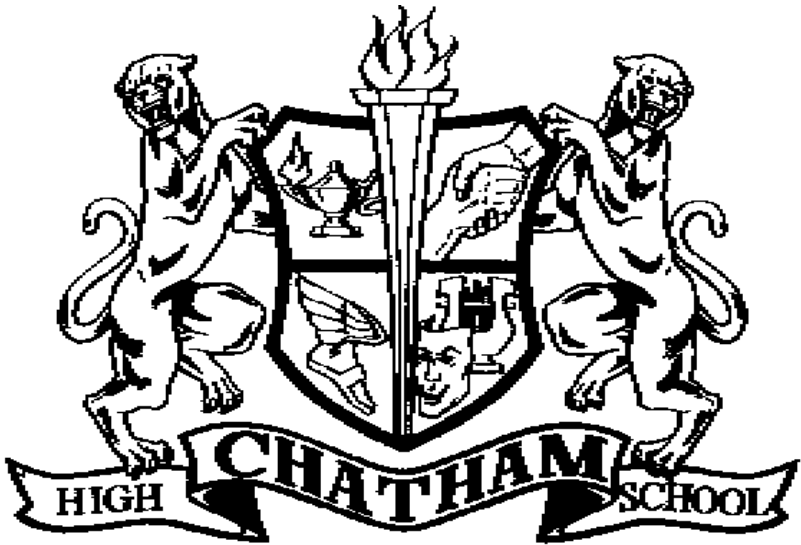


CHATHAM HIGH SCHOOL



PROGRAM OF STUDIES

2024-2025

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Please call the School Counseling office at 973-457-2533 to contact a counselor if you have questions regarding course content or academic planning.

GENERAL INFORMATION

This booklet contains a description of courses offered for the 2023-2024 academic year. It also includes information about graduation requirements, course selection, guidelines for entrance and withdrawal from courses, standards for special class placement, athletic-eligibility rules, college admission requirements, the method of computing overall grade point average, and pupil records. Students and parents should become familiar with this information and should consult with a school counselor to develop an appropriate academic program.

GRADUATION REQUIREMENTS

Graduation, as used herein, refers to the satisfactory completion of a program of studies at Chatham High School under the policies of the Board of Education of the School District of the Chathams. In order to earn a state-endorsed Chatham High School diploma, students must demonstrate proficiency in the New Jersey Student Learning Standards, including the credit and testing requirements outlined below.

A. Requirements for Graduation

A student must meet each of the following requirements to be eligible for graduation:

1. Participate in a local program of study of not fewer than 120 credits;
2. Demonstrate the required proficiency in the NJGPA assessments or other alternative proficiencies as per the NJDOE.
3. Successfully complete one (1) year of comprehensive health and physical education for each year of enrollment;
4. Demonstrate attainment of minimum curricular proficiencies through successful completion of courses, including, but not limited to, credit hours in the following distribution:
 - a. At least 20 credits in language arts literacy, aligned to grade 9 through 12 standards;
 - b. At least 15 credits in mathematics, including algebra 1 or the content equivalent; geometry or the content equivalent; and a third year of mathematics that builds on concepts and skills of algebra and geometry and that prepares students for college and 21st century career;
 - c. At least 15 credits in science, including at least 5 credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics; and including one additional laboratory/inquiry-based science course;
 - d. At least 15 credits in social studies, including United States History I and II; five credits in world history; and the integration of civics,

- e. economics, geography, and global content in all course offerings;
- f. At least 2.5 credits in financial, economic, business, and entrepreneurial literacy;
- g. At least 5 credits in visual and performing arts;
- h. At least 10 credits in world languages or student demonstration of proficiency; and
- i. At least 5 credits in 21st-century life and careers or career-technical education.

Technological literacy, consistent with the New Jersey Student Learning Standards, is integrated throughout the curriculum.

B. Transfer Students

Transfer students who enroll in Chatham High School may receive credit toward graduation for courses taken in properly accredited high schools outside the school district. However, they must meet the same local and state requirements for graduation as students who complete their entire high school program in the district.

C. Classified Students

The graduation requirements of a classified student are prescribed by an Individualized Education Program determined by the Child Study Team. Successful completion of these requirements, in keeping with state and local requirements, will make the student eligible for graduation.

D. Early Graduation

In exceptional circumstances, a student may be permitted to graduate in fewer than four years provided:

1. The student's parents forward a written request to the high school principal at least two years prior to the anticipated graduation date,
2. The request is approved by the principal and endorsed by the superintendent of schools, and
3. The student meets all appropriate requirements outlined in board of education policy.

E. Commencement

A commencement will be conducted each June to honor and recognize students who have become eligible to graduate from high school since the commencement program of the previous year.

F. Notification of Students and Parents

Copies of graduation requirements are distributed annually to students, parents of incoming ninth-grade students, and to all transfer students at the time they enroll. They are based upon Board of Education Policy 6146 (Graduation Requirements/Early Graduation), which is available in the school office.

COURSE SELECTION

A. Guidelines

Student scheduling begins in the spring, and class schedules generally are finalized before the school year ends. Course choices related to one's particular interests and plans for the future need to be made with the following guidelines in mind.

1. The minimum program must include six subjects, including health/physical education and English.
2. Teacher recommendations are based on progress up through the end of the first semester. The master schedule is created based on this data and cannot be adjusted to accommodate additional students beyond maximum available seating.
3. Students registered for more than 30 credits may be allowed to withdraw from a course in accordance with the guidelines listed in the ENTRANCE AND WITHDRAWAL FROM COURSES section of this book.
4. Where courses are sequential, one may pursue a higher level only after adequately mastering the previous level as determined by departmental recommendation.
5. All requests for changes in a student's recommended level of instruction (waiver) must be submitted within the advertised waiver windows. A student must earn a minimum of a 70% in order to be eligible to waive in subsequent courses.
6. Partial credit is not given. For a student to earn credit for a course in which he/she is enrolled, the entire course must be completed successfully.

B. Course Offerings

In the pages that follow, courses are grouped by subject areas, which are organized alphabetically. Students and parents should pay careful attention to grade-level limits, course prerequisites, and descriptions of course content. Requests to enroll in specific courses when stated guidelines are not fully met will be reviewed by the academic department, school counseling department, and high school principal.

A course will be cancelled when there is insufficient enrollment. When this happens, students who have requested that course will be asked to make an alternative selection.

C. Counseling Services

Because of the breadth of curricular offerings and the variety of possible program sequences, students will benefit from discussing options with teachers and counselors. Members of the school counseling staff are available to answer questions that students or parents have and to help with long-range program planning. Because student success, pride in achievement, and personal satisfaction relate strongly to proper academic placement, every student is encouraged to meet with a school counselor before finalizing course requests.

ENTRANCE AND WITHDRAWAL FROM COURSES

Changing a student's academic program once classes have started disrupts the learning and teaching processes and is strongly discouraged. The following guidelines and procedures are used in dealing with requests for change in a student's schedule after the school year has begun.

A. Guidelines

1. Schedule changes require approval from all of the following: school counselor, teacher, administrator, and parent/guardian. A teacher may defer an initial request for change and ask for a conference with the student, parent, and school counselor to reach a decision in the best educational interest of the student.
2. During the first full rotational cycle of any semester, the only changes that will be allowed are those caused by mechanical scheduling errors or initiated by a classroom teacher and approved by the parents and counselor.
3. During the second rotation of any class, a student who wants to make a change in schedule (drop/add) must complete all steps listed below.
 - a. Speak with a school counselor to ensure that there are available seats in the class and that another class will not be overloaded in the move. If the change is feasible, the counselor will prepare forms for teacher and parent approval. (Class-size caps are established in the previous spring based on staffing and budgetary considerations.)
 - b. Meet again with the counselor to establish whether teacher and parent approval has been secured.
 - c. Continue to attend all classes previously scheduled until final approval is received from all involved teachers.

4. Except as noted below, a student may not enter a full-year course after the first two rotations.
 - a. A student may change levels within a subject (e.g., Honors Algebra I to Algebra I A) only until the mid-point of the first grading period unless the change is recommended by the teacher/counselor and is approved by the department supervisor. The student earns a full year of credit for the new course upon successful completion.
 - b. A student who waived into a higher level course must remain in that course until the middle of the first grading period. All grades will transfer into the new course and be calculated into the final grade of the new course. Weighting is only applied to final grades at the completion of a course. Therefore, weighting is not calculated when transferring between course levels.
 - c. Unique situations caused by transfer from another district will be resolved by the student's counselor and the teachers involved.
5. Semester courses may not be entered after the completion of the second rotation of the course. (The exceptions indicated above apply.)
6. Upon parent request and after the first full rotation of a full-year or semester one course, changes that involve dropping one course for a study hall but leaves the student enrolled in the requisite six courses per semester may be approved without administrative authorization.
7. Second-semester courses may not be dropped for a second study hall after the midpoint of the first grading period.

B. Credit, Grading, and Record of Schedule Changes

1. A student may withdraw from a first semester course or full year course up until the midpoint of the first grading period with no notation made on the transcript. A student may withdraw from a second semester course up until the midpoint of the second grading period with no notation made on the transcript. After that time, one of the following notations will be entered on the transcript:
 - a. Withdrawn (W) if the student has withdrawn after completion of 25% of a full year course or 50% of a semester course. After completion of 75% of a course the student will be issued either a WP or WF as stated below.
 - b. Withdrawn Passing (WP) if the student has withdrawn from the course after 75% of the course is completed and the student's total average for the course to date is a passing one.

- c. Withdrawn Failing (WF) if the student is removed from a course due to class cuts, absenteeism or disruption, or if the student's total average for the course to date is a failing one and the withdrawal is after 75% of the course is completed. This grade will be calculated as a failure in the student's overall grade point average.
2. No credit is given for a course from which a student withdraws.
 3. A student may not withdraw from a course within the ten school days immediately preceding the end of that course.
 4. When a student changes from one course to a similar higher or lower level course (e.g., English to Honors English, Honors Algebra I to Algebra I A), the student's grade to date will transfer to the new course and be averaged with the grades subsequently earned in that new course. Weighting is only applied to final grades and is not computed when transferring between levels

COURSE LEVELS

- A. Courses designated as "Honors" or "Advanced Placement" are intended to serve the needs of highly motivated, academically advanced students. Admission and continued enrollment are dependent upon the student's meeting all the following criteria:
 1. Department recommendation;
 2. Superior ability and/or achievement in previous coursework in the subject area;
 3. Evidence of continued effort and achievement commensurate with honors-level work.
- B. College preparatory A, B, and C courses are offered to help students develop proficiencies required for successful completion of all graduation requirements and further academic study. Admission is based upon:
 1. Department recommendation;
 2. Performance in previous coursework in that subject area;
 3. Performance on achievement and proficiency tests; and

ALTERNATIVE STUDY OPTIONS (OPTION II)

A variety of learning opportunities exists for students who want to study or work in areas not covered in the formal school curriculum or who are gifted or talented in particular areas. These options include the following:

- A. College Coursework – Students enroll in local colleges for advanced work unavailable in the high school.
- B. Dual Enrollment Partnership – Students take high school course that align with college curriculum and may register for college credit (FDU).
- C. Independent Study – A student and a supervising teacher develop a program as an alternative or addition to regular coursework. Independent study opportunities will not be granted if they substantially duplicate existing courses in the *Program of Studies*. Honors credit is not given for independent study. Prior approval from the Principal is required. A Pass/Fail grade will be issued to the student.

Proposals for full-year or first-semester independent study opportunities must be finalized by the second Monday in June. Second-semester course proposals need to be finalized by the mid-point of the first grading period.

- D. Individualized Student Learning – Provides students with the opportunity to meet NJSLs in physical education in a setting other than CHS. All applications are due the first week in September. Additional information can be found on the high school website under the physical education department.
- E. Lab Assistantship – A student assists a teacher in one of the school’s laboratory courses. A Pass/Fail grade will be issued to the student.
- F. Senior Internship Program (SIP) – This four-week, non-credit internship allows seniors to participate in a work experience selected from a variety of fields, including, but not limited to, law, medicine, education, investments, accounting, law enforcement, and hotel/restaurant management. Students must apply and be interviewed in order to be considered. The program feasibility will be revisited each year with respect to staffing. Announcements will be made during the first semester.
- G. Summer School – Students pursue work for enrichment or remediation at state-approved summer schools. Prior approval from the Principal is required.
- H. Vocational Education – Students select specific, career-oriented courses from the offerings of Morris County School of Technology. (School counselors can provide the program information.) One half of the school day is spent at the technical school, the other half at Chatham High School.
- I. Virtual Course Offerings - Chatham High School is pleased to offer online learning opportunities for students which must be pre-approved. Students will be able to sign up for courses through Educere, a board-approved provider of online educational services, or any other approved virtual course provider. Payment for the courses will be the responsibility of the families and be made directly to the provider, except in certain circumstances, such as homebound instruction, when the board of education will pay the course fee.

Course Approval

All courses must be approved by the subject area supervisor. Students are able to take one virtual course within a core required sequence and an unlimited number of elective courses. Students may take up to two virtual courses each semester, but may not exceed eight total courses in a semester. Unusual circumstances will be handled on a case-by case basis. Students must consult with their school counselor before registering for courses.

Summer School

Students may take up to two courses over the summer for a maximum of ten credits. Virtual and non-virtual courses taken over the summer must be completed by August 15th. Special circumstances may be granted to begin a summer course in the Spring Semester or complete the course in the fall semester as long as the student does not already have eight scheduled courses in either semester.

Grading

All grading will be done through the course provider. Grades will not count toward a student's grade point average at Chatham High School. Virtual courses will be listed on a student's transcript, but they will be designated as a virtual course. The numerical grade assigned by the provider will be translated to an alpha grade based on the CHS grading scale and will display on the transcript. All grades will appear on the transcript unless notified by the student's parent within 10 days of receiving the final grade.

Chatham High School updates transcript information two times per year. Coursework assigned a final grade by January 15 will appear on the mid-year transcript. Classes where grades are finalized by June 1 will be included on the end of the year transcript.

The one exception is homebound instruction. In that case, the Educere instructor will communicate the student's progress to the Chatham High School teacher of record, who will determine the student's final grade.

ATHLETIC ELIGIBILITY

- A. A student must have earned at least 30 credits in the previous academic year to be eligible to participate on a fall or winter interscholastic athletic team. To be eligible for a spring team, the student must have successfully completed 15 credits in the preceding semester. First-semester freshman students have no credit requirements.
- B. A senior student who has followed an accelerated academic program during the first three years of high school may be eligible in the second semester without meeting the 15 credit requirement, provided the student is satisfying all district graduation requirements and passing all courses.

COLLEGE ADMISSION REQUIREMENTS

Colleges differ significantly in their admission requirements, but generally expect students to have completed at least sixteen (16) full-year academic courses in the disciplines of English, world languages, mathematics, science, and social studies. Some institutions may accept courses within the fine and practical arts, business, computer, and technology fields, especially if these relate to an intended college major. Students are responsible for consulting the publications of specific colleges for definitive requirements.

Many colleges have very demanding admission standards. Often they have several applications for every opening. These colleges expect a student's high school academic background to be more extensive than the sixteen-course program. Students should work with a counselor to develop a four-year program that will not only satisfy general distribution requirements, but also address personal goals.

GRADING SYSTEM

- A. Grades for Chatham High School courses will be used to calculate grade point average. Approved courses taken outside of Chatham High School may satisfy a prerequisite requirement or graduation requirement, May be awarded credit but will not be included in GPA calculation. Courses taken for credit recovery outside of Chatham High School may result in earned credit, but will not calculate toward GPA.
- B. Courses taken prior to enrollment in Chatham High School are not counted in GPA tabulations.
- C. Grade point average is obtained by multiplying grade quality points by the credits and dividing this sum by the total number of course credits attempted.

The GPA formula is:
$$\frac{\text{Sum (grade quality points x course credits)}}{\text{Cum Course Credits}}$$

- D. A valedictorian and salutatorian will be recognized in each graduating class. To be eligible for selection as valedictorian or salutatorian, a student must have attended Chatham High School for at least four full semesters and must have completed a minimum of sixty (60) credits in Chatham High School. The grade point average for this calculation, as computed by the student database management system, will be completed after the seventh semester. Continued high class standing will be confirmed by the school administration.
- E. The grading scale outlined below is used in reporting student progress. The scale uses a five (5) credit, full-year course as its basis for calculating quality points.

GRADING SCALE

QUALITY POINTS

	<u>NON-AP/NON-HONORS COURSES</u>	<u>HONORS/AP COURSES</u>
97-100 = A+	4.33	5.41
93-96 = A	4.00	5.00
<u>90-92 = A-</u>	<u>3.67</u>	<u>4.59</u>
87-89 = B+	3.33	4.16
83-86 = B	3.00	3.75
<u>80-82 = B-</u>	<u>2.67</u>	<u>3.34</u>
77-79 = C+	2.33	2.91
73-76 = C	2.00	2.50
<u>70-72 = C-</u>	<u>1.67</u>	<u>2.09</u>
67-69 = D+	1.33	1.66
63-66 = D	1.00	1.25
<u>60-62 = D-</u>	<u>.67</u>	<u>.84</u>
0-59 = F (FAIL)	0.00	0.00

PUPIL RECORDS

Only authorized organizations, agencies, or persons have access to pupil records. These include, among others:

1. The parent of a pupil under the age of 18 and the pupil who has the written permission of such parent;
2. Pupils at least 16 years of age who are terminating their education in the district because they will graduate from secondary school at the end of the term or no longer plan to continue their education;
3. The adult pupil and the pupil's parent who has the written permission of such pupil, except that the parent shall have access without consent of the pupil as long as the pupil is financially dependent on the parent and enrolled in the public school system or if the pupil has been declared legally incompetent by a court of appropriate jurisdiction.

Should the parental rights of one or the other parent or guardian be terminated by a court of appropriate jurisdiction, it is the responsibility of the person or agency having legal custody to provide a copy of the court order to the district indicating that the right to review pupil records should be denied the person whose rights have been terminated.

Student information directories, which include information such as student name, address, telephone number, grade level, and date of birth, are permitted and by law are available to educational, occupational, and military recruiters, although any adult pupil or parent may request in writing to be excused from participating in all recruitment programs or having the pupil's name appear in student information directories for all recruitment purposes. Pupil records are subject to challenge by

parents and adult pupils. Copies of applicable state and federal law and local policies are available to parents upon request.

AFFIRMATIVE ACTION

The Board of Education of the School District of the Chathams affirms its responsibility to ensure equal educational opportunity to all students in its public schools regardless of ancestry, color, creed, national origin, race, religion, sex, and social or economic status.

Courses Meeting the 21st Century Graduation Requirement

Business & Social Studies

1. Business 101 (2231)
2. Marketing Strategy Essentials (2233)
3. Investments/Portfolio Management (2234)
4. Career Exploration And Preparation (2222)
5. Honors Entrepreneurship (2236)
6. AP Economics (1265)

Computer Science & Robotics

1. Cybersecurity (2601)
2. Game Design With Python (2604)
3. Robotics & Controls (2605)
4. Programming With Java (2606)
5. Advanced Robotics 1 (2607)
6. Advanced Robotics 2 (2608)
7. Honors Advanced Robotics (2609)
8. Advanced Placement Computer Science Principles (2610)
9. Advanced Placement Computer Science A (2612)

Engineering and Architecture

1. Introduction To Design & Innovation (2620)
2. Architectural Design (2624)
3. 3d Engineering Design (2626)
4. Honors Design Studio (2628)

Video & Multimedia Design

1. Digital Media Design (2630)
2. Video Production (2631)
3. Tv Production (2634)
4. Honors Short Films (2637)

Family and Consumer Science

1. Culinary Arts And Nutrition 1 (2311)
2. Culinary Arts And Nutrition 2 (2313)
3. Fashion Design, Construction & Textiles (2321)
4. Early Childhood Development (2345)

English

1. Talking The Talk: Effective Presentation Skills (1167)
-

Courses Meeting the Visual and Performing Arts Graduation Requirement

Art

1. Experiencing Fine Art (2111)
2. Painting (2113)
3. Drawing 1 (2115)
4. Drawing 2 (2116)
5. Graphic Design 1 (2123)
6. Graphic Design 2 (2124)
7. Sculpture (2133)
8. Ceramics 1 (2135)
9. Ceramics 2 (2136)
10. Metal And Fiber Arts (2139)
11. Advanced Placement Studio Art
12. Honors Pre-Ap Drawing (2148)
13. Advanced Placement Drawing (2150)
14. Honors Pre-Ap 3d Art & Design (2158)
15. Advanced Placement 3d Art & Design (2160)

Music

1. Concert Choir (2426)
2. Chatham Voices (2436/2437)
3. Chamber Choir (2450/2452)
4. Symphonic Band (2462)
5. Wind Ensemble (2464/2465)
6. Concert Orchestra (2466)
7. Chamber Orchestra (2470/2472)
8. Piano Lab (2471)
9. Music Theory/Technology (2473)

Theatre

1. Theatre Arts 1 (2500)
2. Theatre Arts 2 (2501)
3. Theatre Arts Studio (2503)
4. Stagecraft (2502)

COURSE DESCRIPTIONS

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

Grade 9 (3110) - 5 Credits

Grade 10 (3120) - 5 Credits

Grade 11 (3130) - 5 Credits

Grade 12 (3140) - 5 Credits

Full Year

Prerequisite: None

Consistent with the state standards, all students participate in a comprehensive health and physical education program during their four years at the high school. Ninth-grade students have a semester of classroom-based health and wellness education and a semester of physical education. Tenth-grade students participate in driver education for one quarter and physical education for three quarters of the year. Eleventh-grade and twelfth-grade students participate in one quarter of comprehensive health education and three quarters of physical education.

In health class, students learn how to promote and support a healthy, active lifestyle by studying such topics as personal growth and development, nutrition, diseases and health conditions, safety, and social and emotional health. Students also develop personal and interpersonal skills by examining such topics as communication, decision-making, goal setting, character development, and health services. The curriculum also covers alcohol, tobacco, drugs, and other medicines, and students learn about human relationships and sexuality.

Tenth-, eleventh-, and twelfth-grade students take physical education classes, which help them acquire the skills and knowledge necessary for participating in lifetime physical activities and supporting a healthy, active lifestyle. The students learn safe practices, rules, strategies, and basic principles of individual and team sports and activities. The curriculum specifically provides opportunities for students to navigate the low- and high-challenge courses, test their physical fitness through weight lifting and aerobic exercises, engage in yoga and dance, and participate in sports such as field hockey, soccer, flag football, volleyball, basketball, softball, floor hockey, lacrosse, badminton, Frisbee, and team handball. Tenth-grade students also take Driver Education, a classroom-based program that focuses on the laws governing driving and safety as outlined in the New Jersey State Drivers' Manual. Students meet the requirement of 30 classroom hours of instruction and are given the actual written portion of the New Jersey driver's test at the end of the course. After earning an 80% or higher on the test, students are presented with a NJ Secondary School Driver Exam Certificate.

ELECTIVES

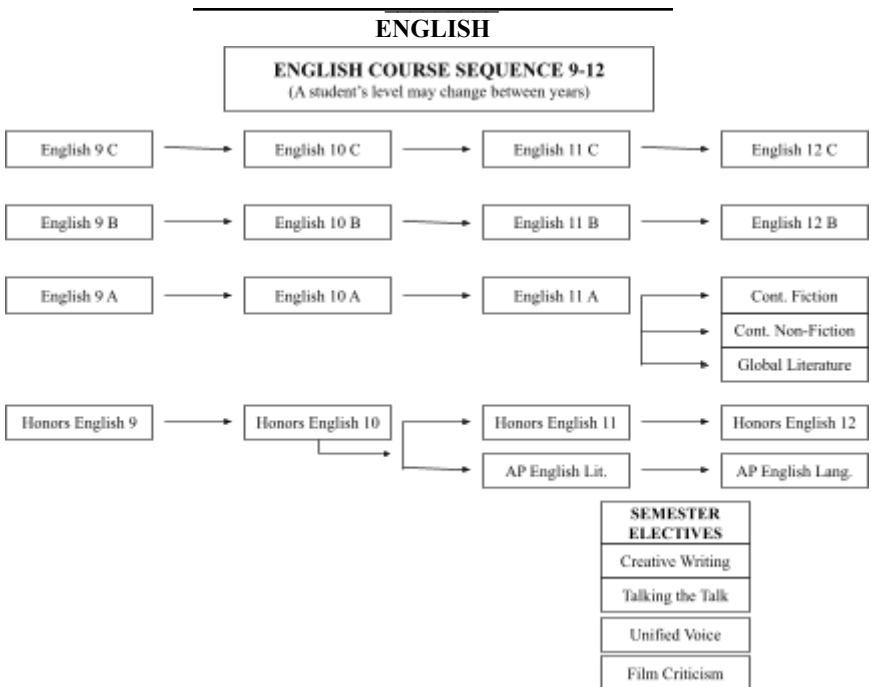
L.E.A.D. – Leadership Education Adventure Discovery (3160)

Grade 11, 12

Half Year: 2.5 Credits

Prerequisite: None

This course is intended to provide students with the opportunity to bring out their own leadership traits as well as how to empower others. Using a combination of the ropes course and classroom instruction, students will learn how to motivate themselves as well as their team. During this course, you will develop self-awareness, innovative leadership skills and learn and understand the concepts of problem solving individually and as a member of a team.



READING AND WRITING STRATEGIES (5104)

Grade 9, 10, 11, 12

Full Year

Reading and Writing Strategies is designed to address the literacy needs of the individual students in the classroom. The class emphasizes the development of strategic reading and writing skills and focuses on each student’s needs. Content may encompass phonemic awareness, vocabulary, decoding, encoding/spelling,

fluency, comprehension, and writing. The class utilizes a systematic, explicit, multisensory structured approach. Students who struggle with reading comprehension are taught concrete reading strategies to use before, during, and after reading. Struggling writers may focus on improving the clarity, elaboration, and use of standard conventions. This course is offered to students in Special Education at the recommendation of the IEP Team.

ENGLISH 9 COURSE OVERVIEW

The focus of Ninth Grade English is to provide students with a comprehensive and integrated approach to literacy that builds on the learning they experienced in the middle grades. Students discover personal and shared understandings of themes by a variety of opportunities for them to read, write, speak, listen, and view texts critically, strategically and creatively. English 9 is a global literacy course that exposes students to many types of genres as readers, writers and speakers. The English 9 course is offered at four different levels - English 9A, English 9B, 9C, and Honors English 9. These courses vary due to the instructional approaches and texts utilized in order to meet the needs of various learners. All courses meet the New Jersey Student Learning Standards.

ENGLISH 9 C (5106A)

Grade 9

Full Year: 5 Credits

Prerequisite: Child Study Team recommendation and successful completion of eighth- grade English

English 9C students read several contemporary award-winning novels, short stories, plays, poetry and nonfiction texts through which students practice reading strategies to read works written about different parts of the world. With ongoing support from their teachers, readers compare, infer, synthesize, and make connections as they construct meaning within and beyond texts. Literary and informational texts are connected to central themes and essential questions that cross content areas whenever relevant. Both literature and expository texts provide models of writing that enable students to see how authors use words, phrases and information. Students practice the writing strategies presented during mini-lessons and conferences to compose narrative, explanatory and argumentative pieces. Students also use the writing process to construct meaning both in their writer's notebooks as well as in their drafts. Using a research-based instructional approach, the teaching of grammar and mechanics is integrated within the writing units. This course satisfies the state graduation requirement for English 9.

ENGLISH 9 B (1112)

Grade 9

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of eighth-grade English

English 9B students study numerous contemporary award-winning novels, short stories, plays, poetry and nonfiction texts through which students acquire and utilize

reading strategies to help them read and understand works written about different parts of the world. With ongoing support from their teachers, readers compare, infer, synthesize, and make connections as they construct meaning within and beyond texts. Students apply their knowledge of literary elements and techniques to analyze literature. Literary and informational texts are connected to central themes and essential questions that cross content areas whenever relevant. Both literature and expository texts provide models of writing that enable students to see how authors use words, phrases and information. Students learn and use the writing strategies and techniques presented during mini-lessons and conferences to compose narrative, explanatory and argumentative pieces. Students also use the writing process to construct meaning both in their writer’s notebooks as well as in their drafts. Using a research-based instructional approach, the teaching of grammar and mechanics is integrated within the writing units. This course satisfies the state graduation requirement for English 9.

ENGLISH 9 A (1116)

Grade 9

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of eighth-grade English

English 9A students study a wide selection of contemporary award-winning novels, short stories, plays, poetry and nonfiction texts through which students employ reading strategies to help them read, understand and analyze texts written about different parts of the world. Strategic readers compare, infer, synthesize, and make connections as they construct meaning within and beyond texts. Students apply their knowledge of literary elements and techniques to analyze literature. Literary and informational texts are connected to central themes and essential questions that cross content areas whenever relevant. Both literature and expository texts provide models of writing that enable students to see how authors use words, phrases and information and as the basis for instruction in vocabulary and grammar. Students use the writing strategies and techniques presented during mini-lessons and conferences to compose narrative, explanatory and argumentative pieces. Students also use the writing process to construct meaning both in their writer’s notebooks as well as in their drafts. Using a research-based instructional approach, the teaching of grammar and mechanics is integrated within the writing units. This course satisfies the state graduation requirement for English 9.

HONORS ENGLISH 9 (1118)

Grade 9

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of eighth-grade English

Honors English 9 is a rigorous academic program that requires advanced reading, writing, and vocabulary skills. The course is designed to help students in their quest to become highly critical readers, sophisticated speakers and writers, and independent researchers. Students study a vast collection of contemporary

award-winning novels, short stories, plays, poetry and nonfiction texts through which students employ reading strategies to help them understand and analyze texts written about different parts of the world. Strategic readers compare, infer, synthesize, and make connections as they construct meaning within and beyond texts. Students apply their knowledge of literary elements and techniques to conduct sophisticated analysis of literature. Literary and informational texts are connected to central themes and essential questions that cross content areas whenever relevant. Both literature and expository texts provide models of writing that enable students to see how authors use words, phrases and information and as the basis for instruction in vocabulary and grammar. Students use the writing strategies and techniques presented during mini-lessons and conferences to compose narrative, explanatory and argumentative pieces. Students also use the writing process to construct meaning both in their writer's notebooks as well as in their drafts. Using a research-based instructional approach, the teaching of grammar and mechanics is integrated within the writing units. This course satisfies the state graduation requirement for English 9.

ENGLISH 10 COURSE OVERVIEW

The focus of Tenth Grade English is to provide students with a comprehensive and integrated approach to literacy while extending students' abilities to read and write increasingly complex texts. Students discover personal and shared understandings of themes by a variety of opportunities for them to read, write, speak, listen, and view texts critically, strategically and creatively. English 10 is a thematically driven course that focuses on how individuals face challenges they experience when they are a member of society. The English 10 course is offered at three different levels, English 10A, English 10B, English 10C and Honors English 10. These courses vary due to the instructional approaches and texts utilized in order to meet the needs of various learners. All courses meet the New Jersey Student Learning Standards.

ENGLISH 10 C (5106B)

Grade 10

Full Year: 5 Credits

Prerequisite: Child Study Team recommendation and successful completion of freshman English

English 10C students read several award-winning books, short stories, plays, poetry and nonfiction texts through which students practice reading strategies to read texts that consider the universal human struggle with individualism and identity. With ongoing support from their teachers, readers compare, infer, synthesize, and make connections as they construct meaning within and beyond texts. Literary and informational texts are connected to central themes and essential questions that cross content areas whenever relevant. Both literature and expository texts provide models of writing that enable students to see how authors use words, phrases and information. Students practice the writing strategies presented during mini-lessons and conferences to compose narrative, explanatory and argumentative pieces. Students also use the writing process to construct meaning both in their writer's notebooks as well as in their drafts. Using a research-based instructional approach, the teaching of grammar and mechanics is integrated within the writing units. This course satisfies the state graduation requirement for English 10.

ENGLISH 10 B (1122)

Grade 10

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of freshman English

English 10B students read several award-winning books, short stories, plays, poetry and nonfiction texts through which students acquire and utilize reading strategies to help them read and understand works that consider the universal human struggle with individualism and identity. With ongoing support from their teachers, readers compare, infer, synthesize, and make connections as they construct meaning within and beyond texts. Literary and informational texts are connected to central themes and essential questions that cross content areas whenever relevant. Both literature and expository texts provide models of writing that enable students to see how authors use words, phrases and information. Students learn and use the writing strategies presented during mini-lessons and conferences to compose narrative, explanatory and argumentative pieces. Students also use the writing process to construct meaning both in their writer's notebooks as well as in their drafts. Using a research-based instructional approach, the teaching of grammar and mechanics is integrated within the writing units. This course satisfies the state graduation requirement for English 10.

ENGLISH 10 A (1126)

Grade 10

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of freshman English

English 10A students study a wide selection of award-winning novels, short stories, plays, poetry and nonfiction texts through which students employ reading strategies to help them read, understand and analyze texts that consider the universal human struggle with individualism and identity. Strategic readers compare, infer, synthesize, and make connections as they construct meaning within and beyond texts. Students apply their knowledge of literary elements and techniques to analyze literature. Literary and informational texts are connected to central themes and essential questions that cross content areas whenever relevant. Both literature and expository texts provide models of writing that enable students to see how authors use words, phrases and information and as the basis for instruction in vocabulary and grammar. Students use the writing strategies and techniques presented during mini-lessons and conferences to compose narrative, explanatory and argumentative pieces. Students also use the writing process to construct meaning both in their writer's notebooks as well as in their drafts. Using a research-based instructional approach, the teaching of grammar and mechanics is integrated within the writing units. This course satisfies the state graduation requirement for English 10.

HONORS ENGLISH 10 (1128)

Grade 10

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of freshman English

Honors English 10 is a rigorous academic program that requires advanced reading, writing, and vocabulary skills. The course is designed to help students continue their journey to become highly critical readers, sophisticated speakers, exceptional writers, and independent researchers. Students study a vast collection of contemporary and classic novels, short stories, plays, poetry and nonfiction texts through which students employ reading strategies to help them understand and analyze texts that consider the universal human struggle with individualism and identity. Strategic readers compare, infer, synthesize, and make connections as they construct meaning within and beyond texts. Students apply their knowledge of literary elements and techniques to conduct sophisticated analysis of literature. Literary and informational texts are connected to central themes and essential questions that cross content areas whenever relevant. Both literature and expository texts provide models of writing that enable students to see how authors use words, phrases and information and as the basis for instruction in vocabulary and grammar. Students use the writing strategies and techniques presented during mini-lessons and conferences to compose narrative, explanatory and argumentative pieces. Students also use the writing process to construct meaning both in their writer's notebooks as well as in their drafts. Using a research-based instructional approach, the teaching of grammar and mechanics is integrated within the writing units. This course satisfies the state graduation requirement for English 10.

ENGLISH 11 COURSE OVERVIEW

The focus of Eleventh Grade English is to provide students with a comprehensive and integrated approach to literacy while extending students' abilities to read and write increasingly complex texts as well as examine and establish style and voice in writing. Students discover personal and shared understandings of themes by a variety of opportunities for them to read, write, speak, listen, and view texts critically, strategically and creatively. English 11 is a thematically driven course that focuses on personal traits or literary movements typically deemed as distinctly American. The English 11 course is offered at four different levels, English 11A, English 11B, English 11C, and Honors English 11. These courses vary due to the instructional approaches and texts utilized in order to meet the needs of various learners.

Advanced Placement Literature and Composition is also offered to grade eleven students who are prepared for a college level study.

All courses meet the New Jersey Student Learning Standards.

ENGLISH 11 C (5106C)

Grade 11

Full Year: 5 Credits

Prerequisite: Child Study Team recommendation and successful completion of sophomore English

English 11C students read several award-winning books, short stories, plays, poetry and nonfiction texts through which students practice reading strategies to read texts that examine personal traits or literary movements typically deemed as distinctly American. With ongoing support from their teachers, readers compare, infer, synthesize, and make connections as they construct meaning within and beyond texts. Literary and informational texts are connected to central themes and essential questions that cross content areas whenever relevant. Both literature and expository texts provide models of writing that enable students to see how authors use words, phrases and information. Students practice the writing strategies presented during mini-lessons and conferences to compose narrative, explanatory and argumentative pieces. Students also use the writing process to construct meaning and to develop their style both in their writer's notebooks as well as in their drafts. Using a research-based instructional approach, the teaching of grammar and mechanics is integrated within the writing units. This course satisfies the state graduation requirement for English 11.

ENGLISH 11 B (1132)

Grade 11

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of sophomore English

English 11B students read several award-winning books, short stories, plays, poetry and nonfiction texts through which students acquire and utilize reading strategies to help them read and understand works that examine personal traits or literary movements typically deemed as distinctly American. With ongoing support from their teachers, readers compare, infer, synthesize, and make connections as they construct meaning within and beyond texts. Literary and informational texts are connected to central themes and essential questions that cross content areas whenever relevant. Both literature and expository texts provide models of writing that enable students to see how authors use words, phrases and information. Students learn and use the writing strategies presented during mini-lessons and conferences to compose narrative, explanatory and argumentative pieces. Students also use the writing process to construct meaning and to develop their writing style both in their writer's notebooks as well as in their drafts. Using a research-based instructional approach, the teaching of grammar and mechanics is integrated within the writing units. This course satisfies the state graduation requirement for English 11.

ENGLISH 11 A (1136)

Grade 11

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of sophomore English

English 11A students study a wide selection of award-winning novels, short stories, plays, poetry and nonfiction texts through which students employ reading strategies to help them read, understand and analyze texts that examine personal traits or literary movements typically deemed as distinctly American. Strategic readers

compare, infer, synthesize, and make connections as they construct meaning within and beyond texts. Students apply their knowledge of literary elements and techniques to analyze literature. Literary and informational texts are connected to central themes and essential questions that cross content areas whenever relevant. Both literature and expository texts provide models of writing that enable students to see how authors use words, phrases and information and as the basis for instruction in vocabulary and grammar. Students use the writing strategies and techniques presented during mini-lessons and conferences to compose narrative, explanatory and argumentative pieces while experimenting with their style and voice. Students also use the writing process to construct meaning and to develop their writing style both in their writer's notebooks as well as in their drafts. Using a research-based instructional approach, the teaching of grammar and mechanics is integrated within the writing units. This course satisfies the state graduation requirement for English 11.

HONORS ENGLISH 11 (1138)

Grade 11

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of sophomore

English

Honors English 11, a rigorous American literature course, is designed for highly motivated students who have well-developed language arts skills. Students study a vast collection of contemporary and classic novels, short stories, plays, poetry and nonfiction texts through which students employ reading strategies to help them understand and analyze texts that examine personal traits or literary movements typically deemed as distinctly American. Strategic readers compare, infer, synthesize, and make connections as they construct meaning within and beyond texts. Students apply their knowledge of literary elements and techniques to conduct sophisticated analysis of literature. Literary and informational texts are connected to central themes and essential questions that cross content areas whenever relevant. Both literature and expository texts provide models of writing that enable students to see how authors use words, phrases and information and as the basis for instruction in vocabulary and grammar. Students use the writing strategies and techniques presented during mini-lessons and conferences to compose narrative, explanatory and argumentative pieces while crafting their style and voice. Students also use the writing process to construct meaning and to develop their style and voice in their writer's notebooks as well as in their drafts. Using a research-based instructional approach, the teaching of grammar and mechanics is integrated within the writing units. Demanding reading and writing requirements enhance analytical skills and prepare students for college-level work. This course satisfies the state graduation requirement for English 11.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (1139)

Grade 11

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of sophomore English

Students develop analytical reading and writing skills that prepare them for the Advanced Placement exam in Literature and Composition offered by the College Board. Beyond this specific goal, this course enables students to consider how great writers throughout the centuries have played with or performed with language to create rich imaginative, intellectual, and emotional experiences for their readers, and how, in this pursuit, writers play to language's ambiguity, creating meanings on a variety of levels. Students read a variety of novels. There is also a particular emphasis on poetry and its forms, encompassing a full third of the course to look deeply into a text for its meaning.

The central distinctions between the Advanced Placement course and the honors English program are ones of scope and intensity rather than intention. While the honors program is focused primarily on American works, this course considers more fully the social commentary inherent in texts. While each text presents its own particular ideas and intellectual challenges, a central concern linking all our discussions is an ongoing consideration of the relationship between language and consciousness and how these writers attempt to move beyond literary and societal conventions, seeking to transcend the restrictions placed on thought and feeling by these conventions.

Because this course offers a college-level experience, students are held to a more rigorous standard of evaluation and more rigorous reading pace than in other English 11 courses. This course meets the state graduation requirement for English 11.

SENIOR ENGLISH COURSES

Please note: Students may satisfy the senior English requirement by completing one of the full-year courses listed below. General English elective courses do not meet this requirement.

ENGLISH 12 C (5106D)

Grade 12

Full Year: 5 Credits

Prerequisite: Child Study Team recommendation and successful completion of junior English

This course will increase student's understanding of fiction and nonfiction. The course focuses on short stories and novels recognized as important pieces in the world of literature as well as informational articles and narratives that are reflective of global perspectives. With ongoing support from their teachers, students will work to recognize how experience shapes a character's story through an array of texts. This course's purpose is to allow students to leave high school with a sample of many forms of literature and writing skills. Lessons will also focus on how we can better understand ourselves and the world we live in by exploring the different mediums literature is presented in such as film, prose, and poetry. This course satisfies the state graduation requirement for English 12.

ENGLISH 12 B (1140)

Grade 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of junior English

This course increases student's understanding of fiction and nonfiction while also developing students' reading and writing skills and strategies. This course includes instructional units from the three courses taught at the A level - Contemporary Fiction, Contemporary Nonfiction and Global Literature. With ongoing support from their teachers, students work to read, understand and analyze how experience shapes a person's life. This course's purpose is to allow students to leave high school with a sample of many forms of literature and writing skills. Lessons also focus on how we can better understand ourselves and the world we live in by exploring the different stories presented in films, prose, and poetry. This course satisfies the state graduation requirement for English 12.

ENGLISH 12 A: FULL YEAR COURSE OPTIONS

Grade 12

Full year: 5 Credits

Prerequisite: Department recommendation and successful completion of junior English

The three full-year courses described below will include five to seven units of study. All of the courses will include both whole class and book club units as well as various writing and presentation experiences.

CONTEMPORARY FICTION (1141)

The Contemporary Fiction course focuses on students' narrative reading and writing skills. The course revisits several themes and essential questions students considered in their previous three English classes. However, this course examines how these themes continue to be relevant in contemporary fiction written predominantly within the last 20 years. Students read, analyze and compose fictional texts such as novels, short stories, microfiction and film, focusing heavily on the craft of fiction. By examining fictional texts closely, students learn to read with a fiction writer's eye and write with a careful reader's ear. The instructional units provide opportunities for in-depth genre studies while building students' literacy skills. Writing assignments include several creative and narrative pieces as well as some analytical and expository essays. This course satisfies the state graduation requirement for English 12.

CONTEMPORARY NON-FICTION (1146)

The Contemporary Non-Fiction course focuses on students' informational reading and writing skills. The instructional units provide opportunities for interdisciplinary study in the fields of business, economics, sports, science or politics while building students' informational literacy skills. Students read contemporary creative non-fiction, informational non-fiction, memoirs, articles, blogs, essays, podcasts, and speeches. By examining texts closely, students learn to read with a non-fiction writer's eye and write with a careful reader's ear. Writing assignments include several argumentative and expository pieces as well as some creative and narrative pieces. This course satisfies the state graduation requirement for English 12.

GLOBAL LITERATURE (1147)

The Global Literature course is a study of fiction and non-fiction texts from around the world. The course revisits several themes and essential questions students considered in their previous three English classes. However, this course examines how these stories are told and themes are examined in various countries. Students read, analyze and compose fictional texts such as novels, short stories, poetry, and drama. Students read non-fiction texts, informational books, memoirs, articles, blogs, essays, podcasts, and speeches. By examining texts closely, students learn to read with a writer's eye and write with a careful reader's ear. The instructional units provide opportunities for in-depth genre studies while building students' literacy skills. Writing assignments include narrative, argumentative, analytical and expository essays. This course satisfies the state graduation requirement for English 12.

HONORS ENGLISH 12 (1148)

Grade 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of junior English

In this course, students explore representative works of classical and modern British and world literature, but also study rhetoric in the context of those works and nonfiction selections. Students engage in the analysis of language—diction and syntax in particular—as it is used within a variety of genres, including poetry, drama, short fiction, novels, and nonfiction. Core works include such texts as Sophocles' *Antigone*, Camus's *Stranger*, Shakespeare's *Hamlet*, and Kafka's *Metamorphosis*, Schlosser's *Fast Food Nation*, Ehrenreich's *Nickel and Dimed*, and Levitt and Dubner's *Freakonomics*, as well as essays such as Camus's *Myth of Sisyphus* and King's *Letter from Birmingham Jail*. Throughout the course, students write reader responses and compose analytic essays, but also use technology to create authentic contexts for studying literature and language. Research informs several projects throughout the year.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (1160)

Grade 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of junior English

This AP English course provides students with an opportunity to experience an entry-level college composition course. Studying challenging works of prose from a wide range of time periods, regions, and contexts, students develop into sophisticated critical readers and analytic writers who understand rhetoric and its varied effects. The texts provide opportunities for interdisciplinary study through literary and rhetorical lenses.

By putting fiction texts in a conversation with nonfiction ones, students see the influence of literary traditions on nonfiction writing and come to understand the relationship between the two. They also get a better sense of how writers use

language for different purposes. The study of grammar and vocabulary as style is accomplished then in the context of reading and writing. Frequent writing assignments are chiefly analytic, argumentative, and expository, but students also explore narrative nonfiction and other modes of writing for a variety of purposes. Students are strongly encouraged to take the AP examination in English Language and Composition in the spring. In preparation for that exam, students become comfortable responding to challenging reading questions in a multiple-choice format and to AP-style essay prompts, including the synthesis question. This course satisfies the state graduation requirement for English 12.

ENGLISH ELECTIVES

Please note: The following courses do not satisfy the state graduation requirement for any grade level of English study.

CREATIVE WRITING (1161)

Grades 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Student interest and successful completion of freshman English

This semester-long English elective extends the opportunity for students to develop their voice and their craft through an intensive, directed course that helps them develop the habits and routines of life-long writers. While opportunities for students to engage in poetic and narrative writing currently exist within the English curricula, this elective offers students the opportunity to deeply explore a broad range of writing experiences and creates a learning experience for students to focus primarily on expressive writing. In addition, this course provides a unique learning environment for students to participate in a community of supportive, intrinsically motivated writers. The course is structured as an individualized writing workshop in which each student, in coordination with the teacher, shapes his/her own individual writing goals and tasks under the umbrella of the common objectives. An integral component of the workshop model is a classroom structure that facilitates differentiated instruction and numerous opportunities each week for the instructor to confer with every student.

TALKING THE TALK: EFFECTIVE PRESENTATION SKILLS (1167)

Grades 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Student interest and successful completion of freshman English

This course will explore a variety of rhetorical strategies and techniques with a focus on effective public speaking and presentations. We will watch and critique a number of different TED Talks and analyze their effectiveness. We will evaluate effective presentation tools like slides, infographics, and props. Students will be given choice to explore an area of interest in depth. They will conduct extensive research and ultimately create and present their own TED Talk, utilizing what they've learned about what makes for an effective presentation.

UNIFIED VOICE: INTRO TO INCLUSIVE COMMUNICATION (1168)

Grades 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

Unified Voice: Intro to Inclusive Communication will be the first semester course that encompasses the values, leadership, and collaboration present within the Play Unified Program in an electives course. This course will focus on advancing communication, leadership, and collaboration skills. It will start with building community and helping students grow inclusivity, engagement, and listening skills with attention on individuals and populations with diverse needs. Students will learn about different communication styles (verbal and non-verbal) and about how to adapt to meet the needs of the person or group with whom they are communicating. Through peer mentorship opportunities and reflection, students will build interpersonal skills, learn about various communication styles, and grow to appreciate the different personal strengths and challenges that individuals bring to a diverse community. This level of knowledge will empower students in their ability to effectively foster inclusivity in all aspects of their lives, including as they prepare to enter college or the workforce. Students will be taught various ways to effectively communicate and lead others with a focus on accessibility while they also work to discover their own voice and what matters to them.

Students will learn how conversation can build empathy and will learn about the power of storytelling and how it can be used to intentionally foster inclusivity and accessibility. Students will learn the tools to create a compelling story, such as structure, craft elements, stakes, and inflection. Building on the skills learned in previous units, students will be exposed to different modes of presentations, ultimately crafting an accessible presentation in a format of their choice around an idea about which they care deeply.

Participants in this class should believe in the mission of inclusivity and building community. Additionally, while not required, participants in this class are welcome, but not mandated, to join the Play Unified club.

FILM CRITICISM (1175)

Grades 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Student interest and successful completion of freshman English

The Film Criticism course teaches students how to carefully examine short and full length films with a critical eye and ear. Students study many cinematic elements such as camera angles and shots, music selections, and casting choices in order to analyze how effectively film directors tell the stories using a visual medium. Students consider the purpose and audience for the film, noting how they influence the cinematic techniques used when creating films. Students participate in both small and large group discussions. They also prepare in-depth critical reviews, which are presented both in written and oral forms.

ENGLISH AS A SECOND LANGUAGE

ESL (1107)

Grades: 9, 10, 11, 12

Full Year: 5 credits

Prerequisite: ESL student; school counselor recommendation

This course is designed to support student acquisition of study skills and student learning of basic skills in content areas. There is an additional focus on mastery of vocabulary, grammar, and writing skills. Instruction targets the educational needs of the group, but is highly individualized. The course also is designed to help students assimilate into the school culture while preserving their own cultural identity. This course may be repeated for credit.

ESL ENGLISH (1109)

Grades: 9, 10, 11, 12

Full Year: 5 credits

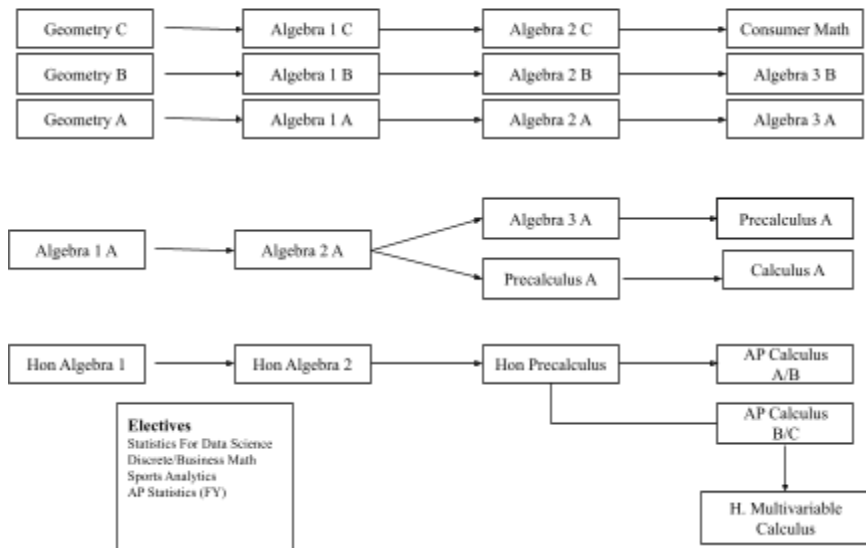
Prerequisite: ESL student; school counselor recommendation

This course is designed to meet the needs of students whose English language proficiency is limited. Through a variety of instructional methods, students will develop their listening, speaking, reading, and writing skills. Specifically, students will learn to comprehend spoken English in social and school settings, to use English in socially and culturally appropriate ways, and to read and write for recreational and academic purposes. Mastery of academic language that supports student learning in other content areas is an essential component of this course.

The course meets the state graduation requirements for language arts literacy. The level of difficulty is adjusted for the individual as he or she demonstrates increased proficiency. Students, therefore, may repeat the course for credit.

MATHEMATICS

MATHEMATICS SEQUENCE 9 -12
(A student's level may change between years)



GEOMETRY C (5126C)

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: Child Study Team recommendation

This course in Euclidean (plane) geometry emphasizes the properties of geometric figures and geometric applications. The course integrates arithmetic and algebraic procedures in the solutions of geometric problems. Topics include parallel and perpendicular lines; areas and volumes of plane figures; and similarity, congruence, and transformations. This course is aligned with the New Jersey Student Learning Standards for mathematics.

GEOMETRY B (1510)

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation

This college preparatory course in Euclidean (plane) geometry emphasizes the properties of geometric figures and geometric applications. The course integrates arithmetic and algebraic procedures in the solutions of geometric problems. Topics include parallel and perpendicular lines; areas and volumes of plane figures; and similarity, congruence, and transformations. This course is aligned with the New Jersey Student Learning Standards for mathematics.

GEOMETRY A (1513)

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation

This course provides an understanding of the practical uses of geometry and the application of deductive reasoning in proofs. Skills are developed in the traditional topics of Euclidean geometry, which includes studies of similarity, congruence, circles, areas, and volumes. This course is aligned with the New Jersey Student Learning Standards for mathematics.

ALGEBRA 1 C (5126)

Grades 9, 10, 11, 12

Fully Year: 5 Credits

Prerequisite: Child Study Team recommendation

This course focuses on providing the algebraic foundation for students to succeed in future mathematics courses. This course examines the properties of the real number system, including integers, rational numbers and irrational numbers. Topics include graphing, solving equations and inequalities, polynomials, problem solving and equations of a line. . This course is aligned with the New Jersey Student Learning Standards for mathematics.

ALGEBRA 1 B (1522)

Grades 9, 10, 11, 12

Fully Year: 5 Credits

Prerequisite: Department recommendation

Algebra 1 B provides the foundation for students to succeed in more advanced mathematics courses. This course examines the properties of the real number system, including integers, rational numbers and irrational numbers. Topics include graphing, solving equations and inequalities, polynomials, problem solving, equations of a line, and set theory. This course is aligned with the New Jersey Student Learning Standards for mathematics, and prepares students for the NJSLA assessment in Algebra 1. This course will provide smaller class sizes and additional

supports compared to the traditional Algebra 1 course. This course is aligned with the New Jersey Student Learning Standards for mathematics.

ALGEBRA 1 A (1524)

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation

Algebra 1 A provides the foundation for students to succeed in more advanced mathematics courses. This course examines the properties of the real number system, including integers, rational numbers and irrational numbers. Topics include graphing, solving equations and inequalities, polynomials, quadratic and exponential relationships, problem solving, equations of a line. This course is aligned with the New Jersey Student Learning Standards for mathematics.

HONORS ALGEBRA 1 (1526)

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation

Algebra 1 Honors provides the foundation for students to succeed in more advanced mathematics courses. This rigorous course examines the properties of the real number system, including integers, rational numbers and irrational numbers. Topics include graphing, solving equations and inequalities, polynomials, quadratic and exponential relationships, series and sequences and problem solving. This course is aligned with the New Jersey Student Learning Standards for mathematics, and prepares students for the NJSLA assessment in Algebra 1.

ALGEBRA 2 C (5128)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Child Study Team recommendation and successful completion of an Algebra 1 course

This course focuses on the applications of algebra and the concepts and skills necessary for future success in mathematics. This course continues the investigation of the real number system and introduces the complex number system. Students can expect to begin with a brief review of Algebra 1 skills before moving into topics that include real numbers, solving equations and inequalities, graphing, quadratics, radicals, and complex numbers. This course is aligned with the New Jersey Student Learning Standards for mathematics

ALGEBRA 2 B (1532)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of an Algebra 1 course

This college preparatory course focuses on the applications of algebra and the concepts and skills necessary for future success in mathematics. More specifically, the course continues the investigation of the real number system and introduces the complex number system. Students can expect to begin with a brief review of Algebra 1 skills before moving into topics that include real numbers, solving equations and inequalities, graphing, polynomials, radicals, and complex numbers. This course is aligned with the New Jersey Student Learning Standards for mathematics.

ALGEBRA 2 A (1534)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of an algebra 1 course

Algebra 2 A, a continuation of the study of the real number system, introduces the system of complex numbers. Skills are improved in such areas as operations on and simplification of polynomials and rational expressions, and extensive work is put into solving and graphing various functions, including polynomial, exponential/logarithmic, rational, radical, and trigonometric. This course is a prerequisite for Precalculus, Discrete and Business Math, Statistics for Data Science and Algebra 3 / Trigonometry. In connection with the New Jersey Student Learning Standards, this course examines the concepts of; Number and Quantity, Algebra, Functions, Modeling and Probability and Statistics. This course will also incorporate the 8 Standards for Mathematical Practices as identified by the Common Core. This course is aligned with the New Jersey Student Learning Standards for mathematics.

HONORS ALGEBRA 2 (1536)

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of an Algebra 1 course

This course includes the topics taught in Algebra 2, plus a thorough introduction to trigonometry. The concept of mathematical function is developed and refined through the study of real numbers, complex numbers, polynomials, equations and inequalities, exponents, logarithms, and sequences and series. Students may also This demanding course puts a premium on reasoning and problem-solving skills. This course is aligned with the New Jersey Student Learning Standards for mathematics.

CONSUMER MATH SKILLS (5126D)

Grades 11, 12

Full Year: 5 Credits

Prerequisite: Child Study Team recommendation

This course introduces students to important fiscal knowledge, habits, and skills that must be mastered in order to make informed decisions about personal finance. Consumer Math is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

The course includes units on income and taxation, financial responsibility and decision making, protecting assets and various types of insurance, saving and investing, and debt management. Students will work on a variety of individual and group assignments that will raise their awareness and competency in the use of credit/debit card, checking accounts, identity theft and predatory lending, budgeting expenses, the influence of advertising, and etiquette in the workplace.

Consumer Math is aligned with the Financial Literacy graduation requirements.

ALGEBRA 3/TRIGONOMETRY B (1537)

Grades 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of an Algebra 2 course

This college preparatory algebra course is designed to strengthen and reinforce topics learned in Algebra 1, Geometry and Algebra 2 and to prepare students for College Algebra. Covered are selected topics, including systems of linear equations, polynomials, factoring, rational expressions, radicals, solving quadratic equations and selected introductory trigonometry and statistics topics. This course is for students who are not pursuing Precalculus.

ALGEBRA 3/TRIGONOMETRY A (1538)

Grades 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of an Algebra 2 course

This college preparatory algebra course is designed to build on topics learned in Algebra 1, Geometry and Algebra 2 and to prepare students for Precalculus. Covered are selected topics, including systems of linear equations, polynomials, factoring, rational expressions, radicals, solving quadratic equations and selected trigonometry and statistics topics. This course is for students who are pursuing Precalculus.

PRECALCULUS A (1541)

Grades 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of an Algebra 2 course

This course emphasizes application of the concepts learned in Algebra 1, Algebra 2, and Geometry. The curriculum includes a thorough treatment of trigonometry as well as polynomial, exponential, and logarithmic functions; coordinate geometry; sequences and series; function graphing; polar coordinates; and complex numbers.

HONORS PRECALCULUS (1542)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of an Algebra 2 course

This rigorous Precalculus course provides a bridge between intermediate algebra and calculus, providing a more in-depth treatment of the topics covered in Precalculus. In addition to the topics covered in Precalculus, students also study limits, DeMoivre's theorem, the derivative, extrema, matrices, vectors, and surfaces in 3-space.

CALCULUS A (1552)

Grade 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of a Precalculus course.

This course is an introductory study of calculus. Students study limits, differential and integral calculus, and applications of the above. Topics include properties of continuity and limits, the slope of a curve, the rate of change of a function, techniques for finding derivatives of algebraic and trigonometric functions, extrema, the mean value theorem, integration, area, and volume. This course does not prepare students for an AP examination in calculus.

ADVANCED PLACEMENT CALCULUS/AB (1556)

Grade 11,12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of a Precalculus course.

In this typical first-year college-level course, the scope is broad and the work exceptionally demanding. Topics include the slope of a curve, the rate of change of a function, properties of limits, derivatives of algebraic functions, maxima, minima, Rolles theorem, the mean value theorem, polar coordinates, integration, the trapezoidal rule, parametric equations, and differentiation of trigonometric and exponential functions. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP Calculus AB Exam.

ADVANCED PLACEMENT CALCULUS/BC (1560)

Grade: 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of Honors Precalculus

Calculus instruction is typically demanding and covers a broad range of topics, including the slope of a curve, the rate of change of a function, properties of limits, derivatives of algebraic functions, maxima, minima, Rolles theorem, the mean value theorem, polar coordinates, integration, the trapezoidal rule, parametric equations, and differentiation of trigonometric and exponential functions. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP Calculus BC Exam.

ADVANCED PLACEMENT STATISTICS (1564)

Grades 10, 11, 12

Full Year: 5 credits

Prerequisite: Department recommendation and successful completion of an Algebra 2 course

The purpose of the Advanced Placement Statistics course is to introduce the students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data by describing patterns and departures from patterns; sampling and experimentation by planning and conducting studies; anticipating patterns by exploring random phenomena using probabilities and simulations; using statistical inference by estimating population parameters and testing hypotheses. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP Statistics Exam.

HONORS MULTIVARIABLE CALCULUS (1566)

Grade: 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of AP Calculus (AB or BC)

Multivariable calculus extends concepts such as functions, limits, derivatives, integrals and vectors studied in AP Calculus from applications on a plane into three-dimensional space. Students will investigate topics that include vector functions, multivariate functions, partial derivatives and multiple integrals. It is designed for students who will pursue STEM fields such as engineering, physics, or mathematics as an undergraduate.

MATHEMATICS SEMESTER ELECTIVES

DISCRETE AND BUSINESS MATH (1570)

Grades 11, 12

Half Year: 2.5 Credits

Prerequisite: Successful completion of an Algebra 2 course

This semester course will integrate ideas in both Discrete mathematics and the math used in Business. In Discrete Math students will explore unique real world problems that cannot be directly solved through writing an equation or applying a common formula. The course does not require learning a large number of definitions, formulas, and theorems; instead a creative mind, problem solving skills, and visualization will be helpful. Discrete Math will cover a variety of topics such as Euler circuits, voting methods, and matrices and tournaments, to help us answer some real world questions.

STATISTICS FOR DATA SCIENCE (1572)

Grades: 11, 12

Half Year: 2.5 Credits

Prerequisite: Successful completion of an Algebra 2 course

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account. This course will explore how data is gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the power of data in society.

SPORTS ANALYTICS (1573)

Grades: 11, 12

Half Year: 2.5 Credits

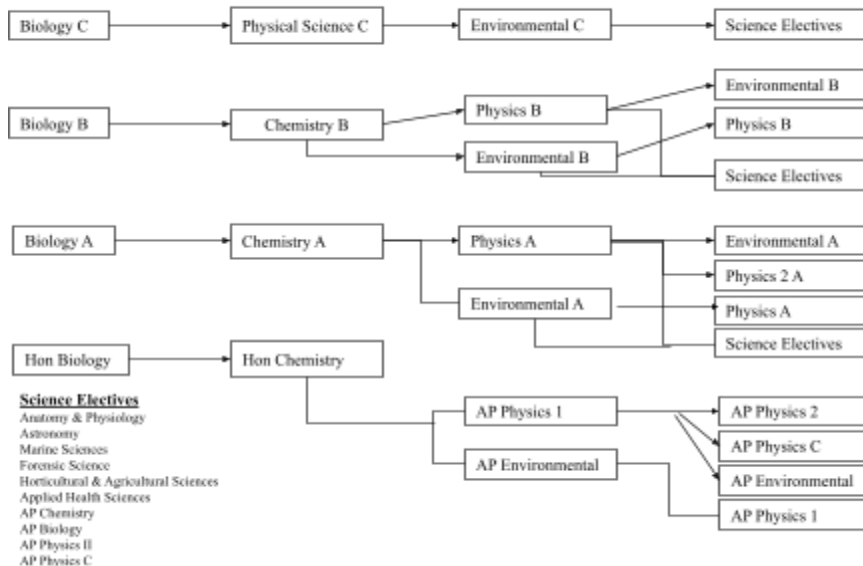
Prerequisites: Successful completion of Algebra 1 and Algebra 2

In this introductory statistics course, students will examine the topics of experimentation, gathering reliable data, and analysis using various statistical methods and techniques through the context of popular sports. Topics such as one and two-variable data, probability distributions, and hypothesis testing will be covered. By the end of the course, students will be able to develop a detailed question of interest, formulate a plan of analysis, synthesize current research methods to produce insight into that question and present the results clearly and concisely to others. Students will gain awareness of statistical methods not only in sports but also within other real-world contexts.

SCIENCE

Science Course Sequence 9-12

(A student's level may change between years)



BIOLOGY C (5142)

Grade 9

Full Year: 5 Credits

Prerequisite: Child Study Team recommendation and successful completion of an eighth-grade science course

This course provides students with a comprehensive understanding of the molecular and cellular composition of living organisms. Topics of study include biochemistry, cell structure and function, transport mechanisms, energy transformations, metabolism, cell division, human genetics, ecology and evolutionary trends. A strong emphasis on laboratory investigations and data analysis supports the course content.

BIOLOGY B (1422)

Grade 9

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of an eighth-grade science course

This course provides students with a general understanding of major biological concepts. Students explore such topics as biochemistry, cell structure and function, heredity, and evolution. Numerous hands-on learning activities are used to facilitate

student learning throughout the course. Laboratory investigations stress observations and qualitative analysis of data.

BIOLOGY A (1424)

Grade 9

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of an eighth-grade science course

This course provides students with a comprehensive understanding of the molecular and cellular composition of living organisms. Topics of study include biochemistry, cell structure and function, transport mechanisms, energy transformations, metabolism, cell division, human genetics, and evolutionary trends. A strong emphasis on laboratory investigations and data analysis supports the course content.

HONORS BIOLOGY (1426)

Grade 9

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of an eighth-grade science course

For students desiring deeper knowledge of biology, this rigorous laboratory course stresses in-depth comprehension of important concepts in cellular biology and biochemistry, genetics, ecology and evolution. A strong emphasis on laboratory investigations and quantitative data analysis supports the course content. A strong math background is preferred.

PHYSICAL SCIENCE C (5145)

Grade 10, 11, 12

Full Year: 5 Credits

Prerequisite: Child Study Team recommendation and successful completion of a biology course

This course provides students with a broad understanding of chemistry and physics concepts. Fundamental principles of chemistry demonstrate how chemistry applies to everyday life and society. Topics include types of matter, bonding, and chemical reactions. A hands-on approach will be used to conceptually understand physics topics such as energy, motion, sound, light, and electricity, as well as relevant topics in physics technology are explored. The course provides relevant problem-solving activities through the use of a laboratory-oriented approach.

CHEMISTRY B (1432)

Grade 10

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of a biology course

This course introduces students to the fundamental principles of chemistry and demonstrates how chemistry applies to everyday life and society. Topics include

atomic theory, bonding, and chemical reactions. The course provides relevant problem-solving activities through the use of a laboratory-oriented approach.

CHEMISTRY A (1434)

Grade 10

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of a biology course

This course deals with the major concepts and theories of chemistry. Students develop an understanding of matter in terms of composition and changes in composition, solve scientific problems logically, use and write chemical formulae, write and balance chemical equations, and use metric measurement.

HONORS CHEMISTRY (1436)

Grade 10

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of a biology course

Unifying principles are developed by means of observation and experimentation with the development of explanatory models. The first semester presents an overview of the properties of matter and chemical reactions. With this background, students are prepared to study energy effects of chemical reactions, rates of chemical reactions, and various types of equilibrium conditions in chemical reactions, including acid-base, precipitation, and oxidation-reduction. Finally, atomic theory and its application to chemical reactions and chemical properties are explored.

PHYSICS B (1440)

Grades 11, 12

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of a biology course and a chemistry course

This course presents physics and related physical science topics in a highly concrete, interdisciplinary manner. Fundamental principles are emphasized, using mathematics at the introductory algebraic level. The areas of matter, energy, motion, sound, light, and electricity, as well as relevant topics in physics technology are explored. Applications to everyday life are stressed throughout the course.

PHYSICS A (1444)

Grades 11, 12

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of a biology course and a chemistry course; successful completion of an algebra 2 course is recommended

After a brief review of the mathematical concepts used in physics, this inquiry-oriented course deals with motion (velocity, acceleration, momentum), work and power, energy and its conservation, wave motions, and, if time permits,

electricity and magnetism. Demonstrations and visual materials augment the many laboratory activities.

PHYSICS II A (1445)

Grades 11, 12

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of Physics A.

Physics II is an algebra-based physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: mechanical waves; fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.

ADVANCED PLACEMENT PHYSICS I (1446)

Grades 11, 12

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of a biology course, a chemistry course, and an algebra 2 course

This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

EARTH, SPACE, & ENVIRONMENTAL SCIENCE C (5144)

Grade 10, 11, 12

Full Year: 5 Credits

Prerequisite: Child Study Team recommendation and successful completion of a biology course

This course blends topics such as planetary movement, life cycle of stars with the study of the earth, its history and earth systems. These topics will lead to a study of the environmental problems that confront us as a global society such as energy use and conservation. Hands-on activities and the qualitative analysis of real world data allow students to investigate environmental problems.

ENVIRONMENTAL SCIENCE B (1452)

Grades 11, 12

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of a biology course and a chemistry course

Environmental science B blends the disciplines of biological, physical, and earth-systems sciences into a study of the environmental problems that confront us as a global society. Hands-on activities and the qualitative analysis of real world data allow students to investigate environmental problems.

ENVIRONMENTAL SCIENCE A (1454)

Grades 11, 12

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of a biology course and a chemistry course

Environmental science A blends the disciplines of biological, physical, and earth-systems sciences into a study of the environmental problems that confront us as a global society. Environmental problems, both natural and human induced, are investigated through an integrated approach that relies on quantitative analysis of real world data.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (1455)

Grades 11, 12

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of a biology course and a chemistry course

This exciting course integrates concepts from biology, ecology, chemistry, and the social sciences to examine the interrelationships of the natural world. Students in the course analyze environmental problems, both natural and human made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and preventing them. The course is collaborative and inquiry-based. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP Environmental Science Exam. Students must complete a summer assignment before the start of this course.

SCIENCE ELECTIVES

ADVANCED PLACEMENT BIOLOGY (1456)

Grades 10, 11, 12

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of a biology course and a chemistry course (may be taken concurrent with chemistry)

This rigorous course duplicates an introductory, college-level biology program. Emphasis is placed on scientific thinking skills and the ability to critically read, interpret, and communicate about basic biological concepts and ethical issues. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP Biology Exam. Students must complete a summer assignment before the start of this course.

ADVANCED PLACEMENT CHEMISTRY (1458)

Grades 11, 12

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of chemistry

This is a second-year high school chemistry course. Topics that are studied in Honors Chemistry will be examined in greater detail. Structure and content are typical of a first-year college general chemistry course. The work is exceptionally demanding and incorporates a strong laboratory component. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP Chemistry Exam. Students must complete a summer assignment before the start of this course.

ADVANCED PLACEMENT PHYSICS II (1464)

Grades 11, 12

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion or concurrent enrollment in a Physics course.

This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism; optics; and atomic nuclear physics.

ADVANCED PLACEMENT PHYSICS C: MECHANICS AND ELECTRICITY & MAGNETISM (1466)

Grade: 11, 12

Full Year: 6 Credits

Prerequisite: Department recommendation and successful completion of AP Physics 1 and concurrently enrolled in Calculus A/B or Calculus BC

Physics instruction provides a systematic treatment of all topics required by the national AP curriculum committee. The course is calculus based, emphasizes problem-solving skills, and requires high-level critical thinking. It involves much hands-on work and an exposure to computer-based labs. This program provides a solid base for college-bound students, equipping them for further study in advanced sciences, applied sciences, and engineering. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for both of the AP Physics C Exams—Mechanics and Electricity & Magnetism.

ANATOMY AND PHYSIOLOGY (1477)

Grades 11, 12

Half Year: 3 credits

Prerequisite: Successful completion of a biology course and a chemistry course

This semester course is an extensive biological study that includes topics such as biochemistry, animal cell structure and differentiation, tissue complexity, and mammalian organs, and organ systems. Students learn the structure and function of individual body systems and the integration of these different systems. Students complete extensive laboratory work, including a required mammalian dissection.

FORENSIC SCIENCE (1481)

Grades 11, 12

Half Year: 3 credits

Prerequisite: Successful completion of a biology course and a chemistry course

This multidisciplinary course uses biology, biotechnology, chemistry, and physics in understanding forensic science. The course exposes students to the various laboratory skills, techniques, and methods commonly used during forensic investigations of crime scenes. Students learn observation, microscopy, serology, chromatography, DNA fingerprinting with Polymerase Chain Reaction (PCR), and laws of physics. The course involves case studies and inquiry-based activities.

ASTRONOMY (1483)

Grades 11, 12

Half Year: 3 credits

Prerequisite: Successful completion of a biology course and a chemistry course

Astronomy gives students an opportunity to investigate answers to questions that are as old as mankind itself. As one of the oldest sciences, its roots trace back through time to prehistoric cultures. The science of astronomy explores the events and phenomena that occur beyond our own planet. By looking at real world data, students will study the stars, planets, and workings of the universe. They also will study the evidence that supports the Big Bang and the implications this theory holds for the universe's future.

MARINE SCIENCES (1489)

Grades 11, 12

Half Year: 3 credits

Prerequisite: Successful completion of a biology course and a chemistry course

This semester course is an extensive marine biological study that includes topics such as oceanography, ocean productivity, ocean chemistry, tides, marine animal populations, climate change and animal tracking using real time data. Students learn the unique role that the ocean and its flora and fauna play in the earth's biogeochemical cycles. Students complete extensive laboratory work, research projects and field studies that are an integral part of this course.

HORTICULTURAL AND AGRICULTURAL SCIENCES (1476)

Grades 11, 12

Half Year: 3 Credits

Prerequisite: Successful completion of a biology course and chemistry course

The horticulture and agriculture semester course is designed to introduce students to the fascinating world of plant science, sustainable agricultural practices, and explore impacts on society and the environment. Students will focus on plant production and harvest, as well as garden planning and preparation. Topics and themes including soil health,

sustainability, agricultural careers, and pest control will be emphasized. Students will engage in hands-on experiences to develop practical skills in plant care and agriculture while also developing an appreciation for the critical role these practices play in feeding our planet and sustaining our environment.

APPLIED HEALTH SCIENCES (1478)

Grades: 11,12

Half Year: 3 Credits

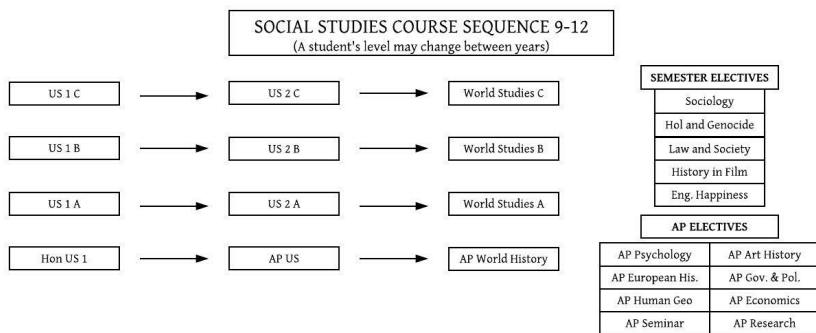
Prerequisite: Successful completion of a biology and chemistry course

This course is designed for passionate high school students eager to explore the multifaceted world of health sciences within the dynamic context of sports and exercise. Through a captivating journey encompassing anatomy, physiology, biochemistry, biomechanics, psychology, and nutrition, students will delve deep into the fundamental aspects of the human body's response to physical activity.

Engagement will be fostered through interactive discussions, hands-on experiments, and collaborative projects, facilitating an immersive experience in cutting-edge kinesiological research. Participants will be encouraged to push the boundaries of their understanding while embracing the ever-evolving nature of this field. Students complete extensive laboratory work, including a required mammalian dissection.

The primary focus will revolve around comprehending human movement, emphasizing muscle systems and anatomy. Through a comprehensive exploration, students will unravel the intricate relationships between the structure and function of the human body, providing a solid foundation for further studies and potential contributions to breakthroughs in the discipline.

SOCIAL STUDIES



UNITED STATES HISTORY I C (5132)

Grade 9

Full Year: 5 Credits

Prerequisite: Child Study Team recommendation and successful completion of eighth-grade social studies

This course will cover the time span of the Indigenous Americans to the Civil War. It is a chronological survey from the pre-colonial period through the late 1800s. The following units are taught in this course; European Colonization and Colonial Life, Revolutionary American, The Constitution and Early Americans, The Era of Good Feelings, Jacksonian American, Manifest Destiny and Sectionalism, The Civil War and Reconstruction and Modern America.

UNITED STATES HISTORY I B (1222)

Grade 9

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of eighth-grade social studies

US History I B is a chronological survey that introduces students to the key concepts, movements, events, and personalities of the history of the United States from the early 19th century through the early 20th century. Although the course explores history within a chronological framework, US History I B is designed to develop information processing skills, with an emphasis on improving the ability of students to find, analyze, and evaluate the significance of facts and ideas. The course also requires students to build, support, defend, and effectively communicate their own understandings of United States history. The design and pacing of instruction in this course emphasizes the development of basic social studies skills to accommodate students with special academic needs. This course meets the state graduation requirements for United States History 1.

UNITED STATES HISTORY I A (1227)

Grade 9

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of eighth-grade social studies

Using a multi-faceted approach that includes sociological, cultural, economic, political, and diplomatic perspectives, US History 1 A introduces students to key concepts, movements, events, and personalities of the history of the United States from the early 19th century through the early 20th century. Although the course explores history within a chronological framework, US History 1 A develops information processing skills, with an emphasis on improving the ability of students to find, critically analyze, and evaluate the significance of facts and ideas. The course also requires students to build, support, defend, and effectively communicate their own understandings of United States history. This course meets the state graduation requirements for United States History 1.

HONORS UNITED STATES HISTORY I (1228)

Grade 9

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of eighth-grade social studies

Honors US History 1 is a rigorous academic course in which students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. Students develop and exercise advanced and extensive reading and writing skills exploring themes to make connections among historical developments in different times and places. This course is strongly recommended for students preparing to take Advanced Placement United States History. This course meets the state graduation requirements for United States History 1.

UNITED STATES HISTORY II C (5134)

Grade 10

Full Year: 5 Credits

Prerequisite: Child Study Team recommendation and successful completion of US 1

This course will cover United States history from the late 1800s to the present day. The following units are taught in this course: Imperialism and Becoming a World Power, Progressivism, World War I, The Roaring Twenties, Great Depression and The New Deal, World War II, The Cold War and American Society, The Civil Rights Movement, Vietnam and the 1960s, American in the 1970s and 1980s and Modern America.

UNITED STATES HISTORY II B (1232)

Grade 10

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of US I

US History II B introduces students to key concepts, movements, events, and personalities of the history of the United States from the late 19th century through the present. It emphasizes continued development of social studies skills to accommodate students with special academic needs. Although the course explores history within a chronological framework, US History II B is designed to develop information processing skills, with an emphasis on improving the ability of students to find, analyze, and evaluate the significance of facts and ideas. The course also requires students to build, support, defend, and effectively communicate their own understandings of United States history. This course meets the state graduation requirements for United States History II.

UNITED STATES HISTORY II A (1234)

Grade 10

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of US I

Using a multi-faceted approach that includes sociological, cultural, economic, political, and diplomatic perspectives, US History II A introduces students to key concepts, movements, events, and personalities of the history of the United States from the late 19th century through the present. Although the course explores history within a chronological framework, US History II A develops information processing skills, with an emphasis on improving the ability of students to find, critically analyze, and evaluate the significance of facts and ideas. The course also requires students to build, support, defend, and effectively communicate their own understandings of United States history. This course meets the state graduation requirements for United States History II.

ADVANCED PLACEMENT UNITED STATES HISTORY (1235)

Grade 10

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of US I

AP US History is a rigorous academic course designed to help students develop and exercise the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. Students develop and exercise advanced and extensive reading and writing skills exploring themes to make connections among historical developments in different times and places. This course prepares students for intermediate and advanced college courses by making demands equivalent to those of a full-year, introductory college course. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP United States History Exam. This course meets the state graduation requirements for United States History II.

WORLD STUDIES C (5130)

Grade 11

Full Year: 5 Credits

Prerequisite: Child Study Team recommendation and successful completion of US II

This course allows students to study the major historical developments of the past three centuries. This course will cover the following units; Introduction to World Studies / Global World View, Empires & Encounters in the Early Modern World, Global Commerce, Religion & Science, Atlantic & Industrial Revolutions, Colonial Encounters & Non-European Major Powers, Crisis of Capitalism, Fascism, World Wars, Communism, a Bipolar World, Independence in Africa and Beyond, Middle Eastern History, Politics and Culture, and The 21st century.

WORLD STUDIES B (1237)

Grade 11

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of US 2

Preparing students to engage in global challenges, World Studies B is a survey course that allows students to study the major historical developments of the past in the context of the forces of globalization and the interaction and integration of ideas, products and culture. Students will exercise skills to effectively access and analyze information, design and test solutions to problems, and formulate realistic and responsible plans in response to complex global issues. Using historical inquiry of the past as a tool to develop critical-thinking skills and as a foundation to comprehend the present, this course provides students with an opportunity to thoroughly examine issues, develop their own informed perspectives, and interact with diverse sources of information and technologies. The design and pacing of instruction in this course emphasizes the development of basic social studies skills to accommodate students with special academic needs.

WORLD STUDIES A (1238)

Grade 11

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of US 2

Preparing students to engage in global challenges, World Studies A is a survey course that allows students to study the major historical developments of the past in the context of the forces of globalization and the interaction and integration of ideas, products and culture. The course trains students to effectively access and analyze information, design and test solutions to problems, and formulate realistic and responsible plans in response to complex global issues. Using historical inquiry of the past as a tool to develop critical-thinking skills and as a foundation to comprehend the present, this course provides students with an opportunity to thoroughly examine issues, develop their own informed perspectives, and interact with diverse sources of information and technologies. This course meets the state graduation requirements for World History/Cultures.

ADVANCED PLACEMENT WORLD HISTORY: MODERN (1239)

Grade 11

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of US 2

Advanced Placement World History is the secondary school equivalent of an introductory college course in world history and as such, is intended for highly motivated students. The purpose of the AP World History is to develop greater understanding of the evolution of global processes and contacts in different human societies. Through exercises related to historical content from approximately 8000 b.c.e. to the present, the course highlights changes in global societies and their causes and consequences. Offering balanced global coverage, Africa, the Americas, Asia, Europe, and Oceania are represented, with coverage of European history amounting to less than 30 percent of the total course. The major themes studied include: the interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP World History Exam. This course meets the state graduation requirements for World History/Cultures.

ADVANCED PLACEMENT PSYCHOLOGY (1257)

Grades 11, 12

Full Year: 5 credits

Prerequisite: Department recommendation and successful completion of US 2 and Biology

The purpose of this full-year course is to introduce students to the scientific study of the behavior and mental processes of humans and, to a lesser extent, other animals. Students learn the major vocabulary, theories, and experiments of biopsychology, behaviorism, cognitive psychology, intelligence, development personality, stress, mental illness, social psychology, and psychological testing. They have the opportunity to examine ethical issues in research and conduct their own research projects. Those enrolled also read extensively in primary and secondary sources. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP Psychology Exam.

ADVANCED PLACEMENT GOVERNMENT & POLITICS: UNITED STATES (1258)

Grades 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of US 2

The purpose of this full-year course is to give students an analytical perspective on government and politics in the United States. Students become familiar with various institutions, groups, beliefs, and ideas that constitute U.S. politics. They also become acquainted with a variety of theoretical perspectives and explanations for

various behaviors and outcomes. The major goal is to ascertain the factors and influences that have an impact upon the processes that drive the operations of government. Several themes highlight the course of study: constitutional underpinnings of the United States government, political beliefs and behaviors, development of public policy, civil rights and civil liberties, and the power of political parties, interest groups and mass media. Those enrolled also read extensively in primary and secondary sources. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP United States Government and Politics Exam.

ADVANCED PLACEMENT EUROPEAN HISTORY (1259)

Grades 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of US 2

This rigorous academic course furnishes a basic narrative of events and movements in European history from 1450 to the present. It prepares students for the demands of a college education by providing experience in college-level reading, writing, and responsibility for learning. Students investigate the broad themes of intellectual, cultural, and political history and appreciate how those ideas are reflected in trends of philosophy, popular literature, and the arts. As events in history can only be understood in terms of their social context, this course examines demographics and the influences of social classes and gender roles on history. The course also focuses on economic history and the role of industrialization by reviewing the development of commercial practices and changing economic structures to recognize Europe's influence on the world. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP European History Exam.

ADVANCED PLACEMENT ART HISTORY (1260)

Grades: 11,12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of World Studies or AP World History

The AP Art History course is designed to engage students at the same level as an introductory college art history survey course. The course will focus on visual critical thinking strategies and developing an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other media. In the course, students will examine and critically analyze major forms of artistic expression from the prehistoric era to the modern age utilizing a variety of methods and techniques. While visual analysis is the fundamental tool of the art historian, art history emphasizes the how and why works of art function in context, considering such issues as patronage, gender, ethnicity, political and social currents, and the functions and effects of these works on depicting or challenging conventional norms or mores of a society at a particular period in time. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP Exam.

ADVANCED PLACEMENT HUMAN GEOGRAPHY (1262)

Grades 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of US 2

AP Human Geography is a secondary-school equivalent of college-level introductory human and cultural geography. Using a thematic approach organized around the discipline's subfields of economic, cultural, political, and urban geography, the course uses spatial and problem oriented case studies drawn from all world regions to analyze the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction. Students will engage and develop skills to approach problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction. By completing this challenging course, students can expect to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints to have a better understanding of the world in which we live today.

ADVANCED PLACEMENT ECONOMICS (1265)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Social Studies or Business department recommendation and completion of Algebra II

Advanced Placement Economics provides students with a thorough understanding of the principles and applications of microeconomics and macroeconomics. This rigorous, college-level course, prepares students for both the AP Microeconomics exam and AP Macroeconomics exam. The purpose of microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. The purpose of macroeconomics is to give students a greater understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Advanced Placement Economics students will be challenged to master economic theory in order to analyze and evaluate current economic issues using supply and demand analysis. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP Micro and Macro Economics exams.

* This course meets the state graduation requirement for financial, economic, business, and entrepreneurial literacy.

ADVANCED PLACEMENT SEMINAR (1268)

Grade 11

Full Year: 5 credits

Prerequisite: English Department recommendation

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

ADVANCED PLACEMENT RESEARCH (1270)

Grade 12

Full Year

Prerequisite: Department recommendation and successful completion of AP Seminar

As the culminating course of the AP Capstone program, AP Research allows students to design, plan, and implement a yearlong investigation to address a research question of individual interest. Students build upon and further develop the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information to develop, present, and defend an argument.

Students will reflect on their own skill development, while documenting their academic processes and curating the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

SOCIAL STUDIES SEMESTER ELECTIVES

HISTORY IN FILM (1281)

Grades 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Department recommendation or successful completion of US 2

Public memory of the past is shaped by entertainment as much as it is by scholarship and education. This course examines historically oriented films as secondary sources of information about the past and primary sources reflecting when they were made. Exercising research, source analysis and information literacy skills, students will analyze and evaluate the historical accuracy of film clips and several feature-length motion pictures. With analysis spanning the broad spectrum of production, including

set location, costuming, cinematography and scripting, students will use thorough research to critically analyze film perspective, interpretive choice, bias, and reliability. Presentation skills and writing are emphasized as means to communicate research results and understandings. History in Film course examines the relative successes or failures that major films have had in portraying the past, and analyzes how present events, cultures and attitudes shape our view of the past.

LAW AND SOCIETY (1282)

Grades 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Department recommendation or successful completion of US 2

This course offers students the opportunity to learn about the structure and operation of the American legal system. Examining civil and criminal law, students gain an understanding of how the law is interpreted, applied, and enforced. Students also explore landmark U.S. Supreme Court cases that have defined our constitutional rights over the last two centuries. Through discussion, research, and mock trials, students come to understand the law in the context of everyday life and larger contemporary issues that shape our culture.

HOLOCAUST AND GENOCIDE (1284)

Grades 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Department recommendation or successful completion of US 2

Students in this course examine the nature of human behavior, views of prejudice, and the tragedy of genocide. By studying events such as the Nazi Holocaust, Cambodian Genocide, Armenian Massacre, Bosnian Crisis, and the American Indian's devastation, students come to understand causes of such catastrophes, their impact on history, and how they might be avoided. The course stresses student involvement and interaction.

SOCIOLOGY (1286)

Grades 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Department recommendation or successful completion of US 2

Sociology is the systematic study of social behavior and human groups. In this course, students focus primarily on the influence of social relationships on people's attitudes and behavior and on how societies are established and change over time. They explore such topics as families, the workplace, gangs and social deviants, social stratification and inequities, and social movements. Students are expected to engage in discussions and debates and to conduct their own sociological research. Participation, interaction, and writing are heavily emphasized.

ENGINEERING HAPPINESS (1292)

Grade 11, 12

Half Year: 2.5 Credits

Prerequisites: None

This course will introduce students to the research about developing happiness. Students will read about the misconception about happiness and learn ways to cultivate positive thinking. A focus will be given to the literature on reframing negative perspectives, developing resilience, and finding meaning in one's life. This class will also require students to identify a way in which they can make a more positive impact in the community.

21st-CENTURY LIFE AND CAREERS

BUSINESS



FINANCIAL LITERACY (2220)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

This course introduces students to a variety of money management concepts. Students learn practical skills that enhance their personal financial goals and interests. The course includes units on budgeting and money management, career planning, income and taxation, financial responsibility and decision making, protecting assets, and various types of insurance, saving and investing, and credit

and debt management. Students work on a variety of individual and group assignments that raise their awareness and competency in the use of credit/debit cards, checking accounts, identity theft and predatory lending, budgeting expenses, the influence of advertising, and etiquette in the workplace. Major life events such as buying or leasing a car, renting an apartment, buying a home, and saving for retirement are also covered.

This course meets the state graduation requirement for financial, economic, business, and entrepreneurial literacy.

BUSINESS 101 (2231)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

This course is designed to give students an introduction to the world of business. The course includes units on the profit motive, management decision-making and business ethics, financial-statement analysis, cost-benefit analysis, the marketing mix, international business dynamics, and corporate law and structure. Students complete a variety of individual and team projects that include opening a franchise, developing a new product or service, researching global expansion plans, interpreting business news, and analyzing movies and documentaries. The Wall Street Journal Classroom Edition and other web-based resources are used to enhance classroom instruction. Students may also participate in a National Stock Market Game as a means for analyzing companies and industries.

MARKETING STRATEGY ESSENTIALS (2233)

Grades 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

This course enables students to acquire a broad and comprehensive understanding of the principles of Marketing. Given Chatham's proximity to the global hub of New York City, students are well-situated to witness the influence of Marketing in the world around them. Marketing plays a vital role in the business world, and those with an understanding of the basic tenets of Marketing have a clear competitive advantage. Specific content covered in this course includes: Market Research, Branding, Product Planning & Development, Pricing, Economics, Promotion, Distribution, and Selling. Using course content as an engaging backdrop, students will develop communication skills, self-confidence, & general business acumen.

INVESTMENTS/PORTFOLIO MANAGEMENT (2234)

Grades 10, 11, 12

Half Year: 2.5 Credits

Prerequisites: Successful completion of at least: AP Economics or Business 101 (Principles)

This course offers an introduction to investments, including investment analysis, portfolio management, and capital markets. Designed to provide the basic concepts and principles of investing, the course examines investment policies, types of

securities, factors that influence price changes, timing purchases/sales, preparing investment programs to meet objectives, investment risk and return, and portfolio balancing. Instruction also includes an overview of the securities market and its behavior, including sources of information about the various instruments traded, procedure of trades, and the relevant mechanics and techniques of the market..

CAREER EXPLORATION AND PREPARATION (2222)

Grades: 9-12

Half Year: 2.5 Credits

Prerequisite: Child Study Team Recommendation

To support the path towards postsecondary success, students require opportunities to understand and develop both career and self awareness, as well as interpersonal communication skills. Students will also receive instruction related to maintaining a well-balanced lifestyle. In this course, students will learn critical life skills such as communicating in a professional manner, resume writing, and the process of interviewing. Additionally, students will work together and individually to explore their learning profiles, strengths and weaknesses, and career related interests.

HONORS ENTREPRENEURSHIP (2236)

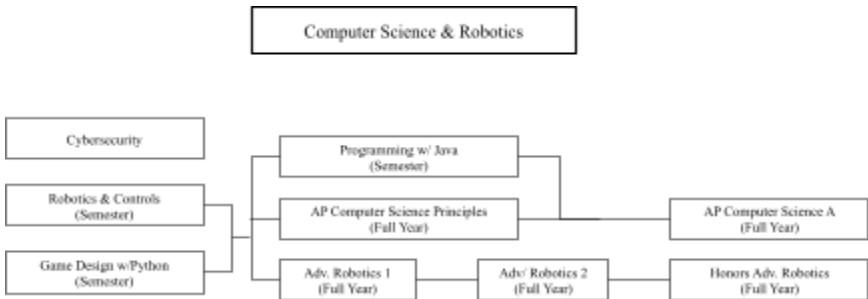
Grades:11,12

Half Year: 2.5 Credits

Prerequisite: Successful completion of: Business 101, and at least 1 of the following Investments/Portfolio Management, Marketing Strategy Essentials, or0 or AP Economics

Honors Entrepreneurship is a one-semester course that focuses on the advanced steps of forming and operating a business. In addition to the material covered in Entrepreneurship students will learn how businesses innovate and create new ideas; protect Intellectual Property, and name companies, products and services. Other projects include creating a business specific resume, recording an elevator pitch, and developing leadership skills. Team and individual projects are the primary means by which students will learn and develop business writing, presentation and financial projection skills.

COMPUTER SCIENCE & ROBOTICS



CYBERSECURITY (2601)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

This course is designed for students with little or no programming experience who are interested in exploring 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.

GAME DESIGN WITH PYTHON (2604)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

Python provides an introduction to the field of computer science and can be used as a prerequisite for AP Computer Science Principles. The basics of imperative programming will be covered as well as general problem solving principles. We will review the basics of the language, discuss core programming topics, and then spend time looking at some specialized uses, such as video game creation. It also covers general material on the discipline of computer science. Topics include problem solving, the software development process, structured programming, top-down design, and programming language features. These features include identifiers, data types, input/output commands, control flow statements, classes, and user-defined methods.

ROBOTICS & CONTROLS (2605)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

In this course, students will explore the field of robotics and control systems through a variety of hands-on, experiential learning experiences. Students will work individually and in teams to design, build, program, and test digital controls and robotics systems, as well as microprocessors and electromechanical components, such as sensors, actuators, motors, and servos. Students will utilize the Engineering Design Process to design and build real-world robotic systems that solve problems present in our day-to-day lives.

PROGRAMMING WITH JAVA (2606)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Game Design with Python, Robotics & Controls, or previous programming experience (with departmental recommendation).

Programming with Java provides an introduction to the Java programming language and can be used as a prerequisite for AP Computer Science A or AP Computer Science Principles. This course will cover the basics of the Java programming language as well as covers general material on the discipline of computer science. Topics include computing devices (hardware and software), the software development process, structured programming, top-down design and programming language features. These features include identifiers, data types, input/output commands, control flow statements, classes, and user-defined methods.

ADVANCED ROBOTICS 1 (2607)

Grades 10, 11, 12

Full Year: 5.0 Credits

Prerequisite: Annual department recommendation and successful completion of Robotics & Controls, Game Design, or Programming with Java

This course will bring the FIRST Technology Challenge (FTC) to life inside the classroom. Students will design and build robotic devices that will compete at local and state competitions. The use of CADD software, computer programming, and construction materials such as Tetrix, will be used to help students explore various design options to create custom robots to complete in a variety of tasks and obstacles. Students will participate during class time and designated hours outside of class to prepare to compete in highly competitive contests against other high school teams. This course may be taken more than once for credit pending an updated, annual teacher recommendation.

ADVANCED ROBOTICS 2 (2608)

Grades 11, 12

Full Year: 5.0 Credits

Prerequisite: Annual department recommendation and successful completion of Advanced Robotics.

This course will bring the FIRST Technology Challenge (FTC) to life inside the classroom. Students will design and build robotic devices that will compete at local and state competitions. The use of CADD software, computer programming, and construction materials such as Tetrax, will be used to help students explore various design options to create custom robots to complete a variety of tasks and obstacles. Students will participate during class time and designated hours outside of class to prepare to compete in highly competitive contests against other high school teams. Advanced Robotics 2 students will help first year members become familiar with working in a collaborative environment, building techniques, and contribute to the FTC's engineering notebook.

HONORS ADVANCED ROBOTICS (2609)

Grades 12

Full Year: 5.0 Credits

Prerequisite: Annual department recommendation and successful completion of Advanced Robotics 2.

This course will bring the FIRST Technology Challenge (FTC) to life inside the classroom. Students will design and build robotic devices that will compete at local and state competitions. The use of CADD software, computer programming, and construction materials such as Tetrax, will be used to help students explore various design options to create custom robots to complete a variety of tasks and obstacles. Students will participate during class time and designated hours outside of class to prepare to compete in highly competitive contests against other high school teams. Advanced Robotics 3 Honors students will take a leadership role within the FTC team during competitions and outreach events. Additionally, they will help first year members become familiar with working in a collaborative environment, building techniques, and oversee completion of the FTC's engineering notebook.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (2610)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of CHS Computer Science course (excluding Cybersecurity) or previous programming experience or department recommendation and concurrent enrollment in Precalculus

This course is recommended for students interested in exploring the profound ways computing has changed the world. The objective is to explore how computing has opened up wonderful new ways for people to connect, design, research, play, create, and express themselves. Students will develop an understanding of the fundamental concepts of computing, its breadth of application and its potential for transforming the world we live in. Students will also be introduced to programming as a means by which to develop problem solving skills. This course satisfies the 21st century life and careers/career-technical education graduation requirement.

ADVANCED PLACEMENT COMPUTER SCIENCE A (2612)

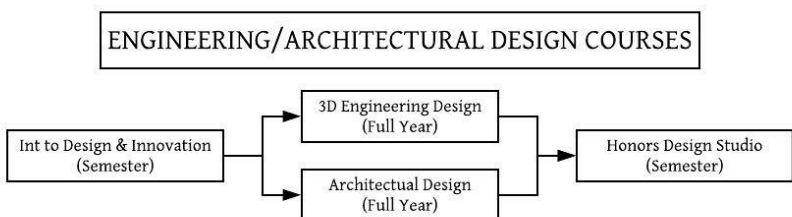
Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation, successful completion of Algebra 1, and Programming with Java, Introduction to Computer Science 2, or Advanced Placement Computer Science Principles

The work in this course is devoted to programming in the language of Java, and is presented at a typical first-year undergraduate level. The requirements are exceptionally demanding with emphasis on programming, methodology, algorithms, classes, and stream properties. Course content follows the College Board's Advanced Placement curriculum for the AP test in Computer Science A.

ENGINEERING & ARCHITECTURAL DESIGN



Please note: All design & technology courses teach and require students to use computer skills, including the production of graphically enhanced documents and projects, as well as engage in hands-on designing, fabrication, and building using tools and machines.

INTRODUCTION TO DESIGN & INNOVATION (2620)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

The Introduction to Design & Innovation course provides students with opportunities to apply knowledge and skills through hands-on, problem-solving learning experiences. Students apply the engineering design process and design principles while developing skills in the following areas: hand sketching, engineering and technical drawings, Computer Aided Drawing/Design (CAD), materials processing, and the design and fabrication of working prototypes and models. Students engage in an in-depth study and application of technological processes to solve real-world problems and challenges while learning how to use 2D CAD software, such as AutoCAD, which is used in the engineering and design industries. Furthermore, the course also develops students' ability to present their designs for testing, feedback and critique.

ARCHITECTURAL DESIGN (2624)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Introduction to Design & Innovation

The Architectural Design course engages students in an intensive study of architecture, its relationship to design, and the implementation of the Design Process in the design and construction of residential and commercial structures. Students are challenged to develop and design architectural drawings, floorplans, and models following industry standards. Students will learn to use architectural CAD software, such as AutoDesk Revit and AutoCAD, which are both used in the architectural and design industries. Students will be able to experience what it is like to be an architect. Main topics include, residential design considerations, floor plans and working in scale, CAD modeling and architectural drawings, and architectural modeling techniques.

3D ENGINEERING DESIGN (2626)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Introduction to Design & Innovation or CADD 1

The 3D Engineering Design course focuses on the application of the Engineering Design Process and design thinking framework through 3-Dimensional (3D) Computer Aided Drawing/Design (CAD). Students are challenged to develop and design solutions to problems present in our world while developing their ability to create and communicate ideas and designs by taking an idea from concept to product. Students will learn how to use 3D CAD software, such as AutoDesk Inventor, as well as modeling/animation/rendering software, such as 3D Studio Max, which are both used in the engineering and design industries. This class requires the application of knowledge from various content areas, such as mathematics, design & technology, and science. Furthermore, it provides students with the opportunity to conceive, design, model and create working prototypes for testing. It also develops their ability to express their creative thoughts to others for feedback and critique. Main topics will include 3D design & modeling, assemblies, rendering, rapid prototyping, and portfolio development.

HONORS DESIGN STUDIO (2628)

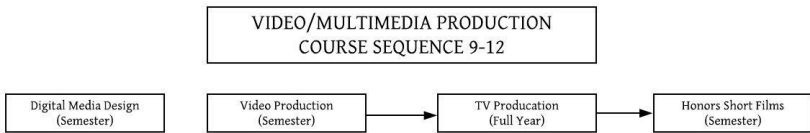
Grade: 11, 12

Half Year: 2.5 Credits

Prerequisite: Department recommendation and successful completion of Architectural Design or 3D Engineering Design

Design Studio gives students the opportunity to research a problem of personal interest while gaining a deeper understanding of the technological design process. After identifying their problem, students will meet in conference with the instructor and work through a design loop toward a solution. As students work through the design process they will generate a portfolio they can use to pursue their educational or professional goals. This course may be taken more than once for credit.

VIDEO & MULTIMEDIA PRODUCTION



DIGITAL MEDIA DESIGN (2630)

Grades 9, 10, 11, 12

Semester: 2.5 Credits

Prerequisite: None

The Digital Media Design course focuses on the fundamentals of digital media communication and production as well as the important role that digital communication plays in our technologically driven society. Through hands-on learning experiences, students will learn how to think creatively, as well as manipulate and utilize various digital mediums to design and communicate while developing skills in the areas of photo editing and manipulation, audio editing, and online vector-based animation design. A focus will be on the integration of design thinking principles, drawing upon students' logic, imagination, intuition, and creativity to design and create digital media products that meet the needs and wants of the consumer or client.

VIDEO PRODUCTION (2631)

Grades 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

This course is an exploration into the art and business of video production. Students participate in hands-on projects using state-of-the-art cameras, lighting, and editing equipment. Activities include idea generation, script writing, storyboard development, video projects, directing, lighting, and set development. Students participate in various contests, shows, and workshops in house and on location. This course has a fieldwork component, which may be completed by the students outside of the scheduled class timeslot. Students are responsible for completing all of the fieldwork in order to successfully meet course requirements. Students gain a working knowledge in video-editing software, which may benefit them in completing alternate assessments in the future

TV PRODUCTION (2634)

Grades 11, 12

Full year: 5 Credits

Prerequisite: Department recommendation and successful completion of Video Production

This course builds upon the foundation set by video production. Students study the art of live TV, participating in live shoots in the TV studio, on location, and through

collaborative projects with other departments in the school. Students learn each of the positions incorporated in a typical event, including director, producer, and lighting techs, to name a few. Students produce work for the video yearbook, the school district's cable channel, and independent projects. This course has a fieldwork portion, which may be completed by the students outside of the scheduled class timeslot. Students are responsible for completing all of the fieldwork in order to successfully meet course requirements. Students gain a working knowledge in video-editing software that may benefit them in completing alternate assessments in other classes.

HONORS SHORT FILMS (2637)

Grades 12

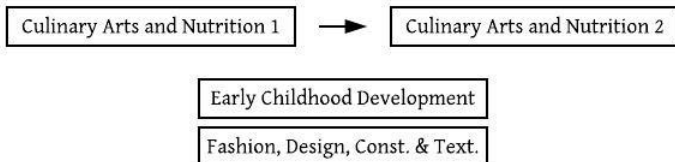
Half Year: 2.5 Credits

Prerequisite: Department recommendation and successful completion of TV Production

This course provides students the opportunity to write, produce, direct and edit their own short film. Students will prepare to create their short film through screenings, lectures, projects and discussions. Although each student will be creating their own project, the course will include a mix of group and individual assignments. Students will participate collectively in brainstorming activities to develop a story as well as peer review sessions. The course will allow students to work on a film independently in a collaborative and creative environment. Students will continue to develop skills in Adobe Premiere Pro and will be introduced to Adobe After Effects.

FAMILY AND CONSUMER SCIENCE

Family & Consumer Science Courses



CULINARY ARTS AND NUTRITION 1 (2311)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

This course focuses on the fundamentals of food preparation, nutrition, meal planning, and consumer education. In the foods laboratory, students actively experience a variety of practical cooking skills and techniques. Consumer skills that assist students in making wise food choices based on nutritional knowledge are

stressed. This course includes an exploration of kitchen basics, food safety and sanitation, nutrition and wellness, food science, food labeling, digestion, and meal planning. Enrollment may be limited due to space availability.

CULINARY ARTS AND NUTRITION 2 (2313)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Culinary Arts and Nutrition 1

Students in this course build upon the fundamentals of Culinary Arts and Nutrition 1 to develop more advanced skills and use specialized techniques in food preparation. Artistic food presentation and food planning for specialty entertaining is included. Meal preparation is based on a variety of regional and world cuisines. This course includes current events and hot topics in nutrition and health, consumerism, special diets, food production and the food industry. Nutritional issues relating to health, weight, and athletics are also covered. Enrollment may be limited due to space availability.

FASHION DESIGN, CONSTRUCTION & TEXTILES (2321)

Grades 9, 10, 11, 12

Half-Year: 2.5 Credits

Prerequisite: None

This semester course focuses on developing an understanding of key theoretical concepts and practicing skills associated with the areas of fashion design, construction & textiles. There is a balance of personal and work-based skills promoted throughout the curriculum. Practical application of the knowledge and skills will be demonstrated in projects. Concepts relating to fashion, textiles, sewing equipment and sewing skills will be included. Emphasis is on applying construction and design skills to apparel, accessories and home fashion. The use of computerized sewing machines is incorporated.

EARLY CHILDHOOD DEVELOPMENT (2345)

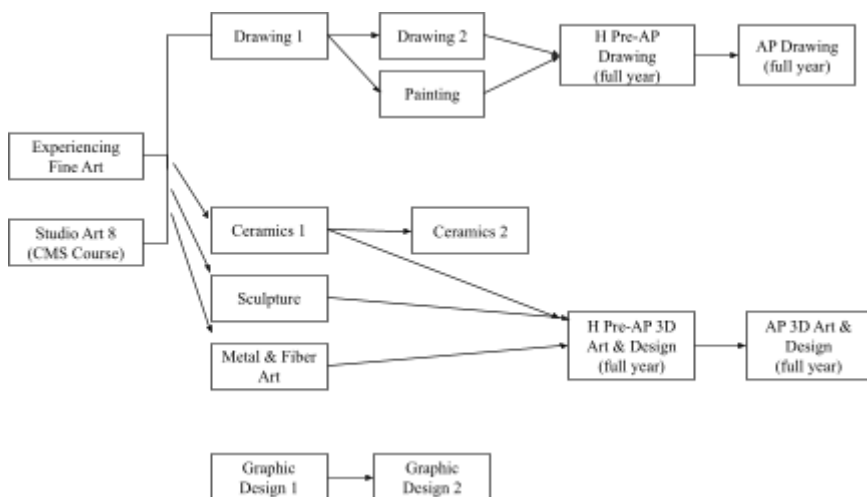
Grades 11, 12

Half Year: 2.5 Credits

Prerequisite: None

This course provides an introduction to early childhood development, behavior and education. To complement coursework and sharpen their critical and creative thinking, students will gain real-world experience working in an elementary school setting once or twice a week that offers age-appropriate curriculum in areas such as language arts, social studies, math and science. By observing, assisting and contributing to lesson planning learning activities with a mentoring elementary teacher, the student will come to see the relationship between theoretical and practical knowledge and gain valuable experience interacting with elementary school students.

VISUAL AND PERFORMING ARTS



ART

EXPERIENCING FINE ART (2111)

Grade Level: 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

Experiencing Fine Art is a course that is appropriate for students interested in being introduced to a variety of artistic skills and techniques. This one-semester overview course focuses on principles and elements of art and design in each unit. Students are evaluated on their process of artistic creation in addition to their completed products. A focus on practical art applications helps students to understand principles of art in 21st century skill-based contexts.

PAINTING (2113)

Grades 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Drawing 1

This course provides an introduction to the fundamentals of painting. Painting media may include watercolor, acrylics, and tempera. Ink is used in addition to other painting-related media. Beginning and more-advanced students may take this course. Instruction and demonstration precede each painting activity. Specific subjects are assigned for each medium and technique. Design and compositional concepts as well as art criticism and history are part of instruction. Creativity, craftsmanship, personal

effort, critical thinking, sketchbooks, and monthly homework assignments are all included in the grading process. In order to succeed in this class, students must meet the required criteria given for all projects, be prepared to question and critique their own work, and offer feedback on the work of other artists. Each assignment should be approached with an open mind and positive attitude.

DRAWING 1 (2115)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Experiencing Fine Art, Studio Art 8, or teacher recommendation.

This course provides students the opportunity to broaden their understanding of drawing through a fundamental overview of concepts, processes, and materials. Students will explore a variety of subject matter such as still life, portraiture, figures, landscapes and abstraction. Materials employed in this course include graphite, charcoal, pen and ink, and markers. In class projects and personal sketchbook assignments aim to reinforce the processes of drawing, such as line drawing, rendering, perspective, and more. Standards based instruction places emphasis on creativity, visual perception, control of materials and critical aesthetic judgment.

DRAWING 2 (2116)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Drawing 1

Drawing II is a continuation of the essential concepts learned in Drawing I. Students are required to develop a portfolio of drawing work that demonstrates more elaborate, complex topics in drawing. Assignments and activities center around technical skills, mark making, conceptual development, visual interpretation and aesthetic judgment. Sketchbook and studio work includes advanced contour line and perspective drawing, value techniques, and observational drawing. Students are introduced to colored based media including colored pencils, oil pastel, and chalk pastel.

GRAPHIC DESIGN 1 (2123)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

Graphic Design introduces students to using Design Thinking as a way to generate images suitable for functional and aesthetic applications. Students are introduced to making imagery using hand drawn as well as raster and vector based graphics. Design topics explored in the course include historical events, key figures, symbols & iconography, typography and more. Students will learn how to apply the Elements and Principles of Design to their imagery using the latest version of Adobe Photoshop and Illustrator.

GRAPHIC DESIGN 2 (2124)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Graphic Design 1

Graphic Design 2 is available to students who have completed Graphic Design I. Students will continue to build and apply knowledge of Photoshop and Illustrator as well as the introduction of basic photography and editing in Adobe Lightroom. Skills will be practiced through the implementation of a personal design campaign. Throughout their campaign, students will apply their design knowledge to a variety of web and print materials. Emphasis will be placed on real-world problem solving and originality.

SCULPTURE (2133)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Experiencing Fine Art, Studio Art 8, or teacher recommendation

Additive and subtractive sculpture techniques in multiple media are taught in this course. Using wire, paper, tape, small-found components, and plaster, students learn the techniques of additive sculpture and delve into the third dimension. Subtractive sculptures may be created using traditional and alternative techniques and media such as wood, stone, soap, wax, clay, and plaster. Upon mastery of the basic techniques, students explore these ideas in greater depth and begin work on site-specific installations, thematic series, and found-object and larger-scale sculptures.

CERAMICS 1 (2135)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Experiencing Fine Art, Studio Art 8, or teacher recommendation

In this course, students learn techniques of hand-built pottery and explore the different aesthetic finishing methods of glazing, staining, and painting. Typical projects invite students to create functional vessels, masks, and various decorative pieces. Research about contemporary artists provides inspiration for concepts, subject matter, and materials, which students use to create their own original pieces.

CERAMICS 2 (2136)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Ceramics 1

Ceramics 2 allows students who have completed Ceramics I the time, freedom and materials to explore clay and its applications in depth. Students will have access and instruction using the potters wheel and will be able to create functional pottery as well as sculptural work using the potters wheel as a tool. Projects will begin to shift from teacher led, to student led, focusing on technical, creative and conceptual connections. This course is suitable for those students who want to take Honors pre-AP 3D in later semesters.

METAL AND FIBER ARTS (2139)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Experiencing Fine Art, Studio Art 8, or teacher recommendation

This course exposes students to unique art materials. Through the creation of jewelry and small objects, students are introduced to the metal-working techniques of cutting with a jeweler's saw, riveting, etching, enameling on metal, engraving, and more. Students also gain experience with the fiber arts, including paper crafts and textiles. Projects include silk screening on fabric, leather-working, creative book-binding, and developing wearable art.

ADVANCED PLACEMENT STUDIO ART

Please note: Course numbers for the two year-long components of this program follow the overall course descriptions immediately below.

AP Art is a two-year program that requires the production of an extensive portfolio, with emphasis on quality and a topic of sustained investigation. Chatham High School offers the development of two AP Art portfolios, allowing students to select either a Drawing or 3D Art & Design emphasis. The curricula have been approved by the College Board's Advanced Placement Program and prepare students for the AP Drawing or AP 3D Art & Design portfolio submissions. Admission to the AP program is based on demonstrated interest, ability, and department recommendation. Students should have already taken the prerequisite courses, as indicated under the specific course strand, below. Because of the strenuous requirements of the AP curriculum, students interested in taking this program begin their portfolio in their junior year. In unique cases, with teacher recommendation, students may begin the portfolio as seniors.

HONORS PRE-AP DRAWING (2148)

Grade 11-12

Full Year: 5 Credits

Prerequisite: Drawing 2 (Class of 2026 & 2027) or Painting, and department recommendation based on portfolio review.

ADVANCED PLACEMENT DRAWING (2150)

Grade 12

Full Year: 5 Credits

Prerequisite: Honors Pre-AP Drawing (2148) and department recommendation based on portfolio review

HONORS PRE-AP 3D ART & DESIGN (2158)

Grades 11-12

Full Year: 5 Credits

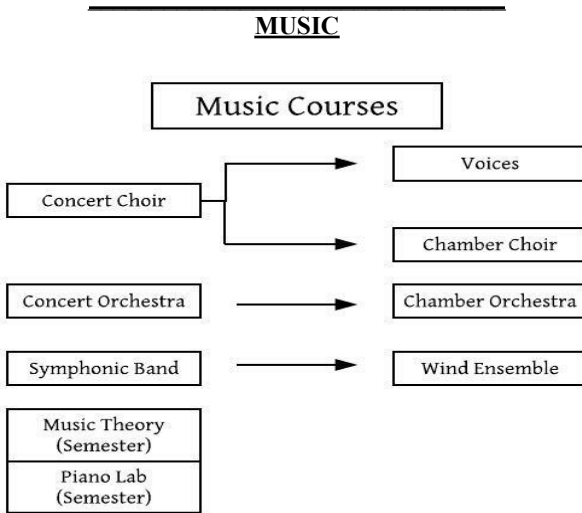
Prerequisites: Experiencing Fine Art (2111) and TWO of the following courses: Ceramics (2135), Sculpture (2133) Metal and Fiber Arts (2139).

ADVANCED PLACEMENT 3D ART & DESIGN (2160)

Grade 12

Full Year: 5 Credits

Prerequisite: Honors Pre-AP 3D Art and Design and department recommendation based on portfolio review.



CONCERT CHOIR (2426)

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: None

Concert Choir is open to any student who has an interest in singing. No formal audition is required. The course covers standard sacred and secular repertoire; advanced choral literature; and popular, patriotic, and contemporary works. Voice building and vocal technique are taught through the study of breath control, vocal production, diction, diatonic/chromatic scales, and sight singing/ear training. Students may be considered to audition for Regional and All-State Chorus.

Students must participate in all scheduled performances in order to earn maximum credit. This class may be repeated for credit.

CHATHAM VOICES (2436/2437)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: A treble voice, 1 year of vocal ensemble experience at the high school level, plus satisfactory audition or department recommendation

A mixed voice (SATB), primarily acapella ensemble, this chorus allows the experienced treble singer to perform in a small ensemble. Students recommended

for this ensemble will study and prepare advanced choral literature of many styles including sacred, secular, patriotic, pop, barbershop, and vocal jazz. Students also may have opportunities to prepare and perform solo/small ensemble pieces. Members are encouraged to pursue opportunities in Region and All-State Choral ensembles.

Students must participate in all scheduled performances in order to earn maximum credit. This class may be repeated for credit.

CHAMBER CHOIR (2450/2452)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation

Primarily an acapella ensemble, this course allows the advanced singer to perform in a small ensemble. Students study and prepare advanced choral literature of many styles, including sacred, secular, patriotic, and vocal jazz. Students also have opportunities for small group ensemble work. Members of the Chamber Choir are strongly encouraged to pursue opportunities in Regional and All-State Choral ensembles.

Students must participate in all scheduled performances in order to earn maximum credit. This class may be repeated for credit.

SYMPHONIC BAND (2462)

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: High school level proficiency on a band instrument as determined by the instructor.

Symphonic Band allows the instrumentalist to perform in an ensemble. Students study and examine various levels of band music including standard repertoire, pop, and contemporary literature. The ensemble focuses on instrumental technique, listening and critiquing, sight-reading, and scale development. Students who audition for Area, Region and All-State Bands are selected from participants in this course.

To earn maximum credit, students must participate in all scheduled performances. This class may be repeated for credit.

WIND ENSEMBLE (2464/2465)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation

Wind Ensemble allows advanced instrumentalists to perform in an ensemble. Students study and examine advanced music literature, which includes classical and standard repertoire from all eras, including 20th century works and orchestral transcriptions. The ensemble focuses on advanced instrumental technique, listening and critiquing, musical form, score analysis, rehearsal, and conducting techniques. It

emphasizes performance. Students have the opportunity for small ensemble work. Selected wind and percussion students may also perform as part of the orchestra as needed. Students who audition for Area, Region, and All-State Bands are selected from participants in this course.

To earn maximum credit, students must participate in all scheduled performances. This class may be repeated for credit.

CONCERT ORCHESTRA (2466)

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: High school level proficiency on a bowed stringed instrument as determined by the instructor.

This course is performance based and includes students who play the violin, viola, cello, or double bass. Students develop their technical skills and musicianship through the study of a wide range of new and established string orchestra repertoire from the 1600s to the present day. Musical styles explored include Baroque, Classical, Romantic, 20th century, Contemporary, Popular, Folk, and Jazz. The ensemble focuses on many aspects of instrumental technique, including scales, left hand shifting, and bowing styles. Sight-reading and listening skills are emphasized. Enrichment activities are provided for students including small chamber ensembles such as quartets or trios, and the Pit Orchestra for the CHS musical. Students may audition for Region and All-State Orchestras. Orchestra students also may have the opportunity, if scheduling permits, to collaborate with Symphonic Band or Wind Ensemble students to perform music from the symphony orchestra repertoire. In order to earn maximum credit, students must participate in all scheduled performances. This class may be repeated for credit.

CHAMBER ORCHESTRA (2470/2472)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation

Chamber Orchestra allows advanced students of string instruments (violin, viola, cello, or double bass) to perform in an ensemble of 20-26 members. Students study and perform string orchestra repertoire from the 1600s to the present day, covering a wide range of musical styles. The ensemble focuses on advanced instrumental technique and musicianship skills such as listening, critical analysis, study of the musical score, and efficient rehearsal techniques. Enrichment activities to develop leadership and performance skills are provided for students, including small chamber ensembles such as quartets or trios, and the Pit Orchestra for the CHS musical. Students may audition for Region and All-State Orchestras. If scheduling permits, Chamber Orchestra students may have the opportunity to collaborate with Symphonic Band/Wind Ensemble/Chamber Choir/Chatham Voices students to perform music from the symphony orchestra repertoire.

In order to earn maximum credit, students must participate in all scheduled performances. This class may be repeated for credit.

HONORS MUSIC PROGRAM

Students in grades 10, 11, and 12 may apply and audition to elect the following classes for weighted credit: Wind Ensemble, Select Choir, Chatham Voices, and Chamber Orchestra. Students in grades 10, 11 and 12 who are full-time accompanists for Concert Choir are also eligible for honors credit. The application process must be completed by May of the preceding year. Students should see a music department faculty member for application, audition, and additional course requirements.

HONORS CHORAL MUSICAL ACCOMPANIMENT (2444) See above

GENERAL MUSIC

PIANO LAB (2471)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

This course affords students with limited or no background in music a “hands on” practical study of the digital piano, using the CHS MIDI (Musical Instrument Digital Interface) piano lab. Reading and interpreting standard music notation are explored at various levels. The course focuses on individual playing and includes private evaluation of student class projects. This self-paced course may be repeated for credit, space permitting.

MUSIC THEORY/TECHNOLOGY (2473)

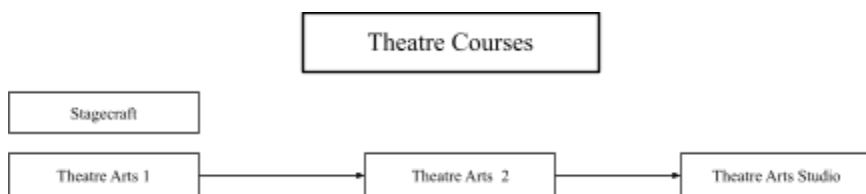
Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Basic piano skills, proficiency in reading music

This course introduces students to MIDI (Musical Instrument Digital Interface) technology. Students explore the fundamentals of music through the study of scales, key signatures, chord progressions, and melodic/harmonic form. Ear training, music dictation, and basic composition skills are part of the coursework designed to enhance student musicianship. Also included are individual projects in composing, processing, and printing, all through the use of MIDI computer software in the CHS multi-level keyboard lab.

THEATRE



THEATRE ARTS 1 (2500)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

This course is designed to introduce students to the vast world of Theater. The main focus of Theater Arts I is building confidence through the acting process and becoming aware of each student's physical, emotional, and vocal expressions. The students explore self-expression through characters in participatory exercises, theater games, improvisations, movement, vocal work and scene performance. Students also become familiar with the basics of technical theater by learning stage geography, common theater terminology, and the process of mounting a production.

THEATRE ARTS 2 (2501)

Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Theatre Arts 1 or teacher recommendation

Theater Arts II will build upon the foundational skills established in Theater I, focusing on development of the acting process and script analysis as it pertains to the actor. In order to fully understand and develop believable characters, students examine scene elements and analyze characters. Students will have greater social and global awareness by studying and performing classical texts and characters. Students will further explore character development through intensive monologue work using Stanislavski's methods of acting. Finally, students will understand the differences between acting on stage and acting for the camera.

THEATRE ARTS STUDIO (2503)

Grades 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Theatre Arts 2 or teacher recommendation

The Theatre Arts Studio class is designed for serious theatre students who are looking to deepen their understanding of the acting process and explore new forms of characterization and theatre performance. The units in this course are designed for individuals who are focused and willing to be active participants. Whether the area of focus is acting, directing, design, dramatic writing, or technical theatre, Theatre Arts Studio allows students to explore their interests at a deeper personal level.

Several workshops and projects will be implemented throughout the semester. Examples include performance of a full-length or one-act play, directing a scene or play, executing design, puppetry, mask work, and advanced stage combat. This class may be repeated for credit.

STAGECRAFT (2502)

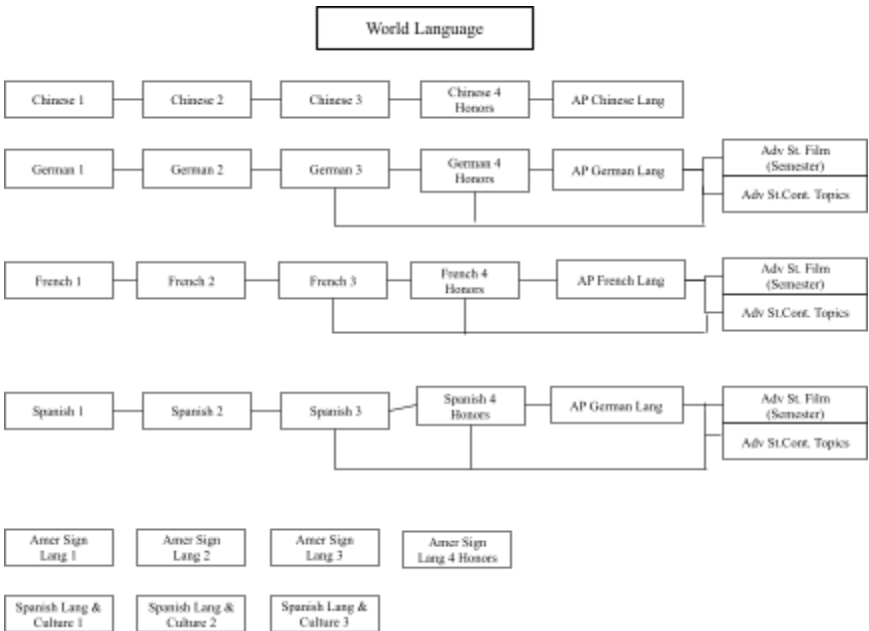
Grades 9, 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: None

Students will explore the production side of Theatre Arts including set design and construction, lighting design and implementation, sound effects, costume design, props, makeup, and publicity. Work includes study as well as application, and students will complete projects related to the Theatre class performances and the extracurricular shows.

WORLD LANGUAGES



AMERICAN SIGN LANGUAGE 1 (1370)

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: None

American Sign Language (ASL) 1 is a visual-gestural language composed of movements of the hands, arms, face, head and body. It has a structure different to

that of English; oral communication is not used. ASL 1's coursework will cover basic communication skills in the target language and will prepare students to share information as well as cultural aspects when communicating with a Deaf or hard-of-hearing person. Class participation is an integral part of this course. Successful completion of this course will prepare students with the skills necessary for the ongoing study of American Sign Language.

AMERICAN SIGN LANGUAGE 2 (1372)

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of level 1 or 8th grade American Sign Language.

This course will continue the study of American Sign Language in a voices-off environment. The use of signing space, facial grammar, body postures, fluent finger spelling, and continued vocabulary development will be emphasized. More complex grammatical structures will be introduced and students will participate in various role-playing activities. Lastly, students will continue to gain a deeper understanding of Deaf Culture.

AMERICAN SIGN LANGUAGE 3 (1373)

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of level 2.

This course will continue the study of American Sign Language in a voices-off environment. The use of signing space, facial grammar, body postures, fluent finger spelling, and continued vocabulary development will be emphasized. More complex grammatical structures will be introduced and students will participate in various role-playing activities. Lastly, students will continue to gain a deeper understanding of Deaf Culture.

AMERICAN SIGN LANGUAGE 4 Honors (1374)

Grade 10, 11, 12

Full Year: 5 Credits

Prerequisite: Successful completion of ASL 3

This course is for students who have demonstrated the ability to expressively and receptively use/understand ASL. This course is designed to enhance the natural use of the language by focusing on vocabulary expansion, debates, discussions, storytelling strategies and idioms of ASL. In addition, ASL linguistics and cultural knowledge will be explored at an advanced level. The course will continue to be devoid of voicing. Students will also explore conceptually accurate signing and expand on visualization and description skills.

CHINESE 1 (1361)**GERMAN 1 (1311)**

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: None

FRENCH 1 (1341)**SPANISH 1 (1301)**

This course is designed for true beginning students or for those who have experienced little previous success in the study of a world language. Reading, preparing dialogues,, and participating in oral drills and classroom discussions enable students to carry on elementary conversations and write basic compositions, correspondence, and notes. Technology is integrated with content in every thematic unit of study. Authentic videos, audio, and electronic media are used to facilitate the development of communication skills. These materials also provide insight into the history, geography, and practices of target cultures. Students are expected to use the target language in all appropriate situations in the classroom. Student enrollment will affect the offering of all introductory-level language classes.

CHINESE 2 (1362)**GERMAN 2 (1312)**

Grades 9, 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of level 1 or 8th grade course (same language)

FRENCH 2 (1342)**SPANISH 2 (1302)**

The level 2 courses continue to stress the skills of language interpretation and production and aim to heighten cultural awareness through literature, media, and authentic experiences. All modes of communication (interpretive, interpersonal and presentational) are addressed in the target language. Technology is integrated with content in every thematic unit of study. Grammar study is more formalized than it is in level 1. Reading assignments increase comprehension and stimulate discussion. Compositions, oral participation, and presentations give students opportunities to express themselves in everyday situations and to discuss topics that interest them in relation to various themes (i.e. global challenges, science and technology, contemporary life, personal and public identities, the family and the community and beauty and aesthetics). Students are expected to use the target language in all appropriate classroom situations.

CHINESE 3 (1363)**GERMAN 3 (1313)**

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of level 2

FRENCH 3 (1343)**SPANISH 3 (1303)**

Through frequent class discussions, oral presentations, and communicative tasks, students improve their speaking abilities and listening comprehension skills. Technology is integrated with content in every thematic unit of study. The use

of authentic video and audio resources and the reading of novels, short stories, historical writings, biographical portraits, and authentic journalism seek to further develop the language interpretation abilities of students. Writing skills are emphasized through the study of advanced grammar and the writing of compositions on a variety of everyday topics and real-life situations surrounding various themes (i.e. global challenges, science and technology, contemporary life, personal and public identities, the family and the community and beauty and aesthetics). Ongoing presentational communication, increased inferential interpretation, as well as spontaneity and negotiation of meaning in interpersonal communication are addressed to continue to gain proficiency. Students are expected to use the target language in all appropriate situations.

CHINESE 4 Honors (1364)

FRENCH 4 Honors (1344)

GERMAN 4 Honors (1314)

SPANISH 4 Honors (1304)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of Level 3

These honors level courses are designed to further individual development of the essential communication skills that lead to accurate and fluent use of the language. Students will increase their knowledge of the finer points of expression through the study of vocabulary, including idioms and cultural nuances. Students will read and discuss short stories, novels, poetry and selections from contemporary articles on topics of cultural interest. Advanced grammar will be studied in order to facilitate accuracy of comprehension and self-expression. Technology is integrated with content in every thematic unit of study. Extemporaneous discussion, as well as writing skills reinforced through the editing and rewriting of student compositions, are incorporated into each unit of study. Supplemental units encouraging oral proficiency in basic travel, social and career situations also expand real-life settings in accordance with six themes (global challenges, science and technology, contemporary life, personal and public identities, the family and the community, and beauty and aesthetics). Students are expected to use only the target language in all classroom situations. Upon successful completion of these courses, students should plan to continue the course sequence to the appropriate Advanced Placement language class.

ADVANCED PLACEMENT LANGUAGE AND CULTURE

CHINESE, FRENCH, GERMAN, & SPANISH

(1365) / (1345) / (1315) / (1305)

Grades 11, 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of level 4H

This course offers intensive development of listening, speaking, reading, and writing skills by preparing students to demonstrate their level of target language proficiency across three communicative modes (Interpretive [receptive communication], Interpersonal [interactive communication], and Presentational [productive communication]). Materials include novels, plays, short stories, newspaper and magazine articles, as well as current video and audio resources. These materials

serve as the basis for discussion and written work. Grammar is studied and amplified for communicative purposes through mini-lessons and in context. More specifically, while communicating in the target language, students will learn to demonstrate an understanding of the culture, incorporate interdisciplinary topics and use the target language in real-life settings in accordance with six themes (global challenges, science and technology, contemporary life, personal and public identities, the family and the community, and beauty and aesthetics), which will be studied in depth throughout the course of the year. Technology is integrated with content in every thematic unit of study. Students communicate almost exclusively in the target language in the classroom. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP language exam.

AP SPANISH LITERATURE & CULTURE (1306)

Grade 12

Full Year: 5 Credits

Prerequisite: Department recommendation and successful completion of Spanish 4H

The AP Spanish Literature & Culture course uses a thematic approach (i.e. societies, time & space, literary creation, interpersonal relationships, etc.) to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Themes promote the exploration of literature in a variety of contexts and develop students' abilities to make cross-textual and cross-cultural connections. The themes may be combined, as they are interrelated. Students communicate almost exclusively in the target language and continue to develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive) and language skills, with special attention focused on language used in critical reading and analytical writing. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes exploration of various media (e.g., art, film, articles, literary criticism), while integrating technology with content in every thematic unit of study. The course prepares for the AP Spanish Literature & Culture Exam.

ADVANCED STUDIES IN SPANISH: FILM (1307)

Grade 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Department recommendation and successful completion of Spanish 3

(Note: concurrent enrollment in another world language course is permitted)

This conversational course provides students opportunities to explore and enhance their understanding of Spanish language and culture through film. Specific connection is made to regional and cultural differences, including discussion around character and plot analysis, and comparison to corresponding texts and artistic representations (as applicable), etc. The course will incorporate various themes (i.e. societies, time & space, interpersonal relationships, etc.) that promote the exploration of Hispanic film in a variety of contexts and develop cross-cultural connections. Students communicate exclusively in the target language in the classroom and continue to develop language proficiency (interpersonal, interpretive,

and presentational) across a full range of language skills, with special attention focused on conversational language used in critical interpretation and analytical expression.

ADVANCED STUDIES IN SPANISH: CONTEMPORARY TOPICS (1308)

Grade 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Department recommendation and successful completion of Spanish 3
(Note: concurrent enrollment in another world language course is permitted)

This conversational course provides students opportunities to explore and enhance their understanding of Spanish language and culture through current articles, headlines, podcasts, music, and multimedia. Specific connection is made between past and present perceptions of Hispanic culture, while investigating areas of social debate from a Hispanic and Western perspective. The course will incorporate various themes (i.e. business/careers, media trends, artistic expression etc.) that promote the exploration of contemporary Spanish-speaking countries in a variety of contexts and develop cross-cultural connections. Students communicate exclusively in the target language in the classroom and continue to develop language proficiency (interpersonal, interpretive, and presentational) across a full range of language skills, with special attention focused on conversational language used in critical interpretation and analytical expression.

ADVANCED STUDIES IN FRENCH: FILM (1347)

Grade 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Department recommendation and successful completion of French 3
(Note: concurrent enrollment in another world language course is permitted)

This conversational course provides students opportunities to explore and enhance their understanding of French language and culture through film. Specific connection is made to regional and cultural differences, including discussion around character and plot analysis, and comparison to corresponding texts and artistic representations (as applicable), etc. The course will incorporate various themes (i.e. societies, time & space, interpersonal relationships, etc.) that promote the exploration of French film in a variety of contexts and develop cross-cultural connections. Students communicate exclusively in the target language in the classroom and continue to develop language proficiency (interpersonal, interpretive, and presentational) across a full range of language skills, with special attention focused on conversational language used in critical interpretation and analytical expression.

ADVANCED STUDIES IN FRENCH: CONTEMPORARY TOPICS (1348)

Grade 10, 11, 12

Half Year: 2.5 Credits

Prerequisite: Department recommendation and successful completion of French 3
(Note: concurrent enrollment in another world language course is permitted)

This conversational course provides students opportunities to explore and enhance their understanding of French language and culture through current articles,

headlines, podcasts, music, and multimedia. Specific connection is made between past and present perceptions of French culture, while investigating areas of social debate from a French and Western perspective. The course will incorporate various themes (i.e. business/careers, media trends, artistic expression) that promote the exploration of contemporary French-speaking countries in a variety of contexts and develop cross-cultural connections. Students communicate exclusively in the target language in the classroom and continue to develop language proficiency (interpersonal, interpretive, and presentational) across a full range of language skills, with special attention focused on conversational language used in critical interpretation and analytical expression.

ADVANCED STUDIES IN GERMAN: FILM (1316)

Grade 11, 12

Half Year: 2.5 Credits

Prerequisite: Department recommendation and successful completion of German 3

(Note: concurrent enrollment in another world language course is permitted)

This conversational course provides students opportunities to explore and enhance their understanding of German language and culture through film. Specific connection is made to regional and cultural differences, including discussion around character and plot analysis, and comparison to corresponding texts and artistic representations (as applicable), etc. The course will incorporate various themes (i.e. societies, time & space, interpersonal relationships, etc.) that promote the exploration of German film in a variety of contexts and develop cross-cultural connections. Students communicate exclusively in the target language in the classroom and continue to develop language proficiency (interpersonal, interpretive, and presentational) across a full range of language skills, with special attention focused on conversational language used in critical interpretation and analytical expression.

ADVANCED STUDIES IN GERMAN: CONTEMPORARY TOPICS (1317)

Grade: 11, 12

Half Year: 2.5 Credits

Prerequisite: Department recommendation and successful completion of German 3

(Note: concurrent enrollment in another world language course is permitted)

This conversational course provides students opportunities to explore and enhance their understanding of German language and culture through current articles, headlines, podcasts, music, and multimedia. Specific connection is made between past and present perceptions of German culture, while investigating areas of social debate from a German perspective. The course will incorporate various themes (i.e. business/careers, media trends, artistic expression etc.) that promote the exploration of contemporary German-speaking countries in a variety of contexts and develop cross-cultural connections. Students communicate exclusively in the target language in the classroom and continue to develop language proficiency (interpersonal, interpretive, and presentational) across a full range of language skills, with special attention

focused on conversational language used in critical interpretation and analytical expression.

SPANISH LANGUAGE AND CULTURE 1 (1381)

Grades 9, 10, 11

Full Year: 5 Credits

Prerequisite: Department recommendation

This course is designed for those students who have had no previous experience in the study of a world language and exhibit specific difficulty in phonemic awareness, word retrieval and fluency, or auditory processing or have completed Conversational Spanish 8 at CMS. Through exposure to the Spanish language, students begin to develop basic skills in listening, speaking, reading, and writing. They also develop functional knowledge of basic elements of language, vocabulary, and structure. Technology is integrated with content in every thematic unit of study. The curriculum employs variety in instruction and assessment to help students develop basic language proficiency. Specifically, students read and write dialogues and short stories, listen to Spanish songs and conversations, participate in oral drills and skits, and create projects in Spanish. In addition, students gain cultural awareness through the study of various aspects of life in the Spanish-speaking world. Students are expected to use the target language in all appropriate situations in the classroom. After successful completion of this course, students will proceed to Spanish Language and Culture 2. This course does not meet the NCAA requirement.

SPANISH LANGUAGE AND CULTURE 2 (1382)

Grades 10, 11, 12

Full Year: 5 Credits

Prerequisite: Successful completion of Spanish Language and Culture 1

This course is designed for students who have not studied a world language prior to high school and exhibit specific difficulty in phonemic awareness, word retrieval and fluency, or auditory processing. Through additional exposure to the Spanish language, students continue to develop basic skills in listening, speaking, reading, and writing. Technology is integrated with content in every thematic unit of study. Students also expand their functional knowledge of basic elements of language, vocabulary, and structure. Instruction is multi-modal, employing a variety of approaches such as Total Physical Response, Project Based Learning, creative dramatics, song, deductive and inductive approaches to understanding language in context, etc. Students are evaluated by a variety of assessment types. Their cultural awareness also continues to develop as they deepen their study of various aspects of life in Spanish-speaking countries. Upon completion of the Language and Culture 1 & 2, students will have met their World Language graduation requirement. This course does not meet the NCAA requirement.

SPANISH LANGUAGE AND CULTURE 3 (1383)

Full Year: 5 Credits

Prerequisite: Successful completion of Spanish Language and Culture 2

This course is designed for students who exhibit specific difficulty in phonemic awareness, word retrieval and fluency, or auditory processing. Through additional exposure to the Spanish language, students continue to develop basic skills in listening, speaking, reading, and writing. Exposure to the Spanish-speaking world and culture is expanded. Technology is integrated with content in every thematic unit of study. Students also continue to expand their functional knowledge of basic elements of language, vocabulary, and structure. Instruction is multi-modal, employing a variety of approaches such as Total Physical Response, Project Based Learning, creative dramatics, song, deductive and inductive approaches to understanding language in context, etc. Students are evaluated by a variety of assessment types, which are interpersonal, presentational and interpretive in nature. Students are expected to use the target language in all appropriate situations in the classroom. This course does not meet the NCAA requirement.