Europe from the Renaissance to the twenty-first century. The course prepares students to take the AP exam in European History.

*RCBC CAP Course: See page 4 for details

HUMAN BEHAVIOR (10-12)
5 periods per week 5 credits

The focus of the course is the study of current knowledge and methods in identifying, analyzing, and describing patterns in human behavior. Topics studied include learning theory and intelligence, the brain and behavior, psychological and personality test, child development, conflicts, and mental disorders. This course is required in order to take AP Psychology.

SOCIOLOGY (10-12)
5 periods per week 5 credits

The focus of the course is the study of group life in America today with an emphasis on group dynamics. This study is done in class through exposure to sociological methods by which students actively participate in discussions, observations, and activities.

AP World History: Modern is designed to be the equivalent of an introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes from approximately 1200 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing causation, and continuity and change over time. The course provides themes that students explore in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

*RCBC CAP Course: See page 4 for details

WORLD HISTORY: MODERN (AP 10-12)
5 periods per week 5 credits

PREREQUISITE: Successful completion of Honors Modern World History with a grade of 80 or higher is recommended, but not required.

AP Psychology is designed to introduce students to the scientific study of the behavior and mental processes of humans and other animals. Students will be exposed to the wide range of topics including psychological facts, principles, and ideas associated with the major schools of thoughts in the field. Students will also explore the research methods and ethical considerations that guide psychologists in their quest for understanding human behavior. In order to enroll in this course, students must have already completed the Human Behavior course. Students taking this course should have above-average interests and abilities in history and science. The course prepares students to take the AP exam in Psychology.

*RCBC CAP Course: See page 4 for details

SPORTS IN SOCIETY (9-12)
5 periods per week 2.5 credits

The goal of this course is to apply social science skills to the world of sports and athletics. Students will develop an academic framework for critically analyzing and evaluating sports from a sociological, psychological, and economic perspective. Students will utilize academic articles, popular media, and personal experiences to analyze these topics.

*This semester elective course will satisfy credits in Financial, Economic and Entrepreneurial Literary.

SEMINAR ELECTIVE COURSE

CONTEMPORARY WORLD ISSUES (9-12)
5 periods per week 2.5 credits

The goal of this course is to encourage students to become enlightened about contemporary world events. Students will develop a framework for analyzing global events and then apply this framework to a variety of issues. By using print and online tools, students will also learn to better utilize and evaluate media sources while using critical analysis skills to formulate hypothetical solutions to global issues.

INTRODUCTION TO ECONOMICS (9-12)
5 periods per week 2.5 credits

The goal of this course is to build a practical understanding of economic institutions, history, and ideas. Students will explore how people respond to incentives in order to acquire the things they need or want. Students will apply economic concepts to real world conditions by studying current events with a focus on economic issues and problems. Topics covered include basic concepts of markets, supply, demand, personal finance, fiscal and monetary policy, and governmental roles.

PREREQUISITE: Successful completion of Human Behavior and have a grade of 90 or higher

GENDER AND SOCIETY (9-12)
5 periods per week 2.5 credits

The goal of this course is to analyze a variety of gender-related issues and historical perspectives in contemporary society, consider how gender relations may be changing, and investigate the historical, social, political, economic, and cultural forces that shape lives relative to gender. Students will focus on the ways in which gender issues shape their lives.

PREREQUISITE: Successful completion of Human Behavior

PSYCHOLOGY (AP 11-12)*
5 periods per week 5 credits

PREREQUISITE: Successful completion of Human Behavior and have a grade of 90 or higher

The behavior and mental processes of humans and other animals. Students will be exposed to the wide range of topics including psychological facts, principles, and ideas associated with the major schools of thoughts in the field. Students will also explore the research methods and ethical considerations that guide psychologists in their quest for understanding human behavior. In order to enroll in this course, students must have already completed the Human Behavior course. Students taking this course should have above-average interests and abilities in history and science. The course prepares students to take the AP exam in Psychology.

*RCBC CAP Course: See page 4 for details

AP World History with a grade of 80 or higher is recommended, but not required.

The goal of this course is to build a practical understanding of economic institutions, history, and ideas. Students will explore how people respond to incentives in order to acquire the things they need or want. Students will apply economic concepts to real world conditions by studying current events with a focus on economic issues and problems. Topics covered include basic concepts of markets, supply, demand, personal finance, fiscal and monetary policy, and governmental roles.

*This semester elective course will satisfy credits in Financial, Economic and Entrepreneurial Literary.
SPECIAL EDUCATION
DEPARTMENT

Special Education courses will be added to student's schedule as prescribed in their Individualized Education Program (IEP).

STUDY SKILLS (9-12)

This course is designed for the student who requires individualized assistance to support the primary instruction being provided in the general education program. Academic supports in accordance with the student’s Individualized Education Program (IEP) are afforded to the student within a small group learning environment. This support class gives specialized instruction and academic remediation and assistance with all assignments related to the students’ regular education curricula. Grading is on a pass-fail basis.

INTEGRATED MATH (9-12)

This course is designed for the student who requires a small group approach to learning mathematics. This course emphasizes the development of skill areas specific to the goals and objectives in the student’s Individualized Education Program (IEP). Emphasis is on the development of basic skills such as decimals, fractions, percents and problem solving.

FUNDAMENTALS OF ENGLISH (9-12)

This course is designed for the student who requires a small group approach to language arts. The course emphasizes the development of skills specific to the goals and objectives in the student’s Individualized Education Program (IEP). Emphasis is on the development of reading, writing, listening and speaking skills.

MD/LIFE SKILLS PROGRAM (9-12)

This program is designed for the student who requires a small group approach to learning in all academic areas. Academics are supplemented with a Life Skills course that emphasizes independent living, occupational, money management, and social skills. Students will engage in Community Based Instruction and Structure Learning Experiences to practice these skills in the community and prepare them for a successful post-secondary occupational experience. These skills are specific to the goals and objectives in the students Individualized Education Program (IEP).
WORLD LANGUAGES

High School Students are required to pass ten (10) credits in world language courses to qualify for graduation.

Students studying a world language benefit in the following ways:

- learn to speak, read, write, and understand French and/or Spanish
- greater academic achievement in other areas of study, including reading, social studies, and mathematics
- higher scores on Scholastic Achievement Tests (SAT), and other standardized tests, regardless of their ability level or socioeconomic status
- improved understanding of the English language and greater sensitivity to structure, vocabulary, and syntax
- improved reasoning, conceptualizing, and analyzing, along with better listening and memory skills
- enhanced employment opportunities and work relationships
- personal satisfaction through the ability to communicate across languages and cultures
- earn recommended or required college entrance credits

AP/HON  AP/ Honors: Requires an excellent command of content material and high academic skills. This level is extremely rigorous and requires a significant amount of independent work. The expectations are equivalent to those of a college level course.

Prerequisite: Teacher recommendation; 90 or higher in preceding ACC course or 80 or higher in Preceding Honors course.

ACC  Accelerated: Requires a strong command of content material and the ability to perform in a rigorous program at a rapid pace.

Prerequisite: 70 or higher in preceding ACC course or 90 or higher in preceding Modified Academic course.

MA  Modified Academic: Designed to reinforce content material and remediate academic skills.

Freshmen Course Selection Guidelines:  see pages 5 & 6

SPANISH 1A (MA 9-12)  5 periods per week  5 credits

This beginning-level course will lay a foundation for speaking, reading, and writing in the Spanish language designed to stimulate young people to work towards language proficiency while developing an up-to-date awareness of the Hispanic culture. The focus of the curriculum is developing a proficiency in speaking and writing about real life situations in present time.

SPANISH 1B (MA 10-12)  5 periods per week  5 credits

Training is designed to build on demonstrated skills in speaking, reading and writing while continuing to develop an up-to-date awareness of the Hispanic culture. The focus of the curriculum is developing a level of comfort when speaking, reading and writing about real life situations taking place in present time.

SPANISH 1 (ACC 9-12)  5 periods per week  5 credits

This course is designed to introduce students to the Spanish language who have little or no prior experience in speaking Spanish. Students will learn greetings, leave-takings, common courtesies and how to speak in present time. Additionally, students will explore the culture of the Spanish-speaking world. The course will encompass the four skills of listening, speaking, reading and writing. At the end of this course, students will be in a position to successfully move on to a more advanced level of second language acquisition study.

SPANISH 2 (ACC 9-12; HON 9-12)  5 periods per week  5 credits

Training is designed to provide students with many opportunities to use their newly-acquired language in activities with interesting and varied formats. Students move away from the simple, guided practice to more open-ended activities encouraging communication while enabling students to recall and reincorporate what they have learned in second-language study up to this point. Students will continue to develop a realistic, up-to-date awareness of the Hispanic culture. Focus of curriculum is developing a proficiency in speaking and writing about real-life situations in past time.

SPANISH 3 (ACC 10-12; HON 10-12)  5 periods per week  5 credits

This course is designed to provide students with many opportunities to use their acquired language skills in activities with interesting and varied formats. Continued emphasis is placed on speaking the language with reinforcement of grammar and composition. Films, CDs, videos, and computer software are employed to promote language mastery through exposure to heritage speakers. Culture of the Hispanic world continues to be a part of the curriculum as well as speaking in the imperative.

SPANISH 4 (HON 11-12; ACC 11-12)  5 periods per week  5 credits

Continued emphasis is placed on speaking the language with continued grammar review and composition. Instruction is conducted almost exclusively in the target language and students are encouraged to interact in the target language as much as possible. Emphasis is placed on attaining a high level of proficiency in the four skills of foreign language study: listening, speaking, reading, and writing. Students are exposed to the subjunctive mood as well as authentic literary pieces from newspapers and literature of the Spanish speaking world. Continued exposure to heritage speakers is provided through video programs and CD’s. There is a summer reading project given to the Honors level students as well as other assignments/ activities all designed to prepare them to enter the Advanced Placement Spanish Language and Culture course.
SPANISH 5 (ACC 12)
5 periods per week 5 credits

The objective of this course is to expand on skills acquired from the Level 4 study of Spanish. Students will learn in an atmosphere where the instructor will use the target language in all aspects of instruction. Thematic vocabulary units are studied in greater depth and breadth. Students will be exposed to the geography, history and culture of Mexico, the Caribbean, and select countries of South America. The history and culture of the Latino population in the United States will be incorporated via various cultural readings. Additionally, students will sharpen their skills in grammatical structure through original expository writing. Opportunities to demonstrate reading comprehension and listening comprehension will be a regular part of this course.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE (AP 12)*
5 periods per week 5 credits

The objective of this course is to prepare students to take the College Board Advanced Placement Spanish Language and Culture exam given in the spring. In this course, students will learn Spanish in an atmosphere of total immersion. Study will include famous works of Hispanic literature. Exposure to cultural components of the Spanish-speaking world will be incorporated in daily lessons. Students will be expected to produce research-based projects and exhibit original samples of various types of writing in the target language. At the end of this class, successful students will have the knowledge to earn a score on the AP exam that will earn credit and/or waive requirements at most colleges and universities in the United States.

*RCBC CAP course—See page 4 for details

FRENCH 1 (ACC 9-12)
5 periods per week 5 credits

This course is designed to introduce students to the French language who have little or no prior experience in speaking French. Students will learn greetings, leave-takings, common courtesies and how to speak in present time. Additionally, students will explore the culture of the Francophone world. The course will encompass the four skills of listening, speaking, reading and writing. At the end of this course, students will be in a position to successfully move on to a more advanced level of second language acquisition study.

FRENCH 2 (ACC 9-12; HON 9-12)
5 periods per week 5 credits

Training is designed to provide students with many opportunities to use their newly-acquired language in activities with interesting and varied formats. Students move away from the simple, guided practice to more open-ended activities encouraging communication while enabling students to recall and reincorporate what they have learned in second-language study up to this point. Students will continue to develop a realistic, up-to-date awareness for the Franco-phone culture. The focus of the curriculum is developing a proficiency in speaking and writing about real life situations in past time.

FRENCH 3 (ACC 10-12; HON 10-12)
5 periods per week 5 credits

This course is designed to provide students with many opportunities to use their acquired language skills in activities with interesting and varied formats. Continued emphasis is placed on speaking the language with reinforcement of grammar and composition. Films, CD's, videos, and computer software are employed to promote language mastery through exposure to heritage speakers. Culture of the Franco-phone world continues to be a part of the curriculum as well as speaking in the imperative.

FRENCH 4 (ACC 11-12; HON 11-12)
5 periods per week 5 credits

Continued emphasis is placed on speaking the language with continued grammar review and composition. Instruction is conducted almost exclusively in the target language and students are encouraged to interact in the target language as much as possible. Emphasis is placed on attaining a high level of proficiency in the four skills of foreign language study: listening, speaking, reading, and writing. Students are exposed to the subjunctive mood as well as authentic literary pieces from newspapers and literature of the Franco-phone world. Continued exposure to heritage speakers is provided through video programs and CD's.

FRENCH 5 (ACC 12)
5 periods per week 5 credits

The objective of this course is to expand on skills acquired from the Level 4 study of French. Students will learn in an atmosphere where the instructor will use the target language in all aspects of instruction. Thematic vocabulary units are studied in greater depth and breadth. Students will be exposed to the geography, history and culture of select Francophone countries. There will be limited exposure to pieces of French literature. Additionally, students will sharpen their skills in grammatical structure through original expository writing. Opportunities to demonstrate reading comprehension and listening comprehension will be a regular part of this course.

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE (AP 12)*
5 periods per week 5 credits

The objective of this course is to prepare students to take the College Board Advanced Placement French Language and Culture exam given in the spring. In this course, students will learn French in an atmosphere of total immersion. Study will include famous works of French literature. Exposure to cultural components of the Francophone world will be incorporated in daily lessons. Students will be expected to produce research-based projects and exhibit original samples of various types of writing in the target language. At the end of this course successful students will have the knowledge to earn a score on the AP exam that will earn credit and/or waive requirements at most colleges and universities in the United States.

*RCBC CAP course—See page 4 for details

ENGLISH LANGUAGE LEARNERS (ELL) (9-12)
5 periods per week 5 credits

PREREQUISITES: Students must take the WIDA W-APT screening test and be placed into an ELL course if they score below a 4.5

Students must pass the WIDA ACCESS FOR ELL’S proficiency assessment and score a 4.5 or better along with the teacher recommendations to be exited from the program.

This state-mandated, sequential course focuses on helping non-native speakers of languages other than English become proficient in the four language domains: reading, writing, listening and speaking. Emphasis is placed on grammatical construction of the English language as well as thematic vocabulary units aimed to enhance the student’s academic and social language.

Students enrolled in an ELL course may use that class to fulfill the world language requirement. (see NJTESOL/NJBE for more details)
HIGH SCHOOL ATHLETIC ELIGIBILITY*

For the 2019-2020 school year, students (with the exception of incoming ninth graders) must earn a minimum number of credits in the preceding year to participate in interscholastic athletics in the fall and winter. In addition, students in all grade levels must earn a minimum number of credits during the fall to be eligible for spring sports. Listed below are the requirements for each grade level by graduation.

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<tr>
<th>GRADE</th>
<th>CREDITS REQUIRED</th>
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<tr>
<td></td>
<td>First Semester</td>
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*Subject to change

New Jersey Interscholastic Athletic Association Eligibility Rules apply to all boy and girl varsity, junior varsity, sophomore, and freshman teams which will be representing a high school. STUDENTS MUST ACCEPT RESPONSIBILITY FOR MAKING SURE THAT THEY MEET THE NJSIAA ELIGIBILITY REQUIREMENTS. If students have any questions or concerns after reading the eligibility rules, or if, at any time, they think they may be in jeopardy of falling below the minimum required credits for athletic eligibility, they should contact their school counselor, athletic director or team coach immediately!

Students are ELIGIBLE if they have not reached the age of 19 before September 1 of the current school year.

Students are ELIGIBLE to represent their high school for 8 consecutive semesters following entrance to ninth grade.

Students are ELIGIBLE for athletic competition during the first semester (September 1 to January 31) of the 10th, 11th and 12th grade, if they have passed 30.0 credits during the preceding academic year. Fall and winter eligibility is based upon the entire previous academic year. All freshmen are automatically eligible for the fall and winter.

Students are ELIGIBLE for athletic competition which begins during the second semester (February 1 to June 30) during the 9th, 10th, 11th, and 12th grade, if they have passed the equivalent of 15.0 credits at the close of the preceding semester (January 31). Spring eligibility is based on the preceding semester. In most cases students must pass six courses in the first semester of each year to be eligible for spring participation.

Students are ELIGIBLE if they transfer because of a change of residence by parents.

(a) A student-athlete in grades 10,11,or 12 transferring from one secondary school to another, without a bona fide change of residence by that student’s parent or guardian, shall be ineligible to participate for a period of 30 calendar days or half of the maximum games, which will commence with the first interscholastic contest played by the involved school, at any level, if that student participated on the varsity level in a particular sport at the previous school. (b) A student who transfers during his/her 9th grade year, or before September 1 of his/her 10th grade year, without a bona fide change of residence, shall be immediately eligible; however, if that student has participated in a sport at a varsity level, then he/she shall be ineligible to compete in that sport at the new school at any level for 30 days or half of the maximum games, from the first day of competition in that sport.

Students are NOT ELIGIBLE after the class in which they originally enroll graduates.

Students are NOT ELIGIBLE except as defined by the NJSIAA, if they have accepted any cash or merchandise prize (this may especially occur in bowling or golf).

COLLEGE ATHLETIC ELIGIBILITY REQUIREMENTS

College Athletic Eligibility Student athletes who want to practice and play sports their freshman year in a National Collegiate Athletic Association (NCAA) Division I or Division II College must satisfy the initial requirements of the NCAA. The NCAA adopted new standards for core courses and academic eligibility. If your son or daughter is interested in pursuing a Division I or II university to participate in athletics, they should speak to his/her school counselor. For further details about the conditions for initial eligibility, refer to one of the following web sites:

www.ncaa.org

www.eligibilitycenter.org
### 2019-2020 COURSE LISTINGS

#### ART DEPARTMENT

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| Ceramics                              | 7530 | 9-12  | 5    | 2.5     |
| Intro to Graphic Design              | 7520 | 9-12  | 5    | 2.5     |
| Advanced Graphic Design              | 7580 | 9-12  | 5    | 2.5     |
| Photography 1                        | 7601 | 9-12  | 5    | 2.5     |
| Photography 2                        | 7602 | 9-12  | 5    | 2.5     |
| Photography IS                       | 7603 | 10-12 | 5    | 2.5     |
| Sculpture                             | 7630 | 9-12  | 5    | 2.5     |
| Advanced Sculpture                   | 7640 | 10-12 | 5    | 2.5     |
| Exploratory Art 1                    | 7230 | 9-12  | 5    | 2.5     |
| Exploratory Art 2                    | 7240 | 9-12  | 5    | 2.5     |

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| Advanced Journalism 2                 | 1511 | 10-12 | 5    | 5       |
| Advanced Journalism 3                 | 1512 | 11-12 | 5    | 5       |
| Advanced Journalism 4                 | 1513 | 12    | 5    | 5       |
| Advanced Television Production        | 1531 | 10-12 | 5    | 5       |
| TV Broadcasting                       | 1560 | 9-12  | 5    | 5       |
| Introduction to Yearbook              | 1520 | 10-12 | 5    | 5       |
| Advanced Yearbook                     | 1521 | 10-12 | 5    | 5       |
| PARCC Portfolio ELA 12                | 1551 | 12    | 5    | 1.5     |

| Semester Elective Courses            |      |       |      |         |
| Creative Writing 1                   | 1501 | 9-12  | 5    | 2.5     |
| Creative Writing 2                   | 1502 | 9-12  | 5    | 2.5     |
| Creative Writing 3                   | 1503 | 10-12 | 5    | 2.5     |
| Creative Writing 4                   | 1504 | 10-12 | 5    | 2.5     |
| Television Production                | 1530 | 9-12  | 5    | 2.5     |
| Holocaust in Literature              | 1540 | 10-12 | 5    | 2.5     |
| The Monsters Among and Within Us     | 1550 | 10-12 | 5    | 2.5     |
| Mass Media                           | 1535 | 9-12  | 5    | 2.5     |
| SAT Prep                             | 1600 | 11-12 | 5    | 2.5     |

#### HEALTH/PHYSICAL EDUCATION

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*RCBC CAP Course: See page 4

NCAA Approved Class: See page 29
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### SOCIAL STUDIES DEPARTMENT

#### Full Year Academic Courses

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#### Full Year Elective Courses

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### WORLD LANGUAGES

#### Full Year Academic Courses

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*NCAA Approved Class: See page 29

*RCBC CAP Course: See page 4