

Haddonfield Memorial High School

2017-2018

Program of Studies

REQUIRED SUBJECTS FOR GRADUATION

ALL STUDENTS MUST REGISTER FOR AT LEAST 15 CREDITS PER SEMESTER.

All students must meet the following graduation requirements:

| | | |
|---|---------|--------------------|
| English | 4 years | 22 credits |
| Practical Arts (Career Education and Consumer, Family, and Life Skills) | 1 year | 5 credits |
| Visual or Performing Arts | 1 year | 5 credits |
| Physical Education | 4 years | 12 credits |
| Health Education | 4 years | 4.5 credits |
| Mathematics | 3 years | 15 credits |
| Science (including one biology) | 3 years | 17 credits |
| U.S. History | 2 years | 10 credits |
| Global Issues | 1 year | 5 credits |
| Economics/Personal Finance | ½ year | 2.5 credits |
| World Language | 1 year | 5 credits |
| Electives | | 17 credits |
| Total Credits Required for Graduation | | 120 credits |

REQUIRED TESTS FOR GRADUATION

The Class of 2020 can demonstrate graduation assessment proficiency through the same alternative means as those in the Classes of 2016 through 2019, provided that students in the Class of 2020 **take all PARCC assessments associated with the high-school level courses for which they were eligible***, as of the effective date of when the amendments were adopted by the State Board of Education. For the Class of 2021 and thereafter, students who have not demonstrated proficiency on the ELA 10 and Algebra 1 assessments, and have **taken all PARCC assessments associated with the high-school level courses for which they were eligible***, can demonstrate graduation assessment proficiency by meeting the criteria of the portfolio appeals process.

The State of New Jersey requires students to demonstrate proficiency in both ELA and Math by meeting ONE of the criteria in each column below:

English Language Arts

PARCC ELA Grade 9 \geq 750 (Level 4) *or*
PARCC ELA Grade 10 \geq 750 (Level 4) *or*
PARCC ELA Grade 11 \geq 725 (Level 3) *or*
**Prior to 3/1/16 SAT Critical Reading \geq 400 *or*
3/1/16 or later SAT Evidence-Based Reading
And Writing Section \geq 450 OR SAT Reading
Test \geq 22 *or***
ACT Reading or ACT PLAN Reading \geq 16 *or*
Accuplacer Write Placer \geq 6 *or*
Accuplacer Write Placer ESL \geq 4 *or*
PSAT10 Reading or PSAT/NMSQT Reading**
 \geq 40 *or*
PSAT10 Reading or PSAT/NMSQT Reading***
 \geq 22 *or*
ACT Aspire Reading \geq 422 *or*
ASVAB-AFQT Composite \geq 31 *or*
Meet the Criteria of the NJDOE Portfolio
Appeal

Mathematics

PARCC Algebra I \geq 750 (Level 4) *or*
PARCC Geometry \geq 725 (Level 3) *or*
PARCC Algebra II \geq 725 (Level 3) *or*
**Prior to 3/1/16 SAT Math \geq 400 *or*
3/1/16 or later SAT Math Section \geq
440 OR SAT Math Test \geq 22 *or***
ACT or ACT PLAN Math \geq 16 *or*
Accuplacer Elementary Algebra \geq 76 *or*
PSAT10 Math** or PSAT/NMSQT Math** \geq 40 *or*
PSAT10 Math*** or PSAT/NMSQT Math*** \geq 22
ACT Aspire Math \geq 422 *or*
ASVAB-AFQT Composite \geq 31 *or*
Meet the Criteria of the NJDOE Portfolio
Appeal

* “Eligible” is defined as a student who is enrolled in a high-school level course for which there is a PARCC test. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11.

PSAT taken prior to October 2015; *PSAT taken after October 2015

EARLY GRADUATION

Students may graduate upon completion of their junior year if they have satisfied the following requirements:*

- Four years of English (22 credits)
- One year of Global Issues (5 credits)
- Two years of United States History (10 credits)
- Three years of Mathematics (15 credits)
- Three years of Science, including one biology (17 credits)
- Physical Education, Health for each year in high school (12.25 credits)
- One year of Visual or Performing Arts (5 credits)
- One year of Practical Arts (Career Education and Consumer, Family, and Life Skills) (5 credits)
- Assessment Criteria established by the State of New Jersey Department of Education (See Required Tests for Graduation)
- One semester of Economics/Personal Finance (2.5 credits)
- A minimum of 120 credits, including the requirements listed above
- An 85 cumulative average at the end of the fifth semester
- Favorable recommendations from the student’s academic teachers and counselor
- Approval of the principal

***It is imperative that students who wish to graduate early begin to plan as they enter high school.**

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

The New Jersey Board of Education has required that all school districts adopt eligibility requirements for all students who wish to participate in athletic and extracurricular activities.

The Haddonfield Board of Education has adopted the following policy:

A. NJSIAA Credit Requirements:

1. To be eligible for extracurricular activities during the first semester of the 10th grade or higher, a student must have passed 30 credits during the preceding academic year. The provision shall not apply to incoming 9th-graders.
2. To be eligible for extracurricular activities which begin during the second semester, a student must have passed the equivalent of 15 credits at the close of the first semester. The credit value of full- year courses will be halved to determine the credits passed during the preceding semester.

B. HMHS Scholastic Achievement Requirements:

1. In order to retain eligibility, a student must maintain an overall scholastic average of 77 (C) during each of the four marking periods.
2. A student will be declared ineligible if he or she receives two or more grades below 70 during any marking period regardless of his/her total scholastic average.
3. A student may have eligibility reinstated by raising his/her overall scholastic average during the next reporting period to 77 while passing all but one course.

C. Student Behavior Requirements:

The principal may deny eligibility to any student who has exhibited either chronic or serious misbehavior.

A student who has earned fewer than 30 credits by June will be ineligible until the end of the first semester unless he/she attends summer school and earns enough credits to reach the necessary credit requirements prior to September.

OPTION II

Option II gives students the opportunity to take approved courses outside of the high school. Approved courses appear on student transcripts, but do not factor into the GPA. Option II may include, but is not limited to, one or more of the following: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extra-curricular programs, and/or other structured learning experiences. Students may also receive credit for accredited college courses.

Students must submit the Option II application **four** weeks before the start date of the course or program. **Students should discuss their applications with their counselor. PE Option II hours should be completed concurrent with the marking period for which a student wishes to receive credit.** Applications are reviewed by the counselor and submitted to the Assistant Principal for Teaching and Learning. Applications are available on the Counseling Department webpage or in the Counseling Office.

ADVANCED PLACEMENT

Many students are interested in pursuing Advanced Placement study for college credit. Advanced Placement testing is offered by the College Board. Students need to complete a recommendation form to be considered for enrollment in any AP course.

COLLEGE ENTRANCE REQUIREMENTS

Admission requirements of colleges vary. Counselors are familiar with current college admissions requirements and are available to confer with students.

- In general, students who expect to pursue liberal arts programs in college should take at least two years of the same world language in high school in addition to the required high school curriculum.
- Those students who expect to pursue scientific or technical programs in college should take science and mathematics each year of high school and at least two years of the same world language in addition to the required high school curriculum.

As early as possible, college-bound students are encouraged to identify the schools to which they are interested in applying and work closely with their school counselors throughout the selection and application process. Many factors are considered in the evaluation of applicants for college admission. High school grades, standardized test scores, participation in school activities, and faculty recommendations are among the factors considered by college admission offices evaluate the application fairly. Representatives from various colleges and universities visit Haddonfield Memorial High School throughout the school year. Juniors and seniors are encouraged to meet with these representatives to learn more about schools of interest.

PROCEDURE FOR COMPUTING WEIGHTED GRADE POINT AVERAGE

Determine the *Weighted Grade* for a course by:

- Adding 8 additional points to the final grade in an accelerated course
- Adding 12 additional points to the final grade in an Advanced Placement or Drexel course
- Using the final grade as the *Weighted Grade* in all other courses
- Determine the *Quality Points* for each course by multiplying the *Weighted Grade* by the number of credits for a course
- Use the sum of the *Quality Points* for all eligible courses to determine the *Total Quality Points*
- Divide the *Total Quality Points* by the number of credits attempted

The un-weighted grades are reported on transcripts and report cards.

CONCENTRATION OF STUDIES

CONCENTRATION OF STUDIES MENTORSHIP PROGRAM (Grades 11, 12) This program offers HMHS juniors and seniors the opportunity to explore mentorships associated with a course of studies they wish to explore deeper. The program incorporates a prescribed selection of courses combined with Mentorship Seminars, group meetings, and set hours of mentorship. During the program, students are connected with a mentor and gain practical experience in a professional field of interest. The completion of the program and the area of focus are noted on student transcripts. The target total of credits for the concentration of studies is thirty, one quarter of the minimum number required under New Jersey's graduation requirements. This target total should be made up of 20-25 credits of related coursework and 4-8 credits of professional mentorship. Mentorship credits are computed using the equivalency of one credit for every 25 hours of logged mentorship experience. Current available concentrations of study include Allied Health, Art, Business, Engineering, Law & Society and Media & Communications. Students interested in developing a personalized concentration should meet with their school counselor.

| Law And Society | | Allied Health | |
|--|----------------|---|----------------|
| Course Title | Credits | Course Title | Credits |
| US History II | 5 | Accelerated Biology | 7 |
| AP US Government | 5 | AP Biology | 7 |
| AP European History <i>or</i> | 5 | Anatomy & Physiology I | 2.5 |
| AP World History | | Anatomy & Physiology II | 2.5 |
| CP Criminal Law <i>or</i> | 2.5 | Genetics <small>(offered based on availability)</small> | 2.5 |
| CP Constitutional Law | | Foods & Nutrition I or II | 2.5 |
| CP Sports, Values, & Society <i>or</i> | 2.5 | Mentorship | 6 |
| CP Race, Class, & Gender | | | |
| Intro To Psych <i>or</i> | 2.5 | | |
| Intro To Sociology | | | |
| Journalism | 2.5 | | |
| Mentorship | 6 | | |

2017-2018 COURSE OFFERINGS

| <u>BUSINESS</u> | Course Length | | Grade(s) Offered | | | | Periods Per Week | Credits |
|-----------------------------------|----------------------|-------------|-------------------------|-----------|-----------|-----------|-------------------------|----------------|
| | Semester | Year | 9 | 10 | 11 | 12 | | |
| Entrepreneurial Technology | X | | X | X | X | X | 5 | 2.5 |
| Managing Personal Finances | X | | X | X | X | X | 5 | 2.5 |
| Pre-College Marketing | X | | X | X | X | X | 5 | 2.5 |
| Sales and Advertising | X | | X | X | X | X | 5 | 2.5 |
| Cooperative Marketing I | | X | | | X | X | 15 | 15 |
| Cooperative Marketing II | | X | | | | X | 15 | 15 |

| <u>COMPUTER SCIENCE</u> | Course Length | | Grade(s) Offered | | | | Periods Per Week | Credits |
|---|----------------------|-------------|-------------------------|-----------|-----------|-----------|-------------------------|----------------|
| | Semester | Year | 9 | 10 | 11 | 12 | | |
| Introduction to Computer Science (Practical Arts Credit) | X | | X | X | X | X | 5 | 2.5 |
| AP Computer Science Principles (Math or Practical Arts Credit) (*) | | X | | X | X | X | 5 | 5.0 |
| AP Computer Science A (Math or Practical Arts Credit) (*) | | X | | | X | X | 5 | 5.0 |

(*) Weighted Course

| <u>ENGLISH</u> | Course Length | | Grade(s) Offered | | | | Periods Per Week | Credits |
|---------------------------------------|----------------------|-------------|-------------------------|-----------|-----------|-----------|-------------------------|----------------|
| | Semester | Year | 9 | 10 | 11 | 12 | | |
| CP English 9 | | X | X | | | | 5 | 5.0 |
| Techniques of Writing | X | | X | | | | 5 | 2.5 |
| Accelerated English 9 (*) | | X | X | | | | 6 | 6.0 |
| CP English 10 | | X | | X | | | 6 | 6.0 |
| Accelerated English 10 (*) | | X | | X | | | 6 | 6.0 |
| CP English 11 | | X | | | X | | 5 | 5.0 |
| Accelerated English 11 (*) | | X | | | X | | 5 | 5.0 |
| CP English 12 | | X | | | | X | 5 | 5.0 |
| English 9 (Learning Center) | | X | X | | | | 6 | 6.0 |
| English 10 (Learning Center) | | X | | X | | | 6 | 6.0 |
| English 11 (Learning Center) | | X | | | X | | 5 | 5.0 |
| English 12 (Learning Center) | | X | | | | X | 5 | 5.0 |
| Contemporary Novels | X | | | | | X | 5 | 2.5 |
| Greek Drama | X | | | | | X | 5 | 2.5 |
| Shakespeare | X | | | | | X | 5 | 2.5 |
| Women's Literature | X | | | | | X | 5 | 2.5 |
| AP English Lang & Comp (*) | | X | | | | X | 5 | 5.0 |
| AP English Literature (*) | | X | | | | X | 5 | 5.0 |

(*) Weighted Course

| MATHEMATICS | Course Length | | Grade(s) Offered | | | | Periods Per Week | Credits |
|--|----------------------|-------------|-------------------------|-----------|-----------|-----------|-------------------------|----------------|
| | Semester | Year | 9 | 10 | 11 | 12 | | |
| Pre-Algebra | | X | X | | | | 5 | 5.0 |
| Accelerated Algebra I | | X | X | | | | 5 | 5.0 |
| CP Algebra I | | X | X | | | | 5 | 5.0 |
| CP Algebra II | | X | | X | X | | 5 | 5.0 |
| Accelerated Algebra II (2018-2019) | | X | | X | X | | 5 | 5.0 |
| Accelerated Geometry (*) | | X | X | X | | | 5 | 5.0 |
| CP Geometry | | X | | X | | | 5 | 5.0 |
| Accelerated Probability, Statistics, & Trigonometry (*) | | X | | X | X | | 5 | 5.0 |
| CP Algebra II | | X | X | X | X | | 5 | 5.0 |
| Advanced Probability, Statistics, & Trigonometry | | X | | X | X | X | 5 | 5.0 |
| Accelerated Precalculus (*) | | X | | | X | X | 5 | 5.0 |
| CP Functions, Statistics, & Trigonometry | | X | | | X | X | 5 | 5.0 |
| CP Trigonometry & Introduction to Precalculus | | X | | | | X | 5 | 5.0 |
| Advanced Precalculus | | X | | | X | X | 5 | 5.0 |
| Accelerated Calculus (*) | | X | | | | X | 5 | 5.0 |
| AP Calculus AB (*) | | X | | | | X | 5 | 5.0 |
| AP Calculus BC (*) | | X | | | | X | 5 | 5.0 |
| AP Statistics (*) | | X | | | X | X | 5 | 5.0 |
| Math 1 (Learning Center) | | X | X | | | | 5 | 5.0 |
| Math 2 (Learning Center) | | X | | X | | | 5 | 5.0 |
| Math 3 (Learning Center) | | X | | | X | | 5 | 5.0 |
| Math 4 (Learning Center) | | X | | | | X | 5 | 5.0 |

(*) Weighted Course

| <u>PHYSICAL EDUCATION</u> | Course Length | | Grade(s) Offered | | | | Periods Per Week | Credits |
|--|----------------------|-------------|-------------------------|-----------|-----------|-----------|-------------------------|----------------|
| | Semester | Year | 9 | 10 | 11 | 12 | | |
| Freshman Health (Quarterly Course) | | | X | | | | 4 | 1.0 |
| Safety Education (Quarterly Course) | | | | X | | | 4 | 1.0 |
| Junior Health (Quarterly Course) | | | | | X | | 5 | 1.25 |
| Senior Health (Quarterly Course) | | | | | | X | 5 | 1.25 |
| Physical Education (Quarterly Course) | | X | X | X | X | X | 4 | 1.0 |
| Dance 1[◇] | X | | X | X | X | X | 4-5 | 2 |
| Dance Improvisation[◇] | X | | X | X | X | X | 4-5 | 2 |
| Ballroom Dance[◇] | X | | X | X | X | X | 4-5 | 2 |
| Dance 2[◇] | | X | | X | X | X | 4-5 | 4.0 |
| Dance Repertory & Composition[◇] | | X | | X | X | X | 4-5 | 4.0 |
| Dance Fitness | X | | | X | X | X | 4-5 | 2 |
| Power Yoga (Quarterly Course) | | | X | X | X | X | 4 | 1.0 |

◇ Can be taken for credit in Physical Education or Performing Arts

| <u>PRACTICAL ARTS ELECTIVES</u> | Course Length | | Grade(s) Offered | | | | Periods Per Week | Credits |
|---|----------------------|-------------|-------------------------|-----------|-----------|-----------|-------------------------|----------------|
| | Semester | Year | 9 | 10 | 11 | 12 | | |
| American and International Cuisine | X | | X | X | X | X | 4-5 | 2.5 |
| Foods & Nutrition I | X | | X | X | X | X | 4-5 | 2.5 |
| Foods & Nutrition II | X | | X | X | X | X | 4-5 | 2.5 |
| Introduction to Journalism | X | | X | X | X | X | 4-5 | 2.5 |
| Yearbook | | X | X | X | X | X | 5 | 5 |
| Digital Photography | X | | X | X | X | X | 4-5 | 2.5 |
| Digital Photography II | X | | X | X | X | X | 4-5 | 2.5 |
| Game Design | X | | X | X | X | X | 4-5 | 2.5 |
| Video Production | X | | X | X | X | X | 4-5 | 2.5 |
| Web Design | X | | X | X | X | X | 4-5 | 2.5 |
| Introduction to Computer Science | X | | X | X | X | X | 4-5 | 2.5 |
| Graphic Design | X | | | X | X | X | 4-5 | 2.5 |

| SCIENCE | Course Length | Grade(s) Offered | | | | | | |
|---|----------------------|-------------------------|----------|-----------|-----------|-----------|---------------------|----------------|
| | Semester | Year | 9 | 10 | 11 | 12 | Periods/Week | Credits |
| CP Biology | | X | X | | | | 6 | 6.0 |
| Accelerated Biology (*) | | X | X | | | | 7 | 7.0 |
| CP Chemistry | | X | | X | | | 6 | 6.0 |
| Accelerated Chemistry (*) | | X | | X | | | 7 | 7.0 |
| Biological Science (Learning Center) | | X | X | | | | 6 | 6.0 |
| Chemistry (Learning Center) | | X | | X | | | 6 | 6.0 |
| Principles of Physics | | X | | | X | X | 6 | 6.0 |
| CP Physics | | X | | | X | X | 6 | 6.0 |
| Accelerated Physics (*) | | X | | | X | X | 7 | 7.0 |
| CP Astronomy | X | | | X | X | X | 5 | 2.5 |
| CP Environmental Science | | X | | | X | X | 6 | 6.0 |
| CP Anatomy & Physiology I | X | | | X | X | X | 5 | 2.5 |
| CP Anatomy & Physiology II | X | | | X | X | X | 5 | 2.5 |
| CP Forensics | X | | | X | X | X | 5 | 2.5 |
| CP Genetics | X | | | X | X | X | 5 | 2.5 |
| CP Introduction To Engineering | X | | | | X | X | 5 | 2.5 |
| CP Marine Science | X | | | | X | X | 5 | 2.5 |
| AP Biology (*) | | X | | X | X | X | 7 | 7.0 |
| AP Chemistry (*) | | X | | | X | X | 7 | 7.0 |
| AP Environmental Science (*) | | X | | X | X | X | 7 | 7.0 |
| AP Physics (*) | | X | | | X | X | 7 | 7.0 |
| Lab Tech (**) | | | | | X | X | | |

(*)Weighted Course

(**) Course length and credit awarded will vary based on contact time. This is a non-graded course.

| STUDY/VOCATIONAL SKILLS | Course Length | | Grade(s) Offered | | | | Periods Per Week | Credits |
|---|----------------------|-------------|-------------------------|-----------|-----------|-----------|-------------------------|----------------|
| | Semester | Year | 9 | 10 | 11 | 12 | | |
| Study Skills (Learning Center) | | X | X | X | X | X | 1-4 | 3 |
| Skills for Independent Living (LC) | | X | X | X | X | X | 5 | 5.0 |
| Vocational Skills/Career | | X | X | X | X | X | 5 | 5.0 |
| Community Encounter (LC) | | X | X | X | X | X | 5 | 5.0 |

| VISUAL & PERFORMING ARTS ELECTIVES | Course Length | | Grade(s) Offered | | | | Periods Per Week | Credits |
|--|----------------------|-------------|-------------------------|-----------|-----------|-----------|-------------------------|----------------|
| | Semester | Year | 9 | 10 | 11 | 12 | | |
| Composing Poetry | X | | X | X | X | X | 4-5 | 2.5 |
| Film As Art | X | | | | X | X | 5 | 2.5 |
| Public Speaking | X | | X | X | X | X | 4-5 | 2.5 |
| Dance 1, Ballroom Dance, Dance Improvisation[◇] | X | | X | X | X | X | 4.5 | 2-2.5 |
| Dance 2, Dance Repertory and Composition[◇] | | X | X | X | X | X | 4-5 | 4-5 |
| ART | | | | | | | | |
| Art Survey | X | | X | X | X | X | 4-5 | 2.5 |
| Exploration of Two-Dimensional Media | X | | X | X | X | X | 4-5 | 2.5 |
| Exploration of Three-Dimensional Media | X | | X | X | X | X | 4-5 | 2.5 |
| Ceramics | X | | X | X | X | X | 4-5 | 2.5 |
| Metals & Jewelry | X | | X | X | X | X | 4-5 | 2.5 |
| Art History and Visual Culture | X | | | X | X | X | 5 | 2.5 |
| Art Major | | X | | X | X | X | 5 | 5.0 |
| AP Studio Art (*) | | X | | | X | X | 7 | 7.0 |
| MUSIC | | | | | | | | |
| Band | | X | X | X | X | X | 1-5 | 1-5 |
| Orchestra | | X | X | X | X | X | 1-3 | 1-3 |
| Select String Ensemble- 2 mornings, 7:15-7:45a.m. | | X | X | X | X | X | 2 | 2.0 |
| Chamber Choir | | X | X | X | X | X | 1 | 1.0 |
| Concert Choir | | X | X | X | X | X | 1-5 | 1-5 |
| Show Choir New | X | | | | X | X | 5 | 2.5 |
| Vocal Workshop | X | | X | X | X | X | 1-5 | 1-2.5 |
| Renaissance To Rock: Genres Analysis | X | | X | X | X | X | 4-5 | 2.5 |
| Music Recording and Engineering | X | | X | X | X | X | 4-5 | 2.5 |
| Music Theory | X | | X | X | X | X | 5 | 2.5 |
| AP Music Theory (*) | | X | | X | X | X | 5 | 5.0 |

(*) Weighted Course

◇ Can be taken for credit in Physical Education or Performing Arts

| WORLD LANGUAGES | Course Length | | Grade(s) Offered | | | | Periods Per Week | Credits |
|-----------------------------------|----------------------|-------------|-------------------------|-----------|-----------|-----------|-------------------------|----------------|
| | Semester | Year | 9 | 10 | 11 | 12 | | |
| French I | | X | X | X | X | X | 5 | 5.0 |
| French II | | X | X | X | X | X | 5 | 5.0 |
| French III | | X | | X | X | X | 5 | 5.0 |
| French IV (*) | | X | | | X | X | 5 | 5.0 |
| AP French Language (*) | | X | | | X | X | 5 | 5.0 |
| German I | | X | X | X | X | X | 5 | 5.0 |
| German II | | X | X | X | X | X | 5 | 5.0 |
| German III | | X | | X | X | X | 5 | 5.0 |
| German IV (*) | | X | | | X | X | 5 | 5.0 |
| AP German Language (*) | | X | | | X | X | 5 | 5.0 |
| Latin I | | X | X | X | X | X | 5 | 5.0 |
| Latin II | | X | X | X | X | X | 5 | 5.0 |
| Latin III | | X | | | X | X | 5 | 5.0 |
| AP Latin New | | X | | | X | X | 5 | 5.0 |
| Spanish I | | X | X | X | X | X | 5 | 5.0 |
| Spanish II | | X | X | X | X | X | 5 | 5.0 |
| Spanish III | | X | | X | X | X | 5 | 5.0 |
| Spanish IV (*) | | X | | | X | X | 5 | 5.0 |
| AP Spanish Language (*) | | X | | | X | X | 5 | 5.0 |
| American Sign Language I | | X | X | X | X | X | 5 | 5.0 |
| American Sign Language II | | X | | X | X | X | 5 | 5.0 |
| American Sign Language III | | X | | X | X | X | 5 | 5.0 |

(*) Weighted Course

COURSE DESCRIPTIONS

BUSINESS

ENTREPRENEURIAL TECHNOLOGY (*Grades 9, 10, 11, 12*) – This course focuses on developing 21st-century business and technology skills, as well as on recognizing a business opportunity and developing the opportunity into a business. The controlling functions—accounting, finance, marketing, management—as well as legal and economic considerations are applied. Student responsibility and initiative are encouraged as business strategies are created, planned, and presented as a final product—a business plan for an actual business venture. Through the process of developing the business plan, students acquire skills necessary to operate a successful business. Students create their own “personal web space” containing their financial, career, school, and personal portfolios. Technologies include a variety of business simulation software, Photoshop, QuickBooks, as well as advanced functions in Microsoft Word, Excel, Publisher and PowerPoint. Topics include global economic awareness, business and personal financial management, presentation skills, and career and college planning. *Semester, 2.5 credits.*

MANAGING PERSONAL FINANCES (*Grades 9, 10, 11, 12*) – This hands-on course emphasizes choices and decision-making skills necessary for survival in the constantly changing world of finance. Challenging monetary decisions facing the college student and young adult are addressed through the use of banking, budget and investment simulations, and software applications. The students develop a deep understanding of how the Stock Market works while learning effective techniques for choosing stocks. The “using not abusing” credit concept helps prepare students for starting out on their own. *Semester, 2.5 credits.*

PRE-COLLEGE MARKETING (*Grades 9, 10, 11, 12*) – This course provides the students with a background in the functions of marketing. The course is specifically designed to assist students who plan to major in marketing in college and pursue a career in the corporate world. Students are introduced to the four basic principles of marketing (the 4 p’s of marketing): product, price, promotion, and place. The functions of marketing are covered. Emphasis is placed on the management decision-making process used in distribution. *Semester, 2.5 credits.*

SALES AND ADVERTISING (*Grades 9, 10, 11, 12*) – This course provides students with a background in the creative functions of marketing. The course is specifically designed to assist students who plan to major in marketing in college and pursue a career in the corporate world. The students apply the four basic principles of marketing (the 4 p’s of marketing) to a target market. The promotional mix is designed for various situations. Students get hands-on experience in developing advertisements through various media. The prerequisite of Pre-College Marketing is recommended although not required. *Semester, 2.5 credits.*

COMPUTER SCIENCES

INTRODUCTION TO COMPUTER SCIENCE (*Grades 9, 10, 11, 12*) — This course introduces students to the principles of computer science in preparation for AP Computer Science Principles and/or AP Computer Science A. This course will also serve as a foundation for those wanting to be knowledgeable about computer science but do not want to progress to the AP courses. Emphasis of this course is on three fundamental skills of computer science: abstraction, decomposition, and creative solution design. The course will be broken down into alternating sections with the first section being done in the visual snap programming language and the second in a more traditional syntax/line based programming language python. The structure will be such that, a computer science technique will be taught in snap and then a similar technique will be introduced in the more syntax based python. Not only will this course introduce computer science techniques and concepts it will also introduce what can be done with computer science through a hands on approach. After each unit students will complete a project designed to utilize their new skills. This course is recommended for students who are interested in Computer Science but who need or desire a solid foundation in programming before proceeding to AP or College level courses in computer science/programming.

Prerequisite: successful completion of Algebra 1. Practical Arts, Semester 2.5 Credits

AP COMPUTER SCIENCE PRINCIPLES (*Grades 10, 11, 12*) — AP Computer science principles introduces students to the central ideas of computer science, including the ideas and practices of computational thinking. The course invites students to understand how computing changes the world. This rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. This course does all this without burdening the students with additional challenges of having to learn a new language. The course is broken up into the Seven Big Ideas of computing; Creativity, Abstraction, Data and Information, Algorithms, Programming, the Internet, and Global Impact. The course focuses on allowing the students to be creative in their problem solving skills. Students are placed within the framework of programming but often not required to have to learn the hard details behind the code. This allows them to more freely express their creative ideas without the burden of syntax. The course gives students the background and required thinking skills which are important in solving algorithms in upper level computer classes. *Prerequisite: Successful completion of Geometry. Can be taken as Math or Practical Arts Credit Full year, 5 credits, weighted class.*

AP COMPUTER SCIENCE A (*Grades 11, 12*) — This course is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies, and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. *Prerequisites for classes of 2017-2019: successful completion of PST and Introduction to Computer Science, or Accelerated Precalculus or permission of mathematics teacher. Full year, 5 credits, weighted class.*

ENGLISH

PREFACE: Students learn best when they are able to make connections. Courses in the English Department always connect reading and writing and a student's experience and prior knowledge. These courses represent education for the 21st century.

The objectives of the English program are designed to address the following four strands of literacy: reading, writing, listening, and speaking.

ACCELERATED or CP ENGLISH 9 – This course is offered on two levels: CP English 9 and Accelerated English 9. The two courses share a core of content and skills, but differ in degree of difficulty, concentration, and independent work required. Accelerated English 9 is weighted.

English 9 is an introduction to the Haddonfield Memorial High School language arts program as well as the reading and writing needs across the academic disciplines. Students read and respond to selected literature which introduces them to prototypes in all genres. The literature under study includes *The Odyssey*, *Romeo and Juliet*, *To Kill a Mockingbird*, and a selection of non-fiction. Writing opportunities help students develop an individual repertoire of language arts skills. *Full year, CP English 9 – 5 credits; Accelerated English 9 – 6 credits.*

TECHNIQUES OF WRITING – This semester-long course is designed to help students improve their writing and language arts skills, especially the skills of expository writing. To accomplish this, the focus of the course is on the process of writing. As the course is directed to meeting the needs of individual students, grading is based on a student's effort and improvement, as well as on the quality of the student's writing. Students also participate in frequent self-assessment of changes in their writing and their attitudes toward writing. *Semester, required for CP English 9 students, 2.5 credits.*

ACCELERATED or CP ENGLISH 10 – English 10 courses focus on World Literature and are offered on two levels: CP English 10 and Accelerated English 10. The two courses share a core of content and skills, but differ in degree of difficulty, concentration, and independent work required. Accelerated English 10 is weighted.

ENGLISH 10 provides the opportunity for students to examine texts and universal themes from world authors— both historical and contemporary. Students learn to read and analyze the meaning of the works and to explore and evaluate the crafting of prose, poetry, and non-fiction. Students learn to express themselves in diverse formats, including text analysis, narratives, research reports, and presentations while practicing writing and speaking with coherence and precision. *Full Year 6 credits.*

ACCELERATED or CP ENGLISH 11 –English 11 courses focus on American Literature and are offered on two levels: CP English 11 and Accelerated English 11. The two courses share a core of content and skills, but differ in degree of difficulty, concentration, and independent work required. Accelerated English 11 is weighted.

CP ENGLISH 12 –This course provides a survey of great world literature, contemporary as well as classical, and includes works by Voltaire, Ibsen, Shakespeare (*Hamlet*), Cisneros, Esquivel, Kafka, Hesse, Kincaid, Camus, and Morrison. Students are expected to analyze literature with sophistication and appreciation. CP English 12 culminates with the Senior Project, which includes a variety of interdisciplinary readings, interviews, and written assignments that students share in both a formal paper and a final presentation. *Full year, 5 credits.*

ENGLISH 9 (LEARNING CENTER) – The course surveys a variety of literary forms, and provides writing opportunities to help students develop an individual repertoire of language arts skills. Some of the literature read during the year is *Hiroshima*, *The Odyssey*, *Romeo and Juliet*, and *To Kill A Mockingbird*. Class size is limited and by selection only. *Full year, 5 credits.*

ENGLISH 10 (LEARNING CENTER) – provides the opportunity for students to examine texts and universal themes from world authors—both historical and contemporary. Students learn to read and analyze the meaning of the works and to explore and evaluate the crafting of prose, poetry, and non-fiction. Students extend their writing skills through writing essays and narrative pieces and learn to share their ideas and findings through class presentations. Class size is limited and by selection only. *Full year, 5 credits.*

ENGLISH 11 (LEARNING CENTER) – This course explores a variety of American literary forms. Building on skills developed in English 10, this course focuses on reading and analytic writing skills. Some of the literature read during the year is *The Adventures of Huckleberry Finn*, *Catcher in the Rye*, *Of Mice & Men*, and *The Great Gatsby* as well as poems and essays of American Authors. Analytical writing is emphasized. Class size is limited and by selection only. *Full year, 5 credits.*

ENGLISH 12 (LEARNING CENTER) – The course provides a survey of great world literature, including contemporary as well as classical. Some of the literature read during the year includes *Annie John*, *A Doll's House*, *The House on Mango Street*, *Hamlet*, and *Like Water For Chocolate*. Students are expected to analyze literature with sophistication and appreciation. Continued emphasis is placed on developing writing. Class size is limited and by selection only. *Full year, 5 credits.*

CONTEMPORARY NOVELS (Grade 12) – The course examines contemporary novels along with basic literary theories. The first part of the class is dedicated to group study of teacher-chosen novels. In the second part of the class, students create their own course of study using lists of current fiction best sellers of literary merit and a teacher-provided list of other novels of note. The course periodically employs a “book club” format of discussion in order to provide students with a model of what literacy looks like outside a formal classroom setting. Students take turns holding responsibility for planning and facilitating these discussions. *Semester, 2.5 credits.*

GREEK DRAMA (Grade 12) – This literature and discussion course is devoted to the major works of Greek drama. Students study selected plays of Sophocles and Euripides and the Greek gods, goddesses, heroes, and myths. Particular attention to staging, Athenian politics, and the modern interpretations of the text are addressed. *Semester, 2.5 credits.*

SHAKESPEARE (Grade 12) – This literature and discussion course is devoted to the life and works of William Shakespeare. Tragedies, comedies, and histories are studied both within the context of English Renaissance culture and for the timeless, universal appeal of the stories. The plays are reviewed via a range of media: text, film, audio recording, and possible live performance. *Semester, 2.5 credits.*

WOMEN'S LITERATURE (Grade 12) - Women's Literature is a course intended for twelfth-grade students interested in analyzing literature by women writers as a vehicle to acquire not only literary analysis skills but also tools for self-discovery. The course is designed to challenge students to uncover author intention and reader interaction. Students interact with the text through reading, reflecting, analyzing, and creating. *Semester, 2.5 credits.*

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (Grade 12) - Students in this college-level course analyze and interpret a variety of texts from different time periods and in different rhetorical patterns and genres. The theme for this year-long course is the Realms of Knowledge: Self- Knowledge, Knowledge of Others, Knowledge of the Nation, and Knowledge of the World. Students sample essays from a variety of perspectives to try to find answers to the following questions: What does it mean to be “educated”? Can we know anything for certain? How can knowledge lead to power in a democratic society? How does knowing about the world help us understand more about ourselves? While in pursuit of these answers, students learn the different rhetorical patterns, enrich vocabulary with literature-based lists, and improve writing with journals and in-class writing prompts to simulate the AP exam questions. Students also complete out-of-class essay writings in various rhetorical patterns, and a longer research essay using MLA documentation. *Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT ENGLISH LITERATURE (Grade 12) - This course is intended for the student who has displayed a serious interest and superior performance in English during the first three years in high school. Major authors to be studied include Sophocles, Shakespeare, Ibsen, Kingston, Silko, Bronte, Hardy, Morrison, Conrad, Kafka, Dostoevsky. Students use assignments and classroom discussion to clarify their reading. Both individual performance and group participation are required and evaluated. Students are encouraged to take the Advanced Placement English exam in May. Class size is limited and by selection only. *Full year, 5 credits, weighted class.*

MATHEMATICS

SEQUENCE OF MATHEMATICS COURSES

The mathematics department attempts to provide instruction at levels appropriate for student interest and ability. These levels are not considered rigid; students may move between levels as their needs and interests change.

Mathematics Sequence for Class of 2018 & 2019

Graduation Requirements - Three years of mathematics

Read Down

| <i>Freshman Year</i> | | | | |
|---|---|--|---|--|
| Has not yet completed Algebra I or needs to revisit Algebra I | Completed Algebra I; best suited for a moderately paced program | Completed Algebra I; best suited for an advanced program | Completed Algebra I and Algebra II; best suited for an advanced program | Completed Algebra I and Algebra II; best suited for an accelerated program |
| CP Algebra I | CP Algebra II | Advanced Algebra II | Advanced Geometry | Accelerated Geometry |
| <i>Sophomore Year*</i> | | | | |
| CP Geometry | CP Geometry | Advanced Geometry | Advanced Probability, Statistics, & Trigonometry | Accelerated Probability, Statistics, & Trigonometry |
| <i>Junior Year**</i> | | | | |
| CP Algebra II | CP Functions, Statistics, & Trigonometry | Advanced Probability, Statistics, & Trigonometry | Advanced Precalculus | Accelerated Precalculus |
| <i>Senior Year (no math required)</i> | | | | |
| CP Functions, Statistics, & Trigonometry | CP Trigonometry and Intro to Precalculus | Advanced Precalculus | Accelerated Calculus | Accelerated Calculus AP Calculus AB*** AP Calculus BC*** |

*AP Computer Science Principles is offered to students in 10th grade and up who meet the prerequisites.

**AP Computer Science A and AP Statistics are offered to students in 11th grade and up who meet the prerequisites.

*** To be eligible for AP Calculus AB or BC, students must complete Accelerated Precalculus; all move-ups must be completed before this course.

ADDITIONAL COURSES

-AP Statistics—see Mathematics Course Descriptions

-AP Computer Science Principles is offered to 10th– 12th grade students meeting the prerequisites. (See Computer Science)

-AP Computer Science A is offered to 11th and 12th grade students meeting prerequisites. (See Computer Science)

Mathematics Sequence for Class of 2020 & 2021

Read Down

| <i>Freshman Year</i> | | | | |
|---|--|---|--|--|
| Has not yet completed pre-algebra or needs to revisit Pre-algebra | Completed Pre-algebra and recommended for moderate program | Completed Pre-algebra and recommended for accelerated program | Completed Algebra I and recommended for moderate program | Completed Algebra I and recommended for accelerated program |
| Bridges to Algebra | CP Algebra I | Acc Algebra I | CP Geometry* | Accelerated Geometry* |
| <i>Sophomore Year**</i> | | | | |
| CP Algebra I | CP Geometry* | Acc Geometry* | CP Algebra II | Acc Algebra II |
| <i>Junior Year****</i> | | | | |
| CP Geometry | CP Algebra II | Acc Algebra II | CP Precalculus | Accelerated Precalculus** |
| <i>Senior Year (no math required)</i> | | | | |
| CP Algebra II | CP Precalculus | Acc Precalculus | Acc Calculus | Acc Calculus**** AP Calculus AB**** AP Calculus BC**** |

*Students may double up on Geometry and Algebra II to move ahead in the math curriculum. Students are not able to double up on Algebra II and Precalculus.

**AP Computer Science Principles is offered to students in 10th grade and up who meet the prerequisites.

*** AP Computer Science A and AP Statistics are offered to students in 11th grade and up who meet the prerequisites.

**** To be eligible for AB or BC Calculus AP, students must complete Accelerated Precalculus; all move-ups must be completed before this course.

ADDITIONAL COURSES

-AP Statistics—see Mathematics Course Descriptions

-AP Computer Science Principles is offered to 10th – 12th grade students meeting the prerequisites. (See Computer Science)

-AP Computer Science A is offered to 11th and 12th grade students meeting prerequisites. (See Computer Science)

ACCELERATED or CP ALGEBRA I – This course provides the opportunities for students to develop mathematical concepts in a variety of applications. The emphasis is on the use of algebraic equations to model real data and solve problems. The focus is predominantly on linear situations with introductions to both exponential and quadratic functions. Students develop the ability to manipulate algebraic expressions, solve linear equations, fit linear and exponential functions to real data. Concepts of probability, descriptive statistics, and combinations are included. The relationship between analytical and graphical concepts is also stressed. *Full year, 5 credits.*

ACCELERATED or CP ALGEBRA II – This course continues the development of functions and equations,

systems of equations and inequalities, and exponents. New concepts such as logarithms, trigonometry, and polynomials are included. It is recommended that students take this course following Algebra I unless it would not be possible to complete Geometry by the end of the sophomore year. This course could be taken concurrently with Geometry for students who wish to accelerate their program. *Full year, 5 credits.*

ACCELERATED or CP GEOMETRY – This course introduces the concepts of Euclidean geometry with a focus on writing two-column proofs, application of polygonal properties, and utilizing geometric formulas to solve a variety of problems. The content is developed through a variety of techniques from traditional presentations to student discovery utilizing the Geometer's Sketchpad software package. With SAT tests consisting of Algebra I and Geometry content, it is recommended that students complete Geometry by the end of their sophomore year. *Full year, 5 credits.*

CP FUNCTIONS, STATISTICS, AND TRIGONOMETRY– This course requires an understanding of algebraic and spatial concepts. This program develops methods for collecting and reporting data; functions and their use in modeling real-world situations; transformations of functions and data; polynomial, exponential, logarithmic, and trigonometric functions; probability and simulation; sequences; series; combinations; and binomial distribution. *Full year, 5 credits.*

MATH I AND MATH II (LEARNING CENTER) –These courses provide continued practice in fundamentals of solving algebraic situations and the application of algebra to geometric formulae. Students also practice the application of math concepts to budgeting and other life skills. Students work with Microsoft Excel, using the technology to solve problems, create graphic displays, and model mathematical ideas. *Class size is limited and by selection only. Full year, 5 credits.*

ACCELERATED or ADVANCED PRECALCULUS AND DISCRETE MATHEMATICS – This course assumes successful completion of all the previous courses. The course is designed to strengthen the mathematical skills and understandings needed for Calculus, enhance students' confidence in their ability to work with functions and graphs, further develop the use of graphing calculators to solve problems, and initiate work in differential and integral calculus. *Full year, 5 credits.*

ACCELERATED CALCULUS – This course is an applied calculus program for students who do not wish to take an Advanced Placement course. Students develop an understanding of limits and continuity, as well as develop skills of differentiation and integration. The development of these skills occurs as a result of their application to a variety of real-world situations. *Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT CALCULUS AB – This is the first of two AP Calculus courses offered to students in the accelerated program. The course provides students with the understanding and skills needed to be successful on the Advanced Placement Calculus exam, AB level. This course is equivalent to a one-semester Calculus I class at the college level. Students should have completed the Accelerated Precalculus course with at least 89 for the final average, have that teacher's recommendation, have at least an 89 average for their three years in the accelerated program at HMHS, and have completed the AP application. *Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT CALCULUS BC – This is the second (and more challenging) of two AP Calculus courses offered to students in the accelerated program. The course provides students with the understanding and skills needed to be successful on the Advanced Placement Calculus exam, BC level. This course is equivalent to two semesters of college Calculus (I & II). Students should have completed the Accelerated Precalculus course with a minimum of a 93 for the final average, have that teacher's recommendation, have at least a 93 average for their three years in the accelerated program at HMHS, and have completed the AP application. *Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT STATISTICS – This course is offered to students who have a recommendation of the teacher and have successfully completed Probability, Statistics and Trigonometry and are enrolled in or have completed Advanced or Accelerated Precalculus. The course covers the College Board's syllabus for AP Statistics, including exploring data (observing patterns and departures from patterns), planning a study (deciding what and how to measure), anticipating patterns (producing models using probability and simulation), and drawing statistical inferences (confirming models). Technology employed includes a statistical graphing calculator and the Fathom software package for computer data analysis. *Full year, 5 credits, weighted class.*

PHYSICAL EDUCATION

A state-required course open to students in grades 9 through 12, Physical Education is offered four periods each week for a total of 172 minutes weekly. Units studied include team sports, lifetime and recreational activities, fitness activities, and fitness testing. *Four periods weekly, ¾ year, 3 credits, 1 credit per quarter.*

HEALTH EDUCATION

- The Freshman Health course has units in alcohol, narcotics, tobacco, nutrition, adolescent depression, and human growth and development. *Four periods weekly, quarterly course, 1 credit.*
- The Sophomore Safety course is a comprehensive course dealing with driver education theory, New Jersey motor vehicle laws, and practical information on the purchase, operation, and maintenance of an automobile. *Four periods weekly, quarterly course, 1 credit.*
- The Junior Health course includes several units in human growth and development, human sexuality, and relationships. *Five periods weekly, quarterly course, 1.25 credits.*
- The Senior Health course covers the subjects of stress management and coping skills, suicide prevention and depressive disorders, and culminates with the American Red Cross certification course in CPR and First Aid. A careers project is required. *Five periods weekly, quarterly course, 1.25 credits.*

POWER YOGA (*Grades 9-12*) – Power Yoga is a vigorous yoga practice that focuses on a Vinyasa Yoga and internal body heat. Expect a flow style practice with a different mix of poses each time. There is an emphasis on movement coordinated with Ujjayi breathing. Power Yoga practice has been shown to increase the range of motion in joints, help you improve muscle tone, develop core strength, improve posture, as well as improve lung capacity. Yoga practice emphasizes deepening and lengthening of your breath. This stimulates the relaxation response, the opposite of the fight-or flight adrenaline boost of the stress response. As results, students develop coping mechanisms and help alleviating stress in their daily life. This course can be substituted for Physical Education; however, students must fulfill health education requirements. *Quarter (4 days/wk.) course, 1 credit.*

BALLROOM DANCE (*Grades 9, 10, 11, 12*) Any Level) – In this course students explore five different styles of Ballroom Dance, including; Merengue, Foxtrot, Rumba, Tango and Waltz. In the last few weeks of this course we create a dance work utilizing all of the five dances learned. Students also create movement studies and perform in the Winter and Spring Dance Concerts. Classes are designed to build the strength, flexibility, endurance, and the control necessary for performance; consequently, physical fitness is encouraged and practiced. *This course may be substituted for Physical Education or students may take Ballroom Dance as Visual and Performing Arts credit. Semester, 2-2.5 credits.*

DANCE 1 (*Grades 9, 10, 11, 12*) Beginner/Intermediate Levels – Dance 1 is designed to give a holistic view of what dance is and can be. Students explore the Dance Elements and basic movements of Jazz, Modern, and Hip Hop in alternating semesters. Students also create movement studies and perform in the Winter and Spring Dance Concerts. Classes are designed to build the strength, flexibility, endurance, and the control necessary for performance; consequently, physical fitness is encouraged and practiced. So that students have a full dance experience, each semester has a different emphasis on Jazz, Modern, and Hop Hop respectively. Students can progress to Dance 2, if they choose, after one semester of Dance 1, or they may repeat Dance 1 to get the full range of techniques. *This course may be substituted for Physical Education or students may take Dance 1 as Visual and Performing Arts credit. Semester, 2-2.5 credits.*

DANCE 2 (*Grades 10, 11, 12*) Intermediate /Advanced Levels – Dance 2 is designed to explore dance technique. Students receive technical training in Ballet, Modern and Contemporary. Students have the option of exploring Jazz, African, or Hip hop. Students also create movement studies and perform in Winter and Spring Dance Concerts. Classes are designed to build the strength, flexibility, endurance, and the control necessary for performance; consequently, physical fitness is encouraged and practiced. Students with some dance experience may enroll in Dance II without taking Dance 1. *This course may be substituted for Physical Education or students may take Dance II as Visual and Performing Arts credit. Prerequisites: Dance 1 or instructor approval Full year, 4 - 5 credits.*

DANCE FITNESS (*Grades 9, 10, 11, 12*) (Any Level) – Classes in Dance Fitness are designed to build the strength, flexibility, endurance, and control. Students focus on basic body positions and mechanics through motion. Students learn how to warm up and cool down their bodies to prepare them for any activity. Dance Fitness is designed to give students an enjoyable way to work out and understand the value of lifelong fitness. *Semester, 2-2.5 credits in Physical Education.*

DANCE IMPROVISATION (*Grades 9, 10, 11, 12*) (Any Level) – In this course students explore how to create movement spontaneously. Students are challenged to use their bodies, prompts and props to create spontaneous movement. Students also create movement studies and perform in the Winter and Spring Dance Concerts. Classes are designed to build the strength, flexibility, endurance, and the control necessary for performance; consequently, physical fitness is encouraged and practiced. *This course may be substituted for Physical Education or students may take Dance Improvisation as Visual and Performing Arts credit. Semester, 2-2.5 credits.*

DANCE REPERTORY AND COMPOSITION (*Grades 10, 11, 12*) Intermediate / Advance Levels – This course is split between Dance Repertory and Dance Composition. In Dance Repertory the dancers learn the history, watch and performance pieces that are taken from several well know company works such as; *The Waltz of the Snowflakes* from The Royall Ballet’s “The Nutcracker” and *Wade in the Water* from Alvin Ailey’s “Revelations”. The second half of this course is Dance Composition which teaches the basics of choreography. Students explore the methods of choreography and get an opportunity to choreograph and display their own works in the Winter and Spring Dance Concerts. *This course may be substituted for Physical Education or students may take the course as Visual and Performing Arts credit. Full year, 5 credits.*

PRACTICAL ARTS ELECTIVES

INTRODUCTION TO JOURNALISM (*Grades 9, 10, 11, 12*) – Students learn about the field of journalism by exploring its history, reading and critiquing professional articles, and writing as student journalists. Students are expected to have at least two articles published in the school newspaper and/or a local newspaper. The course is excellent for students who want to become more aware of current events, voice opinions on issues, explore new subjects, and interact with others. Students taking this course should be aware that submitting carefully written work on deadline is a constant expectation of this course. *Semester, 2.5 credits.*

YEARBOOK (*Grades 9, 10, 11, 12*) – Students in this year-long course are responsible for all aspects of the design and publication of the high school yearbook. These aspects include but are not limited to publication design, photojournalistic writing, organizational skills, and teamwork. Students in this class are responsible for the creation and production of a certain number of assigned page layouts. Page layout assignments include collecting and taking photographs, conducting interviews, writing captions and stories, organizing the information into well-designed page layouts, meeting deadlines, and editing the pages for spelling errors and misinformation. *Full year, 5 credits.*

COMPUTER SCIENCE COURSES – Please see descriptions in the Computer Sciences section.

DIGITAL PHOTOGRAPHY I (*Grades 9, 10, 11, 12*) - This course instructs students in basic digital photography concepts and skills. Students are instructed in the following areas: operating a digital camera and scanning, retouching, duplicating, and manipulating photographic images. Both technological and artistic techniques are explored including merging multiple images, adding text, and using special effects filters. Students learn to import, sort, file, and save digital photos into individual and class network folders, and archive work to CD or DVD media. *Semester, 2.5 credits.*

DIGITAL PHOTOGRAPHY II (*Grades 9, 10, 11, 12*) - This course is an advanced continuation of Digital Photography I. Emphases are placed on intermediate to advanced Adobe Photoshop techniques as they apply to a variety of photographic products, and refinement of basic photography camera skills. A personal digital point-and-shoot camera is not a requirement for this course. *Semester, 2.5 credits.*

GAME DESIGN (*Grades 9, 10, 11, 12*) - Students design, implement, and test video games. Students employ incremental game engine development, graphics, user input, animation, sound, music, and artificial intelligence. Students also learn the fundamentals of grayscale and color display, as well as digital compositing. They learn basic game strategies and discover how to manage multiple digital resources to create a compelling user experience. *Semester, 2.5 credits.*

GRAPHIC DESIGN (*Grades 10-12*) – This course introduces students to Adobe Photoshop and Illustrator, while giving them real world graphic design challenges. This course is an opportunity for students to learn the concepts of basic graphic design employing traditional and digital tools, materials and procedures employed in the communication arts industry. Students demonstrate understanding of essential graphic design principles and digital image design. The course offers a valuable bridge between existing fine arts and practical arts offerings. The course focuses on finding creative visual solutions to communication problems using technical skills. The design process allows the student to evaluate and improve their work and the work of their peers. Emphasis is placed on originality, teacher and peer review, and the continual expansion upon essential skills as the year progresses. Students enrolled in this class may earn credits as either a fine or practical arts elective. *Semester, 2.5 credits.*

VIDEO PRODUCTION I (*Grades 9, 10, 11, 12*) – This course introduces students to the principles and methods of video production. Students participate in all phases of production, including conceiving ideas, scripting, directing, editing, and operating equipment. Students produce short-form projects for a variety of media, including broadcast and Internet. *Semester, 2.5 credits.*

WEB DESIGN (*Grades 9, 10, 11, 12*) – The purpose of this course is to provide a foundation for basic web development and design and to familiarize the students with HTML. As they become comfortable with source code, they begin a thorough study of the software application Microsoft FrontPage, and learn the essential elements of effective website development and design. The course concludes with a capstone project in which students work in teams to develop a website of moderate complexity. *Semester, 2.5 credits.*

NOTE: The Family and Consumer Science courses listed below are designed independent of one another and may therefore be taken in any order. For example, Foods I does not have to precede Foods II or American & International Cuisine. Each course emphasizes health, safety, food sanitation, consumer issues, careers, and food- science skills. Students use a variety of food- preparation techniques and equipment.

AMERICAN & INTERNATIONAL CUISINE (Grades 9, 10, 11, 12) – The course focuses on ethnic, regional, and global culinary practices and explores how food relates to the history, geography, and culture of each country. Mealtime atmosphere, food presentation, and table etiquette are incorporated into classroom activities. The customs and foods of the following regions are also studied: New England, the Pennsylvania Dutch country, South and Southwest, France, Italy, and Asia. Students prepare a wide variety of dishes representative of each region, including appetizers, main dishes, soups, salads, and desserts. *Semester, 2.5 credits.*

FOODS & NUTRITION I (Grades 9, 10, 11, 12) – This course provides a solid background in nutrition through a review of the food pyramid and study of the six major nutrient groups, their sources and functions. Students learn which nutrients each food group provides, what those nutrients do for the body, and what happens when nutrients are lacking in the body. Students then apply this information through the study and preparation of foods from the following categories: dairy foods, quick breads, soups, eggs, and cookies. The culminating unit, cake decorating, gives students an opportunity to be creative in the kitchen. *Semester, 2.5 credits.*

FOODS & NUTRITION II (Grades 9, 10, 11, 12) – This course is similar in format to Foods & Nutrition I, with the nutritional study emphasizing diet, exercise, and weight control. Students study safe, nutritious ways to gain, lose, or maintain their weight, depending on individual goals. Students learn about buying, preparing, and storing salads, grains, fruits and vegetables, yeast breads, one-dish meals, and pies. Students learn how to increase or decrease sugar, fat, and caloric content. *Semester, 2.5 credits.*

SCIENCE

CP BIOLOGY (*Grade 9*) – This full-year laboratory course in introductory biology is a college-preparatory-level course, with high expectations for class participation, consistent homework completion, formal lab reports, and good study habits. Course material is related to everyday phenomena, presented through the themes of evolution, cell biology, ecology, genetics, and homeostasis (anatomy and physiology). *Full year, 6 credits.*

ACCELERATED BIOLOGY (*Grade 9*) – This full-year course is an intensified introduction to biology. Students in this course are expected to work and investigate concepts independently, perform thorough data analysis, and demonstrate an outstanding work ethic. This course is designed to cover and expand upon the New Jersey State Core Content Standards. Topics explored include biochemistry, cell biology, metabolism, genetics, evolution, and ecology. Investigative laboratory assignments with basic statistical analyses are conducted throughout the year. *Full year, 7 credits, weighted class.*

CP CHEMISTRY (*Grade 10*) – This first-year course in chemistry is designed for those students who seek an introduction to the study of chemistry. The course introduces most topics encountered in a college-level general chemistry course and provides good preparation for those students who go on to pursue the study of science at a higher level. Students develop critical-thinking skills in both the quantitative and qualitative analysis of problems. Students use algebraic manipulation and graphing to solve problems. *Full year, 6 credits.*

ACCELERATED CHEMISTRY (*Grade 10*) – This year-long course is designed for those students who successfully completed Accelerated Chemistry and intend to pursue high-level careers in science, healthcare, and related fields. The basic goals of this course are (1) students will learn the facts, formulas, and principles that compose a standard high school chemistry curriculum, (2) students will understand the basic concepts underlying the facts, formulas, and principles, and (3) students will develop critical-thinking and problem-solving skills to use in not only chemistry but, by extension, everyday life. Laboratory investigations are an important part of this course. Students are expected to have demonstrated the ability to excel in accelerated science courses, and to be competent in using algebra. *Full year, 7 credits, weighted class.*

BIOLOGICAL SCIENCE (LEARNING CENTER) (*Grade 9*) – In this full-year laboratory course, course material is related to everyday phenomena, presented through the themes of evolution, cell biology, ecology, genetics, and homeostasis (anatomy and physiology). The course clearly addresses the fundamental concepts and principles found in the New Jersey Core Content Standards for Biology. *Full year, 6 credits.*

CHEMISTRY (LEARNING CENTER) (*Grade 10*) – This is a first-year high school chemistry course. The chemistry concepts are organized around and presented in the context of societal issues. Students learn content on a need-to-know basis, then evaluate data and make decisions based on their knowledge and observations. The course features labs and activities that give students practice in applying their chemistry knowledge to decision-making situations. The course clearly addresses the fundamental concepts and principles found in the New Jersey Core Content Standards for Chemistry. *Full year, 6 credits.*

PRINCIPLES OF PHYSICS (*Grades 11, 12*) – Understanding of the physics involved in the daily lives of the students is the focus of this course. Topics covered include, but are not limited to, motion, Newton's laws, momentum, universal gravitation, and wave theory. Meeting six periods per week with one double lab, this year-long course incorporates relevant lab work to enhance and develop the concepts being investigated. All of the NJ Core Content Standards for Physics and Space Science are included. *Full year, 6 credits.*

CP PHYSICS (*Grades 11, 12*) – This year-long laboratory course is designed for juniors and seniors who wish to continue their study of the most fundamental subject of all physical sciences. Topics to be examined include motion, mechanics, astronomy, waves, and optics. There is a focus on the relationship between these concepts and the practical application of mathematics. Mathematics (algebra, geometry, and basic trigonometry) plays a major role in helping to define the relationships describing physical phenomena. In addition, historical and social implications are addressed as they become relevant. Students who complete this course are well prepared to take an introductory college physics course. *Full year, 6 credits.*

ACCELERATED PHYSICS (*Grades 11, 12*) – This year-long inquiry-based lab science is designed as a thorough introduction to physics for juniors and seniors. This algebra based physics class is a pre-requisite for students who wish to continue their physics education with AP Physics. Topics to be studied include kinematics, classical mechanics, and an introduction to electricity and magnetism. There is a focus on the relationship between these concepts and the practical application of mathematics to solve in-depth problems based on the concepts covered. Each unit of study includes labs that allow students to investigate the concepts in an interactive manner and reinforce the importance of preparing a scientific lab report. *Full year, 7 credits.*

CP ANATOMY & PHYSIOLOGY I (*Grades 10, 11, 12*) – Formerly known as CP Human Physiology, this course includes the anatomy and physiology of the digestive, excretory, respiratory, cardiovascular, endocrine, and nervous systems (including the senses). Diseases that result from abnormal functioning of these systems are emphasized including lifestyle changes that would help prevent disease. Brain function and human behavior are also be an integral part of the course. Laboratory experience is included. This course complements CP Anatomy & Physiology II so that a student choosing both semester courses have a full year of human anatomy and physiology. *Semester, 2.5 credits.*

CP ANATOMY & PHYSIOLOGY II (*Grades 10, 11, 12*) – Formerly known as CP Exercise Physiology, this course in applied anatomy and physiology includes the study of interrelationships among exercise, human anatomy and physiology, and nutrition. Systems covered in depth include skeletal, muscular, cardiovascular, respiratory, and integumentary. Parts of the endocrine and nervous systems are also included as they relate to exercise and nutrition. As well as the anatomy and physiology of the human body, other topics include the chemistry of metabolism, nutrition, and the homeostatic mechanisms of the major systems involved in human movement. The primary resource for the course is an introductory college-level textbook, which is supplemented with outside readings. The course is a mixture of labs, lecture, discussion, group work, and some physical activity. This course complements CP Anatomy & Physiology I so that a student choosing both semester courses completes a full year of human anatomy and physiology. *Semester, 2.5 credits.*

CP ASTRONOMY (*Grades 10, 11, 12*) – Astronomy is the study of the formation of our solar system including characteristics of the terrestrial and Jovian planetary systems, asteroids, comets, and Pluto as well as Earth. Other topics are the birth and death of our sun and other stars, the Milky Way galaxy and beyond, the evolution of galaxies, dark matter, the Big Bang, and interstellar travel. The theory of relativity, the speed of light, and their relation to space-time and gravity are included. Note: This course is not about constellations and gazing. A very small proportion of the course may include observing the sky with telescopes. *Semester, 2.5 credits.*

CP ENVIRONMENTAL SCIENCE (*Grades 11, 12*) – This course of study is broken down into two main themes. The first semester introduces basic ecological concepts including aquatic ecosystems, population studies, and community interactions. In the second semester students investigate local, regional, and global environmental problems including water pollution, air quality, global climate change, waste management, and endangered species. Field studies, lab activities, and the use of GIS technology allow students to apply the above subject matter. *Full year, 6 credits.*

CP FORENSICS (*Grades 10, 11, 12*) – The major topics of Forensics are criminalistics, engineering science, jurisprudence, deontology, pathology, physical anthropology, psychiatry and behavioral science, questioned documents, and toxicology. *Semester, 2.5 credits.*

CP GENETICS (*Grades 10, 11, 12*) Human genetics is emphasized throughout this course including how our genes interact with the environment to determine our physical characteristics and behavior. Classical Mendelian and non-Mendelian genetics are included as well as the genetic basis of diseases including cancer. The human genome and the genomes of other organisms are compared to show evolutionary relationships. The course culminates with DNA technology topics such as DNA fingerprinting, cloning, stem cells, gene therapy and genetically modified plants and animals including agricultural and medical applications, present and future. *Semester, Academic elective; 2.5 credits.*

CP INTRODUCTION TO ENGINEERING (*Grades 11, 12*) – Introduction to Engineering is a course designed to teach students about the many different fields available in engineering, as well as introduce them to the

general design process common to many of these fields. Students learn basic engineering drafting techniques for creating and presenting their design ideas. They also have the opportunity to work with a team to collaborate on the construction, testing and redesign of several projects throughout the semester. This course emphasizes the reiterative design process and allows students to learn through their experiences how to improve upon their original design. Guest lecturers also come to speak to the students about the various specialties in the field of engineering. *Semester, 2.5 credits.*

CP MARINE SCIENCE (*Grades 11, 12*) - This semester course is designed for those students who have successfully completed one year of chemistry and one year of biology and are interested in applying that knowledge to the marine ecosystems. Emphasis is placed on the roles of the atmosphere and weather, biology, chemistry, and geology in the marine ecosystems ranging from sea grass beds to the deep sea. Students also examine interactions and interdependence of organisms in each ecosystem, ranging from invertebrates to vertebrates, as well as human impact on the health of the oceans. *Semester, 2.5 credits.*

ADVANCED PLACEMENT BIOLOGY (*Grades 10, 11, 12*) – This second-year course in biology is the equivalent of a two-semester college-level introductory biology course. It is designed for students who have completed Biology. The course delves into basic molecular biology, genetics, evolution, metabolism and ecology. As the year proceeds, emphasis is placed on the interconnection of these major themes. The course includes rigorous college level laboratory exercises and data analysis. Students who enroll are taking responsibility for a course that requires a significant time commitment including summer assignments. *Full year, 7 credits, weighted class.*

ADVANCED PLACEMENT CHEMISTRY (*Grades 11, 12*) – This second-year course in chemistry is the equivalent of a two-semester college-level introductory chemistry course. It is designed for students who have completed Chemistry. The course is challenging, and it is intended for dedicated students with a strong interest in the subject. The general topics covered include structure of matter, states of matter, reactions (including stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry. The course includes a significant amount of both classroom and laboratory work. *Full year, 7 credits, weighted class.*

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (*Grades 10, 11, 12*) – This one-year lab-based course is designed for those students who have a strong interest in environmental issues. Incorporating concepts from biology, chemistry, and earth science, AP Environmental Science course content allows students to make connections across scientific disciplines as various local, regional, and global issues are investigated. The course also integrates environmental law, economics, history, and ethics. Some of the lab work is field-based. Lab reports are prepared for major investigations. Individuals interested in studying ecology, conservation biology, environmental engineering, urban planning, forestry, fisheries, biology, or other ecology-based disciplines are encouraged to enroll. Students are responsible for completing an environmental service project. Topics to be studied include water ecology, energy use and alternatives, atmospheric issues, biodiversity and endangered species, topographic map interpretation, resource management, and waste generation and recycling. Chemistry may be taken concurrently. *Full year, 7 credits, weighted class.*

ADVANCED PLACEMENT PHYSICS (*Grade 12*) – This year-long lab-based course is designed to meet the requirements of the AP Physics C Mechanics and AP Physics C Electricity and Magnetism curriculum. This course is equivalent to two semesters of calculus based introductory physics. Accelerated physics is a pre-requisite for AP Physics and calculus should be taken either prior to or taken concurrently. This fast-paced course is intended for the highly motivated student, as the curriculum must cover the material needed for 2 AP Physics exams given in early May. Students need to complete an application in order to be considered for enrollment in this course. *Prerequisite: Accelerated Physics. Full year, 7 credits, weighted class.*

LAB TECH (*Grades 11, 12*) – This offering is intended for students who have completed, or who are in the process of completing, an Advanced Placement level science course who wish to work with a teacher as a laboratory technician. Students will assist with the set-up, monitoring and break down of labs. This non-graded course will afford students opportunities to gain a deeper understanding of materials while developing a mentor/mentee relationship with a staff member.

SOCIAL STUDIES

CP GLOBAL ISSUES (Grade 9) – Students who enroll in this course analyze and evaluate contemporary global issues. The course stresses the importance of the individual and the community by critically examining the role of religion, ethnicity, gender, politics, and economics as the factors leading to conflict. The topics discussed include the Israeli/Palestinian conflict, the Northern Ireland conflict, the Russian and Chinese revolutions, and the causes and effects of European colonialism. In addition to the case studies, students learn about the world's major religions, major economic and political concepts, and various liberation ideologies. The course also focuses on honing essential skills including critical thinking, examining primary and secondary sources, and utilizing technology via the school library's extensive databases and collections. *Full year, 5 credits.*

ACCELERATED GLOBAL ISSUES (Grade 9) – This course introduces the student to the high school social studies curriculum by posing critical questions that delve into global citizenship. The thematic approach stresses the importance of the individual and the community. The content focuses primarily on 20th-century global case studies including the Israeli/Palestinian conflict, the Northern Ireland conflict, Communist revolutions, and a myriad of liberation movements. In addition to the expected workload of a college-prep class, the accelerated course includes more detailed coverage of the course material, the use of sophisticated primary sources, library research, and a strong emphasis on honing critical-writing skills. The course is designed to prepare students for the 10th- and 11th- grade AP history track. *Full Year, 5 credits, weighted class.*

CP U.S. HISTORY I (Grade 10) – This is the first year of a two-year requirement in New Jersey for U.S. History. Course content begins with the Colonial Period and concludes with the social, economic, and cultural changes accompanying the industrialization of America. Current affairs and geographical study are integrated into the coursework. Additional readings and position papers are also characteristic of this course. *Full year, 5 credits.*

ACCELERATED U.S. HISTORY I (Grade 10) – Students in this course study American history from the Colonial Period through the Reconstruction Era in order to fulfill one year of the New Jersey state requirement. More detailed coverage of the course material, a college-level text, and wide supplementary readings characterize the accelerated approach to the subject. Outside assignments include a book review, research reports, and essays. Admission is limited to qualified students, and approval of the Social Studies Department is required. The course is designed to enable students to study the first half of U.S. History more deeply in order to prepare for Advanced Placement US History. *Full year, 5 credits, weighted class.*

CP U.S. HISTORY II (Grade 11) – This is the second year of a two-year requirement in New Jersey for U.S. History. The course begins with the United States becoming a world power and continues through the World Wars, Great Depression, Cold War and domestic life in post-WWII America. Students engage the political, economic and social developments of the modern age as well as their 21st century context. The necessary note-taking, critical reading and analysis of both historical and contemporary issues requires academic maturity and discipline. *Full year, 5 credits.*

ADVANCED PLACEMENT U.S. HISTORY (Grade 11) – This is a demanding course designed to enable students to prepare for the AP American History test in May. Its content is characterized by in-depth study of the history of the United States from 1876 to the present and includes additional readings and research papers. Admission is limited to highly motivated students who have demonstrated a commitment to the study and analysis of history. Students must submit an application to the Social Studies department for approval. *Full year, 5 credits, weighted class.*

GLOBAL ISSUES (LEARNING CENTER) (Grade 9) - This course introduces the students to some of the world's major cultures. The goal of the course is to present contemporary world conditions and the historical events which shaped them. Global Issues provides the students with the opportunity to understand the history of our nation as it developed within the context of world events. Class size is limited and by selection only. *Full year, 5 credits.*

U.S. HISTORY I (LEARNING CENTER) (Grades 10, 11) – This course is designed to study the United States from early exploration and settlement to Reconstruction. Current events and geographical studies are an integral part of the course requirements. Class size is limited and by selection only. *Full year, 5 credits.*

U.S. HISTORY II (LEARNING CENTER) (Grades 10, 11) – This course begins with the United States becoming a world power and continues to the present. Current affairs and geographical study are integrated into the course. Class size is limited and by selection only. *Full year, 5 credits.*

CP 21ST- CENTURY WORLD (Grades 11, 12) - This semester elective allows students to closely examine nations or regions that are currently undergoing political, social, or military transformations that have a direct impact on the United States. Examples of countries or regions that may be studied include North Korea, India, the European Union, China, Mexico, Iran, and Syria. Students conduct independent research on individual topics, as well as study broader units of international relations such as globalization, climate change, economic and military policies, human rights, diplomacy, the status of women and children, and the role of the United Nations. *Semester, 2.5 credits. Course offered alternating years--Offered in 2018-2019.*

CP CONSTITUTIONAL LAW (Grades 11, 12) - This is a semester course that serves as an introduction to the study of constitutional law, the Bill of Rights, and important 1st- Amendment issues facing Americans today. Topics of study include but are not limited to freedom of speech, obscenity, censorship, defamation, commercial speech, symbolic speech, freedom of the press, the 1st Amendment in public schools, freedom of religion, the right to privacy, reproductive rights, and discrimination based on race, national origin, citizenship status, gender, sexual orientation, age, and disability. A strong emphasis on case studies and a focus on current news items are an integral part of the course. *Semester, 2.5 credits. Course offered alternating years--Offered in 2018-2019.*

CP CRIMINAL LAW (Grades 10, 11, 12) - This is a semester-long elective course open to juniors and seniors that allows students to gain an introduction to the study of criminal law and criminal justice and the problems posed in the 21st century. Topics to be addressed include the nature and causes of crime in America; crimes against the person; crimes against property; defenses; the criminal justice process – including criminal investigations, pretrial proceedings, trial procedures, sentencing, and corrections; the juvenile justice system; and civil rights protections for both criminals and victims. *Semester, 2.5 credits. Course offered alternating years--Offered in 2017-2018.*

CP ECONOMICS (Grades 10, 11, 12) - This is a dynamic examination of the fundamental principles which govern economic activities at both the level of the individual and that of the aggregate economy. In addition to preparing a student in both microeconomics and macroeconomics, a major emphasis of this course is on the development of critical-thinking skills and the application of economic principles and methodologies in problem-solving. Consequently, the course incorporates a wide variety of activities including formal instruction in writing, debates, presentations, research projects, and problem-solving competitions in addition to traditional lectures, incorporation of community resources, exams, and simulation activities. *Semester, 2.5 credits.*

CP HADDONFIELD AND THE GREAT WAR (Grades 11, 12) – Haddonfield Memorial High School was dedicated to the men and women of the town, who by service or sacrifice, aided the cause of their country in the World War 1917 – 1918. Most students and community members are unaware of the significance of the school as a memorial. The emphasis of the course is the study of the men and women whose names are on the plaques and their sacrifices for the town and the nation. Working as historians, students reconstruct the local and national history of the early twentieth century in Haddonfield as they learn about the individuals who served and the events that led to American intervention in WWI. Through reading and research, students deepen their understanding of the causes, countries and battles of the first World War and the impact of historical events on a local population. *Semester, 2.5 credits. Course offered alternating years--Offered in 2018-2019.*

CP HOLOCAUST AND GENOCIDE (Grades 11, 12) – This semester course principally examines one of the most significant and unique events in human history: the Holocaust perpetrated by the Nazis against the Jews of Europe. Students explore the unique religious and cultural identity of the Jewish people and the rise of Anti-Semitism in Christian civilization. Students examine the rise of Hitler and the Nazis and life inside the

Third Reich. Other twentieth-century genocides are examined including those in Armenia, Cambodia, Rwanda, Bosnia and Darfur. Students grapple with the deepest questions of human nature and human values in this elective. Various films, documentaries, and personal testimonies are viewed in class and *students should be aware of the sobering and disturbing nature of the course content*. The study of Holocaust and Genocide reminds everyone that becoming more human is the most important skill that can be learned. *Semester, 2.5 credits.*

CP INTRODUCTION TO PSYCHOLOGY (*Grades 10, 11, 12*) - This is a study of human behavior and mental processes including how humans observe, describe, explain, and predict human behavior. Human development and its effect on learning, thinking, personality, and social relationships are examined. The course incorporates a wide variety of activities including formal instruction in writing, debates, presentations, research projects, and problem-solving competitions in addition to traditional lectures, incorporation of community resources, exams, and various simulation and application activities. *Semester, 2.5 credits. Course offered alternating years--Offered in 2017-2018.*

CP INTRODUCTION TO SOCIOLOGY (*Grades 11, 12*) - This is a broad overview and exploration of human groups that include attention to the principles and fundamental concepts of sociology, research methodology, social institutions and change, social control, culture, social structure, and the use of the sociological imagination to examine social problems, and issues. The course incorporates a wide variety of activities including formal instruction in writing, debates, presentations, research projects, problem-solving competitions in addition to traditional lectures, incorporation of community resources, exams, and various simulation and application activities while both developing and nurturing critical-thinking, decision-making, and social studies skills regarding human relationships. *Semester, 2.5 credits. Course offered alternating years--Offered in 2018-2019.*

CP RACE, CLASS, AND GENDER (*Grades 11, 12*) - This is designed to examine some of the major problems American society is facing regarding racial, economic, and gender relations. Topics like race in the media, economics and race, gender discrimination, and sexual violence in America are discussed. The course is presented primarily in seminar format and is steeped in class discussion, reading, and in the writing of position papers. Students read essays by leading scholars in the fields of race, economics, and women's studies. *Semester, 2.5 credits. Course offered alternating years--Offered in 2018-2019.*

CP SPORTS, VALUES, & SOCIETY (*Grades 11, 12*) - This semester course is designed to examine some of the major problems American society has faced and still is facing through the lens of sport, both amateur and professional. The course is divided into two sections. The first is the history of American values as demonstrated through the world of sports. Students examine the major sports personalities of the past century and assess how they have challenged how we view ourselves as a nation. The second half of the course consists of the examination of contemporary moral issues presented through the world of sports. Topics like athletic college recruiting, Title IX, and the role of sport in college are discussed. The course is presented primarily in seminar format and is steeped in class discussion, reading, and the writing of position papers. *Semester, 2.5 credits. Course offered alternating years. Offered in 2017-2018.*

CP VIETNAM (*Grades 10, 11, 12*) – This semester course details American involvement in Vietnam and the significant and enduring effects of the war on our society. Students focus on the history and culture of Vietnam, early foreign intervention, the war itself, and such issues as student protest, the plight of the Vietnam veteran, and the effects of Agent Orange. *Semester, 2.5 credits.*

ADVANCED PLACEMENT EUROPEAN HISTORY (*Grades 11, 12*) – Advanced Placement European History covers Europe's political, social, economic, and cultural evolution from 1300 to today. In addition to a college-level textbook, the students utilize supplementary works. A book review, research paper, and several historical essays are required. The course prepares students to take the AP European History test in May, if they are so inclined. *Prerequisite: One year of U.S. History and application process, Full year, 5 credits, weighted class. Course offered alternating years--Offered in 2017-2018.*

ADVANCED PLACEMENT HUMAN GEOGRAPHY (*Grades 10, 11, 12*) – This course introduces students to the processes and patterns that have shaped human understanding, use and alteration of the Earth's surface. Students learn to understand, evaluate and utilize spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. Current real world issues such as population, human migration, economics, political organization of space, urban land use and agriculture are examined in a

variety of ways. Through case study, inquiry, research projects and comparative analysis students will gain valuable knowledge about the human species' place in both time and space. *Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (*Grade 12*) – Advanced Placement U.S. Government and Politics allows students with a high interest level in government, politics, history, or law to gain a deeper understanding of how our federal government evolved and how it works today. Units addressed include the constitutional underpinnings of the U.S. Government, political beliefs and behaviors, political parties, interest groups, the mass media, the Congress, the Presidency, the bureaucracy, the Federal Courts, public policy, civil rights, and civil liberties. In addition to the textbook and supplemental readings, students are expected to follow national news events closely throughout the year. This course prepares students to take the AP test in U.S. Government and Politics in May. *Prerequisite: AP U.S. History or outstanding performance in CP U.S. History II and teacher recommendation, Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT WORLD HISTORY (*Grades 11, 12*) - The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This class approaches history in a nontraditional way in that it looks at the common threads of humanity over time – trade, religion, politics, society, the arts, and technology – and students investigate how these things have changed and continued over time in different places. This course emphasizes happenings from 600 CE to the present day with balanced global coverage of Africa, the Americas, Asia, and Europe. Students refine their analytical abilities and critical-thinking skills in order to understand historical and geographical context, make comparisons across cultures, use documents and other primary sources, and recognize and discuss different interpretations and historical frameworks. This course prepares students to take the AP test in World History in May. *Full year, 5 credits, weighted class. Course offered alternating years. Next Offering is 2018-2019.*

STUDY/VOCATIONALSKILLS

STUDY SKILLS (*Grades 9, 10, 11, 12*) – This course is designed to assist students in developing more effective learning strategies utilizing the core content areas in which students are enrolled. The students are evaluated on their ability to transfer newly acquired skills to regular classroom assignments. Class size is limited and by selection only. *Full year, 1-4 credits.*

SKILLS FOR INDEPENDENT LIVING – In this course, classified students have the opportunity to explore a wide variety of life skills in the home and community as well as at work. The course objectives are approached from both a functional as well as an academic perspective. *Full year, 5 credits.*

VOCATIONAL SKILLS/CAREER DEVELOPMENT – This course is designed for classified students who are interested in exploring employment opportunities in the following areas: retail settings, food services, and office procedures. Students are expected to master a variety of job skills necessary to be successful in the areas above, to develop workplace readiness skills, and to determine and understand personal interests and abilities. *Full year, 5 credits.*

COMMUNITY ENCOUNTER – This course is designed for classified students who are interested in developing independent skills within the community setting. Emphasis is placed on traveling independently, accessing community services, maintaining personal safety, and identifying and utilizing local and surrounding resources for recreational daily living. *Full year, 5 credits.*

VISUAL AND PERFORMING ARTS ELECTIVES

COMPOSING POETRY (*Grades 9, 10, 11, 12*) – Be a poet and discover the power of the printed word to freeze time and capture elusive images in crystalline phrases. Experiment with rhyme and rhythm and respond to color, images, sight, and sound, to sustain and intensify feelings. Keep a poetry journal and publish your own collection of poetry. *Semester, 2.5 credits.*

FILM AS ART: THE AESTHETIC VALUE OF FILM (*Grades 11, 12*) – The artistic and social value of film are explored thematically through this semester course. Active viewing sessions provide the student with an opportunity to study and evaluate the validity of the film medium. Each semester, students actively view six to ten films in class and three to five films out of class. The students are required to create a definition of art and measure various films by that definition. Student work is compiled and used to direct an end-of-the-semester project/assessment. *Semester, 2.5 credits.*

PUBLIC SPEAKING (*Grades 9, 10, 11, 12*) – The purpose of this course is to give the student an opportunity to develop the qualities of an effective communicator. Various types of speaking situations are emphasized to give the student the experience of making prepared and impromptu speeches and debating. In-class discussion and evaluation of presentations are encouraged to develop critical-listening skills. The research and writing skills necessary for effective speech and debate preparation are also evaluated. Strong emphasis is placed on the organization and presentation of ideas in a logical and coherent manner. Also emphasized is the ability to listen and respond appropriately in a controlled discussion and/or debate format. *Semester, 2.5 credit*

DANCE Please see descriptions in the Physical Education section. Students may choose to earn credit in Physical Education or in Performing and Visual Arts in the following courses: Dance 1, Dance 2, Dance Improvisation, Ballroom Dance, and Dance Repertory and Composition.

ART Introductory Courses

Courses described below other than Art History meet four to five times per week for one semester and earn **2.5 credits. Art Survey is a prerequisite for all courses except Art History.**

ART SURVEY (*Grades 9, 10, 11, 12*) – This course is designed to introduce all students to a variety of art materials, methods, and techniques. Media may include pencil, colored pencil, charcoal, water color, acrylic paint, and clay. *Semester, 2.5 credits.*

ART HISTORY and VISUAL CULTURE (*Grades 10, 11, 12*) – Twenty-first century students are bombarded daily with visual imagery. One of the goals for “Art History and Visual Culture” is to empower students with the ability to recognize and interpret these images and the enduring power of art in their lives. Another goal is to provide students with the visual literacy that allows them interpret artistic expression both past and present. Art reflects the culture that creates it, and a study of art history helps students understand both the spirit of the time period as well as the other internal and external forces that drive the artistic impulse. In addition, Art History has become a required course in many colleges and this introduction gives students a solid foundation in the subject. A museum visit occurs at least once during the semester. *Semester, 2.5 credits.*

EXPLORATION OF TWO-DIMENSIONAL MEDIA (*Grades 9, 10, 11, 12*) – Projects explore traditional approaches in drawing, printmaking, and painting. A formal program designed to teach the fundamentals of these new materials and approaches is combined with a more diversified program featuring a studio-like atmosphere. Students who excel in this course and express a desire to do so may be placed in Art Major the following year. *Prerequisite: Art Survey, Semester, 2.5 credits.*

EXPLORATION OF THREE-DIMENSIONAL MEDIA (*Grades 9, 10, 11, 12*) – This course concentrates on the development and production of three-dimensional objects in the form of sculpture. Media include but are

not limited to clay, plastic and recycled materials, wire, and paper. Experiences are offered to teach the fundamentals of working with these materials. *Prerequisite: Art Survey, Semester, 2.5 credits.*

CERAMICS (*Grades 9, 10, 11, 12*) – This is a studio art course designed for the exploration of traditional ceramic techniques such as wheel throwing, hand building, coil, and slab construction. Design, surface decoration, and handmade tile production are also emphasized in the course. *Prerequisite: Art Survey, Semester, 2.5 credits.*

METALS & JEWELRY (*Grades 9, 10, 11, 12*) – Working with a variety of metals and wire, students learn techniques of jewelry-making to create rings, bracelets, necklaces, pins, and pendants. Skills taught include soldering, filing, hammering, drilling, forming, and polishing. *Prerequisite: Art Survey, Semester, 2.5 credits.*

Advanced Courses

ART MAJOR (*Grades 10, 11, 12*) – This course is designed to advance the skills and creativity of the serious art student. Students enrolled in this course find a mix of formal instruction and informal studio time. The variety of art forms may include: drawing, painting, sculpture, graphics, and illustration. Students select projects related to these areas and complete a required amount of work. *Prerequisites: Art Survey, Two-Dimensional Media, and one of the following: Three-Dimensional Media, Metals & Jewelry, or Ceramics; Full year, 5 credits.*

ADVANCED PLACEMENT STUDIO ART (*Grades 11, 12*) – This program is designed for the highly motivated student interested in the in-depth study and practice of art. Advanced Placement programs take the place of a college introductory art course. A portfolio of the individual's works selected from projects done in Art Major and AP may be evaluated at the end of the year by The College Board. *Prerequisite: Art Major, Full year, 7 credits, weighted class.*

MUSIC

The Music Department endeavors to provide stimulating and satisfying musical experiences by and for its students. Accordingly, music students are required to: (1) demonstrate consistent attendance at rehearsals, performances, and lessons; (2) maintain a good attitude; (3) be responsible for assigned music, uniforms, robes, and instruments.

CONCERT BAND (*Grades 9, 10, 11, 12*) – Concert Band is a course which meets on a daily basis for rehearsal purposes. Students who demonstrate a reasonable proficiency on a wind or percussion instrument are eligible. Students perform in three scheduled school concerts as well as festival events. All instrumentalists are expected to attend weekly lesson groups and are encouraged to participate in the HMHS Colonial Marching Band. *Full year, 1-5 credits.*

ORCHESTRA (*Grades 9, 10, 11, 12*) – Orchestra is open to those students who are proficient on string instruments as well as wind, brass and percussion instruments on a case by case basis. Orchestra meets during first period and performs in conjunction with the Concert Band and Choir in three school concerts as well as festival events. The orchestra studies music of the masters as well as contemporary styles. All instrumentalists are expected to attend weekly lessons. *Full year, 1-3 credits.*

SELECT STRING ENSEMBLE (*Grades 9, 10, 11, 12*) – Select String Ensemble is a full-year course open to students who have previously studied or are currently studying a string instrument at an intermediate or advanced level. Students study music from a variety of styles and genres in preparation for concert performance. Students receive practical experience in string ensemble and orchestral playing, emphasizing the improvement of instrumental technique and the study of orchestral works. Woodwind, brass, and percussion players are selected from the Concert Band as needed. Rehearsals include sectionals, chamber music, small groups, and the larger ensemble. The course includes the development of listening skills, music theory, and opportunities for student leadership such as student conducting. The Select Ensemble performs at school concerts, community events, and performance evaluation festivals. *Full year, 2 credits.*

CHAMBER CHOIR (Grades 9, 10, 11, 12) – Chamber Choir is a small vocal ensemble whose purpose is to provide a challenging course of study for students already skilled in vocal production and sight singing. Chamber Choir meets one period per week, and membership is by audition. Students are eligible to audition after they have completed one year in Concert Choir. All members of Chamber Choir MUST also be scheduled for at least two Concert Choir rehearsals each week. *Full year, 1 credit.*

CONCERT CHOIR (Grades 9, 10, 11, 12) – Concert Choir is a non-auditioned vocal ensemble, open to any student who wishes to sing. Concert Choir performs in two school concerts each year, with required dress rehearsal the night before any performance, as well as at several community events and choral festivals. Members are eligible to audition for South Jersey Chorus and All-State Choir. Concert Choir repertoire consists of a representative sampling from the great composers of the last four centuries, as well as folk tunes, popular favorites, and Broadway selections. This course includes instruction on vocal production, breathing techniques, diction, and sight singing. *Full year, 1-5 credits.*

SHOW CHOIR (Grades 10, 11, 12) **NEW 2017-18** – Show Choir is a vocal ensemble whose purpose is to provide a challenging course of study for students already skilled in vocal production and sight singing. Show choir students will also be challenged and guided in developing proper performance techniques and fundamentals to intermediate level singers. The choir is centered on Pop/Broadway repertoire, will feature choreography, and will perform outside of the school for various community events. The Show Choir will meet for an entire class period for the Spring Semester, and membership is based on an audition. Placement in this class is based on need to balance the sound of the ensemble. This class may be taken every year for credit. *Prerequisite: One semester of Concert/Chamber Choir, Semester, 2.5 Credits*

VOCAL WORKSHOP (Grades 9, 10, 11, 12) – Vocal Workshop focuses on techniques in vocal performance. Topics include diction, voice anatomy, vocal production, and the history of vocal performers. Students sing one Italian aria, and a song of their choice. *Semester course, 1-2.5 credits.*

RENAISSANCE TO ROCK: GENRES ANALYSIS (Grades 9, 10, 11, 12) – A class for students who wish to understand the similarities and differences between musical genres from the past four centuries, leading up to contemporary popular music. This course provides the learner the ability to listen to and analyze multiple genres in music, including, but not limited to, Rock, Pop, Blues, Metal, Country, Bluegrass, Classical, Romantic, Modern, Post-modern, and Musical Theater. The class instructs the learner in the history and culture of particular genres, as well as a fundamental understanding in music theory and literacy. **THIS IS A NON-PERFORMANCE CLASS.** *Semester, 2.5 credits.*

MUSIC RECORDING & ENGINEERING (Grades 9, 10, 11, 12) – This is an elective that allows music and non-traditional music students to obtain credit for Fine Arts or Practical Arts. Basic recording techniques, GarageBand, LogicPro are some of the programs used to record music and dialogue, create music, and edit/alter video footage. Music reading is not a requisite to take this course. *Semester, 2.5 credits.*

MUSIC THEORY (Grades 9, 10, 11, 12) – Music Theory is an introduction to the basic structural elements of music: the staff, intervals, scales, and chord construction. Beyond the basics, students study harmony, tones organized into chord patterns, and their functional relationships. Music history and rhythmic and melodic dictation are infused into the course. *Semester, 2.5 credits.*

ADVANCED PLACEMENT MUSIC THEORY (Grades 9, 10, 11, 12) – AP Music Theory is designed to be a challenging course for the serious music student. Admission to the class is based upon a student's successful completion of a pretest, demonstrating ability to fluently read and write musical notation, and competence in voice or on an instrument. The major topics covered in this class include intervals, scales, keys, chords, meter, rhythm, figured bass, functional harmony in four-voice texture, modulation, phrase structure, and musical form. Emphasis is on melodic, rhythmic, and harmonic dictation; analysis of written scores; and sight singing. Students are strongly encouraged to take the Advanced Placement Music Theory exam in May. Course meets five days a week. *Prerequisite: Music Theory, Full year, 5 credits, weighted class.*

MUSIC SPECIALIZATION COURSE SEQUENCE

Description: A four-year sequence of courses designed to provide a comprehensive musical experience for students with musical-career aspirations

Outcomes: Advanced preparation in applied instrumental, vocal, and theoretical music concepts; notification of achievement on graduation transcript.

Requirements:

1. Four years of core group performance participation (Concert Band – Orchestra – Select Ensemble– Concert Choir – Treble Choir)
2. Two years of extracurricular performance activity (Marching Band – Jazz Band – Musical Cast/Pit – Indoor Drum Line - Madrigal Singers - Totally Treble - Voicemale)
3. Music Theory or AP Music Theory
4. One year of independent study in applied voice or instrument, advanced harmony, or music history

EXTRA-CURRICULAR ACTIVITIES

MARCHING BAND rehearses Tuesday and Thursday evenings 6:30 to 8:30 p.m. Performances include football games, parades, and invitational band festivals; August to November season.

INDOOR DRUM LINE rehearses 1-2 evenings per week from January to May. No audition is required.

JAZZ BAND rehearses Tuesday evenings 6:00 to 8:00 p.m. beginning mid-January after the marching season winds down.

PIT ORCHESTRA rehearses January to early March as accompaniment for the annual musical.

CHORUS FOR SPRING MUSICAL is selected by audition. Rehearsals are **after school daily**, January through March.

CHAMBER MUSIC ENSEMBLES are formed throughout the year for various performances.

- Madrigal Singers – audition required
- Totally Treble – no audition required
- Voicemale – no audition required

WORLD LANGUAGES

FRENCH I (*Grades 9, 10, 11, 12*) – This spirited course is designed to introduce students to the French language and culture while providing stimulating classroom conversation and interesting student interaction. Grammatical structures are introduced orally one at a time, and students learn to manipulate them using extensive vocabulary. The oral learning is then reinforced by completing written exercises, constructing compositions, and reading contemporary stories. The program encourages students to be creative and to use their individual talent and personality. Upon successful completion of French I, the students are able to converse on many topics, to write what they say, and to read with good speed and accurate pronunciation. *Full year, 5 credits.*

FRENCH II (*Grades 9, 10, 11, 12*) – This exciting course is carefully coordinated with the French I program to continue the study of the language and culture of France today. Once again listening and comprehension skills are used as a basis for unlimited classroom discussion of events of contemporary interest as well as cultural aspects of modern France. Grammatical structures are introduced one at a time, as in Level I. Once they are mastered orally, a written reinforcement follows. The text materials are student-oriented to encourage the student to be creative and achieve competence at many different levels. Upon successful completion of Level II, the students are able to communicate easily and naturally in the language, as well as read and write with relative ease. Students will also possess a basic knowledge of many cultural aspects of the country and its people. *Full year, 5 credits.*

FRENCH III (*Grades 10, 11, 12*) – This course gives the student an opportunity to reinforce the skills acquired during the past two years. Emphasis is placed on further development of the ability to read, write, and speak in the language proficiently. An introduction to French literature and cultural studies is planned, as well as a brief survey of French history. Individual research projects may also be assigned and field trips planned. *Full year, 5 credits.*

FRENCH IV (*Grades 11, 12*) – This is a fourth-year course designed for students who wish to improve their communicative skills, pronunciation, and vocabulary. A study of Francophone countries, provinces, art, and current European issues are pursued. The study of short stories, philosophy, music, excerpts from novels, magazines, newspaper articles, and websites are integral parts of this course. *Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT FRENCH (*Grade 11, 12*) – This college-level course challenges the student to become proficient in almost all facets of language learning. Debates, skits, directed dialogues, pronunciation drills, and exposés are designed to develop maximum oral proficiency. Listening comprehension skills are significantly improved through the use of tapes, DVDs, CDs, and films. The analysis of novels, theatrical works, short stories, web-based current articles, magazine and newspaper articles increase vocabulary and solidify grammatical concepts. Students write summaries, opinion pages, and essays. It is expected that students take the Advanced Placement test in French Language. *Prerequisite: French IV, Full year, 5 credits, weighted class.*

GERMAN I (*Grades 9, 10, 11, 12*) – This course offers a dynamic introduction to the German language and culture of the German-speaking peoples of Europe. Students achieve basic communicative competence in German through the interpersonal, interpretive, and presentational modes of language. The course is housed in the scaffolding of the American Council on the Teaching of Foreign Languages Standards for Foreign Language Learning: communication, communities, comparison, connections, and culture spiral through the levels. Upon successful completion of the course, the students achieve novice high level on the ACTFL proficiency guidelines or A2-Waystage Basic User on the Common European Framework of Reference for Languages. *Full year, 5 credits.*

GERMAN II (*Grades 9, 10, 11, 12*) – This course builds on the foundation of language proficiency achieved in level one. Students build communicative competence in German through a strong emphasis on grammar fundamentals as well as intense practice in speaking through the three modes. Upon successful completion of Level II students achieve intermediate low level on the ACTFL proficiency guidelines or B1-Threshold Independent User on the Common European Framework of Reference for Languages. *Full year, 5 credits.*

GERMAN III (*Grades 10, 11, 12*) – This course spirals through the scaffolding of the SCTFL standards to promote accelerated proficiency for all students. Students enhance communicative competence in German through a focused study of vocabulary and culture housed in the three modes. Upon successful completion of Level II, achieve intermediate mid-level on the ACTFL proficiency guidelines or B2-Vantage Independent User on the common European Framework of Reference for Languages. *Full year, 5 credits.*

GERMAN IV (*Grades 11, 12*) – This course completes the high school program. Accelerated proficiency leads to high confidence as a user of the language for real world purposes. Students synthesize knowledge of language and culture into an intense study of historical and contemporary themes in the nations and regions of German-speaking Europe. Current media provide the portal to communication and knowledge construction for all students. Upon successful completion of the course, students achieve intermediate high level on the ACTFL proficiency guidelines or C1-Effective Operational Proficiency Proficient User on the Common European Framework of Reference for Languages. *Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT GERMAN (*Grades 11, 12*) - This undergraduate level course models its curriculum on a hybrid of some of the most outstanding undergraduate courses from across the USA. This course spans all aspects of the American Council on the Teaching of Foreign Languages Standards for the Foreign Language Learning: communication, communities, comparison, connections, and culture housed in the interpretive, interpersonal, and presentational modes. Students construct their knowledge independently. An emphasis on the literature of the German-speaking cultures of Europe drives the content of the course. Upon successful completion of the course, students achieve an advanced low on the ACTFL proficiency guidelines or C2-Mastery Proficient User on the Common European Framework of Reference for Languages. *Prerequisite: German IV, Full year, 5 credits, weighted class.*

LATIN I (*Grades 9, 10, 11, 12*) – This course introduces the language, culture, and history of the Roman people. Latin I focuses on elementary principles of grammar, syntax, composition, and comprehension. Students also learn the etymological importance of Latin through the study of prefixes, roots, and suffixes. As a result of studying Latin, students gain the knowledge of both English and Latin vocabulary and grammar, a deeper understanding of the ancient world, and an appreciation of other world languages and cultures. *Full year, 5 credits.*

LATIN II (*Grades 9, 10, 11, 12*) – This course is a continuation of the Latin I. The course helps students improve English reading, writing, and vocabulary skills through grammar analysis, vocabulary, and derivative drills. Latin II concentrates on completing essential grammar by mid-year so that students may begin to read the works of Roman authors such as Cicero, comedies by Plautus & Terrence, poetry of Martial, Catullus, and Ovid. *Full year, 5 credits.*

LATIN III (*Grades 11, 12*) – This course is a comprehensive and intensive application of core grammatical concepts taught in Latin I and II to undiluted Latin prose and poetry. Students will strengthen their translation skills with selections from the orations of Cicero, and the elegiac love poetry of Catullus. Students will begin a study of Caesar's *De Bello Gallico* at the conclusion of the course. Vocabulary units and grammar review only serve to facilitate the translation of substantive text in the original Latin. Students will begin to learn about the Roman Late Republic and its social, political, and historical context in preparation for AP Caesar and Virgil in AP Latin. *Full year, 5 credits*

ADVANCED PLACEMENT LATIN (*Grades 11, 12*) **NEW 2017-18** – This course is designed to provide advanced high school students with a rich and rigorous Latin course, approximately equivalent to an upper-intermediate (typically fourth or fifth semester) college or university Latin course. Advanced Placement students read a variety of Roman authors in their original text with a focus on Caesar's *De Bello Gallico* and Virgil's *Aeneid*. Students concentrate on the translation of authentic Latin text, metrical scansion, critical literary analysis, and the influence of Roman culture on western civilization. Students will engage in discussion about literary themes, criticism and context relevant to academic discourse and scholarship in the Classics. *Full year, 5 credits, weighted class*

SPANISH I (*Grades 9, 10, 11, 12*) – This exciting beginning course offers students the opportunity to grasp the pronunciation and structure of the Spanish language. Communication skills are emphasized through real life

situations and the practice of language patterns. An extensive tape program accompanies the textbook and allows for additional practice of audio-lingual skills. Students are also introduced to Hispanic music, foods, art, geography and influence in the US. By the end of Spanish I, students will have mastered many grammatical concepts with an emphasis on the present tense, and will have acquired significant vocabulary to use in real life situations such as buying a ticket, shopping for clothes and school supplies, describing a home and family, etc. *Full year, 5 credits.*

SPANISH II (*Grades 9, 10, 11, 12*) – This dynamic second-year course reinforces the command of communication skills as it expands the insights attained through comparative study of cultures. The student is exposed to many verb tenses and is introduced to a wealth of vocabulary through situational contexts. A CD and DVD program helps the student to master pronunciation and structure. Internet exercises reinforce coursework. Highly controlled experiences in composition are also provided. *Full year, 5 credits.*

SPANISH III (*Grades 10, 11, 12*) – This third-year course continues to emphasize the development of skills in listening, speaking, reading, and writing Spanish. All content is replete with cultural information. Short literary selections are read and analyzed for the insights they may provide into the nature of different people. Initial opportunities for oral presentations and free composition based on readings may also be provided. Grammatical notions are addressed as they arise. The extensive review of grammar, coupled with a significant increase in command of vocabulary, allow the successful student to exhibit a high degree of competence in the language. *Full year, 5 credits.*

SPANISH IV (*Grades 11, 12*) – This is a fourth-year course designed for students who wish to concentrate on improving their pronunciation, vocabulary, and communicative skills. Students explore the Spanish and Latino 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 music, art, and literature. *Full year, 5 credits, weighted class.*

ADVANCED PLACEMENT SPANISH (*Grades 11, 12*) – This college-level course emphasizes oral skills, composition, and grammar. Students are expected to comprehend formal and informal Spanish, acquire vocabulary to facilitate accurate interpretation of current web-based newspaper and magazine articles, compose expository passages, and express ideas orally with accuracy and fluency. This course offers students the opportunity to develop language skills that enable the student to thoroughly discuss the issues in the Latino works. It is strongly recommended that students take the Advanced Placement test in Spanish Language. *Prerequisite: Spanish IV, Full year, 5 credits, weighted class.*

AMERICAN SIGN LANGUAGE I (*Grades 9-12*) - Students are introduced to the basic knowledge of American Sign Language (ASL) and the Deaf culture. Students develop basic skills in vocabulary and grammar to meet communication needs. Emphasis is placed on acquisition of both comprehension and expressive skills via signing in front of their class, with a partner, in a small group and in large group participation. *Full year, 5 credits.*

AMERICAN SIGN LANGUAGE II (*Grades 10-12*) – Students in American Sign Language II (ASLII) continue to develop vocabulary and grammar skills in order to meet communication needs. Deaf culture and community are further emphasized. Participation in real world communication is encouraged through opportunities such as visits to a Deaf school, Deaf guest speakers and attendance at Deaf community events. Students sign in front of their peers, as well as one-on-one with their teacher. *Prerequisite: American Sign Language I with a grade of “C” or better. Full year, 5 credits.*

AMERICAN SIGN LANGUAGE III (*Grades 10-12*) – Students in American Sign Language II (ASLII) continue to develop vocabulary and grammar skills in order to meet communication needs. Deaf culture and community are further emphasized. Participation in real world communication is encouraged through opportunities such as visits to a Deaf school, Deaf guest speakers and attendance at Deaf community events. Students sign in front of their peers, as well as one-on-one with their teacher. *Prerequisite: American Sign Language I with a grade of “C” or better. Full year, 5 credits.*

