Cranford High School Program of Studies

Effective September 2025 - August 2026 Grades 9-12



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Ms. JoAnn Sei, Supervisor of Special Education/LDTC
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School Counselors

Mr. Frank Benimeo
Ms. Jenna Brannigan
Ms. Catherine Gallo
Ms. Gina Klemm
Ms. Gretchen Lenehan
Ms. Kiley Milk

Foreword

This handbook has been prepared to acquaint Cranford High School students and their parents with the many course offerings that are available at the high school. Committed to academic excellence and advancement in all areas, we are continuing to work on the proactive growth model that stresses fulfillment of goals.

Cranford High School is a comprehensive high school operating under a single curriculum plan and granting the same type of diploma to all students. The selection of courses is diverse enough to allow students to plan their programs to meet a variety of individual needs and interests. The student preparing for college will find not only the standard required courses for college admission but also advanced courses to better prepare for his/her chosen field of study in college. Students may also prepare for entrance into specialized schools such as art, business, music, nursing, technical or trade. In many instances they may test their interest by taking an introductory course. The opportunity to attend Union County Vocational-Technical School is also available for the student who is interested in vocational training in one of their programs.

Each student must carefully examine the various course offerings and then select those subjects which seem to best meet his or her own particular interest and future goals. The student's school counselor is always available to help the student select courses for the coming year, and parents are encouraged to be involved in the course selection process.

Cranford High School courses are open to all students regardless of race, color, creed, religion, sex, sexual orientation, ancestry, national origin, social or economic status or postsecondary school plans. The only requirement for admission to a course is to meet any prescribed prerequisite.

Cranford High School Mission Statement

We, the community of Cranford High School, are striving to acquire and foster the knowledge and responsibility necessary to preserve our diverse, democratic society and to choose, experience and enjoy a life of consequence in the complex world of the 21st century.

Through a partnership of teachers and students, administrators, and community members, young adults graduating from the Cranford High School community must respect people and property, progress and preservation.

Our graduates should regard learning as a lifelong endeavor and freedom as a right to secure.

Full Value

Value yourself, value each other, value our future.

The Cranford School District supports the belief in six foundational principles as an approach to the classroom and the umbrella under which all other initiatives in Cranford Public Schools are carried out. It is a culture and climate where students and faculty interact with each other to create and maintain a focused, productive, and collaborative community. The community utilizes effective skills and practices to encourage meaningful participation in the life of the school.

Be Here: Fully engaged in all aspects of the learning process

Be Safe: Be careful with each other's emotional and wellbeing

Be Honest: Act with courage and integrity

Set Goals: Define and commit to measurable, achievable goals

Care for Self and Others: Nurture the development of empathy and compassion

Let Go and Move On: Resolve conflicts and accept that mistakes can lead to growth

Objectives

- 1. To offer an academic program which will enable students to acquire basic skills for problem solving, information gathering, critical thinking and communicating effectively.
- 2. To help prepare students to achieve future economic independence by acquiring entry level job skills and the knowledge necessary for the pursuit of further education.
- 3. To develop the students' sense of self worth, abilities, potentials and limitations; this will enable the students to set realistic goals and to perform to the best of their abilities.
- 4. To encourage students to realize that education is a lifelong process and to enjoy the process of learning.
- 5. To develop a respect for and understanding of other races, creeds, nations and cultures by recognizing the worth and dignity of every individual.
- 6. To advance cooperation, mutual respect and rapport among students, teachers, administrators and the community.
- 7. To acquire an appreciation of ethical principles and values and apply them to one's own life.
- 8. To encourage students to develop their ability in creative expression and to understand, appreciate and participate in the arts.
- 9. To cultivate civic responsibility by promoting the ideals and practices of good citizenship, civil liberties and civil rights.
- 10. To prepare students to make responsible choices in their personal life in a changing society.
- 11. To educate students in the areas of health and safety to foster attitudes that promote personal and public health, both physical and mental.
- 12. To provide a wide range of co-curricular activities which supplement academic programs by developing talents and interests that can be continued into adult life.
- 13. To maintain appropriate physical facilities so that our highly qualified staff can continue to deliver an effective program.

School Counselor

A professional counselor has been assigned to help you grow and develop your skills during your high school experience. Your counselor's major goal is to be a human resource whose primary responsibility is to see that you maintain a balance between the academic endeavors, with extracurricular experiences and character building.

Your counselor will be glad to coordinate your efforts with those of your parents, teachers, advisors, and coaches to help you realize your goals and aspirations. This collaboration amongst you, your parents, teachers, advisors, coaches, and ultimately your counselor is a sure formula for success. Take advantage of this opportunity.

Help is available to you whenever you need it. All you have to do is to stop by the Counseling Center, or email your counselor, and request a meeting with your counselor. At times your counselor will contact you to discuss test results, grades, progress reports, personal problems, plans after high school, or one of the many issues that arise from life at school.

The selection of courses is one of the most important tasks that you and your counselor will work on together. Your counselor will give you critical information concerning the requirements necessary to meet your future goals. It is essential that you consider the many courses listed in this booklet with great care. Be informed -- consult with your teachers, department supervisors as well as your counselor. Your counselor will do everything possible to help you to select the most appropriate courses for each year, in order to give a foundation for your career plans.

Be sure to include your parents/guardians in this process. They probably know you better than anyone else and can offer you valuable advice. Remember that selecting the courses you want is not like choosing a television show to watch or dinner from a menu. Although we all want you to enjoy your work, we also want you to select courses that will be meaningful in helping you to get where you want to go. Turn the pages slowly, explore, decide and good luck!

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Mr. Frank Benimeno Ms. Jenna Brannigan Ms. Catherine Gallo Ms. Gina Klemm Ms. Gretchen Lenehan/ Ms. Kiley Milk	908-709-6297 908-709-6308 908-709-6300 908-709-6298 908-709-3342 908-709-6299	benimeo@cranfordschools.org brannigan@cranfordschools.org gallo@cranfordschools.org klemm.gina@cranfordschools.org lenehan@cranfordschools.org milk@cranfordschools.org

Graduation Requirements

The following are the credit, course and testing requirements that must be fulfilled in order to earn a Cranford High School diploma.

Courses to be successfully completed English	Years 4	Credits 20
United States History	2	10
World History	1	5
Science *Biology, Chemistry and one other lab science	3	15
Mathematics	3	15
Visual and Performing Arts	1	5
21st Century Life and Careers/Career/Tech Education	1	5
Physical Education/Health	4	16-20
World Language	2	10
Personal Financial Literacy	1/2	2.5
Electives	4	35-40

State mandates including technological literacy, Amistad, LGBTQ and climate change consistent with the New Jersey Student Learning Standards, are integrated throughout the curriculum.

Credits to be earned: 140 credits

1 year = One year of study or 120 hours of classroom time

Sophomore status = minimum 30 credits Junior status = minimum 65 credits Senior status = minimum 100 credits

Testing Requirements

High School Graduation Assessment Requirements (Updated May 2023)

The State of New Jersey establishes the following pathways for the Classes of 2024 and 2025 to meet the high school assessment graduation requirements in both English Language Arts/Literacy (ELA) and mathematics:

Pathway 1: Demonstrate proficiency in ELA and Mathematics on the New Jersey Graduation Proficiency Assessment in grade 11

Pathway 2: By meeting the designated cut score on a substitute competency test (cut scores forthcoming)

Pathway 3: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education. Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.

CHS Graduation Requirement Check CLASS OF: 2026 2027 2028 2029 **SOCIAL STUDIES:** 3 years **ENGLISH**: 4 years ____US History 1 ____English 1 ____English 2 ____US History 2 ___English 3 ____World History English 4 21ST CENTURY LIFE & CAREER OR **CAREER TECHNICAL EDUCATION** WORLD LANGUAGE: 2 years ____Year One ____2.5 credits _____and Year Two ___2.5 credits _____ ____5 credits **MATHEMATICS**: 3 years (must include Algebra & Geometry) **VISUAL & PERFORMING ARTS** ____Algebra (if taken in HS) ____2.5 credits _____and ____2.5 credits _____ ____Geometry ____Algebra 2 5 credits ____Year 3_____ **SCIENCE**: 3 years PE/HEALTH ____/__Grade 9 Health and Wellness _Biology ____/__Grade 10 Driver's Ed ____Chemistry ____/___Grade 11 Family Life ____Physics **Environmental Science** __/___Grade 12 CPR lab science **FINANCIAL LITERACY**: 2.5 CREDITS (Personal Finance, Financial Literacy, Economics) Grade 9 ____ **CREDITS:** Grade 10 _____ TOTAL AS OF 6/20___ ____ TOTAL AS OF 6/20___ ____ **Grade 11** ____ Grade 12 ____ TOTAL AS OF 6/20___ ____

Course Selection and Scheduling

Course Selections

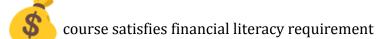
Students and their parents/guardians need to carefully review the <u>Program of Studies</u> prior to the scheduling conference in order to become acquainted with the numerous courses available to students. The Program of Studies will be viewable on-line in January. Further information is available from the teacher of the subject or the department supervisor.

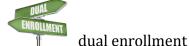
The scheduling process occurs during the winter for the following school year, beginning with teachers making course recommendations at the end of the first semester. Students then select their courses online and finalize them in a conference with the School Counselor. For the incoming 9th grade, parents are invited to attend these meetings. Course requests should be checked after the student-counselor meetings at the end of March in PowerSchool. Course recommendations are revisited by teachers at the end of marking period 3 to make any adjustments. If students are not recommended for particular courses, they can complete a waiver form which is reviewed by the subject supervisor before any course changes are made. A listing of scheduled courses will be available to students in the summer. Availability of elective courses cannot be guaranteed as they are based on class enrollments, frequency of offering, and fulfillment of required courses.

Key to course listings:

course satisfies 21st century graduation requirement

course satisfies fine and performing arts requirements graduation requirement





Course Levels

Ability grouping is used in some courses at the high school. The purpose of grouping is to personalize and narrow the range of individual differences so that students may move ahead and perhaps cover more material in greater depth. Likewise, other students benefit from a different pace and material better suited to their abilities. Not all courses are grouped, and grouping practices are reviewed yearly.

College Prep classes are the traditional college prep level courses requiring students to work independently and have strong organizational skills. Average to above-average reading and writing skills are needed for success on this level.

Honors Level courses require advanced skills with reading and with written and spoken language. Strong organizational skills and the ability for a student to work independently are required. Students

are challenged to think abstractly and to demonstrate a facility with problem-solving skills in honors level classes. Strong self-advocacy skills are of benefit at this level.

Advanced Placement (AP) courses follow a national curriculum, which presents college-level work to high school students. The pace of these courses requires above-average skills related to work ethic and thinking and reasoning skills. Reading and written language skills should be above average in order for students to be successful. Students are expected to take the AP level exam in the subject studied. AP courses are demanding and require independent study and learning on the part of the student.

Level Changes to Teacher Recommendations

Current grades, standardized test scores and teacher recommendations will be utilized to assess a student's potential to be successful in all levels of classes. Information concerning the requirements to enroll in a course other than that which was recommended will be available at the time of course registration.

Course Selection Changes

Staffing needs are determined on the basis of students' course requests in March. Therefore, course selection changes cannot be assured after this date. SINCE PROJECTED NEEDS FOR STAFFING, TEACHING MATERIALS AND EQUIPMENT WILL BE BASED ON THESE COURSE SELECTIONS, CHANGES AFTER THIS POINT CANNOT BE GUARANTEED.

 MARCH 28, 2025 IS THE FINAL DAY TO MAKE COURSE REQUEST CHANGES. ELECTIVE CHANGES AFTER THIS DATE CAN ONLY BE DONE THROUGH THE WAIVER PROCESS OR THE SCHEDULE CHANGE COMMITTEE MEETINGS. THE CHANGE COMMITTEE IS SCHEDULED TO MEET ONCE IN THE SUMMER AND ONCE IN JANUARY TO DECIDE ANY ADDITIONAL CHANGES.

SCHEDULE CHANGES

- Students may drop a course only with permission of their parents and a completed form.
- No schedule changes will be allowed during the first ten days of school, with the exception of course level errors.

Schedule Change Window #1 (through March TBD, 2025)

- Change levels
- Add/drop electives

Schedule Change Window #2 (May TBD - June TBD, 2025)

Change levels through Course Waiver Form

SCHEDULE CHANGE COMMITTEE MEETING: AUGUST TBD, 2025

Schedule Change Window #3 (beginning the eleventh day of school: (September TBD - October TBD, 2025)

Change levels: teacher initiated only

Schedule Change Window #4 (beginning the sixth week of first semester: (October TBD - TBD, 2025)

- Change levels: teacher and/or student initiated
- Drop a first semester elective and add a study hall for the first semester
- Drop a full year course and add a study hall for the first semester and add second semester elective
- Grade calculation for level changes: 50% from the dropped class + 50% from the added class for MP 1 grade

Schedule Change Window #5 (end of marking period one: (November TBD - TBD, 2025)

- Change levels: teacher and/or student initiated
- Drop a first semester elective and add a study hall for the first semester
- Drop a full year course and add a study hall for the first semester and add second semester course
- Marking Period One grade will be recorded on the report card from the dropped class
- Dropped courses will result in a W/P (Withdrawal Passing) or W/F (Withdrawal Failing) recorded on student's transcript

SCHEDULE CHANGE COMMITTEE MEETING: JANUARY TBD, 2026

Schedule Change Window #6 (beginning the end of marking period two: (January TBD - January TBD, 2026)

- Change levels: teacher and/or student initiated
- Drop a full year course and add a study hall or an elective for the second semester course
- Grade calculation: Marking Periods One and Two will be recorded on the report card from the dropped class

Schedule Change Window #7 (beginning the sixth week of marking period 3: (March TBD - TBD, 2026)

- Change levels: teacher and/or student initiated
- Drop a second semester elective and add a study hall for the second semester
- Drop a full year course and add a study hall for the second semester
- Dropped courses will result in a W/P (Withdrawal Passing) or W/F (Withdrawal Failing) recorded on student's transcript

Schedule Change Window #8 (beginning of the end of marking period 3: (April TBD - TBD, 2026)

- Drop a second semester elective and add a study hall for the second semester
- Drop a full year course and add a study hall for the second semester
- Courses dropped will result in a W/F recorded on the student's transcript.

Students who drop a course may be assigned to study hall. Early release and later arrival are not permitted in the case of a dropped subject without administrative approval. Seniors are not allowed more than the equivalent of a full year study hall in an academic school year.

Summer Assignments

Summer assignments are required for a number of courses in preparation for the following school year. Students are expected to check the CHS website for the most up-to-date course work, posted in June, that is required by teachers. Hard copies of summer assignments can be picked up in the CHS School Counseling Office throughout the summer. Students will be held accountable academically for summer assignments as per teacher discretion.

Courses for Remediation

Should a student fail a course during the year, or lose credit for attendance, he/she has the option to take the course for remediation to earn credit. Consult your school counselor for a list of summer school courses offered in the area. Summer school courses need prior approval from the school counselor, Director of School Counseling and Department Supervisor. Applications are available in the School Counseling office as of April 1. Courses for remediation will be counted toward fulfilling graduation requirements; summer school courses taken after grade 9, 10, 11, and 12 are included in the calculation of GPA and decile rank, in addition to the original failed course.

Earning original credit outside of CHS

Students have numerous options to take courses to earn credit. Examples are interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extra-curricular programs, and courses at a local university or through an online course. These are designed for enrichment or to fulfill graduation requirements not able to be met at CHS and need prior approval from the Department Supervisor, Director of School Counseling and Principal.

- The original credit proposal must meet the NJ Student Learning Standards
- An application and a copy of the curriculum must be submitted to the school counselor and approved by CHS administration prior to beginning the course.
- Students may not add a study hall as a result of earning original credit outside of school. Approval
 for original credit courses will only be considered for those students who are maximizing their
 schedule at Cranford High School.
 - o 9th, 10th and 11th grades = 8 courses
 - o 12th grade = 7 courses
- Original credit courses must be at a state accredited institution or online program.
- Original credit programs including internships, community service, co-curricular or extra-curricular activities must be facilitated by a NJ state certified teacher.
- Students may not earn original credit outside of Cranford High School for courses that have an end of course state exam required for graduation.

- Students must take health each year at Cranford High School.
- Courses taken outside of Cranford High School will appear on the transcript, and count towards graduation requirements but will not be calculated into the GPA.
- Applications will be available in the School Counseling office.
- The school counselor, Director of School Counseling, Assistant Principal, Department Supervisor and Principal, must approve applications.

Four-Year Scheduling Worksheet

COURSES	GRADE 9	GRADE 10	GRADE 11	GRADE 12
English				
Mathematics				
Science				
Social Studies				
World Lang.				
21st Cent Life & Career Skills				
Fine & Perf. Arts				
Financial Literacy				
PE/Health				
Other				
Total Credits				

Grading and Reporting

Grade Point Average (GPA)

Below is the grade and weight equivalent for courses offered at CHS, which is on a 4.0 scale. Advanced Placement and Honors courses are weighted at the completion of the course. For example, if a student takes an Advanced Placement or Honors class and earns an A grade, its assigned value is a 5, instead of a 4.0 in a regular academic class. A cumulative decile range for the past five years is included on the CHS profile along with a scattergram of the current class' GPAs to aid in the college selection process. Courses taken outside of Cranford High School will appear on the transcript, and count towards graduation requirements but will not be calculated into the GPA.

GPAs will be posted on Naviance at the end of a student's sophomore and junior year.

Grading Scale

Gra	ding Scale	College Prep Courses Quality Points	Honors / AP Courses Quality Points
A+	97-100	4.3	5.3
Α	93-96	4.0	5
A-	90-92	3.7	4.7
B+	87-89	3.3	4.3
В	83-86	3.0	4.0
B-	80-82	2.7	3.7
C+	77-79	2.3	3.3
С	73-76	2.0	3.0
C-	70-72	1.7	2.7
D+	67-69	1.3	2.3
D	65-66	1.0	2.0
F	0-64	0.0	0.0

Report Cards

Marking period grades will be posted on PowerSchool and viewable through the parent portal at the end of each of the four marking periods.

Unofficial transcripts

A copy of unofficial transcripts will be distributed to all rising seniors in September denoting GPA, courses and grades taken freshman through junior year .

GPA Calculation

The following is an example of a sample schedule and the calculation of the weighted core GPA. The weighted core GPA is rounded to the 4^{th} decimal place and recorded as such on the student's transcript and in Naviance.

COURSE	FINAL GRADE	GRADE EQUIVALENT (WEIGHTED IF APPLICABLE)	COURSE CREDITS	TOTAL CALCULATED QUALITY POINTS
English 2 Honors	B+	4.3	5	21.5
US History CP	A	4.0	5	20.0
Chemistry CP	B-	2.7	6	16.2
Spanish 3	C+	2.3	5	11.5
Algebra 2 Honors	В	4.0	5	20.0
Psychology AP	B+	4.3	5	21.5
Art 1	A-	3.7	2.5	9.25
Computer Prog	C+	2.3	2.5	5.75
Phys Ed	A	4.0	3.75	15
Health	A	4.0	1.25	5
TOTAL			41	145.7
WEIGHTED CORE GPA CALC. QUALITY PTS/CREDITS = 3.5537				3.5537

Special Programs

CRANFORD HIGH SCHOOL CAREER AND TECHNICAL EDUCATION (CTE)-ACADEMY PROGRAMS

Participating in one of the many Cranford High School CTE-Academy Programs can help students navigate their way to success in college and career placements. In total, there are 16 <u>Career Clusters</u> in the National Career Clusters Framework, representing more than 79 <u>Career Pathways</u> and are supported by the NJ Department of Education (NJDOE). Cranford High School has modeled 13 CTE-Academy Programs based on the NJDOE guidance that will transform our current offerings and expand to new opportunities. Each year in January we will ask incoming 9th grade students that would like to apply to participate in an Academy program to fill out a brief application. Below is some more information:

Program Requirements:

- 1. Matches NJ CTE Cluster;
- 2. Course Sequence of 3 or More;
- 3. Aligned Extra Curricular Activity;
- 4. Internship Opportunities;
- 5. Post Secondary Articulation Opportunities;
- 6. Culminating Assessment;
- 7. Carry Out Certification

Academy Course Sequences:

Academy	Course Sequence			
	Grade 9	Grade 10	Grade 11	Grade 12
Biomedical & Life Sciences	Biology / Honors Biology	Dynamics of Healthcare (Fall) / Anatomy & Physiology (Spring)	Medical Terminology (Fall) / Emergency & Clinical (Spring)	
Engineering	Pre Engineering / Robotics I	Engineering II	Fundamental Engineering	
<u>Business</u>	Introduction to Business Introduction to Marketing	Entrepreneurship Economics	Marketing Track: 1. Merchandising 2. Entertainment Marketing Accounting Track: 1. Accounting I 2. Financial Accounting Honors	

Cinematography and Film/Video Production	English 1 or English 1 Honors		Film as Literature Film Design (11 or 12)	Film Design (11 or 12) Advanced Film Design
Digital Communications and Media/Multimedia	English 1 or English 1 Honors	Modern Communication (10 or 11)	Modern Communication (10 or 11) or Media Journalism	Dialogue Practicum
Computer Science: Informational Technology	Computer Programming	AP Computer Science Principles	AP Computer Science A	Advanced Topics in Computer Science
Computer Science: Web Design	Web Design 1	Web Design 2	Webmaster Team	District Internship
<u>Culinary Arts</u>	Cooking Basics	Modern Cooking or International Cuisine or Culinary Arts	Modern Cooking or International Cuisine or Culinary Arts	Modern Cooking or International Cuisine or Culinary Arts
<u>Education</u>	Introduction to Education 1	Intro to Education 2 (See CHS FCS Guide for additional suggested elective courses)	Intro to Education 2 (See CHS FCS Guide for additional suggested elective courses)	Teacher Cadet Honors
Fine & Performing Arts: Vocal Music	Treble Chorus / Tenor/Bass	Concert Choir	Concert Choir Madrigal Choir	Concert Choir Madrigal Choir
Fine & Performing Arts: Dance	Dance Experience	Dance Ensemble	Dance Ensemble Dance Company	Dance Ensemble Dance Company
Fine & Performing Arts: Instrumental Music	Percussion Concert Band String Orchestra	Percussion Concert Band String Orchestra Jazz Band	Percussion Concert Band String Orchestra Jazz Band	Percussion Concert Band String Orchestra Jazz Band

		Acting 2	Acting 3	Acting 4
Fine & Performing Arts: Acting Acting 1	A - tim - 1	Musical Theater Dance	Musical Theater Dance	Musical Theater Dance
	Treble or Tenor/ Bass Chorus	Treble or Tenor/ Bass Chorus	Treble or Tenor/ Bass Chorus	
		Technical Theater	Technical Theater	Technical Theater
Fine & Performing Arts: Technical Theater	Intro to Technical Theater	Technical Theater	Technical Theater	Technical Theater

CRANFORD HIGH SCHOOL HONOR SOCIETIES

Cranford High School has chapters of several honor societies for multiple disciplines offered. <u>This chart</u> outlines the Grade Point Average (GPA) qualifications along with any other requirements specific to entrance to each honor society.

Research Seminar Grade: 12 Full Year Course Credits: 5

Option A: Academic Research Seminar

In this honors level seminar, this course will focus on individual students' research and diverse interests. Students need to demonstrate good writing ability, presentation skills and prior coursework that reflect their interests. The course will require students to utilize their reading and research skills to produce a project/paper that analyzes their interests in depth. This reading, research and writing will culminate in a presentation open to the entire school in May.

Option B: Action Research Seminar

In this honors level seminar, students develop a series of research questions that they will address using various action research methods, such as surveys, interviews, observational studies, focus groups, and content analysis. By developing collaborative partnerships with members of the community, students will track, organize, and reflect upon their findings to address their research questions. The course culminates with a Senior Exhibition where students showcase their research findings to faculty, peers, community members, and families.



DUAL ENROLLMENT: OPPORTUNITIES TO EARN COLLEGE CREDIT

RUTGERS UNIVERSITY SCHOOL OF HEALTH RELATED PROFESSIONS COURSES

There are four Rutgers University courses presently offered at Cranford High School. These are college level courses taught in CHS by certified CHS staff members The courses are Dynamics of Healthcare, Science of Nutrition, Emergency and Clinical Care and Medical Terminology, all courses follow the college level curriculum provided by Rutgers University School of Health Sciences. Students are exposed to the field of medicine, health care services, healthcare delivery and will explore possible careers in the field of Health Science. Courses may be taken beginning in the sophomore year. Dynamics of Health Care must be taken before Emergency and Clinical Care. Students are required to take the end of course test and credit will only be awarded for students who earn the Rutgers required exam grade. The fee is a \$100 fee per test. Transcripts are available through Rutgers University the November after graduation from CHS. Rutgers transcripts requests can be made by visiting https://transcripts.rutgers.edu/transcripts/index.html

• KEAN UNIVERSITY HOLOCAUST, GENOCIDE AND MODERN HUMANITY

Holocaust, Genocide and Modern Humanity dual-credit program is offered through the Holocaust Resource Center at Kean University. Students enroll in the Holocaust and Genocide course at CHS as well as the course as Kean University as a non-matriculated student. Students complete an online application provided by the teacher and pay tuition through a bill-pay portal for a cost of \$300. Once the course is complete, students receive an official transcript from Kean University awarding 3 college credits which may be transferred to colleges after high school graduation.

KEAN UNIVERSITY COMPUTER SCIENCE COURSES

Students who enroll in AP Computer Science A and/or AP Computer Science Principles can earn credit through Kean University. Students must have a minimum GPA of a 3.0 and should complete an application within 30 days of beginning the course and can earn 3 credits per course.

• KEAN UNIVERSITY COMMUNICATIONS COURSES

Students who enroll in Media Journalism, Film Design, and Advanced Film Design can earn credit through Kean University. Students will register and pay tuition for the course in order to earn three credits per course.

EARLY COLLEGE PROGRAM

The Early College Program is a cooperative effort that employs the faculty and resources of Cranford High School and those of Fairleigh Dickinson University. The program may provide the student with college credit and/or advanced standing in select colleges nationwide that accept the credits including multiple courses through the agreement between FDU and CHS. The courses eligible for dual enrollment credit

are: Intro to Education 1 and 2 (sequence), Teacher Cadet Honors, Game Theory and Design, Intro to Computer Programming, Introduction to Cybersecurity, PreCalculus and Trigonometry Honors, Calculus, Web Design 2, Financial Accounting Honors, and Introduction to Marketing.

HUDSON COUNTY COMMUNITY COLLEGE

The Hudson County Community College (HCCC) Early College Program for High School Students gives CHS students the opportunity to take up to 7 college-level credits in the Culinary Arts. The courses eligible for dual enrollment credit are: Cooking Basics, Modern Cooking and International Cuisine.

• NEW JERSEY INSTITUTE OF TECHNOLOGY

Fundamental Engineering Design is a two-credit course that reviews the basic concepts of engineering and introduces some tools used for the design and implementation of devices and systems. Students will take the course at CHS and will be able to earn 2 credits from NJIT. The cost to enroll in the course is \$300.00. The grading policies, curriculum and assessments in this course are the same as they are for the undergraduate course taught at NJIT.

RUTGERS UNIVERSITY

College Writing Honors: Students will be asked to complete a rigorous assignment during the summer prior to the course (with a mid-August deadline) to give them a sense of college-level material and expectation. Students will be given two grades for each assessment, one for high school and one for Rutgers University. After the course is completed, students will earn a final grade for the class on their high school transcript; students will also earn a college-level grade and can decide if they would like to pay for the three Rutgers University credits at that time and garner a college-level transcript. This may serve as a semester senior English requirement.

SETON HALL PROJECT ACCELERATION

Seton Hall Project Acceleration is a concurrent enrollment program within the College of Arts and Sciences at Seton Hall University, which allows CHS students to get a head start on their university careers. Over the course of their high school career, students may earn credits from Seton Hall University through approved courses taken in their secondary schools including Creative Fiction, Speech Arts, Forensics: Advanced Speech and Debate and Modern Communication, Introduction to Education 1 and 2.

SYRACUSE UNIVERSITY

Successful completion of the Creative Nonfiction Honors and payment of a fee to Syracuse University may allow a student to earn three college credits for "Creative Nonfiction" through Syracuse University's Dual Enrollment program called SUPA (Syracuse University Project Advanced). All students interested in earning college credit will need to pay the fee prior to knowing their final grade in the course. The course may serve as a semester senior English requirement.

INDEPENDENT STUDY

A program of independent study may be pursued in any area of study. Working with a faculty advisor, the student prepares a proposal, which sets goals of study and achievement. The independent study may be a proposal for the study of a question, a problem, or an event of importance and its systematic investigation. It may be a project centered or research oriented on a topic of personal interest, which extends beyond the content or scope of current course offerings at Cranford High School. Typically, the proposal for a program or project of independent study would include academic study and research correlated with the topic and may require the use of school, library, and community resources. The proposal, too, would include a culminating conclusion to the study such as a paper, a report, a demonstration of skills or a crafted or creative expression.

In order to be admitted to the program, an independent study proposal must be prepared by the student in cooperation with a faculty sponsor. The appropriate Department Supervisor must approve a student's selection of a faculty sponsor.

Independent study may be pursued for a full year for five (5) credits or for one semester for two and one-half (2.5) credits. Although the program is designed primarily for seniors, underclassmen with a specialized program may pursue such a study with the approval of the Department Supervisor, the School Counselor, and the Independent Study Coordinator. Independent study may not be used to satisfy curricular requirements for graduation.

Independent Study is meant for students who wish to explore topics beyond the current Cranford High School curriculum. Independent Study proposals for current Cranford High School courses will be denied.

SENIOR SERVICE PROJECT

The Senior Service Project is a student-initiated program that offers seniors an opportunity to conclude their Cranford High School educational experience and requirements by providing an opportunity for career exploration and/or community service to the Cranford district and beyond. Any ongoing intensive experience in which the student is actively engaged in working with a community organization to meet a community need without receiving financial remuneration may be eligible as a service learning experience. Examples of such experiences are working with police; emergency medical services; the parks department, government officials, bodies, or agencies; the school district or an individual school; child care facilities; hospitals; senior citizen institutions; or some other community based organization. Emphasis in the experience must be activities that allow the student to simultaneously meet a community need (provide service) and apply and/or supplement the knowledge and skills from the classroom.

JUNIOR INTERNSHIP: SCHOLARSHIP AND SERVICE IN ACTION

Purpose: The Junior Internship is an academic and service program designed to enrich and personalize students' high school experience by providing them with time, coursework, opportunity and advisement for research and related experience. Students will also be excused from the traditional school day (with parental permission) following the conclusion of the AP exams and beginning immediately thereafter.

Students may be exempt from final exams in specific courses contingent upon the academic average and teacher approval. Each student's application and proposal will be reviewed separately and decided upon by the CHS University Team. Any interested junior is encouraged to apply.

Criteria:

- Students in the program must also be enrolled in the University Seminar for senior year.
- Students should select an area of interest that will secure an internship with an organization or business for a minimum of 20 hours per week. These hours will be verified by the organization with a final report that attests to this time requirement.
- Students will maintain a journal of their experience to be submitted upon completion of the internship.

Athletic and Co-Curricular Eligibility

Academic eligibility is based on credits earned during the previous year or semester. To be eligible for interscholastic athletic participation during the first semester of the tenth grade or higher, a student must have passed 30 credits. Credits earned during summer school will be counted toward the fulfillment of this requirement. To be eligible for interscholastic athletic participation during the second semester of the ninth or higher grades, the student must have passed the equivalent of 15 credits during the preceding semester. The New Jersey State Interscholastic Athletic Association (NJSIAA) regulates eligibility of student athletes throughout the state.

Co-Curricular Eligibility

Varsity and Junior Varsity Cheerleaders shall be considered as student athletes and held to the athletic eligibility requirements as given above. In order to participate in any extra or co-curricular activity a student must have passed at least 15 credits during the preceding semester. In order to audition for a part in a play or musical, a student must have passed 30 credits during the preceding academic year, excluding freshmen. A student ineligible as of September 1 to audition for the Spring musical may audition if he/she has earned at least a C in six courses during the first marking period of the current academic year.

NCAA Initial Eligibility Requirements

All prospective student-athletes who want to play NCAA Division 1 or 2 intercollegiate athletics must be certified by the NCAA Clearinghouse to be eligible to play. Students must register with the Clearinghouse, which also generates a request for a transcript be sent through the CHS School Counseling Office. Please access the link: http://www.ncaapublications.com/productdownloads/CBSA.pdf for the guide for College-Bound Student-Athletes. Go to http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp for more information.

Co-Curricular Activities at CHS

What's your interest? Do you desire to add to your classroom experience? Would you like to be involved in an activity that helps others? Are you considering a possible profession? Are you just interested in meeting people and having a good time? If you answered, "yes" to any of these questions; there is most likely a club activity at Cranford High School that suits your needs.

Cranford High School boasts numerous clubs in addition to the musical and theatrical groups that provide major performances throughout the year. Co-curricular offerings may change based upon budgetary constraints. Some clubs, such as the National Honor Society, recognize academic achievement. Honor societies also exist in Social Studies, World Languages, Mathematics, Science, Business, and Computer Science. Other clubs, such as Rotary Interact and IMMERSE Club emphasize service, while Student Council, DECA, Mock Trial, and Model United Nations provide excellent training for assuming leadership roles in society. Lastly, there are many opportunities for students to hone their creative talents in the or one of the publications such as the Golden C Yearbook, Prologue, and Dialogue.

Each club has a faculty advisor who dedicates many hours to the students. However, it is the interest and involvement of the students that go a long way to making the club program a success. Cranford High School has received many awards for its academic and service-learning programs, and our co-curricular activities play a central role in these achievements.

Applied Technology Department

COURSE 1	COURSE 2	COURSE 3
Woods 1	Woods 2	Woods Advanced
Intro to Computer Aided	Computer Aided Drafting: Architectural Office / Landscape Architecture, Urban Planning	
Drafting	Computer Aided Drafting: Architectural Studio / Personalized Projects	
Automotive Technology	Automotive Technology 2	Automotive Technology Advanced
Pre-Engineering and Robotics 1	Pre-Engineering and Robotics 2	Fundamental Engineering

ADDITIONAL COURSE	
Basic Automotive Maintenance	

Applied Technology Department

The **Applied Technology** department offers a comprehensive selection of courses for students interested in the ever-changing world of technology. These courses include three consecutive levels of Pre-Engineering & Robotics. Additionally, three consecutive coursework levels in Woodworking, Computer Aided Drafting and Design (CADD), and Automotive Technology are offered. All of these courses are designed to develop students' technical expertise, problem solving skills, awareness of, and ability to excel, and the technological world in which we live. To that end, the technology equipment and curriculum at CHS are continually upgraded and faculty members continue to pursue training in new technologies. AutoCad for drafting and pre-engineering programs are upgraded each year as is the Alldata automotive resource system.

All students at CHS are encouraged to participate in these courses of study that incorporate hands-on exploration of traditional, historical, and current technological skills and techniques that will prepare them for the future. For those with a specialized interest in technology, all of our programs are designed to prepare students for the world of work, and/or continued study at the postsecondary level.

At Cranford High School the study of technology is valued and recognized for its importance in the development of the individual and society. Whether taken for enjoyment, exploration, preparation for continuing studies, or to prepare for entering the workforce, Applied Technology courses prepare students for life.

Automotive Technology 1



This course is the foundation for the successive selection of auto technology courses. Units of instruction deals with the history of automotive power, the component functions of the internal combustion engine, and the interrelationship and interdependence of its parts. Practical problems and repair or service simulations on the automotive engine and small gasoline engine support theoretical study. The instruction is geared to the development of knowledge and skills relative to individual abilities, to the creation of career and vocational awareness, and to the satisfaction of a student's avocational interests.

Automotive Technology 2

Full Year Course Grade: 10, 11, 12

Prerequisite: Automotive Technology 1 or Credits: 5

Basic Automotive Maintenance

This course is designed to expand on the foundation of Automotive Technology 1. Students will learn the theory and repair of major automotive systems in more detail. The systems include brakes, steering and suspension, engine tune-up and repair, the electrical system, and drive trains. Troubleshooting problems associated with these and other areas will be emphasized. Students will work in teams when troubleshooting problems. This course will assist students in the development of good diagnostic skills that will be a benefit to them as a member of the workforce and as car owners.

Automotive Technology Advanced



Full Year Course Grade: 11, 12 Prerequisite: Automotive Technology 2 Credits: 5

This course is designed for the student that is interested in a career in the automotive field. Students will deepen their knowledge of automotive systems. The focus of instruction will be on developing understandings and skills required to diagnose and repair "client" automobiles in lab settings. The two areas of instruction will be the brake system and steering and suspension system. A strong interest in automotive technology is a must, and Automotive Technology 1 and 2 are prerequisite.

Basic Automotive Maintenance



Semester Course Grade: 11, 12 Prerequisite: None Credits: 2.5

This course is designed to meet the needs of students who are drivers providing them with the opportunity to gain a basic understanding of the maintenance and upkeep of an automobile. As students leave high school to attend college and/or enter the workforce, having the knowledge and understanding to perform basic automobile checks and services will provide a measure of safety that will build their confidence as independent adults. Activities in this course are designed for students who may not be interested in automotives as a career. Activities will focus on preventive maintenance, recognition of common mechanical and electrical problems, knowing when to take the vehicle to a professional, and interaction with automotive service professionals.

Computer Aided Drafting and Design (CADD): Architectural Office / Landscape Architecture,

Urban Planning and Commercial Context



Full Year course Grade: 10, 11, 12

Credits: 5 Prerequisite: Introduction to Computer Aided Drafting & Design

This advanced drafting course requires the skills, knowledge, and acquired in Introduction to Computer Aided Drafting & Design. This is a survey of experiences in the area of mechanical, electrical, civil, architectural (including both interior and exterior design), and industrial engineering drafting needs. Emphasis is placed on steel construction, curtain walls, systems, urban planning, and Modernism. Computer aided drawing activities will be directed toward the development of knowledge, skills, and understandings relative to each individual's ability and will assist the student in developing career and vocational goals. Students will use the latest state-of-the-art program, AutoCAD.

In this course, emphasis will be on landscape architecture, urban planning, context, and commercial construction. A series of buildings and a garden are designed to relate to one urban plan designed by the student. The teacher defines the projects while the student designs within the parameters. This course will be offered 2026-2027 and 2028-2029.

Computer Aided Drafting and Design (CADD): Architectural Studio/Personalized Projects

Full Year Course Grade: 10, 11, 12 Prerequisite: Introduction to Computer Aided Drafting & Design Credits: 5

Skills and knowledge learned in Introduction to Computer Aided Drafting & Design will be applied to advanced drawing problems. Extended opportunities for independent study and drawing activity with one or more of the survey areas will be provided. In addition, the instructor will assist the students in making career and vocational plans. Students will be using AutoCAD.

This course is a personalized project-based Learning experience. Students will start by determining what will be built and acknowledging that building functions change over time. The teacher provides information about building and presentation techniques as well as criticism throughout the process. The teacher helps the student fill in the blanks, students work with a subject matter expert and perform research. The final presentation, often given during an exam period, is in front of guests and the subject matter experts. This course will be offered 2025-2026 and 2027-2028...



Full Year Course Grade: 11, 12
Prerequisite: Pre-Engineering & Robotics 2 Credits: 5

In the final part of the Pre-Engineering and Robotics course sequence, students explore in greater depth engineering systems and disciplines such as electrical engineering, civil engineering, mechanical engineering and robotics. Students will use formulas to determine the size of structural members, and use professional programming products such as Labview and P-BASIC to program their robots. Students will apply their scientific knowledge to a range of design challenges based on issues faced by engineers in today's world. Fundamentals of Engineering Design is a NJIT two-credit course and CHS 5 credit course that reviews the basic concepts of engineering and introduces some tools used for the design and implementation of devices and systems. Students will take the course at CHS and will be able to earn 2 credits through dual enrollment with NJIT. The cost to enroll in the course is \$300.00. The grading policies, curriculum and assessments in this course are the same as they are for the undergraduate course taught at NJIT.

Introduction to Computer Aided Drafting and Design (CADD)

Semester Course Grade: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

This course is especially valuable for students who are interested in pursuing a career in the areas of Interior Design, Art, Architecture, and all forms of Engineering, Construction, Manufacturing or Machine Trades. The coursework is designed to develop students' knowledge, understanding, and skills related to each individual's ability and career goal/s or vocational interests. Topics of instruction and activity will include sketching, lettering, measurement, scale drawing, orthographic and isometric drawings, section views, and drafting constructions. Pencil and paper techniques will be introduced prior to the introduction of computer-aided drafting. Students will be using the latest state-of-the-art program, AutoCAD. This course is the foundation for the successive selection of advanced drafting courses.

Pre-Engineering and Robotics 1



Semester Course Grade: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

This semester course emphasizes the application of the design method to invent solutions to real world technological problems. Students will identify problems, perform Internet research, design and fabricate models or prototype solutions. Problem solving and design skills are taught through a variety of problem solving activities. Hands-on themes for this level include, but are not limited to, structural, fluid powered and robotic systems. This course provides all students with valuable skills such as: problem solving, design, creative thinking, systems thinking, team work, documentation, computer applications, applied math and science.

Pre-Engineering and Robotics 2



Full Year Course Grade: 10, 11, 12

Prerequisite: Pre-Engineering & Robotics 1 Credits: 5

This course will reemphasize the use of the design method for problem solving. Students will focus on interdisciplinary applications of knowledge gained in other content areas. Hands on engineering themes for this course include but are not limited to: mechanical, electronic, alternative energy, and communication systems. Robotics topics include feedback systems, artificial intelligence, process control and computer programming.

Woods 1 21

Semester Course Grade: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

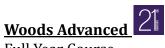
This course is the foundation for the succeeding selection of advanced woodworking courses (Woods 2, and Woods Advanced). It introduces the use of power tools and power equipment in project activity. Instruction centers upon project planning procedures and includes the review of basic woodworking hand tools and their skillful use in basic wood joining, fabrication, and finishing techniques. The instruction and project activities are directed toward the development of knowledge and skills relative to each individual's ability and toward assisting the student in either developing career and vocational goals or fulfilling vocational interests.

Woods 2

Full Year Course Grade: 10, 11, 12

Prerequisite: Woods 1 Credits: 5

Woods 2 is an advanced woodworking course. In addition to the use of hand and portable power tools, the course stresses the development of skills in the use of power equipment. Emphasis is based upon originality and planning in the skilled fabrication of wood into intricate and elaborate forms. The opportunity for independent project development is provided to enable the pursuit of individual interests and in accord with individual abilities. Group or team effort for special projects is also encouraged.



Full Year Course Grade: 11, 12
Prerequisite: Woods 2 Credits: 5

The woodworking activity in this advanced course is planned in recognition of the students' developing maturity and their potential for learning advanced techniques. While the program continues to stress the skillful use of hand tools, power tools, and power equipment, there is an extended opportunity for a concentrated woodworking experience. A strong interest in woodworking and an ability to work independently are desirable student traits.

Business Management and Information Systems Department

SUGGESTED COURSE 1	SUGGESTED COURSE 2	SUGGESTED COURSE 3	SUGGESTED COURSE 4
Introduction to Business	Introduction to Marketing	Merchandising	Entertainment Marketing
Introduction to Business	Accounting	Financial Accounting Honors	

ADDITIONAL COURSES
Entrepreneurship
Financial Literacy
Paths to College & Career

Business Management and Information Systems

The Business Management and Information Systems department provides students with a dynamic experience in the field of business and technology. Through the integration of technology and business, students develop and refine the necessary skills to succeed in a rapidly changing world and expand post-secondary opportunities. It is highly recommended for incoming students to begin their studies with the Introduction to Business course with marketing, accounting and entrepreneurship classes to follow. These courses are intended to expose students to real world situations where they are able to collaborate to develop innovative solutions to address problem-based tasks that will assist in the transition from school to career.

Accounting 1

Semester Course Grade: 10, 11, 12 Prerequisite: None Credits: 2.5

This is an entry-level course which will introduce students to the basic principles, concepts, and procedures of accounting, including computerized accounting. Students will learn about the entire accounting cycle, from analyzing and recording transactions to preparing financial statements. Emphasis will be placed on accounting procedures for a proprietorship business organization, while accounting career opportunities will also be explored. All students are strongly encouraged to join DECA, a national business and marketing club.

Entertainment Marketing 2



Semester Course Grades: 9, 10, 11, 12

Prerequisite: Introduction to Marketing Credit: 2.5

This course is designed for students who have successfully completed Introduction to Marketing and who would now like to apply concepts covered in previous classes to entertainment industries, including college, professional, and amateur sports, movies, and music. This is a hands-on course where students will simulate working in the business of entertainment. All students will be strongly encouraged to join DECA, a national marketing and business-related club.

Entrepreneurship

Semester Course Grade: 10, 11, 12 Prerequisite: None Credits: 2.5

In this semester course, students explore what is necessary in order to become a successful entrepreneur by examining the key character traits and habits and business endeavors. In addition, students will create a hypothetical small business and complete a business plan including the company description, market and industry analysis, financial plan, operational plan, management plan, and vision/mission statements. At the completion of the course, students will present their business plans to the class in the form of a slides presentation. All students are strongly encouraged to join DECA, a national business and marketing club.



Financial Accounting Honors

Semester Course Grade: 10, 11, 12 Prerequisite: Accounting Credits: 2.5

This course will provide students the opportunity to learn the fundamentals of accounting at an accelerated pace using a college-level textbook. Coursework is devoted principally to recording and reconciling business transactions as related to a sole proprietorship, partnership, and corporation with an emphasis on the theory and abstract analysis of transactions, rather than on recording techniques. All students are strongly encouraged to join DECA, a national business and marketing club. This course is eligible for dual enrollment credit through the Early College Program at Fairleigh Dickinson University.

Financial Literacy

Semester Course

Prerequisite: None

Grade: 9, 10, 11, 12

Credits: 2.5

In accordance with NJ Standard 9.2, students will analyze the relationship between various careers and personal choice, entrepreneurial skills necessary for achievement, income sources, spending and savings strategies, and taxes and government programs. Through a personalized approach to learning, students will learn financial responsibility and acquire the necessary communication skills to effectively manage their lives as global citizens in the 21st century. This course fulfills the 2.5 credit financial literacy graduation requirement.

Introduction to Business



Semester Course

Grade: 9, 10, 11, 12 Credits: 2.5 Prerequisite: None

Introduction to Business is strongly recommended for those students who would like to explore different areas in the business. The content introduces students to concepts related to business in the areas of production, marketing, accounting, and distribution of goods and services. Students should take this introductory course early in their high school career as they may then plan to concentrate in a particular field of business, such as marketing or accounting. Units are developed in the fields of foundational principles of a market economy, entrepreneurship, accounting, and marketing.

Note: Students who have previously taken upper-level courses in the Business Department are discouraged from enrolling in this introductory course.

Introduction to Marketing



Semester Course Prerequisite: None

Grade: 9, 10, 11, 12 Credits: 2.5

Students in the Introduction to Marketing explore core marketing concepts and principles to consider ways businesses can alter consumer buying patterns. Topics include market research, consumer behavior, branding, advertising strategies, and the role of digital media in marketing. Through hands-on projects and case studies, students will learn how businesses identify target audiences, develop marketing campaigns, and measure their effectiveness. By the end of the course, students will be equipped with valuable insights and practical skills to pursue further studies in the CHS marketing course track.

Merchandising 21

Semester Course Grades: 9, 10, 11, 12

Prerequisite: Introduction to Marketing Credit: 2.5

This course introduces students to the field of merchandising, focusing on the essential roles and responsibilities of buyers and merchandisers across industries. Students will explore tools and strategies used for merchandising products in both brick-and-mortar stores and e-commerce platforms, develop creative solutions in collaboration with product developers and designers, and adapt to emerging trends such as pop-up shops, live streaming, social media influencers, and seasonal shifts. The curriculum emphasizes the strategic implementation of store layouts, product aesthetics, and merchandising frameworks to impact purchasing behavior. Students will also analyze consumer behavior and market trends, gaining insights to succeed in the ever-evolving world of merchandising.

Paths to College/Career

Semester Course Grades: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

The Paths to College and Career course is designed to prepare students for post-secondary success by refining the hard and soft skills demanded by the 21st century workplace. Students will learn how to effectively utilize key Google Suite programs to meet professional objectives, such as Google Slides, Sheets, and Forms. Moreover, students will learn to navigate the job search process including researching open positions, developing a resume and cover letter, interviewing with prospective employers, and composing follow up thank you letters. Emphasis is placed on refining communication skills, including speaking and listening skills, written communication, such as composing proper emails, how to self advocate, and the importance of leaving a positive digital footprint. Students will leave the course better prepared to enter the college or career setting giving them an advantage in an increasingly competitive environment.

Computer Science Department

COURSE 1	COURSE 2	COURSE 3
Computer Programming and/or AP Computer Science Principles	AP Computer Science A	Advanced Topics in Computer Science
Web Design 1	Web Design 2	Webmaster Team (by application)

ADDITIONAL COURSES
Introduction To Cybersecurity
Game Theory and Design
Web Design Internship (by application)

CHS MATH AND COMPUTER SCIENCE COURSE SEQUENCES 2025-2026

Computer Science

Computer Science courses cover both programming and web design. In programming, students have the opportunity to explore the concepts of how to code and write programs along with learning the logic and development that goes into making programs. The use of the computer to solve bigger problems is also explored. The program of studies also includes Advanced Placement courses in Computer Science A and Computer Science Principles. The strand of web design courses teaches the students the basics behind building a website all the way to develop and maintain content for the web pages of the Cranford School District.

Advanced Placement Computer Science A



Full Year Course Grade: 10, 11, 12

Prerequisite: Computer Programming or AP Comp Sci Principles Credits: 5

This course, designed to prepare students to take the AP Computer Science A exam, addresses the fundamentals of computer science through a platform of lectures and labs. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. The course follows the general outline suggested by the College Entrance Examination Board (C.E.E.B.). It is expected that students who enroll in this course will take the Advanced Placement Exam in May. This course is offered for dual enrollment where students may be eligible for college credit through Kean University.

Advanced Placement Computer Science Principles



Full Year Course Grade: 9, 10, 11, 12
Prerequisite: None Credits: 5

This course, designed to prepare students to take the AP Computer Science Principles exam, is intended to expose students to a wider breadth of Computer Science, which is generally seen as sitting in front of a computer screen typing code. This course is geared to help correct the misconception. There is programming involved, but it is kept at a level that all students can handle and requires very little syntax knowledge. The concepts behind elaborate problem solving are covered, and the course focuses more on that creation of knowledge using technology and less on the syntax of a programming language. The course follows the general outline suggested by the College Entrance Examination Board (C.E.E.B.). It is expected that students who enroll in this course will take the Advanced Placement Exam in May. This course is offered for dual enrollment where students may be eligible for college credit through Kean University.

Advanced Topics in Computer Science



Full Year Course Grades: 11, 12
Prerequisite: One Computer Science Course Credits: 5

This course focuses on students' individual growth and development upon their current knowledge and abilities relating to computer science. This seminar course will introduce students to new programming

languages such as SQL and Python. Students will focus on diving deeper into programming, cybersecurity, web and game design, and analyzing big data.

Computer Programming



Semester Course

Prerequisite: CP Algebra 1

Grades: 9, 10, 11, 12

Credits: 2.5

Grades: 9, 10, 11, 12

This course is designed to introduce students to the logic of computer programming. Students will learn how to write code, revise code, and develop efficient algorithms to complete a task. Students who wish to continue with computer programming will be encouraged to take the Advanced Placement Computer Science A course. This course is eligible for dual enrollment credit through the Early College Program at Fairleigh Dickinson University.

Game Theory and Design



Semester Course

Grades: 9, 10, 11, 12 Prerequisite: None Credits: 2.5

This course is designed to introduce students to the field of computer science. Through game theory and game design, students will see how large problems are examined and broken down into smaller parts to help facilitate a solution. Students will also see how different disciplines can be brought together in the development of games. This course will serve to prepare students to participate in Advanced Placement Computer Science Principles, if interested. This course is eligible for dual enrollment credit through the Early College Program at Fairleigh Dickinson University.

Introduction to Cybersecurity



Prerequisite: None

Semester Course Grades: 9, 10, 11, 12 Credits: 2.5

In a world where computers of all kinds permeate our daily lives, cybersecurity is a topic in urgent need of discussion and exploration. Due to the rapid pace at which digital technologies advance, the positive and negative impacts and capabilities of these technologies are ever-changing. This course will give students an overview of basic cybersecurity principles, encompassing the best practices for maintaining as secure a digital environment as possible. Students in the course will also study the theory and application of cryptography and network security. Currently evolving fields such as biometrics and digital/mobile forensics will also be examined. This course is eligible for dual enrollment credit through the Early College Program at Fairleigh Dickinson University.



Prerequisite: None Credits: 2.5

This course is intended to develop skills in creating pages for publication on the Web. Techniques developed will include image editing and acceptable Web page design. Current trends in Web development will be addressed where appropriate.



Full Year Course Grades: 10, 11, 12

Prerequisite: Web Design 1 Credits: 5

or Departmental approval

This course is intended to enhance the topics of Web design through a platform of short-term and long-term projects. Students will learn about hosting a website and will develop their own site throughout the course. While working on their website students will learn about mobile websites, search engines, and ADA compliance. Students will be expected to contribute to the maintenance, design and updating of the Cranford High School Website. This course is eligible for dual enrollment credit through the Early College Program at Fairleigh Dickinson University.

Webmaster Team 2

Full Year Course Grades: 11, 12
Prerequisite: By application Credits: 5

While working on the web site, students will explore the area of analytics to see which areas of the site are being visited by users. From the data collected and analyzed regarding site visits decisions will be made as to enhancements for the site to provide users with the best possible experience. Students will also explore current trends in web design, including how to make the site an optimal viewing experience on mobile devices. The team is expected to maintain, design and update the Cranford High School Web site on a continuing and daily basis throughout the school year.

Web Design Internship

Full Year Course Grades: 12
Prerequisite: By application Credits: 5

Students will apply for admission to the Web Design Internship class. The students involved in the course will work with the faculty webmasters throughout the district to maintain, design and update both district and school websites on a continuing and daily basis. The use of analytics and user feedback will help guide decisions.

Family and Consumer Sciences Department

COURSE 1	COURSE 2	COURSE 3
Cooking Basics	Culinary Arts Modern Cooking International Cuisine	
Intro to Education 1	Intro to Education 2	Teacher Cadet Honors

Family and Consumer Sciences Culinary Arts Quick Electives Guide

Family and Consumer Sciences Education Quick Electives Guide

Family and Consumer Sciences Department

The Family and Consumer Sciences(FCS) electives provide opportunities to develop the knowledge, skills, attitudes, and behaviors needed for 1- optimal nutrition and wellness across the lifespan and 2successful career development in the area of education. The program provides hands on learning through laboratory experiences that foster leadership and group skills in the following areas:

Education and teaching as a career

Foods and nutrition



Semester Course Grade: 9, 10, 11, 12 Prerequisite: None Credits: 2.5

Cooking Basics is a prerequisite elective course that prepares students for advanced skills in the culinary arts. In Cooking Basics, principles of food preparation and nutrition of various food groups will be explored. Students are exposed to a number of different types of foods through demonstration, tasting sessions, and hands-on lab experiences. Working in lab groups, students practice reading recipes and develop basic cooking skills while enhancing their interpersonal skills. Units of study include: safety and sanitation, measuring, grains, eggs, dairy, quick breads, cookies and fruits & vegetables. The course will teach students how to make smart food choices and support them in becoming more aware of their personal nutritional needs. This course is eligible for dual enrollment credit through Hudson County Community College.



Semester Course Grade: 9, 10, 11, 12

Prerequisite: Cooking Basics Credits: 2.5

This elective course is designed to develop more advanced skills in the culinary arts. students learn to prepare food with flair using herbs, spices, garnishes and a touch of creativity. Culinary skills in the area of patisserie are developed through cake decorating and pastry preparation. Students will prepare recipes using a variety of stocks, sauces and gravies. The students will also be responsible for planning and executing an event from start (the invitation) to finish (the cleaning).



Semester Course Grade: 9, 10, 11, 12

Prerequisite: Cooking Basics Credits: 2.5

Students will study different cultures and their unique contributions to food customs and preparations. Investigating personal cultural heritage, students will gain an understanding of the factors that influence their own eating preferences. The course will explore and compare the geography, culture, traditions and cuisines of the United States in addition to a variety of foreign countries through lab experiences. Students will plan and prepare the food labs showcasing each cuisine. They will also have the opportunity

to sample a wide variety of foods. This course is eligible for dual enrollment credit through Hudson County Community College.



Semester Course Grade: 9, 10, 11, 12

Prerequisite: Cooking Basics Credits: 2.5

This course connects nutrition, food, and exercise to student life. Through practical cooking experiences, students will gain independence in the kitchen, learn to modify recipes to reflect healthy choices, and incorporate convenience foods while adding personal touches. Using a variety of resources and equipment, students will participate in lab groups to plan and implement meals and snacks of their choosing. This class will emphasize traditional meals with a modern mix so students can prepare balanced meals for themselves whether they live at home or away at college. The nutritional connection between proper eating habits and good health is emphasized and applied to sports nutrition, dining out, disease prevention, and weight management. This course is eligible for dual enrollment credit through Hudson County Community College.





Semester Course Grade: 9, 10, 11, 12 Credits: 2.5 Prerequisite: None

This semester elective is a college education course for students interested in exploring teaching and the foundations of learning. Students will understand that teachers need to demonstrate their knowledge of content, pedagogy, students, and resources to design instruction and instructional outcomes. Students will explore how the preparation and planning, instruction, classroom environment, and professional responsibilities support learning and development. Students will examine current educational theories and effective teaching strategies. Students will explore and recognize the role that diversity and culturally relevant learning experiences play in classrooms. Students will have opportunities for collaboration with district teachers at the elementary, middle and/or high school level(s), local colleges or community groups. Field related project(s) will enhance the academic components of the course. Upon completion of the Introduction to Education course sequence (Levels 1 and 2), students are eligible for dual enrollment credit through Fairleigh Dickinson University's Early College Program or Seton Hall University's Project Acceleration Program.

Introduction to Education 2



Semester Course Prerequisite: Introduction to Education 1

This semester elective is a continuation of the Introduction to Education series for students interested in exploring teaching as a possible career. Students will more deeply understand the four domains of the Danielson Framework for Professional Practice: planning and preparation, the classroom environment,

Grade: 10, 11, 12

Credits: 2.5

instruction, and professional responsibilities and understand their importance as related to student learning and development. Students will continue to examine and make connections with current educational theories and effective teaching strategies. Students will demonstrate their understanding of the role that diversity and culturally relevant learning experiences play in classrooms. Classroom instruction will be furthered via opportunities for collaboration with district teachers at the elementary, middle and/or high school level(s), local colleges or community groups. Field related project(s) will enhance the academic components of the course. Upon completion of the Introduction to Education course sequence (Levels 1 and 2), students are eligible for dual enrollment credit through Fairleigh Dickinson University's Early College Program or Seton Hall University's Project Acceleration Program.

Teacher Cadet Honors



Full Year Course Grade: 12
Prerequisite: Introduction to Education 1 and 2 Credits: 5

This honors level course is especially valuable for students who are interested in pursuing a career in the field of education and teaching. The course includes the history, development, and practices of preschool, elementary and secondary education. The purpose of the course is to train students to become well-qualified individuals in the profession of teaching. The intention of the course is to both create an interest in the profession of teaching and to promote an understanding of young people and the American educational system. The course includes, but is not limited to, learning about one's self, acquiring instructional, motivational and disciplinary tools for teaching, understanding cognitive development from birth through adolescence and developing creative teaching strategies. Students will explore and recognize the role that diversity and culturally relevant learning experiences play in classrooms. Students will receive firsthand knowledge of teaching through practical field experience in the elementary, middle and high school classrooms. Students will participate in an extended field experience assisting a teacher with individual tutoring, group monitoring, and whole class instruction. This course is eligible for dual enrollment credit through the Early College Program at Fairleigh Dickinson University. Students enrolled in the Teacher Cadet Program must be members of Future Educators of America, which meets twice monthly.

Fine Arts Department

COURSE 1	COURSE 2	COURSE 3	COURSE 4
Art 1	Art 2	Art Advanced	
Crafts 1	Crafts 2	Crafts Advanced	
Photo 1	Photo 2	Photo Advanced	AP Studio Art
Graphic Design 1	Graphic Design 2	Graphic Design Advanced	
Art History 1	Art History 2	AP Art History	

ADDITIONAL COURSES	
Drawing	

Fine Arts Department

The **Fine Arts** department offers a comprehensive selection of courses for all students interested in the visual arts. These courses include options such as Drawing, Graphic Design, Photography, Art History. and three consecutive levels each of Crafts and Art. Additional advanced offerings include AP Studio Art and AP Art History. All of these courses are designed to develop students' creativity, problem solving skills, technical expertise, and aesthetic awareness and understanding. Through the study and exploration of traditional, historical, and contemporary art and craft techniques students develop a personal understanding of the visual arts. Students have access to a wide range of mediums and equipment in studio settings, including computers and potter's wheels allowing students to realize their personal goals in creating artwork.

Display of student work is promoted through classroom bulletin boards, hallway showcases, auditorium displays and culminating CHS art exhibitions. Student work is regularly selected for display at the Cranford Board of Education offices and the public library. Additionally, many of the visual arts students participate in the annual Union County Teen Arts Festival. Each year several works are selected for use in various art exhibitions and publications. Students participate in and have often received honors in yearly-juried shows including the Union County Congressional Art Show, Shore Institute of the Contemporary Arts "High Relief" exhibit, the Morris Museum's "Fresh Perspectives" and "Through our Eves" exhibits.

At Cranford High School, the arts are valued and recognized as an essential part of a student's education. Fine Arts courses enable students to make connections between abstract concepts as well as creative and practical applications that will prepare them for future success in life. For students interested in pursuing the arts beyond high school, coursework in the Fine Arts Department provides an opportunity to build a portfolio for college and make connections with art schools and professional artists

Grade: 10, 11, 12

Advanced Placement Art History



Full Year Course (Art History Part 1 and Part 2 consecutively)

Prerequisite: None Credits: 5

Especially recommended for Art majors

The AP Art History course will provide the same benefits to students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. It will also provide students with opportunities to explore an area that is only cursorily explored through other curricula in more depth. In this course, students will examine major forms of artistic expression from the Ancient World to the present, as well as those of Non-European cultures. They will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Exam.

No prior experience in art history or fine art is required. Students who are successful and enjoy other courses in the humanities, such as history and literature, or in any of the arts, are strongly encouraged to enroll. While the course does not assume prior training or seek primarily to identify students who will major in art history in college, it does require a high degree of commitment to academic work and to the purposes of a program designed to meet college standards.

Advanced Placement Studio Art



Full Year Course Grade: 12 Prerequisite: Dependent upon the individual's area of Credits: 5

concentration and approval of the teacher and Department Supervisor

Strongly recommended courses: Art History Part 1 and 2

Drawing

The AP program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. In addition to in-school assignments, students will be required to work outside of the classroom and beyond scheduled periods. Coursework is designed to develop each student's skills and understanding of art and aesthetics to a level expected of college art students. Students will not get AP status without a portfolio. There are three types of portfolio options; Drawing, 2-D Design, and 3-D Design. Each portfolio track consists of two sections: Sustained Investigation and Selected Works It is expected that the students who enroll in this course will submit a portfolio to the College Board at the conclusion of the course.



Semester Course Grade: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

This course provides instruction, which provides a basic foundation to all art courses offered at Cranford High School. Instruction and activity centers upon the study of basic art and design principles, the development of art skills and the encouragement of creative responses. The course recognizes the fact that students have varying art abilities, some less and some more than others. A student's interest in art is the most important consideration in electing this course.



Full Year Course Grade: 10, 11, 12

Prerequisite: Art 1 Credits: 5

This course is the first full year art course. The units of instruction and activity expand the design concepts and art principles established in Art 1 into applications of expression and creativity. The student will draw, paint, sculpt, and design in both two and three-dimensional form. A student's interest in art continues to be the most important consideration in electing this course. The art experiences will continue to enrich each individual and correlate with the individual's goals, interests and abilities.



Full Year Course Grade: 11, 12 Prerequisite: Art 2 Credits: 5

The art activities in this advanced course are planned in recognition of the students' developing maturity and their potential for learning and applying advanced techniques. While the program continues to provide a broad base of discipline-based art experiences including drawing, painting, and sculpture, there is an opportunity for concentrated experiences in specialized areas. A strong interest in art and an ability to work independently in a search for the development of skills, appreciation and understanding are desirable student considerations in electing this course. Students who are contemplating an art career will be guided in the development of their art portfolios.

Art History Part 1 - Ancient to Medieval and Non-European

Grade: 10, 11, 12

Grade: 10, 11, 12

Credits: 2.5

Credits: 2.5

Semester Course (Fall Semester Only)
Prerequisite: None

Especially recommended for Art majors

Art History Part 1 will provide students with an introduction to college coursework in art history. In this course, students will examine major forms of artistic expression from Ancient to Medieval times as well as those of Non-European cultures. Their explorations will enable them to develop an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. It will also provide an opportunity for Cranford High School students to explore an area that is only cursorily explored through other curricula in more depth. They will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. Students may continue with the coursework by electing to take Art History Part 2.

No prior experience in art history or fine art is required. Students who are successful and enjoy other courses in the humanities, such as history and literature, or in any of the arts, are strongly encouraged to enroll. While the course does not assume prior training or seek primarily to identify students who will major in art history in college, it does require a high degree of commitment to academic work and to the purposes of a program designed to meet college standards.

Art History Part 2 - Renaissance to Present



Semester Course (Spring Semester Only)
Prerequisite: Art History 1

Especially recommended for Art majors

Art History Part 2 will provide students with an introduction to college coursework in art history. In this course, students will examine major forms of artistic expression from the Renaissance to the present. Their explorations will enable them to develop an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. It will also provide them with the opportunity to explore an area that is only cursorily explored through other curricula in more depth. They will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see.

No prior experience in art history or fine art is required. Students who are successful and enjoy other courses in the humanities, such as history and literature, or in any of the arts, are strongly encouraged to enroll. While the course does not assume prior training or seek primarily to identify students who will

major in art history in college, it does require a high degree of commitment to academic work and to the purposes of a program designed to meet college standards.

Crafts 1

Semester Course Grade: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

This course provides the opportunity for creative experience in crafts. As a discipline-based foundation for the succeeding selection of advanced crafts courses, instruction and activities are centered upon introductory experiences in hand built pottery, metal design and sculpture, surface design, and fibers. The materials, processes and products are basic to art and correlate with aspects of the study of art, applied technology, and family and consumer science. A student's interest in producing craft items and his/her desire to understand the cultural value of the arts are the most important considerations in electing this course.



Full Year Course Grade: 10, 11, 12

Prerequisite: Crafts 1 Credits: 5

This course provides a full year of involvement in crafts processes. The units of instruction expand upon those experienced in Crafts 1. This may include the following areas: hand built pottery, sculpture, bookbinding, metal crafted jewelry, fibers, and surface design. Learning experiences in this course will contribute to the enrichment of the individual and correlate with his/her goals, interests and abilities. A student's interest in producing craft items and gaining an understanding of the cultural value of the arts continue to be important considerations in electing this course. In addition, students electing Crafts 2 should desire to explore, develop and express personal values through the creation of craft items.

Crafts Advanced

Full Year Course Grade: 11, 12
Prerequisite: Crafts 2 Credits: 5

The Crafts activities in this advanced course are planned in recognition of the student's developing maturity and their potential for learning and applying advanced techniques. The program continues to provide a broad foundation of discipline-based crafts experiences including, but not limited to, ceramics, wheel thrown pottery, metals, surface design, and fibers. In addition, students are afforded the opportunities for concentrated experiences in specialized areas. A strong interest in crafts and an ability to work independently in a search for the development of skills, appreciation and understanding are desirable student considerations in electing this course.

Drawing

Semester Course Grade: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

This course provides a concentration of experiences in observational and creative drawing. Through individual and group experimentation with each drawing medium introduced students will discover and develop their drawing skills and understanding of the aesthetics unique to this artistic discipline. Drawing on location, natural settings vs. composed arrangements, and drawing using one and two point perspectives will be explored. Drawing is basic to all art and craft courses as well as to certain aspects of study in applied technology, and courses in family and consumer sciences.

Graphic Design 1



Prerequisite: none

Grade: 9, 10, 11, 12 Semester Course Credits: 2.5

This course will provide students with introductory experiences in graphic arts and design processes. Instruction and activities will focus on the development of print media and the use of digital applications for design and prepress purposes. Knowledge, understanding, and skills are developed relative to each individual's ability. A student's general interest in design as a method of communication, as well as in the related processes and equipment are important considerations in electing this course.

Graphic Design 2



Full Year Course

Prerequisite: Graphic Design 1

Grade: 10, 11, 12

Credits: 5

This course will provide students with in-depth experiences in graphic arts and design processes. Instruction and activities will focus on the use of digital applications for design and prepress design processes, as well as preparation of copy and artwork for reproduction. Knowledge, understanding, and skills are developed relative to each individual's ability. This course is designed to assist the student in developing career, vocational, or avocational interests.

Graphic Design Advanced



Full Year Course Grade: 11, 12 Credits: 5 Prerequisite: Graphic Design 2

This advanced course of study focuses on the practical and creative application of knowledge, skills, and understandings gained through previous coursework. Instruction and activities are designed to provide students with opportunities to work with complex processes, design problems, and digital design applications. The development of a personal body of work for a portfolio is one of the goals of this course. Students who excel in this course generally have a strong interest in the study of graphic arts and an ability to work independently.

Photography 1



Semester Course Prerequisite: none

Grade: 9, 10, 11, 12

Credits: 2.5

This course will provide students with experiences directed toward the development of visual literacy and the ability to communicate through visual images. Instruction and learning activities will focus on photography and the historical development of the camera. Communication through visual images is, however, paramount. A student's general interest in photography as well as the related processes and equipment are important considerations in electing this course.

Photography 2

hy 2

Full Year Course Grade: 10, 11, 12

Prerequisite: Photography 1 Credits: 5

This is an advanced course in photography. The development of a student's visual literacy and ability to communicate through visual images continues to be the focus. Instruction and learning activities revolve around the commercial, educational, political, and emotional applications of photography. Technical understanding of the photographic process will be explored in greater depth. Taking pictures in a controlled study setting and in the less-controlled natural setting, processing film, making prints, and learning advanced dark - room techniques constitute major aspects of this course.

Photography Advanced



Full Year Course Grade: 11, 12

Prerequisite: Photography 2 Credits: 5

This course is designed for students who are interested in pursuing a serious, in-depth experience in photographic imaging and portfolio development. Demonstrations, discussions, and other learning activities will deal with advanced photographic techniques, presentation, and photography as an art form. A major focus of the course is an expansion of the individual's aesthetic sense and interest in photography. Students will be encouraged to apply their knowledge, understandings, and skills to develop a body of photographic work that reflects a personal exploration of a theme.

Language Arts Department

COURSE 1	COURSE 2	COURSE 3	COURSE 4
English 1	English 2	English 3 AP English Language	AP English Literature and courses listed below with a * if taken during senior year will count as the 4th year of English

ADDITIONAL COURSES: <u>LANGUAGE ARTS ELECTIVES</u>
Advanced Film Design*
College Writing Honors*
Creative Fiction *
Creative Nonfiction Honors*
Dialogue Practicum
English 4 Literature*
English 4 Writing*
Film As Literature*
Film Design*
Forensics: Speech Arts 2*
Media Journalism*
Modern Communication*
Mystery and Suspense
Senior Seminar Honors*
Speech Arts*
Sports America*
The Graphic Novel*
Yearbook 1

Yearbook 2
Yearbook 3
Writing Center Practicum
Writing Center Tutorial*

Language Arts Department

The Language Arts department offers a wide variety of courses that enrich students' written and oral communication skills. Through the required English courses, students experience a curriculum rich in reading, writing, speaking, listening, and thinking. Teachers may personalize instruction to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

All coursework exposes students to a variety of canonical and contemporary authors and genres through whole-class, small-group ('literature circles"), and independent reading. Students will read both long-and short-form, excerpted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of multimodal texts including film clips, art, infographic, graphs, graphic novels, and others. Special emphasis is placed on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for the grade-level as instruction targets not only comprehension, but also analysis. Critical close reading analysis is a focus for the four years of study. Research tasks as well as vocabulary instruction are embedded throughout the year. Classrooms house rich and diverse independent reading libraries of both contemporary and canonical works.

Each year, students write in varied modes of rhetoric including narration/description, argument/persuasion, and exposition. Diverse writing forms, including digital writing, are emphasized. Grammar lessons are embedded in writing instruction, holding students accountable for skills taught and practiced; modeling is done through published and student-crafted mentor texts. Teachers focus equally on process and product with an emphasis on synthesizing across texts for nuanced understandings.

The Language Arts department offers co-curricular activities associated with electives including The *Golden C* Yearbook, the *Dialogue* online news source, the *Prologue* literary magazine, the Podcasting club, and the Film club. Students may be invited to join the Epilogue Chapter of the National English Honor Society (NEHS).

LANGUAGE ARTS ELECTIVES

N.B. All students should check the Cranford High School website in June for required summer reading assignments.

Advanced Film Design

Semester Course (offered 2025-2026)

Prerequisite: Film Design

Grade: 10, 11, 12

Credits: 2.5

In a workshop setting, students will write, produce, direct, and edit short films in order to demonstrate mastery of digital audio and video production. The course will review genre and production techniques with an emphasis on student research and agency. Students may also learn advanced scriptwriting for film, television, and digital media. Students will work through the filmmaking process from inception to revision. This course covers format, story structure, description, dramatic conflict, and character development. Students create original scripts and storyboards. In addition, the course will introduce students to advanced non-linear digital editing for film, television, and digital media. This course covers continuity editing, montage, audio editing, video color correction, and motion graphics. Students will produce three-to-four short films following criteria established by the Academy. These genres include subsets of the following: Horror, Documentary, Sci-fi/Fantasy, Drama, Comedy, Western, Noir. Because the learning is personalized, student interest, skills, and needs will dictate lessons and instruction. The course may also serve as a semester senior English requirement, but is not yet certified by the NCAA Eligibility Center.

Advanced Placement English Language and Composition

Full Year Course Grade: 11
Prerequisite: CP English 2 Credits: 5

Advanced Placement English Language and Composition is primarily a course in both effective writing and close reading. This course emphasizes the study of a variety of texts and a variety of writing tasks. Students will write in multiple modes of rhetoric and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. Students will be required to complete a minimum of one major written research assignment utilizing the library media center and the research process. This course will include fiction and non-fiction works of American, British, and World literature. This course explores the following themes: i) Human's Ambiguity and Duality; ii) Perspective, Purpose, and Persuasive Appeals; and iii) Reflection on Loss, Hope, and Rebirth; iv) The Individual Voice as Societal Commentary. This course prepares students for the AP English Language and Composition examination through a careful study of rhetorical device, argument, and test-taking strategies. It is expected that students who enroll in this course will take the Advanced Placement Exam in May. This course acts as a CHS University program requirement.

Advanced Placement English Literature and Composition

Full Year Course Grade: 12
Prerequisite: CP English 3 Credits: 5

In this college-level literature and writing course, students will analyze sophisticated and challenging reading, strengthen and refine writing skills, and cultivate an appreciation for great imaginative literature. As they engage in close reading of selections of recognized literary merit by authors ranging from Shakespeare to modern-day writers, students will analyze a work's structure, style, and themes, as well as its use of imagery, symbolism, and figurative language. Students will also access literary criticism to assist them in forming their own literary arguments about the works they study. Writing assignments will require students to analyze and interpret literary works of various genres including novels, novellas, short stories, plays, and poems to understand how writers use language to provide meaning. This course explores the following themes: i) An Antic Disposition; ii) Of Prose and Verse; iii) This is the Modern (and Post-Modern) World; and iv) Close Reading and the Quest for Self in Fiction. The course also includes a

unit on Prose and Verse: Literary Devices, Techniques, and Forms. It is expected that students who enroll in this course will take the Advanced Placement Exam in May.



College Writing Honors

Semester Course Grade: 12
Prerequisite: CP English 3 Credits: 2.5

College Writing introduces students to the strategies and practices necessary to become a successful writer at the university level and beyond. As the required writing course for undergraduate students at Rutgers University. College Writing challenges students to reflect upon and cultivate their strengths as readers and writers at this new stage of their educational careers. The overarching goals of the course are to read as a writer, engage in discourse around complex issues, present ideas creatively, and approach writing as a process. Students develop their critical reading abilities and written communication skills through meaningful and significant writing projects of diverse genres, including a reflective essay, topic-based argument essay, argument analysis, and multimodal composition.

Students need neither a teacher recommendation nor a waiver to enroll in this course, despite the honors designation. Students will be asked to complete a rigorous assignment during the summer prior to the course (with a mid-August deadline) to give them a sense of college-level material and expectation. Students will be given two grades for each assessment, one for high school and one for Rutgers University. After the course is completed, students will earn a final grade for the class on their high school transcript; students will also earn a college-level grade and can decide if they would like to pay for the three Rutgers University credits at that time and garner a college-level transcript. This may serve as a semester senior English requirement but is not yet certified by the NCAA Eligibility Center.

Grade: 10, 11, 12



Semester Course (offered 2026-2027)

Prerequisite: None Credits: 2.5

This course is designed to provide students an opportunity to explore the process of writing creatively. Using short stories, personal essays, poetry, and short plays as models, students will learn how to plan and write in each genre. Students will also keep a writing journal responding to daily prompts, participate in writing marathons, and view presentations by contemporary authors and poets. This course employs a workshop atmosphere in which students will engage in peer review, teacher conferencing, and self assessment in order to hone their craft and produce writing that engages a reader. Students will also have an opportunity to share their work with classmates during Author Chair sessions. Contributing to the school literary magazine *Prologue* or student contests as well as participation in events such as the Teen Arts Festival or Dodge Poetry Festival will be encouraged. In lieu of a final exam, students will maintain a portfolio and produce a culminating project such as a children's book, i-movie, or other multi-modal work. Successful completion of the course and payment of a fee to Seton Hall University may allow a student to earn three college credits for "Introduction to Creative Writing" through SHU's Dual Enrollment/Project Acceleration program. (If taking the course for college credit as a 10th

grader, the student must obtain a letter of recommendation from an English teacher). The course may serve as a semester senior English requirement, and is certified by the NCAA Eligibility Center.

Creative Nonfiction Honors

Semester Course (offered 2025-2026) Grade: 12
Prerequisite: None Credits: 2.5

Creative Nonfiction, Honors allows students to experiment with creative writing in a nonfiction context. Students explore varieties of creative nonfiction such as memoir; biography; the personal essay; travel, science, and food writing; and "new journalism." Students will have the opportunity to read varied examples of contemporary creative nonfiction (e.g., Michael Pollan's The Omnivore's Dilemma, Rebecca Skloot's The Immortal Life of Henrietta Lacks, George Saunders' The Braindead Megaphone). Students will be expected to read and critically reflect upon complex nonfiction texts from different genres, to write frequently, and to engage in researched writing projects of their own. Students will experiment with style, genre, and subject in a writing studio environment and craft/workshop their own creative nonfiction compositions.

Successful completion of the course and payment of a fee to Syracuse University may allow a student to earn three college credits for "Creative Nonfiction" through Syracuse University's Dual Enrollment program called SUPA (Syracuse University Project Advanced). All students interested in earning college credit will need to pay the fee prior to knowing their final grade in the course. The course may serve as a semester senior English requirement, and is certified by the NCAA Eligibility Center.

Dialogue Practicum

Full Year Course (offered 2025-2026) Grade: 11, 12
Prerequisite: None Credits: 5

Students will earn credit for writing, editing, and publishing as part of a practicum. Students will practice all models of journalistic expression, including but not limited to news articles, op-eds, podcasts, short films, and video essays. Students would assume different roles and cover news hyper-locally at Cranford High School and in town. Instruction will include consultation with section editors and conferring with the teacher. Because the learning is personalized, student interest, skills, and needs will dictate lessons and instruction. Students may repeat this course and continue writing for *Dialogue* during subsequent years. Student-writers who complete the Media Journalism Course successfully may apply to become an editor for *Dialogue*. The course may serve as a semester senior English requirement, and is certified by the NCAA Eligibility Center.

English 1 CP

Full Year Course Grade: 9
Prerequisite: None Credits: 5

CP English 1 builds a firm foundation in the acquisition of important communication skills, specifically in the areas of reading, writing, speaking and listening. Critical reading and writing, literary analysis and expository writing are all taught to prepare students for more challenging courses later in high school. CP English 1 students read a variety of works of significant authors from the area of world literature and expose students to all types of genres; drama, short stories, poetry, and fiction. This course explores the

following themes: i) Awareness of the Self; ii) Cultural Norms in Conflict with the Self; iii) Interactions: Family, Friends, and Society; iv) Self-Empowerment through Non-Conformity and Rebellion. MLA format is introduced at this level and is expected to be students' frame of reference for formatting papers for the entire four years of high school.

English 1 Honors

Full Year Course Grade: 9
Prerequisite: None Credits: 5

This is a rigorous course for academically-talented students. In addition to the works studied in the college preparatory classes, the students explore complex literature in the form of Greek mythology, Greek drama, and Shakespearean works. Students see the correlation between a work and its times through interdisciplinary research. This course explores the following themes: i) Epic Heroes and Tragic Heroes; ii) Ethics and Social Consciousness; and iii) Self-Awareness and Society; iv) The Gods, Myths, and Humankind. While all modes of rhetoric will be studied, analytical writing and papers of literary analysis are required. MLA format is introduced at this level and is expected to be students' frame of reference for formatting papers for the entire four years of high school. Through various writing assignments, students practice the skills for properly documenting and citing scholarly work. Emphasis is placed on critical thinking as well as nurturing the ability to read closely.

English 2 CP

Full Year Course Grade: 10
Prerequisite: CP English 1 Credits: 5

During this course, sophomore students will broaden the scope of their experiences and look extensively at the culture and conflict in communities. Each unit will center on one theme including the following: i) A Loss of Innocence; ii) Fear and Hysteria: Communities in Conflict; iii) Overcoming the Challenges of a Flawed Society; iv) Belonging and Advancement in Society. For example, the Loss of Innocence unit encourages students to explore texts with young adult protagonists such as *The Hate U Give, Perks of Being a Wallflower*, and *Speak*. During the Fear and Hysteria: Communities in Conflict unit, students may read the play, *The Crucible* and then connect the experiences of these historical figures to a more contemporary society. Throughout the year, students will read whole class novels, engage in literature circles, and explore self-selected titles during independent reading. Although many of the texts will be works of literature, there will also be a strong emphasis on nonfiction. Visual texts such as podcasts, images, and videos might act as a focal point for some units. In addition to critically reading a range of texts, students will also sharpen their writing skills, specifically focusing on the argumentative, informational, and narrative genres. Students should be prepared to generate their own research questions, mimic the style of an author, or write a literary criticism. The overall intent is for students to develop critical thinking, empathy, and problem solving skills.

English 2 Honors

Full Year Course Grade: 10
Prerequisite: CP English 1 Credits: 5

This course involves a study of American literature to see its correlation with the history of our nation and to develop skills in reading critically, thinking reflectively, and writing analytically. As students study both canonical and contemporary works by writers such as Alice Walker, Tim O'Brien, Zora Neale

Hurston, F. Scott Fitzgerald, and John Steinbeck, an emphasis will be placed on literary analysis. In addition to reading many compelling texts -- both fiction and nonfiction -- students will write in a variety of genres including narrative and persuasive, create projects, and develop speaking and listening skills. Through close reading of novels, novellas, short stories, plays, poems, and articles, students will explore the following themes in this course: i) Dreams and Disillusionment; ii) Individualism and Identity; iii) Perseverance and Promise; and iv) Rebels and Rhetoric. Continued emphasis is placed on the development of research skills in expository and argument writing and in evaluating literary criticism.

English 3 CP

Full Year Course Grade: 11
Prerequisite: CP English 2 Credits: 5

CP English 3 is a world literature based survey course that examines significant world authors for their literary contributions and enduring appeal. Works of Shakespeare and major British poets are studied along with dystopian novelists and contemporary American authors in an effort to hone students' analytical abilities. This course explores the following themes: i) Reflections: Life Lessons, Turning Points, and Catharsis; ii) Social Commentary: How Can We Impact the World Around Us? and iii) The Human Condition: What Makes Us Human; iv) The Individual in Society: What is Our Place in the World? At this level, more advanced writing skills are taught with emphasis on the use of literary criticism in writing and research skills in the form of a research paper/project.

English 3 Honors

Full Year Course Grade: 11
Prerequisite: CP English 2 Credits: 5

This course stresses critical reading and the writing of college-level papers of exposition, literary analysis, and research. Students study—works thematically and historically during this class. Works by authors such as Shakespeare, Huxley, Atwood, Orwell, Garner, and Coatesare studied in depth and supplemented by articles and essays from the Bedford Spotlight Reader series; critical reading is emphasized in seminar-type discussions and analytical papers. This course explores the following themes: Disillusionment and Dystopia ii) Heroes and Monsters iii) Pursuing Happiness iv) Turbulent Times: Rebels and Dreamers. Each unit will culminate with an analytical essay. A research paper is required of all students.

English 4 Literature

Semester Course Grade: 12
Prerequisite: CP English 3 Credits: 2.5

CP English 4 is a semester contemporary literature course that focuses on common themes in modern society through the reading and discussion of significant plays, novels and poetry of the 20th and 21st centuries. Students will be made aware of significant trends in form and structure of a variety of literary periods. This course explores the following themes: i) The Frailty of Humanity; ii) Imperfections Motivate Growth; iii) Prioritize the Journey; iv) Living a Life of Purpose. The course may also serve as a semester senior English requirement and is certified by the NCAA Eligibility Center.

English 4 Writing

Semester Course Grade: 12
Prerequisite: CP English 3 Credits: 2.5

English 4 Writing is focused on the major expository writing modes in an effort to prepare students for college writing courses. With an eye to future reading and writing experiences, students will grapple with contemporary nonfiction, engage in meaningful peer review, and model their writing off mentor texts. Students can expect to craft personal, analytical, and argumentative essays, all of which offer a great deal of student choice and autonomy. Generating, drafting, revising, editing, and publishing will be recursive practices revisited throughout the course. Research is also included in the form of a short, focused research paper/project that will familiarize students with current databases and other electronic sources. The course may also serve as a semester senior English requirement and is certified by the NCAA Eligibility Center.



Film as Literature

Semester Course Prerequisite: None Grade: 9, 10, 11, 12

Credits: 2.5

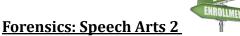
Film as Literature is a semester English elective designed to provide students the skills to read and analyze film as a method of storytelling. Through an in depth study of films, students will gain 21st century visual literacy skills. Additionally, the course will serve as an introduction to film form and its relationship to literary form. Students will read poems, novels, and essays and view experimental, feature, and documentary films. Discussion and papers will center on the parallel influence and development of form in both mediums. We will investigate sociological differences between film, art, and traditional literary forms. To accomplish this, emphasis will be on viewing a number of films, learning film techniques and terminology, reading creative literature and nonfiction essays, writing critical analysis, and researching. An early introduction to directorial style will introduce students to a semester-long independent research project that will require student agency to illustrate the knowledge of film gained throughout the course. The course may also serve as a semester senior English requirement and is certified by the NCAA Eligibility Center.



Semester Course Prerequisite: None Grade: 10, 11, 12

Credits: 2.5

Students will write, produce, direct, and edit short film exercises in order to learn the basic techniques of digital audio and video production. The course will introduce the genre and production of documentary films. Students will also learn basic script writing for film, television, and digital media. This course covers format, story structure, description, dramatic conflict, character development, and revision. Students create original scripts and storyboards. In addition, the course will introduce students to basic non-linear digital editing for film, television, and digital media. This course covers continuity editing, montage, audio editing, video color correction, and motion graphics. The course may also serve as a semester senior English requirement, and it is certified by the NCAA Eligibility Center.



Semester Course (offered 2026-2027) Grade: 10, 11, 12

Prerequisite: Speech Arts Credits: 2.5

This course will offer students the opportunity to develop skills in communication and logic by exploring a wide range of Forensics public speaking categories, including Oral Interpretation, Declamation, Original Oratory, Dramatic Performance, and Extemporaneous Speaking. Additionally, students are introduced to basic research, argumentation, questioning, and rebuttal skills through the Forensic categories of Congressional Debate, Public Forum Debate, and/or Lincoln-Douglas Debate. Students will also focus on the skill development of voice and movement while understanding the speaker's motivation, content analysis, and the audience's purpose. Ultimately, students will gain confidence in their speaking, listening, analyzing, and writing skills as they participate in individual and group presentations, self-reflection, and critical thinking. Students will be encouraged to create their own e-portfolio for visual and written assessments. Students have the opportunity to participate in local or state speaking engagements and competitions, including Poetry Out Loud, New Jersey State Teen Arts Festival, the National Shakespeare Competition, the National Forensic League, the National Catholic Forensic League, the New Jersey Orators, and/or other private speech and debate competitions. Performance is required. Successful completion of the course and payment of a fee to Seton Hall University may allow a student to earn three college credits for "Oral Communication" through SHU's Dual Enrollment/Project Acceleration program. (If taking the course for college credit as a 10th grader, the student must obtain a letter of recommendation from an English teacher). The course may also serve as a semester senior English requirement and is certified by the NCAA Eligibility Center.



Media Journalism

Semester Course Grade: 10, 11, 12
Prerequisite: None Credits: 2.5

This course is designed to give students the knowledge and skills they need in multimedia journalism. This course will give students an overview of the theories, principles, and practices of multimedia content suitable for a digital publication. Students will work independently (backpack journalist) and in teams on a variety of multimedia assignments.

This journalism course combines principles of multimedia storytelling with hands-on work. Before each technology is introduced, students will learn the principles and goals involved in creating interesting, professional stories. Students will learn the practical elements of how to use the technology and produce a newsworthy story. The class will emphasize investigative journalism through varied modalities such as podcasts, vlogs, blogs, articles, and social media. Vocal performance is required. Students will have the opportunity to publish their work in the school news source, Dialogue. Successful completion of the course and payment of a fee to Kean University may allow a student to earn three college credits for "Media Journalism" through the University's Dual Enrollment program. The course may also serve as a semester senior English requirement but is not yet certified by the NCAA Eligibility Center.



Modern Communication

Semester Course Grade: 10, 11, 12
Prerequisite: None Credits: 2.5

A writing course for the digital age, this class would allow students to explore new ways of analysis and expression through a wide range of 21st century multimodal genres. Students will turn a critical eye to text forms they consume every day, mining them for techniques and strategies that they can use to develop their own creative entries into the field. Topics include digital writing, advertising, social media, podcasts, blogs, and more. Students will use both traditional and digital tools to collect, analyze, and produce writing that reflects the media in the world they live in today. Vocal performance is required.

Successful completion of the course and payment of a fee to Seton Hall University may allow a student to earn three college credits for "Writing for Media" through SHU's Dual Enrollment/Project Acceleration program. (If taking the course for college credit as a 10th grader, the student must obtain a letter of recommendation from an English teacher). The course may also serve as a semester senior English requirement and is certified by the NCAA Eligibility Center.

Mystery and Suspense

Semester Course Grade: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

This half-year course invites students to dive into the thrilling world of suspense, mystery, and the art of the unknown across various media: podcast, film, and short/longform fiction and nonfiction. Designed for literature enthusiasts, this course will enhance critical thinking and analytical skills while fostering creativity through original content creation (written narrative, podcast, short film). By the end of this course, students will have a comprehensive understanding of suspense in various genres and be equipped with the tools to critically analyze and creatively respond to written, auditory, and cinematic works. The course may also serve as a semester senior English requirement and is certified by the NCAA Eligibility Center.

Senior Seminar Honors

Semester Course Grade: 12
Prerequisite: CP English 3 Credits: 2.5

The course will focus on the how generative AI technology might influence the pursuit of social justice, including race, socioeconomics, gender-identity, sexuality, ageism, ableism. With a focus on equity and inclusivity, the class is intended to empower students to manage difficult issues, initiate change, or engage in service. Each semester, the course will employ a different lens triggered by student-interest and the local and global social landscape. This course is designed to explore multi-perspective by examining different voices through diverse media using multimodal texts including novels, plays, short stories, and poems, along with nonfiction texts such as articles, essays, speeches, videos, film, podcasts, infographics, and graphic novels. Students can expect to engage in academic discourse surrounding equity and inclusivity and learn how to lead and participate in challenging conversations. They will write, research, learn, and engage in opportunities for service and advocacy. The class community will offer clear "voice and choice" as students complete personalized research projects, educate their peers, and work directly with the community to provide outreach and education. A symposium-style of learning may act as a

culminating assessment for the seminar. It may serve as a semester senior English requirement and is certified by the NCAA Eligibility Center.

Speech Arts

Semester Course (offered 2025-2026) Grade: 10, 11, 12
Prerequisite: None Credits: 2.5

For those who want to be heard, this course aims to have students recognize (1) the importance of speech in their own lives now and in the future, (2) the characteristics of an effective speaker and listener, and (3) the various types of speech communication. It provides students with instruction and practice in many types of public speaking: informal talks, impromptu situations, interviews, oral interpretations, informative and persuasive speeches, and Socratic discussions. Performance is required. This course serves as a prerequisite for Forensics: Advanced Speech and Debate semester course. Successful completion of the course and payment of a fee to Seton Hall University may allow a student to earn three college credits for "Introduction to Communication Theory" through SHU's Dual Enrollment/Project Acceleration program. (If taking the course for college credit as a 10th grader, the student must obtain a letter of recommendation from an English teacher). The course will serve as a semester senior English requirement and is certified by the NCAA Eligibility Center.

Sports America

Semester Course (offered 2026-2027)

Prerequisite: None

Grade: 9, 10, 11, 12

Credits: 2.5

Sports are of great interest in the lives of young people and adults alike as it dominates the electronic media, newspapers, and language. Title IX and the school requirement for physical education have encouraged more youth to participate in sports today than in the past. Social media allows fans to interact with teams, players, and sports journalists in unprecedented ways. Students will explore their lives through the examination of the unique relationship between sports and society as relayed by contemporary authors, columnists, and broadcasters. Text selections will include informational text, poetry, biographies, and commentary. Writing in this course will include argument, informative, and narrative pieces. Possible selections include *Friday Night Lights*, *Hillsborough*, *Free Solo*, *Roughneck*, *The Cinderella Man*, "Daytona," and others. The course may also serve as a semester senior English requirement and is certified by the NCAA Eligibility Center.

The Graphic Novel

Semester Course (offered 2026-2027) Grades: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

Is art merely a reflection of the human condition or does it impact humanity? Students will study the fundamental structures, devices, genres, and themes associated with graphic novels. The course will be divided into four units of study centered around the author's purpose: targeted social commentary, communal agents of change, personal catharsis, and documentation of shared histories. These skills will be applied in a culminating semester project; students will select one of the genres of study and craft their own graphic novel. Students will deconstruct this original product for craft and technique while reflecting

on process and outcome. The course may also serve as a semester senior English requirement and is certified by the NCAA Eligibility Center.

Writing Center Practicum

Semester course Grade: 11, 12
Prerequisite: Writing Center Tutorial Course Credits: 2.5

or AP Language and Composition, earning 80% or higher

Student-writers who complete the Writing Center Tutorial Course successfully may register to become a peer tutor in the Writing Center. Students will earn credit for working with ninth and tenth grade students as part of a practicum. Students will practice working with students in all models of rhetoric targeting expository, persuasive, and narrative writing for Language Arts classes as well as across disciplines including, but not limited to, Social Studies and Science. Student-writers who complete the Writing Center Tutorial course successfully may register to become a peer tutor in the Writing Center. Students may repeat this course and continue in the tutoring center during subsequent semesters.

Writing Center Tutorial

Semester course Grade: 10 (spring only), 11, 12

Prerequisite: Teacher Recommendation Credits: 2.5

This course will offer student-writers the opportunity to collaboratively hone their expository and persuasive writing skills as they develop a thorough understanding of the writing process, how to use language effectively and implement strategies for proper organization, paragraph development, and revision. Students will also become proficient in providing guidance on using citation systems as well as developing evidence and examples to strengthen analytical writing. Ultimately, students will gain confidence and precision as they participate in writing conferences to promote self-reflection, critical thinking, and inquiry thus allowing each individual to function as a writing center peer tutor at Cranford High School. This course acts as a prerequisite for the Writing Center Practicum. It may serve as a semester senior English requirement, but it is *not* certified by the NCAA Eligibility Center.

Yearbook 1

Semester Course - Spring Semester Only
Prerequisite: None
Grade: 9, 10, 11
Credits: 2.5

This course, offered in the spring semester, acquaints students with the basic principles of yearbook design. The students will examine the ethical components of producing a yearbook, studying such issues as First Amendment rights, liability, and invasion of privacy. The artistic, literary and technical aspects of yearbook production will be examined and techniques in interviewing, feature writing, photographic composition, and layout design will be developed.

Yearbook 2

Semester Course - Fall Semester Only
Prerequisite: Yearbook 1

Grade: 10, 11, 12
Credits: 2.5

Offered in the fall semester, this course deals with the actual production of the yearbook. The students receive hands-on experience in formal design of layout, writing of copy and meeting deadlines. The course provides students with training in desktop publishing through utilizing PageMaker and Yeartech

Design Programs. Students are required to fulfill all publication deadlines even after the formal course is over.

Yearbook 3

Semester Course - Spring Semester Only
Prerequisite: Yearbook 1 and 2 required
Grade: 11, 12
Credits: 2.5

This course provides students the opportunity to manage and create the yearbook, while serving as a leader to the students in Yearbook 1 and Yearbook 2. The students will assist the students of Yearbook 1 and 2 with the basic principles of yearbook design using the Yearbook Avenue software, as they each adopt a role as a section editor. The artistic, literary, and technical aspects of yearbook production will be examined and techniques in interviewing, feature writing, photographic composition, and layout design will be placed into practice. The students will receive hands-on experience in formal layout design, writing a copy and constructing deadlines with the actual production of the yearbook. This course focuses on providing students with leadership and teamwork skills.required.

Mathematics Department

COURSE 1	COURSE 2	COURSE 3	COURSE 4	COURSE 5
		Algebra 2 CP	Pre Calculus CP	Calculus
Algebra 1	Geometry	Algebra 2 and Trigonometry CP	Pre Calculus & Trig CP	AP Calculus AB
	Geometry Honors	Algebra 2 and Trig Honors	Pre Calculus & Trig Honors	AP Calculus BC

ADDITIONAL COURSES	
Discrete Mathematics	
Financial Algebra	
Mathematical Reasoning Through Chess	
Statistics	
AP Statistics	

CHS MATH AND COMPUTER SCIENCE COURSE SEQUENCES 2025-2026

Mathematics Department

The Mathematics department offers a wide range of courses that develop and enhance students' analytical skills. Traditional courses in Algebra, Geometry, Pre-calculus and Trigonometry and Calculus, as well as elective courses in Statistics and Discrete Mathematics are all excellent preparation for college. The Mathematics program of studies includes Advanced Placement courses in Calculus and Statistics. Classroom activities include the use of graphing calculators, manipulative, cooperative learning and project development. Additionally, students participate in state and national competitions, such as the New Jersey Mathematics League and American Mathematics Competition.

Advanced Placement Calculus - AB

Full Year Course Grade: 12
Prerequisite: PreCalculus and Trig Honors or Credits: 5

Pre Calculus & Trigonometry CP with Teacher Recommendation

Graphing Calculator Strongly Recommended*

The course covers both branches of Calculus-Differential Calculus (finding the rate at which some variable is changing) and Integral Calculus (finding a function when its rate of change is known). Methods of differentiating and integrating are discussed with emphasis on proof with the practical applications of the theory to our physical world. The course requires knowledge of Trigonometry and Analytic Geometry and includes a discussion of limits as they are applied to Calculus. The course follows the general outline suggested by College Entrance Examination Board (C.E.E.B.) as a preparation for the Advanced Placement Calculus Exam. It is expected that students who enroll in this course will take the Advanced Placement Exam in May.

Advanced Placement Calculus - AB/BC

Full Year Course Grade: 12
Prerequisite: Pre Calculus Honors Credits: 5

Graphing Calculator Strongly Recommended*

The course covers both branches of Calculus-Differential Calculus (finding the rate at which some variable is changing) and Integral Calculus (finding a function when its rate of change is known). Methods of differentiating and integrating are discussed with emphasis on proof with the practical applications of the theory to our physical world. The course requires knowledge of Trigonometry and Analytic Geometry and includes a discussion of limits as they are applied to Calculus. The course follows the general outline suggested by College Entrance Examination Board (C.E.E.B.) as a preparation for the Advanced Placement Calculus Exam. BC Calculus includes integration methods, sequence and series, and polar and parametric graphs. It is expected that students who enroll in this course will take the Advanced Placement Exam in May.

Advanced Placement Statistics

Full Year Course Grade: 11, 12
Prerequisite: Algebra 2 with Trig CP or Credits: 5
Algebra 2 CP with Teacher Recommendation

Graphing Calculator Strongly Recommended *

AP Statistics is a course that focuses on collecting, analyzing, and drawing conclusions and inferences from data using real world applications. The four main conceptual themes that will be explored are: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. The graphing calculator and statistical software are integrated throughout the course. The course follows the general outline suggested by the College Entrance Examination Board as a preparation for the Advanced Placement Statistics Exam. It is expected that students who enroll in this course will take the AP Exam in May.

Algebra 1 CP

Full Year Course Grade: 9
Prerequisite: None Credits: 5

Many Algebra topics are an extension, on a more abstract level, of work done in the seventh and eighth grade. Topics include the real number systems, integers, rational and irrational numbers, field properties, properties of equality and inequality, fundamental operations with polynomials, factoring of polynomials, exponents, roots and radicals, graphing equalities and inequalities, functions, relations, linear equations, quadratic equations, fractional equations, absolute value, and algebraic word problems.

Algebra 2 CP

Full Year Course Grade 10, 11
Prerequisite: Geometry CP Credits: 5

Topics include the complex number system, relations, functions, algebraic operations, exponents, radicals, solution of equations and inequalities, simultaneous equations, conics, theory of equations, and determinants. Applications of ideas are stressed. Trigonometry is not included in this course.

Algebra 2 and Trigonometry CP

Full Year Course Grade 10, 11
Prerequisite: Geometry Honors or Credits: 5

Geometry CP with Teacher Recommendation

Topics include the complex number system, relations, functions, algebraic operations, exponents, radicals, solution of equations and inequalities, simultaneous equations, conics, theory of equations, determinants, and an introduction to trigonometry. Applications of ideas are stressed.

Algebra 2 and Trigonometry Honors

Full Year Course Grade: 10, 11
Prerequisite: Geometry Honors Credits: 5

Graphing Calculator Strongly Recommended *

This is a demanding course covering topics of Algebra 2 and Trigonometry. Topics included are sets, relations, functions, graphs, complex number system, algebraic expressions, equations, inequalities, exponential and logarithmic functions, coordinate geometry, conics, sequences and series, combinatorics, binomial theorem, and an introduction to trigonometry Mathematics as a deductive structure is emphasized. Applications of concepts are included.



Full Year Course Grade: 12
Prerequisite: Pre Calculus & Trigonometry CP Credits: 5

Graphing Calculator Strongly Recommended *

This course covers both branches of Calculus: Differential Calculus (finding the rate at which some variable is changing) and Integral Calculus (finding a function when its rate of change is known). Methods of differentiating and integrating are discussed with the practical applications of the theory to our physical world. The course also includes a brief review of Trigonometry and Analytic Geometry and a discussion of the limits as they are applied to Calculus. This course is highly recommended for students seeking to study calculus at a more gradual pace, without the intensity of an AP course. This course is eligible for dual enrollment credit through the Early College Program at Fairleigh Dickinson University.

Discrete Mathematics

Semester Course Grade: 11, 12
Prerequisite: Algebra 2 CP Credits 2.5

This course covers a variety of topics in the field of Discrete Mathematics, such as election theory, fair division, and graph theory. Emphasis will be placed on the following five major themes: systematic listings and counting; using discrete math models; applying iterative patterns; organizing and processing data; and using algorithms to find the best solution. This class can be taken independently or concurrently with another math class.

Financial Algebra

Semester Course Grade: 11, 12
Prerequisite: Algebra 2 CP Credits 2.5

This course develops students' ability to model mathematical processes in order to analyze real world applications including but not limited to car purchasing/leasing, mortgages, credit, stocks, etc. Financial Algebra focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for a variety of career paths. Algebra 2 applications will be incorporated into the course expanding upon students' prior knowledge. These include logarithmic functions, quadratic functions, graphical representations, and the analysis of data using tables. This class can be taken independently or concurrently with another math class.

Geometry CP

Full Year Course Grade: 9, 10
Prerequisite: Algebra 1 CP Credits: 5

In this course geometry is treated as a deductive mathematical system. The structure of mathematics including undefined terms, definitions, postulates, and theorems is stressed. The role of logic as "proof" is discussed. Topics include inductive and deductive reasoning, direct proof, coordinate geometry, congruent and similar triangles, quadrilaterals, parallelograms, polygons, perpendicular and parallel lines and planes, circles, perimeter, area, ratio, proportions, trigonometry of a right triangle and special triangle

relationships.

Geometry Honors

Full Year Course Grade: 9, 10
Prerequisite: Algebra Advanced (8th grade) Credits: 5

or Algebra 1 CP (9th) with Teacher Recommendation

Geometry is treated as a rigorous, deductive mathematical system. The structure of mathematics including undefined terms, definitions, postulates, and theorems is stressed. The role of logic in "proof" is emphasized. Topics include inductive and deductive reasoning, direct and indirect proof, coordinate geometry, constructions, congruent and similar triangles, quadrilaterals, parallelograms, polygons, perpendicular and parallel lines and planes, circles, perimeter, area, volume, ratios, proportions, special right triangle relationships, and trigonometry of a right triangle.

Mathematical Reasoning Through Chess

Semester Course Grade: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

This course develops students' capacity for abstract thinking. Students will explore inductive and deductive reasoning processes and strengthen their decision-making skills. The game of chess is an intelligence builder. Through engagement in chess-related thinking exercises with their peers and computer programs, students will learn elementary and sophisticated lines of reasoning and strategic planning. Chess and mathematics both allow for the infinite exploration of ideas within finite structures. Analogies between math and chess will be integrated throughout the course to draw parallels between logical structures and the nature of reasoning. This class can be taken independently or concurrently with another math class.

PreCalculus CP

Full Year Course Grade: 11, 12
Prerequisite: Algebra 2 CP Credits: 5

Graphing Calculator Strongly Recommended*

This course is designed for the student not looking to take Calculus while at Cranford High School. Topics include linear and quadratic functions, polynomial functions, inequalities, exponents, logarithms, complex numbers, and combinatorics.

PreCalculus and Trigonometry Honors

Full Year Course Grade: 11, 12

Prerequisite: Algebra 2 & Intro to Trigonometry Honors Credits: 5

or Algebra 2 and Intro to Trig CP with Teacher Recommendation

Graphing Calculator Strongly Recommended *

This is a rigorous course covering a variety of topics. It serves as preparation for AP Calculus. Topics studied include the completion of trigonometry, sequences and series, mathematical induction, binomial expansion, combinatorics, polar coordinates, an extensive study of functions (various types and

properties, and properties of graphs, limits, and continuity). Pre Calculus Honors includes a semester of calculus. Students are expected to progress to AP Calculus. This course is eligible for dual enrollment credit through the Early College Program at Fairleigh Dickinson University.

PreCalculus & Trigonometry CP

Full Year Course Grade: 11, 12
Prerequisite: Algebra 2 and Intro to Trig CP Credits: 5

or Algebra 2 CP with Teacher Recommendation

Graphing Calculator Strongly Recommended *

This demanding course, which serves as a prerequisite for Calculus, covers a variety of precalculus and trigonometry topics. Among these are: linear and quadratic functions, polynomial functions, inequalities, exponents, combinatronics, logarithms, trigonometric functions, trigonometric equations, triangle trigonometry, and complex numbers.

Statistics

Semester Course Grade: 11, 12
Prerequisite: Algebra 2 CP Credits: 2.5

Graphing Calculator Strongly Recommended *

This course provides instruction in statistical applications and an understanding of the fundamental ideas that underlie decisions that are reached by exploring data, planning a study, producing models and determining their significance. Computer Software and the graphing calculator will be used extensively throughout the course. Students are expected to have their own calculator. This class can be taken independently or concurrently with another math class.

*Graphing Calculator Strongly Recommended

The extensive use of the TI-84 series-graphing calculator is an important part of this course. Students will have the opportunity to use this calculator in class. It is required that students purchase their own for use at home (TI-84 series recommended). This calculator will be useful not only at CHS but in mathematics, science, statistics, and economics courses in college as well.

Performing Arts Department

COURSE 1	COURSE 2	COURSE 3
Dance Experience	Dance Ensemble	Dance Company
Acting 1	Acting 2	Acting 3 and Acting 4
Music Theory 1	Music Theory 2	AP Music Theory
Intro to Technical Theater	Technical Theater	
Guitar Class	Guitar Class 2	
Tenor/Bass Chorus Treble Chorus	Concert Choir	Madrigal Choir

ADDITIONAL COURSES
Concert Band
Jazz Ensemble
Musical Theater Dance
String Orchestra
Percussion Class

Performing Arts Department

The Performing Arts Department provides a diverse offering of courses that allow students to meet graduation requirements for the arts. The department includes the band, choral, and string programs, along with courses in acting, dance, and technical theater. Instrumental students are encouraged to continue playing in either the String Orchestra or Concert Band. Any student who played an instrument during their middle school years may join the Orchestra or Concert Band at Cranford High School. It is strongly recommended that students continue their music studies in grade 9 to continue their growth and development as musicians.

Dance Experience, Acting 1, Musical Theater Dance, Treble Chorus, and Tenor/ Bass Chorus are open to any student at Cranford High School. As sophomores, juniors and seniors, music students have the opportunity to audition into Concert Choir, Madrigal Choir, and Jazz Ensemble and may begin to progress through three levels of music theory courses.

Cranford High School students also have the opportunity to participate in one of six career academy CTE tracks. The career academy CTE tracks cultivate artistic literacy, technical proficiency in the arts, and college and career readiness. The career academy includes six tracks of study: Acting, Technical Theater, Dance, Vocal Music, Instrumental Music, and Interdisciplinary Arts. Students are accepted through an audition or application process. Career academy students receive daily instruction, performance opportunities, internship experiences, master classes, and guidance in the development of a portfolio.

Students interested in the career academy CTE tracks should prepare to audition during the spring of their 8th grade year.

Grade 9, 10, 11, 12

Credits: 2.5/5

Acting 1

May be taken as a Semester/Full Year Course

Prerequisite: None

This course is open to all interested students. No prior experience is necessary. Students may elect to take this course for one semester, as a full year course and over multiple years. Students will be provided with a thorough understanding of theater and the process of preparation to perform on stage. A basis of how theater has developed and the importance of the audience/performer relationship will be presented providing an appreciation of what qualities are needed to make good theater and a good actor. Students will learn the proper way to warm-up and relax, participating in a wide variety of theater games that include concentration exercises, pantomime, improvisation, movement exercises and work on open scenes. This course is a prerequisite for Acting 2. Students must have a teacher recommended to enroll in Acting 2.

Acting 2

Full Year Course Grades: 10, 11, 12

Prerequisite: Acting 1 and teacher recommendation Credits: 5

This course extends upon the work that begins in Elements of Acting. The focus is on character development, with students working on their individual abilities to analyze and portray a character

utilizing expression, voice, and physical presence. Students will explore acting techniques for film, television, and stage. Students must have a teacher recommendation to enroll in this course. This course is a prerequisite for Acting 3.



Full Year Course Grades: 11 and 12

Prerequisite: Acting 2 and teacher recommendation Credits: 5

This more advanced course delves deeper into developing performance skills for young actors. Focus will be on the deepening of skills learned in previous courses and will be applied to multiple performances during the course of the school year. Students will learn new ways to analyze scripts, make connections to characters, and participate in various exercises and techniques that will enhance their own performances. The course will provide access to field trips, master classes, and other outside activities, culminating in a spring stage performance. Students must have a teacher recommendation to enroll in this course.



Full Year Course Grades: 11 and 12

Prerequisite: Acting 3 and teacher recommendation Credits: 5

This most advanced course delves deeply into developing performance skills for young actors, preparing them for college and university acting programs. Focus will be on the application of skills learned in previous courses and will be applied to multiple performances during the course of the school year. Students will make their own choices on how to analyze scripts, make connections to characters, and participate in various exercises and techniques that will enhance their own performances. Students will also learn how to create their own content and collaborate with a creative team. The course will provide access to field trips, master classes, and other outside activities, culminating in a spring stage performance. Students must have a teacher recommendation to enroll in this course.

Advanced Placement Music Theory



Full Year Course Grade: 12
Prerequisite: Music Theory 2 or Departmental Permission Credits: 5

This course is designed to cultivate musicianship skills included in the first year of a college music theory curriculum. Students will develop their ability to recognize, understand, and analyze basic processes found in a musical score. Using written, listening, and performance exercises, students will develop their aural, analytical, and compositional skills. The course integrates the study of melody, harmony, texture, rhythm, form, musical analysis, and elementary composition with the study of basic music history and style, dictation, listening skills, and sight singing. It is expected that students who enroll in this course will take the Advanced Placement Music Theory Exam in May.



Full Year Course Grade: 9, 10, 11, 12

Prerequisite: Previous experience on band instrument Credits: 5

The Concert Band provides a large ensemble setting for instrumental music students who wish to continue to develop both their own instrumental skill and that of an ensemble member. Concert Band provides a foundation in all aspects of reading, playing and understanding music. It builds upon the knowledge and technical skills acquired by the student up through eighth grade. The Concert Band presents a winter and spring performance and often travels to festivals to perform.

Concert Choir

Full Year Course Grade: 10, 11, 12

Credits: 5 Prerequisite: Previous membership in Treble/Tenor/ Bass Chorus

AND Audition

The Concert Choir is the largest, auditioned choir. A student may audition for Concert Choir once they have had one semester enrolled in Men's or Women's Choir. Auditions are held early in the spring semester for the following academic year. Each Concert Choir member must demonstrate and maintain excellent vocal technique and musicianship to participate in this select ensemble. Students perform from a varied repertoire of choral literature in music performances for both the school and community. Performance is a course requirement.

Dance Experience



May be taken as a Semester/Full Year Course Grade 9, 10, 11, 12 Prerequisite: None Credits: 2.5/5

Dance Experience is open to all interested students. No prior experience is required. Students may elect to take this course for one semester or as a full year course. Students may take Dance Experience multiple times for credit. The course will explore a wide variety of dance genres and topics through the lens of composition work, anatomical concepts, and historical and cultural perspectives. This course is a prerequisite to audition into Dance Ensemble.

Dance Ensemble



Full Year Course Grade: 10, 11, 12 Prerequisite: Successful completion of Dance Experience

and teacher recommendation

Dance Ensemble is an audition based course with a focus on modern dance techniques, ballet foundations and cultural dance explorations. Dance Ensemble emphasizes performance, composition and critical thinking in preparation for pre-professional and collegiate level dance. Students may repeat Dance Ensemble multiple times for credit. Students must audition into this course in addition to taking Dance Experience.

Credits: 7



Full Year Course Grade: 11, 12
Prerequisite: Successful completion of Dance Ensemble Credits: 7

and teacher recommendation

Dance Company is a high level, focused dance course with rigorous demands in performance, composition and critique. Students will explore multiple dance genres, anatomical alignment, historical and cultural context and writing about dance. The expectation is for students to develop dance portfolios and prepare for the professional or collegiate dance world. Students may repeat Dance Company multiple times for credit. Students must audition into this course in addition to taking at least one year of Dance Ensemble.





Semester Class Grades: 9, 10,11,12
Prerequisite: None Credits: 2.5

Guitar Class is a one-semester course covering the basics of the instrument and an application of essential music fundamentals. Students will learn the basics of playing guitar at a beginning level through studying music notation and chord symbols. A brief history of the guitar along with a study of its respective musical styles will also be covered in this course. The main objective of this course is to create an enhanced appreciation for music through playing the guitar. Students will learn how to read music notation, chord symbols, and tablature. Students will also gain a better understanding of many different musical genres including folk, blues, rock and pop music.

Guitar Class 2



Full Year Course Grades: 10, 11,12

Prerequisite: Guitar Class Credits: 5

Guitar 2 will be a continuation of the foundation established in Guitar 1. Students will expand their knowledge base of chord progressions, continue to learn songs in the genre of folk, rock, pop and jazz and expand their understanding of the role and impact the guitar has had on music throughout history. Students in this class will have opportunities to perform in public in concert or informal settings. Students will expand their knowledge base of chords, progressions and positions on the guitar, continue to expand on their ability to read music, and explore the composition of songs and how to market original songs on the Internet and through social media.

Intro to Technical Theater



Semester Course Grade: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

This course is an introductory program for the student with interest in set design and construction, stage lighting, and sound equipment. Additionally, students will be trained in production operations. Students will apply these skills in CHS concerts. Students will be eligible to interview and place into the full-year Technical Theater program upon completion of at least one semester of this course.

Jazz Ensemble

Full Year Course Grade: 9, 10, 11, 12

Prerequisite: Audition Credits: 5

This course will provide students the opportunity to perform the various styles of music characteristic to the Jazz Ensemble while developing the knowledge and techniques needed to become a successful improviser. Performance in full ensemble and chamber ensemble is emphasized, with a focus on standard jazz tunes often used in professional performance. Each member will be required to compose, improvise, and perform written work on his or her instrument. The band also performs at school concerts and community functions. This course will run only if minimum enrollment and instrumentation requirements are met.

Madrigal Choir

Full Year Course Grade: 10*, 11, 12

Prerequisite: Concurrent Membership in Concert Credits: 5

Choir AND Audition

The Madrigal Choir provides highly qualified students the opportunity to perform music through a variety of styles and periods requiring more advanced vocal techniques. All students must prove to be extremely dedicated to the music program and must exhibit the finest vocal technique and musicianship. Performing in service to the school and community is required. *10th grade students may participate with special permission of the Performing Arts Department and Administration.

Music Theory 1

Semester Course Grade: 10, 11, 12
Prerequisite: None Credits: 2.5

This is an academic elective for all students. Students will learn the basics of ear training and music theory and work in both group settings and as individuals in order to meet the ability levels of all students in the course. Musical Instrument Digital Interface and computer-assisted software will allow students to explore the technology of today's music industry to apply the skills of composition and arranging. Students preparing for a career in a music field should take this course in preparation for entrance exams into college music departments.

Music Theory 2



Semester Course Grade: 10, 11, 12
Prerequisite: Music Theory 1 or Departmental Permission Credits: 2.5

This course will be a continuation of the study of Music Theory. Course topics will focus more on harmony and ear training. Students preparing for college entrance exams and auditions in music will find this course a necessity. Any student considering a career in a music field should take this course.

Musical Theater Dance



Semester Course Grade: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

This course will focus on the specific genres of dance needed for a career in the Musical Theater field and help build dance audition skills for any student interested in participation in school and community productions. Students will receive an in-depth introduction to the various styles of Musical Theater Dance Techniques, including jazz, tap ballet, Fosse, among others. Students will develop skills needed for the Musical Theater audition, rehearsal and performance process. Students will perform in the various techniques of Musical Theater dance within the context of the choreographer and show style.

Percussion Class



Full Year Course Grades: 9, 10, 11, 12

Prerequisite: Previous percussion experience or Credits: 5

or Departmental Permission

Percussion Class provides students with the opportunity to learn and progress in the unique techniques for percussion instruments. The focus of study is on the performance of snare drum, timpani, marimba, marching percussion, and auxiliary instruments. Students are required to participate in the Marching Band, and attend additional required rehearsals before school and evenings, including all football games and the Cranford Memorial Day Parade. A required, one week on-site marching band camp will be held in August.

String Orchestra



Full Year Course Grade: 9, 10, 11, 12

Prerequisite: Previous experience on string instrument Credits: 5

This course is designed to provide a performance experience for all string players in an orchestral setting. Students will receive basic skill development on their instrument as well as further development of musicianship and notational skills through the performance of appropriate string and full orchestral repertoire. Woodwind, brass, and percussion are added to this group from the Concert Band. Winter and spring concert performance is a requirement of the course.

Technical Theater



Full Year Course Grade: 9, 10, 11, 12

Prerequisite: Application and Interview Credits: 5

This course is a comprehensive program for the student with interest in set design and construction, stage lighting, and sound equipment. Students will apply these skills in CHS theatrical productions and concerts. Students will each develop a portfolio that will assist them in college interviews and applications. This course will meet one period per day.

Tenor/Bass Chorus



May be taken as a Semester Course/or Full Year Course Grade: 9, 10, 11, 12 Prerequisite: None Credits: 2.5/5

This course provides all students with tenor, bass, or changing voices the opportunity of participating in the school's choir program. Students will focus on the development of vocal skills and learn basic musicianship understanding through ear training and notational skills. Students will be required to apply these skills through the preparation and performance of repertoire for both the school and the community. No prior experience is necessary. Students may take consecutive semesters of this course as the repertoire will change with each new semester. Tenor/Bass Chorus is a prerequisite for audition for entrance into Concert Choir. Performance is a course requirement.

Treble Chorus



May be taken as a Semester Course/or Full Year Course Grade: 9, 10, 11, 12 Prerequisite: None Credits: 2.5/5

This course provides students with soprano and alto voices the opportunity of participating in the Students will focus on the development of vocal skills and learn basic school's Choir program. musicianship through ear training and notational skills. Students will be required to apply these skills through the preparation and performance of repertoire for both the school and the community. No prior experience is necessary. Students may take consecutive semesters of this course as the repertoire will change with each new semester. Treble Chorus is a prerequisite for audition for entrance into Concert Choir. Performance is a course requirement.

Physical Education and Health Department

COURSE 1	COURSE 2	COURSE 3	COURSE 4	
Physical Education 1	Physical Education 2	Physical Education 3	Physical Education 4	
Health and Wellness	Driver Education	Family Living	CPR/Family Life	

ADDITIONAL COURSES	
Dynamics of Healthcare in Society	
Emergency and Clinical Care	

Physical Education and Health Department

Within the **Health and Physical Education** department, students will begin to prepare for a lifetime of fitness and wellness through various skill classes and classroom experiences. Included in the classroom phase of a student's experience will be Health and Wellness; Driver Education, Family Life Education and CPR Training (not all inclusive).

In the skills classes all students will be tested for their fitness level, be involved in both team and individual sport while keeping in mind the importance of lifetime activity and wellness in order to enhance one's health. The Physical Education area has added activities such as pickleball, badminton, lifetime games, weight training, fitness, yoga and Project Adventure activities. We will continue to add or delete activities based on what is occurring in today's world.

The Department of Health and Physical Education assists students in meeting the State Core Curriculum standards while gaining the knowledge, skills, appreciation and confidence to lead physically active and healthy lives.

Physical Education

Three Quarters - Grades 9,10, 11, 12

Physical Education is required of all students unless there is a medical reason for non-participation. Students participate in a coeducational program of activities. The core program consists of selected activities, which stress skill development and basic game-play concepts. The ninth graders participate in the Health and Wellness program one marking period, the tenth graders participate in one marking period of Driver Education, the eleventh graders participate in one marking period of Family Living and the twelfth graders participate in one marking period of First Aid/CPR/Family Life. Health classes in

grades nine, ten, eleven and twelve are separate from their corresponding physical education courses and

they will receive an independent grade.

Medical excuses from Physical Education must be obtained from the doctor and given to the school nurse at the beginning of each year or at the time of disablement. Those students who are medically excused from Physical Education for the year must take and pass the required courses of Health and Wellness, Driver Education, Family Living or CPR/Family Living as described below.

Health and Wellness

One Quarter Course

Grade 9

Credits: 5 days/1.25

Grade: 9,10,11,12

5 days/wk: 3.75 credits

The ninth grade health classes focus on health promotion and illness prevention by examining specific diseases and genetic disorders. Substance abuse prevention focuses on the physical, mental, emotional, and social effects of alcohol, and controlled substances. In addition to learning about the debilitating effects of these substances, the student is also taught responsible decision-making and refusal skills regarding the use of these materials. Family Life Education is also introduced, with an emphasis on health-enhancing personal, interpersonal, and life skills. Human Sexuality and reproductive health are also areas that are explored.

Driver Education

One Quarter Course

Grade: 10

Credits: 5 days/1.25

The classroom phase of Driver Education provides the student with a knowledge and understanding of driving rules and regulations. The student is prepared for the State High School Driver Examination, which is given as a part of the course.

Family Living Grade: 11

One Quarter Course Credits: 5 days/1.25

The Family Living course is designed to help students explore the physiological, sociological, and psychological aspects of human sexuality. The topics covered are contemporary and deal with the problems of modern living. The topics are designed to stimulate discussions and instruction as well as assist students to develop an understanding and acceptance of their own sexuality, need and behavior.

CPR/Family Life Grade: 12

One Quarter Course Credits: 5 days/1.25

The CPR course deals with the handling of respiratory emergencies such as choking that could lead to cardiac arrest and how to apply first aid techniques for cardiac and other emergencies. The course is designed to provide students with the knowledge and skills that are needed for respiratory emergencies until medical care can be obtained and to create an active interest in the prevention of accidents.

The family life phase of the course deals with contemporary topics that students will encounter in the course of their daily lives.

Dynamics of Health Care in Society

Semester Course

Prerequisite: CP Biology



Grade: 10, 11, 12 Credits: 2.5

This course will provide an orientation of health care services and delivery through an interdisciplinary perspective focusing on process skills in critical thinking, ethical reasoning, effective communication and self-directed learning activities. All aspects of professionalism in healthcare will be stressed and applied to general issues and topics common to all health care providers. Students have the opportunity to earn college credits through Rutgers University School of Health Related Sciences upon completion of all course requirements including a standardized final exam and health occupation job shadowing, which includes a total of 12 hours, a minimum of 4 different health professionals and interview 2 health professionals. Job shadowing and interviews are to be completed after school hours. As a component of this course all students are required to take the Rutgers exam for an \$100.00 fee.

Emergency and Clinical Care

Semester Course

Prerequisite: Dynamics of Healthcare



Grade: 10, 11, 12

Credits: 2.5

Students will learn to recognize and respond to emergencies. Upon completion of the course students will be certified in American Red Cross Standard First Aid with AED training. Students have the opportunity to earn college credits through Rutgers University School of Health Related Sciences upon completion of all course requirements and Dynamics of Healthcare. As a component of this course all students are required to take the Rutgers exam for an \$100.00 fee.

Science Department

COURSE 1	COURSE 2	COURSE 3	COURSE 4
Biology	Chemistry Chemistry Honors	Physics AP Physics C AP Chemistry	AP Environmental Science AP Biology

ADDITIONAL COURSES
Anatomy and Physiology
Astronomy
Science of Nutrition
Environmental Science
Forensic Science 1
Forensic Science 2
Marine Science
Medical Terminology
Organic Chemistry

Science Department

Our **Science** department features lab courses in Biology, Chemistry and Physics. Advanced placement courses are offered in Biology, Chemistry, Environmental Science and Physics. A full year elective course is offered in Environmental Science, as well as semester elective courses in Astronomy, Marine Science, Anatomy and Physiology, Medical Terminology, Organic Chemistry, Scientific Principles of Nutrition, and Forensic Science. Education technology is integrated into the instructional process through computer-based labs, graphing calculators and interactive smart boards.

Advanced Placement Biology

Full Year Course Grade:, 11, 12
Prerequisite: Biology Honors + Chemistry Honors Credits: 6

+ Physics Honors (may be taken concurrently) or AP Chemistry

Advanced Placement Biology is a college level course, which prepares students for the Advanced Placement Examination. Topics covered: cellular structure and function, molecular genetics, organisms' behavior/ interactions, ecology and evolutionary biology. This course has a lab period one day per four day rotation. It is expected that students who enroll in this course will take the Advanced Placement Exam in May.

Advanced Placement Chemistry

Full Year Course Grade: 11, 12
Prerequisite: Chemistry Honors Credits: 6

Advanced Placement Chemistry is a college level course, which prepares students for the Advanced Placement Examination. Topics covered include atomic structure and properties, molecular and ionic compound structure and properties, intermolecular forces and properties, chemical reactions, kinetics, thermodynamics, acids and bases, and equilibrium. This course has a lab period one day per four day rotation. It is expected that students who enroll in this course will take the Advanced Placement Exam in May.

Advanced Placement Environmental Science

Full Year Course Grade: 11, 12
Prerequisite: Biology, Chemistry, Physics (concurrently) Credits: 5

AP Environmental Science is a college level course that prepares students for the AP Exam. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the natural world, to identify and analyze environmental problems, to evaluate the risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. It is expected that students who enroll in this course will take the Advanced Placement Exam in May.

Advanced Placement Physics C (Mechanics)

Full Year Course Grade: 11, 12
Prerequisite: Physics Honors or AP Chemistry or AP Physics 1 Credits: 6

Calculus (can be taken concurrently)

Advanced Placement Physics C is a college level course, which examines the concepts of physics in a fundamental manner. This course is Calculus based and intended for students who wish to pursue careers in the fields of Engineering or Physical Science. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. Students will be prepared for the Advanced Placement Examination - Level C. This course has a double lab period one day per four day rotation. It is expected that students who enroll in this course will take the Advanced Placement Exam in May. This course has a lab period one day per four day rotation.

Anatomy and Physiology

Semester Course Grade: 10, 11, 12
Prerequisite: Biology CP Credits 2.5

Anatomy and Physiology surveys the eleven organ systems of the human body and how they work to help maintain homeostasis. The course also demonstrates the interrelationships of all systems to one another and the organs that work towards the goal of the system. This course builds upon the knowledge and skills learned in biology. This course contains college level material

Astronomy

Semester Course Grade:10,11,12
Prerequisite: Taken Chemistry or currently taking Chemistry Credits: 2.5

Astronomy is a college preparatory course into which laboratory experiences are integrated. Topics covered may be selected from the following: astronomical observations, history and nature of the solar system, observational instruments, observatories, properties of stars and galaxies, stellar evolution, Kepler's Laws of Planetary Motion, meteorites, asteroids, and comets.

Biology CP

Full Year Course Grade: 9
Prerequisite: None Credits: 6

The College Preparatory Biology course is designed to provide students with a dynamic, hands-on introduction to high school science. The themes of ecology, evolution, cell theory and structure, genetics, and the examination of organisms are investigated and connected with aspects of everyday activities. An emphasis on biology as a tool for understanding the environment will guide the instruction. This course has a lab period one day per four day rotation.

Biology Honors

Full Year Course Grade: 9
Prerequisite: None Credits: 6

Honors Biology is a rigorous molecular biology course for academically talented students. This course has a lab period one day per four day rotation. The Honors Biology course will explore themes in biological concepts as they apply to the microscopic to macroscopic range of life. The major themes include evolution, the

unity of life, and the relationship between structure and function. Topics covered throughout the year will include biochemistry, cellular structure and function, cellular energy, cellular reproduction, heredity, evolution, and ecology. Student understanding of core biological topics will be assessed through a variety of formative and summative assessments. Honors Biology has a lab component, therefore students will focus on scientific inquiry through laboratory investigations. Throughout the course students will make connections between biological content information and experimental data. This course has a lab period one day per four day rotation.

Chemistry CP

Full Year Course Grade: 10, 11
Prerequisite: Algebra 1 CP, CP Biology Credits: 6

College Preparatory Chemistry is for the college bound student and includes theory, mathematical relationships, and the development of laboratory skills. Topics covered include the classification of matter, states of matter, kinetic molecular theory, atomic theory, atomic structure, nuclear chemistry, periodic table, formulas and equations, chemical bonding, chemical reactions, stoichiometry, gas laws, solutions and solubility, acids and bases, thermochemistry and chemistry in the environment. This course has a lab period one day per four day rotation.

Chemistry Honors

Full Year Course Grade: 10, 11
Prerequisite: Biology Honors Credits: 6

Honors Chemistry is a rigorous course for academically talented students. Topics include chemical formulas, kinetics, atomic structure and properties, stoichiometry, molecular and ionic compound structure and properties, gas laws, chemical reactions, intermolecular forces and properties, acids and bases, and equilibrium. Mathematical aspects are stressed both in laboratory investigations and in theory. This course has a lab period one day per four day rotation.

Environmental Science CP

Full Year Course Grade: 11, 12
Prerequisite: Biology CP, Credits: 5
Chemistry CP, & Physics CP

Environmental Science is a laboratory-oriented course involving the study of ecosystems, population trends, pollution sources, and available resources. Major emphasis is on the environmental effects of these topics as well as gaining an understanding of their applications to everyday life. Current issues are addressed. Students are expected to participate in extensive field studies.

Forensic Science 1

Semester Course Grade: 10, 11, 12
Prerequisite: Biology CP Credits: 2.5

Co-requisite: Chemistry

Forensic Science 1 deals with the application of science to criminal investigations. Students will learn to document a crime scene, collect physical evidence, and do pattern analysis on evidence such as fingerprints, footwear impressions, tool marks, handwriting, and ballistics. This course is designed for

students with a high interest in science, law enforcement, and laboratory work, and places an emphasis on practical assessment.

Forensic Science 2

Semester Course Grade: 11, 12
Prerequisite: Forensic Science 1 Credits: 2.5

Forensic Science 2 deals with the application of science to criminal investigations that builds upon knowledge and skills from Forensic Science 1. Students will learn to do pattern analysis on evidence such as blood spatter, glass, hairs and fibers, DNA and forensic anthropology. This course is designed for students with a high interest in science, law enforcement, and laboratory work, and places an emphasis on practical assessment. A strong background in math and the sciences is recommended.

Marine Science

Semester Course Grade: 9,10,11,12
Prerequisite: Biology or currently taking Biology Credits: 2.5

Marine Science is a college preparatory course, which will include lab experiences. Topics covered may be selected from the following: history of marine biology, ocean basins, the world's oceans, waves and currents, marine plants, invertebrates, fishes, and ecosystems, intertidal communities, coral reefs, ocean depths, marine resources, and the impact of humans on marine environments.

Medical Terminology

Semester Course Grade: 10, 11, 12
Prerequisite: Biology CP and Anatomy & Physiology Credits: 2.5

Medical Science is the study of terminology and learning experiences pertaining to body systems, anatomy, physiology, microbiology, virology, bacteriology, immunology, disease control, medical processes and procedures, and a variety of diseases. It provides specialized language for the healthcare team, enabling healthcare workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms related to all areas of medical science. The course includes but is not limited to terms related to anatomy and physiology of the human body, pathology of diseases, and pharmacology. Students have the opportunity to earn college credits through Rutgers University upon completion of all course requirements including a Rutgers University final Exam. As a component of this course all students are required to take the Rutgers exam for an \$100.00 fee.

Organic Chemistry

Semester Course Grade: 11, 12
Prerequisite Biology, Chemistry Credits 2.5

Organic chemistry is the largest branch of chemistry and focuses primarily on the behavior of only one element: carbon. The purpose of this course is to familiarize students with the fundamental ways carbon compounds behave and are structured, named, and analyzed. This course will help prepare students that

choose to pursue careers in the medical and science fields to be better prepared for Organic Chemistry in college.

Physics CP

Full Year Course Grade: 11, 12 Prerequisite: Chemistry CP Credits: 6

Co-requisite: Algebra 2 CP/Algebra 2 & Intro to Trig CP

College Preparatory Physics is for the college bound student. Topics covered include measurement,,, wave phenomena, Newton's Laws of motion, circular motion,, kinematics, dynamics, Universal Gravitation and Kepler's Laws, impulse and momentum, energy, electrostatic forces, nuclear forces, waves and sound. These topics are studied from both theoretical and investigative viewpoints. This course has a lab period one day per four day rotation.

Physics Honors Grade: 11, 12 **Full Year Course** Credits: 6

Prerequisite: Algebra 2 & Trigonometry Honors/CP Algebra 2

and Chemistry Honors

Algebra 2 & Intro to Trig CP/Algebra 2 & Intro to Trigonometry Honors (2020-2021)

Honors Physics is a rigorous course for academically talented students. Topics include measurement, heat, mechanics, wave phenomena, light, magnetism, electrostatic and nuclear forces, Kepler's Laws, Newton's Laws of motion, Gravity & Orbits, uniform circular motion, momentum and impulse nuclear energy. All of these topics are studied at an advanced level. This course is suggested for students who are interested in enrolling in our AP Physics course. This course has a lab period one day per four day rotation.

Science of Nutrition

Semester Course Grade: 11, 12 Prerequisite: Biology CP and Chemistry CP Credits: 2.5

This course outlines the relationship of diet, lifestyle, and the prevention of disease. An overview of digestion, absorption, and metabolism of protein, carbohydrates, fat, vitamins, and minerals is provided. Nutrition needs at various stages of the lifespan are stressed. Applying the science of nutrition to your life including the needs for fitness and physical activity, evaluating nutritional claims, food labeling, and other consumer concerns are emphasized.

Class work includes case studies and analysis of one's own diet for various components as an ongoing project. Students have the opportunity to earn three college credits through the Rutgers University School of Health Related Sciences upon completion of all course requirements including a final exam provided by Rutgers University. There is an emphasis on the chemical structure of nutrients and their metabolism in the body. This is a rigorous college-level course. As a component of this course all students are required to take the Rutgers exam for an \$100.00 fee.

Social Studies Department

COURSE 1	COURSE 2	COURSE 3
US History 1	US History 2 AP US History	World History AP World

- Accelerated Track Options for US History II
 World History Level Options

ADDITIONAL COURSES: Social Studies Elective Quick Guide	
AP European History	
AP Human Geography	
AP Microeconomics/AP Macroeconomics	
AP Psychology	
AP US Government and Politics	
Current Issues	
Criminal Justice	
Economics	
Genealogy and Oral History	
Holocaust and Genocide	
Human Behavior	
Sociology	

Social Studies Department

The **Social Studies** department offers a wide variety of courses intended to prepare students to be productive, competent, and responsible 21st century citizens. Core courses include United States History I, United States History II, and World History which challenge students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life. Moreover, the Social Studies department offers unique electives intended to expand students' cultural understandings, engage in divergent thinking, and refine the skills needed to be successful in an increasingly globalized society. Twelve electives are offered, including seven Advanced Placement courses. Various extracurricular activities are also offered to enrich students' instruction, such as Model United Nations, IMMERSE Club, and Mock Trial. The Social Studies Honor Society also inducts members who meet criteria established by the organization.

Advanced Placement Economics - Microeconomics and Macroeconomics

Full Year Course Grade: 11, 12 Prerequisite: None Credits: 5

In the Advanced Placement Economics course, students study the fundamental principles of microeconomic and macroeconomic systems. The course provides students with a comprehensive understanding of topics such as national income and price determination, economic performance measures, economic growth strategies, international economics, scarcity, supply and demand, and various market structures. Students leave the course with a deeper understanding of how the production, distribution, and consumption of goods and services can have both long and short term economic impacts, which can be further applied when pursuing post-secondary opportunities, as well as when attempting to process current events. Moreover, the course is designed to prepare students to take both the AP Microeconomics and AP Macroeconomics in May.

Advanced Placement European History

Full Year Course Grade: 10, 11, 12

Credits: 5

Advanced Placement European History is a full year elective course where students study events from the High Renaissance to the postmodern era (1450 - present) in Europe. Throughout the course, students build and refine their college level writing skills, knowledge of historical events and concepts, and ability to interpret historical documents.

The course is designed to prepare students to take the AP European History exam in May. Students with all backgrounds in history are welcome and encouraged to take the course; no prior Honors or AP history experience is required.

Advanced Placement Human Geography



Full Year Course Grade: 9, 10, 11, 12

Credits: 5 Prerequisite: None

Advanced Placement Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Topics in this course include the importance of geography and geographic concepts, the geographic organization of human populations, the components and regional variations of cultural patterns and processes, and the nature and significance of the political organization of territory at different scales.

The course is designed to prepare students to take the AP Human Geography exam in May; prior AP or honors experience is not required.

Advanced Placement Psychology

Full Year Course Grade: 10, 11, 12

Prerequisite: None Credits: 5

This course is designed to introduce students to the systematic and scientific study of the behavior and cognitive processes of living creatures with the emphasis on humans. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields and schools of thought within psychology. Methodology of research and therapy will also be included and a hallmark of the course.

The course is designed to prepare students to take the AP Psychology exam in May; prior AP or honors experience is not required.

Advanced Placement United States Government & Politics

Full Year Course Grade: 10, 11, 12

Prerequisite: None Credits: 5

Advanced Placement United States Government & Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of settings. The course provides an analytical framework for students to study government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Students in the course benefit from a familiarity of and interest in the various institutions, groups, beliefs, and ideas that constitute the U.S. political arena.

The course is designed to prepare students to take the AP Government and Politics exam in May; prior AP or honors experience is not required.

Advanced Placement United States History

Full Year Course Grade: 10, 11, 12

Prerequisite: U.S. History 1 CP/Honors Credits: 5

Students who take this course should have previously demonstrated in U.S. History I or U.S. History I Honors an excellent knowledge of the subject and a sincere desire to pursue an in-depth inquiry approach to American history. Students will be required to interpret and analyze history from a variety of sources with an emphasis placed on the interpretation of documents and persuasive essay writing. The course

will cover topics from the colonial era and through the modern era, with the emphasis placed on America from 1880 forward. The course is designed to prepare students to take the AP US History exam in May.

Advanced Placement World History Modern

Full Year Course Grade: 10, 11, 12

Prerequisite: None Credits: 5

The purpose of the course is to develop a greater understanding of the evolution of global processes and contacts. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutional and technological precedents that, along with geography, set the human stage. Periodization forms an organizing principle for analyzing change. The course is designed to prepare students to take the AP World History: Modern exam in May.

Criminal Justice

Semester Course Grade: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

Criminal Justice combines the study of crime as a social phenomenon, of criminals, and of penal treatment, with the study of the laws that impact the criminal. Topics covered include types of crime, treatment and/or punishment of crime, the process by which evidence is gathered and analyzed, and the rights and privileges of the accused. A problem- and project-based instructional approach is utilized in order to provide students with an authentic experience regarding the processing of crimes and the role of the local police department.

Current Issues

Semester Course Grade: 10, 11, 12
Prerequisite: None Credits: 2.5

Current Issues is a dynamic and interactive course that explores pressing political, social, economic, and environmental challenges shaping our domestic and international communities today. Students will analyze and discuss contemporary events through multiple perspectives, fostering critical thinking and informed decision-making. The course fosters students' informational literacy skills, ability to engage in civil discussion, and collaborative problem-solving strategies to help them develop a deeper understanding of the complexities of modern society. By engaging with current events and trends, students will enhance their awareness of global and local issues, preparing them to be active, informed citizens in an ever-changing world.

Economics §

Semester Course Grade: 10, 11, 12
Prerequisite: None Credits: 2.5

Students in the Economics course study how society meets unlimited wants with limited resources and how the resulting goods and services are distributed. The curriculum includes a study of basic economic concepts such as scarcity, supply and demand, production costs, and market structures. As these concepts are studied, additional concepts will be applied to provide the student with a comprehensive

background in basic economic principles. Students will also be able to identify and interpret various economic models and graphs. Note: This course fulfills the 2.5 credit financial literacy graduation requirement.

Genealogy and Oral History

Semester Course Grades: 9, 10, 11, 12

Prerequisite: None Credits: 2.5

The "My Story, Our Story" course is a unique opportunity for students to explore their personal and collective history through genealogy databases and the development of an oral history collection. In the first part of the "My Story, Our Story" course, students learn about their own history by using genealogy databases to trace their ancestry (or that of a peer or faculty member) and present their findings in a comprehensive portfolio that can be shared with their immediate and extended family. During the second part of the course, students serve as novice historians to collect the narratives of different Cranfordians via interviews using podcasting equipment. The oral histories the students collect will be added to a digital database so they can be preserved for generations to come. The course culminates with an exhibition where the class collectively shares their findings with interviewees and other key stakeholders.



Holocaust and Genocide Studies

Semester Course Grade: 10, 11, 12
Prerequisite: None Credits: 2.5

Students in the Holocaust and Genocide Studies course, in compliance with the state mandate, gain a deeper appreciation and respect for people who are different from them. Comparisons of worldwide genocides will be traced throughout the 20th and 21st centuries with significant emphasis on the Holocaust. Students learn the foundation, occurrences, and consequences of the Holocaust and genocides throughout history. The curriculum includes psychological, literary, and artistic sources concerning social prejudice and its consequences. Guest speakers, and when possible, a field trip will be scheduled to provide students with additional insights into this era. This course is a dual enrollment course and may be eligible for college credit through Kean University.

Human Behavior

Semester Course Grade: 10, 11, 12
Prerequisite: None Credits: 2.5

Students in Human Behavior study behavior and mental processes in both humans and animals. The purpose of this course is to provide students with the foundational knowledge of the theoretical perspectives or "pillars" of psychology to examine case studies, research and themselves. Students apply the scientific method and research processes while engaging in their own psychological analyses. They will be able to identify theorists and noteworthy individuals as each perspective is uncovered and relate each to the overarching debate of nature vs. nurture influence. Students diagram the brain and discuss the layers and lobes in terms of human behavior and functioning. Personality theories will be put to the test (literally) as students use popular tests to evaluate the strengths and weaknesses of each approach. The semester course ends with the timely mental health and mindfulness topic to reduce stigma, while

shedding light on common misconceptions to bring about awareness in brave spaces of our classroom community and beyond.

Sociology

Semester Course Grade: 10, 11, 12
Prerequisite: None Credits: 2.5

Students in the Sociology course study how societies are organized and how members interact. Areas covered include culture, personality, social organizations, and social changes. Intergenerational studies are incorporated into the curriculum, which allows students to interact with local senior citizens and discover how people and society have changed over time. On a regular basis, students and senior citizens meet to discuss a variety of issues and topics, with students producing an analytical report as a culminating project. Related readings, resource personnel, and audio-visual materials reinforce the course objectives. Student involvement in class discussion is an integral part of the course.

United States History 1 CP

Full Year Course Grade: 9
Prerequisite: None Credits: 5

This course is a survey of American history from the age of discovery to the early twentieth century. The course addresses the major political, economic, and social events of the American past. Topics include the settlement and growth of colonial America, the struggle for independence, the creation of a federal system of government, the economic development of the new nation, the Civil War, Reconstruction and its aftermath, the development of cities, and the effects of westward expansion. Students will be expected to participate in class-discussion, keep organized and thoughtful notes, and demonstrate appropriate application of historical thinking skills for college preparation. This is the first half of a two-year sequence, which meets the New Jersey State requirement in United States History.

United States History 1 Honors

Full Year Course Grade: 9
Prerequisite: None Credits: 5

United States History 1 (Honors) traces early American history from its colonial origins to the late nineteenth century. An important concern of the course is how the interaction of Indigenous, European, and African cultures shaped the early United States. An introduction to historiography, as well as primary and secondary source analysis, represents the heart of the honors experience.

United States History 2 CP

Full Year Course Grade: 10
Prerequisite: U.S. History 1 CP Credits: 5

This course provides the second year sequence, which meets the New Jersey State requirement in United States History. It is a one-year survey of American history where students explore the events, people, and ideas that helped to shape our nation from the period of the Gilded Age through the postmodern era. Students serve as novice historians as they engage in historical inquiry and refine key skills necessary for success in the 21st century. In order to do so, the curriculum is designed around three central pillars: core

understandings that cut across eras, development of transferable skills, and connecting historical and current events.

United States History 2 Honors

Full Year Course Grade: 10
Prerequisite: U.S. History 1 CP/Honors Credits: 5

United States History II (Honors) examines American history from the Gilded Age to the present day. Students will examine defining events, essential historical actors, and dynamic social movements to assess the continuities and changes in our national narrative. Refining historiography skills, including primary and secondary source analysis, is a hallmark of the course. Students will be expected to complete complex analytical writing tasks, participate as active speakers and listeners, collaborate with peers, and practice key historical thinking skills in an effort to develop a comprehensive understanding of how our country's past has impacted our present circumstances.

World History CP

Full Year Course Grade: 11
Prerequisite: None Credits: 5

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. As such, the skills and content of the World History course encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life. Throughout the year, students serve as novice historians as they engage in historical inquiry through a global lens. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events. In each unit, students are presented with a key framework that can be applied to different case studies and allows them to analyze new information and comprehensively engage in comparative analysis.

Special Education.

The Special Education Program at Cranford High School continues to expand its services to meet the needs of our students. It is designed to serve students with disabilities and provide a continuum of programs and services in the least restrictive environment, as recommended in each student's Individual Education Program(IEP). It may include: a general education classroom with accommodations and modifications, a special education teacher serving in a consultative role to a core content endorsed teacher, co-teaching with a general education and special education teacher, or small group instruction with a special education teacher outside of the general education classroom.

Schedules for these students are developed by the student, parent, case manager, and school counselor to ensure the appropriate schedule of classes to meet these individual needs.

World Language Department

COURSE 1	COURSE 2	COURSE 3	COURSE 4	COURSE 5	COURSE 6
French 1	French 2	French 3	French 4	French 5 Honors or AP French	French 5 Honors or AP French
German 1	German 2	German 3	German 4	German 5 Honors or AP German	German 5 Honors or AP German
Japanese 1	Japanese 2	Japanese 3	Japanese 4	Japanese 5 Honors or AP Japanese	Japanese 5 Honors or AP Japanese
				Latin 5 Honors	AP Latin
Spanish 1	Spanish 2	Spanish 3	Spanish 4	Spanish 5 Honors or AP Spanish Language	AP Spanish Language / AP Spanish Literature

ADDITIONAL COURSES AFTER 2 YEARS OF SPANISH IN HIGH SCHOOL	
Medical Spanish	
Spanish Travel and Conversation	

SEAL OF BILITERACY:

The Seal of Biliteracy was an initiative started in California in 2008 to acknowledge and award hardworking bilingual and multilingual students. In 2011, it officially became legislation in California and now multiple states throughout the nation have implemented a statewide Seal of Biliteracy. On January 19, 2016, New Jersey became the 15th state to implement a legislated statewide Seal of Biliteracy. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, listen and write in two or more languages at a high level of proficiency. Please click the link above to learn more.

World Language Department

Our students live in a multilingual society; the ability to communicate effectively in more than one language and an understanding of other languages and cultures are vital to the success of our students. In the Cranford Public Schools World Languages program, students are supported in their second language learning beginning in elementary school where they start to understand the similarities and fundamental differences between the English and Spanish accent, pronunciation and language. By grade six, students select a full-time program where they may continue in their Spanish study or pursue French, German, or Japanese. Throughout their World Language experience in middle school, students increasingly reach higher levels of communicative proficiency to prepare for continued study in the Cranford High School World Languages program. Students engage in activities that promote their interpretive reading and listening, presentational writing and speaking and interpersonal communication skills in a second language through content rooted in the Advanced Placement (AP) Themes (Beauty and Aesthetics, Science and Technology, Personal and Public Identities, Families and Communities, Global Challenges. and Contemporary Life). At the high school, Novice levels through advanced levels of instruction are offered in four languages: French, German, Japanese, and Spanish. Customarily, students proceed through the levels in sequential order; non-sequential progression may be considered on an individual basis via administration of a placement test. Students are encouraged to continue in their language study throughout their high school career and are also invited to begin studying a second World Language to further develop their cultural understanding and enhance their linguistic abilities. Students who demonstrate proficiency in a second language in addition to English, may qualify for the New Jersey State Seal of Biliteracy and/or the Global Seal of Biliteracy. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, comprehend and write in two or more languages at a high level of proficiency. This honor is awarded during senior year to those who meet testing requirements

Advanced Placement French: Language and Culture Full Year Course Grade: 11, 12 Credits: 5

Prerequisite: CP French 4 or French 5H

The AP French Language and Culture course emphasizes Advanced levels of communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The AP curriculum includes practice in AP test-taking strategies as students who enroll in this course are expected to take the AP French Language and Culture course examination.

Advanced Placement German: Language and Culture

Full Year Course Credits: 5

Prerequisite: CP German 4 or German 5H

Grade: 12

The AP German Language and Culture course emphasizes Advanced levels of communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP German Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught exclusively in German. The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The AP curriculum includes practice in AP test-taking strategies as students who enroll in this course are expected to take the AP German Language and Culture examination.

Grade: 11, 12

Grade: 11, 12

Advanced Placement Japanese

Full Year Course Credits: 5

Prerequisite: CP Japanese 4 or Japanese 5H

The AP Japanese Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Japanese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Japanese. The course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of social, political, and educational issues (e.g., the role of religion in society, traditional versus modern gender roles), as well as more traditional topics (e.g., arts, customs, festivals, geography, and history). Throughout the course, students develop interpersonal skills that enable them to request and confirm the receipt of information, ask for and provide directions, and issue and respond to invitations. They also develop more cognitively challenging functional language skills, including the ability to compare phenomena, express opinions and preferences, and discuss life experiences. Additionally, students develop a command of a significant number of the most prevalent kanji characters used in Japanese writing. The AP curriculum includes practice in AP test-taking strategies as students who enroll in this course are expected to take the AP Japanese Language and Culture examination.

Advanced Placement Latin

Full Year Course Credits: 5

Prerequisite: CP Latin 4 or Latin 5H

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context. The AP curriculum includes practice in AP test-taking strategies as students in AP Latin are expected to take the AP examination.

Advanced Placement Spanish: Language and Culture

Full Year Course Credits: 5

Prerequisite: CP Spanish 4 or Spanish 5H

The AP Spanish Language and Culture course emphasizes Advanced levels of communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The AP curriculum includes practice in AP test-taking strategies as students who enroll in this course are expected to take the AP Spanish Language and Culture examination.

Grade: 11, 12

Advanced Placement Spanish: Literature

Full Year Course Grade: 11, 12
Prerequisite: CP Spanish 4 or Spanish 5H Credits: 5

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism). The AP curriculum includes practice in AP test-taking strategies as students who enroll in this course are expected to take the AP Spanish Literature and Culture examination.

French 1 CP Grade: 9, 10, 11, 12

Full Year Course Credits: 5

Prerequisite: None

In French 1CP, students develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis is placed on the most frequently used words in the target language, preparing students to become conversationally proficient. Instruction, provided in the target language with the goal of 90% immersion, includes exposure to new words and sentence structures. Special attention is paid to the use of tense to promote authentic communication. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life
- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Novice Low/Mid).

French 2 CP Grade: 9, 10, 11, 12

Full Year Course Credits: 5

Prerequisite: CP French 1 and/or

French teacher recommendation and/or World Language placement assessment

In French 2CP, students continue to develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis is placed on the most frequently used words in the target language, preparing students to become conversationally proficient. Special attention is paid to the use of various tenses used in situationally appropriate contexts to promote authentic communication. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life
- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Novice High).

French 3 CP

Full Year Course Grade: 9, 10, 11, 12

Prerequisite: CP French 2, and/or Credits: 5
French teacher recommendation and/or World Language placement assessment

In French 3CP, students continue to develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis continues to include exposure to and opportunities to engage in using the most frequently used words in the target language, in addition to more content-specific vocabulary related to the six AP Language and Culture themes. The goal of the course is not only to prepare students to become conversationally proficient, but to support them in developing communicative competence to reach Intermediate Low proficiency when interpreting what they hear and read, engage in conversation and when writing in the target language. Instruction, provided in the target language, includes exposure to new words and sentence structures. Special attention is paid to the use of tense to promote authentic communication and message accuracy. Global perspective is encouraged through exposure to the target

cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life
- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Intermediate Low).

French 4 CP Grade: 10, 11, 12

Full Year Course Credits: 5

Prerequisite: CP French 3, and/or

French teacher recommendation and/or World Language placement assessment

In the Level 4 World Language courses, students continue to develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis continues to include exposure to and opportunities to engage in content-specific vocabulary on varied topics related to the six AP Language and Culture themes. The goals of the course are 1- to prepare students to become conversationally proficient, 2-to support students in developing communicative competence to reach Intermediate Mid proficiency when interpreting what they hear and read, engage in conversation and when writing in the target language and 3-to pursue the Seal of Biliteracy (Intermediate Mid proficiency is required in all communicative areas for Seal attainment). Instruction, provided in the target language, includes exposure to new words, varied tenses and sentence structures. Special attention is paid to the use of tense to promote authentic communication and message accuracy. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life
- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Intermediate Mid).

French 5 Honors

Full Year Course

Grade: 11, 12

Credits: 5

Prerequisite: CP French 4, and/or

French teacher recommendation and/or World Language placement assessment

French 5H is a pre-Advanced Placement (AP) course extending the study of the AP themes and engaging in coursework in the AP tasks in preparing students for the AP French Language and Culture course and

exam. The French 5H student will explore the music, art, literature, and history of France and other Francophone countries. Reading material will come from a variety of sources including novels, short stories, plays, and current writings. Students will improve their oral and written expression through research on a variety of topics. The target language is used in class for all discussions and classroom interactions. Students are supported in developing communicative competence to reach and even exceed Intermediate Mid proficiency when interpreting what they hear and read, engage in conversation and when writing in the target language in preparation for pursuit of the Seal of Biliteracy (Intermediate Mid proficiency is required in all communicative areas for Seal attainment). Special attention is paid to the use of tense to encourage comprehension of what is read and heard and to promote authentic communication with message accuracy.

Grade: 9, 10, 11, 12

Full Year Course Credits: 5

Prerequisite: None

In German 1CP, students develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis is placed on the most frequently used words in the target language, preparing students to become conversationally proficient. Instruction, provided in the target language with the goal of 90% immersion, includes exposure to new words and sentence structures. Special attention is paid to the use of tense to promote authentic communication. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life
- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Novice Low/Mid).

German 2 CP Grade: 9, 10, 11, 12

Full Year Course Credits: 5

Prerequisite: CP German 1 and/or

German teacher recommendation and/or World Language placement assessment

In German 2CP, students continue to develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis is placed on the most frequently used words in the target language, preparing students to become conversationally proficient. Special attention is paid to the use of various tenses used in situationally appropriate contexts to promote authentic communication. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life

- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Novice High).

German 3 CP Grade: 9, 10, 11, 12

Full Year Course Credits: 5

Prerequisite: CP German 2 and/or

German teacher recommendations and/or World Language placement assessment

In German 3CP, students continue to develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis continues to include exposure to and opportunities to engage in using the most frequently used words in the target language, in addition to more content-specific vocabulary related to the six AP Language and Culture themes. The goal of the course is not only to prepare students to become conversationally proficient, but to support them in developing communicative competence to reach Intermediate Low proficiency when interpreting what they hear and read, engage in conversation and when writing in the target language. Instruction, provided in the target language, includes exposure to new words and sentence structures. Special attention is paid to the use of tense to promote authentic communication and message accuracy. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life
- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Intermediate Low).

German 4 CP Grade: 10, 11, 12

Full Year Course Credits: 5

Prerequisite: CP German 3 and/or

German teacher recommendation and/or World Language placement assessment

In this pre-AP course, students will explore the six themes of the Advanced Placement German Language and Culture curriculum. The objectives of CP German 4 are student achievement in interpretive, interpersonal and presentational communication. Students will research, discuss, and debate topics that will improve their understanding of current issues that affect German-speaking countries and the United States. The target language is used in the classroom to enhance the immersion experience of the students and to encourage Advanced levels of oral and written expression. Intermediate and Advanced levels of communicative proficiency are the instructional goal at this level. Students are supported in

developing communicative competence to reach Intermediate Mid proficiency when interpreting what they hear and read, engage in conversation and when writing in the target language in preparation for pursuit of the Seal of Biliteracy (Intermediate Mid proficiency is required in all communicative areas for Seal attainment). Special attention is paid to the use of tense to encourage comprehension of what is read and heard and to promote authentic communication with message accuracy.

Grade: 11, 12

Full Year Course Credits: 5

Prerequisite: CP German 4 and/or

German teacher recommendation and/or World Language placement assessment

German 5H students will explore the historical, cultural, and literary development of the German-speaking countries using current events, film, poetry and other written works. Topics of interest include music, art, current events, history, and literature. The target language is used in the classroom to enhance the immersion experience of the students and to encourage Intermediate and Advanced levels of oral and written proficiency. Students are supported in developing communicative competence to reach Intermediate Mid proficiency when interpreting what they hear and read, engage in conversation and when writing in the target language in preparation for pursuit of the Seal of Biliteracy (Intermediate Mid proficiency is required in all communicative areas for Seal attainment). Special attention is paid to the use of tense to encourage comprehension of what is read and heard and to promote authentic communication with message accuracy.

<u>Japanese 1 CP</u> Grade: 9, 10, 11, 12

Full Year Course Credits: 5

Prerequisite: None

In Japanese 1CP students develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis is placed on the most frequently used words in the target language, preparing students to become conversationally proficient. Instruction, provided in the target language with the goal of 90% immersion, includes exposure to new words and sentence structures. Special attention is paid to the use of tense to promote authentic communication. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Students will learn to read and write using Romaji, hiragana, katakana, and learn to recognize some Japanese characters (Kanji). Japanese word processing will be introduced. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life
- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Novice Low/Mid).

<u>Japanese 2 CP</u> Grade: 9, 10, 11, 12

Full Year Course Credits: 5

Prerequisite: CP Japanese 1 and/or Japanese teacher recommendation and/or World Language placement assessment

In Japanese 2CP, students continue to develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis is placed on the most frequently used words in the target language, preparing students to become conversationally proficient. Special attention is paid to the use of various tenses used in situationally appropriate contexts to promote authentic communication. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Students will continue in their study of Kanji as they learn how to write passages in proper Japanese essay format. Japanese word processing will continue to be implemented. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life
- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Novice High).

<u>Japanese 3 CP</u> Grade: 9, 10, 11, 12

Full Year Course Credits: 5

Prerequisite: CP Japanese 2 and/or Japanese teacher recommendation and/or World Language placement assessment

In Japanese 3CP, students continue to develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. In written expression, students will continue to expand their skills in writing and reading Japanese characters (Kanji) incorporating Japanese word processing. Emphasis continues to include exposure to and opportunities to engage in using the most frequently used words in the target language, in addition to more content-specific vocabulary related to the six AP Language and Culture themes. The goal of the course is not only to prepare students to become conversationally proficient, but to support them in developing communicative competence to reach Intermediate Low proficiency when interpreting what they hear and read, engage in conversation and when writing in the target language. Instruction, provided in the target language, includes exposure to new words and sentence structures. Special attention is paid to the use of tense to promote authentic communication and message accuracy. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life
- Personal and Public Identities

- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Intermediate Low).

The target language of Japanese is used in the classroom to provide an immersion experience. Japanese culture will be infused into the classroom experience and students will have the opportunity to realize and understand the role and importance of Japanese language learning in the context of the global world. Increased communicative proficiency continues to be the instructional goal at this level.

Japanese 4 CPGrade: 10, 11,12Full Year CourseCredits: 5

Prerequisite: CP Japanese 3 and/or Japanese teacher recommendation and/or World Language

placement assessment

The CP Japanese 4 student will further develop greater proficiency in recognizing, reading, and writing Kanji. Students will improve written and oral expression in an articulated program designed to review and advance knowledge of Japanese language and culture. The target language as well as authentic Japanese media will be used in the classroom to enhance the immersion experience of the students; computer-aided learning methods will also be employed. Upon completion of the course, student comprehension is expected to satisfy the Level N5 criteria of The Japanese Proficiency Examination (Nihongo Noryokushiken). Intermediate and Advanced levels of communicative proficiency are the instructional goals at this level. Students are supported in developing communicative competence to reach Intermediate Mid proficiency when interpreting what they hear and read, engage in conversation and when writing in the target language in preparation for pursuit of the Seal of Biliteracy (Intermediate Mid proficiency is required in all communicative areas for Seal attainment). Special attention is paid to the use of tense to encourage comprehension of what is read and heard and to promote authentic communication with message accuracy.

Japanese 5 HonorsGrades: 11, 12Full Year CourseCredits: 5

Prerequisite: CP Japanese 4 and/or Japanese teacher recommendation and/or World Language

placement assessment

The Japanese 5H student will explore the art, literature, and history of Japan. This will include the evolution of the Japanese written language. Reading material will come from a variety of sources including short stories, historical texts, and current writings. Students will improve their oral and written expression through research on a variety of topics. The target language is used in the classroom to enhance the immersion experience of the students and to encourage oral and written proficiency. Advanced communicative proficiency continues to serve as the instructional goal at this level. Elements of the Advanced Placement (AP curriculum will be incorporated and AP test taking strategies will be explored. Students are supported in developing communicative competence to reach and even exceed Intermediate Mid proficiency when interpreting what they hear and read, engage in conversation and when writing in the target language in preparation for pursuit of the NJ State Seal of Biliteracy (Intermediate Mid proficiency is required in all communicative areas for Seal attainment). Special

attention is paid to the use of tense to encourage comprehension of what is read and heard and to promote authentic communication with message accuracy.

Latin 5 HonorsGrades: 11, 12Full Year CourseCredits: 5

Prerequisite: CP Latin 4 and/or Latin teacher recommendation

A Survey of Prose and Poetry writing by Vergil, Pliny, Catullus, Horace and prose and poetry authors deemed meritable by College Board will further student understanding of and exposure to more complicated sentence structure to prepare students for the rigors of college level coursework and broaden their perspectives of Latin prose writers and poets. Students in Latin 5H will have the opportunity to compete in academic contests, attend lectures by Classics professors at the collegiate level and broaden their understanding of Latin recitation and public speaking.

Spanish 1 CP Grade: 9, 10, 11, 12

Full Year Course Credits: 5

Prerequisite: None

In Spanish 1CP, students develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis is placed on the most frequently used words in the target language, preparing students to become conversationally proficient. Instruction, provided in the target language with the goal of 90% immersion, includes exposure to new words and sentence structures. Special attention is paid to the use of tense to promote authentic communication. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life
- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Novice Low/Mid).

Spanish 2 CP Grade: 9, 10, 11, 12

Full Year Course Credits: 5

Prerequisite: CP Spanish 1, and/or

Spanish teacher recommendation and/or World Language placement assessment

In Spanish 2CP, students continue to develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis is placed on the most frequently used words in the target language, preparing students to become conversationally proficient. Special attention is paid to the use of various tenses used in situationally appropriate contexts to promote authentic communication. Global perspective is encouraged

through exposure to the target cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life
- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Novice High).

Spanish 3 CP Grade: 9, 10, 11, 12

Full Year Course Credits: 5

Prerequisite: CP Spanish 2, and/or

Spanish teacher recommendation and/or World Language placement assessment

In Spanish 3CP, students continue to develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis continues to include exposure to and opportunities to engage in using the most frequently used words in the target language, in addition to more content-specific vocabulary related to the six AP Language and Culture themes. The goal of the course is not only to prepare students to become conversationally proficient, but to support them in developing communicative competence to reach Intermediate Low proficiency when interpreting what they hear and read, engage in conversation and when writing in the target language. Instruction, provided in the target language, includes exposure to new words and sentence structures. Special attention is paid to the use of tense to promote authentic communication and message accuracy. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life
- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Intermediate Low).

Spanish 4 CP Grade: 10, 11, 12

Full Year Course Credits: 5

Prerequisite: CP Spanish 3, and/or

Spanish teacher recommendation and/or World Language placement assessment

In the Level 4 World Language courses, students continue to develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis continues to include exposure to and opportunities to engage in

content-specific vocabulary on varied topics related to the six AP Language and Culture themes. The goals of the course are 1- to prepare students to become conversationally proficient, 2-to support students in developing communicative competence to reach Intermediate Mid proficiency when interpreting what they hear and read, engage in conversation and when writing in the target language and 3-to pursue the Seal of Biliteracy (Intermediate Mid proficiency is required in all communicative areas for Seal attainment). Instruction, provided in the target language, includes exposure to new words, varied tenses and sentence structures. Special attention is paid to the use of tense to promote authentic communication and message accuracy. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge.

- Families and Communities
- Contemporary Life
- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Intermediate Mid).

Spanish 5 Honors Grade: 11, 12 **Full Year Course** Credits: 5

Prerequisite: CP Spanish 4, and/or

Spanish teacher recommendation and/or World Language placement assessment

The Spanish 5H is a pre-Advanced Placement (AP) course; students will read works which are part of the required readings for the Advanced Placement (AP) Spanish Literature Exam. While the AP Spanish Literature reading list will be completed over the course of two years in the Spanish 5 Honors and AP Spanish Literature courses, the course also serves as a springboard for development of linguistic skills for success in the AP Spanish Language course and exam. The target language is used in the classroom by students and their teacher as the primary mode of communication. Students are supported in developing communicative competence to reach Intermediate Mid proficiency when interpreting what they hear and read, engage in conversation and when writing in the target language in preparation for pursuit of the Seal of Biliteracy (Intermediate Mid proficiency is required in all communicative areas for Seal attainment). Special attention is paid to the use of tense to encourage comprehension of what is read and heard and to promote authentic communication with message accuracy.

Spanish Travel and Conversation

Grade: 11, 12 Semester Course Credits: 2.5

Prerequisite: two years of high school Spanish

The Travel and Conversation course serves as an elective option for junior and senior level students who have met the two-year language requirement for study of a World Language and wish to continue within the Spanish program outside of the chronological level sequence. This semester course is not sequential in preparation for additional years of study within the program. The goals for the course are: 1-to teach students how to communicate effectively when interacting with Spanish-speaking individuals in their

community and when traveling abroad to a Spanish speaking country and 2- to enhance oral and aural competency.

Medical SpanishGrade: 11, 12Semester CourseCredits: 2.5

Prerequisite: two years of high school Spanish

The Medical Spanish course serves as an elective option for junior and senior level students who have met the two-year language requirement for study of a World Language and wish to continue within the Spanish program outside of the chronological level sequence. This semester course is not sequential in preparation for additional years of study within the program. The goals for the course are: 1-to teach students how to communicate effectively when interacting with Spanish-speaking individuals in emergency medical situations and 2- to enhance oral and aural competency.