Clearview Regional High School District

High School & Middle School Program of Studies



2026/ 2027

Clearview Regional High School

Program of Studies Planning Guide



2026/ 2027

ADMINISTRATION

John Horchak III, Superintendent

Robert Miles, Business Administrator

Keith Brook, Chief Academic Officer

Nathan Barnes, Director of Special Services

Jennine Donnelly, Director of Guidance

Stephen Asay, Director of Student Activities/Athletics

Thomas Jones, High School Principal

Michael Holm, High School Assistant Principal

Stacy Anuszewski, High School Assistant Principal

Salvatore Ranger, High School Assistant Principal

Kathryn Bourquin, Middle School Principal

Lauren Deacon, Middle School Assistant Principal

BOARD OF EDUCATION

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AFFIRMATIVE ACTION TEAM

Nathan Barnes (District) – 856-223-2770
Kathryn Bourquin (Middle School) – 856-223-2746
Keith Brook (High School) – 856-223-2728

TITLE IX COORDINATOR

Keith Brook – 856-223-2766

SECTION 504 COMPLIANCE OFFICER

Nathan Barnes – 856-223-2770

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

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SCHOOL COUNSELING SERVICES

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

SCHEDULING ASSISTANCE

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

High School: 856-223-2710

Director:	Jennine Donnelly
School Counselors:	Dodd Terry
	Brittany Hornung
	Lisa Marandola
	Dr. Steven Moraca
	Mollie Wraga

Middle School: 856-223-2751

School Counselors:	Sherin Blose
	Ciera Spady
	Michael Zappala

District:

Student Assistance Counselor:	Jessica Datz

856-223-2710

Department Coordinators

Business/Media/FACS	Michael Holm
Health, Safety and Physical Ed	Stephen Asay
English /Social Studies	Diane Bernstein
Math/Science	Cheryl Catts
Special Education	Kathleen Firkser
STEM/Computer Science	Michael Holm
Visual and Performing Arts	Salvatore Ranger
	Keith Brook
World Languages	Stacy Anuszewski

COURSE CHANGES – Please Read Carefully!

The courses described in this curriculum guide are tentative listings and are subject to cancellation. Although it is presently our intention to offer every course listed, it is possible that enrollment numbers may necessitate revision. **Therefore, changes in elective course selections for the 26-27 school year will not be permitted after June 15, 2026. Only a change in a graduation required course or change in instructional level will be permitted after that date.**

Course changes in instructional level:

a. Dropping down a level

Students may contact their counselor to request to drop down a level placement in an academic class by November 15. At that time, the student/parent will need to make a change request in academic level placement. The student/parent/teacher/school counselor and department coordinator will meet regarding the request and a decision will be made in the academic best interest of the student based on the evidence (prior grades, current grades, test scores, teacher recommendation and other factors).

b. Moving up a level

If a student requests to move up a level, it needs to be presented to the school counselor within the first two weeks of school. The school counselor will then communicate with the teacher/parent/department coordinator and a decision will be made in the academic best interest of the student.

Dropping a non-required class for a Study Hall:

a. Students may drop a class that **IS NOT** a graduation requirement for a Study Hall under the following conditions:

i. A student may drop a class for a study hall, without penalty, in the first quarter of the year.

ii. A student may drop a class for a Study Hall in the second and third quarter; however, the original course will be recorded on the Official Transcript, as either a "WP" (Withdrawal Pass") or "WF" (Withdrawal Fail) depending on the course average at the time of class drop.

iii. A student may NOT drop a class for a study hall in the fourth marking period, unless it is initiated by an Administrator. In the case of a drop that is initiated by an Administrator, a "WP" or "WF" will be reported on the transcript.

COURSE SELECTION GUIDELINES

Students and parents should consider these points when selecting courses:

- Prior academic achievement/student interest level in content area;
- Future goals; and
- Any course pre-requisites listed in this book.

A minimum final grade of "65" must be obtained in any subject in order to be granted diploma credit for the subject.

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

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

ADVANCED LEARNING OPPORTUNITIES

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

CREDIT REQUIREMENTS

Participation in Co-Curricular Activities

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

INDIVIDUALIZED EDUCATIONAL PROGRAM

The Clearview Regional High School district believes that all students are capable of academic success in their least restrictive environment with the appropriate supports and interventions. Clearview Regional High School District provides an array of support services for students eligible for the special education and related services. A student is eligible for the special education program based on results of a comprehensive evaluation by the Child Study Team (CST). Specific programming and educational goals are formulated jointly by the CST, teachers, and parents as part of the Individualized Educational Program (IEP). These plans are consistent with Federal code and State rules and regulations.

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

The specialized courses (Resource Replacement and Self-Contained Classes) are designed to meet the unique needs of the special education population. These courses are delivered according to the student's IEP and the goals and objectives that have been written for each student. Students are instructed in the most up-to-date NJ Student Learning Standards for each discipline and these courses fulfill the student's district and state graduation requirements. Our High School Self-Contained classes are split into two programs. The Pioneers: Educated, Empowered, Ready for Success (PEERS) Program services students with multiple disabilities in grades 9th-11th and the Career Development Program (CDP) services students with multiple disabilities between the ages of 18-21. The mission of these programs is to explore and hone functional/vocational interests, strengths, and goals while addressing individual student needs (*Eligibility for these programs is determined by the IEP team*). All students who graduate from the CDP program receive a Clearview Regional High School diploma. For more detailed information and to view specific courses and course descriptions within these programs, please visit the program webpages at https://clearviewregional.edu/district/child_study_team/p_e_e_r_s_and_c_d_phttps://clearviewregional.edu/district/child_study_team/p_e_e_r_s_and_c_d_p

ACADEMIC SUPPORT

The courses listed in this section are designed to provide individualized academic support to students in one or more areas: English Language Arts, Math, and/or school readiness. Students are recommended for these courses by the district and school staff based on a variety of factors including skills proficiency on the New Jersey Student Learning Standards and staff recommendations. Courses listed in this section are not available to all students. Parents and students will receive communication regarding their placement in these academic support courses prior to the school year.

Senior Math Lab

Length: Offered fall semester only Credits: 2.5
Grade Level: 12

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

Senior ELA Lab

Length: Offered fall semester only Credits: 2.5
Grade Level: 12

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

Study Skills

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Pre-requisites: District recommendation

The Study Skills course aligns with the Special Education and General Education programs, as well as the New Jersey Student Learning Standards for 21st Century Life and Careers. This course prepares students to become successful and responsible citizens in a diverse, ever-changing world. Through completing our General Education and Special Education coursework, our students will be better able to: maximize independence, achieve self-advocacy, improve metacognition, improve task initiation, accomplish sustained attention, and develop organizational skills and strategies as well as time management skills.

Read 180

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Pre-requisites: District recommendation

READ 180® is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (I.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development. READ 180® is delivered in whole-group instruction, with three small-group rotations, and then a whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading.

Math 360

Length: Year Credits: 5
Grade Level: 11
Pre-requisites: District recommendation

Throughout this course, students will receive comprehensive support in strengthening their foundational math skills and enhancing their test taking strategies. With a combination of focused instruction, personalized practice, and strategy development, students will engage in targeted exercises to reinforce key algebraic and geometric concepts. The aim is to ensure they are well-prepared for standardized tests and future math coursework. In addition to math remediation, this course also focuses on equipping students with effective strategies for tackling multiple-choice questions and managing time during exams. Furthermore, students will develop their ability to analyze and solve complex math problems. The course aims to build test-taking confidence by providing guidance on how to navigate the format and structure of standardized math exams. Regular assessments, review lessons, independent work, and class discussions will play a crucial role in guiding instruction and monitoring student' progress. The objective is to ensure that each student experiences measurable improvements throughout the duration of the course. By the end of this comprehensive program, students will have a solid foundation in essential math concepts and the necessary tools to excel in test environments. The key topics covered include a thorough review of algebraic operations, fundamental geometry principles such as angles, shapes, and area/perimeter calculations, problem solving strategies for complex math problems, and invaluable test-taking tips that encompass pacing and question analysis.

Academic Enrichment

Length: ½ Year or Full Year Credits: 2.5 or 5
Grade Level: 11
Pre-requisites: District recommendation

In this course, selected students will work at their own pace using an online curriculum designed to improve their skills in English Language Arts and/or Math. Students will receive targeted skills practice, review, re-teaching, and advancement via the online curriculum under the direction of a Clearview teacher during the school day. The goal of this course is to provide academic enrichment to students in order to meet or exceed the NJ Student Learning Standards.

STATEMENT OF NON-DISCRIMINATION PRACTICES

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

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

GRADUATION TEST REQUIREMENTS

Please visit the link below for the most current graduation requirements:

https://www.nj.gov/education/assessment/requirements/

NEW JERSEY SCIENCE ASSESSMENT

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

GRADUATION REQUIREMENTS

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

Graduation Requirements for all Students

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

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

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

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

GRADING SCALE

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

All grades are numerical: 65-100 is a passing grade.
64 and below is a failing grade.

90 – 100	=	A
80 – 89	=	B
70 – 79	=	C
65 – 69	=	D
0 - 64	=	F

COURSE WEIGHTING

COURSE WEIGHTING – Policy #5430

In order to place more "weight" on Honors or AP courses in Clearview High School, the following procedure will be utilized to calculate weighted cumulative grade point average for courses listed under Advanced Placement and Honors.

Procedure:

All students who complete courses listed under AP or Honors will have their final course grade weighted with additional points to represent the rigor of these courses. Students will receive 10 points on their final course grade for AP courses and 6 points on their final course grade for honors courses.

Courses:

Advanced Placement:

- AP English Language and Composition
- AP English Literature and Composition
- AP Pre-Calculus
- AP Calculus AB
- AP Calculus BC
- AP Environmental Science
- AP Statistics
- AP Biology
- AP Chemistry
- AP Physics C:
- AP United States History I
- AP United States History II
- AP US Government & Politics
- AP World History: Modern
- AP Psychology
- AP Music Theory
- AP Studio Art
- AP Microeconomics
- AP Macroeconomics

Honors:

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

Guidelines:

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

COLLEGE CREDIT OPPORTUNITIES

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

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

Rowan College South Jersey
High School Options Program (HSOP)

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

Camden County College – Dual Credit High School Plus Courses

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

Program Requirements:

- Submission of a college dual credit application with $150 fee per course.

Clearview courses eligible for Dual Credits:

- AP Language and Composition
- AP Literature and Composition
- AP Psychology
- AP Government
- AP US History II
- AP Chemistry
- Honors US History II
- Honors Accounting III
- Child Development
- Advanced Childhood Development
- CP Spanish III
- Honors Spanish III
- Honors Spanish IV
- Honors French III
- Honors French IV
- AP French
- Honors German III
- Honors German IV

Salem County Community College – College Acceleration Program/Dual Credit

Program Requirements

- **SCC Dual Credit application submission with a fee of $90/college credit. (a 3 credit SCC course requires a $270 course fee.)**

Clearview courses eligible for Dual Credits:

- AP World History: Modern
- Journalism I
- AP Computer Science
- AP Pre-Calculus
- AP Calculus AB
- AP Calculus BC
- Honors Statistics
- AP Statistics
- AP Biology
- AP Environmental Science
- AP Physics I
- AP Physics II
- AP Physics C
- Anatomy & Physiology II
- AP Microeconomics
- AP Macroeconomics
- Forensics

University of Delaware – Dual Credit

Clearview courses eligible for Dual Credits

- EntreX: Entrepreneurship Lab

Program Requirements:

- Complete all course requirements.
- Submission of a college dual credit application with $500 fee.

ADVANCED PLACEMENT

Clearview offers Advanced Placement (AP) courses. These are college level courses endorsed by the College Board and taught by Clearview Teachers. Students who take the AP exam may be eligible to transfer that credit, depending on the requirements of the college or university.

AP EXAM PARTICIPATION

Each year many Clearview students enroll in one or more AP courses. For students who choose to take the AP exam, it is administered in May. For more information please visit: https://apstudent.collegeboard.org/creditandplacement/search-credit-policies

NJ STARS

NEW JERSEY STARS PROGRAM INFORMATION

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

STUDENT ELIGIBILITY

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

NEW JERSEY STARS BENEFITS

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

NCAA Eligibility Information

Student athletes who intend to compete in a sport in college at the NCAA Division I or Division II level must register with the NCAA Eligibility Center.

The National Collegiate Athletic Association (NCAA) is an organization dedicated to providing a pathway to opportunity for college athletes. The NCAA has 3 divisions: Division I, II and III.

Clearview student-athletes who intend to compete in a sport in college are encouraged to create an account with the NCAA Eligibility Center at: https://web3.ncaa.org/ecwr3/

Minimum academic eligibility standards must be met for NCAA Division I and II. Division III school set their own admissions and academic eligibility requirements.

For additional information, please visit the NCAA Guide for the College-Bound Student-Athlete at: http://fs.ncaa.org/Docs/eligibilitycenter/StudentResources/CBSA.pdf

21st CENTURY LIFE/CAREERS

***The New Jersey Department of Education requires all students take a minimum of 2.5 credits of Personal Financial Literacy.**

School of Business



Course Offering	Grade 9	Grade 10	Grade 11	Grade 12
Accounting				
Intro to Accounting I	X	X		
Accounting II		X	X	X
Honors Accounting III			X	X
Honors Accounting IV				X
Finance				
Personal Financial Literacy*	X	X	X	X
Marketing				
Intro to Marketing I	X	X	X	X
Marketing Education II		X	X	X
Marketing Education III			X	X
Marketing Education IV			X	X
EntreX: Entrepreneurship			X	X
Sports Marketing & Entertainment	X	X	X	X

School of Culinary Arts

Course Offerings	Grade 9	Grade 10	Grade 11	Grade 12
Culinary				
Intro to Baking *(New)*	X	X	X	X
Intro to Culinary Arts *(New)*	X	X	X	X
Culinary Arts I	X	X	X	X
Culinary Arts II		X	X	X
Culinary Arts III			X	X
Cultural Foods		X	X	X

School of Engineering/ Computer Science

Course Offerings	Grade 9	Grade 10	Grade 11	Grade 12
Engineering and Architecture				
Computer Aided Drafting I (CADI)	X	X	X	X
Honors Architecture I		X	X	X
Honors Architecture II			X	X
Honors Engineering I		X	X	X
Honors Engineering II			X	X
Robotics				
Robotics Engineering I	X	X	X	X
Robotics Engineering II		X	X	X
Honors Robotics Engineering III			X	X
Honors Robotics Engineering IV				X
Computer Science				
Academic Technology and Research *(NEW)*	X	X	X	X
Computer Science Principles	X	X	X	X
Computer Science Essentials	X	X	X	X
AP Computer Science A		X	X	X

Cybersecurity		X	X	X
Principles of Artificial Intelligence *(NEW)*	X	X	X	X

School of Media Arts



Course Offerings	Grade 9	Grade 10	Grade 11	Grade 12
Media				
Media Production I	X	X	X	X
Media Production II		X	X	X
Broadcast News Production			X	X
Filmmaking & Creative Media			X	X
Community Engagement Media Production				X

Elective Offerings in 21st Century Life/Careers

Course Offerings	Grade 9	Grade 10	Grade 11	Grade 12
Construction				
Woodworking I	X	X	X	X
Woodworking II		X	X	X
Woodworking III			X	X
Intro to Residential Construction			X	X
Intro to Residential/Home Maintenance and Repair			X	X
Education				
Child Development		X	X	
Advanced Child Development			X	X
Child Development Work Study				X

Elective Offerings in Law

Course Offerings	Grade 9	Grade 10	Grade 11	Grade 12
Law				
Social Justice		X	X	X
Intro to Law	X	X	X	X
Law II: Juvenile Justice *(New)*		X	X	X

Elective Offerings in Journalism

Course Offerings	Grade 9	Grade 10	Grade 11	Grade 12
Journalism				
Journalism	X	X	X	X
Honors Journalism Lab		X	X	X

Please see course listings for required prerequisites and descriptions.

All courses are designed to meet the NJ Student Learning Standards for 21st Century Life and Careers.

Intro to Accounting I

Length: ½ Year Credits: 2.5
Grade Level: 9, 10

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

Accounting II

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

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

Honors Accounting III

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

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

Honors Accounting IV

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

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

*Personal Financial Literacy**

Length: ½ Year Credits: 2.5
Grade Level: 9, 10, 11, 12

This course will teach students how to apply reliable information and systematic decision making to personal financial decisions. Students will learn how to use a career plan to develop personal income potential, organize personal finances, use a budget to manage cash flow, and how to maintain creditworthiness and manage debt. In addition, students will learn how to use appropriate and cost-effective risk management methods and learn how to implement a diversified investment strategy that is compatible with personal goals.

Robotics Engineering I

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

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

Robotics Engineering II

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

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

Honors Robotics Engineering III

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

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

Honors Robotics Engineering IV

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

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

Academic Technology and Research

Length: ½ Year Credits: 2.5
Grade Level: 9, 10, 11, 12

This semester-long course helps students build the skills they need to be successful in all of their classes. Students will learn how to use Google Docs, Google Sheets, and Google Slides to create documents, work with information, and present their ideas clearly. Students will also practice library and online research skills, including finding reliable sources and organizing information for projects and written work. In addition, the course focuses on building strong study habits such as time management, note-taking, and goal setting. Through hands-on projects and real classroom tasks, students will apply these stills in practical ways. By the end of the course, students will be more confident, better organized, and better prepared for the expectations of their current and future classes.

Computer Science Principles

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisite: Intr**o to Video Game Design/Programming**, **Computer Science Essentials, Robotics, Middle School Coding, or Middle School Robotics**

Using Python as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

Computer Science Essentials

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

Computer Science Essential introduces students to the world of computing with a strong emphasis on computational thinking and collaboration. Whether they are new to coding or building on prior experience, this year-long course provides an engaging entry point into the PLTW Computer Science Pre-K-12 pathway. Students will explore fundamental computational concepts through hands-on learning, starting with visual, block-based programming before transitioning to text-based coding in Python®. Along the way, they will develop problem-solving skills, expand their technical vocabulary, and collaborate on projects that mirror real-world computing practices. By creating meaningful digital solutions to challenges that matter to them, students will gain confidence in their abilities as problem solvers and innovators. Computer Science Essentials lays the foundation for future success in advanced coursework, including Computer Science Principles, Computer Science A, and beyond.

AP Computer Science A

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

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

Cybersecurity

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisites: Student must exhibit high moral/ethical standard based on teacher and administrative recommendation

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students use virtual labs to discover key concepts of the field. These labs progress from an individual computer to more and more complex network environments. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

Principles of Artificial Intelligence (AI)

Length: ½ Year Credits: 2.5
Grade Level: 9, 10, 11, 12

This interdisciplinary course introduces students to the foundational concepts, application, and ethical considerations of artificial intelligence. Through hands-on activities, real-world applications, and project-based learning, students explore the evolution of AI, its risks and benefits, and responsible use inside and outside the classroom. Students practice prompt engineering and learn to use Generative AI and language models to research, learn, and create solutions to relevant problems. Students also learn how AI works, exploring data sets and classifiers in fun and engaging projects. The curriculum prepare students to critically engage with AI technologies, consider societal impact, and discover meaningful applications of AI in today's workforce.

Intro to Marketing I

Length: Year Credits: 2.5
Grade Level: 9, 10

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

Marketing Education II

Length: Year Credits: 2.5
Grade Level: 10, 11, 12
Prerequisite: Marketing Education I
This second year course is recommended for students who are considering majoring in Business in college. This course will prepare students for college level business curricula and introduce students to marketing related careers. Course elements include advanced marketing concepts, marketing research, branding, business to business, E-marketing and international marketing. Students will also learn team and collaboration skills, advanced computer skills and presentation skills. Students will have the unique opportunity to interact with business community members as they complete projects. Students enrolled in this class are eligible and encouraged to become members of DECA.

Marketing Education III

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

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

Marketing Education IV

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

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

EntreX: Entrepreneurship Lab

Grade Level: 11, 12 Credits: 2.5
Dual Credit: Dual credit with the University of Delaware is offered to interested students who successfully complete this course.

This honors course transforms the traditional learning environment into a dynamic explicitly engineered to equip students with essential 21st-century skills. By blending advanced academic theory with experiential learning, this course showcases university-level coursework while providing direct, hands-on exposure to innovation and value creation. Students have the unique opportunity to earn University of Delaware college credits through a distinguished Honors curriculum, giving them a decisive competitive edge in both college admissions and the global workforce.

Sports Marketing & Entertainment

Length: ½ Year
Grade Level: 9, 10, 11, 12 Credits: 2.5

Sports Marketing & Entertainment is an elective course that focuses on the business side of sports and entertainment, including music, film, and live events. Students will learn how teams, athletes, leagues, and entertainment companies promote their brands, connect with fans, and generate revenue through sponsorships, advertising, media coverage, social media, ticket sales, and event promotion. Using real-world examples, case studies, and hands-on projects, students will explore consumer behavior, branding strategies, and overall economic impact of the sports and entertainment industries. This course is designed for students who are interested in careers in business, marketing, media, or sports and entertainment.

Media Production I

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

This course provides an introduction to video production, exploring multiple aspects of content creation. Students will gain hands-on experience with professional cameras, audio recording equipment, live production systems, and the Adobe Premiere Pro editing platform. Students will produce a daily news program, commercials, short films, and a variety of other content. Additionally, students will learn to recognize the effect media has on their own perception of the world, and how to engage with media to enhance their own communication. By the end of the course, students will have a strong understanding of video production, preparing them for further study in the field of media.

Media Production II

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

This course builds upon the foundation skills learned in Media Production I, offering advanced hands-on experience in video production and content creation for social media. Students will deepen their understanding of professional editing software, cameras, and equipment through practical projects and assignments. The course will focus on developing more complex video productions. Students will work in production teams to plan, shoot, and edit these projects, gaining experience in advanced editing techniques, storytelling, and production management. In addition to video production, students will further explore the integration of social media in broadcasting. They will learn advanced strategies for creating and distributing content on social media platforms, analyzing audience engagement, and leveraging social media for promotion and audience interaction.

Filmmaking & Creative Media

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Media Production II (or teacher recommendation)

This course explores the art and craft of filmmaking, covering the principles of storytelling, cinematography, editing, and sound design. Students will learn how to use professional camera equipment and editing software to create their own short films and other creative media projects. Through hands-on projects, students will explore the stages of film production. They will learn how to develop a story idea, write a script, plan a shoot, and collaborate with actors and crew members to bring their

vision to life. By the end of the course, students will have created a portfolio of short films and gained valuable skills in storytelling and visual communication, preparing them for further study or careers in the film and media industry.

Broadcast News Production

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

Prerequisites: Media Production II (or teacher recommendation)

This course introduces students to the principles and practices of broadcast journalism, focusing on the production of news and feature stories for television, podcasting, and online platforms. Students will learn the basics of journalism ethics, news gathering, writing, and on-camera presentation. Through hands-on projects, students will develop skills in video production, editing, and storytelling. They will work individually and in teams to produce news packages, interviews, and other journalistic content. Students will also explore the world of audio storytelling through podcasts ranging from skills in audio narration, interviewing skills, and digital audio editing. Throughout the course, students will study examples of broadcast journalism, analyze news coverage, and discuss current events. They will develop a critical understanding of the media landscape and the role of journalism in society. By the end of the course, students will have a foundational knowledge of broadcast journalism and the skills to produce high-quality news content for television and online audiences.

Community Engagement Media Production

Length: Year Credits: 5
Grade Level: 12
Prerequisites: Seniors only, Media Production I and II, Filmmaking & Creative Media or Broadcast News Production (or teacher recommendation)

This independent study course empowers students to leverage their video production skills to benefit both the school and the wider community. Students will work independently or in small groups to create the school's video yearbook that captures the essence of the school year and produce content that promotes positive initiatives and events within the school and the community. Students will develop comprehensive skills in video production, including camera operation, lighting, sound recording, and editing. They will learn how to plan, shoot, and edit videos that showcase the achievements, events, and community involvement of the school. In addition to the video yearbook project, students will create content that highlights community service projects, partnerships with local organizations, and initiatives that promote social good. This content will be shared on social media platforms, such as Instagram, Youtube, Facebook, TikTok and other channels to foster engagement and promote positive change. Throughout the course, students will collaborate with school staff, community leaders, and local organizations to produce impactful and meaningful video content. They will develop valuable skills in video production, storytelling, and community engagement, preparing them for future study or careers in media production.

Computer Aided Drafting I (CAD I)

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

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

Honors Engineering I

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

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

Honors Engineering II

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Honors Engineering I

This advanced course is designed to give the students an overview of several engineering disciplines and will allow them to focus on one of interest by the end of the course. This course will prepare the students to develop a product

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

Honors Architecture I

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

This course is for students who plan to design or redesign their home, study architecture or interior design, enter a construction trade, or for anyone who enjoys designing. Its scope is to develop a general knowledge of architectural history and style, spatial relationships and design, and construction detailing. The students will design and develop a set of working drawings. They will act in the role of an architect and will choose a client and design a house using Revit, a computer aided design application. In addition to these plans, the students will learn basic building codes and principles that will be applied to their designs. Methods of learning will include class discussion, reference material, professional examples, and Computer Aided Drafting.

Honors Architecture II

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Honors Architecture I

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

Intro to Baking

Length: ½ Year Credits: 2.5
Grade Level: 9, 10, 11, 12

Students will learn the essential techniques and foundational knowledge needed to create a variety of baked goods. This hands-on semester course will cover key baking principles, including measuring ingredients accurately, understanding the role of different ingredients, and mastering fundamental baking methods. From classic cookies and muffins to cakes, pies, and breads, students will develop practical skills and build confidence in the kitchen. We will cover safe food handling practices, kitchen hygiene, and careers in the baking industry.

Intro to Culinary Arts

Length: ½ Year Credits: 2.5
Grade Level: 9, 10, 11, 12

Intro to Culinary Arts is an introduction to foods, measuring, and common cooking techniques. Topics include safety, sanitation, cooking terminology, the use of small equipment and appliances, food preparation tools, and basic cooking/baking skills. Students will explore quickbreads, yeast breads, pasta recipes, popular chicken recipes and cake decorating. Working in groups, students will prepare a variety of recipes using common cooking techniques, tools and ingredients.

Culinary Arts I

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

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

Cultural Foods

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

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

chicken, biscuits, pumpkin pie and California fusion cuisine.

Culinary Arts II

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

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

Culinary Arts III

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

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

Child Development

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

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

Advanced Child Development

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

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

Child Development Work Study

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

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

Woodworking I

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

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

Woodworking II

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

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

Woodworking III

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

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

Intro to Residential Construction

Length: ½ Year Credits: 2.5
Grade Level: 11, 12

This course is designed as an introduction to the advancing world of construction and trades. It will introduce students to the basics in woodworking and cover a number of areas in construction such as framing, electrical, painting, drywall and trim, using both emerging building materials and techniques. The major project is designing a model garage with parameters and building it to scale size. This course should prove to be an enjoyable and interesting experience with a great deal of hands-on activities and real-life problem solving. It is specifically designed for junior and senior students only that may have an interest in the trades that may not be pursuing a traditional college.

Intro to Residential/Home Maintenance and Repair

Length: ½ Year Credits: 2.5
Grade Level: 11, 12

This course prepares individuals to maintain residential structures and complete basic repairs. Students will be introduced to common tools and their applications to complete residential home repairs. Students will be exposed to basic wiring, plumbing, carpentry appliance/fixture installation. They will also learn how to maintain, diagnose, troubleshoot and preform repairs of common household items. In addition they will also learn how to maintain, diagnose, and repair lawn and garden tools. Performing vehicle maintenance will also be taught, this includes how to check fluids, change tires, and jump start the engine. Real world scenarios are a basis of this course and student questions and interests will be applied to the curriculum throughout the semester.

Social Justice

Length: Year Credits: 5
Grades: 10, 11, 12
****meets the NJ requirement for 21st Century Life and Careers**

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

Introduction to Law

Length: Semester Credits: 2.5
Grade Level: 9, 10, 11, 12

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

Law II: Juvenile Justice

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

This second year law course provides an in-depth exploration of the legal principles and issues surrounding juvenile justice and student rights. Designed for students who have successfully completed Introduction to Law, this course builds upon foundational legal knowledge by focusing on cases and topics that directly impact young people. Students will examine the juvenile justice system, including its purpose, processes, and key differences from the adult criminal justice system. Topics include juvenile delinquency, rehabilitation vs. punishment, and the role of law enforcement, courts, and correctional facilities in addressing youth crime. In addition, the course will delve into landmark student rights cases, such as those involving free speech, search and seizure in schools, and due process. Through case studies, debates, and mock trials, students will analyze the legal reasoning behind court decisions and explore the balance between individual

rights and institutional responsibilities. Critical thinking, discussion, and collaborative problem-solving are emphasized as students engage with real-world scenarios and legal challenges. By the end of the course, students will have a deeper understanding of how the law interacts with youth in society and the significance of their rights and responsibilities under the law.

***Journalism *(Dual Credit Option)**

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

***Dual credit with Salem County Community College is offered for students who successfully complete this course with a 73 or better.**

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

Honors Journalism Lab

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

This class builds on the skills started in Journalism I. Students have ownership of the school newspaper and have control over the entire process of creating *the Pioneer* – beginning with developing story ideas, to engaging in in-depth research, to evaluating and interviewing sources, to constructing well-supported articles, engaging in peer editing and the writing process, through laying out and designing pages. Students are trained on Adobe InDesign which is industry level software. Their knowledge of this program and the communication/journalistic skills my students have attained allow them to advance to leadership positions as early as their first year in college and on into their careers. Journalism Lab students are also better equipped to understand the nuances of media literacy and the ethical considerations involved in journalism. After school meetings will be required at deadline times.

ENGLISH/LANGUAGE ARTS

Course Offerings	Grade 9	Grade 10	Grade 11	Grade 12
English I	X			
CP English I	X			
Honors English I	X			
English II		X		
CP English II		X		
Honors English II		X		
English III			X	
CP English III			X	
Honors English III			X	
English IV				X
CP English IV				X
Honors English IV				X
AP Language & Composition			X	
AP Literature & Composition			X	X
Poetry/Spoken Word Workshop		X	X	X
Creative Writing Workshop		X	X	X
Shakespeare Unleashed	X	X	X	X

Please see course listings for required prerequisites.
All courses are designed to meet the New Jersey Student Learning Standards for English Language Arts
**** Summer Assignments may be required***

English I

Length: Year Credits: 5
Grade Level: 9

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

CP English I

Length: Year Credits: 5
Grade Level: 9

This course is designed to support students as they refine critical reading, writing and thinking skills. This course will expose students to various compositional techniques through the exploration of human relationships common in literature. Emphasis will be placed on thematic units that will include the study of various genres of literature through the critical approaches. Reading comprehension skills will build on critical reading skills to foster students' abilities to analyze and develop arguments about literature through a scaffolded gradual release model of instruction. Students will write in various compositional modes and will be encouraged to participate in class discussions.

Honors English I

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

This course is designed to serve the motivated and academically advanced student. This is a writing intensive course that will focus on independent assignments in addition to the regular course work. The exploration of common themes in literature will require students to read critically to develop arguments for written and oral discourse. Emphasis will be placed on a process-based approach to reading, writing, and thinking grounded in literary schools of thought called the critical approaches to literary analysis. Strong reading comprehension skills will be required to build students' repertoire of skills for critical analysis. Students will complete several analysis papers, read a variety of genres, and be required to participate in class discussions and presentations. Students will be expected to independently engage with complex readings, assignments, and assessment both inside and outside of the school day. The Honors course builds upon acquired critical reading, writing, and thinking skills with a focus on refining those skills to meet college and career place expectations of sophisticated literacy. Students are expected to enter into the Honors level course with a willingness to pursue and engage in such levels of rigor.

English II

Length: Year Credits: 5
Grade Level: 10

English II is a course designed to expose students to the exploration of literature through thematic units of study. Students will study poetry, short fiction, novels, and drama, related to themes common to the human condition. This course has a strong concentration in writing, academic and creative, while further developing an appreciation for academic study. Literary analysis writing is required in this course.

CP English II

Length: Year Credits: 5
Grade Level: 10

This course is designed to support students as they refine critical reading, writing and thinking skills. CP English II is a thematic literature course designed to engage students by addressing relevant essential questions through the exploration of various genres. Students will study poetry, short fiction, novels, and drama, while tracing themes and ideas common to the human condition. This course has a strong concentration in writing and continues to develop an appreciation of literary study. Writing literary analysis is a requirement of this course.

Honors English II

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

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

English III

Length: Year Credits: 5
Grade Level: 11

This course of study is designed to provide an appreciation and understanding of the American experience through

exploration of American literature. Various thematic units will present different perspectives on The American Dream, focusing on various, diverse experiences. This writing intensive course addresses verbal development and critical thinking skills. Research papers and group projects are completed during this course. Summer reading may be a requirement.

CP English III

Length: Year Credits: 5
Grade Level: 11

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

Honors English III

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

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

English IV

Length: Year Credits: 5
Grade Level: 12

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

CP English IV

Length: Year Credits: 5
Grade Level: 12

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

Honors English IV

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

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

British Isles. Students will be expected to work independently as well as collaboratively. Students will be expected to engage in effective discourse throughout the year, while developing metacognitive reflections in their journals or portfolios. Independent reading assignments will be incorporated through the year. Students will be expected to independently engage with complex readings, assignments, and assessment both inside and outside of the school day. The Honors course builds upon acquired critical reading, writing, and thinking skills with a focus on refining those skills to meet college and career place expectations of sophisticated literacy. Students are expected to enter into the Honors level course with a willingness to pursue and engage in such levels of rigor.

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

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

***Dual credit with Camden County College is offered for students who successfully pass this course. The grade reported on the report card is the grade that will appear on the CCC transcript.**

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

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

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

***Dual credit with Camden County College is offered for students who successfully pass this course. The grade reported on the report card is the grade that will appear on the CCC transcript.**

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

Poetry/Spoken Word Workshop

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

Poetry/Spoken Word Workshop is an elective course designed to immerse students in the experience of reading/writing/performing poetry. Students will learn foundational techniques of poetry-writing and spoken word by exploring form, texture, tone, and theme in contemporary poetry, while also investigating and responding to important literary movements. The course is writing intensive and classes meet in a seminar format to encourage the development of self and peer evaluation and cooperation. Its goal is to foster a deeper engagement with poetry writing and reading, and to investigate the elements of poetry as performance. Therefore active participation is essential and writing toward publication is expected. Performance, however, though encouraged, is not necessarily required.

Creative Writing Workshop

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

This course is designed as a rigorous writing experience for students to develop their skills in writing and to understand the purpose of writing as not only a form of expression, but as an entertainment medium. This course allows students the opportunity within their high school career to develop as creative and analytical writers and to find their creative voice by exploring various forms of creative writing, which include the novel, poetry, short story, and creative nonfiction.

Shakespeare Unleashed

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

This isn't your traditional English elective class! Dive into the timeless works of William Shakespeare through creativity, performance, and modern reimaginings! This course brings the Bard's words to life for today's students through engaging projects, visuals, and discussions. From crafting sonnets to analyzing blockbuster films, students will explore Shakespeare in ways that feel fresh, relevant, and exciting. Students will create a visual timeline of Shakespeare's life and works, take a virtual tour of the Globe, learn Elizabethan language by engaging in a hilarious "insult-off" with peers, perform key scenes as Shakespeare's iconic characters, create comic books, write

modern-day raps, and debate heroes vs villains. Deconstruct the myth of Shakespeare, and celebrate the works of the world's greatest living playwright (who happens to have been dead for 400 years). "All the world's a stage, and YOU are the star of this course."

Comprehensive Health, Safety and Physical Education

Course Offerings	Grade 9	Grade 10	Grade 11	Grade 12
Physical Education/Health	X	X	X	X
Strength & Performance		X	X	X

Physical Education Co-ed

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

These courses will consist of comprehensive games and skill programs. Students will participate in team games, informal games, and recreational activities that have carry over value in adult life. Activities included are soccer, speedball, flag football, yoga, spinning, walking for fitness, volleyball, basketball, pickleball, badminton, floor hockey, tennis, aerobics, softball, and lacrosse. In addition to the identified activities, ongoing fitness, conditioning, and weight training will occur throughout the course. Emphasis will be placed on student effort, leading to skill improvement.

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

- Preparation: including appropriate attire for physical education
- Performance and Participation
- Attitude and Effort
- Performance on assessments related to activities

Health 9

Length: One Marking Period
Grade Level: 9

Students will study emotional health, personal growth and development, and social and sexual health. Topics in this course will be presented with the perspective of the students as adolescents beginning the transition into young adulthood.

Health 10

Length: One Marking Period
Grade Level: 10

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

Health 11

Length: One Marking Period
Grade Level: 11

Students will study CPR and AED as well as the theory and skills of basic First Aid and how to respond to emergencies. The prevention of HIV/HepatitisC, drug and alcohol use/abuse, and cardiovascular disease are also topics addressed.

Health 12

Length: One Marking Period
Grade Level: 12

Students will study topics relating to the transition to adulthood to prepare them to face life's challenges in a healthy way. Personal safety while living independently, safe and healthy social media usage, consent and sexual assault, alcohol and drug abuse, how to find reliable health information and health insurance basics will be covered. Students will also review STDs and contraception choices as well as cancer early detection methods. There will also be information provided about the importance of self-care to reduce stress, depression and the risk of suicide and eating disorders.

Strength & Performance

Length: 1 Year
Grade Level: 10, 11, 12

This course is an achievement-based physical activity course designed to meet the needs of the motivated student. Through their active participation in this course, the student will be introduced to and be given the opportunity to practice basic movement patterns on a consistent basis. The basic movement patterns are; the squat, hinge, lunge, push, pull, carry, brace, jump, land, throw and sprint. During the process, the student will increase their capacity across the eleven components of fitness while improving their general physical preparedness. This course also offers the student an-in-depth opportunity to learn various strength and performance concepts, assisting each in acquiring the necessary life skills to improve their long-term physical development. Through their active participation in this course, each student should expect to see significant increases in strength and power, building the foundation for future development that increases their physical capacity while reducing the risk of injury. This course is suitable for any student: one who is new to strength training and is eager to learn about it; in-season and out-of-season student-athletes, and/or any student that wants to improve his or her health and wellness during the school day. This course is an elective course taken in addition to the state-required Health & Physical Education courses.

MATHEMATICS

Course Offerings	Grade 9	Grade 10	Grade 11	Grade 12
Foundations of Algebra	X			
Algebra I		X		
CP Algebra I	X			
Honors Algebra I	X			
Geometry		X	X	X
CP Geometry	X	X	X	X
Honors Geometry	X	X	X	
Algebra II			X	X
CP Algebra II	X	X	X	X
Honors Algebra II	X	X	X	X
CP Precalculus		X	X	X
Honors Precalculus		X	X	X
Honors Calculus			X	X
AP Calculus AB			X	X
AP Calculus BC				X
Foundations of College Mathematics				X
CP Statistics			X	X
Honors Statistics			X	X
AP Statistics			X	X
Please see course listings for descriptions and required prerequisites. All courses are designed to meet the New Jersey Student Learning Standards in Mathematics.				

In courses where calculators are used, the calculator is provided by the district or can be purchased by parents and used throughout high school and college mathematics courses.

Foundations of Algebra

Length: Year Credits: 5
Grade level: 9

Foundations of Algebra is a yearlong course that serves as the first half of Algebra I for students who benefit from more time with mathematical concepts. Topics include: algebraic expressions, proportional reasoning and percents, linear equations and inequalities, graphing linear functions, order of operations, and a system of equations. Students will use graphing calculators and hands-on activities to gain an understanding of fundamental algebraic concepts and the knowledge required for Algebra I.

Algebra I

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

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

CP Algebra I

Length: Year Credits: 5
Grade Level: 9

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

Honors Algebra I

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

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

Geometry

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

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

CP Geometry

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

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

Honors Geometry

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

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

Algebra II

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

Algebra II, like CP Algebra II, is designed to reinforce and extend the content primarily studied in Algebra I, including: systems of equations and inequalities, quadratic, polynomial, radical, rational, exponential, and logarithmic functions. Real world situations are modeled using graphs, tables, and algebraic descriptions. The Algebra II course provides additional supports and reinforcement in organization and the fundamentals. This course is designed to provide further development of the logic, reasoning, and problem-solving needed to be prepared for a career or access to college. Algebra II, unlike Advanced Algebra II, does not fulfill the prerequisite requirement for Advanced Pre-Calculus.

CP Algebra II

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

This course is designed to reinforce and extend the content primarily studied in Advanced Algebra I, including: systems of equations and inequalities, quadratic, polynomial, radical, rational, exponential, and logarithmic functions. Real world situations are modeled using graphs, tables and algebraic descriptions, and provide further development of students' logic and reasoning in problem-solving. A graphing calculator (TI-84) is used extensively in this course.

Honors Algebra II

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

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

CP Pre-Calculus

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

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

Honors Pre-Calculus

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

This challenging course will prepare students for success in Calculus. Students will participate in a rigorous approach to the following topics: relations and functions, systems of equations, polynomial division and the rational root theorem, polynomial inequalities, as well as trigonometric functions, proofs, graphs, and equations. The expectation is that students in this course are mathematically sophisticated, and capable of maintaining a high level of academic independence. Students will be expected to maintain a brisk pace with a challenging curriculum. The problems used emphasize logical reasoning and the applications of the mathematical content. A graphing calculator (TI-84) is used extensively in this course.

Honors Calculus

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

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

*AP Calculus AB *(Dual Credit Option)*

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisites: Honors Precalculus
Dual credit with Salem County Community College is offered for students who successfully complete this course with a 73 or better.

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

*AP Calculus BC *(Dual Credit Option)*

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

Dual credit with Salem County Community College is offered for students who successfully complete this course with a 73 or better.
In addition to a review of Calculus AB material, students will study integration by parts and partial fractions, improper integrals, Euler's method, logistic differential equations, L'Hopital's Rule, polynomial approximations and series, and the analysis of planar curves given in polar parametric and vector form. Students are encouraged to

take the AP Calculus Exam. A graphing calculator (TI-84) is recommended for this course.

Foundations of College Mathematics

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

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

CP Statistics

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Algebra 2

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

*Honors Statistics *(Dual Credit Option)*

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

Dual credit with Salem County Community College is offered for students who successfully complete this course with a 73 or better.

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

*AP Statistics *(Dual Credit Option)*

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

Dual credit with Salem County Community College is offered for students who successfully complete this course with a 73 or better.
This rigorous college-level course provides an in-depth study of statistics for highly motivated students. Students are introduced to the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. This course will cover all of the topics included in Honors Statistics, but at a greater pace and with more depth. Students are encouraged to take the AP Exam in May. A graphing calculator (TI-84) is used regularly in this course. Students will complete a large-scale inferential statistics project after the AP Exam.

SCIENCE

Course Offerings	Grade 9	Grade 10	Grade 11	Grade 12
AP Science Offerings				
AP Biology			X	X
AP Chemistry			X	X
AP Environmental Science			X	X
AP Physics C: Calculus-Based			X	X
Chemistry Offerings				
Chemistry		X	X	X
CP Chemistry		X	X	X
Honors Chemistry		X	X	X
Environmental Science Offerings				
CP Environmental Science		X	X	X
Life Science Offerings				
Biology	X			
CP Biology	X			
Honors Biology	X			
**Anatomy & Physiology I		X	X	X
**Honors Anatomy & Physiology II			X	X
Applied Human Science *(NEW)*				X
Forensics			X	X
Physics Offerings				
CP Physics		X	X	X
Honors Physics		X	X	X

Please review course descriptions for required prerequisites. All courses are designed to meet the NJ Student Learning Standards. AP courses are designed to meet the College Board Standards.

Note: This course requires dissection to be completed in the laboratory setting. According to New Jersey State Law (C18A:35-4.24 & 18A:35-4.25), Students who are not willing and/or able to dissect may choose to opt-out of dissection. Alternative assignments/assessments will be provided.

CP Physics

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: CP Algebra I or Honors Algebra I, CP/Honors Chemistry may be taken concurrently.

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

Honors Physics

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: CP Geometry or Honors Geometry, or recommendation from science teacher, Honors Chemistry may be taken concurrently.

This is a laboratory science course that incorporates advanced mathematical applications, relying on multiple representations to describe the physical world and more extensive algebraic representations. The appropriate NJ Student Learning Standards will be addressed to raise the level of student discourse and develop essential scientific reasoning skills. This physics course will explore the concept of energy. The course will address the topics in mechanics, electromagnetism, and waves using an increased level of mathematical complexity and reduction of in-class guided practice.

Biology

Length: Year Credits: 5
Grade Level: 9
Prerequisite: Science 8

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

CP Biology

Length: Year Credits: 5
Grade Level: 9
Prerequisite: Science 8

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

Honors Biology

Length: Year Credits: 5
Grade Level: 9

This accelerated course prepares students for college-level biology and AP biology. With in class labs, students engage in inquiry-based learning through in-class investigations, data analysis and experiments. Emphasis is placed on scientific reasoning, investigations and problem-solving. Major units include Cell Biology, Biochemistry, Cellular Energy, Genetics, Evolution and Ecology.

*AP Biology * (Dual Credit Option)*

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

Dual credit with Salem County Community College is offered for students who successfully complete this course with a 73 or better.

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

CP Environmental Science

Length: Year Credit: 5
Grade Level: 10, 11, 12
Prerequisites: Biology

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

Chemistry

Length: Year
Grade Level: 10, 11, 12
Prerequisite: Biology

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

CP Chemistry

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

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

Honors Chemistry

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Honors Biology and Honors Geometry (honors geometry may be taken concurrently)

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

*AP Chemistry *(Dual Credit Option)*

Length: Year Credits: 6
Grade Level: 11, 12
Prerequisites: Honors Chemistry, Honors/CP Pre-Calculus (may be taken concurrently)

Dual credit with Camden County Community College is offered for students who successfully pass the course. The grade reported on the report card is the grade that will appear on the CCC transcript.

The AP Chemistry course is designed to be the equivalent of an introductory college course. The course will contribute to the development of the students' ability to express ideas with clarity and logic, both orally and in writing. Topics such as acids and bases, kinetic theory of gases, chemical equilibria, chemical kinetics, thermochemistry, and the basic concepts of electrochemistry are studied in depth. The advanced work in Honors Chemistry will serve as a foundation for all AP Chemistry coursework. Students are encouraged to take the AP exam.

AP Environmental Science

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

Dual credit with Salem County Community College is offered for students who successfully complete this course with a 73 or better.

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

*AP Physics C *(Dual Credit Option)*

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

Dual credit with Salem County Community College is offered for students who successfully complete this course with a 73 or better.

Two semesters of Physics are studied – (1) Mechanics and (2) Electricity & Magnetism. This calculus based course is intended for students who have an interest in physical science and who intend to continue postgraduate study in a particular area of physical science: physics and/or engineering. This course meets the qualifications as a unit requirement for most colleges and universities. It is highly recommended for students interested in pursuing physics and/or engineering programs. Topics studied for the first semester include: Kinematics, Newton's Laws of Motion, Work Energy and Power, Momentum, Rotational Motion, Oscillations, and Gravitation. While in the second semester students will study Electrostatics; Conductors, Capacitors, and Dielectrics; Electric Circuits; Magnetic Fields; and Electromagnetism. Students will be expected to work at a college level in the independently structured course, and

will demonstrate their understanding through exams, open-ended labs, class discussions, problem solving, and projects. A calculus background is required, and AP Calculus or Honors Calculus may be taken concurrently. Students are strongly encouraged to take at least one of the AP Physics C examinations. Students who pass both exams may receive credits for two semesters of Physics in college.

Anatomy & Physiology I

Length: Year Credits: 5
Grade Levels: 10, 11, 12
Prerequisite or Co-requisite: CP Biology OR Honors Biology

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

*Honors Anatomy & Physiology II *(Dual Credit Option with Anatomy & Physiology I))*

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Anatomy and Physiology I

Dual credit with Salem County Community College is offered for students who successfully complete this course with a 73 or better.

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

Forensics

Length: Year Credits: 5
Grade Level: 11, 12
Prerequisite: Biology, Chemistry, and Algebra II

Forensics encompasses many science disciplines as they are used to support the legal system. In this inquiry-based course, students will be asked to read, research, hypothesize, interview, compute and use deductive reasoning to propose crime solutions. Students will learn about many different types of physical evidence as well as procedures for evidence documentation and collection. Each type of evidence will be a unit to explore topics within the forensic disciplines of crime scene documentation, such as: fingerprints, blood type, blood splatter, toxicology, document analysis, hair and fibers, trace evidence, and ballistic evidence. Through scientific reasoning and critical thinking, students will evaluate the use of scientific principles as they apply to criminalistics and other life situations.

Applied Human Science

Length: Year Credits: 5
Grade Level: 12
Prerequisite: Anatomy & Physiology I, Anatomy and Physiology II concurrently

This interdisciplinary course explores the intersection of the human body and the cutting-edge sciences that sustain, enhance, and manipulate it. Students will investigate how microbiology (the study of microscopic life) and pharmacology (the study of drug action) interact with human physiology, while examining how bioengineering provides modern solutions to medical challenges. Central to the curriculum is bioethics, where students will debate the moral and legal implications of emerging technologies like CRISPR gene editing, clinical trials, and the use of organs from other animals. Students will complete a research assignment at the end of the year.

SOCIAL STUDIES

Course Offerings	Grade 9	Grade 10	Grade 11	Grade 12
World History	X			
CP World History	X			
Honors World History	X			
AP World History: Modern	X	X	X	X
United States History I		X		
CP United States History I		X		
Honors United States History I		X		
AP United States History I		X		
United States History II			X	
CP United States History II			X	
Honors United States History II			X	
AP United States History II			X	
Honors Economics		X	X	X
Sociology of Criminal Behavior and Social Control			X	X
AP US Government & Politics			X	X
Contemporary America Through Film				X
CP Psychology				X
AP Psychology				X
AP Microeconomics			X	X
AP Macroeconomics			X	X

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

World History

Length: Year Credits: 5
Grade Level: 9

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

CP World History

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

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

Honors World History

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

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

AP World History: Modern (Dual Credit Option)

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisites for grade 9: High final grade average in both Social Studies 8 and ELA 8 exceeding expectations on local and state assessments; teacher recommendation from current Social Studies teacher

Prerequisite for Grades 10-12: Prior achievement in Honors Social Studies

***Dual credit with Salem County Community College is offered for students who successfully complete this course with a 73 or better.**

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

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

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

United States History I

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

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

CP United States History I

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

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

students of high academic ability, emphasizing concepts and trends, as well as facts. Challenging assignments are designed to develop writing and reading skills in preparation for college.

Honors United States History I

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

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

United States History II

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

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

CP United States History II

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

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

Honors United States History II (Dual Credit Option)

Length: Year Credits: 5
Grade Level: 11
Prerequisites: Honors US History I or prior achievement in CP US History I. Concurrent enrollment, with strong grades, in Honors/AP English is recommended.

***Dual credit with Camden County Community College is offered for students who successfully pass this course. The grade reported on the report card is the grade that will appear on the CCC transcript.**

The content and time periods examined are the same as described in Advanced United States History II, but the instructional pace is more rigorous and is designed to better prepare students for college. This course is for students of high academic ability, emphasizing concepts and trends, as well as facts. Challenging assignments are designed to develop writing and reading skills. Due to the rigorous nature of the course, it is strongly recommended that students concurrently take Honors or AP English in order to reinforce the superior reading comprehension and writing skills needed to find success in this course.

**AP United States History I*

Length: Year Credits: 5
Grade Level: 10
Prerequisites: Strong grades in Honors/AP World History and teacher recommendation. Concurrent enrollment, with strong grades, in Honors/AP English is recommended.

AP US History I is the beginning of a challenging two year program that is designed to be equivalent to a college course. AP US History I examines historical events from the early colonization of North America to the close of the frontier in 1890. The course is designed to help students to think like historians. They will develop skills in critical thinking, analysis of historical evidence. Students will be asked to respond to sophisticated questions about the past and relate these questions to larger patterns and trends, with an emphasis on cause and effect and change over time. Students will learn to draw informed conclusions and to present reasons and evidence clearly and persuasively. Students will need to demonstrate strong time management skills, and responsibility for the content of assigned readings to be discussed in class.

**AP United States History II (Dual Credit Option)*

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

***Dual credit with Camden County Community College is offered for students who successfully pass this course. The grade reported on the report card is the grade that will appear on the CCC transcript.**

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

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

Honors Economics

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Prior achievement in Honors Social Studies with a minimum grade of 85 or higher.

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

Sociology of Criminal Behavior and Social Control

Length: Semester Credits: 2.5
Grade Level: 11, 12

Sociology of Criminal Behavior and Social Control introduces students to the foundations of the American justice system through a sociological lens, examining how societies define, respond to, and prevent criminal behavior. Students will explore the structure and functions of the justice system, including distinctions between juvenile and adult processes, categories of criminal actions, and the role of institutions such as law enforcement, courts, and corrections. Through case studies, media analysis, and real-world examples, learners investigate the social, psychological, and environmental factors that influence criminal behavior, as well as the systems of social control designed to maintain order and promote public safety.
Note: This course will only be offered if scheduling allows based on the number of AP Psychology sections needed.

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

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

***Dual credit with Camden County College is offered for students who successfully pass this course. The grade reported on the report card is the grade that will appear on the CCC transcript.**

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

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

Contemporary America Through Film

Length: Year Credits: 5
Grade Level: 12

This course is designed as a thematic approach to significant themes in contemporary US History by using films as cultural artifacts and historical instruments to examine various significant events, people, and trends. Students will critically analyze each film in order to determine historical accuracy, bias, and cultural impact while also recognizing storytelling elements featured in films. Emphasis is placed on political movements, leaders, national and international conflicts and their resolutions, and social issues such as ideas about rights and equality and the changing structures of gender, class, and race. Throughout the year, students will be expected to work collaboratively, conduct research, analyze primary and secondary sources, and present findings regarding specific events that illustrate microcosms of broader social, cultural, political, economic, and environmental themes. As a communication intensive subject, students will be expected to engage intensively with the material through frequent oral and written exercises of film and historical analysis. **Students will also be required to view and discuss controversial and sometimes sensitive topics associated with contemporary US history and its dramatic interpretations.**

CP Psychology

Length: Year Credits: 5
Grade Level: 12

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

*AP Psychology * (Dual Credit Option)*

Length: Year Credits: 5
Grades Level: 12

***Dual credit with Camden County College is offered for students who successfully pass this course. The grade reported on the report card is the grade that will appear on the CCC transcript.**

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

AP Microeconomics (Dual Credit Option)

Length: Semester Credits: 2.5
Grade Level: 11, 12
Prerequisites: Algebra I

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

This semester course is delivered in an online, self-paced format in a learning lab classroom at Clearview.

AP Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy.

AP Macroeconomics (Dual Credit Option)

Length: Semester Credits: 2.5
Grade Level: 11, 12
Prerequisites: Algebra II

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

This semester course is delivered in an online, self-paced format in a learning lab classroom at Clearview.

AP Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production.

VISUAL & PERFORMING ARTS

Course Offerings	Grade 9	Grade 10	Grade 11	Grade 12
Art I: Introduction to 3D Art *(NEW)*	X	X	X	X
Art I	X	X	X	X
Digital Art and Design		X	X	X
Art II		X	X	X
Honors Art III			X	X
AP Art & Design				X
View Singers	X	X	X	X
Concert Choir	X	X	X	X
Honors Vocale Ensemble	X	X	X	X
Symphonic Band	X	X	X	X
Wind Symphony	X	X	X	X
Honors Wind Ensemble	X	X	X	X
Music Theory		X	X	X
AP Music Theory			X	X
Intro to Guitar	X	X	X	X
Guitar Seminar		X	X	X
Foundations in Dramatics & Theater	X	X	X	X
Foundations in Dramatics & Theater Lab		X	X	X
Music Production & Composition	X	X	X	X
Singing for the Actor	X	X	X	X

All Visual and Performing Arts courses follow the NJ Student Learning Standards for Visual and Performing Arts.

Please see course listings for descriptions and required prerequisites.

Art I: Introduction to 3D Art

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

This introductory course offers students the opportunity to explore three-dimensional art through hands-on creative experiences. Students will learn fundamental sculptural techniques while working with a variety of materials such as clay, wire, plaster, cardboard, and found objects. Emphasis is placed on design principles, craftsmanship, and creative problem-solving as students develop their ability to think and construct in 3D form. Projects introduce additive, subtractive, and assemblage methods, as well as surface finishing and presentation skills. Through individual and collaborative work, students will gain confidence in expressing ideas through sculpture while building a strong foundation for future studio art courses.

Art I

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

Art I is an introductory level course designed for any student wishing to fulfill the NJ state requirement for Visual Art, as well as students who intend to continue taking additional art courses throughout high school and beyond. Students will create a wide range of 2-D and 3-D media through the development and application of both traditional and contemporary skills, processes, and techniques. Students will gain a strong foundation in the elements of art and principles of design, color theory, aesthetics and critique, and art history, while exploring different approaches to art-making, including drawing, painting, ceramics, sculpture, printmaking, collage, and illustration.

Digital Art and Design

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

Prerequisite: Art I OR Intro to Art OR Technology I OR CAD I OR Media I

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

Art II

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

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

Honors Art III

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

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

AP Art & Design

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

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

expected to work extensively outside of the classroom in order to complete the portfolio.

View Singers

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

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

Concert Choir

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

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

Honors Vocale Ensemble

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

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

Symphonic Band

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

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

Wind Symphony

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

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

perform at numerous extracurricular events throughout the school year, both during and outside the school day.

Honors Wind Ensemble

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

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

Music Theory

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

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

AP Music Theory

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

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

Introduction to Guitar

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

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

Guitar Seminar

Length: Year Credits: 5
Grade Level: 10, 11, 12
Pre-requisite: Introduction to Guitar

This course is designed for intermediate to advanced guitarists who have already taken Into to Guitar as a prerequisite. Students will expand on all of the techniques, chords, scales, and repertoire learned in Intro to Guitar, as well as focus heavily on performing with other. Guitar Seminar will allow students to form duos, trios, and quartets in order to perform selected ensemble repertoire. And finally, students will learn professional stage, studio, and rehearsal techniques to prepare them for live performance opportunities.

Foundations in Dramatics & Theater

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

In this performance-based course, students will be introduced to the fundamentals of the theater experience. The course begins by giving students a comprehensive background and experience in speech, voice and diction. Through further exercises, students learn the skills needed to develop carefully controlled and well-coordinated movements and practice the basic movements involved in live dramatic presentations. Students will also be introduced to technical theater aspects including stagecraft, make-up, history and play production. No previous experience is required.

Foundations in Dramatics & Theater Lab

Length: Year Credits: 5
Grade Level: 10, 11, 12
Prerequisite: Foundations in Dramatics & Theater

Foundations in Dramatics & Theater Lab is a continuation of Foundations of Dramatics and Theater band is designed for students with a genuine interest in theater. Topics include advanced stage movement, voice and diction development, audition techniques, and character analysis. Students will also study aspects of technical theater production including construction of scenery/props, lighting, costume and other design techniques. Performance work consists of memorized monologues, duets, and one act plays.

Music Production & Composition

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

This course explores the art of scoring for film, TV, and video games, as well as writing and producing popular music. Students will learn how to create compelling film and video game soundtracks, make beats, develop musical themes, and master production techniques using modern software. No formal music training is required – just a passion for music and storytelling. Through hands-on projects and expert guidance, you'll gain the skills to compose music for visual media, produce chart-topping tracks, and create immersive soundscapes for interactive experiences.

Singing for the Actor

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

This course is designed to introduce aspiring actors with the principles of singing specifically tailored for musical theatre. Students will gain knowledge and practical experience in vocal exercises, warm-up routines, correct breathing techniques, and vocal support. Furthermore, students will delve into song structure analysis, music notation reading, and the performance of songs within the context of different musical theatre genres. By the end of the course, students will have a repertoire of many different contrasting musical theatre pieces they can perform.

WORLD LANGUAGES

Course Offerings	Grade 9	Grade 10	Grade 11	Grade 12
Spanish Conversation & Culture			X	X
Spanish I	X	X	X	X
CP Spanish I	X	X	X	X
Spanish II		X	X	X
CP Spanish II	X	X	X	X
CP Spanish III		X	X	X
Honors Spanish III		X	X	X
Honors Spanish IV			X	X
CP French I	X	X	X	X
CP French II	X	X	X	X
Honors French III		X	X	X
Honors French IV			X	X
CP German I	X	X	X	X
CP German II	X	X	X	X
Honors German III		X	X	X
Honors German IV			X	X

Please see course listings for descriptions and required prerequisites.

CP French I

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

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

CP French II

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

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

Honors French III

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

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

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

Honors French IV

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

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

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

CP German I

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

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

CP German II

Length: Year Credits: 5
Grade Level: 9, 10, 11, 12
Prerequisite: CP German I

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

Honors German III

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

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

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

Honors German IV

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

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

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

Spanish Conversation & Culture

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

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

Spanish I

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

In this course, primary emphasis will be placed on the listening and speaking skills of language learning, with reading and writing experiences to be developed as the course progresses. The life-style, customs, and traditions of the many different Spanish-speaking cultures will be experienced.

CP Spanish I

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

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

Spanish II

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

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

CP Spanish II

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

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

CP Spanish III

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

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

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

Honors Spanish III

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

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

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

Honors Spanish IV

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

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

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

Clearview Regional Middle School

Program of Studies



2026/ 2027

PROGRAM PHILOSOPHY

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

GRADES

It is the philosophy of the Clearview Regional School District that all students should be challenged to work at the most advanced academic level at which they can meet success. Report cards are issued three times per year in addition to interim progress reports. Grades are reported on a 100 point scale.

90-100 = A
80-89 = B
70-79 = C
65-69 = D
64 and below = F

TRANSITIONING TO HIGH SCHOOL

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

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

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

COUNSELING SERVICES

Counselors offer many services for assisting pupils to adjust to the school's organization, plan of studies, and program of activities. School counselors provide academic, social/emotional, and career counseling services. A carefully planned system of individual and group school counseling activities by counselors and teachers has been established so that each pupil receives what he or she needs to be successful in the school environment. Counselors help students plan their program of study, guiding them to choose what is best suited for their individual interests, and abilities. Students should feel comfortable turning to their counselors for information and help concerning personal and school concerns, choice of courses, and career planning.

SCHEDULING ASSISTANCE (856)-223-2751
Middle School Counseling Office

Director: Jennine Donnelly

Counselors: Sherin Blose
Ciera Spady
Michael Zappala

Department Coordinators:

Business/Media/FACS	Michael Holm
English/Social Studies	Diane Bernstein
Health, Safety and Physical Ed.	Stephen Asay
Math/Science	Cheryl Catts
Special Education	Kathleen Firkser
STEM/Computer Science	Michael Holm
Visual and Performing Arts	Salvatore Ranger
World Language	Stacy Anuszewski

SPECIAL EDUCATION

Individualized Educational Programs

The middle School Special Education Program provides a number of classroom programs designed to meet the individual needs of classified students. Instruction is delivered to accommodate the learning styles of the students and includes other supports and services that will make the student successful. Each child's individual needs are discussed as part of the Individual Education Plan process conducted every year with parents. Further information concerning special needs students and specific programs are available through the Director of Special Services at (856)223-2770.

ACADEMIC SUPPORT

The courses listed in this section are designed to provide academic advancement to students in one or more area: English Language Arts, Math, and/or college readiness. Students are recommended for these courses by the district and school staff based on a variety of factors including skills proficiency on the New Jersey Student Learning Standards, course grades, and staff recommendations. Courses listed in this section are not available to all students. Parents and students will receive communication regarding their placement or eligibility prior to the school year.

Academic Enrichment

Length: Year

Grade Level: 8

Pre-requisites: District recommendation

In this course, selected students will work at their own pace using an online curriculum designed to improve their skills in English Language Arts and/or Math. Students will receive targeted skills practice, review, re-teaching, and

advancement via the online curriculum under the direction of a Clearview teacher during the school day. The goal of this course is to provide academic enrichment to students in order to meet or exceed the NJ Student Learning Standards.

Study Skills 7

Length: Year

Grade Level: 7

Pre-requisites: District recommendation

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

Read 180

Length: Year

Grade Level: 7-8

Pre-requisites: District recommendation

READ 180 is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development. READ 180 is delivered in whole-group instruction, with three small-group rotations, and then a whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading. READ 180 is delivered in whole-group instruction, with three small-group rotations, and then a whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading.

PROMOTION PROCEDURES GRADES SEVEN AND EIGHT

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

ENGLISH/LANGUAGE ARTS

English Language Arts Seven

ELA 7 is designed to expand and refine the reading and writing skills of all students through an integrated approach to language arts. Through the careful analysis of selected texts, students will develop strategies to become confident and thoughtful readers. ELA 7 will also enable students to become proficient at interactions with text, to make inferences about what they read, and to monitor their own comprehension. Students will critically read both informational and literary texts, through a study of story elements, author's purpose, theme, point of view, and the use of literary devices as a tool to enhance comprehension. Students will be engaged in writing as both a response to and an analysis of the readings. In addition, students will compile writings that include narrative, expository, persuasive and speculative tasks. Grammar, usage, vocabulary, sentence structure, and spelling will be taught within the context of writing. This course is aligned with the New Jersey Student Learning Standards.

Honors English Language Arts Seven

Prerequisite: Students must meet the majority of the following indicators: Exceeding expectations on state and/local assessment scores, teacher recommendation, work ethic and writing skills scores, high overall achievement in ELA 6.

Honors ELA7 is designed to be a rigorous and challenging academic course. The goal is to take students' potential and offer higher level skills that will enable them to perform at advanced levels in both reading and writing. Students should expect to be challenged in traditional and new ways and will have higher independent performance expectations. This course requires more reading and writing than the ELA 7 course that most students take. The course requires graded discourse. Through close reading of selected texts, students will be challenged to think critically and respond analytically to both nonfiction and fiction texts in multiple genres. Students will also compile writings that include narrative, expository, persuasive and speculative tasks. Grammar, usage, vocabulary, sentence structure, and spelling will be taught in the context of writing. Students will be challenged to use technology as a means of research and digital collaboration throughout the year. This course is aligned with the New Jersey Student Learning Standards.

English Language Arts Eight

The ELA 8 curriculum is designed to expose students to grade specific ELA skills through selected works of literature and specific writing tasks. Students will gain a stronger command of their individual style through expository, argumentative and narrative writing assignments. The writing skills addressed in English Language Arts 8 include all the specific aspects that

collectively contribute to a skilled demonstration of the writing craft: organization, ideas, voice, sentence fluency, word choice, conventions and presentation. Students expand their vocabulary through a study anchored by Greek and Latin roots. The course as a whole is intended to prepare students for the rigor of the high school curriculum. This course is aligned with the New Jersey Student Learning Standards.

Honors English Language Arts Eight

Prerequisite: Students must meet the majority of the following indicators: Exceeding expectations on state and/local assessment scores, teacher recommendation, work ethic and writing skills scores, high overall achievement in ELA 7.

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

HEALTH, SAFETY, AND PHYSICAL EDUCATION

Health Seven

The 7th grade health education course focuses on how to promote a healthy lifestyle by practicing healthy behaviors. The students will analyze health products and services to gain a better understanding of the influence these services have on wellness. The effects of external factors such as alcohol, vaping, tobacco, and other drugs will be examined as well as the legal and financial consequences of taking part in unhealthy behaviors. Students will gain the skills necessary to examine the short and long-term effects of their decisions. They will understand that taking part in certain behaviors can have consequences that affect long-term goals. Students will also understand the strategies available to deal with stress, conflict, crisis, and change. Students will learn how to determine when it is necessary to seek assistance from a health professional and will look for ways they can advocate to improve health concerns. This course meets the requirements of the 2020 New Jersey Student Learning Standards in Health and is guided by the National Standards for Health Education. To remain partners in the educational process, a list of topics taught in Health 7 will be provided to students and parents prior to the start of instruction.

Health Eight

The 8th grade health course is designed to give students the opportunity to examine the importance of lifetime wellness. Students will analyze factors that both support and hinder the achievement of personal health goals throughout the stages of life. Students will examine the efforts of organizations to prevent and control disease and health conditions. Students will learn to analyze various health concerns to determine how they can live healthier lives, and how they can positively impact the health of others. An examination of the impact that community and groups can have on individuals will allow students to plan and implement ways to promote health. Through skills-based activities, students will not only understand the short-term and long-term effects of various drugs, but they will also gain an understanding of the cycle of addiction and dependency. Students will be able to discuss the effect that a person's health issues can have on those around them and will be able to summarize some intervention strategies that friends and family members can assist those in need. 8th grade students will examine the characteristics of a healthy relationship and will discuss the various types of relationships that exist, as well as cultural stereotypes. Students will learn the role of practicing healthy behaviors in an effort to prevent disease and unintended health outcomes. This course meets the requirements of the 2020 New Jersey Student Learning Standards in Health and is guided by the National Standards for Health Education. To remain partners in the educational process, a list of topics taught in a Health 8 will be provided to students and parents prior to the start of instruction.

Physical Education Seven and Eight

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

MATHEMATICS

Math Seven

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

Pre-Algebra 7

Pre-requisites: Students must meet the majority of the following indicators: Meeting Expectations on state and/or local assessments, teacher recommendations, work ethic and mathematical practices scores, overall achievement in 6th grade math.

This course is designed for students to accelerate through all of the regular Math Seven course content to gain exposure to more advanced levels of algebraic instruction. Students will engage in the same activities as the regular grade seven course, but with more challenging material and a faster pace to promote greater independent mastery of advanced levels of algebraic and mathematical study. Additionally, students will be challenged to extend their knowledge of mathematical principles utilizing graphical, spatial, logical and algebraic modeling skills in order to infer, differentiate and apply mathematical relationships. The pace of the course assumes mastery with numerical computational fluency, as well as proficiency in applying computational rules to expressions and equations. This course is aligned to the New Jersey Student Learning Standards for grade 7 mathematics.

Math Eight

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

This course is a continuation of the study of numerical systems, expressions and equations, functions both linear and nonlinear, geometry, statistics and probability. Students will make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, and model with mathematics. The content is presented using a problem-solving approach designed to develop critical thinking skills while embedding the mathematical processes into their learning. Practice of basic skills is ongoing through a variety of routines and activities. Activities explore a wide variety of content with opportunities to make connections between mathematical concepts. This course is based on the New Jersey Student Learning Standards for grade 8 Mathematics.

Pre-Algebra 8

Pre-requisites: Students must meet the majority of the following indicators: Meeting Expectations on state and/or local assessments, teacher recommendations, work ethic and mathematical practices scores, overall achievement in 7th grade math.

This Advanced Math 8 course models the Math 8 course; however, the rigor and pace will be more challenging. Advanced Math 8 content requires critical and creative thinking, and multiple strategies for problem solving. This course extends the understanding of proportional relationships by investigating linear relationships while examining tables, graphs, and equations of lines. Students will use proportional reasoning in comparing data situations in choosing samples from populations. Additionally, students will study symmetry, transformations, transversals, the Pythagorean Theorem, and linear systems. They will learn different methods to solve a system of two linear equations. They will also learn how to define, evaluate and compare algebraic functions. The difference between an expression and an equation will be apparent through their work with simplifying expressions, including expressions involving exponents, radicals, and scientific notation. Geometry content will include three major areas: performing transformations of figures, finding volume of solids, and identifying & using the Pythagorean Theorem. This course follows the NJ Student Learning Standards for grade 8 mathematics.

Honors Algebra I (Grades 7 or 8)

Pre-requisites Grade 7: Students must meet the majority of the following indicators: Exceeding expectations on state and/or local assessment scores, teacher recommendation, work ethic and mathematical practices scores, high overall achievement in 6th grade math or Advanced Math 7.

<u>Important Note</u>: Honors Algebra I is a high school mathematics course following the same curriculum and textbook as the high school and taught by a high school certified teacher. Participation in this course indicates that students have shown they already possess the content proficiency in the NJSLA standards for 7th and 8th grade math. Students are expected to have a level of academic independence that would allow for success in the course.

Algebra 1 is the mathematical foundation of all high school math and physics courses. The course is designed for the most mathematically gifted middle school students who have demonstrated a solid foundation in computation as well as knowledge and understanding of the real number system. Topics include: solving equations and inequalities,

linear and non-linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and rational expressions and equations. Throughout each unit students are expected to solve complex problems that require high order thinking. Students enrolled in Honors Algebra I are required to participate in the state assessment for high school graduation in the spring.

Honors Geometry Grade level 8

Pre-requisites: *Honors Algebra I and* students must meet the majority of the following indicators: exceeding expectations on state and/or local assessment scores, teacher recommendation, work ethic and mathematical practices scores, high overall achievement in Honors Algebra I.

Important Note: Honors Geometry is a high school mathematics course following the same curriculum and textbook as the high school and taught by a high school certified teacher. Participation in this course indicates that students have shown they already possess the content understanding and skills of Honors Algebra I, and are expected to have a level of academic independence that would allow for success in the course.

This course is designed to continue the Honors level high school program for the most mathematically gifted middle school students who have demonstrated a solid foundation in computation and algebraic understanding. The content focuses on geometric relationships among points, lines, planes, and angles, such as bisection; parallels and perpendiculars; congruence and similarity; chord, secant, tangent and arc connections in circles and applications and proofs with the Pythagorean Theorem. Dimensional figures; area, surface area and volume; and an introduction to trigonometry, are also incorporated. Students use and justify mathematical reasoning by developing informal and formal proofs.

SCIENCE

Science 7

In this inquiry-based science course, students will learn about each of the four major areas in science: Chemistry, Physics, Earth Science, and Life Science. Through hands-on investigations, class discussions, and small group collaboration, students will gain a better understanding of scientific principles. Students will use this knowledge to answer guiding questions and create scientific explanations using supportive evidence.

Science 8

In this inquiry-based science course, students will observe phenomena through guided investigations in different scientific disciplines including Life Science, Earth Science, and Physical Science. Throughout these investigations, students will discuss and collaborate with peers to build a deeper understanding of scientific concepts. These investigations will provide hands-on opportunities to expand knowledge of these concepts through discovery.

SOCIAL STUDIES

Social Studies 7: World History and Global Studies

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

Social Studies 8: America in the World

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

ELECTIVE COURSES

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

Grade Seven

**Choir Seven (Full-Year Course)*

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

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

Seventh Grade Concert Band is designed to provide an Instrumental Music experience for students that have completed at least one full year of Instrumental Music instruction at the elementary level.

Grade Seven 60 Day Cycle Courses

Coding

Students learn to create computer programs that will help them learn to collaborate with others, develop problem-solving skills, and persist through difficult tasks. They will study programming concepts, computation thinking, digital citizenship, and develop interactive games or stories they can share. In this course, which is based on selected units from Code.org's CS Discoveries, young students enter the world of computer games, and interactive projects. The course focuses on the visible aspects of computing and computer science, and it encourages students to explore where computer science exists around them and how they can engage with it as a tool for expression. Students will learn key graphical programming concepts including the draw loop, variable, sprites, conditionals, and functions. The code.org interface allows students to start in block-based coding and move into text-based javascript, depending upon the student's comfort level. (Course description adapted from code.org). This course is designed using the 2020 New Jersey Student Learning Standards for Computer Science & Design Thinking, as well as Career Readiness, Life Literacies, and Key Skills Standards.

Cooking

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

Digital Literacy

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

Music

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

Public Speaking (Grades 7 or 8)

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

Technology: Experiences in Engineering Design

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

Study Skills 7

This course is designed to help students develop life-long learning skills. The course begins with a mini introduction on various studying and test taking strategies. Then, the course will begin delving into the primary executive functioning skills. These skills include: planning, organizing, time management, task initiation, working memory, metacognition, self control, sustained attention, flexibility, and perseverance. The Study Skills course will also teach students stress reduction techniques and how to use motivational tools to create and foster a healthy growth mindset.

Grade Eight

**Choir Eight (Full-Year Course)*

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

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

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

Grade Eight Cycle Courses

Art

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

Robotics

The Clearview Middle school 8th Grade Robotics Course is designed to build student interest in Science, Technology, Engineering and Math (STEM) while enhancing student knowledge, creativity, and leadership skills through project based learning. Students will use First Lego League Robotics kits and have the opportunity to compete against each other while learning techniques in coding, structural design, and the engineering process. Students will be challenged to extend their problem solving skills, teamwork interaction and practical application of concepts of science, Technology, Engineering and Math as they explore the world of Robotics. This course is designed using the New Jersey Student Learning Standards for Computer Science & Design Thinking, as well as Career Readiness, Life Literacies, and Key Skills Standards.

Study Skills 8.

This course will have students exploring themselves as learners. The course will begin with an introduction on the brain and how it processes information. Then, students will learn about the four different learning styles and the strategies that best meet their learning needs. Students will also explore the stages of sleep, the effects of sleep deprivation in middle school students, the everyday stressors of middle school,and stress management/reduction techniques. The class will finish with a deep exploration on the importance of mindfulness and how it can positively influence the students' future.

Civics

In this grade 8 cycle course, students will learn about why civics is important, the role and responsibilities of citizens, and the structure of the federal, state, and local governments. The cycle will conclude with a real-world project where students identify a problem in our community and create an action plan to solve the problem.

Digital Citizenship

In today's interconnected digital world, understanding digital citizenship is essential for navigating social media platforms and emerging technologies like Artificial Intelligence (AI). This course is designed to empower middle school students with the knowledge and skills necessary to engage responsibly in online environments while fostering critical thinking and ethical decision-making. "Digital Citizenship: Navigating Social Media and AI Responsibly" equips middle school students with the essential skills and knowledge to navigate the digital landscape with confidence, integrity, and responsibility. By fostering a culture of digital citizenship and ethical behavior, students emerge as informed and empowered participants in the digital age, equipped with the knowledge of how to use social media platforms and AI technology ethically and responsibly.

Intro to Business

In this 60 day cycle class, students will be introduced to a foundation for college and career readiness. Students will have ample opportunities to take part in individual and group work. This course will discuss the basics of marketing. We will focus on the Marketing Mix—Product, Place, Price, and Promotion. Furthermore, students will be able to apply what they learned to complete project based assignments. Students will also have the ability to locate, organize, understand, evaluate information using digital technology which is a critical life skill in the 21st century.

Spanish 8

Students will continue to explore the Spanish Language and culture through interactive activities and a more in-depth study of the language.

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