

Collingswood High School



Program of Studies 2024-2025

Carefully consider your options when planning for your academic, vocational, and social direction in life. Enjoy the journey and remember that the counselors are here to help you along the way.

Ms. Kim Hallenbeck, Lead Counselor

SUPERINTENDENT OF SCHOOLS

Dr. Fredrick McDowell

CENTRAL OFFICE ADMINISTRATION

Mrs. Beth Ann Coleman, Assistant Superintendent, Business & Operations
Mrs. Meredith Howell-Turner, Assistant Superintendent, Curriculum & Instruction
Mr. Winsor Yamamoto, District Supervisor of Performance
Mr. John Longo, Supervisor of Building & Grounds
Dr. Elizabeth Whitehouse, Supervisor of Special Services
Mr. Michael Jefferson, Director of Culture & Climate

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Dr. Karen Principato, Supervisor of Instruction (STEM/CTE)

LEAD COUNSELOR

Ms. Kim Hallenbeck

SCHOOL COUNSELORS/SAC

Mr. Kevin Adams
Mr. Matthew Friedman
Mrs. LaToya Goodall
Mrs. Kylie Smith

COLLINGSWOOD PUBLIC SCHOOLS
Every. Student. Grows.

Dear Students and Families:

The 2024-2025 Program of Studies is a great tool to use while working with parents, counselors, and teachers to plan your future academic program at Collingswood High School. The Program of Studies should not be viewed as a guide to next year's courses, but instead, as a resource to help you plan for high school graduation and beyond.

As you select your courses, remember that positive choices in high school can have a lasting impact on the rest of your life. Selecting the right courses will best prepare you for college and careers.

This year, you will find several updated features in the Program of Studies. In addition to the new courses outlined throughout the document, we seek to provide you with additional options and opportunities to succeed as a Collingswood High School student. We want all students to stretch themselves academically and explore areas of interest aligned to their long-term goals. A serious attitude about school today will pay off with great dividends in the future.

Collingswood High School is proud of its traditions and its strong academic programs. Our graduates have gone to some of the top-ranked private and public universities in the nation as well as to some of the most demanding business and technical schools. We hope you will take advantage of every opportunity available to you and make us proud as you continue the great Collingswood tradition and write the next chapter.

Sincerely,

A handwritten signature in black ink, appearing to read "Fredrick McDowell". The signature is stylized with a large initial "F" and a long, sweeping underline.

Fredrick McDowell, Ed.D.
Superintendent of Schools

Collingswood Public Schools Mission Statement

Vision: To foster the qualities necessary for students to serve as contributors to an equitable and socially just community.

Mission: By building on the strengths of our diverse school community, Collingswood/Oaklyn Public Schools commit to providing an inclusive and supportive environment that inspires and empowers every student.

Core Purpose: Every. Student. Grows.

By embracing a growth mindset, students learn that there is a difference between not mastering a skill and not mastering a skill yet. By embracing the "yet" philosophy, students are taught that hard work and perseverance, rather than static intelligence, are to be celebrated and admired.



Portrait of a Graduate

Portrait of a Graduate: Characteristics				
Inquisitive	Reflective	Empowered	Empathetic	Collaborative
Curious Critical Thinker Creative Problem Solver Flexible Knowledgeable Innovative Adventurous	Adaptable Thoughtful Seeks feedback Questions preconceived notions Risk taker Self aware Inspired Time manager	Leader Self motivated Confident Resilient Driven Supported Perseverance Knowledgeable Intellectually Resourceful Self Evaluate Explore Self advocate	Puts themselves in others perspectives Understanding Supportive Good listener Thoughtful Culturally competent Inclusive Self aware Kind Patience	Listener Adaptable Seeks input from others Flexible Open to different perspectives Team player Accepts feedback Valuing different approaches Respectful Network

School Redesign

DISTRICT AFFIRMATIVE ACTION POLICY

As delineated by Title IX of the Education Amendments of 1972 and New Jersey Administrative Code 6:4-1.1 et seq., it is the policy of the Collingswood Public School District not to discriminate based on sex, race, color, creed, religion, ancestry, national origin, or social or economic status, handicap or sexual orientation in its educational programs, school activities, and employment policies.

Each school in our district has a copy of the District Affirmative Action Plan located in the principal's office. A grievance procedure for alleged violations of this policy, including issues related to sexual harassment, has also been established as part of this plan.

All related inquiries relative to these policies and procedures should be directed to:

Mr. Winsor Yamamoto, District Affirmative Action Officer
Collingswood Middle School
414 Collings Avenue
Collingswood, New Jersey 08108
(856) 962-5702 x6628

SEXUAL HARASSMENT

The Collingswood Board of Education seeks to provide a working and learning environment that is free from sexual harassment. It will be, then, a violation of this policy for students or staff members to harass other students through conduct or communications of a sexual nature.

Any student who believes that he or she is a victim of sexual harassment should contact the building principal immediately after the alleged incident.

EQUAL EDUCATIONAL OPPORTUNITY

The Collingswood Board of Education affirms its policy to ensure equal educational opportunity for all students and to prohibit discrimination because of sex, race, color, creed, religion, ancestry, national origin, social, economic, parenthood, marital status and disability in the educational programs and activities, not limited to but including course offerings, athletic programs, guidance and counseling, tests and procedures and vocational education opportunities through an Affirmative Action Program which shall be an integral part of every aspect of educational policies and programs to the maximum extent possible.

DISTRICT 504/ADA COMPLIANCE

As delineated by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, it is the policy of the Collingswood Public School district not to discriminate, based on a handicapping condition, admission to, treatment of, or employment in its programs and activities.

All related inquiries relative to the Americans with Disabilities Act should be directed to:

Dr. Elizabeth Whitehouse, ADA Compliance Officer
Collingswood Middle School
414 Collings Avenue
Collingswood, New Jersey 08108
(856) 962-5702 x6511

All inquiries relative to Section 504 should be directed to:

Mrs. Kylie Smith
Collingswood High School
424 Collings Avenue
Collingswood, New Jersey 08108
(856) 962-5701 x6010

Mrs. Adrienne Earle
Collingswood Middle School
414 Collings Avenue
Collingswood, New Jersey 08108
(856) 962-5702 x6715

STUDENT SERVICES

School Counselors: Students are assigned to a counselor by last name. Our counselors help students with the issues of today and preparation for tomorrow. Yearly, counselors will meet with each of their students to assist in the selection of courses that will enable them to attend college or to find employment after high school. Counselors use Naviance, pertinent standard test scores, academic records, and student interests in the planning process. Other crucial issues such as teacher/parent/student communications and conflict resolution will be handled if they arise. Our SAC (student assistance counselor) handles self-esteem building, substance abuse counseling, and crisis intervention on an as-needed basis. The counseling staff is available from 7:30 AM to 2:30 PM, or by appointment, and may be reached at 962-5701 x6006.

High School Nurse: A full-time nurse provides first aid treatment for students with minor injuries and illnesses. The nurse's office also provides health screening on a yearly basis and physicals as needed. Students may see the nurse between the hours of 7:30 AM and 2:44 PM and may be reached at 962-5702 x7009.

Child Study Team: The counselors work closely with the Child Study Team in monitoring and referring students for an evaluation based on academic or behavioral concerns. The Child Study Office may be reached at 962-5702 x6511.

COURSE PREREQUISITES/WAIVER

The staff at Collingswood High School realizes the importance of providing students with a rigorous academic experience. We encourage students to challenge themselves, to expand their educational horizons, and to take some risks in an effort to grow academically. The decision to move from one academic level to another should be a collaborative one. Students are encouraged to discuss this decision with their parents, their teachers, and their counselors. Teachers will be asked to provide recommendations for students in all academic areas and will serve as guidelines for course selection. However, students who have not been recommended for the Pre-AP, Honors, or AP level and whose data does not demonstrate that they can succeed at these levels **may still self-select into the course** with a signed student/parent waiver.

Students need to understand that Pre-AP, Honors, and AP level courses are more rigorous than academic level courses. Students who opt to change from one academic level to another assume responsibility for the following: a significant amount of independent reading, additional writing, and a curriculum that examines issues at a deeper level and quicker pace. Students who wish to drop a course they opted/waived into will need to verify that they have taken advantage of every support available before a course change will be considered.

Course waivers for AP classes will be accepted until the last day of school in June. Students will not be able to submit course waivers for AP classes after this date. Course waivers for Honors classes received after the last day of school will be added to a waitlist and honored as space allows.

SCHEDULE CHANGE GUIDELINES

Parents and students are encouraged to make course selections based on the student's post-secondary plans, his/her academic abilities, and counselor input. Parents will receive a copy of their child's course requests in the spring, and a more finalized copy of the student's schedule during the summer. Any necessary changes to course requests are to be completed by the first week of school. School Counselors and Administration reserve the right to approve or deny any schedule change request. Any requested schedule change after the beginning of school will only be considered for the following reasons:

1. To correct inappropriate class-level placement.
2. To correct scheduling errors such as no lunch, two classes in the same period, and an unscheduled period.
3. To increase the number of academic classes.
4. To fulfill district and/or state graduation requirements.

The following are NOT acceptable reasons for schedule changes:

1. Teacher preference.
2. Personal convenience (ie: lunch with friends, desired period for a class, classrooms closer together)

COURSE SELECTION - Although we do our best to provide every student with every course he/she wishes to take, scheduling conflicts sometimes make this impossible and alternate course choices must be made. Course offerings may be closed due to budget constraints, teacher availability, or lack of student requests.

ACADEMIC MONITORING

The cooperation of the school and home is vital to the growth and education of the whole child. Collingswood High School has established a system of reporting student progress to include computerized progress reports sent mid-marking period, report cards, teacher conferences upon request, and access through Genesis, the school's data access system.

Through Genesis, parents and students are encouraged to check current grades and attendance on a regular basis. In addition, links are available to teachers' emails should the need for communication arise. Academic information will be updated weekly by each teacher.

To provide maximum security regarding a child's academic information, separate internet access codes are assigned for each family. To access student information visit the school's website at: [Collingswood High](#)

NJSIAA ELIGIBILITY

To be eligible for the fall season, students must have earned **30 credits** by September 1 for the preceding school year. All first-time 9th graders are eligible to participate in the fall season. To be eligible for the spring season, students must have earned **15 credits** for the first semester (by January 31st). Students who are 16 years old before September 1 are not eligible to participate in freshman sports. Students who are 19 years old before September 1 are not eligible to participate in school athletics.

Extracurricular Eligibility

NCAA Eligibility: In order to be eligible to play Division I or Division II athletics in college, a student must meet certain academic requirements in high school as well as complete NCAA Eligibility registration.

Please find other useful details and statistics on the homepage below: <http://www.ncaa.org/>

Please find the link to create an account or profile below: <https://web3.ncaa.org/ecwr3/>

[NCAA Registration Checklist](#)

[NCAA High School Requirements](#)

Please refer to the back of the Program of Studies for more NCAA information and the student eligibility worksheet.

NOTE: Please see the NCAA website for any updates on testing requirements or eligibility.

ATTENDANCE

Collingswood BOE recognizes that school attendance is directly related to academic success. NJ state statute requires the compulsory attendance of students between the ages of 6 and 16. Pursuant to N.J.S.A. 18A:38-25, the BOE has an obligation to require regular school attendance in order to ensure that each student receives the maximum benefit of a thorough and efficient education.

Students must be present for 4 hours during the day to be counted present and participate in extracurricular activities occurring on that given day.

Regardless of earned grades, any student who exceeds 12 unexcused absences will lose credit in all full-year courses and a student who exceeds 6 unexcused absences in a given semester will lose credit in all semester courses.

Absences are only deemed excused if they include documentation for religious observance, death in the family, court appearance, illness lasting 3 or more days, or administrative action. An absence is also equivalent to 2 half-day absences or 5 tardies.

Credit reinstatement will be available for students who have accumulated between 13-27 days and beyond that, lost credit can not be restored. All attendance appeals should be made with the building principal.

GRADUATION REQUIREMENTS

Students must earn a minimum of **120 credits** to earn a Collingwood High School diploma, satisfy the NJGPA/testing requirements (see test requirements on the next page), and successfully complete the following program of study:

<p><u>Graduation Requirements</u> English – 20 credits Mathematics – 20 credits Science – 15 credits Social Studies – 15 credits Health & Physical Education – 20 credits World Language – 5 credits Visual & Performing Arts – 5 credits 21st Century Life & Careers – 5 credits Financial Literacy – 2.5 credits</p>
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In addition, the minimum number of credits needed to pass into grade levels is as follows:

- 10th Grade - 30 Credits
- 11th Grade - 65 Credits
- 12th Grade - 90 Credits

Building policy requires that students take at least 35 credits per year (7 courses) and a maximum of 40 credits per year (8 courses). No students will be released before the end of the school day unless they are enrolled in an approved school work program or as approved by the administration.

Career exploration will be infused into already existing programs, through the counseling office, and Naviance.

Under extenuating circumstances, students may meet graduation requirements through an alternative educational program, designated as Option 2, that addresses the New Jersey Core Curriculum Content Standards. This option can only be granted with the submission of the proper application and approval by the faculty review committee.

Recommended 4-Year College Bound Program

In order for students to be prepared to enroll in a 4-year college or university **AND** to be eligible to participate in college athletics (Div. 1 & 2), they must successfully complete a minimum of 16 academic units (academic or higher). Below reflects a **recommended** high school program for college-bound students and serious athletes:

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English I	English II	English III	English IV
PE/Health 9	PE/Health 10	PE/Health 11	PE/Health 12
Algebra I	Geometry	Algebra II	Pre-calculus
World History	US History I	US History II	History Elective
Biology w/lab	Chemistry w/lab	Physics w/lab	Science Elective
World Language I	World Language II	World Language III	Academic Elective
Academic Elective	Visual/ Performing Art	Career Tech Elective	Academic Elective
		Financial Literacy	Financial Literacy

This course sequence is only a sample to be used as a guideline in selecting and planning a schedule with post-secondary education in mind. Students are encouraged to consider the following criteria when selecting courses: Does it fulfill a high school graduation requirement? Does it meet college entrance requirements? Does it interest me? Does it provide an opportunity to explore a post-secondary career option? Does it satisfy NCAA eligibility requirements?

COLLINGSWOOD HIGH SCHOOL
4-YEAR PLANNER

9 TH GRADE		10 TH GRADE	
COURSES	<i>Check progress</i>	COURSES	<i>Check progress</i>
English I		English II	
Math		Math	
Science		Science	
World History		US History I	
PE 9		PE 10	
Health 9		Health10/Drivers Education	
World Language		World Language	
Visual/Performing Arts or CTE Elective		Visual/Performing Arts or CTE Elective	
Additional Elective		Additional Elective	
Total credits *		Total credits *	
11 TH GRADE		12 TH GRADE	
COURSES	<i>Check progress</i>	COURSES	<i>Check progress</i>
English III		English IV	
Math		Math	
Science		PE 12	
US History II		Health 12	
PE 11		Electives	
Health 11			
Financial Literacy (2.5 cr)			
Additional Electives			
Total credits *		Total credits needed for graduation	120

Credits will be assigned based on the number of periods a week that a class meets. A full-year course is worth 5 credits, a PE/Health course is worth a combined 5 credits, and semester courses meeting daily are worth 2.5 credits.

STUDENT-ATHLETE NCAA EVALUATION WORKSHEET

- Points are calculated based on the final letter grade earned: A = 4, B = 3, C = 2, D = 1
- Units are based on the length of a course: a full year course = 1 unit, a semester course = .5 unit
- Below course list reflects the minimum courses for eligibility
- 16 core courses will be required for eligibility
- Division II also requires 16 core courses.
- **Core-Course GPA** (16 required) Since August 1, 2016, NCAA requires 10 core courses to be completed prior to the 7th semester and 7 of the 10 must be a combination of English, math, or natural/physical science.
- All students planning on playing a division I or II sport **MUST** complete the NCAA Clearinghouse form no later than the summer prior to their senior year at www.eligibilitycenter.org/

CORE COURSES			GRADES	POINTS	UNITS
ENGLISH (4)	1	English 9 Academic/Pre-AP			
	2	English 10 Academic /Pre-AP			
	3	English 11 Academic/Pre-AP			
	4	English 12 Academic/H/AP			
MATH (3)	1	Algebra 1			
	2	Geometry			
	3	Algebra II			
NAT./PHYS. SCIENCE (2)	1	Biology w/lab			
	2	Chemistry w/lab			
SOCIAL SCIENCE (3)	1	World History Academic/H			
	2	US History 1 Academic/H			
	3	US History 2 Academic/H/AP			

A complete list of NCAA core courses can be found at:

<https://web3.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=getHsCoreCoursesData&hsCode=310250>

GRADUATION ASSESSMENT REQUIREMENTS

**State test graduation requirements as of January 2024.*

Classes of 2023–2025 High School Graduation Assessment Requirements

Class of 2023 (Updated July 2022)

On Tuesday, July 5, 2022, Governor Murphy signed P.L.2022, c.60 (ACS for A-3196/S-2349), which requires the State Board of Education to administer the New Jersey Graduation Proficiency Assessment (NJGPA) as a field test for the class of 2023. There is no graduation assessment requirement for any student who is expected to graduate with the class of 2023. Students in the class of 2023 must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements. The graduation assessment requirements for the classes of 2024 and 2025 remain in place.

Class of 2024 and 2025 (Updated May 2023)

On May 3, 2023, the State Board of Education approved the graduation ready cut score for the ELA and mathematics components of the NJGPA, as well as the menu of alternative assessments and aligned cut scores.

The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2023–2025.

English Language Arts and Literacy (ELA)

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Mathematics

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

[NJ Department of Education High School Requirements](#)
[NJ Dept of Ed Graduation Assessment Requirements](#)

Should you have any questions regarding the new graduation requirements, please contact your student's school counselor.

If you have questions regarding the district's data collection practices or assessment information, please contact Mr. Winsor Yamamoto, District Supervisor of Performance.

COURSE LEVELS AND GPA

Collingswood High School offers students many opportunities to demonstrate their knowledge and skills, as well as their diverse talents. Students have different goals and ambitions beyond high school and the educational program is designed to encourage the development of each person's ability and potential. This philosophy has been followed in establishing a method of determining each student's grade point average (GPA) and rank in class. This information is available to post-secondary schools, colleges and universities, employers, and to the parents and students themselves.

For the purpose of calculating the GPA, courses are grouped by level. Each level has a different numerical value for the final grade earned by the student in a specific course. Quality points for each course are determined by multiplying the numerical grade weight (based on the level) of the final grade for the course by the number of credits for the course.

Level I: All non-honors or non-AP courses
 Level II: Pre-AP or Honors courses
 Level III: AP courses

$$\text{GPA} = \frac{\text{Total quality points}}{\text{Total credits attempted}}$$

Letter Grade	Numerical Grade	Level I (Non-Honors & Non-AP)	Level II (Pre-AP or Honors)	Level III (AP)
A	92-100	(4.00)	(5.00)	(5.50)
B	83-91	(3.00)	(4.00)	(4.50)
C	74-82	(2.00)	(3.00)	(3.50)
D	65-73	(1.00)	(1.00)	(1.00)
F	0-64	(0.00)	(0.00)	(0.00)

Since the GPA is based on final grades, it is calculated twice yearly--at the conclusion of the first semester and at the end of the year. Student class rank is also calculated based on the numerical ranking of the GPA. Please refer to [BOE Policy 5430 Class Rank](#).

HONOR ROLL

To recognize student achievement, Collingswood High School has established 3 levels of academic excellence:

- Principal's List:** For students who have earned an A in all courses.
- High Honors:** For students who have earned A's and no more than 3 B's in all courses.
- Honors:** For students who have earned a B or better in all courses.

NATIONAL HONOR SOCIETY

Juniors and seniors with a minimum cumulative GPA of 3.5 are eligible to apply for membership in the National Honor Society. Membership is based on a student's outstanding performance in 4 areas: scholarship, service, leadership, and character. These criteria represent the foundation upon which the organization and its activities are built. Eligible students are provided with the guidelines and deadlines for applying, during the first marking period.

All students are encouraged to become involved in extracurricular activities. Such activities provide opportunities for building leadership skills, contributing to the school and community, and establishing a "resume" to be used in making an application to the National Honor Society, for scholarships, and for college admission.

PROGRAMS OF STUDIES

Collingswood High School offers a variety of programs for students to follow throughout their high school career. Students are encouraged to maximize their potential by selecting courses that will enable them to pursue either a college education or one that would provide them with a marketable skill upon graduation. Collingswood offers several levels of instruction to meet the varying educational needs of our students.

The **Pre-AP/Honors/AP Program** is designed to provide more challenge and rigor aligned with the college experience. Most AP Courses are offered in 11th and 12th grade. AP Art History and AP Computer Science are specifically offered in 10th grade as well. In order for students to earn college credit, a score of 3, 4, or 5 is needed. Students should check with individual colleges for the score required to earn college credit.

Students taking the Advanced Placement examination will be required to pay the examination fee as set forth by CollegeBoard. Students with demonstrated financial burden may qualify for a fee reduction/waiver. Families should contact the counseling department to discuss these needs.

Additional weighting is given to Honors and Advanced Placement courses as described in the Class Rank/Grading section. Students taking an AP course are expected to sit for the AP exam.

The **Academic Program**: Courses at this level require an in-depth study of the particular subject. Success in these courses requires that a student display a high level of study skills, complete required homework and assignments, and be able to produce independent projects. The demanding pace of these courses will prepare students to meet the requirements found at many colleges and universities.

Elective Offerings: CHS offers a diversified program of elective courses from which students are encouraged to enroll. Electives enrich one's education, complete the entrance requirements for specific schools, and offer experiences in areas of special talent and interest.

Financial Literacy: This course will focus on the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact self, the family, and local and global communities. Topics will stress money management, credit and debt management, planning skills, saving concepts, and investing strategies. Students will develop a basic understanding of how our economy works and their own role in the economy. This course is a graduation requirement.

SPECIAL EDUCATION

An individualized program in special education has been developed for students with identified challenges who require additional support. Based on IEP team recommendations, this support may be given in one or more instructional areas. Eligibility is based on individual student evaluation. Parents and students interested in learning more about special education services in the district should contact the Supervisor of Special Services.

TWILIGHT PROGRAM - PROGRAM FOR SUCCESS

The alternative program, open to 9th-12th grade students from the Collingswood School District, is designed to address the needs of at-risk students by providing alternative educational programming. The program will develop each individual student's ability to use abstract thinking skills, develop solutions independently and in groups, as well as make rational decisions. The students will self-assess their interests and investigate post-high school career options. The program is intended to encourage independence, promote self-esteem, and increase positive social interactions. Upon successful completion of credit and attendance requirements, students are eligible to earn a high school diploma.

OPTION II (Alternative Educational Program):

The Collingswood Board of Education recognizes that students have different needs and aspirations. To respond to these different educational needs, Collingswood High School has developed several non-traditional program options that may serve some of our students' needs more effectively and that may be considered as students plan their educational programs.

CURRENTLY APPROVED OPTION II PROGRAMS

(LETTER GRADES ISSUED AND COUNTS TOWARD GPA, EXCEPT AS NOTED)

The programs described below have been approved by the Collingswood Board of Education and do not require committee approval. An application process may be required prior to participation in some of these programs.

- A. Senior Leadership Experience (5 credits)
- B. Peer Instructor: SHIP – Students Helping Instruct Peers (5 credits but does not count towards GPA)
- C. On-Line Courses (5 credits pending approval of counselor and high school principal or counseling supervisor)
- D. Dual Enrollment Program (5 credits pending approval of counselor and high school principal or counseling supervisor)
- E. Pre-High School Program (5 credits toward high school, but does NOT count toward GPA)

CURRENTLY APPROVED OPTION II PROGRAMS

PASS/FAIL GRADING:

- "PASS" COUNTS TOWARD GPA AS GRADE OF A
- "FAIL" AS A GRADE OF F

- F. School to Career (5-15 credits depending on hours worked)
- G. Basic Military Training (variable credits, pending application to Option II Committee)

INDIVIDUAL OPTION II EXPERIENCES

(LETTER GRADES ISSUED; COUNTS TOWARD GPA)

- I. Independent Study (Pending Option II committee approval)

INDIVIDUAL OPTION II EXPERIENCES

- "PASS" COUNTS TOWARD GPA AS GRADE OF A
- "FAIL" AS A GRADE OF F

- J. Service Learning (Pending Option II committee approval)
- K. Other Experiences (Pending Option II committee approval)

COLLEGE PARTNERSHIP OPPORTUNITIES

Collingswood High School, in partnership with Camden County College (CCC) and Stockton University, provides opportunities for students to expedite progress towards a college degree while saving money towards college tuition. Students may earn college credits ranging from 1 college course to substantial progress toward an associate's degree.

CHS oversees and authorizes the awarding of high school credit only. The awarding of college credit is overseen and authorized by the receiving college. Representatives from CCC and Stockton are available for consultation to assist with research of credit transfer policies to colleges of a student's considerations.

A. Dual Credit - Camden County College (CCC)

Students will be required to pay a course registration fee to Camden County College. Select AP courses may be eligible for dual credit as well. During the fall, Camden County College will facilitate class meetings and a parent presentation about the program and registration procedures. Camden County College offers an extensive list of courses that may be offered for dual credit.

High School Course	CCC Course #	CCC Course Title	CCC Credits	Min Grade for Credits
Anatomy & Physiology	BIO 103-J1	Human Biology	3	B
AP Biology	BIO 111-J1	Biology I – Science	4	B & 3 AP Exam
AP Chemistry	CHM 111-J1	Chemistry I Science	4	B
Television Production I	COM 141-J1	Intro to Broadcasting	3	C
AP Computer Science A	CSC 122-J1	Computer Science I	3	C & 3 AP Exam
Computer Science Essentials	CSC-16 1-J1	Intro to Java	3	C
AP Literature & Composition	ENG 101-J1	English Composition I	3	B
German 3	GER 101-J1	Elementary German I	3	B
German 4, 5	GER 102-J1	Elementary German II	3	B
AP US History II	HIS 122-J1	US History II	3	C
Probability & Statistics	MTH 111-J1	Intro to Statistics	3	B
College Math	MTH 107-J1	Mathematics for Liberal Arts	3	C
Digital Productions & Audio Engineering I	MUS 129-J1	Intro to Audio Recording	3	C

Digital Productions & Audio Engineering II	MUS 133-J1	Audio Recording Techniques I	3	C
Digital Productions & Audio Engineering III	MUS 135-J1	MIDI/DAW I	3	C
AP American Federal Government	POL 103-J1	American Federal Government	3	C
AP Psychology	PSY 101-J1	Basic Psychology	3	C
Introduction to Engineering Design	EGR 101-J1	Introduction to Engineering	3	C

B. Dual Credit - Stockton University

Students will be required to pay a course registration fee to Stockton University and attain a grade of “C” or higher. Stockton University representatives will present in classes about this opportunity and the teacher will help facilitate the registration process. High school courses which may offer dual credit with Stockton University are:

Digital Production & Audio Engineering

**COLLINGSWOOD HIGH SCHOOL
COURSE OFFERINGS**

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MATH	27-29
FINE & PERFORMING ARTS	30-33
PHYSICAL EDUCATION/HEALTH/DRIVERS ED	34-35
SCIENCE	36-39
HISTORY & HUMANITIES	40-43
SPECIAL EDUCATION	44-45
WORLD LANGUAGE	46-49
ADDITIONAL ELECTIVES	50

****Course offerings are subject to change and may not be offered every year based on BOE approval, staffing, graduation requirements and student interest/course enrollment.***

CAREER & TECHNICAL EDUCATION (CTE)

Courses in the Career & Technical Education Department at Collingswood High School are varied. Many prepare students for the world of work by providing them with the entry-level skills needed to succeed in a career immediately upon graduation from high school. Others are intended to acquaint students with subject matter which can then be pursued in post-secondary schools including 4-year colleges, 2-year community colleges, and vocational schools. Through career and technological education, students identify and pursue career goals, apply communication and critical thinking skills, develop employability skills, and plan for further education and employment.

Participation in career and technical education promotes the following "big ideas:"

- Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.
- All students will demonstrate critical life skills in order to be functional members of society.

Financial Literacy & F.L. Online* - Grades:11-12

Prerequisite: None

Credits: 2.5

This course will focus on the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact self, the family, and local and global communities. Topics will stress money management, credit, and debt management, planning skills, saving concepts, and investing strategies. Students will develop a basic understanding of how our economy works and their own role in the economy.

***This course is a graduation requirement for all students.**

Business

Introduction to Business - Grades: 9-12

Prerequisite: None

Credits: 2.5

This is a semester course designed to introduce students to the business world. Topics include the study of economic concepts and our global economy. Students will also learn about social responsibility, marketing in today's world, business ownership and operations, and technology in business.

***Intro to Business & Business Law must be taken consecutively**

Business Law - Grades: 9-12

Prerequisite: None

Credits: 2.5

This is a semester course designed to help students recognize and respond effectively to everyday legal problems in the business world. Not only will students get a broad understanding of civil and criminal laws affecting business, they will also get an insight into juvenile law. This program specifically analyzes the law as applied in business contracts, insurance, property, consumer protection, and employment.

***Intro to Business & Business Law must be taken consecutively**

Sports, Entertainment & Hospitality Business - Grades: 10-12

Prerequisites: Intro to Business/Business Law

Credits: 5

This course is designed for students planning to major in business. Sports, entertainment, and hospitality industries represent one of the fastest-growing segments of the U.S. economy. This specialized course will provide students with advanced concepts of marketing and management. The focus will be on the study of business as it relates to event management, sponsorship, promotion, strategic planning, endorsement, marketing plans, and hotel, restaurant, or convention planning, including legal and ethical decisions.

Entrepreneurship - Grades: 10-12

Prerequisite: Intro to Business/Business Law

Credits: 5

This course is intended for students who plan to either own their own business or enter college in the business field such as accounting, business administration, or management. Students will learn the factors a new business owner must consider such as the study of demographics, legal requirements, and financial considerations. Students will also create a business plan including marketing research, analysis of the business opportunity, type of ownership, and a financial plan.

Accounting - Grade: 11-12
Prerequisite: Entrepreneurship

Credits: 5

This course is for 11th-12th grade students who are taking business courses and want to further their accounting knowledge. Many students like to explore accounting majors in college and later as a career option, therefore an understanding of the fundamental principles of accounting is foundational.

Computer Science

Computer Science Essentials - Grades 9-12
Prerequisite: None

Credits: 5

Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools allowing them to gain understanding and build confidence. Students use visual block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. Students apply computational thinking practices, build their vocabulary, and collaborate like computing professionals to create products that address topics and problems important to them. This course will empower students to develop computational thinking skills while building confidence preparing them to advance to Computer Science Principles and Computer Science A.

Students may be eligible to earn dual credit at CCC for CSC-16 Intro to Java upon the successful completion of this course.

Computer Science Principles - Grades 10-12
Prerequisite: Computer Science Essentials

Credits: 5

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths utilizing computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Computer Science Essentials. 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.

AP Computer Science Principles - Grades 10-12
Prerequisite: Computer Science Essentials

Credits: 5

In this course, students will learn the content of AP Computer Science Principles and be prepared to take the AP Exam. It focuses on the fundamental understanding of computers, networking, data conversion and use, and life in a digital world. Programming skills will be deepened throughout this course. Topics that students will be introduced to include an introduction to programming, operators & logic, algorithms and control structures, lists, functions and procedures, the global impact of computing, bits and bytes, data and privacy, graphics and images, and the Internet and networking. *Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.*

Cybersecurity (Honors) - Grades 11-12
Prerequisite: Computer Science Essentials

Credits: 5

Cybersecurity introduces the tools and concepts of cybersecurity, encouraging 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 solve problems by understanding and closing these vulnerabilities. This course raises student's knowledge of and commitment to ethical computing behavior. It also aims to develop student's skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber infrastructure that moves and processes information safely.

AP Computer Science - A - Grades 11-12

Prerequisite: Computer Science Essentials or AP Computer Science Principles

Credits: 5

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.

Students may be eligible to earn dual credit at CCC for CSC 122 Computer Science I upon the successful completion of this course. *The CodeHS AP Computer Science A course is a year-long course designed to help students master the basics of Java and equip them to successfully pass the College Board AP Computer Science A Exam, which students are strongly encouraged to take. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.*

Construction Technology

Construction Technology I - Grades: 9-12

Prerequisite: None

Credits: 5

Construction Technology is a survey course in which they understand and apply technological concepts using the design loop. Students will study the designed world with hands-on activities in disciplines including general construction, engineering, communications, energy & power, and transportation systems. Students will create ideas, develop innovations, and design & build solutions to practical problems in each discipline. Students interested in STEM careers are encouraged to take this course.

Construction Technology II - Grades: 10-12

Prerequisite: Construction Technology I

Credits: 5

This is a standards-based, technological design course that provides a deeper understanding of the designed world consisting of 5 separate learning units, each approximately 7 weeks in length: Architecture, civil engineering, energy and power, construction, and transportation technologies. Group and individual activities engage students in creating ideas, developing innovations, designing, fabricating, and engineering practical solutions to a variety of problems.

Construction Technology III - Construction Management (Honors) - Grades: 11-12

Prerequisite: Construction Technology II

Credits: 5

The foundation of this course is to introduce students to the field of construction management and its corresponding disciplines. This course will provide students with the baseline knowledge recommended to begin post-secondary education while providing students with the knowledge required to become successful construction and project managers, engineers, architects, designers, and entrepreneurs. Students would also be prepared to enter union apprenticeship programs, learn-while-you-work opportunities, employment internships, and entry-level positions with construction-based organizations.

Introduction to Home Repair & Maintenance - Grades: 9-12

Prerequisite: None

Credits: 5

This course provides students with contextual and hands-on experience required to perform basic home maintenance and repairs. This course includes lessons in basic carpentry, electrical, plumbing, HVAC, and other home and building-related systems. In addition, students will also learn about home and project safety, hand and power tool utilization, and the costs associated with projects, materials, repairs, and maintenance. Students who are interested in becoming "do it yourself-ers" or those who are interested in vocational careers are encouraged to register.

Engineering

Intro to Engineering Design - Grades: 9-11

Prerequisite: None

Credits: 5

Intro to Engineering Design is a broad course where students explore the design process and career opportunities in mechanical, electrical, and industrial engineering utilizing the Project Lead the Way pathway. They will design and create 3D models using 3-dimensional CAD software as well as prototypes using 3D printers, vinyl cutters/plotters, and laser engravers/cutters. For each career area students will be introduced to terminology, safe operating practices, proper equipment operation, and testing procedures.

Students may be eligible to earn dual credit at CCC for EGR 101 Intro to Engineering upon the successful completion of this course.

Principles of Engineering - Grades: 10-12

Prerequisite: Intro to Engineering Design

Credits: 5

Principles of Engineering continues the Project Lead the Way Engineering pathway. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Aerospace Engineering (Honors) - Grades: 11-12

Prerequisite: Principles of Engineering

Credits: 5

Aerospace Engineering ignites students' learning in the fundamentals of atmospheric and space flight. Aerospace Engineering is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.

TV & Video Production

TV I: Media Literacy & Video Production - Grades 9-12

Prerequisites: None

Credits: 5

This course will provide students with the opportunity to learn the basics of television, especially ENG production. This course will cover 3 aspects of television: broadcasting, technology, and production. This course covers the history of broadcasting and technology, aspects of pre-production, the process of ENG production, and basic computer video editing. Emphasized in this course are genres of television broadcasting, methods, and practical applications of television pre-production including script writing and storyboarding. The course will also apply the responsibilities of production personnel including ENG setup and the execution of camera shots and moves. Students will demonstrate the ability to work independently and cooperatively to complete projects based on curriculum. This is the introductory course for the Television Production program.

Students may be eligible to earn dual credit at CCC for COM 141 Intro to Broadcasting upon the successful completion of this course.

TV II: Digital Video Production - Grades 10-12

Prerequisites: TV Production I

Credits: 5

This course will allow students to refine and expand the skills acquired in TV Production I and receive advanced instruction in news-gathering techniques. Students will further develop skills in script writing, storyboarding, and digital editing. Students will learn advanced techniques in audio production and graphics designed for video. Emphasis will be placed on completing independent and cooperative production assignments in which students will demonstrate the ability to organize ideas, complete pre-production writing assignments, and produce ENG segments for broadcasting.

TV III: Studio & Field Production Honors - Grades: 11-12

Prerequisite: TV II

Credits: 5

This course will allow students to use production skills acquired in Television Production I & II to produce news segments and receive advanced instruction in digital editing. Students will understand the importance of ENG/EFP equipment and demonstrate the ability to produce on location. Students will add definition to non-linear editing by adding computer-generated images and graphics. Emphasis will be placed on completing proficient ENG/EFP productions which demonstrate the ability to conceive production ideas, complete pre-production writing assignments, and organize a production crew while working professionally outside of the classroom studio to complete television segments. Students are also required to produce in-studio segments with professionalism and skills acquired in TVP2 using the control room and studio equipment proficiently, produce morning announcements for the high school, and segments for the video yearbook. Students in this course are responsible for producing the cablecast program "PAWS TV." These programs provide the community with information on school activities and events. Students will also develop a documentary during the 10-month course.

TV IV: Film Technology Honors - Grade 12

Prerequisite: TV III

Credits: 5

Students will critically view, write about, and discuss a wide spectrum of narrative films to have a greater understanding of the ways film is used to convey meaning, express point-of-view, and influence the viewer. Students will develop their aesthetic perception skills by distinguishing, discussing, and writing about various film genres. They will analyze the content and context of historical and contemporary films as well as the cultural comparison of the film content. Students will engage in critiques, both written and verbal, of each film. Through producing their own digital films, students will gain an understanding of filmmaking from conception to exhibition. Students will develop their own creative expression and problem-solving skills by producing their own films. Through careful analysis of professional films and directorial styles, and intense production and aesthetic creation of student films, this course will develop independent filmmakers.

Film History and Appreciation - Grades 9-12

Prerequisite: None

Credits: 5

This course is designed to introduce students to film appreciation and technology that consists of the history of film and filmmaking, technology and inventions of film, film genres, film critique and analysis, current film trends, directors, actors, and audience participation. This course will instruct students in the terminology of film analysis. Students learn to apply these terms to a variety of films from different genres. This course emphasizes an awareness of the inherently symbolic nature of film, as well as the social, political, and artistic concepts found in a thorough analysis of a film. Students can learn basic film technology using cameras, audio recording equipment, and editing software. Filmmaking is, by nature, a collaborative process, with each creative area supporting and being supported by the others. Students will examine film by studying a variety of units focused on screenwriting, cinematography, visual effects, film editing, and sound and music. This course focuses on important aspects of the filmmaking environment which allow students to improve their media literacy skills and create a film of their own.

Digital Production

Digital Production & Audio Engineering I - Grades 9-12

Prerequisite: none

Credits: 5

To teach students the technological and philosophical concepts of digital music engineering and production on an introductory level. Students will have the ability to explore their musical creativity and talents by recording their own productions as well as properly recording live music, film audio, video game audio, and studio recording.

Students may be eligible to earn dual credit at CCC for MUS 129 Intro to Audio Recording upon the successful completion of this course.

Digital Production & Audio Engineering II - Grades:10-12

Prerequisite: DP & AE I

Credits: 5

This course is an advanced course in the field of digital production and audio engineering which requires basic knowledge and experience using computer-based music software (FL Studio 11 or higher), digital audio workstations, microphone/hardware knowledge and application, and multiple techniques in digital mixing. Students will use knowledge and skills developed in Digital Production and Audio Engineering (Level I) to design and build original works on an advanced level using professional techniques. Students will learn the process of "sampling", sound generation/design, and genre-specific production/mixing/ mastering. Students will develop recording techniques for complex simultaneous instrumentation (multi-track recording). Students will also learn techniques in re-production/remixing sound recordings as well as studio design.

Students may be eligible to earn dual credit at CCC for MUS 133 Audio Recording Techniques I or Stockton University upon the successful completion of this course.

Digital Production & Audio Engineering III (H) - Grades:11-12

Prerequisite: DP & AE II

Credits: 5

Digital Production and Audio Engineering III is a professional-level course for recording, mixing, and mastering audio. Students will have hands-on learning in a professional studio environment (recording booth). The course will prepare students for a college education in digital production and audio engineering or a professional career in the field of computer science after high school graduation.

Students may be eligible to earn dual credit at CCC for MUS 135 MIDI/DAW I upon the successful completion of this course.

Child Development - Grades: 9 -12

Prerequisite: None

Credits: 5

This course is designed to help students understand physical, intellectual, emotional, and social development of children from conception through the age of 5. Students will explore and develop the roles and responsibilities of caregivers when caring for young children. This course will provide students with an understanding of the impact of environmental as well as hereditary factors on the developing child. Many varied learning experiences will be included to help the student apply the learned methods of teaching and guiding young children.

ENGLISH LANGUAGE ARTS

The development of basic communication skills is the overall goal of the English program at Collingswood High School. Learning to read, write, speak, listen, and view critically, strategically, and creatively enables students to discover personal and shared meaning throughout their lives. **ELA electives will incorporate principles of ELA acceleration, along with all social studies classes.**

English I Academic - Grade: 9

Prerequisite: None

Credits: 5

Grade Level Theme: Character

This course is based on the application of reading, writing, and speaking skills. Instruction will reinforce basic skills needed for NJSLA proficiency, as well as place emphasis on library, research skills, and study skills. Literary study focuses on a survey of world literature and selected classics. Both oral and written expression are emphasized, including class presentations, group work, expository writing, and journaling. Vocabulary skill building is stressed so that knowledge of common word roots and context clues helps students learn and remember word meanings. Students are given considerable opportunities for creativity in individual projects and class participation.

English II Academic - Grade: 10

Prerequisite: English I

Credits: 5

Grade Level Theme: Motivation

This course continues the study of language begun in English I, but further emphasizes usage and mechanics in practical application developed through student writing. Writing instruction emphasizes the writing process in the development of narrative, descriptive, expository, and persuasive paragraphs. Vocabulary instruction includes the study of synonyms, antonyms, related forms, and analogies. Emphasis is placed on a study of the following literary types - short story, drama, and the novel.

English III Academic - Grade: 11

Prerequisite: English II

Credits: 5

Grade Level Theme: The American Dream

This course includes a review of grammar, usage, and mechanics and continues to emphasize vocabulary development. Writing instruction emphasizes the expository essay. In addition, research skills are taught through the assignment of a research paper. Literary study focuses on a survey of American literature from the colonial period to the modern era.

English IV Academic - Grade: 12

Prerequisite: English III

Credits 5

Grade Level Theme: Heroism

This course includes vocabulary study with attention to word cells and language usage, a review of grammar, and continued emphasis on correct usage. Writing instruction includes both academic and practical writing assignments. Completion of an autobiographical essay and a research paper are course requirements. The course focuses on the roots of our literary heritage through an exploration of the tradition of British literature. Authors and characters are examined in their historical, cultural, and literary contexts. The British personality is studied in all of its manifestations: as a courageous warrior, courteous knight, Elizabethan paragon, self-righteous Puritan, satirical gentleman, Romantic individualist, and Victorian reformer.

Pre-AP English I - Grade: 9

Prerequisite: Teacher Recommendation, "B" in prerequisite course

Credits: 5

Grade Level Theme: Character

While the course content is similar to the English I Academic program, those enrolled in the Pre-AP course will be expected to interact with the proficiencies in a greater depth. The development of strong basic skills for writing and reading is stressed. Readings, discussions, and writings will mostly center on the theme of character. Teachers of this course will work closely with the AP English teacher to structure the course, assignments, and assessments like those that the students will experience in the AP class and the AP test.

Pre-AP English II - Grade: 10

Prerequisite: Teacher Recommendation, "B" in prerequisite course

Credits: 5

Grade Level Theme: Motivation

This course is for the motivated student who may be college-bound and who has demonstrated above average communication/reading skills. Vocabulary development includes a study of synonyms and antonyms to help prepare for the SAT. Writing instruction focuses on descriptive, persuasive, and expository essays. Literary study emphasizes the short story, the novel, and the drama. Readings, discussions, and writings will mostly center on the theme of motivation. Teachers of this course will work closely with the AP English teacher to structure the course, assignments, and assessments like those that the students will experience in the AP class and the AP test.

Pre-AP English III - Grade: 11

Prerequisite: Teacher Recommendation, "B" in prerequisite course

Credits: 5

Grade Level Theme: The American Dream

This course continues to prepare the motivated student. Emphasis is placed upon continued vocabulary development and an intensive study of descriptive, persuasive, and expository writing. Students will be expected to complete accelerated readings and interpret a survey of American literature. Teachers of this course will work closely with the AP English teacher to structure the course, assignments, and assessments like those that the students will experience in the AP class and the AP test.

English IV Honors - Grade: 12

Prerequisite: Teacher Recommendation, "B" in prerequisite course

Credits: 5

Grade Level Theme: Heroism

The Honors program is an enriched version of the senior English curriculum focusing on British literature masterpieces. Students engage in a number of writing experiences, from the analytical to the creative. Opportunities are provided for both independent study and small-group work.

AP Literature & Composition - Grade: 12

Prerequisite: Teacher Recommendation, "B" in English III prerequisite course

Credit: 5

This challenging course is designed to provide academically superior students with the experience of studying a college-level course in high school. There will be intensive reading, writing, and classroom discussion. Individual performance and independent effort will be required and evaluated. Emphasis will be placed on preparing for the Advanced Placement examination given in May.

Students may be eligible to earn dual credit at CCC for ENG 101 English Composition I upon the successful completion of this course. Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.

Journalism* - Grades: 9-12

Prerequisite: None

Credits: 2.5

The journalism curriculum mainly consists of familiarizing the student with newspaper terms and styles of writing that differ from regular classroom composition. The course provides basic instruction about the history of journalism and a heavy concentration on grammar and varied sentence structure. The student will be able to submit writings to the high school newspaper and will be exposed to leading newspapers throughout the country.

Creative Writing* - Grades: 9-12

Prerequisite: None

Credits: 2.5

The objective of this creative writing class is to offer students in grades 9-12 the opportunity to write beyond the boundaries of traditional academic writing. Students will compose writing pieces that embrace creativity, self-expression, and abstract thinking. They will also be encouraged to share their work, whether it be simply with peers in the classroom or on a broader scale, using social media, print media, and/or blogs.

Public Speaking* - Grades: 9-12

Prerequisite: None

Credits: 2.5

This elective will enable students to develop their presentational literacy skills in a number of dimensions. Students will study and analyze rhetoric (including visual rhetoric), practice and develop public speaking skills, create podcasts, and perform TED-style talks. Throughout the course, students will discover the power of the story as an effective tool for communicating ideas.

Graduation Reading/Writing* - Grade: 12

Prerequisite: Placement

Credits: 2.5

This course is for 12th grade students identified as needing to improve reading and writing skills as indicated by a previously administered NJSLA, or in the case of a new senior who has not taken the NJSLA.

Literacy Acceleration

Prerequisite: Incoming Grade 9 Placement

Credits: 5

Course proposed to be written summer of 2024. Diagnose and prescribe methods for advancing student progress in the areas of reading, writing, speaking, and listening.

English As A Second Language (ESL)

ESL is a developmental second language program based on student needs that teaches listening comprehension, speaking, reading, using media, and writing in English while incorporating the cultural aspects of the student's experiences in their ESL instruction. It is a program for students who have sufficient difficulty with the English language as measured by an English language proficiency test, so as to not have the opportunity to learn successfully in the content-area classrooms where the language of instruction is English. Students are placed by language proficiency level into a high-intensity ESL program in which they receive 2 daily class periods of ESL instruction. One period is the standard ESL class, and the other period is a tutorial.

ESL I - Grades: 9-12

Prerequisite: Placement

Credits: 5

This course introduces the English Language Learner (ELL) to the English language builds on the student's previous education and language knowledge, and helps students adjust to their new environment. Students develop the ability to use oral and written English for daily needs and acquire basic conversational skills and vocabulary. Emphasis is placed on the development of communicative competency, including survival vocabulary within the school and society. Students begin to develop written expressions and expand their general vocabulary. Academic concepts and basic cultural topics are introduced through thematic units utilizing real-life conversations, realia, role-playing, cultural readings, and short passages from fiction and non-fiction texts.

ESL II - Grades: 9-12

Prerequisite: Placement

Credits: 5

This course is for the ELL who has demonstrated control of basic English conversation and grammatical structures. It expands students' essential communication and cultural knowledge and introduces academic language to support core curriculum requirements. Students develop oral classroom skills and reading and writing strategies needed to meet graduation requirements in Core Content areas. Literature is studied in more depth to develop oral and written expression as well as increase general vocabulary and reading comprehension. Media use is developed and cultural topics are integrated throughout the course.

ESL III - Grades: 9-12
Prerequisite: Placement

Credits: 5

This course is for the ELL who has demonstrated advanced control of English conversation and grammatical structures. It continues the emphasis on reading and writing for academic purposes with a focus on core content curriculum and meeting graduation requirements. Literature and the writing process are studied in more depth. Students study and interpret a variety of grade-level texts and develop communication skills through participation in informal debates and presentations. Media use is further developed and cultural topics are integrated throughout the course.

ESL Tutorial - Grades: 9-12
Prerequisite: Placement

Credits: 5

This course is for ELLs who need assistance in fulfilling requirements of subject area courses. Students develop their understanding of academic language in content area classes. The class provides the student with teacher support and additional resources to meet the requirements of mainstream classes.

MATHEMATICS

Calculators: All students entering high school should have a graphing calculator, for example, the TI-83, in order to become familiar with its functionality. Calculators that have been given to students only on the day of the assessment may result in a lower score than if the student had been using the calculator in class and at home throughout the year. In order to be of benefit, students need to be comfortable with a calculator's functions when taking any of the New Jersey State-mandated tests. Calculators, whether graphing or scientific, should have at least the following functionalities:

- >algebraic logic (i.e., automatically follows the standard order of Mathematical operations),
- >the ability to do powers and roots of any degree, and
- >at least one memory cell.

Calculators which manipulate fractions without converting them to decimals are also permitted. However, computers (laptops, palmtops, etc.), pocket organizers, and calculators with QWERTY keyboards are not acceptable under the current guidelines (NJDEP: VA, NJ Department of Education).

Through mathematics, students communicate, make connections, reason, and represent the world quantitatively in order to pose and solve problems. Participation in mathematics promotes the following "big ideas:"

- Numeracy: Numeric reasoning involves fluency and facility with numbers.
- Geometry: Spatial sense and geometric relationships are a means to solve problems and make sense of a variety of phenomena.
- Measurement: Measurement is a tool to quantify a variety of phenomena.
- Algebra: Algebra provides language through which we communicate the patterns in mathematics.

Algebra & Geometry I - Grade 9

Credits: 5

This comprehensive two-year high school math course merges Algebra I and Geometry standards and aims to provide students with a comprehensive understanding of Algebra I and Geometry concepts and their real-world applications. Students will work with a diverse range of topics including equations, functions, graphing, and geometric concepts such as congruence, similarity, and trigonometry. Additionally, students will engage in project-based learning opportunities, applying math knowledge to practical problems, working with peers, honing critical thinking skills, and unleashing their creativity to develop innovative solutions. Upon completion of this course, students will possess a firm grasp of both mathematical concepts and valuable skills such as problem-solving, critical thinking, and collaboration, and will be prepared for success in Algebra II and beyond.

Algebra I Honors - Grades: 9-12

Credits: 5

Prerequisite: Placement determined based on previous math course grade and demonstrated performance on state assessments and local benchmarks

Honors Algebra I covers all the topics in Algebra I but moves at a more rapid pace.

Geometry - Grades: 9-12

Prerequisite: Algebra I

Credits: 5

Geometry is the first mathematics course offered to high school students in which the emphasis is on proving principles rather than merely applying them. The topics covered include congruent triangles, parallel lines, polygons, similar figures, circles, areas, and loci. The knowledge of basic algebraic concepts, computers, and calculators are needed to take this course.

Geometry Honors - Grades: 9-10

Prerequisite: Algebra I

Credits: 5

Honors Geometry covers all the topics in Geometry plus trigonometry and vectors.

Algebra II - Grades: 10-12

*Prerequisite: Algebra I and Geometry
Geometry may be taken concurrently.*

Credits: 5

Topics covered in Algebra II are a continuation and extension of those mastered in Algebra I and geometry. Some key components to understanding algebra, as identified by the New Jersey Mathematics Curriculum Framework are patterns, unknown quantities, properties, functions, modeling real-world situations, evaluating expressions, and solving equations and inequalities. These topics are covered in Algebra II, as well as, factoring, simplifying, graphing, systems of equations, radicals, complex numbers, and logarithms. Graphics calculators will be used.

Algebra II Honors - Grades: 10-11

*Prerequisite: Algebra I and Geometry
Geometry may be taken concurrently.*

Credits: 5

Topics covered in Algebra II Honors are a continuation and extension of those mastered in Advanced Algebra I and geometry. Some key components to understanding algebra, as identified by the New Jersey Mathematics Curriculum Framework are patterns, unknown quantities, properties, functions, modeling real-world situations, evaluation expressions, and solving equations and inequalities. These topics are covered in Algebra II Honors, as well as, factoring, simplifying, graphing, systems of equations, radicals, complex numbers, logarithms, and introduction to trigonometry. Graphics calculators will be used. As with other honors mathematics courses, students will be covering more topics than those found in the regular program and emphasis will be placed on a greater understanding of the theoretical development of these concepts.

Precalculus - Grades: 10-12

*Prerequisite: Algebra II and Geometry
May not be taken concurrently with College Math*

Credits: 5

Precalculus is the prerequisite mathematics course for students who wish to study calculus. The key components include functions and graphs with applications, trigonometry with its many applications, discrete mathematics, and data analysis. These topics must be understood in order to take the calculus (Honors) course.

Precalculus Honors - Grades: 10-12

Prerequisite: Algebra II and Geometry, teacher recommendation

Credits: 5

Precalculus (Honors) is the prerequisite mathematics course for students who wish to study calculus in AP Calculus. The key components include functions and graphs with applications, trigonometry with its many applications, discrete mathematics, data analysis, and limits. These topics must be mastered in order to take the Advanced Placement Calculus course.

Probability and Statistics - Grades: 11-12

Prerequisite: Algebra II and Geometry

Credits: 5

Probability and Statistics is designed for an algebra-based course and the text assumes no prior background in statistical concepts and techniques. Students are asked to use statistical methods to interpret real-life data from newspapers, magazines, and other sources. The course also encourages the use of the Internet for exploration and to give students access to individual and group assignments that use real-life information. References for data sources on the World Wide Web are provided throughout.

Students may be eligible to earn dual credit at CCC for MTH 111 Intro to Statistics upon the successful completion of this course.

College Math - Grade 12

Prerequisite: Algebra II and Geometry

Credits: 5

This college-level course is designed for seniors who are planning to attend college with any major in mind. Topics to be explored included math in logistics (planning routes), math in biology (Why do flowers make spirals?), probability, math in finance, voting systems, and logic. The course is designed for seniors who want to explore a different side of math they haven't seen before and how it can be applied in real life.

Students may be eligible to earn dual credit at CCC for MTH 107 Mathematics for Liberal Arts upon the successful completion of this course.

Transitional Mathematics - Grades: 12

Prerequisite: Alg I, Geometry & Alg II

Credits: 5

Transitional Mathematics is designed to provide the student with the basic algebraic concepts and skills necessary to meet the prerequisites for college-level math courses. It includes a review of counting numbers, integers, and rational numbers. Main topics include: polynomial arithmetic and factoring, rational and irrational simplification, exponential laws, solutions of linear equations (numeric, graphic), solutions of quadratic equations, and solutions of fractional equations, and the applications of these concepts to word problems.

AP Calculus AB - Grade: 11-12

Prerequisite: Precalculus Honors

Credits: 5

This course is designed to prepare students to take the Advanced Placement Calculus (AB) exam in May of each year. The topics include differential and integral calculus with emphasis on materials as outlined by the Educational Testing Service (ETS) AP Calculus outline. *Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.*

AP Calculus BC - Grade: 12

Prerequisite: AP Calculus AB

Credits: 5

Expands the depth of study of some Calculus AB topics, prepares students to take the Advanced Placement Test in Calculus BC, and includes additional topics beyond the BC calculus curriculum. Students could receive college credit or advanced standing depending on their scores and the policy of the college. This course is designed for advanced mathematics students who have completed calculus. *Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.*

AP Statistics - Grade: 11-12

Prerequisite: Algebra II Honors

Credits: 5

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem-solving, and writing as they build conceptual understanding. *Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.*

FINE & PERFORMING ARTS

ART

Many art courses are available to Collingswood High School students. In each course, students have the opportunity to extend their skills in several related areas, including drawing, sculpture, printmaking, ceramics, and other advanced techniques. In addition to the creation of individualized projects, students also participate in group activities. The arts contribute to the achievement of social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.

Participation in the visual arts promotes the following "big ideas:"

- Aesthetic knowledge stimulates judgment and imagination, empowering students to interpret, appreciate, and extract meaning from the arts.
- Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
- An understanding of the elements and principles of art is essential to the creative process and artistic production.
- Through the critical process, students formulate judgments regarding the artistic and aesthetic merits of artwork.
- The relationship between the arts and culture is mutually dependent - culture affects the arts and the arts reflect and preserve culture.

Art I - Grades: 9-12

Prerequisite: None

Credits: 5

This year-long course introduces students to the fundamental vocabulary of the visual arts across a wide variety of media and working methods such as drawing, printmaking, painting, and sculpture. Students are exposed to those skills, knowledge, and practices providing the starting point for all further visual arts courses at CHS. Students learn about all the elements and principles of art including but not limited to color, value, and space. Additionally, historical and contemporary artists and movements are introduced concerning each new unit of study. Key projects will include warm/cool drawing, 1 point perspective room drawing, optical illusion design, watercolor still life painting, self-portrait drawing, and holiday card block print.

Art II - Grades: 10-12

Prerequisite: Elements of Art/Mixed Media (Art I)

Credits: 5

This course builds on skills and methods learned in Elements and Principles of Art and challenges students to work independently to create self-expressive work. Students will be more experimental with materials and techniques, will learn more advanced processes, and will continue to develop work for their artist portfolio and sketchbook.

Art III (Honors) - Grades: 11-12

Prerequisite: Art II, Teacher Recommendation, "B" in prerequisite course

Credits: 5

In this course, students will develop a concept-oriented body of work for their student portfolio and sketchbook. Students will further investigate contemporary art and artists, participate in art competitions, and continue to develop their portfolios for college admission.

Art IV (H) (Senior Portfolio) - Grade: 12

Prerequisite: Elements, Art II & III, Teacher Recommendation, "B" in prerequisite course

Credits: 5

In this course, special emphasis is on portfolio preparation for college admission, involvement in art competitions, and investigating career choices in the art field. Students develop a cohesive portfolio of thematic work, 15-20 works suitable for college admission, participate in national/regional contests and juried art shows, display work at an art awards show in May, and write personal artist statements to accompany their portfolio.

AP Art History (Advanced Placement) - Grade: 10-12

Prerequisite: World History Honors, Teacher Recommendation, "B" in prerequisite course

Credits: 5

This is an art history course where students will learn about man's achievements in the area of artistic expression and communication of ideas through visual means. Beginning with his first known markings on cave walls, we will observe the development of his creative thinking. We'll follow this path up to the present day, and logically discuss implications for future directions.

The course approach will be multifaceted including lectures, art activities, and field trips. Students may expect the work to be more challenging and sometimes more demanding of their time and energy than the regular course in high school. Those students achieving a grade of "A" or "B" will be offered the opportunity of taking the AP test. Scores from the test will be passed on to selected schools to determine if the student has learned enough about art history to be given credit for the Art History survey course at most colleges and universities. *Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.*

Sculpture - Grade: 9-12 *Not offered 2024-25

Prerequisite: None

Credits: 2.5

This year-long course first introduces students to building methods with materials such as cardboard, paper mâché, wire, and plaster. Students then move on to ceramics where they build and fire their creations. Students will develop their skills in hand-building, slab, coil, and wheel throwing, as well as glazing. Sculptural carving and modeling techniques will be emphasized including portraiture and figure studies, armature construction, and casting techniques. This course strongly emphasizes individual inquiry, creativity, and experimentation with the ideas and methods of sculpture.

Graphic Design I - Grade: 9-12

Prerequisite: Comfort w/ Computers/Design

Credits: 5

Introduction to Photoshop, Illustrator, Dreamweaver, Flash - This course exposes students to elementary-advanced graphic design techniques. Students will explore the Adobe Suite of graphic design applications (Photoshop, Illustrator, Dreamweaver, Flash) focusing on online graphics. Topics covered- illustration, logo design, banners, posters, websites, animation, and informational graphics. Using the elements and principles of design, students will explore the art of computer-generated images while building real world skills of the graphic arts industry.

Graphic Design II - Grade: 10-12

Prerequisite: Graphic Design I

Credits: 5

Print Media: This course builds on graphic design techniques learned in Graphic Design 1. Students will continue to explore the Adobe Suite of graphic design applications (Photoshop, Illustrator, Dreamweaver, Flash) with the addition of Indesign (desktop publishing software) focusing on print media. Topics - desktop publishing, advertising, graphic design, packaging, illustration, and multimedia. Using the elements and principles of design, students will explore the art of computer-generated images while building real-world skills of the graphic arts industry.

Graphic Design III (Honors) - Grade: 11-12

Prerequisite: Graphic Design II

Credits: 5

Design Portfolio: The student will create a portfolio with 15 to 20 works that display a wide variety of images from desktop publishing, advertising, graphic design, packaging, illustration, and multimedia. Students will create "campaign" projects that explore all media for each subject. Students will display an online version of their portfolio and display the printed version at our Senior Thesis show.

The Art of Cartooning* - Grade: 9 -12 *Not offered 2024-25

Prerequisite: None

Credits: 2.5

Drawing: Students explore the elements and principles of art through cartooning. History, mediums, perspective, formats, digital, and commercial applications of illustration are covered.

Contemporary Crafts* - Grades: 9-12 *Not offered 2024-25

Prerequisites: None

Credits: 2.5

This course focuses on two-dimensional and three-dimensional work. Students will examine various cultural contemporary crafts and will explore the areas of fibers, book arts, jewelry, printmaking, and mixed media. Projects will focus on craft and folk art traditions from around the world.

Digital Photography - Grades 9-12

Prerequisite: None

Credits: 2.5

Introduction to Photography: There will be an emphasis on learning the fundamental skills to effectively and creatively use a digital camera and photography editing software. Students will learn about the history of photography and gain technical proficiency with digital photography settings including composition, aperture settings, shutter speeds, ISO ratings, exposure modes, lighting, focusing, and other concepts. Students will explore the artistic possibilities of digital photography as creative image makers and storytellers, producing a final portfolio of photographs at the completion of the course.

MUSIC

The music department offers students experiences in instrumental and/or vocal music. Instruction is provided on an individual, small group, and large group basis, with opportunities for students with or without training or experience. To complement the instructional program, students are encouraged to participate in the marching/concert band and/or the choir.

From year to year, the department has the flexibility to form special vocal and/or instrumental ensembles depending on student interest and requests. For students to try out for All South Jersey and All-State performances, students must be a member in good standing of the junior/senior high school musical performing group, curricular, and/or co-curricular, and that Region III member must remain an active member in good standing.

Honors level will be considered during the junior and senior years in the program.

Choir - Grades: 9-12

Prerequisite: None

Credits: 5

This class is for those who have a joy of singing and is open to anyone in grades 9 through 12. A positive attitude and desire to sing are the only prerequisites to join. Students will learn proper singing and breathing techniques as well as how to read music and speak musically. This involves learning note names, rhythms, sight-reading skills, proper diction, as well as interval and ear training, and fun choral repertoire. Performance opportunities abound throughout the year, but no student is ever made to sing individually. Concerts include the Winter and Spring festivals, graduation as well as yearly performances in interesting locations around the community and elsewhere, such as New York and Philadelphia.

Concert Band - Grades: 9-12

Prerequisite: Instrumental Lessons & Recommendations

Credits: 5

This is a course for students with an instrumental music background and good playing ability. Students are required to participate in weekly instrumental lessons in order to participate in this course. Emphasis will be placed on large ensemble playing incorporating the development of performance skills, music reading, music theory, key signatures, scales, proper posture, breathing, and basic band techniques.

Strings Instrumental - Grades: 9-12

Prerequisite: None

Credits: 5

String Orchestra is offered to students in grades 9-12 as a continuation for students with previous orchestral experience. Educational emphasis is placed on the advancement of instrumental technique, musicianship, orchestral repertoire, and the development of musical literacy. Repertoire will consist of both classical and popular literature. Students will participate in competitions, festivals, and concerts both in and outside of school.

Theatre - Grades: 9-12 *Not offered 2024-25

Prerequisite: None

Credits: 5

The theatre arts course covers many aspects of dramatics. Students will prepare scripts to be read, read plays, learn about the art of pantomime and about the actor's tools for the creation of characters, present several scenes for class critique, and have an understanding of the technical aspects of theatre. Participation in theatre fulfills the performing art requirement for graduation.

Theatre II - Grades: 10-12 *Not offered 2024-25

Prerequisite: Theatre

Credits: 5

This is a continuation of the skills gained in Theatre. Students should have received a C or higher in Theatre to select this course.

Theatre III Honors- Grades:11-12 *Not offered 2024-25

Prerequisite: Theatre II

Credits: 5

This is a continuation of the skills gained in Theatre II. Students should have received a C or higher in Theatre II to select this course.

Theatre IV Honors- Grades:12 *Not offered 2024-25

Prerequisite: Theatre III

Credits: 5

This is a continuation of the skills gained in Theatre III. Students should have received a C or higher in Theatre III to select this course.

PHYSICAL EDUCATION & HEALTH

Collingswood Physical Education and Health Department provides a diversified curriculum filled with various physical education activities and critical health topics that aim to develop the physically literate and healthy individual. Students will have the opportunity to develop their physical, social, and emotional wellness through a variety of co-educational activities. It is our mission that all students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness. This will be accomplished by developing habits necessary to live healthy, productive lives that positively impact their families, schools, and communities. Learning to move safely, effectively, and feel competent and confident are key components of our program and integral to the success of our overall mission.

There are two main components in our program: Physical Education and Health. In our physical education component, we offer an activity-centered, positive, and healthy environment that fosters personal growth. Activities include individual, dual, and team sports with further offerings of recreational, lifetime, physical fitness, and resistance training opportunities. In our health component, we offer learning opportunities around mental/emotional health, stress management, driver education, human sexuality, relationships, STIs, alcohol/other drugs, first aid & CPR, and personal wellness. Our K-12 curriculum is grounded by state and national standards and instructional guidelines.

As part of the New Jersey state requirements for a high school diploma, students must have a minimum of 150 minutes per week of health and/or physical education for each of four years of high school. At each grade level at least 10 hours of instruction, as mandated by the state, is devoted to chemical health education. The state-required family life education program is provided to all students via the health course. Courses are in compliance with Title IX of the federal legislation and with New Jersey Title 6 regulations as well as with state guidelines for teaching about chemical health and AIDS, and state requirements regarding teaching family life education.

Traditional PE: Grade 9-12

Prerequisite: None

Credits: 3.75

This course expands student's understanding of a variety of sports and physical activities. Individual, dual, and team units will be offered, as well as an orientation into various personal and group fitness experiences. Emphasis will be placed on expanding basic skills into a more dynamic environment, and developing fundamental movements in sport and exercise. General rules, common language, health-related concepts, safety procedures, sport and activity etiquette, and sportsmanship will also be emphasized. This course develops our students' physical education literacy and successfully introduces our physical education curriculum here at Collingswood. Freshmen will take the traditional PE course for three marking periods.

Health I Grade: 9

Prerequisite: None

Credits: 1.25

The 9th-grade health program covers a wide variety of topics related to relationships, sexual & reproductive systems, and sexual health (contraception). Students specifically will engage in topics like abstinence, decision-making, refusal skills, and sexually transmitted diseases. The class will help students to navigate relationships with self, partners, and community, and manage one's sexual health.

Health Education II Grade: 10

Prerequisite: None

Credits: 1.25

All 10th-grade students study the principles of safe driving as outlined in the New Jersey state driver education program. The driver education component covers the operation of the modern vehicle following NJ laws, the organ donation process, and driving under the influence. All of these topics are designed to prepare students for the NJ MVC driver test. Another topic of the course will focus on alcohol/drugs, focusing on the impact of drugs in all dimensions of health. The course aims to develop mature attitudes and proper habits for safe driving and refusal skills around drugs and alcohol.

Health III - Grade: 11

Prerequisite: None

Credits: 1.25

The American Red Cross CPR curriculum is the program of health studies for this grade level. The purpose of the courses in the First Aid/CPR/AED program is to help participants recognize and respond appropriately to cardiac, breathing, and first aid emergencies. Students who pass the ARC test receive a Red Cross certificate. Students will also explore different diseases and treatment options.

Health IV - Grade: 12

Prerequisite: None

Credits: 1.25

The 12th-grade health program focuses on a wide variety of topics relating to life skills. Students will explore and discuss many life choices such as lifelong wellness, nutrition, mental health, stress management, and post-high school life. They will develop a basic understanding of managing finances as a necessary function of being an independent adult. Students will seek to clarify personal values and attitudes in order to make intelligent choices about future endeavors.

SCIENCE

Scientific literacy encompasses the understanding of key concepts and principles of science, familiarity with the natural world for both its diversity and unity, and the use of scientific knowledge and scientific ways of thinking for individual and social purposes (American Association for the Advancement of Science, Science for All Americans).

Participation in Science promotes the following "big ideas:"

- Science is a way of thinking about and investigating the world in which we all live.
- Science is a human endeavor. People from many cultures have contributed to the understanding of science.
- Science cannot be practiced or learned without appreciation of the role of mathematics in discovering and expressing natural laws. Tables, graphs, and equations are alternative ways of representing information or relationships, each with advantages and disadvantages.
- The study of science and technology is interrelated, and as such, can assist in solving problems.
- The natural world is defined by organisms and life processes which conform to principles regarding conservation and transformation of matter and energy. Knowledge about life processes can be applied to improving human health and well being.
- Materials exist throughout our physical world. The structures of materials influence their physical properties, chemical reactivity and, use.
- The flow of energy drives processes of change in all biological, chemical, physical and geological systems. The conservation of energy is a law that can be used to analyze and build understanding of diverse physical and biological systems.
- Earth's dynamic systems are made up of the geosphere, hydrosphere, atmosphere and biosphere. Interactions among these spheres have resulted in ongoing changes to the system. Some of these changes can be measured on a human time scale, but others occur so slowly that they must be inferred from geological evidence.
- Our solar system is part of the Milky Way galaxy which is one of many galaxies in the known universe. While the composition of planets varies considerably, their components and the applicable laws of science are universal.
- Organisms are linked to one another in an ecosystem by the flow of energy and the cycling of materials. Humans are an integral part of the natural system and human activities can alter the stability of ecosystems.

In all courses where experimentation occurs, safety procedures are taught and reinforced continually throughout the year. **All students and parents must sign a safety contract prior to a student participating in any laboratory procedures.**

Biology/Lab - Grades: 9-12

Prerequisite: None

Credits: 5

Biology is a laboratory course designed for students who plan on attending college. It is a general survey course encompassing the following areas: introduction to the scientific approach, cytology, biochemistry, genetics, evolution, taxonomy, and the study of the plant and animal kingdoms.

In the laboratory, students participate in exercises involving microscopy, dissection, and experimentation. Skills will be developed in the observation of living things as well as in the solution of scientific problems.

Biology Honors/Lab - Grades: 9-12

Prerequisite: Teacher recommendation

Credits: 5

This course is designed for the academically talented student who has an interest in the biological sciences and is aiming toward advanced placement science courses in the senior year. Topics will include: biochemistry and molecular biology, cytology, genetics, microbiology, taxonomy, and ecology. Students will participate in laboratory exercises and individual research projects to augment classroom lecture.

AP Biology - Grades: 11-12

Prerequisite: Biology/Lab, teacher recommendation

Credits: 5

This course is designed for the academically talented student. AP Biology contains the prescribed course delineated by the College Board. As such, this course is taught essentially at the college level. Topics covered by the course include: the interrelationship among living things, life processes involved in the transfer of genetic material, energy relationships, and evolutionary processes explaining the structure and function of organisms. A survey is made of the major groups of protists, plants, and animals with special attention being paid to anatomy and physiology. Emphasis will be placed on molecular and cellular biology, organic chemistry, biological chemistry, thermodynamics, photosynthesis and respiration, molecular genetics, taxonomy, embryology, and the study of populations.

Students may be eligible to earn dual credit at CCC for BIO 111 Biology I - Science upon the successful completion of this course. *Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.*

Environmental Science/Lab - Grades: 10-12

Prerequisite: Biology/Lab

Credits: 5

Environmental Science is a laboratory course designed for students who are interested in the environment and plan to attend a 2 or 4-year college. The course encompasses: the history of ecology, ecological principles, relevance of ecology to human affairs, population ecology, community ecology, and ecology in the future of the world.

Experiments take place in the classroom and the field. Students will participate in exercises involving microscope investigations of water samples, internet investigations, calculations of statistics of the surrounding area, and field experiments. Skills will be developed in the observation of living things as well as the solution of scientific problems.

Environmental Science Honors/Lab - Grades: 10-12

Prerequisite: Biology/Lab, teacher recommendation

Credits: 5

Environmental Science is a laboratory course designed for students who are interested in the environment and plan to attend a 2 or 4-year college. The course encompasses: the history of ecology, ecological principles, the relevance of ecology to human affairs, population ecology, community ecology, and ecology in the future of the world with a more in-depth and hands-on approach.

Experiments take place in the classroom and the field. Students will participate in exercises involving microscope investigations of water samples, internet investigations, calculations of statistics of the surrounding area, and field experiments. Skills will be developed in the observation of living things as well as in the solution of scientific problems. Students will develop an in-depth understanding of current environmental issues and possible ways to help solve the problems.

AP Environmental Science/Lab - Grades: 10-12

Prerequisite: Biology/Lab Honors and teacher recommendation or Biology/Lab & Chemistry/Lab

Credits: 5

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. It is designed to engage students with scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Students should have completed 2 years of high school laboratory science - 1 year of life science and 1 year of physical science (e.g., a year of biology and a year of chemistry). Due to the quantitative analysis required in the course, students should also have taken at least 1 year of algebra. *Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.*

Chemistry/Lab - Grades: 10-12*Prerequisite: Biology/Lab**Credits: 5*

This course is designed to develop an understanding of the material world, its composition, its changes, and the necessity for preserving it. The course includes factual matter, problem-solving, and laboratory work. It is designed for both college preparatory students and those whose formal education will end at the high school level. Chemistry is recommended for those students interested in any of the health professions, law, construction trades, agriculture, or the food industry.

Chemistry Honors/Lab - Grades: 10-12*Prerequisite: Biology/Lab**Credits: 5*

This class is designed as a course for the motivated student planning on taking AP chemistry or the student wanting a greater knowledge base in chemistry than provided by the academic chemistry course. This class is designed with continuation into AP chemistry insofar as students perform some labs that are AP level and complete work consistent with AP standards. This class covers many introductory topics in-depth and also has the breadth to introduce many advanced topics. This class uses mathematical relationships and advanced problem-solving techniques with an emphasis on independent reading to answer many chemistry questions, both on paper and in the laboratory. Topics include chemical calculations, history, atomic theory, chemical bonding, reactions and reaction types, stoichiometry, states of matter, solution chemistry, kinetics, and thermodynamics.

AP Chemistry - Grades: 11-12*Prerequisite: Chemistry/Lab, teacher recommendation**Credits: 5*

This course, for the academically talented student with a serious interest in a science career, has the pace, scope, and activities of a first-year college course in general chemistry. Students take the Advanced Placement examination in May. Some colleges accept AP credit with a score of 3-5 on the AP exam. The burden lies with the student to determine the requirements for AP credit at individual colleges and universities. Students who choose not to take the AP exam only receive honors credit for the class.

Topics include chemical calculations, atomic theory, chemical bonding, reactions and reaction types, stoichiometry, states of matter, solution chemistry, kinetics, thermodynamics, nuclear chemistry, and selected topics in organic chemistry.

Students may be eligible to earn dual credit at CCC for CHM 111 Chemistry I Science upon the successful completion of this course.

Physics/Lab - Grades: 11-12*Prerequisite: Geometry (concurrently Algebra 2)**Credits: 5**Recommended: Chemistry/Lab*

The physics course is intended to provide students with the tools needed for learning physics concepts in a college level general physics course at a 2 or 4-year college or institution and the understanding that it is the science of physics that governs all the motions and interactions found in the world in which they live. Topics of study in both lecture and in the lab will include mechanics, vibrations and waves, optics, and electromagnetism.

Physics Honors/Lab - Grades: 11-12*Prerequisite: Geometry (concurrently Algebra 2)**Credits: 5**Recommended: Chemistry/Lab*

The Physics (Honors) course will challenge students by introducing advanced topics in addition to those found in the academic physics course. These topics include fluid mechanics, thermodynamics, and a further investigation of areas in electromagnetism and modern physics. The course is intended to provide the students with the tools needed to learn physics concepts at the country's top colleges and universities.

AP Physics/Lab - Grades: 11-12

Prerequisite: Geometry (concurrently Algebra 2)

Credits: 5

Recommended: Chemistry/Lab, teacher recommendation

The course will focus on topics usually covered in the first semester of an algebra-based, introductory college-level physics course. The course provides a fresh challenge for students interested in the physical sciences. *Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.*

Anatomy & Physiology Honors - Grades: 11-12

Prerequisite: Biology/Lab & Chemistry/Lab

Credits: 5

This course in human anatomy and physiology has been designed for those students who have an aptitude and an interest in biological science and might be considering a career in science. It should prove particularly valuable to those planning to enter medicine or a related field. The course includes an intensive study of the structure and functions of the human body as well as a small unit in microbiology. Juniors will need to take lab science concurrently.

Students may be eligible to earn dual credit at CCC for BIO 103 Human Biology upon the successful completion of this course.

Genomics of Adaptation* - Grades:10-12

Prerequisites: Biology/Lab

Credits: 2.5

This semester course reviews evidence that supports the theory of evolution, from DNA, meiosis, and genetics, and the fossil record. Students will discover how ecological niches and natural selection shaped our human genome and why humans continue to pass on traits that may be harmful. Lastly, students will study the future of our evolution by researching biotechnology and studying current events.

Introduction to Health Care Professions* - Grades 10-12

Credits: 2.5

Prerequisite: Biology/Lab

This semester course is for students who desire to enter the medical field (nurses, doctors, physician assistants, etc.) and will introduce students to a variety of health-related disciplines and topics. Students will study some of the major human body systems and common medical conditions associated with those systems, as well as learn about the associated medical professions and job requirements, professional diagnosis practices, and treatments associated with diseases and disorders.

HISTORY/HUMANITIES

Courses in the Social Studies Department are both required and elective in nature. As stipulated in the state-mandated high school graduation requirements, all students must pass 1 year of world history and 2 years of American history. The state of New Jersey has developed a set of core proficiencies that must be addressed in all levels of world history and United States History I and II. The department offers Honors courses in United States History I and II for college-bound students who want an intensive program of study. Social Studies education provides learners with the knowledge, skills, and attitudes they need to be active, informed citizens and contributing members of local, state, and world communities.

Participation in Social Studies promotes the following "big ideas:"

- The development of social studies skills enables learners to apply the concept of time, location, distance, relationships, and points of view to the study of contemporary and past peoples, places, issues, and events.
- An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.
- World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.
- The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with a historical perspective that informs both thinking and action.
- The study of economics fosters an understanding of the management of resources in the global, public, and private sectors and individual decision-making.
- Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places, and the environment for problem-solving and historical understanding.

All social studies courses will incorporate principles of ELA acceleration, along with all electives offered out of the English department.

World History Academic - Grades: 9-12

Prerequisite: None

Credits: 5

Successful completion of this course is a requirement for graduation from high school. It is divided into 6 units, beginning with prehistoric man and continuing to the present. Each unit focuses on a broad theme, and the chapters within each unit contribute to the development of that theme. In keeping with state guidelines, course content emphasizes world events in the non-European as well as the European world.

World History Honors - Grades: 9-12

Prerequisite: Teacher Recommendation, "B" in prerequisite course

Credits: 5

This challenging course offers the college bound student an opportunity to examine major events that have shaped the contemporary world. Civilizations of Africa, Asia, Europe, and Latin America will be studied within the concept of the "global village". Various aspects of a culture's intellectual, social, political, and economic history will be investigated in its geographic setting. Students will be expected to read supplementary materials and develop their writing skills through historical essays.

U.S. History I Academic - Grades: 10-11

Prerequisite: None

Credits: 5

This course is designed to provide a comprehensive review of the growth of our nation. It begins with a brief review of European history and American colonization, and continues to the end of the 19th century. Major emphasis will be placed on the development of the governmental system, as well as the geographic, economic, and social/cultural factors which have contributed to the growth of the United States. This course should be completed during sophomore year and is a requirement for graduation.

U.S. History I Honors - Grades: 10-11

Prerequisite: Teacher Recommendation, "B" in prerequisite course

Credits: 5

The course surveys American History from its European roots to Industrialization through the 19th century. The course is taught thematically as well as chronologically. Students will further develop critical thinking skills, creativity, and the ability to analyze and synthesize historical events. Student performance is measured through achievement on written tests, writing assignments, class participation, oral presentations, and group projects. Grades are weighted and pupils are encouraged to maintain at least a "C" average in order to continue in the program.

U.S. History II - Grades: 11-12

Prerequisite: U.S. History I

Credits: 5

This course in practical American history continues the chronological survey started in United States I, beginning at the end of the 19th century and continuing to modern times. Focus will be on major historical events, both domestic and foreign. Examination of political, social, and economic events of the twentieth century will be related to the student's personal occupational plans and goals. Activities will aim to strengthen abilities to read, write, listen, take notes, and discuss.

U.S. History II Honors - Grades: 11-12

Prerequisite: Teacher Recommendation, "B" in prerequisite course

Credits: 5

This course is an extension of the Honors program begun with US I. Classwork will provide students with the opportunity to develop critical thinking skills, creativity, and the ability to apply knowledge learned in class. Student performance is measured through achievement on written and oral tests, writing assignments, and class participation.

AP U.S. History II - Grade: 11

Prerequisite: Teacher Recommendation, "B" in prerequisite course

Credits: 5

This course, which culminates in the optional Advanced Placement test in May of the junior year, is designed to give students a grounding in the subject matter of United States history and in major interpretive questions that derive from the study of selected themes. The program prepares students for college courses by making demands upon them equivalent to those made by full-year introductory college courses. The Advanced Placement test covers material from colonial to contemporary times, therefore it is suggested that students have followed an honors United States History I course, or that they have a strong teacher recommendation.

Students may be eligible to earn dual credit at CCC for HIS 122 US History II upon the successful completion of this course. Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.

The History of Civil Rights & Social Justice in America* - Grades 9-12

Prerequisite: None

Credits: 2.5

As we progress through the first quarter of the 21st Century, the Civil Rights movement (along with other factions and movements for equality, in our society) have become part of folklore and history to many of our students. Being introduced to the history and significance and the necessity of social justice and the people who have created change is essential to modern citizenship. Students will explore the meaning and impact of social justice and civil rights on the past, the present, and the influence they may have in their future.

Introduction to African American History* - Grades: 9-12

Prerequisite: None

Credits: 2.5

This course will examine the African-American experience in the United States beginning in 1619 and culminating in an analysis of the present day. Students will investigate and explore significant historical events and extraordinary individuals who have been instrumental in the progress and achievements of African Americans in the United States. Through a detailed examination of historical events and people, students will gain a deeper understanding of African-American history and the current state of affairs in the United States of America.

The Psychology of the American Experience* - Grades: 9 -12

Prerequisite: None

Credits: 2.5

This course will examine the historical progress of American culture and its relationship with historical events including but not limited to the advent of the automobile and car culture, prohibition of alcohol and the resistance of the populace, the Red Scare and Hollywood, the tumultuous 1960s, and the final phases of the Cold War in the 1980s and 90s, when the US grew into the globe's lone superpower.

The Law and You* - Grades: 9 -12

Prerequisite: None

Credits: 2.5

This course provides practical information and problem-solving opportunities that provide students with the knowledge and skills necessary for survival in our law-saturated society. The curriculum will focus on the criminal justice system and includes case studies, mock trials, role plays, small group exercises, and visual analysis activities. Community resource personnel such as lawyers and police officers will be invited to join the class.

Global Conflicts* - Grade: 11-12

Prerequisite: U.S. History II or concurrent with US II

Credits: 2.5

This elective course aims to give the students a greater understanding of this complex conflict and its impact on the United States. The following will be investigated in detail: the early history of Vietnam, the era of French colonialism, United States foreign policy and the reasons for its involvement in the conflict, the impact of the conflict on events within the United States, and the historical importance of the confrontation in a world setting. In addition, students will compare/contrast the Vietnam War with contemporary conflicts such as Operation Desert Storm and Operation Iraqi Freedom. Emphasis will be placed on the development of critical thinking and writing, class discussion, and individual research which will assist students in their personal appreciation of this controversial period in American history.

Sociology* - Grades: 11-12

Prerequisite: None

Credits: 2.5

This course provides a general introduction to social science theory by examining the various groups and institutions of modern society, including the reasons for their formation and the processes by which they interact. Various aspects of society are investigated and current social problems are analyzed. This elective emphasizes American culture in an international setting. Students should be prepared to be involved in class discussion of current issues and research and critical thinking activities.

Psychology* - Grade: 11-12 **Not offered 2024-25*

Prerequisite: None

Credits: 2.5

This is an introductory course designed to cover basic psychological facts, principles, methods, ethics, techniques, and various other subfields associated with human behavior and thinking. This course will encourage student reflection and the ability to interact with and understand the behavior of others.

AP Psychology - Grade: 11-12

Prerequisite: Teacher Recommendation

Credits: 5

The purpose of AP Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology.

Students may be eligible to earn dual credit at CCC for PSY 101 Basic Psychology upon the successful completion of this course. Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.

AP European History - Grade: 12

Prerequisite: US History II or AP US History, Teacher Recommendation, "B" in prerequisite course Credits: 5

This European History course focuses on Europe's political, economic, and cultural evolution from the mid-15th century to modern times. The central purpose of this course is to provide academically oriented students with a learning experience equivalent to that obtained in most college introductory Western Civilization or European History courses. The students will use a college-level text and intensive individual effort will be required in reading supplementary material and in writing historical essays and papers. The course will prepare students for the Advanced Placement examination in May.

Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.

AP US Government and Politics - Grade: 12

Prerequisite: US History II or AP US History, Teacher Recommendation, "B" in prerequisite course Credits: 5

This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Students may be eligible to earn dual credit at CCC for POL 103 American Federal Government upon the successful completion of this course. *Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.*

AP African American Studies - Grade: 12

Prerequisite: US History II or AP US History, Teacher Recommendation, "B" in prerequisite course Credits: 5

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment.

Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.

SPECIAL EDUCATION (Modified Curriculum)

A modified curriculum is provided for students whose IEPs dictate the need for accommodations. It is the responsibility of the Child Study Team to confer with parents, staff, and students as placement and curricular decisions are made. Several courses have been established to meet the needs of classified students. In addition, instructional support is offered in many mainstreamed classes.

Functional Academic & Life Skills I & II/Intro. to Vocations - Grades: 9-12

Prerequisites: IEP recommendation

Credits: 5/10

This course is designed for students with various ability levels to help students develop career awareness skills, employability skills, and entrepreneurial skills. Students will develop employment skills in their academic classes such as reading classified ads, writing resumes, filling out job applications, check writing, and interviewing skills. Further, the students will explore career options through self-assessments and interest inventories to match interest with ability. The students will learn entrepreneurial skills by developing a business plan, creating a small business, raising money, and producing a product. The students will take responsibility for managing and maintaining the business in order to meet with success.

Career Readiness & Transition to Work I & II - Grades: 9-12

Prerequisites: IEP recommendation

Credits: 5/10

This course's focus is academics and job preparation while the objective of the vocational component is "experiencing the real world". Often, the initial jobs are volunteering in the community which leads to paying jobs that meet student qualifications.

Exploration of Multiple World Languages - Grades: 9-12 *Not available 24-25

Prerequisite: IEP recommendation

Credits: 5

This course will provide an introduction to 4 different languages and their cultures. Students will develop an understanding of the culture and will concentrate on listening and basic speaking of the target language with the aim of appreciating a different language each quarter. Instruction will include how to greet someone, how to ask and respond to basic questions, how to speak and read within a basic range, and how to develop an understanding of each culture. Full Year – different language each quarter (Q1 German, Q2 Latin, Q3 French, Q4 Spanish)

** May run every other year*

Nutrition and Healthy Lifestyles - Grades 10-12

Prerequisites: Biology

Credits: 5

This course is designed for students of various levels to allow them to develop skills to independently care for themselves and maintain good health and nutrition. It focuses on the basics of a consistent and beneficial diet and how to live a healthy and productive lifestyle. This course will provide a basic understanding of the chemistry of nutrients, food and nutrition, reading food labels, effects of obesity and malnutrition, food production and livestock management, future food problems, the GMO and organic market, social and emotional development and the importance of exercise and physical activity. Biology is a prerequisite to this course as an understanding of macromolecules (carbohydrates, lipids and proteins) and the chemistry of living organisms is required.

Academic Tutorial - Grades: 9-12

Prerequisites: IEP recommendation

Credits: 5

Academic Tutorial is a course offered to classified students who require extra support in their academic classes. Modifications and accommodations specified in the IEP can be implemented during this period. Such accommodations include, but are not limited to: additional time for tests, retaking tests using alternate strategies, taking a test orally, and taking an assessment in a quiet environment. This course also provides time for students to study, do classwork/homework, and/or work on projects with the help and guidance of a special education teacher. The special education teacher monitors the student's progress in all academic classes throughout the year.

Supplemental Support Classes - Grades: 9-12

Prerequisites: IEP recommendation

Credits: n/a

Supplemental Support is offered in all general education and academic disciplines: mathematics, history, science, and English. Special Education staff are teamed with content area teachers to collaborate on planning instruction, implementing effective learning strategies, and providing useful techniques to ensure that all students have the opportunity to be successful. Jointly, the special education staff and the general education teacher make certain that all accommodations and modifications outlined in the IEP are being implemented for each student. In addition to improving mastery of content, student self-esteem is enhanced when they are provided the support they need in a general education class. Some of the interventions available include: modified classwork, homework, tests, quizzes, etc. to meet different learning styles, encouragement of active participation/involvement in class, assistance with daily organization of materials for class, and assistance to the general education teachers with teaching, grades, monitoring, discipline control, etc.

WORLD LANGUAGE

The World Language curriculum offers a 4-5 year program in French, German, and Spanish. Through the "High School Plus Program" with Camden County College, students completing the 4th and 5th year of certain World Language study are eligible to earn 3 college credits for each year of advanced study, for a total of 6 credits. Students must complete the registration and application for the transferable college credits (3 college credits per advanced world language course) in their advanced world language course (IV and/or V).

In modern languages, emphasis is on the development of the 5 basic communication skills: listening, speaking, reading, writing, and cultural awareness. In the study of all 3 languages, thinking skills such as observation, memorization, analogy, analysis, and synthesis are strengthened. The study of another language and culture prepares learners to function fully and effectively as citizens and workers in the 21st century by being able to communicate in appropriate ways with people from diverse cultures.

Participation in World Language promotes the following "big ideas:"

- Communication is the ability to understand and be understood in real-world contexts.
- Language and culture are mutually dependent.

French I - Grades: 9-12

Prerequisite: None

Credits: 5

French I is an introduction to the French language and culture of French-speaking people. Emphasis is placed on practicing the skills of listening, speaking, reading, and writing. Students learn to understand and speak some conversational French used in everyday situations. The culture, history, and geography of Francophone cultures are introduced. A combination of authentic and technological resources simulates and creates meaningful linguistic exchanges.

French II - Grades: 9-12

Prerequisite: French I

Credits: 5

In French II, the systematic development of the skills of listening, speaking, reading, and writing is continued, with increased emphasis on reading and writing. Practice is provided on the grammar patterns and vocabulary of spoken and written French in daily life. The student becomes familiar with some issues of the modern world as seen by French-speaking people. Attention to history and geography is continued. Authentic and technological resources are used in support of presentations.

French III - Grades: 10-12

Prerequisite: French II

Credits: 5

In French III, the focus is on consolidating previous learnings in listening, speaking, reading, and writing. Grammar study focuses on more complex sentences. Attention continues to issues of the modern world as seen by French-speaking people. There is an introduction to Francophone literature, and the history of France is studied in greater depth.

French III Honors - Grades: 10-12

Prerequisite: French II, Teacher Recommendation, "B" in French II

Credits: 5

In addition to all of the requirements presented in the French III curriculum, French III Honors students will begin their preparation for both the French IV Honors and French V Honors courses. Students will be required to read an additional chapter book *Pauvre Anne*, and complete 2 additional research projects on topical events and/or people from Francophone countries beyond France. These research projects will prepare students for the current event presentational component of the upper-level honors courses. Finally, students will be required to submit an additional Google Voice speaking assignment per marking period which will extend beyond the requirements of the French III curriculum.

French IV Honors - Grades: 11-12

Prerequisite: French III, Teacher Recommendation, "B" in French III

Credits: 5

Students in French IV continue to integrate the skills and previous learnings in listening, speaking, reading, and writing. Increased reading becomes part of the basis of learning activities, with selections from contemporary books, magazines, newspapers, etc. Discussions in French focus on readings and current events. Emphasis is on increasing fluency and comprehension.

French V Honors - Grade: 12

Prerequisite: French IV, Teacher Recommendation, "B" in French IV

Credits: 5

In French V, reading and conversation are the basis of learning activities, the topics of which will be based on French literature and current events. An emphasis will be placed on individual research on topics of relevance to current issues in the Francophone world. The goal is increased fluency and personal development of French and study skills.

German I - Grades: 9-12

Prerequisite: None

Credits: 5

The emphasis in German I is placed on hearing, speaking, reading, and writing the German language. The vocabulary used concerns itself with everyday situations relevant to students of this age group. It is presented through the use of pictures, posters, tapes, films, magazines, and songs. Students will also learn basic history and geography related to German-speaking countries. Special German festivities and cultural events are observed, and a German exchange in Collingswood and abroad is offered.

German II - Grades: 9-12

Prerequisite: German I

Credits: 5

Although much emphasis is still placed on hearing and speaking the foreign language, more reading and writing are introduced. Audiovisual aids related to the material studies continue to be used. Students will continue to learn the culture, geography, and history of German-speaking countries. Special festivities and cultural events taking place in Germany at a particular time are also observed; Oktoberfest, Christmas play, and Karneval. Some folk songs, poems, and skits are learned. Students will be afforded the opportunity to be involved with the German exchange program, which enables them to practice their written and oral German in real-life situations.

German III - Grades 10-12

Prerequisite: German II

Credits: 5

In German III the speaking, reading, and writing of even more advanced material is completed. A number of modern German short stories and poems are read and discussed in German. More advanced grammar is introduced and practiced. Students will continue to learn the culture, geography, and history of German-speaking countries. A brief presentation of the history of Germany and German literature is made. Special German festivities and cultural events are observed. Students will be afforded the opportunity to be involved with the German exchange program, which enables them to practice their written and oral German in real-life situations.

Students may be eligible to earn dual credit at CCC for GER 101 Elementary German I upon the successful completion of this course.

German III Honors - Grades: 10-12

Prerequisite: German II, Teacher Recommendation, "B" in German II

Credits: 5

In addition to the regular requirements for German III, the German III Honors course will prepare students for German IV and V Honors. Although taught the same grammar and using the same textbook, honors students will be required to read extra materials, complete extra writing assignments and short research projects on German-related topics, and also will be expected to complete longer and more in-depth assignments than the non-honors students. Some assignments will also include a speaking component. Such projects will help prepare students even better for the rigors of the upper-level German honors courses and the possibility of taking the National German Exam.

Students may be eligible to earn dual credit at CCC for GER 102 Elementary German II upon the successful completion of this course.

German IV Honors - Grade: 11- 12

Prerequisite: German III, Teacher Recommendation, "B" in German III

Credits: 5

The emphasis in German IV is on advanced grammar and the proper use of it in spoken and written form. Translating and analyzing current magazine and internet articles, book texts, and videos, as well as the opportunity to be involved with the German exchange program, enable students to practice their written and oral German in real-life situations. Writing assignments and projects round out the program, with an added emphasis on culture and its importance on society at large. Special festivities and cultural events taking place in Germany at a particular time are also observed.

Students may be eligible to earn dual credit at CCC for Elementary German II upon the successful completion of this course.

German V Honors - Grade: 12

Prerequisite: German IV, Teacher Recommendation, "B" in German IV

Credits: 5

In German V the speaking, reading, and writing skills of advanced material with emphasis on culture will be taught through selected literature. An emphasis will be placed on individual reading and research. Students will be afforded the opportunity to be involved with the German exchange program, which enables them to practice their written and oral German in real-life situations.

Students may be eligible to earn dual credit at CCC for Elementary German II upon the successful completion of this course.

SPANISH

Spanish I - Grades: 9-12

Prerequisite: None

Credits: 5

In this college preparatory course, Spanish I students are introduced to the sounds and basic grammar of the language. Spanish I is an introduction to understanding how to speak, read, write, and understand the Spanish language with an emphasis on speaking. By the end of the course, they are able to speak in short sentences in response to questions based on the themes of the curriculum. In addition, students will be able to write short, simple sentences and describe actions. Students also receive an introduction to the Spanish-speaking world of culture and geography. We will be using the textbook, Chromebooks, Google Classroom, Google Voice, and a variety of Spanish websites to aid the language learning process.

Spanish II - Grades: 9-12

Prerequisite: Spanish I

Credits: 5

Spanish II continues practice in using the systems of listening, speaking, reading, and writing with an emphasis on speaking in the target language and understanding the grammatical concepts presented in several tenses. In addition, they will continue to build active vocabulary and comprehend spoken language at a more advanced level. By the end of the course, students will demonstrate a basic proficiency in the language. There is a continued discussion on the geography of Central and South America as well.

Spanish III - Grades:10-12

Prerequisite: Spanish II

Credits: 5

Spanish III is for accelerated students who have demonstrated above-average performance in Spanish II. Students continue to use more advanced language patterns in everyday situations with emphasis placed on speaking and grammar. Students develop greater language control, vocabulary, and cultural awareness. Spanish III is taught 90% in Spanish and students have weekly speaking assessments in order to achieve a higher level of fluency by the year's end.

*This course may be offered with a **dual credit option** through Camden County College.*

Spanish III Honors - Grades:10-12

Prerequisite: Spanish II, Teacher Recommendation, "B" in Spanish II

Credits: 5

The class will consist of higher-level listening, reading, speaking, and writing projects and activities as well as dealing with advanced grammatical structures and high-level vocabulary lists. Students are *strongly* encouraged to speak Spanish in the classroom as much as possible when speaking. Students need to be aware that reasonable out-of-class time will have to be devoted to this subject to be successful.

*This course may be offered with a **dual credit option** through Camden County College.*

Spanish IV Honors - Grades: 11-12

Prerequisite: Spanish III, Teacher Recommendation, "B" in Spanish III

Credits: 5

Honors Spanish IV refines grammar skills already learned and stresses a broad and diversified use of language skills on a more advanced level. Students explore a Spanish short story, present skits and speeches, investigate current issues, discuss excerpts from magazine and newspaper articles, write about a myriad of topics, and immerse themselves in the culture through food, music, art, and literature. This course is taught completely in Spanish.

*This course may be offered with a **dual credit option** through Camden County College.*

AP Spanish Language and Culture - Grade: 12

Prerequisite: Spanish IV, Teacher Recommendation, "B" in Spanish IV

Credits: 5

During the AP Spanish Language course students will develop Spanish language proficiency and learn to integrate speaking, listening, reading, and writing skills. This course is taught completely in Spanish.

*This course may be offered with a **dual credit option** through Camden County College. Students are strongly encouraged to take the College Board AP Exam for this course offered in May. Students who choose not to take the exam will be required to take the final exam for the course at the end of the school year.*

ADDITIONAL ELECTIVES

Senior Leadership Academy (Honors) - Grade: 12

Prerequisite: Interview Process

Credits: 5

Senior Leadership Academy is a class designed to give seniors an opportunity to exercise and strengthen their leadership skills. Seniors will work with teachers/advisors to engage students in the freshmen Physical Education class. Seniors are expected to create lessons in SLA class, teach lessons during freshmen PE 1x during a 6 day cycle, and create a nurturing environment for freshmen. Seniors are also expected to: be enthusiastic in SLA as well as freshmen Phys. Ed., complete all assignments and communicate with teachers, model positive behaviors in and out of school, and take the initiative to generate ideas based on the needs of the freshmen.

AVID - Grade: 10

Students apply and complete an admissions process in order to be scheduled in the AVID course.

Credits: 5

AVID is an elective class for students in grade 10 who are college bound, focusing on college and career readiness. While concurrently enrolled in a college-prep/advanced course of study, students learn strategies to enhance academic success in rigorous coursework. Students work collaboratively in tutor-led groups which reflect student study groups in college. Note-taking, writing, speaking, reading, and test-taking skills are strengthened through various strategies presented to the students. In addition, the course includes college visits, motivational activities, and family/community events. The AVID curriculum focuses on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) through the AVID High School Libraries in both teacher and tutor-led activities. In the junior year, students begin to narrow their focus on a prospective college major as well as potential schools of interest.

Students interested in the AVID program should have a 2.0-3.5 GPA, no discipline problems, and good attendance. Students should also be dedicated to continuing their education at a four-year college or university after graduation. Interested students will be interviewed by the AVID selection committee during the early spring.

Questions about AVID:

Kim Hallenbeck	(856) 962-5701 x6011	khallenbeck@collsk12.org
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"You cannot do kindness too soon, for you never know how soon it will be too late"

—
Ralph Waldo Emerson

GO PANTHERS!



"Persistence is what makes the impossible possible, the possible likely, and the likely definite."

—
Robert Half