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WEST DEPTFORD HIGH SCHOOL ADMINISTRATION

Principal:	Mrs. Michelle Spaventa	(848-6110 ext. 2628)
Assistant Principal for Curriculum and Instruction	Ms. Kelly Clark	(848-6110 ext. 2629)
Assistant Principal for Discipline and Attendance:	Mr. Tim Cammarota	(848-6110 ext. 2634)
Assistant Principal for Athletics and Activities:	Mr. Keith Williams	(848-6110 ext. 2240)

SCHEDULING ASSISTANCE (848-6110 ext. 2230)

Students and parents may seek assistance from the following counselors and department chairpersons:

Guidance Counselors

Ms. Rachel Jones	(848-6110 ext. 2226)
Mrs. Erin Canna	(848-6110 ext. 2228)
Mrs. Ellen Quindlen	(848-6110 ext. 2227)
Mrs. Nicole Bonzella	(848-6110 ext. 2231)

Department Chairpersons:

English	–	Mrs. Karen Robinson	(848-6110 ext. 2223)
Mathematics	–	Mr. Michael Seeley	(848-6110 ext. 2222)
Science	–	Mr. Michael Pustie	(848-6110 ext. 2236)
Social Studies	–	Mr. Patrick Rockwell	(848-6110 ext. 2237)
Special Education	–	Mrs. Julia Holloway	(848-6110 ext. 2638)
World Languages	–	Mrs. Kristie Gleason	(848-6110 ext. 2244)
Visual & Performing Arts	–	Mr. Thomas Kershaw	(848-6110 ext. 2051)
Applied Technology	–	Ms. Lauren Newman	(848-6110 ext. 2010)
Health/Physical Education	–	TBD	(848-6110 ext. 2235)
Guidance	-	Mrs. Ellen Quindlen	(848-6110 ext. 2227)

SCHOOL COUNSELING SERVICES

The West Deptford High School Guidance Office takes great pride in offering a comprehensive array of services for students and parents. It is our sincere hope that students will take full advantage of these services so that their high school experience will be as rewarding and successful as possible.

Please feel free to contact your son/daughter's counselor, or Mrs. Quindlen, Guidance Chairperson, to access any of the indicated services.

Counseling

- Individual Personal Counseling & Support
- Group Counseling around a variety of topics, for example:
  - Stress & Anxiety Management
  - Academic Success/Study Skills
  - Social Issues (including Bullying)
  - Teen Parenting
  - Surviving Senior Year
- Crisis Intervention
- Referrals to Outside Agencies and Treatment Centers
- Drug and Alcohol Intervention and Referral to treatment centers/agencies

Academic Advisement

- Course Selection and Program Planning
- Schedule Adjustments (as needed and within established guidelines)
- Monitoring of Academic Progress
- Coordination of Parent/Teacher Conferences
- Child Study Team Referrals/Conferences
- Homebound Instruction Arrangements for students who have long-term illnesses

Career Planning

- Vocational Counseling
- Presentations from over 30 colleges & universities
- Interest Inventories
- Career Speakers
- Computer Assisted Guidance through the NAVIANCE on-line program (contains information about career, colleges, technical schools, scholarships, financial aid)
- Presentations by Armed Service Representatives
- College and Career Planning Toolkit On-Line

College Planning

- Assistance with College Research
- College Application Processing via Naviance
- On-site Admissions with Rowan College at Gloucester County
- Financial Aid Information and Parents' Financial Aid presentation
- Scholarship Resources
- College and Career Planning Toolkit On-Line
- Returning Grad Day (WDHS graduates now in college discuss their college experiences)

Testing

- Advisement and result interpretation for the: PSAT, SAT I, ACT, AP Tests, and ASVAB
- Test Center for SAT I, PSAT, and AP tests

PROMOTION AND GRADUATION REQUIREMENTS

The West Deptford Board of Education has established the following requirements for graduation (effective with the 2009-10 9th grade class). Most are set by New Jersey Law.

I. Successfully complete a program earning 120 credits.

The following chart should be used as a guide in selecting courses. If followed, it will provide you with the number of credits needed for graduation. Students must take a minimum of 30 credits each year although they are encouraged to take additional courses in order to maximize their educational opportunities. (Freshmen are required to enroll in a minimum of 34 credits). ***In accordance with Board Policy, students must earn a specific number of credits each year of enrollment in order to be promoted to the next grade level as indicated below.***

Grade	Minimum Enrolled Credits-Each Year	***Earned (Cumulative) Credits for Promotion***
9	34	***29***
10	30	***58***
11	30	***90***
12	30*	***120***

*Based on a senior student's records and need, this minimum may not apply.

II. Successfully complete the following credit requirements while in high school:

English	20
Social Studies*	15
Math	15
Science	15
World Language	5
Visual/Performing Arts	5
21st Century Life/Career Ed	5
Financial, Econ., Bus., and Entrep. Literacy **	2.5
PE/Health***	4

*Includes 5 credits of World History and 10 credits of US History.
** The course *Personal Finance* fulfills this Financial Literacy requirement as well as a 21St Century Life/Career Ed requirement.
***One year of physical education and health are required for every year of enrollment.

III. Students must demonstrate proficiency in grade 11 on the NJGPA (New Jersey Graduation Proficiency Assessment), which includes content aligned to the grade 10 New jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra I and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall. For students in the Classes of 2023-2025, there will also be the option of meeting these requirements through a menu of substitute competency tests (*as long as the student has sat for the NJGPA first).

IV. Comply with the state attendance policy.

COURSE LEVEL RECOMMENDATIONS / WAIVERS

Parents and students should realize that faculty recommendations are based on the past performance of the students and the rigors of the course. These recommendations are made with the sole purpose of placing students where they have the best opportunity for maximum success.

West Deptford High School offers a waiver option for parents who wish for their child to be placed in a level of a course for which he or she has not been recommended. The following steps must be taken:

Waiver Process

1. Student must attend a large group waiver information session. The waiver process will be thoroughly explained and waiver forms will be distributed.
2. The student must meet with the teacher to discuss the placement recommendation and course requirements.
3. The parent, student, and teacher must sign the waiver form **prior to May 1st.** (*The teacher's signature will reflect participation at the meeting rather than a change in the recommendation.)*
4. Students and parents should be aware that if enrolled in the course based on a waiver, NO schedule changes will be made if the student should encounter difficulties in the course or change his/her mind about taking the course. Once students and parents have signed the waiver, the student must remain in that course for the entire school year.

COURSE CHANGES

Counselors will meet with students during the months of February – March to discuss their academic program for the following school year. Courses should be selected with great care after thoughtful consideration and discussion among students, parents, teachers and counselors. **Any requests to make changes to the selected courses MUST be made by May 1st.**

Once the school year has begun, schedules can only be changed during the first two weeks of school (or of the second semester for semester courses) and only for the following reasons:

- A course was omitted or an incorrect level of a course was assigned
- A student was scheduled for a teacher with whom the student had previously failed a course
- A student made up a course in summer school and is eligible to add another course (additional course may ONLY be added within the first two weeks of school).

- A student is carrying more than the minimum of six courses per semester and wishes to drop a course for a study hall

Unfortunately, there have to be some limitations on schedule changes. For example, changes will NOT be made if the reason for the request is to move a class to a more convenient time or to change teachers. In addition, elective courses CANNOT be dropped and replaced with a different elective because the student has changed their mind about taking the original course.

COURSE WITHDRAWALS

Students in grades 9-11 are required to carry a *minimum* of six classes per semester. Therefore, course withdrawals may ONLY occur if the student is enrolled in more than 6 classes. ***All course withdrawals must occur during the first 10 days of the course. No classes may be dropped after this point.***

Courses that are dropped can be replaced with a Study Hall only. Freshman should carry 7 classes per semester and may not drop any course for a study hall. (This is especially important for student athletes in order to remain eligible.)

All course withdrawals must be approved by the counselor, teacher, and parents.

AUDITING A COURSE

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

1. Teacher, administrator and counselor approval.

2. Student must complete all assignments, take all tests, follow all classroom rules, do make-up work as requested by the teacher, and adhere to the attendance policy of the school. If these provisions are not followed, students will be dropped and assigned to study hall.

3. Student record will show course and "Audit." No grade or credits will be recorded.

4. Student must carry at least 30 credits, in addition to the audited course. (9^{th} graders must carry at least 34 credits, in addition to the audited course)

5. Audits must be arranged within the first two weeks of the course.

6. Audits will be arranged on a space-available basis. Preference will be given to a regular credit status student.

GRADING

1. Summer School: Students who fail courses during the regular school year *with a yearly average of a 50 or higher* have the opportunity to attend a WDHS approved summer school program to earn credit for the course. Both the original grade as well as the summer school grade will appear on the student's transcript and both will be computed into the student's grade point average.

2. Only courses taken in grades 9-12 will appear on the high school transcript and will be used in determining GPA. College courses taken through RCSJ's HSOP program or CCC's High School Plus Program will **not** appear on the transcript nor will they be computed in GPA. However, if a student takes RCSJ's *Personal Finance* course, WDHS will count these credits towards graduation and place the course on the student's transcript; GPA will not be affected.

3. Transfer students who have earned letter grades only from their previous school will have these letter grades converted to a numeric grade based on the median numeric grade in that letter grade range as established by the previous school. For example: a student who transfers with a B in a course from a school where the B grade range is 84-92 will receive an 88 on their WDHS transcript. Any transfer grades that are Pass/Fail will be noted as such on the transcript but will not be computed into the student's GPA.

PROSPECTIVE COLLEGE ATHLETES

Any student who hopes to participate in intercollegiate athletics at an NCAA Division I or II institution should refer to the NCAA eligibility guidelines when selecting their high school courses. The NCAA Eligibility Center can be accessed on the web at: www.ncaaclearinghouse.net

NJ STARS SCHOLARSHIP PROGRAM

Students who rank in the top 15% of their class (at either the end of their junior year or senior year) may qualify for the NJ STARS program, which provides free college tuition for up to 5 semesters at the student's local community college. Scholarship funds may also be available for these students as they transfer to 4 year colleges and universities in NJ. NJ STARS funds are contingent about state budget approval. Additional details can be found at www.njstars.net.

OPPORTUNITIES TO EARN COLLEGE CREDITS DURING HIGH SCHOOL

I. ***College Now Program*** (HSOP RCSJ)- WDHS has partnered with Rowan College South Jersey-Gloucester to allow high school students to **take college courses NOW**!

Rowan College SOUTH JERSEY

High School Option Program (HSOP)

West Deptford High School students taking **college courses** at Rowan College of South Jersey (RCSJ) via HSOP are encouraged to take general education electives as they are highly transferrable and applicable to multiple degree programs. Students should discuss potential course options with their high school counselor and RCSJ advisor.

Students must meet all testing prerequisites prior to course registration. This occurs by taking RCSJ's placement exam, the Accuplacer, or by providing proof of exemption:

Means for Exemption	Documentation	Requirement	Exemption Type
Standardized Test Scores	Copy of official score report	ACT Composite: 21	Reading, Writing & Mathematics
		NJGPA grade 11 ELA: 725	Reading & Writing
		NJGPA grade 11 Math: 725	Mathematics
		PARCC/NJSLA ELA 11: 4	Reading & Writing
		PARCC/NJSLA Algebra II: 4	Mathematics
		PSAT/NMSQT ERW: 460	Reading & Writing
		PSAT/NMSQT Math: 510	Mathematics
		SAT ERW: 450	Reading & Writing
		SAT Math: 500	Mathematics

Students must score a 250+ on the Reading section of Accuplacer to register for the General Education Electives shown. Students may place into Educational Foundation (remedial) courses as a result of the Accuplacer exam. Students can complete this remediation via HSOP at the discounted tuition rate.

General Education Electives

Historical Perspective
HIS101 - History of Western Civilization I
HIS102 - History of Western Civilization II
HIS205 - World History I
HIS206 - World History II

Humanities – Broad-Based
ART101 - Art Appreciation I
ART121 - History of Photography
ASL101 - American Sign Language I
GER101 - Elementary German I
ITA101 - Elementary Italian I
MUS101 - Music Appreciation I*
*requires ENG101 as pre/corequisite
PHI101 - Introduction to Philosophy
PHI104 - Ethics
PHI150 - Critical Thinking

NON General Education Electives
ECO103 - Personal Finance
HPE 136 - Nutrition

Science
BIO103 - Environmental Science: Ecosystems & Man
BIO104 - Environmental Science: Pollution & Solutions
BIO107 - Human Biology
BIO112 - Introduction to Marine Biology
BIO140 - Science of Nutrition
PHY105 - Modern Astronomy
PHY111 - Earth Science: Land and Sea
PHY112 - Earth Science: Air and Space
PHY121 - Physics for Everyday Life

Social Science – Introductory
ECO100 - Introduction to Economics
ECO101 - Principles of Economics I (Macro)*
*requires MAT105 or MAT151 as prerequisite
ECO102 - Principles of Economics II (Micro)*
*requires ECO101 as prerequisite
GEO102 - Cultural Geography
POL101 - American Federal Government
POL103 - Introduction to Political Science
SOC101 - Principles of Sociology
SOC102 - Sociology of the Family
SOC120 - Society, Ethics and Technology

Contact:
West Deptford Counseling Department
856-848-6110, ext. 2230
RCSJ's Academy of Dual Enrollment
DesignYourFuture@rcsj.edu

Juniors and Seniors (1st priority): WDHS will pay for students to take up to two courses per semester during the school day. These courses may be offered on RCSJ's campus in Sewell in the early afternoons (in which case busing will be provided) or on-line (in which case the student will have a study hall in their schedule to use to complete the course). All tuition costs and transportation will be covered by WDHS. Students, who are not able to schedule a course during the school day and who wish to take a course later in the afternoon or evening, will be given 2nd priority. Limited funds are available for this College Now program and are available on a first come, first served basis.

**Please Note:*
WDHS will be paying the tuition costs for students who participate in this program. Therefore, students must be mindful that if they choose to drop the course without the proper notification to the college or outside the acceptable time frames, they will be responsible to reimburse WDHS any tuition monies that are forfeited.

Students who register for a course and then later wish to withdraw from the course will be subject to the course drop / withdraw policies and timeframes established by RCSJ. These dates are publicized on the website. Students must go to the campus to drop a course.

1. *Students who drop the course within the designated time frame set by RCSJ (usually several days BEFORE the class begins) will not owe any penalties.*

2. *Students who drop within the 50% reimbursement period set by RCSJ (usually within the first week to ten days of the course) will be required to reimburse WDHS the 50% lost tuition.*

3. *Students who withdraw after the RCSJ final date will be responsible to reimburse WDHS the full cost of their course.*

4. *Students who earn less than satisfactory grades could jeopardize the opportunity to take additional courses, paid for by WDHS.*

Sophomores: Students ages 15 and up who have completed their ninth-grade year in high school are eligible to take RCSJ courses at a 65% tuition reduction. This program is offered county wide. Courses may be taken after school, in the evenings, or in the summer, etc. All costs and transportation associated with these courses must be covered by the student's family.

DETAILS:

- Applications to participate in the program are available in the guidance office and require both the parent and the guidance counselor's approval. Students must be making satisfactory academic progress and may not have any grades of Ds or Fs in order to be eligible.
- Prior to taking any college course, all students must take the RCSJ placement exam (or provide proof of a qualifying score exemption). Students will be given the opportunity to take the placement exam at WDHS on a scheduled date during the school year.
- Students and parents may schedule an appointment with an advisor if they wish to discuss which college course(s) would be most appropriate for their child.
- With the exception of ECO103 - Personal Finance, college courses will not be reflected on the high school transcript nor included in the calculation of GPA. However, a transcript of each student's college courses should be included with any of the student's college applications.
- Students who wish to take college courses while in high school should consider any of the below listed general education classes as they are applicable to many degree programs and are highly transferable to other colleges and universities.
- Students and parents should be aware that four- year colleges and universities make their own rules as to whether credits will transfer and how they will transfer (i.e., as part of a major or as a gen. ed. elective). Families are encouraged to research this on their own if they have questions about a particular institution's credit transfer policy.
- Upon application to colleges as well as after high school graduation, students should request official transcripts from RCSJ that reflect credits and grades earned. The college or university the student attends will evaluate the credits for transferability.
- Students and families with a specific college or university in mind are encouraged to contact the institution directly for more information about credit transfer requirements.

II. ***Dual Credit Programs – Earn College Credits for High School Courses offered at WDHS***

A. Camden County College's High School PLUS Program

The High School Plus Program, offered through Camden County College, allows high school students to receive college credits for certain WDHS courses that have been certified by CCC as college level. Since these courses are approved as "college level" courses, they will each receive a weighting of 115%. The following WDHS courses have been certified by CCC personnel:

Accounting	3 credits	Must earn a C or better (74 and up) for the year
Entrepreneurship	3 credits	Must earn a C or better (74 and up) for the year
ASL III- Honors	3 credits	Must earn a B or better (83 and up) for the year
Honors French III	3 credits	Must earn a B or better (83 and up) for the year
Honors French IV	3 credits	Must earn a B or better (83 and up) for the year
Honors Spanish III	3 credits	Must earn a B or better (83 and up) for the year
Honors Spanish IV	3 credits	Must earn a B or better (83 and up) for the year
AP Spanish	3 credits	Must earn a B or better (83 and up) for the year
AP Psychology	3 credits	Must earn a C or better (74 and up) for the year
AP European History	3 credits	Must earn a C or better (74 and up) for the year
AP World History	3 credits	Must earn a C or better (74 and up) for the year
AP U.S. History	3 credits	Must earn a C or better (74 and up) for the year
AP Chemistry	4 credits	Must earn a B or better (83 and up) for the year
AP Biology	4 credits	Must earn a B or better (83 and up) for the year AND must take the AP Test and earn a 3 or higher
Anatomy & Physiology	3 credits	Must earn a B or better (83 and up) for the year
Honors Calculus	3 credits	Must earn a C or better (74 and up) for the year
AP Calculus	3 credits	Must earn a B or better (83 and up) for the year
Exploring Engineering I	2 credits	Must earn a C or better (74 and up) for the year
Exploring Engineering II	3 credits	Must earn a C or better (74 and up) for the year
Advanced Engineering III	2 credits	Must earn a C or better (74 and up) for the year
Intro to Python Programming	3 credits	Must earn a B or better (83 and up) for the course
AP Computer Science A	3 credits	Must earn a C or better (74 and up) for the year
AP English IV	3 credits	Must earn a C or better (74 and up) for the year

Additional courses may be approved before the 2024-2025 school year begins. You may always contact the Guidance office for the most up-to-date details.

DETAILS:

- Students who would like to enroll in the High School Plus Program must complete a program registration form as well as an application to Camden County College. The high school guidance office will make these forms available to students and will notify students (and their parents) of the important deadlines to participate.
- Camden County College currently charges students a $150.00 fee per course. This fee may differ for the 2024-2025 year. This fee is paid at the time of registration for the program (usually in December). Please be aware that if a student does not achieve the required minimum grade as stated above, he/she will not earn the CCC college credits or receive a refund of the registration fee.

B. Dual Credit with Rowan College South Jersey (RCSJ)

RCSJ will award college credit for certain approved high school courses offered at WDHS. Currently, WDHS's Public Speaking, Tomorrow's Teachers, and Exploring Engineering II courses have been approved and will award 3 or 4 credits for its college course equivalents, SPE 101 – Oral Communication, EDU 205- History of American Education, and PHY107 – Technical Physics, respectively.

If interested, students must apply through guidance and must pay the associated RCSJ tuition costs of $50.00 per credit for the 2024-25 school year. Costs may vary slightly for the 2025-26 school year.

Additional course offerings may be available for the 2025-26 school year.

III. AP Classes & AP Tests

The AP course curriculum, administered by The College Board, consists of standardized high school courses that are roughly equivalent to undergraduate college courses. After completing an AP class, students typically take the AP exam in that subject, offered at WDHS in May, which can earn them credits as well as accelerated placement in college. Many colleges will require a score of a 3 or higher in order to grant credit, but this varies by college and program. Students are encouraged to research this on their own.

WDHS currently offers 17 AP courses.

ACADEMICALLY GIFTED PROGRAM

Advisor: Mrs. Ellen Quindlen (848-6110 ext. 2227)

Special opportunities are available to students who are identified as Academically Gifted. The Guidance Department and advisor of the Academically Gifted Program identify eligible students based on IQ tests and other nationally normed standardized tests.

High School students who are eligible for the Academically Gifted Program decide, with their parents, if they want to participate in the program.

Members of the Academically Gifted Program:

- Participate in guest speaker presentations
- Participate in discussion and seminar topics
- Are enrolled in at least two honors and/or advanced placement courses per year
- Are eligible to audit courses for no credit
- Are eligible to participate in special field trips
- Are encouraged to apply to the Governor's School and other summer enrichment programs

Details of the program will be provided to all students who meet the eligibility requirements**.**

CO-CURRICULAR ACTIVITIES

Assistant Principal of Athletics: Mr. Keith Williams (848-6110 ext. 2240)

West Deptford High School has a complete program of co-curricular activities. Most of these activities meet after regular school hours. Late busses are provided for students who remain after school to participate in these programs.

Programs include, but are not limited to:

Clubs in a wide variety of interest areas
Student Council (meets during and after school)
Key Club (a service organization)
Grade level meetings/activities
Marching Band (musicians and band front members)
Renaissance Club
School Musical
School Newspaper
DECA
Vocal Music
Athletics (see below)

Students are encouraged to participate in as many co-curricular activities as their interests, abilities and time permit. Students planning to attend college should be aware that college admissions personnel look very favorably on applicants who have participated

in co-curricular activities and maintained good grades. To find more information regarding our high school co-curricular activities, please visit the Clubs and Activities link on our webpage: https://hs.wdeptford.k12.nj.us/cms/one.aspx?pageId=61044.

Students wishing to participate in interscholastic sports must complete ALL registration materials before the first day of practice for their respective sport. For more information regarding our high school athletic offerings, please visit the Athletics link on our webpage: https://hs.wdeptford.k12.nj.us/for_students/Athletics.

NJSIAA Eligibility Regulations

Credits:

► To be eligible for athletic competition during the first semester (September 1 to January 31) of the 10th-12th grade year, a pupil must have passed with 30.0 credits the previous school year as required by the State of New Jersey.

► To be eligible for athletic competition during the second semester (February 1 to June 30) of the 2024-2025 scholastic year pupil must have passed with 15.0 credits at the conclusion of the first semester as required by the State of New Jersey. Full-year courses shall be equated as one-half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.

The NJSIAA does not establish grading policies or standards for granting credits. The local school's Board of Education has the exclusive authority to address such matters within the parameters of the State Board of Education guidelines. Therefore, the NJSIAA will not waive, either the standards set by a member school or the minimum standards set forth in Article V, section 4.E, except as provided in Section 4.F (1).

► The above paragraphs 1 and 2 shall not apply to incoming students from grammar school (8th grade).

West Deptford High School Eligibility for Co-Curricular Activities

Academic Requirements

In order to be eligible to participate in co-curricular activities during the first semester of each school year, a student must have finished their previous academic year in good standing. In order to remain eligible to participate in co-curricular activities throughout the school year, a student may not be failing two or more classes.

School of Business

Possible Career Clusters: ***Business Administration & Management, Finance, Hospitality & Tourism, Marketing, and Transportation, Distribution & Logistics***	The School of Business at West Deptford prepares students for higher education in a wide array of majors in the financial services, marketing, logistics, entrepreneurship and accounting fields. The program offers students a comprehensive college preparatory high school experience with a focus on finance & business management. The curriculum emphasizes both the technical and soft skills, including the ability to communicate effectively, solve problems and work as team members. Additionally, students have an opportunity to experience an internship with a business specializing in an area related to their career theme as well as participate in our curriculum based extracurricular leadership club, DECA.

	COURSE LENGTH		GRADES OFFERED				CREDITS
COURSE NAME	Full Year	Semester	9	10	11	12	
Computer Applications		**X**	**X**	**X**	**X**	**X**	**2.5**
Business 101		**X**	**X**	**X**	**X**	**X**	**2.5**
Entrepreneurship (*Dual Credit- CCC – MGT 221*)		**X**		**X**	**X**	**X**	**2.5**
Sports/Entertainment Marketing I		**X**		**X**	**X**	**X**	**2.5**
Sports/Entertainment Marketing II		**X**		**X**	**X**	**X**	**2.5**
Personal Finance		**X**		**X**	**X**	**X**	**2.5**
Accounting (*Dual Credit- CCC – ACC 104*)	**X**			**X**	**X**	**X**	**5**
Supply Chain Management I		**X**	**X**	**X**	**X**	**X**	**2.5**
Supply Chain Management II		**X**	**X**	**X**	**X**	**X**	**2.5**
Supply Chain Management III		**X**		**X**	**X**	**X**	**2.5**
Supply Chain Management IV		**X**		**X**	**X**	**X**	**2.5**
Marketing Education/Co-Op	**X**					**X**	**5-15**
Senior Experience/Senior Option							**5**

COMPUTER APPLICATIONS **2.5 credits**
One Semester Grades 9 – 12

This course will explore multiple topics in Microsoft Office – a popular program used with many of today's computers in both business and education. You will use Microsoft Word to prepare announcements, letters, memos, resumes, and reports. Microsoft Excel, a spreadsheet program, will be used to organize data, perform calculations to make decisions, and to create dynamic charts and graphs. You will use Microsoft PowerPoint to produce advanced presentations with custom animation and media enhancements. Computer Applications is the perfect course to enhance and advance your computer knowledge.

BUSINESS 101 **2.5 credits**
One Semester Grades 9 – 12

This course will serve as an introductory business administration course that will explore the basics of revenue, profit, management, operations, and many more general areas of the business world. With Business Administration highlighting many nationally recognized lists as a top undergraduate major each year, this course will assume the role of an exploratory benchmark for our Business Department electives available at WDHS (Entrepreneurship, Marketing, Logistics, Accounting, Business Law, etc.).

ENTREPRENEURSHIP **2.5 credits**
One Semester Grades 10 – 12
Qualifies as Dual Credit for MGT 221 at CCC

Have you ever thought of owning your own business? Get a jump start on your career! Discover the world of entrepreneurship, explore it as a personal career goal, and learn the basic business concepts and management skills needed to be a successful entrepreneur. You'll research your dream business, write a business plan, solve problems, select promotional activities and watch your idea come alive! You'll learn how to compete in the global marketplace, keep records and produce financial reports, as well as, draw up plans to protect your business. Students with a business or academic background and entering college in a business or related field would be well advised to enroll in this course.

SPORTS AND ENTERTAINMENT MARKETING I **2.5 credits**
One Semester Grades 10 – 12

This course offers students a view of the basic functions of marketing and how they apply to the exciting world of sports and entertainment. The need and value of cooperative marketing efforts among all aspects of recreational service industries will increase during the 21st century, and successful careers in these related industries begin and end with understanding the marketplace. Complete coverage of marketing functions and techniques as applied specifically to the areas of sports and entertainment will be covered in this class to provide the skills and insight needed for these rapidly growing industries. This class will provide critical information for those interested in sports, entertainment and marketing fields, as well as for any business major.

SPORTS AND ENTERTAINMENT MARKETING II **2.5 credits**
One Semester Grades 10 – 12
Prerequisite: Sports and Entertainment Marketing I

This course offers students the opportunity to expand their knowledge of marketing functions by applying skills learned in Sports and Entertainment Marketing I. They will manage real-world situations in a virtual business simulation and complete DECA based marketing projects. Students will work individually and in teams to make decisions regarding the operation of a virtual sports franchise as well as create Marketing plans related to entrepreneurial and real-world businesses.

PERSONAL FINANCE ***(Fulfills Graduation Requirement)*** **2.5 credits**
One Semester Grades 10 – 12

Personal finance will empower students and provide them with a well-rounded and in-depth personal lesson in how to manage everyday financial decisions. The course will give students the knowledge to make well-informed personal financial decisions including career research and planning, money management, budgeting, banking services, savings and investing, credit cards and lines of credit, consumer skills (emphasizing Housing and Transportation) and risk protection. This course will provide a strong foundation for students to gain the knowledge necessary to succeed in life **and will fulfill the new graduation requirement for financial, economic, business or entrepreneurial literacy.**

ACCOUNTING I **5 credits**
Full Year Grades 10 – 12
Qualifies as Dual Credit for ACC 104 at CCC

This course includes accounting theory and practice in the analysis of business transactions and the recording of business data. The accounting cycle, beginning with transaction recording and ending with financial statement preparation, for a sole proprietorship/corporation as a service and merchandising business is completed. Spreadsheet applications and real world case study analyses are used to reinforce concepts and principles introduced in the course.

SUPPLY CHAIN MANAGEMENT I **2.5 credits**
One Semester Grades 9 – 12

This semester course engages students in contextual problems that introduce them to the concepts of supply chains. In its essence, a supply chain includes everything that happens to a product or service from initial concept to the point of sale. This curriculum provides a series of projects, which guide students through a discovery of all aspects of Supply Chain Management. This course covers basic concepts. In this course, students will complete projects designed to show basic concepts of Supply Chain Management. Projects are broadly categorized to reflect one of the four Supply Chain Operations Reference (SCOR) areas: Plan, Source, Make, and Deliver.

This course will be much different than most courses in the high school and will revolve around 4 projects which will be the basis of the entire course. This project-based learning model (PBL) used in this course will help prepare students for real world work situations and expose students to communication, problem-solving and collaboration skills essential to 21st Century workers in any industry.

This is the first course in the Supply Chain Management sequence. This course is a prerequisite for participation in other Supply Chain Management courses.

SUPPLY CHAIN MANAGEMENT II **2.5 credits**
One Semester Grades 9 – 12
Prerequisite: Supply Chain Management I

This semester course engages students in contextual problems that introduce them to the concepts of supply chains. In its essence, a supply chain includes everything that happens to a product or service from initial concept to the point of sale. This curriculum provides a series of projects, which guide students through a discovery of all aspects of Supply Chain Management. This course is the second of a three-course program in Supply Chain Management. It will cover intermediate concepts introducing students to Supply Chain Management principles commonly found across all industries. It reinforces the Supply Chain Operations Reference (SCOR) model with projects aligned to the building blocks: Plan, Source, Make, and Deliver.

This course is the 2nd in the course sequence and will revolve around 4 projects which will be the basis of the entire course. These projects will be at the intermediate level and will build off of concepts in SCM I. This project-based learning model (PBL) used in this course will help prepare students for real world work situations and expose students to communication, problem-solving and collaboration skills essential to 21st Century workers in any industry.

SUPPLY CHAIN MANAGEMENT III **2.5 credits**
One Semester Grades 10 – 12
Prerequisite: Supply Chain Management II

This semester course engages students in contextual problems that introduce them to the concepts of supply chains. In its essence, a supply chain includes everything that happens to a product or service from initial concept to the point of sale. This curriculum provides a series of projects, which guide students through a discovery of all aspects of Supply Chain Management. This course is the second of a three-course program in Supply Chain Management. It will cover intermediate concepts introducing students to Supply Chain Management principles commonly found across all industries. It reinforces the Supply Chain Operations Reference (SCOR) model with projects aligned to the building blocks: Plan, Source, Make, and Deliver.

This course is the 3rd in the course sequence and will revolve around 4 projects which will be the basis of the entire course. These projects will be at the advanced level and will be based off of concepts covered in the previous two courses. This project-based learning model (PBL) used in this course will help prepare students for real world work situations and expose students to communication, problem-solving and collaboration skills essential to 21st Century workers in any industry

SUPPLY CHAIN MANAGEMENT IV **2.5 credits**
One Semester Grades 10 – 12
Prerequisite: Supply Chain Management III

This semester course engages students in contextual problems that introduce them to the concepts of supply chains. In its essence, a supply chain includes everything that happens to a product or service from conceptualization to the point of sale. This curriculum provides a series of projects, which guide students through a discovery of all aspects of Supply Chain Management. This course is the second of a three-course program in Supply Chain Management. It will cover intermediate concepts introducing students to Supply Chain Management principles commonly found across all industries. It reinforces the Supply Chain Operations Reference (SCOR) model with projects aligned to the building blocks: Plan, Source, Make, and Deliver.

This course is the final in the course sequence and will revolve around 4 projects which will be the basis of the entire course. These projects will be at the advanced level and will be based off of concepts covered in the previous three courses. This project-based learning model (PBL) used in this course will help prepare students for real world work situations and expose students to communication, problem-solving and collaboration skills essential to 21st Century workers in any industry.

SENIOR EXPERIENCE/SENIOR OPTION **5 credits**
Full Year Grade 12

Senior Experience is a supervised, non-traditional, independent study that offers seniors the opportunity to explore careers in either a paid or volunteer capacity. During the experience, the students have the opportunity to familiarize themselves with a specific

field of employment or career cluster while receiving credits for graduation. Students will begin making connections (networking) while still in high school, applying learned concepts, plan for a future career, learn by doing, and advance beyond the walls of the high school. Students will work independently through their experience, but also be required to communicate with their faculty mentor and complete all required assignments. Students will apply for program participation during the course selection process in their junior year. Eligibility will be determined by guidance, in coordination with a department faculty member in the student's chosen area of interest. A Professional Development Portfolio, created by each student, serves as the final exam for this course. This is a Pass-Fail course.

MARKETING EDUCATION **5 credits/15 credits**
Full Year Grade 12

This course is a school-to-work transition program. Students are scheduled for their academic classes in the morning in order to be eligible for work release during the afternoon. The classroom portion of this course covers such areas as: dealing with problems employees confront while on-the-job, visual merchandising, sales promotion, and business ethics. The on-the-job training component is supervised by the Marketing Education Coordinator and provides students with "real world" employment experiences. This program provides opportunities to enter the world of work prior to graduating from high school. ***"EARN WHILE YOU LEARN!"***

School of Media Arts

Career Cluster: ***A/V Technology & Communications*** ***Career Pathway:*** ***A/V Technology & Film***	Prepares you for careers designing, producing, exhibiting, performing, writing, and publishing multimedia content related to film, television and video.						
	COURSE LENGTH		**GRADES OFFERED**				**CREDITS**
COURSE NAME	Full Year	Semester	9	10	11	12	
Video Technology I	**X**		**X**	**X**	**X**	**X**	**5**
Video Technology II	**X**				**X**	**X**	**5**
Marketing Education	**X**					**X**	**5 - 15**
Senior Experience/Senior Option							**5**

VIDEO TECHNOLOGY I **5 credits**
Full Year Grades 9 - 12

This elective is designed to introduce students to the world of Video Production. Students will perform hands-on activities using state-of-the art machines and materials (such as camcorders, professional editing machines, audio equipment, digital switches, mixers, computer aided graphics, computer animations, etc.) which will allow students to explore various areas of video technology. Students interested in performing in front of the camera, or behind it, and who wish to understand the process of putting on a television show from A to Z, will find this course beneficial and rewarding.

VIDEO TECHNOLOGY II **5 credits**
Full Year Grades 11 - 12
Prerequisite: Video Technology I

This is a more advanced course for those students who have successfully completed Video Technology I. The elective is designed to further the student's knowledge of Video Production with the emphasis on Television Production, Broadcasting and Live-Streaming events and advanced Adobe Premiere techniques. Students will perform hands-on activities using our state-of-the-art television studio and mobile production cart. The class is designed to provide advanced techniques in live-streaming, editing and audio/video production and exporting their media for various platforms, be it social media, websites, or smart devices.

SENIOR EXPERIENCE/SENIOR OPTION **5 credits**
Full Year Grade 12

Senior Experience is a supervised, non-traditional, independent study that offers seniors the opportunity to explore careers in either a paid or volunteer capacity. During the experience, the students have the opportunity to familiarize themselves with a specific

field of employment or career cluster while receiving credits for graduation. Students will begin making connections (networking) while still in high school, applying learned concepts, plan for a future career, learn by doing, and advance beyond the walls of the high school. Students will work independently through their experience, but also be required to communicate with their faculty mentor and complete all required assignments. Students will apply for program participation during the course selection process in their junior year. Eligibility will be determined by guidance, in coordination with a department faculty member in the student's chosen area of interest. A Professional Development Portfolio, created by each student, serves as the final exam for this course. This is a Pass-Fail course.

MARKETING EDUCATION **5 credits/15 credits**
Full Year Grade 12

This course is a school-to-work transition program. Students are scheduled for their academic classes in the morning in order to be eligible for work release during the afternoon. The classroom portion of this course covers such areas as: dealing with problems employees confront while on-the-job, visual merchandising, sales promotion, and business ethics. The on-the-job training component is supervised by the Marketing Education Coordinator and provides students with "real world" employment experiences. This program provides opportunities to enter the world of work prior to graduating from high school. ***"EARN WHILE YOU LEARN!"***

School of Culinary Arts

Career Cluster: ***Hospitality & Tourism*** ***Career Pathway:*** ***Restaurants & Food/Beverage Services***	Prepares you for careers related to the operations of restaurants and other food services.						
	COURSE LENGTH		**GRADES OFFERED**				**CREDITS**
COURSE NAME	Full Year	Semester	9	10	11	12	
Introduction to Foods		**X**	**X**	**X**	**X**	**X**	**2.5**
Nutrition for Fitness		**X**	**X**	**X**	**X**	**X**	**2.5**
Bakery and Pastry		**X**	**X**	**X**	**X**	**X**	**2.5**
Life Skills 101		**X**	**X**	**X**	**X**	**X**	**2.5**
Marketing Education	**X**					**X**	**5 - 15**
Senior Option/Senior Experience							**5**

INTRODUCTION TO FOODS **2.5 credits**
One Semester Grades 9 – 12

This course will introduce students to fundamental food preparation terms, concepts, and methods where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. Course will also provide an overview of the professionalism in the culinary industry and career opportunities leading to a career pathway in Culinary Arts.

NUTRITION FOR FITNESS **2.5 credits**
One Semester Grades 9 – 12

This course is designed to present current nutritional information for peak athletic performance and overall health. It will address nutritional concerns and special needs of athletes and active people. It will help the students enhance their performances by analyzing their diet and applying sound principles of nutrition and exercise science. Designing an optimal diet requires knowledge of the fundamentals of nutrition. Students will evaluate their nutritional and exercise/training patterns and apply information to improve their overall sports performance and health. Topics include making wellness a lifestyle, nutrients, nutrition management, social and mental health, and meal management. Students will evaluate nutritional information from the media and news.

BAKERY AND PASTRY **2.5 credits**
One Semester Grades 9 – 12
Prerequisite: Introduction to Foods

This course will explore career possibilities in the food industry and review the current information on food safety and the prevention of cross contamination. Students will evaluate restaurant menus and bakery offerings, participate in class activities, and will prepare refreshments for school functions throughout the year. The field of entrepreneurship will be discussed and practiced in the class. Presentation skills will be stressed when preparing quick breads, yeast breads, cakes, pies and pastries. At least one major project will be planned and completed by the student individually.

LIFE SKILLS 101 **2.5 credits**
One Semester Grades 9 – 12

Students will learn the knowledge necessary to succeed in the real world. This course gives students the tools they need to develop skills they can use throughout their lives and careers. Skills for independent living and for developing work and personal relationships are studied: meal planning and preparation, etiquette, grooming & hygiene; clothing and clothing care. Decision-making techniques are applied to career choice, housing, money management, car buying, dating, marriage, aging and stress management.

SENIOR EXPERIENCE/SENIOR OPTION **5 credits**
Full Year Grade 12

Senior Experience is a supervised, non-traditional, independent study that offers seniors the opportunity to explore careers in either a paid or volunteer capacity. During the experience, the students have the opportunity to familiarize themselves with a specific field of employment or career cluster while receiving credits for graduation. Students will begin making connections (networking) while still in high school, applying learned concepts, plan for a future career, learn by doing, and advance beyond the walls of the high school. Students will work independently through their experience, but also be required to communicate with their faculty mentor and complete all required assignments. Students will apply for program participation during the course selection process in their junior year. Eligibility will be determined by guidance, in coordination with a department faculty member in the student's chosen area of interest. A Professional Development Portfolio, created by each student, serves as the final exam for this course. This is a Pass-Fail course.

MARKETING EDUCATION **5 credits/15 credits**
Full Year Grade 12

This course is a school-to-work transition program. Students are scheduled for their academic classes in the morning in order to be eligible for work release during the afternoon. The classroom portion of this course covers such areas as: dealing with problems employees confront while on-the-job, visual merchandising, sales promotion, and business ethics. The on-the-job training component is supervised by the Marketing Education Coordinator and provides students with "real world" employment experiences. This program provides opportunities to enter the world of work prior to graduating from high school. ***"EARN WHILE YOU LEARN!"***

School of Construction & Design

Career Cluster: ***Architecture & Construction*** ***Career Pathway:*** ***Design/Pre-Construction***	Prepares you for careers in designing, planning, managing, building and maintaining the built environment.						
	COURSE LENGTH		**GRADES OFFERED**				**CREDITS**
COURSE NAME	Full Year	Semester	9	10	11	12	
Wood Technology I	**X**		**X**	**X**	**X**	**X**	**5**
Wood Technology II	**X**			**X**	**X**	**X**	**5**
Wood Technology III	**X**				**X**	**X**	**5**
Wood Technology IV	**X**					**X**	**5**
Architectural Systems		**X**	**X**	**X**	**X**	**X**	**2.5**

WOOD TECHNOLOGY I **5 credits**
Full Year Grades 9 – 12

This course introduces students to the world of woodworking. In this basic woodworking course, students will develop basic skills and craftsmanship involved in woodworking. Also, in this course, students will practice and participate in all of the following: proper safety procedures, project procedures, project planning, history of woodworking, use of hand tools, and some machine operations will be presented.

WOOD TECHNOLOGY II **5 credits**
Full Year Grades 10 – 12
Prerequisite: Wood Technology I

In this more advanced course, students will be exposed to more advanced and intricate woodworking skills, while continuing to develop the skills they have already learned. Discussions of the woodworking used in industry and manufacturing techniques will be applied throughout this course. Advanced use of woodworking machines and proper safety procedures will be taught.

WOOD TECHNOLOGY III **5 credits**
Full Year Grades 11 – 12
Prerequisite: Wood Technology II

In Woods Level III, students will continue to develop more intricate woodworking skills, while developing the skills already learned. Advanced problem-solving skills will be utilized on a daily basis. Proper procedures and safety precautions will be taught on advanced woodworking machinery.

WOOD TECHNOLOGY IV **5 credits**
Full Year Grade 12
Prerequisite: Wood Technology III

Woods Level IV is the pinnacle of the woodworking program. This course utilizes advanced extensive use of machines in the construction of intricate furniture and cabinetry. Throughout the course, advanced problem-solving and critical-thinking skills will be developed and utilized on a daily basis. The hands-on project method of instruction will be used exclusively for this course so that individual progress can flourish. Proper safety procedures will be taught, observed and practiced by all participants.

ARCHITECTURAL SYSTEMS **2.5 credits**
One Semester Grades 9 – 12

This course introduces students to the world of architectural systems that are utilized in designing and constructing houses and buildings. In this course students will be learning about the following systems: frames, walls electrical processes (DC and AC power), plumbing processes (plumbing diagrams), roofs, windows, ceilings, and floors. Students will also gain an understanding of design, basic home repair techniques, interior finishing, and green construction.

School of Visual Arts

Career Cluster: ***Arts, A/V Technology & Communications*** ***Career Pathway:*** ***Visual Arts***	Prepares you for careers designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual arts and design.						
	COURSE LENGTH		**GRADES OFFERED**				**CREDITS**
COURSE NAME	Full Year	Semester	9	10	11	12	
Art I - Drawing & Design		**X**	**X**	**X**	**X**	**X**	**2.5**
Art II – Color Theory & Painting		**X**	**X**	**X**	**X**	**X**	**2.5**
Art Major III	**X**			**X**	**X**	**X**	**5**
Art Major IV	**X**				**X**	**X**	**5**
Ceramics & Sculpture I		**X**	**X**	**X**	**X**	**X**	**2.5**
Ceramics & Sculpture II		**X**	**X**	**X**	**X**	**X**	**2.5**
Graphic Design I		**X**	**X**	**X**	**X**	**X**	**2.5**
Graphic Design II		**X**	**X**	**X**	**X**	**X**	**2.5**
Photography		**X**		**X**	**X**	**X**	**2.5**
Photography II		**X**		**X**	**X**	**X**	**2.5**

ART I – Drawing & Design **2.5 credits**
One Semester Grades 9 – 12

This course is a study of drawing and design through the elements of art; line, shape, form, value, texture & space. The course strives to broaden students' perception of their environment and to stimulate an appreciation of art through varying subject matter. Various mediums such as pencil, charcoal, and white colored pencil will be introduced. Students will walk away from Art I, Drawing & Design with the confidence and techniques needed to create a realistic portrait.

ART II – Color Theory & Painting **2.5 credits**
One Semester Grades 9 – 12

This course is a study of color theory and painting techniques. Students will learn basic concepts of what color is, how it can be used and how we see it in our everyday lives. This class approaches color in an intuitive and hands-on way. Students will mix color their own colors using only three primary colors (both warm and cool) along with white and black acrylic paint. After mastering acrylic paint, students will learn the painting techniques of watercolor. Art II, Color Theory & Painting is for the passionate artist who loves to work hands-on.

ART MAJOR III **5 credits**
Full Year Grades 10 – 12
Prerequisite: Two semesters of other art courses

This course is a very in-depth study of the many aspects of creating artwork. Students will develop awareness and expression through further study in all art media. Work is produced on an independent study basis with the purpose of portfolio development and AP Studio Art preparation. This class serves as a prerequisite to Art Major IV and AP Studio Art: 2D Design.

ART MAJOR IV **5 credits**
Full Year Grades 11 – 12
Prerequisite: Art Major III

(Note: Seniors ***ONLY*** may elect Art Major III and Art Major IV ***together***.)
This course provides students full opportunities for creative expression in any medium, subject, or technique. Emphasis is on developing individual student projects. For students majoring in art at the college level, extensive work will be done in completing their portfolio for admission to an art program or school. Junior/Senior projects are required for all Art Major IV students and these

students will plan and organize a Junior/Senior Art Show to display their work.

CERAMICS & SCULPTURE I **2.5 credits**
One Semester Grades 9 - 12

This course is a study of ceramics and sculpture at the beginner level. There will be a focus on clay hand-building techniques and decoration as well as sculpture methods. Students will be introduced to the craft of wheel-thrown pottery on a limited basis. Lessons in historical ceramic and sculptural arts as well as aesthetics will be included.

CERAMICS & SCULPTURE II **2.5 credits**
One Semester Grades 9 - 12
Prerequisite: Ceramics & Sculpture I

This course is an in-depth study of ceramics and sculpture at the intermediate level. Clay hand building and decoration as well as sculptural methods will become more challenging. Students will focus more on the craft of wheel thrown pottery than in the previous course. Lessons in historical ceramic and sculptural arts as well as aesthetics will be included.

GRAPHIC DESIGN I **2.5 credits**
One Semester Grades 9 – 12

This course is a study of graphic art and design at the beginner level. There will be a focus on the basic elements of graphic design as well as becoming familiar with Adobe programs such as Photoshop and Illustrator. Lessons in typography, color, and logos will be included. Students will build a unique portfolio of work over the course of the semester.

GRAPHIC DESIGN II **2.5 credits**
One Semester Grades 9 – 12
Prerequisite: Graphic Design I

This course is a study of graphic art and design at the intermediate level. There will be a focus on real-world design prompts, using Adobe programs such as Photoshop and Illustrator. Lessons in the history of graphic design and aesthetics will be included. Students will use the principles of graphic design to create a personalized design portfolio.

PHOTOGRAPHY **2.5 credits**
One Semester Grades 10 – 12

This course is a study of digital photography at the beginner level. There is a focus on learning how to use a DSLR camera, photo techniques, as well as how to alter photographs using various editing programs, including Adobe Photoshop. Students will learn the origins of photography and how to tell a story through photographs.

PHOTOGRAPHY II **2.5 credits**
One Semester Grades 10 – 12
Prerequisite: Photography

This course is an in-depth study of digital photography at the intermediate level. There is a focus on the elements of art and principles of design as they apply to the art of photography. Students will take their photography skills to the next level with expressive projects and will build a portfolio of photography work over the course of the semester.

School of Performing Arts

Career Cluster: ***Arts, A/V Technology & Communications*** ***Career Pathway:*** ***Performing Arts***	Prepares you for careers designing, producing, exhibiting, performing and writing content in the performing arts.

	COURSE LENGTH		GRADES OFFERED				CREDITS
COURSE NAME	Full Year	Semester	9	10	11	12	
Band I-IV	**X**		**X**	**X**	**X**	**X**	**5**
Chorus I-IV	**X**		**X**	**X**	**X**	**X**	**5**
Music Theory	**X**		**X**	**X**	**X**	**X**	**5**
AP Music Theory	**X**			**X**	**X**	**X**	**5**
Madrigals/Chamber Choir	**X**		**X**	**X**	**X**	**X**	**5**

BAND (I-IV) **5 credits**

Full Year Grades 9 – 12

Prerequisite: Ability to play an instrument is helpful, but NOT REQUIRED

Instrumental music training is provided through playing many varied styles of music from pop to marching to classical. Group instrumental lessons are provided one period per week either during study halls or in a rotating schedule. Most playing work occurs during the school day, but there are additional rehearsals required after school from time to time. If numbers and instrumentation allow, a Wind Ensemble may potentially be formed in the Band time slot with students auditioning for acceptance into this ensemble.

CHORUS (I-IV) **5 credits**

Full Year Grades 9 – 12

Prerequisite: Ability to sing is helpful, but NOT REQUIRED

Choral training is provided through singing many varied styles of music from pop to classical. Group vocal lessons are provided one period per week either during study halls or in a rotating schedule. Most singing work occurs during the school day, but there are occasionally additional rehearsals required after school from time to time. If numbers and vocal parts allow, a Concert Choir may potentially be formed with students auditioning for acceptance into the ensemble. Special voice instruction is available for student honor groups. Students in Chorus are required to perform at all concerts.

MUSIC THEORY w/Piano **5 credits**

Full Year Grades 9 – 12

This course is intended for those students with an interest in learning how to read & understand music notation. The course covers the introductory basics of music from simple tonal and rhythmic notation to melodic and harmonic composition. The course introduces elements of ear training and sight singing and PIANO LESSONS. Elements of music composition are used throughout the course to amplify each student's understanding of musical concepts. Music history and great composers are also studied and discussed. Students will write a composition final that will be performed in concert in June.

AP MUSIC THEORY w/Piano **5 credits**

Full Year Grades 10-12

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This course is intended for those students who will pursue a career in music or have a high level of interest in music composition. The course allows each student to develop skills in ear training, sight singing, harmonic analysis, melodic and harmonic dictation, four-part writing, voice leading, musical forms, basic counterpoint and PIANO LESSONS. Students will be able to compose original compositions, which utilize a variety of musical styles. Students will be given the opportunity to take the AP Music Theory exam in May. The course concludes with students composing and presenting an extensive musical composition project.

MADRIGALS/CHAMBER CHOIR **5 credits**

Full Year Grades 9 – 12

This course is designed to be an advanced level singing ensemble that is devoted to performing "mainstream" vocal literature. Emphasis will be on sight reading and performing the highest level of music available for this idiom. Students must audition to be entered into this course.

School of S.T.E.M.

Career Cluster: ***Science, Technology, Engineering & Mathematics*** ***Career Pathway:*** ***Engineering***	Prepares you for careers in planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services						
	COURSE LENGTH		**GRADES OFFERED**				**CREDITS**
COURSE NAME	Full Year	Semester	9	10	11	12	
Exploring Engineering (*Dual Credit- CCC- EGR 101*)	**X**		**X**	**X**	**X**	**X**	**5**
Exploring Engineering II (*Dual Credit- RCGC- PHY 107*) (*Dual Credit- CCC – CIM 115*)	**X**			**X**	**X**	**X**	**5**
Advanced Engineering III (*Dual Credit- CCC- EGR 101*)*	**X**				**X**	**X**	**5**
Mobile App Development		**X**	**X**	**X**	**X**	**X**	**2.5**
Cybersecurity		**X**	**X**	**X**	**X**	**X**	**2.5**
Introduction to Python Programming *(Dual Credit – CCC-CSC 171)*		**X**	**X**	**X**	**X**	**X**	**2.5**
Video Game Design and Development		**X**	**X**	**X**	**X**	**X**	**2.5**
A.P. Computer Science Principles	**X**		**X**	**X**	**X**	**X**	**5**
A.P. Computer Science A (AP Java) *(Dual Credit – CCC- CSC 161)*	**X**			**X**	**X**	**X**	**5**

EXPLORING ENGINEERING **5 credits**

Full Year Grades 9 – 12

Prerequisite: Algebra I, concurrent enrollment in Geometry

Qualifies as Dual Credit for EGR 101 at CCC

Engineering is a diverse field with many opportunities that can satisfy a student's unique interests and launch successful careers. This course has two missions. The first is to expose students to how engineering affects their daily life and to expand their understanding of what engineers do. The second is to develop an engineering skill set in robotics, software engineering, and engineering design that will serve them well as an engineering major. The key learning platform is an Arduino-controlled robot with six sensors including an accelerometer, motor encoders, and ultrasonic detector. It also includes eight programmable RGB LEDs used to create sophisticated animations and patterns and a monotone buzzer with a full octave of programmable notes. Students are tasked with using sensors to accomplish a goal like navigating a maze. Projects are done incrementally and last several weeks culminating in the design and implementation of their own algorithm. Students are taught to break a project into multiple tasks, going from the basic to the complex with an emphasis on testing and modularity. The robot is programmed in Python using a rich Application Programmers Interface in a Web-based environment. Python fundamentals are taught throughout including looping, conditional expressions, sensor data collection, lists, and custom functions. Each student receives their own robot. Besides programming and robotics, students build devices out of common household materials. A PVC pumping system is built. Some constructed devices lend themselves to computer control via the Micro: bit hardware and software platform. Students learn how to solder electronic devices. A 3D printer is also available. The course concludes with a capstone project.

EXPLORING ENGINEERING II **5 credits**

Full Year Grades 10 – 12

Prerequisite: Exploring Engineering I or permission of instructor
Qualifies as Dual Credit for PHY 107 at RCGC
Qualifies as Dual Credit for CIM 115 at CCC

This course currently has three areas of study: drones, image processing and machine learning, and Arduino-based wearable devices. Drones, the technology of choice for small-scale aerial transportation, are studied in depth with the ultimate goal of designing and implementing autonomous flight missions. Each student drone is equipped with an inertial navigation system, a 5 MP HD camera, and an ESP32 LED display. To reduce the learning curve, students program the drone using a graphical programming interface. As familiarity grows, students transition to a Windows environment programming the drone in Python using the manufacturer's Application Programmers Interface just like a university engineering student would use. Python fundamentals are taught throughout including looping, conditional expressions, sensor data collection, lists, and custom functions. All flight missions are autonomous and may include flying intricate patterns, searching for mission pads using the onboard camera, or multi-drone coordinated choreography. The second area of study involves using a Raspberry Pi to perform image processing and object detection using the Python OpenCV libraries and the LocoXtreme robot used in the Engineering I course. Applications include Navigation, Collision Avoidance, and Payload Delivery. The third area of study involves breadboarding a sensor device controlled by an Arduino which presents the challenge of real-time data acquisition and analysis like measuring a person's pulse. Depending on student interest, a hands-on project without software control may be built. A multi-day soldering project is provided. Students are encouraged to supply project ideas. Besides learning Python programming, a student will learn a great deal about the engineering design process, testability, software and hardware integration, and troubleshooting strategies.

ADVANCED ENGINEERING III **5 credits**

Full Year Grades 11 – 12

Prerequisite: One of the following courses: Exploring Engineering I, II, a Computer Science course, or permission of instructor.
**Qualifies as Dual Credit for EGR 101 at CCC* if students have not previously applied for and received credit for EEI*

The culminating course in the WD Engineering series, this course concentrates on the theme of Internet of Things(IOT). Students will breadboard Arduino-based devices capable of sensing the environment and actuating a response through a display, flashing lights, running a motor, or sounding an alarm. In some projects, that response may be transported to the cloud using an App or a Web-based dashboard. One of the projects includes designing a sensor mounted to a servo motor that tracks a moving penlight. Another application uses an IR transmitter/receiver sensor pair to interface to an Arduino to play, pause, fast forward, or fast track a music file. All programming is done in Python. Some projects incorporate sensor data analysis and visualization. Each student receives their own hardware kit which includes 60+ electronics components and sensors, Arduino, Wifi and Bluetooth modules for connecting systems to the internet. This is the perfect course for a student who plans to major in engineering at a university.

MOBILE APP DEVELOPMENT w/ MIT App Inventor **2.5 credits**

One Semester Grades 9-12

This course is based on teaching students to think computationally: to decompose problems, abstract and modularize, reuse and remix existing solutions, and to test fully to arrive at a working solution. Students will use MIT App Inventor, a blocks-based programming language with a development environment that runs in a browser, to design and build mobile apps. Students build their digital confidence and become empowered to create, rather than just use technology in their lives.

CYBERSECURITY **2.5 credits**

One Semester Grades 9-12

This course is designed for students who are interested in pursing careers in Cybersecurity. The focus of instruction will include the implementation and monitoring of security on network and computer systems. Students will investigate strategies to identify and protect against security threats such as hackers, eavesdropping and network attacks. The basics of cryptography and logic reasoning will be explored. Hands-on labs in a cyber range provide practice in the configuration and mitigation of system vulnerabilities. Each unit integrates current events and related cyber ethics and law.
*Ethics agreement must be signed by all students and parents during the first 2 weeks of class.

INTRODUCTION TO PYTHON PROGRAMMING **2.5 credits**
One Semester Grades 9-12
Qualifies as Dual Credit for CSC 171 at CCC

This course is intended to introduce the basics of computer programming (variables, conditionals, loops, objects, arrays, functions, and algorithms). This course emphasizes the use of object-oriented programming techniques using the Python programming language. One learns by doing and making mistakes so the student must be prepared to spend time outside of the class on homework reinforcing the topic of the day and unit projects. The class will be student-centered and collaborative in nature, so helping classmates succeed is essential. . Programming language features such as identifiers, data types, input/output commands, control flow statements, classes, arrays, polymorphism, and user- defined methods will be investigated. The student will complete mini-programming projects throughout the course.

VIDEO GAME DESIGN AND DEVELOPMENT **2.5 credits**
One Semester Grades 9-12
Prerequisite: Introduction to Python Programming

This course continues the study of programming with a focus on the application of video game design. In this course, students will learn about common game design tactics, logic, game theory, and methodologies for making a game fun and engaging while exploring code from classic games like Snake and Connect Four while also building and editing their own two-dimensional games. Students will continue the study of the Python programming language while making use of the pygame library.

AP COMPUTER SCIENCE PRINCIPLES **5 credits**
Full Year Grades 9-12
Prerequisite: Recommended 80% in Algebra I or by permission of the instructor.
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Advanced Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to creative aspects of programming, using abstractions and algorithms, working with large data sets, understandings of the Internet and issues of cybersecurity, and impacts of computing that affect different populations. Advanced Computer Science Principles will give students the opportunity to use current technologies to solve problems and create meaningful computational artifacts. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Students will complete two performance tasks focusing on computing innovations and programming. These tasks are designed to give students broad latitude in personally selecting the focus and topics for their engagement. Students who succeed in Advanced Computer Science Principles will be better prepared in college and career, with a thorough grasp of computing foundations and concepts.

AP COMPUTER SCIENCE A **5 credits**
Full Year Grades 10-12
Prerequisite: Recommended 80% in Algebra 2, or Intro to Python Programming/AP CSP, or by permission of the instructor.
Qualifies as Dual Credit for CSC 161 at CCC

Advanced Placement Computer Science A introduces foundational topics in computer science including problem solving, design strategies and methodologies, data structures, approaches to processing data, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using the Java programming language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The curriculum is compatible with many CS1 courses in colleges and universities.

English Language Arts Literacy

	COURSE LENGTH		GRADES OFFERED				CREDITS
COURSE NAME	Full Year	Semester	9	10	11	12	
CP English I	**X**		**X**				**5**
Honors English I	**X**		**X**				**5**
CP English II	**X**			**X**			**5**
Honors English II	**X**			**X**			**5**
CP English III	**X**				**X**		**5**
AP English III: Eng. Lang. & Lit	**X**				**X**		**5**
CP English IV	**X**					**X**	**5**
AP English IV: Eng. Lit & Comp. (*Dual Credit- CCC – ENG 121*)	**X**					**X**	**5**
Journalism I		**X**	**X**	**X**	**X**	**X**	**2.5**
Public Speaking (*Dual Credit- RCGC- SPE 101*)		**X**		**X**	**X**	**X**	**2.5**
Multicultural & Women's Studies		**X**		**X**	**X**	**X**	**2.5**
Creative Writing		**X**		**X**	**X**	**X**	**2.5**
Tomorrow's Teachers (*Dual Credit- RCGC- EDU 205*)	**X**				**X**	**X**	**5**

CP ENGLISH I **5 credits**

Full Year Grade 9

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

All students must take four years of high school English whether they plan or anticipate furthering their education after high school at a two or four-year institution of higher learning or not. This four-year program will prepare students for the levels of difficulty and complexity in both knowledge and skills that will be required of them at the college level or in the job market. In addition, it will address the vocabulary, reading, reasoning, and writing skills necessary for the college admissions process, specifically the demands of college entrance tests (SAT, ACT, etc.) Students will still be challenged to improve and perfect their language arts skills. Each level addresses the NJ Student Learning Standards. English I is designed to increase the proficiency of incoming 9th grade students in reading, writing, speaking, listening, and critical thinking. Through the study of a wide variety of literature, of basic grammar, and of composition, English I will help to develop and refine each student's basic communication skills and to foster an increased respect for the power and beauty of the English language. Summer reading assignments are part of the course.

HONORS ENGLISH I **5 credits**

Full Year Grade 9

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

The Honors I level of English is an option for incoming students who have already exhibited a high degree of proficiency in English. More rigorous than the English I program, students will be expected to read many complex texts within a short period of time with an emphasis placed on their ability to analyze and evaluate. This is a course for students who love to read and write and can complete such tasks in a compressed time period as well as independently at home. Students will be expected to compose well-written and sophisticated responses to the literature covered in class. This challenging program of study has proven most effective in preparing students for the demands of the Advanced Placement tests offered both junior and senior year as well as the challenges of university academics. Summer reading and writing assignments are a mandatory part of the course. Teacher recommendation is a component of the selection process.

CP ENGLISH II **5 credits**

Full Year Grade 10

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

All students must take four years of high school English whether they plan or anticipate furthering their education after high school at a two or four-year institution of higher learning or not. English II helps students examine major types of contemporary

literature and consider how each type achieves insights into the human condition. A comprehensive composition and grammar program reinforces the fundamentals of English throughout this course. In addition, it will address the vocabulary, reading, reasoning, and writing skills necessary for the college admissions process, specifically the demands of college entrance tests (SAT, ACT, etc.) Students who will not be pursuing admission into a four-year college as well as In-Class Support (ICS) students will gain an understanding of the importance and necessity of fluent, practical language skills for success in today's society. Students will still be challenged to improve and perfect their language arts skills. Each level addresses the NJ Student Learning Standards. Summer reading assignments are part of the course.

HONORS ENGLISH II **5 credits**

Full Year Grade 10

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

The Honors II level of English is an option for students who have exhibited a high degree of proficiency in English and intend to pursue a course of study that will prepare them for the demands of the Advanced Placement tests offered both junior and senior year. More rigorous than the traditional program of study, students will be expected to read many complex texts within a short period of time with an emphasis placed on their ability to analyze and evaluate, both in class as well as independently. Students will also be expected to compose well-written and sophisticated responses to the literature covered in class. Summer reading and writing assignments are a mandatory part of the course. Teacher recommendation and past academic performance is a component of the selection process.

CP ENGLISH III **5 credits**

Full Year Grade 11

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Students will read an extensive array of American literature. These works will introduce students to some of the themes, viewpoints and techniques of modern and classical American poets, playwrights and prose writers. On all levels, this course stresses more advanced reading comprehension skills of increasingly more sophisticated reading materials. The reading selections reinforce and develop every student's composition and grammar skills. A continued emphasis on the development of writing skills is maintained as students address more advanced composition forms. Each level addresses the NJ Student Learning Standards. Summer reading assignments are part of the course.

AP ENGLISH III (ENGLISH LANGUAGE AND COMPOSITION) **5 credits**

Full Year Grade 11

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

The AP English Language and Composition course is designed as an introductory college-level course for students who will focus on careful reading and analysis of a broad range of nonfiction prose selection written in a variety of disciplines and rhetorical contexts. In addition, the students will read a variety of fiction in order to help them to identify and explain an author's use of rhetorical strategies and techniques. This course will additionally aid each student in becoming a skilled writer in a variety of purposes, structures, and modes. Through close reading and frequent writing, students will develop a greater ability to work with language and text in order to enhance their own composition skills. Summer reading and writing assignments are a mandatory part of the course. Students will have the opportunity to earn college credit by taking and passing the Advanced Placement English Language and Literature test in early May.

CP ENGLISH IV **5 credits**

Full Year Grade 12

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.
Qualifies as Dual Credit for ENG 121 at CCC

Students in CP English IV will strengthen and enhance their understanding of the elements of literature by studying a variety of texts. Special emphasis will be placed on writing skills. Students will review the writing process from the initial drafting stages to the revising and editing stage. Students will learn to evaluate and assess the effectiveness of the final product as a means of communication. In addition, students will learn to strengthen their oral communication and listening skills. This will be done both formally and informally through structured presentations, peer interaction, and class discussions. The course content is aligned to the NJ Student Learning Standards. Students will assume responsibility for their growth as readers, writers, speakers, and independent thinkers in preparation for the world of post-secondary education as well as the workforce. Students will consider the elements of literature through a variety of texts that consider multiple perspectives. Students will experience the text through instruction leading

them to independence in reading and written response. Technology, literature circles, self-selection, authentic performance assessment, and a variety of reading activities will be emphasized in helping students build a more informed view of themselves and the world in which they live. Summer reading assignments are part of the course.

AP ENGLISH IV (ENGLISH LITERATURE AND COMPOSITION) **5 credits**
Full Year Grade 12
Prerequisite: Recommended AP English III, or straight A's in CP English III

Students enrolled in AP English IV will challenge themselves to think critically about their response to literature and value themselves as writers. Using a selection of texts that meet the AP Exam designation of "works of literary merit," students will regularly analyze the fundamental concepts of literature, using them as a springboard into deeper analysis. Through reader response, literature circles, writer conferences and various presentations, students will connect social, cultural and historical developments of a specific era when analyzing a text for its significance and ultimately assist them in building a more informed view of themselves and the world in which they live, all skills necessary for students who wish to earn college credit by taking and passing the Advanced Placement English literature and Composition test in early May. Summer reading and writing assignments are a mandatory part of the course.

JOURNALISM I **2.5 credits**
One semester Grades 9 – 12

Journalism 1 is an introductory course that equips students with fundamental skills in media literacy and news reporting. The curriculum covers unbiased reporting, fact-checking, and ethical considerations, emphasizing the importance of accurate journalism. In addition, students will learn interviewing techniques, research methods, and the art of expressing opinions through op-eds, while the course also introduces surveying skills for analyzing public opinion. Students will then, throughout the course, apply these skills to a class podcast. Through podcasting students will develop the skills needed to understand news through podcasts and how to convey information with applied learning. Students will emerge with a well-rounded skill set essential for effective communication in the dynamic field of journalism.

PUBLIC SPEAKING **2.5 credits**
One semester Grades 10 – 12
Qualifies as Dual Credit for SPE 101 at RCGC

Public Speaking introduces the principles and techniques of formal communication, and attention will be given to speaker-listener relationships, management and choice of ideas, selection and organization of materials and use of language and nonverbal elements. Particular attention will be paid to the principles and skills of persuasion and delivery skills as well as audience analysis. Topics considered include elements of speech communication, anxiety, critical listening, ethics, research techniques, outlining, use of audio-visuals, speech types, language and style and delivery. In addition to class discussions, the student will be required to compose and deliver formal class presentations.

MULTICULTURAL & WOMEN'S STUDIES **2.5 credits**
One semester Grades 10 – 12

This semester course will focus on both world and women's literature with a focus on both characters and authors from diverse backgrounds. Emphasis will be on celebrating differences and cultures as well as the role women writers have played in the canon.

CREATIVE WRITING **2.5 credits**
One semester Grades 10 – 12

This semester course offers exposure to and practice in writing two or more forms of literary discourse including poetry, fiction, essay, creative nonfiction, and drama. Content includes the basic elements of writing in selected genres. Students enrolled in this semester course would have the opportunity to write in a variety of these genres, creating portfolios of their creative works.

TOMORROW'S TEACHERS **5 credits**

Full Year Grade 11 – 12

Qualifies as Dual Credit for EDU 205 at RCGC

Tomorrow's Teachers is an elective course designed for high school juniors and seniors who aspire to become teachers as a method of introducing them to the field. The primary goal of this course is to encourage academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. Tomorrow's Teachers is designed to incorporate four educational themes into the learning experience: Experiencing the Learner (to become better acquainted with themselves as learners and community members, and to appreciate the diversity of others), Experiencing the Profession (to develop a greater understanding of the history of education in our state and nation, and to recognize the significance of teacher leadership and advocacy for the profession), Experiencing the Classroom, and Experiencing Education. Students will become active members of the school community, work cooperatively with an experienced professional, prepare and teach lessons in the classroom, and evaluate their progress and growth as an educator. A variety of hands-on activities and a strong emphasis on observations and field experiences are required of all students. Only a select number of students will be allowed entry into this course and students must understand the level of expectation to work independently and in conjunction with district staff members as educational mentors. *In addition, students will potentially have the option to earn three credits through RCSJ for the course EDU 205 – History of American Education.*

Mathematics

	COURSE LENGTH		GRADES OFFERED				CREDITS
COURSE NAME	Full Year	Semester	9	10	11	12	
Algebra I	**X**		**X**	**X**			**5**
Geometry	**X**		**X**	**X**	**X**		**5**
Honors Geometry	**X**		**X**	**X**	**X**		**5**
Algebra II	**X**		**X**	**X**	**X**	**X**	**5**
Honors Algebra II	**X**		**X**	**X**	**X**	**X**	**5**
Concepts of Mathematics	**X**					**X**	**5**
Discrete Mathematics		**X**			**X**	**X**	**2.5**
Probability & Statistics		**X**			**X**	**X**	**2.5**
Precalculus (formerly Math Analysis)	**X**				**X**	**X**	**5**
Honors Pre-Calculus (Math Analysis)	**X**				**X**	**X**	**5**
Honors Calculus *(Dual Credit – CCC)*	**X**				**X**	**X**	**5**
AP Calculus AB *(Dual Credit – CCC)*	**X**				**X**	**X**	**5**
AP Statistics	**X**				**X**	**X**	**5**

ALGEBRA I **5 credits**

Full Year Grades 9 - 10

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This course is the foundation for all courses in advanced mathematical studies and is designed for students who have a solid foundation in basic arithmetic and knowledge of the real number system. Students will investigate linear, quadratic, radical, and rational functions.

GEOMETRY **5 credits**

Full Year Grades 9-11

Prerequisite: Algebra I

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

In this course, students will learn about points, lines, planes, angles, and parallelism and perpendicularity. Students will learn to reason through proofs. Similarity, congruency and transformations of geometric figures are also included. Students also learn the basics of trigonometry in this course.

HONORS GEOMETRY **5 credits**

Full Year Grades 9 – 11

Prerequisite: Recommended of 90% in Algebra I or 85% in Honors Algebra I.

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

The first half of the year is spent on planar geometry. Later, students discuss analytic geometry in detail, learning additional algebraic concepts in the process. Students will also begin the exploration of trigonometry in this course.

ALGEBRA II **5 credits**

Full Year Grades 9 – 12

Prerequisites: Algebra I, Geometry

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Students will study families of functions and their transformations. In addition a deeper understanding of quadratic functions, students will study in detail exponential, logarithmic, rational, and polynomial functions and their applications, building upon the foundation built in Algebra 1. Probability and statistics is also explored in this course

HONORS ALGEBRA II **5 credits**

Full Year Grades 9 – 12

Prerequisite: Recommended 90% in both Algebra I and Geometry or at least 85% in Honors Geometry.

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

The honors course covers the basic algebraic and function concepts as in Algebra II, but delves into the material in greater detail and covers additional topics.

CONCEPTS OF MATHEMATICS **5 credits**

Full Year Grade 12

Prerequisite: Algebra I, Geometry

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This senior-level course will continue to study New Jersey Student Learning Standards, emphasizing the review of algebra concepts and skills. Students will refine and extend skills involving equations, functions, polynomials, and the real number system. This course will also help to prepare students for college placement exams.

DISCRETE MATHEMATICS **2.5 credits**

One Semester Grades 11 – 12

Prerequisite: Algebra I, Geometry

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This course uses the concepts taught in its prerequisite courses and extends and applies them to many different fields, including politics, manufacturing and distribution, economics, and technology. Students will explore the binary number system. This course is designed to be taken along with Probability and Statistics as a substitute for a full-year mathematics course.

PROBABILITY AND STATISTICS **2.5 credits**

One Semester Grades 11 – 12

Prerequisite: Algebra I, Geometry

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Some of the topics in this course include random samplings, permutations and combinations, and frequency distributions. In addition, you will study the measures of variability and learn how to test hypotheses. Most college majors require a course in statistics and this is a great introduction to ease the student into the material. This course is designed to be taken along with Discrete Mathematics as a substitute for a full-year mathematics course.

PRE-CALCULUS **5 credits**

Full Year Grades 11 - 12

Prerequisite: Recommended 80% in both Algebra I and Algebra II.

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This course is intended for the student who has high mathematical ability and wants a thorough preparation for Calculus. The main focus of this course will be on Advanced Algebra, Analytic Geometry, Functions, and a study of Trigonometry.

HONORS PRE-CALCULUS **5 credits**

Full Year Grades 11 – 12

Prerequisite: Recommended 90% in Algebra II or 85% in Honors Algebra II.

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This honors course covers those concepts stressed in Mathematical Analysis. In addition, units of study covering limits, vectors, and polar coordinates are taught. Successful completion of this course is required for enrollment in the Advanced Placement Calculus course.

HONORS CALCULUS **5 credits**

Full Year Grades 11-12

Prerequisite: Recommended 75% in Honors Precalculus or 80% in Precalculus.

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Qualifies as Dual Credit for CSC 161 at CCC

The essential rules of differential and integral calculus will be studied with a wide variety of problem discussions. Applications of both the integral and derivative will be stressed. This course is comparable to approximately one and a half semesters of college Calculus. Students studying Calculus should consider taking AP Physics concurrently, as the problem-solving skills will directly apply to this course.

AP CALCULUS **5 credits**

Full Year Grades 11-12

Prerequisite: Recommended 90% in Honors Precalculus

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Qualifies as Dual Credit for CSC 161 at CCC

Advanced Placement Calculus will carry AP status. Advanced Placement courses are prepared in conjunction with the College Board and are intended to offer the more able student appropriately demanding academic opportunities. A.P. Calculus will involve a comprehensive study of differential and integral calculus. A balance will be maintained among theory, applications, and manipulative techniques. Students taking this course should be prepared to spend additional time completing assignments and preparing for tests. Students will be encouraged to participate in the Advanced Placement College Credit Exam. Students should own their own TI-83+ graphing calculator. AP Calculus is a mandatory prerequisite for students taking AP Physics 1.

AP STATISTICS **5 credits**

Full Year Grades 11-12

Prerequisite: Recommended 83% in Algebra II.

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses. The AP Statistics course is an excellent option for any secondary school student who has successfully completed Algebra 2 and who possesses sufficient mathematical maturity and quantitative reasoning ability. Students should own their own TI-84 graphing calculator.

Science

	COURSE LENGTH		GRADES OFFERED				CREDITS
COURSE NAME	Full Year	Semester	9	10	11	12	
CP Environmental Science	**X**		**X**				**5**
Honors Physics	**X**				**X**	**X**	**6**
CP Physics	**X**				**X**	**X**	**6**
Physical Science	**X**				**X**	**X**	**5**
AP Physics 1	**X**				**X**	**X**	**6**
AP Physics C – Mechanics		**X**			**X**	**X**	**2.5**
AP Physics C – E & M		**X**			**X**	**X**	**2.5**
CP Chemistry	**X**			**X**	**X**		**6**
Honors Chemistry	**X**			**X**	**X**	**X**	**6**
AP Chemistry *(Dual Credit – CCC- CHM 111)*	**X**				**X**	**X**	**6**
CP Biology	**X**			**X**	**X**		**6**
Honors Biology	**X**		**X**	**X**	**X**		**6**
AP Biology *(Dual Credit – CCC- BIO 111)*	**X**				**X**	**X**	**6**
Genetics		**X**			**X**	**X**	**2.5**
Forensic Science		**X**			**X**	**X**	**2.5**
Honors Anatomy/Physiology *(Dual Credit – CCC- BIO 103)*	**X**			**X**	**X**	**X**	**5**

CP ENVIRONMENTAL SCIENCE **5 credits**

Full Year Grades 9 – 12

This laboratory-based science course for ninth graders is designed to challenge students to develop an understanding of the biological, physical, and earth systems that shape our environment. Scientific concepts, principles and modern science practices are used to analyze environmental issues, both natural and human induced, and engage in evidence-based decision making in real world contexts. Topics include: ecology, biodiversity, conservation, population dynamics, atmospheric issues, global climate change, and earth and energy resources.

HONORS PHYSICS **6 credits**

Full Year (lab) Grade 11 - 12

Prerequisite:

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Honors Physics is a mathematical and experimental approach to the study of physical phenomena. The instructional approach supports an in-depth, student-led inquiry of topics. Students will engage in the practice of science through experimenting, analyzing data, making conjectures and arguments, and solving problems in a collaborative setting. Emphasis is placed upon complex problem solving involving multi-step solutions. The following topics are addressed: linear and projectile motion, forces, circular motion, torque, gravitation, conservation of energy and momentum, impulse, periodic motion, wave theory, electrostatics, field theory, circuits, and electromagnetic induction. Successful students are prepared to continue their study of physics in Advanced Placement Physics C.

CP PHYSICS **6 credits**

Full Year (lab) Grades 11 – 12

Prerequisite: Chemistry; Recommended 76% in Algebra II

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

CP Physics involves the study of mechanics, heat, waves, electricity, magnetism, and optics. Laboratory work using technology plays an integral role in learning physics. A scientific calculator is highly useful. CP Physics is a problem-solving course with a great deal of emphasis on concepts in Algebra, Geometry, and Trigonometry. Therefore, a grade of 76 or better in Algebra II and enrollment in Math Analysis is highly recommended.

PHYSICAL SCIENCE **5 credits**

Full Year Grades 11 – 12

Prerequisite: Biology

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

The student will study areas of force, matter, heat, electricity, and waves as well as their interactions and applications to technology. Students enrolled in this course will experience "hands-on" lab activities throughout the year. This course completes the three-year science requirement for students who took CP Environmental Earth Science in ninth grade and Biology in tenth grade.

AP PHYSICS 1 **6 credits**

Full Year (2 lab periods) Grades 11 - 12

Prerequisite: Chemistry; Recommended 85% in Algebra II / Precalculus

Students who already earned credits for Honors Physics should not enroll in AP Physics I, but rather AP Physics C, as they have already mastered this course content.

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

AP Physics 1 is the equivalent of a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, power, mechanical waves, sound, and electric circuits. The instructional approach supports an in-depth, student-led inquiry of topics. Students will engage in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting. Students will be encouraged to participate in the Advanced Placement College Credit Exam.

AP PHYSICS C: MECHANICS **2.5 credits**

One Semester Grades 11 – 12

Prerequisite: Recommended 85% AP Physics 1

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This course is the equivalent of a one semester, college-level calculus-based course in Newtonian Mechanics for engineers and scientists. Therefore, concurrent enrollment in Honors Calculus or AP Calculus is required. Laboratory activities will be used to reinforce course content. Students will be encouraged to participate in the Advanced Placement College Credit Exam. Enrollment in AP Physics C: Electricity & Magnetism is required.

AP PHYSICS C: ELECTRICITY & MAGNETISM **2.5 credits**

One Semester Grades 11 – 12

Prerequisite: Recommended 85% AP Physics 1

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

AP Physics C: Electricity & Magnetism is the second semester, companion course to AP Physics C: Mechanics. This course is the equivalent of a one semester, college level, calculus-based course in Electricity and Magnetism for engineers and scientists. Laboratory activities will be used to reinforce course content. Students will be encouraged to participate in the Advanced Placement College Credit Exam.

AP CHEMISTRY **6 credits**

Full Year (lab) Grades 11 – 12

Prerequisite: Recommended 85% Honors Chemistry, 85% Algebra II, OR 80% Honors Algebra II

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Qualifies as Dual Credit for CHM 111 at CCC

The course is designed to be the equivalent of a college introductory course in general chemistry with a laboratory component. Students will be encouraged to participate in the Advanced Placement College Credit Exam. This course is offered in alternate years and is next being offered in the 2017-2018 school year.

CP BIOLOGY **6 credits**

Full Year (lab) Grades 10 – 12

Prerequisite: CP Environmental Science

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

CP Biology is a course designed to cover the bio-chemical, cellular, genetic, ecological, botanical, and zoological aspects of biology with emphasis on laboratory techniques. Because of the extensive vocabulary in this course, a grade of 76 or better in ninth grade CP English is highly recommended.

HONORS BIOLOGY **6 credits**
Full Year (lab) Grades 9 – 12
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Honors Biology is designed for students who exhibit an aptitude for a more thorough and intense understanding of Biology. Emphasis is placed on self-directed study and in-depth laboratory work.

CP CHEMISTRY **6 credits**
Full Year (lab) Grades 10 – 12
Prerequisite: CP Biology; Algebra I
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

CP Chemistry is a comprehensive study of atomic structure, the periodic table, chemical formulae and nomenclature, equation writing and balancing, acids and bases, and redox. Laboratory experiments provide a working knowledge of chemical concepts studied in the course. A scientific calculator is highly recommended for problem solving. Mathematics plays an important role in Chemistry.

HONORS CHEMISTRY **6 credits**
Full Year (lab) Grades 10 - 12
Prerequisite: Honors Biology; Algebra I passing with at least an "85" average
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

In addition to those topics covered in CP Chemistry, periodic trends, quantum mechanics, and organic chemistry are included. The laboratory work involves both in-depth qualitative and quantitative skills. A scientific calculator is recommended for problem-solving. The problem-solving techniques in this course require an excellent command of algebraic concepts. Therefore, a grade of an 85 or better in Algebra I and enrollment in Algebra II is highly recommended.

AP BIOLOGY **6 credits**
Full Year (lab) Grades 11 – 12
Prerequisite: Honors Biology /CP Chemistry, passing with at least an "85" average
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.
Qualifies as Dual Credit for BIO 111 at CCC

The course, with a laboratory component, is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year. Students will be encouraged to participate in the Advanced Placement College Credit Exam. This course is offered in alternate years and is next being offered in the 2016-2017 school year.

GENETICS **2.5 credits**
One Semester Grades 10 – 12
Prerequisite: Biology, passing with at least an "85" average; Algebra I, passing with at least an "85" average.
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This one-semester course is intended for students planning further science-related education. Topics include Mendelian genetics, sex-related traits, cell reproduction, genes and chromosomes, crossing-over, karyotypes, population genetics, genetic counseling, and genetic engineering. Major emphasis will be placed on current articles dealing with genetics as found in local libraries. A student must have a grade of an 85 or better in Biology, CP Biology or Honors Biology and a grade of an 85 or better in Algebra I before taking this course. Students should have completed or be taking chemistry concurrently.

FORENSIC SCIENCE **2.5 credits**
One Semester Grades 10 – 12
Prerequisite: Biology/Chemistry, passing with at least an "85" average; Algebra I, passing with at least a "76"average.
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This one-semester course will introduce a student to the application of scientific techniques cued from biology and chemistry in accumulating evidence for the prosecution of crime. The course will include research, discussions, investigations, and collaborative hands-on activities involving detailed measurements and interpretation. Topics will include crime scene assessment, fingerprint analysis, blood splatter and blood stain analysis, micro-examination of hair and fibers, and evaluation of insect, footwear and ballistic evidence. This course is especially suited for those students interested in pursuing a career in law enforcement.

Because of the interdisciplinary nature of this course and the mathematical interpretation of data, the above prerequisites must be met. Students with exemplary grades in Biology and Physical Science will be considered with a teacher recommendation.

HONORS ANATOMY/PHYSIOLOGY **5 credits**

Full Year Grades 10 – 12

Prerequisite: CP Biology/Honors Biology, passing with at least an "85" average

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Qualifies as Dual Credit for BIO 103 at CCC

Honors Anatomy/Physiology- is a one year course designed for students who plan to enter the health field (nursing, pre-med, pre-vet, physical therapy, exercise physiology, athletic trainer, etc.) following graduation. For those students, it is strongly recommended that they enroll in this course their senior year. The course deals with Human Biology. The Anatomy portion of the course deals with the identification of various parts of the human body. The Physiology portion deals with how the systems of the body act and interact with each other. Students should have completed or be taking chemistry concurrently.

Social Studies Department

	COURSE LENGTH		GRADES OFFERED				CREDITS
COURSE NAME	Full Year	Semester	9	10	11	12	
CP World History	**X**		**X**		**X**	**X**	**5.0**
Honors World History	**X**		**X**	**X**	**X**	**X**	**5.0**
AP World History *(Dual Credit – CCC- HIS 102)*	**X**			**X**	**X**	**X**	**5.0**
Current World Issues	**X**			**X**	**X**	**X**	**5.0**
CP United States History I	**X**			**X**	**X**	**X**	**5.0**
Honors United States History I	**X**			**X**	**X**	**X**	**5.0**
CP United States History II	**X**				**X**	**X**	**5.0**
AP United States History *(Dual Credit – CCC- HIS 122)*	**X**				**X**	**X**	**5.0**
AP European History *(Dual Credit – CCC- HIS 112)*	**X**			**X**	**X**	**X**	**5.0**
Introduction to Psychology		**X**		**X**	**X**	**X**	**2.5**
AP Psychology *(Dual Credit – CCC – PSY 101)*	**X**				**X**	**X**	**5.0**
Sociology		**X**			**X**	**X**	**2.5**

CP WORLD HISTORY **5 credits**

Full Year Grade 9

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Through the study of World History all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st Century.

The following eras will be focused on in this course: Age of Revolutions (1750-1914); A Half-Century of Crisis and Achievement (1900-1945); The 20th Century Since 1945: Challenges for the Modern World; and The 21st Century: Contemporary Issues.

This course will help students to explore contemporary issues including technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

HONORS WORLD HISTORY **5 credits**

Full Year Grade 9

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

The course of study of the regular World History course is supplemented for the above average student by in-depth study of the histories and cultures of the major regions of the world. Evaluation of current events, role-playing activities and critical thinking skills will be part of the emphasis for students. Reading, writing and speaking skills will be developed so that students will be able to comprehend, analyze and evaluate the issues and themes related to the study of the areas of the world. Identifying stereotypes so as to develop a "Global Perspective" will be an important goal for students.

***AP WORLD HISTORY** **5 credits**

Full Year Grades 10, 11, 12

Prerequisite: Recommended 80% CP World History or CP/Honors US History

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Qualifies as Dual Credit for HIS 102 at CCC

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

This program uses the designation B.C.E. (before the Common Era) and C.E. (Common Era); these labels correspond to B.C. (before Christ) and A.D. (anno Domini).

Students will be encouraged to take the AP World History exam given in May by the College Board.

****Offered in alternate years.***

CURRENT WORLD ISSUES **5 credits**

Full Year Grades 10 – 12

In today's changing global community, students need to understand the complex environment in which all nations now interact. This course is designed to help you investigate and analyze intelligently the most pressing issues currently facing the United States and the world. Experiential in nature, Current World Issues is interdisciplinary with a focus on critical-thinking and problem-solving.

CP UNITED STATES HISTORY I **5 credits**

Full Year Grade 10

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

The United States History I course will begin with a review of how the North American colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World. The course will focus on the following eras of history: Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1820s); Expansion and Reform (1801-1861); Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930).

The course will end with the Progressive reform movements that promoted government efforts to address the problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.

The integration of civics, economics, geography and global content will be addressed in this course. Students will gain a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

HONORS UNITED STATES HISTORY I **5 credits**

Full Year Grade 10

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

United States History I Honors will begin with a review of the key events and political, social, cultural and economic forces that affected the development of the United States during and after the Revolutionary War. Other time periods that will be studied in more detail include The Early National Period, The Age of Civil War and Reconstruction, Early Industrial America and The Gilded Age. Accelerated students will be challenged to investigate and analyze factors that have affected history, and will be expected to be able to communicate their knowledge through various oral, written and performance assessments. Students will be using the same textbook as the Advanced Placement United States History course, and will learn skills needed to be successful at an A.P. level, such as using Document-Based Essays and critical analysis of reading related to the course content.

CP UNITED STATES HISTORY II **5 credits**

Full Year Grade 11

Prerequisite: United States History I

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

The United States History II course will begin with the events that resulted in America emerging as a world power. The course will focus on the following eras of history: The Emergence of Modern America and World War I (1890-1930); The Great Depression and World War II (1929-1945); Postwar United States (1945-1960); Civil Rights and Social Change (1960's – 1980's); Domestic and International Policies of the 20th Century; and Domestic and International Policies of the 21st Century.

The integration of civics, economics, geography and global content will be addressed in this course. Students will gain a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

AP UNITED STATES HISTORY **5 credits**

Full Year Grade 11 - 12

Prerequisite: Recommended 80% CP/Honors US History I

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Qualifies as Dual Credit for HIS 122 at CCC

Advanced Placement United States History will begin with a review of key events and political, social, cultural and economic forces that affected the development of the United States during Industrial America, focusing on the early 1900's. The Era of World Wars will be studied and the course will culminate with studies of the Modern Age and global developments that have affected the United States as a world power.

The Advanced Placement Program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Students will be encouraged to take the AP United States History exam given in May by the College Board.

***AP EUROPEAN HISTORY** **5 credits**

Full Year Grades 10 – 12

Prerequisite: Recommended 80% CP World History or CP/Honors US History

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Qualifies as Dual Credit for HIS 112 at CCC

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would all lack the context for understanding the development of contemporary institutions, the role of conflict and continuity in present-day society and politics, and the evolution of current forms of artistic express and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and to express historical understanding in writing.

Students will be encouraged to take the AP European History exam given in May by the College Board.

****Offered in alternate years.***

INTRODUCTION TO PSYCHOLOGY **2.5 credits**

One Semester Grades 10 – 12

In this course, we will focus on studying the behavior and mental processes of human beings. You will understand yourself and your friends better through the class discussions and activities you experience in this class. Child development, personality development and mental health are just a few of the areas of psychology you will investigate. Careers related to many different fields of psychology will be investigated. And the focus will always be on YOU!

This is a good introduction to psychology, and would be helpful to students planning to take Advanced Placement Psychology.

AP PSYCHOLOGY **5 credits**

Full Year Grades 11 – 12

Prerequisite: Recommended 80% CP/Honors Biology

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Qualifies as Dual Credit for PSY 101 at CCC

The Advanced Placement course in Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They will also learn about the methods psychologists use in their science and practice. An emphasis on the biological basis of behavior will require students to understand the relationship between biology and behavior. The course will emphasize the history of psychology as a science, research methods, experimental design, elementary descriptive statistics, and ethics in both scientific research and the practice of psychology. The study of the brain and functional relationships among the central, somatic and autonomic nervous systems, long with units on sensation and perception will be areas of study needed in preparation for the AP Psychology exam.

SOCIOLOGY **2.5 credits**

One Semester Grades 11 – 12

Do you think for yourself? Do you make your own decisions? What forces influence your behavior? Through the study of cultures and societies, you will become aware of your membership in many groups, the influence of groups on the individual and the many effects of groups on our society. Current issues that affect our society will be investigated; causes of social problems and consequences will be discussed.

World Languages

	COURSE LENGTH		GRADES OFFERED				CREDITS
COURSE NAME	Full Year	Semester	9	10	11	12	
French I / Spanish I	**X**		**X**	**X**	**X**	**X**	**5.0**
ASL I (American Sign Language I)	**X**		**X**	**X**	**X**	**X**	**5.0**
French II / Spanish II	**X**			**X**	**X**	**X**	**5.0**
ASL II (American Sign Language II)	**X**			**X**	**X**	**X**	**5.0**
Honors French III / Spanish III *(Dual Credit – CCC- FRE 101/SPA 101)*	**X**			**X**	**X**	**X**	**5.0**
Honors ASL III (American Sign Language III) *(Dual Credit – CCC –ASL 101)*	**X**				**X**	**X**	**5.0**
Honors French IV / Spanish IV *(Dual Credit – CCC – FRE 102/SPA 102)*	**X**				**X**	**X**	**5.0**
Honors ASL IV (American Sign Language IV)	**X**					**X**	**5.0**
AP Spanish Language *(Dual Credit – CCC – SPA-201)*	**X**					**X**	**5.0**

FRENCH I, SPANISH I **5 credits**

Full Year Grades 9 – 12

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

World Language courses are designed through the three modes of communication: interpretive (listening and reading), interpersonal (person-to-person), and presentational (writing and speaking). In the first year of a language, students will learn to communicate at the novice level. The goal of the course is to become familiar with basic information about the countries where the language is used, identify general topics for everyday contexts, and communicate via practiced or memorized words, phrases, and simple sentences and questions that are spoken or written.

ASL I **5 credits**

Full Year Grades 9 – 12

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This beginning level course in American Sign Language (ASL) introduces students to the 4th most used language in the U.S. ASL is a beautiful, visual language for Deaf/Hard of Hearing people in America and some parts of Canada. During the course, students will learn basic vocabulary, sentence structure, syntax, and grammar. Students focus on mastering the basics of finger spelling, numbers, colors, facial expressions, and common greetings. Students will also learn conversational/cultural behaviors necessary to hold a beginning level conversation in ASL. Introductory information about Deaf culture, history, famous Deaf/hard of hearing people, technology, current events, and traditions will also be integrated into the course. Course instruction is done with a combination of Spoken English and ASL ("voices off").

FRENCH II, SPANISH II **5 credits**

Full Year Grades 9 – 12

Prerequisite: French I, Spanish I

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

World Language courses are designed through the three modes of communication: interpretive (listening and reading), interpersonal (person-to-person), and presentational (writing and speaking). In the second year of a language, students will continue to learn to communicate at the novice level, expanding upon topics and skills acquired in level I. The goal of the course is to investigate more information about the countries where the language is used, expand upon general topics for everyday contexts, and increase interaction to communicate via practiced or memorized words, phrases, and simple sentences and questions that are spoken or written. A grade of "C" or higher in the first year of language study is strongly recommended for this course.

ASL II **5 credits**

Full Year Grades 10 – 12

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Qualifies as Dual Credit for CCC

ASL II is an introductory level course that develops a novice range of communication skills, receptive and expressive, with the ability to expand discourse based on prior knowledge. This course is designed to develop the skills and knowledge needed to

communicate in ASL I and allows recognition and demonstration of more sophisticated grammatical features of ASL. ASL II emphasizes the cultural behaviors and practices distinct to those that approach the world from a visual perspective. Topics include: classifiers, syntax, using tense, storytelling, contemporary events and issues that impact the D/deaf community; linguistic minority groups; and language features.

HONORS FRENCH III, HONORS SPANISH III **5 credits**

Full Year Grades 10 - 12

Prerequisite: Recommended 80% French II, Spanish II

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Qualifies as Dual Credit for FRE 101 or SPA 101 at CCC

The honors level courses are designed to prepare students for the advanced placement course and test, or college and university-level language learning. The pacing of topics is more rigorous and proficiency development is more intensive than previous years of study. In the third year of a language, students will learn to communicate, via the three modes of communication, at the highest sublevel of novice and the lowest sublevel of intermediate. The goal of the course is to create with language, ask and answer complex questions on familiar topics, and maneuver simple situations or transactions. Knowledge acquired in levels I and II will be used as a foundation in order to capitalize on more in-depth cultural and grammatical topics.

ASL III - Honors **5 credits**

Full Year Grades 11 – 12

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Qualifies as Dual Credit ASL 101 for at CCC

ASL III course is designed to prepare students for college and university level language learning. The pacing of topics is more rigorous and proficiency development is more intensive than previous years of study. In the third year of American Sign Language (ASL), the course integrates and refines expressive and receptive skills. It builds to advance skills in gloss, vocabulary idioms, sentence structure and grammar, and in-depth conversational skills. It also develops a knowledge and appreciation of Deaf culture and the history of ASL. Students will practice oriented approach to language acquisition with demonstration of more sophisticated grammatical features. Students will be expected to demonstrate their ability to utilize non-verbal communication in a variety of classroom introductory experiences, including quizzes, student activities, teacher-student conversations, and student-student conversations.

HONORS FRENCH IV, HONORS SPANISH IV **5 credits**

Full Year Grades 11 - 12

Prerequisite: Recommended 80% Honors French III, Honors Spanish III

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Qualifies as Dual Credit for FRE 102 or SPA 102 at CCC

The honors level courses are designed to prepare students for the advanced placement course and test, or college and university-level language learning. The pacing of topics is rigorous and proficiency development is intensive. In the fourth year of a language, students will learn to communicate, via the three modes of communication, at the intermediate level, expanding upon topics and skills acquired in level III. The goal of the course is to create with language with spontaneity, consistently ask and answer complex questions on familiar and unfamiliar topics, and maneuver simple situations or transactions with a minor complication. Knowledge acquired in levels I through III will be used as a foundation in order to capitalize on more in-depth cultural and grammatical topics. This course also provides graduating senior students the opportunity to sit for the Seal of Biliteracy exam.

ASL IV - Honors **5 credits**

Full Year Grades 12

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

ASL IV focuses on building confidence conversing in ASL, further developing vocabulary skills, and continued studies about the Deaf Community and Deaf Culture. This course develops communication skills to convey information, concepts, and ideas in ASL on a variety of topics. Students will expand their skills in production and comprehension emphasizing on complex grammar, short stories, narratives, and interactive use of ASL. This course also provides graduating senior students the opportunity to sit for the Seal of Biliteracy exam.

AP SPANISH LANGUAGE **5 credits**

Full Year Grade 12

Prerequisite: Recommended 80% Spanish I-IV Honors

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Qualifies as Dual Credit for SPA 201 at CCC

This is an academically rigorous course designed to parallel the skill development of a third-year college Spanish course in advanced composition and conversation. The course focuses on the mastery of listening, speaking, reading, and writing skills. Students will learn to communicate, via the three modes of communication, at the highest sublevel of intermediate and the lowest sublevel of advanced. Knowledge acquired in levels I through IV will be used as a foundation in order to capitalize on advanced topics and facilitate near-native abilities. All students are encouraged to take the AP Spanish exam in May. This course also provides graduating senior students the opportunity to sit for the Seal of Biliteracy exam.

Health/Physical Education

	COURSE LENGTH		GRADES OFFERED				CREDITS
COURSE NAME	Full Year	Quarter	9	10	11	12	
Physical Education I	**X**		**X**				**3.0-3.75**
Physical Education II	**X**			**X**			**3.0-3.75**
Physical Education III	**X**				**X**		**3.0-3.75**
Physical Education IV	**X**					**X**	**3.0-3.75**
Independent Physical Education IV	**X**					**X**	**3.0-3.75**
Health I		**X**	**X**				**1.25**
Health II (Driver's Ed Theory)		**X**		**X**			**1.25**
Health III		**X**			**X**		**1.25**
Health IV		**X**				**X**	**1.25**

****Students are required by State Law to pass four years, one in each year of enrollment, of Health and Physical Education***

Each student will take health during one marking period of the year, and the other three marking periods will be devoted to Physical Education.

PHYSICAL EDUCATION I **3 credits/3.75 credits**

Three Marking Periods Grade 9

In the 9th grade, emphasis is placed on physical fitness through participation in structured team sports, circuit training and physical conditioning. The freshman will concentrate on sport and skill concepts, skill-related fitness, and sportsmanship, rules and safety.

PHYSICAL EDUCATION II-IV **3 credits/3.75 credits**

Three Marking Periods Grades 10 - 12

Physical Education for the upperclassmen emphasizes individual and dual sports, recreational team sports, and weight training and conditioning. Students participate in a program that gives them the skills, concepts, and knowledge to be a physically active person for life. In their sophomore year, students will be focusing in depth on teamwork, sport psychology, and health-related fitness; junior year, on muscular fitness, flexibility, and cardiovascular fitness; and senior year, on body composition, personal training and recreational games.

INDEPENDENT PYSICAL EDUCATION IV **3 credits/3.75 credits**

Three Marking Periods Grade 12

Prerequisite: Must have passed each PE I, II, and III course with at least an 85%, Must be participating in three interscholastic varsity level sports.

This course option is for senior students who are participating in three varsity sports during their senior year. This option allows students to be exempted from participating in Physical Education IV class during the school day schedule. However, this course option still requires students to complete all PE projects, midterms/finals, Health IV class, etc. associated with the approved WDHS Physical Education IV course of study. In the event that a student is injured during one/more of his/her three seasons, that

student is responsible for completing medical paperwork otherwise assigned for PE students who cannot participate physically.

HEALTH I **1.25 credits**
One Marking Period Grade 9

Freshman health presents guidelines for improving physical, intellectual, social, and emotional health. This course is taught from the perspective of the freshman attempting to navigate the high school scene with emphasis on their emotional well-being.

HEALTH II (DRIVER EDUCATION THEORY) **1.25 credits**
One Marking Period Grade 10

Driver Education – Safety on Wheels. The student will become familiar with basic car control as well as the signs, signals, and roadway markings that control traffic. Risk-taking behaviors on driver performance, the laws of New Jersey and the laws of nature and driving are also studied. Speakers add to the course with information about M.A.D.D. and the Gift of Life Donor Program. Students will be prepared for and will take their New Jersey Driver's License written test.

HEALTH III **1.25 credits**
One Marking Period Grade 11

Accident prevention and disease prevention is the emphasis of Health III. Instruction is devoted to respiratory and circulatory emergencies (C.P.R.) and first aid.

HEALTH IV **1.25 credits**
One Marking Period Grade 12

Family Life and Human Sexuality is the theme for senior health. Students will have an opportunity to explore human relationships including healthy and unhealthy relationships, dating and domestic violence, and sexual harassment. Pregnancy and childbirth, sexually transmitted diseases, and family planning will be included.

Special Education

	COURSE LENGTH		GRADES OFFERED				CREDITS
COURSE NAME	Full Year	Semester	9	10	11	12	
English I	**X**		**X**				**5.0**
English II	**X**			**X**			**5.0**
English III	**X**				**X**		**5.0**
English IV	**X**					**X**	**5.0**
Algebra Ia	**X**		**X**				**5.0**
Algebra Ib	**X**			**X**			**5.0**
Contemporary Geometry	**X**				**X**		**5.0**
Contemporary Algebra II	**X**				**X**	**X**	**5.0**
Senior Math Seminar	**X**					**X**	**5.0**
Math 9, 10, 11 – (CBI)	**X**		**X**	**X**	**X**		**5.0**
Environmental Science	**X**		**X**				**5.0**
Biology	**X**			**X**			**5.0**
Physical Science	**X**				**X**		**5.0**
World History	**X**		**X**	**X**	**X**	**X**	**5.0**
US History I	**X**			**X**	**X**	**X**	**5.0**
US History II	**X**			**X**	**X**	**X**	**5.0**
Reading 9	**X**		**X**				**5.0**
Reading 10	**X**			**X**			**5.0**
Reading 11	**X**				**X**		**5.0**
Reading 12	**X**					**X**	**5.0**

PROGRAM OVERVIEW

The Special Education Department offers two types of instructional programs for students designated as eligible to receive Special Education services by the district Child Study Team.

Resource Center programs are instructional centers offering small group instruction in place of regular classroom instruction. Curriculum, developed by the Special Education Department with the approval of the Board of Education is designed to meet the individual's educational plan with the New Jersey Student Learning Standards in specified subject area.

In-Class Resource instruction is a Resource Center program. This option is for the classified student who is enrolled in regular education classes. Instruction is provided by the content area specialist and a special education teacher, who plan and implement strategies, techniques, methods and materials to support the special needs student within the regular classroom.

* *

The following Resource Center courses are offered under the auspices of the Special Education Department. Class assignment is determined collaboratively by the Child Study Team, teacher, guidance counselor, parent and student during the development of the student's Individualized Education Program (IEP).

ENGLISH I **5 credits**

Full Year Grade 9

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

A required full year course designed to increase the proficiency of in-coming 9th grade students in reading, writing, speaking, listening, and critical thinking. Through the study of a wide variety of literature, basic grammar, and composition, English I will help to develop and refine each student's basic communication skills and to foster an increased respect for the power and beauty of the English language.

ENGLISH II **5 credits**

Full Year Grade 10

Prerequisite: English I

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This full year course helps students examine major types of classical and contemporary literature and consider how each type

achieves insights into the human condition. A comprehensive composition and grammar program reinforces the fundamentals of English throughout this course. Writing, speaking, listening and critical thinking are also enforced throughout this course.

ENGLISH III **5 credits**
Full Year Grade 11
Prerequisite: English II
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

The English III level of this course stresses more advanced reading comprehension skills of increasingly more sophisticated reading material. The reading selections reinforce and develop every student's composition and grammar skills. A continued emphasis on the development of writing skills is maintained as students address more advanced composition forms.

ENGLISH IV **5 credits**
Full Year Grade 12
Prerequisite: English III
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Great themes in world literature will be studied in this full year course. Selections in both anthologies and paperbacks span ancient to modern times and cover a full range of genres. These form a basis for critical thinking and creative problem solving. The importance of effective oral and written communication is stressed. Existing composition and grammar skills are reinforced and sharpened throughout this course, as a culmination of the directed writing instruction provided on all levels.

MATHEMATICS

Resource Center Math is offered in all grade levels, 9-12. Students are exposed to the New Jersey Student Learning Standards in all grades with the IEP driving the curriculum.

ALGEBRA Ia **5 credits**
Full Year Grade 9
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This course has been designed to concentrate on the first half of the major concepts in Algebra I as indicated in the NJ Student Learning Standards. Algebra I is the foundation for all high school mathematics. Basic arithmetic and knowledge of the real number system will be presented. Topics addressed within the Algebra Ia curriculum will be stressed along with problem solving, calculator use and critical thinking. The individual's IEP will determine his/her goals. This course will mirror the Algebra I concepts studied in the regular education program. Students will investigate solving multi-step equations, slope of lines, linear equations and factoring.

ALGEBRA Ib **5 credits**
Full Year Grade 10
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This course has been designed to concentrate on the second half of the major concepts in Algebra I as indicated in in the NJ Student Learning Standards. Topics addressed within the Algebra Ib curriculum will be stressed along with problem solving, calculator use and critical thinking. The individual's IEP will determine his/her goals. This course will mirror the Algebra I concepts studied in the regular education program. Students will investigate identifying and solving quadratic, radical and rational functions.

Contemporary GEOMETRY **5 credits**
Full Year Grade 10-11
Prerequisite: Resource Center Algebra I
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This course has been designed to concentrate on concepts in Geometry as indicated in the NJ Student Learning Standards. This course will mirror the Geometry concepts studied in the regular education program.

MATH 9, MATH 10, or MATH 11 **5 credits each**
Full Year Grade 9-11
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

The individual's IEP will determine the students' goals in these RC Math classes.

Contemporary ALGEBRA II **5 credits**
Full Year Grade 11-12
Prerequisite: Resource Center Geometry
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

This course has been designed to concentrate on concepts in Algebra II as indicated in the NJ Student Learning Standards. This course will mirror the Algebra II concepts studied in the regular education program.

SENIOR MATH SEMINAR **5 credits**
Full Year Grade 12
Prerequisite: Math 11/Resource Center Algebra II
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Students will focus on further developing basic math skill, algebraic skills, and geometric concepts in preparation for college placement testing, vocational training and/or the ASVAB. In addition to this, students will explore every day math necessary for real-world experiences.

SCIENCE

Students may complete the science graduation requirement through Resource Center Earth Science, Resource Center Biology, and/or Resource Center Physical Science, or may combine programs in both the Resource Center and regular education science program. Students may also proceed into higher level regular and college preparatory science classes as skill level, interest and post-high school goals suggest.

ENVIRONMENTAL SCIENCE **5 credits**
Full Year Grades 9 – 12
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Environmental Earth Science is designed for students who plan to enter the work force or attend a two-year college or technical school immediately after high school graduation. This course is designed to enable the students to understand the connections of the environmental problems the world faces created by humans or created by natural phenomena. There will be much emphasis on global warming, atmospheric systems, water and land resources, Geology, and Astronomy.

BIOLOGY **5 credits**
Full Year Grades 10 – 12
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Resource Center Biology is designed for students who plan to enter the work force or attend a two-year college or technical school immediately after high school graduation. The student will study areas of ecology, cell biology, classifications of living organisms and their characteristics, human anatomy and physiology, and genetics. Students enrolled in this course will experience "hands-on" lab activities throughout the year. Students will also experience research projects.

PHYSICAL SCIENCE **5 credits**
Full Year Grades 11 – 12
Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Resource Center Physical Science is designed for students who plan to enter the work force or attend a two-year college or technical school immediately after high school graduation. The student will study areas of force, matter, heat, electricity, and waves as well as their interactions and applications to technology. Students enrolled in this course will experience some "hands-on" lab activities throughout the year. This course completes the three-year science requirement for students who took Earth Science in ninth grade and Life Science in tenth grade.

SOCIAL STUDIES

Students may complete the three-year social studies graduation requirement through Resource Center classes in World History, United States History I and II, or through a combination of Resource Center and regular education social studies classes.

Although comprehensive in scope, Resource Center World History, United States History I and II are not considered to be college-preparatory programs.

WORLD HISTORY **5 credits**

Full Year Grades 9 - 12

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

Resource Center World History and Cultures will begin with a unit that reviews the Age of Global Encounters, identifying key political, social, cultural and economic concepts that will help students understand the events that shaped the development of the world. Other time periods that will be studied throughout the year will include: The Age of Revolution, The Rise and Decline of European Dominance and The Modern World. Students will compare current events to previous events of historical significance. Students will complete at least one main project during the school year.

UNITED STATES HISTORY I **5 credits**

Full Year Grades 10 – 12

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

United States History I will begin with a review of the key events and political, social, cultural and economic forces that affected the development of the United States during and after the Revolutionary War. Other time periods that will be studied in more detail include the Early National Period, the Age of Civil War and Reconstruction, Early Industrial America and The Gilded Age.

UNITED STATES HISTORY II **5 credits**

Full Year Grades 11 – 12

Prerequisite: Resource Center united States History I

Course registration is based on a number of factors, such as final grade average, standardized test scores, teacher recommendation, etc.

United States History II will begin with a review of key events and political, social, cultural and economic forces that affected the development of the United States during Industrial America, focusing on the early 1900's. The Era of World Wars will be studied and the course will culminate with studies of the Modern Age and global developments that have affected the United States as a world power. Current historical events will be compared to similar events from an earlier time. Students will complete at least one major research project during the course.

ELECTIVES

The Special Education Program also offers four consecutive **READING** courses that students can take as electives. These four courses are designed for those students who need additional support in reading and comprehension. Each of the courses implements the Wilson Reading System and integrates grade level texts/themes taught in the ICR setting.

The Wilson Reading System® (WRS) directly teaches the structure of the English language using an organized and sequential system in 12 Steps, not corresponded to school grade levels. It provides a complete curriculum for explicitly and systematically teaching decoding and encoding (spelling). From the beginning steps of the program, instruction also addresses high frequency/sight words, fluency, vocabulary, oral expressive language development and comprehension with progressively more challenging text. Throughout the program, the teacher follows a 10-part lesson plan that provides for extensive teacher-student interaction and multisensory learning methods.

Key components directly addressed in the Wilson Reading System are:

- Phonemic awareness
- Alphabetic principle (sound/symbol relationship)
- Decoding
- Encoding (spelling)
- Advanced word analysis
- High frequency/sight word instruction
- Vocabulary development
- Fluency
- Oral expressive language development
- Listening and reading comprehension with visualization
- Metacognition skills of increasingly more sophisticated reading materials. The reading selections reinforce and develop every student's composition and grammar skills.

READING 9 **5 credits**
Full Year

This course is designed mainly for the student who needs to complete Steps 1 – 4 in the Wilson Reading Program. This course works to improve responding in both written and spoken language by utilizing all components of language arts literacy (reading, writing, speaking, listening, and viewing). The curriculum will focus on techniques and strategies to help the student read and interpret narrative, informational, persuasive, and expository texts. In addition, students will be exposed to a variety of ninth grade appropriate novels and short stories in order to help them to learn the elements of basic literature and to read critically.

READING 10 **5 credits**
Full Year

This course is designed mainly for the student who needs to complete Steps 4-7 in the Wilson Reading Program. This course works to improve responding in both written and spoken language by utilizing all components of the language arts literacy (reading, writing, speaking, listening, and viewing). The curriculum will focus on a continuation of the literacy techniques and strategies to help the student read and interpret narrative, informational, persuasive, and expository texts related to tenth grade subjects.

READING 11 **5 credits**
Full Year

This course is designed mainly for the student who needs to complete Steps 7-9 in the Wilson Reading Program. This course provides structured and guided instruction to assist the students in acquiring basic understandings at a pace that meets their needs. Instruction focuses on the individual needs in reading in the context of the NJSLS in English Language Arts. Instruction is standards-based and designed in thematic units. Students consider thoroughly what they read, write, and discuss through the four types of texts by concentrating on vocabulary development, critical & creative thinking, study skills, and reasoning.

READING 12 **5 credits**
Full Year

This course is designed mainly for the student who needs to complete Steps 9-12 in the Wilson Reading Program. This course provides structured and guided instruction to assist the students in acquiring basic understandings at a pace that meets their needs. Instruction focuses on the individual needs in reading in the context of the NJSLS in English Language Arts. Instruction is standards-based and designed in thematic units. Students consider thoroughly what they read, write, and discuss through the four types of texts by concentrating on vocabulary development, critical & creative thinking, study skills, and reasoning.

VOCATIONAL PROGRAMS

Shared-Time Programs: Seniors Only

The program described below is on a shared-time basis, with the students spending half of the day in classes at West Deptford High School and the other half at the Gloucester County Institute of Technology. This program is offered as a one-year course of study with a certificate awarded upon completion. Shared-Time programs are currently weighted as "WDHS CP level" courses.

Students attending GCIT will be transported from the high school to GCIT and back by school bus. Students are not permitted to drive to GCIT.

Shared-time GCIT students may participate in all phases of the co-curricular program of the high school, but will miss certain activities such as assemblies, class meetings, and pep rallies, which are held during the part of the day that the students are attending the Institute of Technology.

LAW ENFORCEMENT **(Seniors Only)** **1 year**

Gloucester County Institute of Technology's Law Enforcement program has been developed to better prepare students for work in the future through the linking of public law enforcement and private security services, a community-based organization, and community college.

Students will participate in classroom and career related experiences at "on-site" locations. Learning will occur in the classroom and the community as students actively participate in various aspects of Law Enforcement and Private Security.

Upon completion, students will be prepared for employment in private security, cadet status with a municipal police department or sheriff's office, higher education, and military careers in Law Enforcement.

FULL TIME PROGRAMS

The following programs are full-time and begin in the 9th grade. Students enrolled in these programs do not attend West Deptford High School; they earn their diploma from the Gloucester County Institute of Technology. Transportation is provided by the West Deptford School District.

Application to these programs must be completed during grade eight. Eighth grade students interested in pursuing full-time study at GCIT should speak with their middle school counselor or contact GCIT directly.

The full-time programs available during the **2024-2025** school year will be:

1. Academy of Automotive Technology
2. *Academy of Advanced Manufacturing & Applied Science*
3. *Academy of Baking & Pastry Arts*
4. *Academy of Biological Sciences*
5. *Academy of Carpentry*
6. *Academy of Computer Science*
7. *Academy of Cosmetology*
8. *Academy of Culinary Arts*
9. *Academy of Digital Media*
10. *Academy of Electrical*
11. *Academy of Engineering*
12. *Academy of Finance & Business Management*
13. *Academy of Health Sciences*
14. *Academy of HVAC-R*
15. *Academy of Performing Arts – Dance*
16. *Academy of Performing Arts – Drama*
17. *Academy of Plumbing*
18. *Academy of Welding*

Required Courses for Graduation

Check off as complete	ENGLISH		4 years required (20 credits)
	9th grade	English I	General, CP, Honors
	10th grade	English II	General, CP, Honors
	11th grade	English III	General, CP, Honors, AP
	12th grade	English IV	General, CP, Honors, AP
	HISTORY		**3 years required (15 credits)**
	9th grade	World History	General, CP, Honors
	10th grade	US History	General, CP, Honors
	11th grade	US History II	General, CP, AP
	SCIENCE		**3 years required (15 credits)**
	9th grade	Environmental Science / Biology	General, CP / Honors
	10th grade	Biology / Chemistry	General, CP, Honors / Honors
	11th grade	Chemistry / Physics / Physical Science	CP, Honors / CP, Honors / General, CP
	MATHEMATICS		**3 years required (15 credits)**
	9th grade	Algebra I / Geometry	General, CP / CP, Honors
	10th grade	Geometry / Algebra II	General, CP, Honors / General, CP, Honors
	11th grade	Algebra II / PreCalculus	General, CP, Honors / CP, Honors
	PHYSICAL EDUCATION		**4 years required (3.0/3.75 credits each)**
	9th grade	PE I	Lab or No-Lab
	10th grade	PE II	Lab or No-Lab
	11th grade	PE III	Lab or No-Lab
	12th grade	PE IV	Lab or No-Lab
	HEALTH		**4 years required (1.25 credits each)**
	9th grade	Health I	
	10th grade	Health II – Drivers Ed	
	11th grade	Health III – CPR & First Aid	
	12th grade	Health IV	
	PERSONAL FINANCE	***financial literacy requirement**	**Semester based course**
	10th-12th	Personal Finance	2.5 credits (Semester) / online or in class
	WORLD LANGUAGE		**1 year required**
	9th-12th	ASL, Spanish, French	*Most colleges expect 2years of a language
	21st CENTURY SKILL Elective	**5 credits (1 full year course…OR**	**OR 2 semester courses)**
	9th-12th	Woods Technology I, Video Tech I,	Supply Chain I/II, Business 101,
		Exploring Engineering I	Computer Apps, Entrepreneurship,
		Accounting	Architectural Systems, Intro to Foods,
		AP Computer Science Principles	Life Skills, Nutrition for Fitness,
		AP Computer Science	Bakery & Pastry, Cybersecurity,
			Mobile Apps, Intro to Python,
			Video Game Design, Sports & Entertainment Marketing I/II
	VISUAL & PERFORMING ART Elective	**5 credits (1 full year course…OR**	**OR 2 semester courses)**
	9th-12th	Band Choir	Ceramics & Sculpture I/II
		Choir / Madrigals	Art I, Art II
		Art III / Art IV	Graphic Design I/II
			Photography I /II

Sample Career Path List

Choosing courses for high school can sometimes be an overwhelming and daunting task. To assist in this process, we have put together samples of possible career pathways that students may find of interest. There are countless variations to career pathways, but based on student interest, ability, and goals we are hoping this can help our students to make the most informed choices as they matriculate through their four years at West Deptford High School.

Business, Finance, Marketing (Accountant, Business Owner, Business Analyst, Financial Planner, Actuary, Investment Banking, Management Consulting)

- Business 101
- Computer Apps
- Accounting
- Entrepreneurship
- Sports and Entertainment Marketing I / II
- Mobile Apps Design
- Public Speaking
- Tomorrow's Teachers
- Probability and Statistics
- Marketing Ed
- AP Computer Science Principles
- AP Computer Science
- Cybersecurity
- Personal Finance
- AP Statistics
- World Language
- Graphic Design I
- Graphic Design II

Digital Communications / Information Technology (Public Relations, Digital Media, Web Designer, Programmer, Graphic Design

- Computer Applications
- Video Production I
- Video Production II
- Cybersecurity
- Mobile App Design
- Intro to Python Programming
- Video Game Design
- Public Speaking
- Tomorrow's Teachers
- Graphic Design I
- Graphic Design II
- Photography I
- Photography II
- Journalism

Education / Social Work (Teacher, Social Worker, Child Welfare Specialist, Counselor)

- Tomorrow's Teachers
- Intro to Psychology
- AP Psychology
- Public Speaking
- Sociology
- Multicultural & Women's Studies
- World Language

Engineering (Civil Engineer, Chemical Engineer, Mechanical Engineer, Computer Engineer, Environmental Engineer, Electrical Engineer)

- Exploring Engineering I
- Exploring Engineering II
- Advanced Engineering III
- Environmental Science
- Biology
- Physics
- Chemistry
- Algebra
- Geometry
- PreCalculus
- Calculus
- AP Statistics
- Public Speaking
- Tomorrow's Teachers
- AP Computer Science Principles
- AP Computer Science
- Architectural Systems

Human Resources/Management (Benefits Administrator, Training Coordinator, Human Resources Manager, Payroll Specialist)

- Marketing Ed
- Business 101
- Intro to Psychology
- AP Psychology
- Entrepreneurship
- Multicultural & Women's Studies
- AP Statistics
- Current World Issues
- World Language
- Cybersecurity
- Tomorrow's Teachers
- Public Speaking

Logistics, Transportation, & Distribution (Logistics Coordinator, Logistics Analyst, Buyer, Facilities Manager, Warehouse Distribution)

- Supply Chain Management I
- Supply Chain Management II
- Supply Chain Management III
- Supply Chain Management IV
- Tomorrow's Teachers
- Public Speaking
- Current World Issues
- Mobile App Design
- Probability & Statistics
- AP Statistics
- Graphic Design I
- Graphic Design II

Medicine/Health Sciences (Physician, Pediatrics, Physical Therapist, Medical Social Worker, Nursing, Radiology)

- Anatomy and Physiology
- Nutrition for Fitness
- Biology
- AP Biology
- AP Chemistry

- Intro to Psychology
- AP Psychology
- Probability and Statistics
- PreCalculus
- Calculus
- Health III - CPR & First Aid

Performing & Visual Arts (Radio & Television, Musical Theater, Commercial Art/Photography, Graphic Design, Film/Video Production, Recording Arts Production)

- Band I
- Band II
- Band III
- Band IV
- Choir/Madrigals I
- Choir/Madrigals II
- Choir/Madrigals III
- Choir/Madrigals IV
- Music Theory
- AP Music Theory
- Graphic Design I
- Graphic Design II
- Photography I
- Photography II
- Art I – Drawing & Design
- Art II – Color Theory & Painting
- Video Production I
- Video Production II