

# **Haddonfield Memorial High School**

## **2025-2026**

### **Program of Studies**



Photo Credit: Mr. Steven Fluharty  
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## REQUIRED SUBJECTS FOR GRADUATION

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

**All students must meet the following graduation requirements:**

<b>English</b>	4 years	20 credits
<b>21st Century Life and Careers</b>	1 year	5 credits
<b>Visual and Performing Arts</b>	1 year	5 credits
<b>Physical Education</b>	4 years	12 credits
<b>Health Education</b>	4 years	5 credits
<b>Mathematics</b>	3 years	15 credits
<b>Science (Biology, Chemistry, Physics/Environmental)</b>	3 years	17 credits
<b>U.S. History</b>	2 years	10 credits
<b>Global Issues</b>	1 year	5 credits
<b>Financial, Economic Business and Entrepreneurial Business Literacy</b>	½ year	2.5 credits
<b>World Language</b>	1 year	5 credits
<b>Electives</b>		19 credits
<b>Total Credits Required for Graduation</b>		120.5 credits

## REQUIRED TESTS FOR GRADUATION

Please [click here](#) to find the most up-to-date graduation requirements from the New Jersey Department of Education as of January 2024. These are subject to change.

## EARLY GRADUATION

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

- Four years of English (20 credits)
- One year of Global Issues (5 credits)
- Two years of United States History (10 credits)
- One year of World Language (5 credits)
- Three years of Mathematics (15 credits)
- Three years of Science, including one biology (17 credits)
- Physical Education, Health for each year in high school (17 credits)
- One year of Visual and/or Performing Arts (5 credits)
- One year of 21st Century Life and Careers (5 credits)
- Assessment Criteria established by the State of New Jersey Department of Education (See Required Tests for Graduation)
- One semester of Financial, Economic Business and Entrepreneurial Business Literacy (2.5 credits)
- A minimum of 120 credits, including the requirements listed above
- An 85 cumulative average at the end of the fifth semester
- Favorable recommendations from the student's academic teachers and counselor
- Approval of the principal

*\*It is imperative that students who wish to graduate early begin to plan as they enter high school. Students should communicate this desire to their counselor as soon as possible.\**

## ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

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

The Haddonfield Board of Education has adopted the following policy:

### A. NJSIAA Credit Requirements:

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

### B. HMHS Scholastic Achievement Requirements:

1. In order to retain eligibility, a student must maintain an overall scholastic average of 70 (C) during each of the four marking periods.
2. A student will be declared ineligible if he or she receives two or more grades below 60 during any marking period regardless of his/her total scholastic average.
3. A student may have eligibility reinstated by raising his/her overall scholastic average during the next reporting period to 70 while passing all but one course.

### C. Student Behavior Requirements:

The principal may deny eligibility to any student who has exhibited either chronic or serious misbehavior. A student who has earned fewer than 30 credits by June will be ineligible until the end of the first semester unless he/she attends summer school and earns enough credits to reach the necessary credit requirements prior to September.

## OPTION II

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

Students and Parents/Guardians should visit the [Option II link](#) on the Haddonfield Memorial HS website for details regarding the application process. As a reminder, no credit will be awarded through Option II unless the application is submitted and approved prior to the start of the program.

## ADVANCED PLACEMENT

Many students are interested in pursuing Advanced Placement study for college credit. Advanced Placement testing is offered by the College Board.

## COLLEGE ENTRANCE RECOMMENDATION

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

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

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

## PROCEDURE FOR COMPUTING WEIGHTED GRADE POINT AVERAGE

Policy
<p>Determine the <b><i>Weighted Grade</i></b> for a course by:</p> <ul style="list-style-type: none"> <li>• Adding 8 additional points to the final grade in an accelerated course</li> <li>• Adding 10 additional points to the final grade in an Advanced Placement course (student does not sit for exam)</li> <li>• Adding 12 additional points to the final grade in an Advanced Placement course (student sits for exam)</li> <li>• Using the final grade as the <b><i>Weighted Grade</i></b> in all other courses</li> <li>• Determine the <b><i>Quality Points</i></b> for each course by multiplying the <b><i>Weighted Grade</i></b> by the number of credits for a course</li> <li>• Use the sum of the <b><i>Quality Points</i></b> for all eligible courses to determine the <b><i>Total Quality Points</i></b></li> <li>• Divide the <b><i>Total Quality Points</i></b> by the number of credits attempted</li> </ul>

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

## CONCENTRATION OF STUDIES

**CONCENTRATION OF STUDIES MENTORSHIP PROGRAM** (Grades 10, 11, 12) This program offers HMHS juniors and seniors the opportunity to explore mentorships associated with a course of studies they wish to explore deeper. The program incorporates a prescribed selection of courses combined with Mentorship Seminars, group meetings, and set hours of mentorship. During the program, students are connected with a mentor and gain practical experience in a professional field of interest. The completion of the program and the area of focus are noted on student transcripts. The target total of credits for the concentration of studies is thirty, one-quarter of the minimum number required under New Jersey's graduation requirements. This target total should be made up of 20-25 credits of related coursework and 4-8 credits of professional mentorship. Mentorship credits are computed using the equivalency of one credit for every 25 hours of logged mentorship experience. Currently available concentrations of study include Allied Health, Art, Business, Engineering, Law & Society, and Media & Communications. Students interested in developing a personalized concentration should schedule a meeting with their school counselor and the Assistant Principal for Student Achievement.

<b>Law And Society</b>		<b>Allied Health</b>	
<b>Course Title</b>	<b>Credits</b>	<b>Course Title</b>	<b>Credits</b>
US History II	5	Accelerated Biology	7
AP US Government	5	AP Biology	7
AP European History <i>or</i>	5	Accelerated Anatomy & Physiology	5
AP World History		Foods and Nutrition I or II	2.5
CP Criminal Law <i>or</i>	2.5	Advanced Science Elective	2.5
CP Constitutional Law		Mentorship	6
CP Race, Class, & Gender	2.5		
Intro To Sociology <i>or</i>	2.5		
Journalism	2.5		
Mentorship	6		

## Course Selection

The course selection process informs the HMHS administration and counselors of the interests and desires of our students for the upcoming year. While every effort is made to accommodate these requests, please know that all electives are considered on a year-to-year basis. Please know that preference in the registration process starts with Grade 12, then Grade 11, then Grade 10, and finally Grade 9.

Final schedules will be available in August. After schedules are released, adjustments may be limited to fulfilling graduation requirements and level-changes. The deadline for changing a course selection is the last school day prior to the start of final exams for underclassmen. To meet NJSIAA eligibility requirements, students must pass 15 credits in the first semester to participate in spring sports and 30 credits for the year to participate in the next fall's athletic season.



### 2025 - 2026 COURSE OFFERINGS

<b><u>BUSINESS</u></b>	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Introduction to Business	X		X	X	X	X	5	2.5
Managing Personal Finances	X			X	X	X	5	2.5
Accounting I		X	X	X	X	X	5	5
Accounting II (Offered in 26-27)		X		X	X	X	5	5
Finance and Investing	X				X	X	5	2.5
International Business	X				X	X	5	2.5
AP Economics		X		X	X	X	5	5

<b><u>COMPUTER SCIENCE</u></b>	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
CP Computer Science (Math or 21st Century Life and Careers Credit)		X	X	X	X	X	5	5.0
AP Computer Science Principles (Math or 21st Century Life and Careers Credit) (*)		X	X	X	X	X	5	5.0
AP Computer Science A (Math or 21st Century Life and Careers Credit) (*)		X		X	X	X	5	5.0
Advanced Computer Science Applications I (*)		X			X	X	5	5.0
Advanced Computer Science Applications II (*)		X				X	5	5.0

(\*) Weighted Course

<b><u>ENGLISH</u></b>	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
CP English 9		X	X				6	6.0
Accelerated English 9 (*)		X	X				5	5.0
CP English 10		X		X			5	5.0
Accelerated English 10 (*)		X		X			5	5.0
CP English 11		X			X		5	5.0
Accelerated English 11 (*)		X			X		5	5.0
CP English 12		X				X	5	5.0
Accelerated English 12 (*)		X				X	5	5.0
English 9 (Resource Center)		X	X				6	6.0
English 10 (Resource Center)		X		X			5	5.0
English 11 (Resource Center)		X			X		5	5.0
English 12 (Resource Center)		X				X	5	5.0
Contemporary Novels (+++)	X					X	5	2.5
Greek Drama (++)	X					X	5	2.5

Shakespeare (++)	X					X	5	2.5
Women's Literature (+++)	X					X	5	2.5
AP English Lang & Comp (*)		X				X	5	5.0
AP English Literature (*)		X			X	X	5	5.0
AP Seminar (*) (+)		X		X	X		5	5.0
AP Research (*) (+)					X	X	5	5.0

(\*) Weighted Course

(+) Does not satisfy NJ graduation requirements in Social Studies

(++) Offered in odd years (2025-2026, 2027-2028)

(+++ Offered in even years ( 2026-2027, 2028-2029)

<u><b>MATHEMATICS</b></u>	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
CP Algebra I		X	X				5	5.0
Accelerated Algebra I (*)		X	X				5	5.0
CP Algebra II		X		X	X		5	5.0
Accelerated Algebra II (*)		X	X	X	X		5	5.0
Accelerated Geometry (*)		X	X	X			5	5.0
CP Geometry		X	X	X			5	5.0
Accelerated Precalculus (*)		X		X	X	X	5	5.0
CP Precalculus		X			X	X	5	5.0
Accelerated Calculus (*)		X				X	5	5.0
AP Calculus AB (*)		X			X	X	5	5.0
AP Calculus BC (*)		X			X	X	5	5.0
Multivariable Calculus (*)		X				X	5	5.0
AP Statistics (*)		X		X	X	X	5	5.0
Algebra I (Resource Center)		X	X				5	5.0
Geometry (Resource Center)		X		X			5	5.0
Algebra II (Resource Center)		X			X		5	5.0
College Math (Resource Center)		X				X	5	5.0
CP College Math		X				X	5	5.0

(\*) Weighted Course

<u><b>PHYSICAL EDUCATION</b></u>	Course Length		Grade(s) Offered				Periods Per Week	Credits
	Semester	Year	9	10	11	12		
Freshman Health (Quarterly Course)			X				4	1.25
Driver's Education (Quarterly Course)				X			4	1.25
Junior Health (Quarterly Course)					X		5	1.25
Senior Health (Quarterly Course)						X	5	1.25
Physical Education (Quarterly Course)		X	X	X	X	X	4	1.25
Dance I <sup>◊</sup>	X		X	X	X	X	4-5	2.0-2.5
Dance II <sup>◊</sup>		X		X	X	X	4-5	4.0-5.0

Dance Repertory & Composition <sup>◇</sup>		X		X	X	X	4-5	4.0-5.0
Dance Fitness	X			X	X	X	4-5	2.0-2.5
Power Yoga (Quarterly Course)			X	X	X	X	4	1.25

<sup>◇</sup> Can be taken for credit in Physical Education or Visual and Performing Arts

<u>21st CENTURY LIFE AND CAREERS ELECTIVES</u>	Course Length		Grade(s) Offered				Periods Per	
	Semester	Year	9	10	11	12	Week	Credits
American and International Cuisine	X		X	X	X	X	4-5	2.5
Foods & Nutrition I	X		X	X	X	X	4-5	2.5
Foods & Nutrition II	X		X	X	X	X	4-5	2.5
Introduction to Journalism	X		X	X	X	X	4-5	2.5
Yearbook	X	X	X	X	X	X	3-5	2.5-5
Design I	X		X	X	X	X	4-5	2.5
Digital I	X		X	X	X	X	4-5	2.5
Digital II	X		X	X	X	X	4-5	2.5
Graphics I	X		X	X	X	X	4-5	2.5
Graphics II	X		X	X	X	X	4-5	2.5
Commercial Art		X			X	X	5	5
Design for Marketing (Product Design)	X				X	X	5	2.5
Architectural Design	X				X	X	5	2.5
CP Computer Science		X	X	X	X	X	4-5	5
AP Computer Science Principles		X	X	X	X	X	5	5
Theatre I	X		X	X	X	X	5	2.5
Theatre II	X		X	X	X	X	5	2.5
Theatre Production & Design	X		X	X	X	X	5	2.5

<u>SCIENCE</u>	Course Length	Grade(s) Offered						
	Semester	Year	9	10	11	12	Periods/ Week	Credits
CP Biology		X	X				6	6.0
Accelerated Biology (*)		X	X				6	6.0
Biological Science (Resource Center)		X	X					6.0
CP Chemistry		X		X			6	6.0
Accelerated Chemistry (*)		X		X			6	6.0



Chemistry (Resource Center)		X		X			6	6.0
CP Environmental Science		X			X	X	6	6.0
Environmental Science (Resource Center)		X			X	X	6	6.0
CP Physics		X			X	X	6	6.0
Accelerated Physics (*)		X			X	X	6	6.0
CP Physics of Sports	X				X	X	5	2.5
CP Natural Disasters	X				X	X	5	2.5
Acc Anatomy & Physiology (*)		X			X	X	5	5.0
CP Forensics	X			X	X	X	5	2.5
CP Genetics	X			X	X	X	5	2.5
CP Engineering	X			X	X	X	5	2.5
CP Marine Science	X			X	X	X	5	2.5
AP Biology (*)		X		X	X	X	7	7.0
AP Chemistry (*)		X			X	X	7	7.0
AP Environmental Science (*)		X			X	X	7	7.0
AP Physics (*)		X			X	X	7	7.0
Lab Tech (**)					X	X		

(\*)Weighted Course

(\*\*) Course length and credit awarded will vary based on contact time. This is a non-graded course. This course is to be scheduled in consultation with the student's counselor and the Assistant Principal for Student Achievement.

SOCIAL STUDIES	Course Length		Grade(s) Offered				Periods per Week	Credits
	Semester	Year	9	10	11	12		
CP Global Issues		X	X				5	5.0
Accelerated Global Issues (*)		X	X				5	5.0
CP U.S. History I		X		X			5	5.0
Accelerated U.S. History I (*)		X		X			5	5.0
CP U.S. History II		X			X		5	5.0
AP U.S. History II (*)		X			X		5	5.0
Global Issues (Resource Center)		X	X				5	5.0
U.S. History I (Resource Center)		X		X	X		5	5.0
U.S. History II (Resource Center)		X		X	X		5	5.0
CP Constitutional Law (+)(+++)	X			X	X	X	5	2.5
CP Criminal Law (+)(++)	X			X	X	X	5	2.5
CP Economics (+)	X			X	X	X	5	2.5
CP Holocaust and Genocide (+)	X				X	X	5	2.5
CP Introduction to Psychology (+)	X			X	X	X	5	2.5
CP Becoming a Historian (+) (++)	X			X	X	X	5	2.5

CP Race, Class, and Gender (+) (+++)	X			X	X	X	5	2.5
CP Vietnam (+)	X			X	X	X	5	2.5
CP Psychology	X			X	X	X		
AP European History (*) (+) (++)		X			X	X	5	5.0
AP Human Geography (*) (+)		X		X	X	X	5	5.0
AP U.S. Government & Politics (*) (+)		X				X	5	5.0
AP World History (*) (+) (+++)		X			X	X	5	5.0
AP Psychology (+)		X			X	X	5	5.0

(\*) Weighted Course

(+) Does not satisfy NJ graduation requirements in Social Studies

(++) Offered in odd years (2025-2026, 2027-2028)

(+++ Offered in even years ( 2026-2027, 2028-2029)

<b>VISUAL &amp; PERFORMING ARTS ELECTIVES</b>	<b>Course Length</b>		<b>Grade(s) Offered</b>				<b>Periods Per Week</b>	<b>Credits</b>
	<b>Semester</b>	<b>Year</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>		
Creative Writing	X		X	X	X	X	5	2.5
Film As Art	X				X	X	5	2.5
Public Speaking	X		X	X	X	X	5	2.5
Dance I	X		X	X	X	X	4-5	2-2.5
Dance II		X	X	X	X	X	4-5	4-5
Dance Repertory and Composition		X		X	X	X	4-5	4-5
Theatre I	X		X	X	X	X	4-5	2.5
Theatre II	X		X	X	X	X	4-5	2.5
<b>ART</b>								
Art Survey	X		X	X	X	X	4-5	2.5
Exploration of Two-Dimensional Media	X		X	X	X	X	4-5	2.5
Exploration of Three-Dimensional Media	X		X	X	X	X	4-5	2.5
Ceramics	X		X	X	X	X	4-5	2.5
Art Major		X		X	X	X	5	5.0
AP Studio Art (*)		X			X	X	7	7.0
<b>MUSIC</b>								
Band		X	X	X	X	X	1-5	1-5
Orchestra		X	X	X	X	X	1-3	1-3
Chamber Choir		X	X	X	X	X	1	1.0
Concert Choir		X	X	X	X	X	1-4	1-4
Show Choir	X			X	X	X	1-5	2.5
Vocal Workshop	X		X	X	X	X	1-5	1-2.5
Renaissance To Rock: Genre Analysis	X		X	X	X	X	4-5	2.5
Music Production	X		X	X	X	X	4-5	2.5
Music Recording and Engineering	X		X	X	X	X	4-5	2.5
Music Theory	X		X	X	X	X	5	2.5
AP Music Theory (*) (+++)		X		X	X	X	5	5.0



## **COURSE DESCRIPTIONS**

### **BUSINESS**

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

**INTRODUCTION TO BUSINESS** (*Grades 9, 10, 11, 12*) - This course introduces students to the world of business. Topics covered include types of business ownership, marketing, accounting, human resources, management, finance, ethics, and economics. These concepts are presented through classroom discussion and project-based learning. Students considering business careers or college studies are encouraged to take this course. *Semester; 2.5 credits.*

**ACCOUNTING I** (*Grades 9, 10, 11, 12*) - Accounting I is an introduction to the theoretical structure of accounting and methods and procedures necessary to achieve effective financial reporting for the successful ongoing operation of a business. During this year-long class, students will learn the fundamentals of accounting using a sole proprietorship and corporation as a basis for study. Students will develop an understanding of the balance sheet, income statement, and statement of cash flows from recording and summarizing basic accounting transactions, preparing financial statements, payroll records, income tax forms through interpreting financial statements as part of the management decision-making process. *Full year; 5 credits. Fulfills personal finance requirement.*

**ACCOUNTING II** (*Grades 10, 11, 12*) - (Will be offered for the first time in 2025-2026) This course addresses the fundamental principles of cost and managerial accounting applied to manufacturing and service enterprises. Students will receive an introduction to cost behavior, managerial decision models, cost and budgetary planning and control, standard costing, analysis of variance, job order and process costing systems, cost allocation, and responsibility accounting. *Full year; 5 credits.*

**FINANCE AND INVESTING** (*Grades 11, 12*) - Investing is a study of the major types of investment securities and markets in which trades can be made. This course will address the mechanics of an investment, including basic analytical and valuation techniques for a stock, along with a survey of investing resources, terms, and descriptions. Upon completion of this course, students will be able to define the basic principles for creating a portfolio through understanding various types of investment vehicles. Students will apply this understanding to a global stock market competition and conduct deeper analysis of stocks, bonds, cryptocurrencies and real estate. *Semester; 2.5 credits. Fulfills personal finance requirement.*

**INTERNATIONAL BUSINESS** (*Grades 11, 12*) - America’s future is rooted in the global economy. This course provides students with a global perspective of economics, political structure and cultures, and will open your eyes concerning globalization’s impact on day-to-day living and personal finance. Cultural customs and traditions, trade, currency, business travel, geography, current events, international marketing, global issues, and career opportunities will be major topics of discussion. Areas to be covered include the awareness of the impact of International Business, communication strategies, environmental factors, ethics, finance, management practices, and import/export and balance of trade issues. Students will gain awareness

of the growing need for becoming active in a global business economy and secure a solid foundation for college courses in business and international studies. *Semester, 2.5 credits. Prerequisite: One business course.*

**AP ECONOMICS** (*Grades 11, 12*) - Advanced Placement Economics is designed to address both micro and macro-economics to prepare students to take one or both AP Exams. Microeconomics focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course will develop students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Macroeconomics addresses the principles that apply to an economic system as a whole with particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. *Full year, 5 credits. Fulfills personal finance requirement.*

## **COMPUTER SCIENCES**

**CP COMPUTER SCIENCE** (*Grades 9, 10, 11, 12*) — CP Computer Science consists of three units that span throughout the year. The first unit is a building block language where students acquire skills to think like a programmer. The second unit is focused on a typing language (Python or Java). In the second unit, projects will build on skills acquired in Unit 1 and challenge students to see how they can apply conceptual knowledge into other languages. The Third Unit will focus on robotics. Students will work with robotics in an effort to apply acquired CS skills. Students will learn that there is more to robotics than coding. *21st Century Life and Careers, Math Elective, Full year, 5 Credits*

**AP COMPUTER SCIENCE PRINCIPLES** (*Grades 9, 10, 11, 12*) AP Computer Science Principles introduces students to the central ideas of computer science, including the ideas and practices of computational thinking. The course invites students to understand how computing changes the world. This rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is broken up into the Seven Big Ideas of computing; Creativity, Abstraction, Data and Information, Algorithms, Programming, the Internet, and Global Impact. The course focuses on allowing the students to be creative in their problem solving skills as they are introduced to programming in Python. The course gives students the background and required thinking skills which are important in solving algorithms in upper level computer classes. Students will plan, design, and create a programming project as part of their AP Digital Portfolio Project. *Prerequisite: 90% or higher in the most recent accelerated Math, weighted class. (students that do not meet prerequisite should take CP Computer Science)*

**AP COMPUTER SCIENCE A** (*Grades 10, 11, 12*) — This course is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies, and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. *Prerequisites: 90% or higher in CP Computer Science OR 90% or higher in AP CS Principles, weighted class.*

**ADVANCED COMPUTER SCIENCE APPLICATIONS I** (*Grade 11, 12*) -- After completion of AP Computer Science A, students understand how to use programming languages. This course introduces students to new languages and shows that the conceptual pieces of Computer Science are applicable to all languages. The course will allow students to use and build on their current Computer Science skills to solve real-world problems through project-based learning. The first unit will have students make a function web application that solves an issue around school or the community. This will be the driver for the whole course as we learn how to use data science to address the problem and look for information in the data collected. Next, the students will bring the web application to the mobile world through an app. Finally, students will learn the basics of robotics and spend time each week designing a small scale robot that solves a function related to school or community. *Prerequisites: 90% or higher in AP Computer Science A with teacher recommendation, weighted class.*

**ADVANCED COMPUTER SCIENCE APPLICATIONS II** (*Grade 12*) – This course will create opportunities for driven, advanced students by introducing them to new languages and new applications of computer science. Students will continue to use computer science as a tool to solve real world problems in data science, robotics, science, mathematics, and other academic fields. As their skills grow, students will also take on more advanced projects and work on larger projects in teams as they would in a university or in the tech industry setting. *Prerequisites: 90% or higher in Advanced Computer Science Applications I with teacher recommendation, weighted class.*



**PREFACE:** Students learn best when they are able to make connections. Courses in the English Department always connect reading and writing and a student's experience and prior knowledge. These courses represent education for the 21<sup>st</sup> century. The objectives of the English program are designed to address the following four strands of literacy: reading, writing, listening, and speaking.

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

English 9 is an introduction to the Haddonfield Memorial High School language arts program as well as the reading and writing needs across the academic disciplines. Students read and respond to selected literature which introduces them to prototypes in all genres. Anchor texts include *The Catcher in the Rye* by JD Salinger, *William Shakespeare's Romeo and Juliet* or *Macbeth*, *To Kill a Mockingbird* by Harper Lee, Sandra Cisneros' *The House on Mango Street*, and a selection of short stories and non-fiction. Writing opportunities help students develop an individual repertoire of language arts skills. *Full year; Accelerated 5 credits, CP 6 credits with mandatory writing lab.*

**ACCELERATED or CP ENGLISH 10** – English 10 courses focus on World Literature and are offered on two levels: CP English 10 and Accelerated English 10. The two courses share a core of content and skills, but differ in degree of difficulty, concentration, and independent work required. Central works include *The Kite Runner* by Khaled Hosseini, *Things Fall Apart* by Chinua Achebe, and *Night* by Elie Wiesel. Accelerated English 10 is weighted.

English 10 provides the opportunity for students to examine texts and universal themes from world authors—both historical and contemporary. Students learn to read and analyze the meaning of the works and to explore and evaluate the crafting of prose, poetry, and non-fiction. Students learn to express themselves in diverse formats, including text analysis, narratives, research reports, and presentations while practicing writing and speaking with coherence and precision. *Full Year 5 credits.*

**ACCELERATED or CP ENGLISH 11** –English 11 courses focus on American Literature and are offered on two levels: CP English 11 and Accelerated English 11. The two courses share a core of content and skills, but differ in degree of difficulty, concentration, and independent work required. Major works include *A Raisin in the Sun* by Lorraine Hansberry, *The Great Gatsby* by F. Scott Fitzgerald, and *Death of a Salesman* or *The Crucible* by Arthur Miller. Accelerated English 11 is weighted. 5 credits. *Full Year 5 credits.*

**ACCELERATED or CP ENGLISH 12** –This course provides a survey of great British literature, contemporary as well as classical, and includes *Beowulf* and works by Chaucer, Shakespeare (*Hamlet*), Orwell, Huxley. Students are expected to analyze literature with sophistication and appreciation. CP English 12 culminates with the Senior Project, which includes a variety of interdisciplinary readings, interviews, and written assignments that students share in both a formal paper and a final presentation.

In principle and practice, Accelerated English 12 will function as an intermediate option between College Placement English 12 and the school's Advanced Placement options in English/Language Arts. In Accelerated English 12, students may expect a more rigorous scholarship than CP English 12 without all the demands of an AP-level course. *Full year; 5 credits.*

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

**ENGLISH 10 (Resource Replacement)** – This class provides the opportunity for students to examine texts and

universal themes from world authors—both historical and contemporary. Some of the literature read during the year includes *The Things They Carried*, *Night*, and *A Doll's House*. Students learn to read and analyze the meaning of the works and to explore and evaluate the crafting of prose, poetry, and non-fiction. Students extend their writing skills through writing essays and narrative pieces and learn to share their ideas and findings through class presentations. *Class size is limited and by selection only. Full year, 5 credits.*

**ENGLISH 11 (Resource Replacement)** – This course explores a variety of American literary forms. Building on skills developed in English 10, this course focuses on reading and analytic writing skills. Some of the literature read during the year is *Into the Wild*, and *The Great Gatsby* as well as poems and essays of American authors. Analytical writing is emphasized. *Class size is limited and by selection only. Full year, 5 credits.*

**ENGLISH 12 (Resource Replacement)** – The course provides a survey of British and European literature, including contemporary as well as classical. Some of the literature read during the year includes *Brave New World*, *Beowulf*, *1984*, *Hamlet*. Students are expected to analyze literature with sophistication and appreciation. Continued emphasis is placed on developing writing. *Class size is limited and by selection only. Full year, 5 credits.*

**CREATIVE WRITING (Grade 9-12)** - This course will allow students to improve their writing skills by exploring a variety of writing styles, including (but not limited to) short stories (both fiction and non-fiction), plays, and poetry. Students will read and analyze a variety of published works, focusing on literary techniques. By the end of the semester, each student will have created a portfolio showcasing their best writing from the course. *Semester, 2.5 credits. Fulfills Visual/Performing Art.*

**CONTEMPORARY NOVELS (Grade 12)** – The course examines contemporary novels along with basic literary theories. The first part of the class is dedicated to group study of teacher-chosen novels. In the second part of the class, students create their own course of study using lists of current fiction best sellers of literary merit and a teacher-provided list of other novels of note. The course periodically employs a “book club” format of discussion in order to provide students with a model of what literacy looks like outside a formal classroom setting. Students take turns holding responsibility for planning and facilitating these discussions. *Semester, 2.5 credits. Offered alternate years, next 2026-2027.*

**GREEK DRAMA (Grade 12)** – This literature and discussion course is devoted to the major works of Greek drama. Students study selected plays of Sophocles and Euripides and the Greek gods, goddesses, heroes, and myths. Particular attention to staging, Athenian politics, and the modern interpretations of the text are addressed. *Semester, 2.5 credits. Offered alternate years, next 2025-2026*

**SHAKESPEARE (Grade 12)** – This literature and discussion course is devoted to the life and works of William Shakespeare. Tragedies, comedies, and histories are studied both within the context of English Renaissance culture and for the timeless, universal appeal of the stories. The plays are reviewed via a range of media: text, film, audio recording, and possible live performance. *Semester, 2.5 credits. Offered alternate years, next 2025-2026*

**WOMEN'S LITERATURE (Grade 12)** - Women's Literature is a course intended for twelfth-grade students interested in analyzing literature by women writers as a vehicle to acquire not only literary analysis skills but also tools for self-discovery. The course is designed to challenge students to uncover author intention and reader interaction. Students interact with the text through reading, reflecting, analyzing, and creating. *Semester, 2.5 credits. Offered alternate years, next 2026-2027.*

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

documentation. *Full year, 5 credits, weighted class.*

**ADVANCED PLACEMENT ENGLISH LITERATURE** (*Grade 11, 12*) - This course is intended for the student who has displayed a serious interest and superior performance in English during the first two years in high school. Major authors to be studied include Shakespeare, Morrison, Conrad, Dostoevsky, Austen, Ellison, McCarthy. Students use assignments and classroom discussion to clarify their close reading of both prose and poetry. Students are encouraged to take the Advanced Placement English exam in May. Class size is limited and by selection only. *Full year, 5 credits, weighted class.*

**ADVANCED PLACEMENT SEMINAR** (*Grade 10 and 11*) - Students will investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Using an inquiry framework, students practice reading and analyzing articles, research studies and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts and personal accounts; and experiencing artistic works and performances. The course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

From January through April, students work on essays and presentations which are submitted directly to the College Board and count towards students' AP score; the Seminar teacher may not give direct feedback on these tasks, so students must be willing to read, research, write, and keep track of their progress independently. Since some of these tasks require group work, students must understand that their efforts affect not only their own AP Score, but also those of their classmates. As a result, students who do not fully participate in those aspects of the curriculum may be removed from the course at the discretion of the teacher and administration.

This course is the first level of the two-year Advanced Placement Capstone Program. *Full year, 5 credits, weighted class does not fulfill English graduation requirements.*

**ADVANCED PLACEMENT RESEARCH** (*Grade 11 and 12*) - In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words on a topic of their choice and a presentation with an oral defense.

This course is the second level of the two-year Advanced Placement Capstone Program. *Full year, 5 credits, weighted class and does not fulfill English grading requirements.*

# **MATHEMATICS**

## **SEQUENCE OF MATHEMATICS COURSES**

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

### **Haddonfield School District**

#### **Grade 5-12 Math Sequence**

Grade 12	College Math	CP College Math	CP Precalculus	Accelerated Calculus	Accelerated Precalculus	AP Calculus AB/BC	Accelerated Calculus	AP Calculus AB/BC	Multivariable Calculus
Grade 11	Algebra II	CP Algebra II		CP Precalculus	Accelerated Algebra II	Accelerated Precalculus	CP Precalculus	Accelerated Precalculus	AP Calculus BC
Grade 10	Geometry	CP Geometry*		CP Algebra II*	Accelerated Geometry*	Accelerated Algebra II*	CP Algebra II	Accelerated Algebra II	Accelerated Precalculus
Grade 9	Algebra I	CP Algebra I			Accelerated Algebra I		CP Geometry	Accelerated Geometry*	Accelerated Algebra II*
Grade 8	8th Grade Math (Pre-Algebra)						Accelerated Algebra I		
Grade 7	7th Grade Math						Accelerated 7th Grade Math		
Grade 6	6th Grade Math						Accelerated 6th Grade Math		
Grade 5	5th Grade Math								

\* In some cases, a student may take Geometry and Algebra II concurrently.

**Additional math course offered:** AP Statistics (11-12)

**Computer science courses offered:** CP Computer Science (9-12), AP Computer Science Principles (9-12), AP Computer Science A (10-12), Advanced Computer Science Applications I (11) & II (12)

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

**ACCELERATED or CP ALGEBRA II** – This course continues the development of functions and equations, systems of equations and inequalities, and exponents. New concepts such as logarithms, trigonometry, and polynomials are included. This course could be taken concurrently with Geometry for students who wish to accelerate their program. *Full year, 5 credits.*

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

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

**CP PRECALCULUS** - This course begins with a thorough review of the analytic geometry and advanced algebra

topics and techniques required for the remainder of the course. Then, after covering the trigonometry of circles and triangles, students will take an introductory level look at topics from precalculus including exponents, logarithms, functions and composition, complex numbers, sequences, series, and probability. The goal of this course is to prepare students to select a full precalculus course at the college level.

**CP COLLEGE MATH** - The main goal of College Math is to promote mathematical literacy among students. Students will have the opportunity to build on their knowledge from Algebra II preparing them for the Accuplacer Exam in the spring while honing skills necessary for continued studies. The course is designed to advance and apply previous learned mathematical concepts to real-life application problems. Topics of study include: operations with fractions, ratios and proportional reasoning, equations, inequalities, exponents and polynomials. *Full year, 5 credits.*

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

**ADVANCED PLACEMENT CALCULUS AB** – The course provides students with the understanding and skills needed to be successful on the Advanced Placement Calculus exam, AB level. This course is equivalent to a one-semester Calculus I class at the college level. Students should have completed the Accelerated Precalculus course with at least 90 for the final average, have that teacher's recommendation, have at least an 90 average for their three years in the accelerated program at HMHS, and have completed the AP application. *Full year, 5 credits, weighted class.*

**ADVANCED PLACEMENT CALCULUS BC** – The course provides students with the understanding and skills needed to be successful on the Advanced Placement Calculus exam, BC level. This course is equivalent to two semesters of college Calculus (I & II). Students should have completed the Accelerated Precalculus course with a minimum of a 90 for the final average, have that teacher's recommendation, have at least a 90 average for their three years in the accelerated program at HMHS, and have completed the AP application. *Full year, 5 credits, weighted class.*

**MULTIVARIABLE CALCULUS** – The course provides students with the knowledge of the third semester of college calculus. Topics covered include: functions of several variables, multiple integration, vector analysis, first-order and higher order differential equations & modeling, series solutions of linear equations, systems of linear first-order differential equations, and numerical solutions of ordinary differential equations. Students should have completed the AP Calculus BC course with a minimum of a 93 for the final average and have that teacher's recommendation. *Full year, 5 credits, AP weighted class.*

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

**ALGEBRA I (Resource Replacement)** – This course provides the opportunities for students to develop mathematical concepts in a variety of applications. The emphasis is on the use of algebraic equations to model real data and solve problems. The focus is predominantly on linear situations with introductions quadratic functions. Students develop the ability to manipulate algebraic expressions and solve linear equations. *Class size is limited and by selection only. Full year, 5 credits.*

**GEOMETRY (Resource Replacement)** – This course introduces the concepts of Euclidean geometry with a focus on writing two-column proofs, application of polygonal properties, and utilizing geometric formulas to solve a variety of problems. *Class size is limited and by selection only. Full year, 5 credits.*

**ALGEBRA II (Resource Replacement)** – This course continues the development of functions and equations, systems of equations and inequalities, and exponents. New concepts such as logarithms,

trigonometry, and polynomials are included. *Class size is limited and by selection only. Full year, 5 credits.*

**COLLEGE MATH (Resource Replacement)** - This course continues the fundamentals of Algebra II while also preparing students for a basic college math course. It is recommended that students take this course following Algebra II. *Class size is limited and by selection only. Full year, 5 credits.*



## **PHYSICAL EDUCATION**

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

### **HEALTH EDUCATION**

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

**POWER YOGA** (Grades 9-12) – Power Yoga is a vigorous yoga practice that focuses on a Vinyasa Yoga and internal body heat. Expect a flow style practice with a different mix of poses each time. There is an emphasis on movement coordinated with Ujjayi breathing. Power Yoga practice has been shown to increase the range of motion in joints, help you improve muscle tone, develop core strength, improve posture, as well as improve lung capacity. Yoga practice emphasizes deepening and lengthening of your breath. This stimulates the relaxation response, the opposite of the fight-or flight adrenaline boost of the stress response. As a result, students develop coping mechanisms and help alleviate stress in their daily life. This course can be substituted for Physical Education; however, students must fulfill health education requirements. *Quarter (5 periods/wk.) course, 1.25 credits.*

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

**DANCE II** (Grades 9, 10, 11, 12) Intermediate /Advanced Levels – Dance 2 is designed to explore dance technique. Students receive technical training in Ballet, Modern and Contemporary. Students have the option of exploring Jazz, African, or Hip hop. Students also create movement studies and perform in Winter and Spring Dance Concerts. Classes are designed to build the strength, flexibility, endurance, and the control necessary for performance; consequently, physical fitness is encouraged and practiced. Students with some dance experience may enroll in Dance II without taking Dance 1. *This course may be substituted for Physical Education or students may take Dance II as Visual and Performing Arts credit. Prerequisites: Dance 1 or instructor approval Full year, 4 - 5 credits.*

**DANCE REPERTORY AND COMPOSITION** (Grades 10, 11, 12) Intermediate / Advanced Levels – This course is split between Dance Repertory and Dance Composition. In Dance Repertory the dancers learn the history, watch, and perform pieces that are taken from several well-known company works such as; *The Waltz of the Snowflakes* from The Royal Ballet's "The Nutcracker" and *Wade in the Water* from Alvin Ailey's "Revelations". The second half of this course is Dance Composition which teaches the basics of choreography. Students explore the methods of choreography and get an opportunity to choreograph and display their own works in the Winter and Spring Dance Concerts. *This course may be substituted for Physical Education or students may take the course as Visual and Performing Arts credit. Four-Five days per week. Full year, 4-5 credits.*

## **21ST CENTURY LIFE AND CAREERS ELECTIVES**

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

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

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

**DESIGN I** (*Grades 9, 10, 11, 12*) In this introductory-level class, students will be introduced to a myriad of hand-building techniques and materials to incorporate design thinking, prototyping, and technology into one experience. Students will be introduced to 2-Dimensional and 3-Dimensional design concepts and programs. Some basic photoshop skills will be incorporated as well as 3D modeling software. Students enrolled in this class may earn *Visual and Performing Arts OR 21st Century Life and Careers credit. Semester; 2.5 credits.*

**DIGITAL I** (*Grades 9, 10, 11, 12*) This course instructs students in basic digital photography concepts and skills. Students are instructed in the following areas: operating a digital camera and scanning, retouching, duplicating and manipulating photographic images, adding text, and using special effects filters. Students learn to import, sort, file, and save digital photos into individual and class network folders. The main programs used are Adobe Photoshop and Adobe Lightroom. Students enrolled in this class may earn *Visual and Performing Arts OR 21st Century Life and Careers credit. Semester; 2.5 credits.*

**DIGITAL II** (*Grades 9, 10, 11, 12*) This course will be a continuation of skills but add components to the narrative incorporating Adobe Spark, Adobe Premiere Pro, and Adobe After Effects. The purpose and focus is on digital storytelling. Analyzing the what, how, and why photos and/or videos have an impact. The course will also challenge students to apply these skills to 21st-century careers and life. Students enrolled in this class may earn *Visual and Performing Arts OR 21st Century Life and Careers credit. Semester; 2.5 credits..*

**GRAPHICS I** (*Grades 9, 10, 11, 12*) - In this introductory course, students will be introduced to Adobe Photoshop and Illustrator as means to discuss composition, typography color theory, and the principles of design. Students will be prompted to create their own graphics for a wide variety of design prompts, from logos and branding media to posters and infographics for education and inspiration. Career discussions will include the importance of these skills for non-design professionals and how graphic design impacts all facets of life. Students enrolled in this class may earn *Visual and Performing Arts OR 21st Century Life and Careers credit. Semester; 2.5 credits.*

**GRAPHICS II** (*Grades 9, 10, 11, 12*) - Students will discuss real-life applications of graphics and their use, digital citizenship, copyright infringement, and how graphics impact the world and cultural literacy. Students will continue to expand the knowledge of Photoshop and Illustrator that started in Graphics 1 and use these skills to acquire skills in Adobe XD and Dreamweaver for UX/UI (User Experience and User Interface). These experiences include app and web design using coding generated from applications. A continuation of the discovery of color typography and composition and how it impacts screen-based design will be the focus. *Visual and Performing Arts OR 21st Century Life and Careers credit. Semester; 2.5 credits.*

**ARCHITECTURAL DESIGN** (*Grades 11, 12*) - students will explore and understand the impact of design on the built environment of their local and global communities and investigate the concepts and uses of design thinking to solve a universal problem. As students investigate architectural and interior design concepts, sustainability and adaptive reuse will be part of the conversation. *Visual and Performing Arts OR 21st Century Life and Careers credit. Semester, 2.5 credits.*

**PRODUCT DESIGN** (*Grades 11, 12*) - students will explore and understand how products and packages are designed for a local and global community using design thinking to solve a universal problem. Students will explore how the packaging impacts a product's branding and marketing and combine digital designs with the physical construction of prototypes. *Visual and Performing Arts OR 21st Century Life and Careers credit. Semester, 2.5 credits.*

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

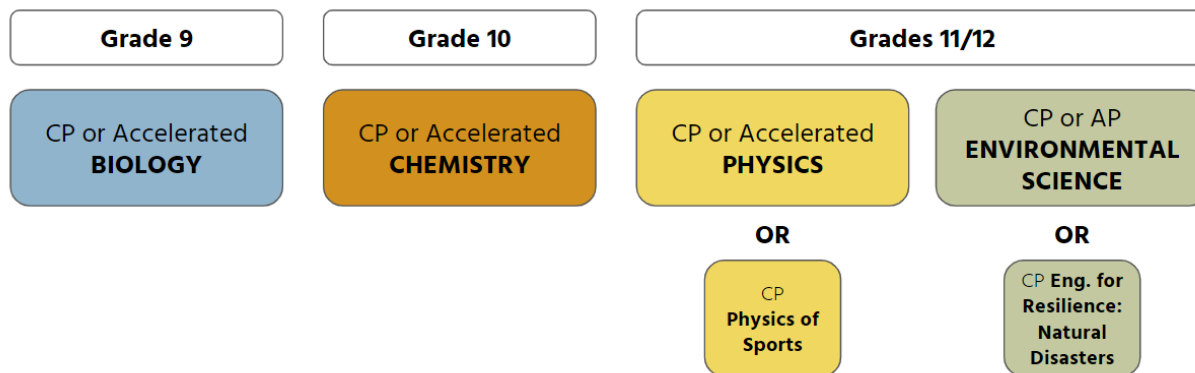
**FOODS & NUTRITION I** (*Grades 9, 10, 11, 12*) – This course provides a solid background in nutrition through a review of the food pyramid and study of the six major nutrient groups, their sources and functions. Students learn which nutrients each food group provides, what those nutrients do for the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

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

## SCIENCE

### SEQUENCE OF SCIENCE COURSES

The science department attempts to provide instruction in a broad range of scientific disciplines at a various levels of student interest and ability. Beginning with the Class of 2027, every student must take one year of biology, one year of chemistry, and at least one physics course and one environmental science course (either of which may be a semester course).



**CP BIOLOGY** (*Grade 9*) – This full-year course in introductory biology is a college-preparatory level laboratory course, with high expectations for class participation, consistent homework completion, and good study habits. Course material is related to everyday phenomena, presented through the basic themes of life science. Topics include scientific method, characteristics of life, photosynthesis & cell respiration, populations, communities, ecosystems & ecology, human interaction in the biosphere, biochemistry, cell structure & function, cell division, molecular biology, genetics, human heredity, natural selection, evolution, and classification. This course is designed to address the New Jersey Student Learning Standards (NGSS). *Full year, 6 credits.*

**ACCELERATED BIOLOGY** (*Grade 9*) - This full-year course is an intensified introduction to biology. Students in this course are expected to work and investigate concepts independently, perform thorough data analysis, and demonstrate an outstanding work ethic. Topics explored include biochemistry, cell biology, metabolism, genetics, evolution, and ecology. Data analysis and concept applications are made through investigative laboratory activities that are experienced throughout the year. This course is designed to cover and expand upon the New Jersey Student Learning Standards (NGSS). *Full year, 6 credits, weighted class.*

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

**ACCELERATED CHEMISTRY** (*Grade 10*) – This year-long course is designed for those students who successfully completed Accelerated Biology and intend to pursue high-level careers in science, healthcare, and related fields. The basic goals of this course are (1) students will learn the facts, formulas, and principles that compose a standard high school chemistry curriculum, (2) students will understand the basic concepts underlying the facts, formulas, and principles, and (3) students will develop critical-thinking and problem-solving skills to use in not only chemistry but, by extension, everyday life. Laboratory investigations are an important part of this course. Students are expected to have demonstrated the ability to excel in accelerated science courses, and to be competent in using algebra. This course is designed to cover and expand upon the New Jersey Student Learning Standards (NGSS). *Full year, 6 credits, weighted class.*

**BIOLOGICAL SCIENCE (Resource Replacement)** (*Grade 9*) – In this full-year introductory course, material is related to everyday phenomena, presented through the themes of life science. Topics include scientific method,

characteristics of life, photosynthesis, cell energy, ecosystems, ecology, cell biology, cell division, genetics, human heredity, natural selection, and evolution. Critical thinking skills and connections to real world applications are stressed within the guidelines of the New Jersey Student Learning Standards (NGSS). *Class size is limited and by selection only. Full year; 6 credits.*

**CHEMISTRY (Resource Replacement) (Grade 10)** – This is a first-year laboratory based high school chemistry course. The course introduces multiple topics encountered in a college-level general chemistry course. The course provides familiarity with/and expectations of lab safety principles. Qualitative and quantitative analysis of data are introduced. Critical thinking skills and connections to real world applications are stressed within the guidelines of the New Jersey Student Learning Standards (NGSS). *Class size is limited and by selection only. Full year; 6 credits.*

**ENVIRONMENTAL SCIENCE (Resource Replacement) (Grades 11, 12)** – This is a year-long laboratory based high school environmental science class. The class covers general ecology principles over the first half of the course including biodiversity, terrestrial ecosystems, aquatic ecosystems and community interactions. The second half of the course introduces global environmental issues such as water and air pollution, climate change and energy resource management. Field studies in Cooper River Park, Brigantine Nature Preserve, and the Delaware Bay Shore support the topics studied. *Class size is limited and by selection only. Full year; 6 credits.*

**CP PHYSICS (Grades 11, 12)** – This year-long inquiry-based lab science is designed as a thorough introduction to physics for juniors and seniors. Topics to be studied include kinematics, classical mechanics, and an introduction to electricity and magnetism. There is a focus on the relationship between these concepts and the practical application of mathematics to solve problems based on the concepts covered. Each unit of study includes labs that allow students to investigate the concepts in an interactive manner and reinforce the importance of preparing a scientific report. This course is designed to address the New Jersey Student Learning Standards (NGSS). *Full year; 6 credits.*

**ACCELERATED PHYSICS (Grades 11, 12)** – This year-long inquiry-based lab science is designed as a thorough introduction to physics for juniors and seniors. This algebra based physics class is a prerequisite for students who wish to continue their physics education with AP Physics. Topics to be studied include kinematics, classical mechanics, and an introduction to electricity and magnetism. There is a focus on the relationship between these concepts and the practical application of mathematics to solve in-depth problems based on the concepts covered. Each unit of study includes labs that allow students to investigate the concepts in an interactive manner. This course is designed to cover and expand upon the New Jersey Student Learning Standards (NGSS). *Full year; 6 credits, weighted class.*

**CP PHYSICS OF SPORTS (Grades 11, 12)** – This half-year course will examine the fundamental concepts of physics through the context of various sports and related sports technology. Students will explore topics such as motion, forces, energy, and waves, all while relating them to athletic performance and equipment. Hands-on labs and projects will enhance understanding and engagement. *Semester; 2.5 credits, prerequisite biology and chemistry.*

**CP ENGINEERING FOR RESILIENCE: NATURAL DISASTERS (Grades 11, 12)** – This course explores the science of natural disasters, climate change impacts, and engineering solutions for disaster resilience. Students will study extreme weather events, geological hazards, and climate patterns while learning how engineering approaches can reduce vulnerability and enhance adaptation. Through case studies, data analysis, and hands-on projects, students will examine disaster prediction, preparedness, and recovery strategies. The course emphasizes understanding both the physical processes driving natural disasters and the technical solutions needed to protect communities in an era of increasing climate risks. *Semester; 2.5 credits prerequisite biology and chemistry.*

**ACCELERATED ANATOMY & PHYSIOLOGY (Grades 11, 12)** – This year-long accelerated course serves as an introduction to the Anatomy and Physiology of the major organ systems that make up the human body. It includes an overview of all eleven major systems, the importance of homeostasis, and an introduction to the terminology and methods used in the field of anatomy and physiology. Topics studied include: the microscopic examination of Tissues, the Nervous System including brain function and human behavior, the Digestive System including food and nutrition, the Urinary System, the importance of hormones and the Endocrine System, the Respiratory System and lung function, Blood composition, the Cardiovascular System including blood flow through the heart, the Lymphatic System and Immunity, Muscular System anatomy and physiology, the Skeletal System, and the role of the

Integumentary System. Diseases that result from abnormal functioning of these systems will be emphasized including lifestyle changes that could help prevent disease. Laboratory experiences will include the dissection of various organs and organisms, measuring lung function with spirometry, the use of the stethoscope, and measuring blood pressure. Career information will be an integral part of the curriculum. *Full year, 5 credits, weighted class.*

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

**CP FORENSICS** (*Grades 10, 11, 12*) – Crime Scene Investigation (CSI) and Forensic Science are two important fields in law enforcement. In this class, students will use evidence and deductive reasoning to narrow down a list of suspects. Students will also learn about many different types of physical evidence as well as procedures for evidence documentation and collection. Each type of physical evidence will be a separate unit and include; fingerprints, blood spatter and blood type, hair and fibers, trace evidence, and ballistic evidence. Within each unit we will also discuss procedures for proper evidence documentation and collection of that specific evidence. Additionally we examine the evidence that has been used at trial, discuss confirmation bias, and profile serial killers. *Semester, 2.5 credits.*

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

**CP ENGINEERING** (*Grades 10, 11, 12*) – CP Engineering is a course designed to teach students about the many different fields available in engineering, as well as introduce them to the general design process common to many of these fields. Students learn basic engineering drafting techniques for creating and presenting their design ideas. They also have the opportunity to work with a team to collaborate on the construction, testing and redesign of several projects throughout the semester. This course emphasizes the reiterative design process and allows students to learn through their experiences how to improve upon their original design. Guest lecturers also come to speak to the students about the various specialties in the field of engineering. *Semester, 2.5 credits.*

**CP MARINE SCIENCE** (*Grades 10, 11, 12*) - This semester course is designed for those students who have successfully completed one year of chemistry and one year of biology and are interested in applying that knowledge to marine ecosystems. Emphasis will be placed on biology, ecology, stresses of living in these harsh environments, and marine fishes. Fish morphology will include dissections of both bony and cartilaginous fishes. Atmosphere, geology, and environmental chemistry will also be discussed. Students will also examine interactions and interdependence of organisms in ecosystems ranging from seagrass beds to the deep sea, as well as human impacts on the health of the oceans. *Semester, 2.5 credits.*

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

**ADVANCED PLACEMENT CHEMISTRY** (*Grades 11, 12*) – This second-year course in chemistry is the equivalent of a two-semester college-level introductory chemistry course. It is designed for students who have successfully completed Accelerated Chemistry. The course is challenging, and it is intended for dedicated students with a strong interest in the subject. The general topics covered include structure of matter, states of matter,



reactions (including stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry. The course includes a significant amount of both classroom and laboratory work. *Full year, 7 credits, weighted class.*

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

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

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

## **SOCIAL STUDIES**

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

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

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

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

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

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

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

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

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

**CP CONSTITUTIONAL LAW** (Grades 10, 11, 12) - This is a semester course that serves as an introduction to the study of constitutional law, the Bill of Rights, and important 1<sup>st</sup>- Amendment issues facing Americans today. Topics of study include but are not limited to freedom of speech, obscenity, censorship, defamation, commercial speech, symbolic speech, freedom of the press, the 1<sup>st</sup> Amendment in public schools, freedom of religion, the right to privacy, reproductive rights, and discrimination based on race, national origin, citizenship status, gender, sexual orientation, age, and disability. A strong emphasis on case studies and a focus on current news items are an integral part of the course. *Semester, 2.5 credits. Course offered alternating years--Offered in 2026-2027*

**CP CRIMINAL LAW** (Grades 10, 11, 12) - This is a semester-long elective course open to juniors and seniors that allows students to gain an introduction to the study of criminal law and criminal justice and the problems posed in the 21<sup>st</sup> century. Topics to be addressed include the nature and causes of crime in America; crimes against the person; crimes against property; defenses; the criminal justice process – including criminal investigations, pretrial proceedings, trial procedures, sentencing, and corrections; the juvenile justice system; and civil rights protections for both criminals and victims. *Semester, 2.5 credits. Course offered alternating years--Offered next in 2025-2026*

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

**CP HOLOCAUST AND GENOCIDE** (Grades 11, 12) – This semester course principally examines one of the most significant and unique events in human history: the Holocaust perpetrated by the Nazis against the Jews of Europe. Students explore the unique religious and cultural identity of the Jewish people and the rise of Anti-Semitism in Christian civilization. Students examine the rise of Hitler and the Nazis and life inside the Third Reich. Other twentieth-century genocides are examined including those in Armenia, Cambodia, Rwanda, Bosnia and Darfur. Students grapple with the deepest questions of human nature and human values in this elective. Various films, documentaries, and personal testimonies are viewed in class and ***students should be aware of the sobering and disturbing nature of the course content.*** The study of Holocaust and Genocide reminds everyone that becoming more human is the most important skill that can be learned. *Semester, 2.5 credits.*

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

**CP RACE, CLASS, AND GENDER** (Grades 10, 11, 12) - This is designed to examine some of the major problems American society is facing regarding racial, economic, and gender relations. Topics like race in the media, economics and race, gender discrimination, and sexual violence in America are discussed. The course is presented primarily in seminar format and is steeped in class discussion, reading, and in the writing of position papers. Students read essays by leading scholars in the fields of race, economics, and women's studies. *Semester, 2.5 credits. Course offered alternating years--Offered next in 2026-2027.*

**CP BECOMING A HISTORIAN: DOING HISTORY AT THE LOCAL LEVEL (Grades 10,11,12)-** The course is being offered to provide students with an opportunity to learn more about the town of Haddonfield through various research methods and opportunities. The course will work closely with the Historical Society of Haddonfield, the Public Library, and other local archives to research and write about local historical people and events. The course will incorporate hands-on archival experience with instructor-led research of scholarly, newspapers, and genealogical databases to better understand the history of Haddonfield. *Semester, 2.5 credits. Course offered alternating years--Offered next in 2025-2026.*

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

**ADVANCED PLACEMENT EUROPEAN HISTORY (Grades 11, 12) –** Advanced Placement European History covers Europe's political, social, economic, and cultural evolution from 1300 to today. In addition to a college-level textbook, the students utilize supplementary works. A book review, research paper, and several historical essays are required. The course prepares students to take the AP European History test in May, if they are so inclined. *Prerequisite: One year of U.S. History and application process, Full year, 5 credits, weighted class. Course offered alternating years. 2025-2026*

**ADVANCED PLACEMENT HUMAN GEOGRAPHY (Grades 10, 11, 12) –** This course introduces students to the processes and patterns that have shaped human understanding, use and alteration of the Earth's surface. Students learn to understand, evaluate and utilize spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. Current real world issues such as population, human migration, economics, political organization of space, urban land use and agriculture are examined in a variety of ways. Through case study, inquiry, research projects and comparative analysis students will gain valuable knowledge about the human species' place in both time and space. *Full year, 5 credits, weighted class.*

**ADVANCED PLACEMENT PSYCHOLOGY (Grades 11, 12)-** This course introduces the systematic and scientific study of the behavior and mental process of human beings and other animals. Included is a consideration of the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. *Full year, 5 credits, weighted class.*

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

**ADVANCED PLACEMENT WORLD HISTORY (Grades 11, 12) -** The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This class approaches history in a nontraditional way in that it looks at the common threads of humanity over time – trade, religion, politics, society, the arts, and technology – and students investigate how these things have changed and continued over time in different places. This course emphasizes happenings from 600 CE to the present day with balanced global coverage of Africa, the Americas, Asia, and Europe. Students refine their analytical abilities and critical-thinking skills in order to understand the historical and geographical context, make comparisons across cultures, use documents and other primary sources, and recognize and discuss different interpretations and historical frameworks. This course prepares students to take the AP test in World History in May. *Full year, 5 credits, weighted class. Course offered alternating years. 2026-2027.*

## **STUDY/VOCATIONAL SKILLS**

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

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

## **VISUAL AND PERFORMING ARTS ELECTIVES**

**CREATIVE WRITING** (*Grades 9, 10, 11, 12*) – This course will allow students to improve their writing skills by exploring a variety of writing styles, including (but not limited to) short stories (both fiction and non-fiction), plays, and poetry. Students will read and analyze a variety of published works, focusing on literary techniques. By the end of the semester, each student will have created a portfolio showcasing their best writing from the course. *Semester; 2.5 credits.*

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

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

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

**THEATRE ARTS I** (*Grades 9, 10, 11, 12*) - This course will serve as an introduction to the world of theatre. Students will learn the fundamentals of performance and basic techniques to promote the healthy, effective, and expressive use of the voice and body. Exercises will emphasize spontaneity, listening skills, trust, and ensemble building. Students will also learn basic stagecraft techniques in scenery, lighting, and sound. Throughout the course, students will explore the historical and cultural contexts of theatre from Ancient Greece to the Renaissance. *Prerequisites: None. Semester; 2.5 credits.*

**THEATRE ARTS II** (*Grades 9, 10, 11, 12*) - Building upon the foundation of Theatre Arts I, students will continue to explore the use of their voices and bodies to portray physically and emotionally invested characters whose actions are justified by the text and/or situation. Students will explore characterization through puppetry and monologues. They will continue their study of stagecraft with techniques in costuming and makeup. Students will work in groups to devise and produce short, original productions. Throughout the course, students will explore the historical and cultural contexts of theatre through 19th- and 20th-century drama. *Prerequisites: Theatre Arts I. Semester; 2.5 credits.*

**THEATRE PRODUCTION & DESIGN I and II** (*Grades 9, 10, 11, 12*) - Students will explore how the cultural

and literary contexts of work can be expressed through the process of design. A major focus will be on the expression of an artistic vision informed by script analysis and research. Students will develop skills in stagecraft and theatre safety while learning how to execute designs. They will learn and practice various techniques in scenery, lighting, sound, properties, costuming, makeup, stage management, and marketing. *Prerequisites: None. Semester; 2.5 credits. Visual and Performing Arts OR 21st Century Life and Careers*

## **ART**

### **Introductory Courses**

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

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

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

**EXPLORATION OF THREE-DIMENSIONAL MEDIA** (*Grades 9, 10, 11, 12*) – This course concentrates on the development and production of three-dimensional objects in the form of sculpture. Media include but are not limited to clay, plastic and recycled materials, wire, and paper. Experiences are offered to teach the fundamentals of working with these materials. *Prerequisite: Art Survey, Semester, 2.5 credits.*

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

### **ADVANCED COURSES**

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

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

## ***MUSIC***

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

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

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

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

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

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

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

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

**MUSIC RECORDING & ENGINEERING** (*Grades 9, 10, 11, 12*) – This is an elective that allows music and non-



traditional music students to obtain credit for Visual and Performing Arts or 21st Century Life and Careers elective. Basic recording techniques, GarageBand, LogicPro are some of the programs used to record music and dialogue, create music, and edit/alter video footage. Music reading is not a requisite to take this course. *Semester; 2.5 credits.* Visual and Performing Arts or 21st Century Life and Careers Credit.

**MUSIC PRODUCTION** (*Grades 9, 10, 11, 12*) - Music Production takes the basics of Music Recording and Engineering to the next level. After learning the basic applications of a DAW, students will learn intermediate and advanced techniques of Audio Editing, MIDI music creation and production, and music mastering. In addition, students will learn techniques used in Live Sound Engineering. *Prerequisite: Music Recording & Engineering.* Visual and Performing Arts or 21st Century Life and Careers Credit.

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

**ADVANCED PLACEMENT MUSIC THEORY** (*Grades 9, 10, 11, 12*) – AP Music Theory is designed to be a challenging course for the serious music student. Admission to the class is based upon a student's successful completion of a pretest, demonstrating ability to fluently read and write musical notation, and competence in voice or on an instrument. The major topics covered in this class include intervals, scales, keys, chords, meter, rhythm, figured bass, functional harmony in four-voice texture, modulation, phrase structure, and musical form. Emphasis is on melodic, rhythmic, and harmonic dictation; analysis of written scores; and sight singing. Students are strongly encouraged to take the Advanced Placement Music Theory exam in May. Course meets five days a week. *Prerequisite: Music Theory; Full year; 5 credits, weighted class. Course offered alternating years. Next offered 2024-2025, 2026-2027, 2028-2029.*

**INSTRUMENTAL MUSIC LAB** (*Grades 9, 10, 11, 12*) - Instrumental Music Lab is a course designed to introduce music performance techniques to students who play any kind of musical instrument. Students will learn basic pop music chord structures, and ensemble rehearsal dynamics and methods. Musicians of all genres, instruments and backgrounds are welcomed. Visual and Performing Arts Credit.

**ADVANCED INSTRUMENTAL MUSIC LAB** (*Grades 9, 10, 11, 12*) - Advanced Instrumental Music Lab is a one semester course designed to help instrumental musicians excel in the area of instrumental music. Students will work independently and as a group in applying music theory and instrumental technique to achieve a higher level of playing proficiency. This course is ideal for instrumental musicians who are interested in pursuing music in college, or auditioning for a regional or state level ensemble. *Semester; 2.5 credits*

## MUSIC SPECIALIZATION COURSE SEQUENCE

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

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

**Requirements:**

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

## EXTRA-CURRICULAR ACTIVITIES

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

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

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

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

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

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

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

## **WORLD LANGUAGES**

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

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

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

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

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

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

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

**ADVANCED PLACEMENT GERMAN** (*Grades 11, 12*) - This undergraduate level course models its curriculum

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

**SPANISH I** (Grades 9, 10, 11, 12) – This exciting beginning course offers students the opportunity to grasp the pronunciation and structure of the Spanish language. Communication skills are emphasized through real life situations and the practice of language patterns. An extensive tape program accompanies the textbook and allows for additional practice of audio-lingual skills. Students are also introduced to Hispanic music, foods, art, geography and influence in the US. By the end of Spanish I, students will have mastered many grammatical concepts with an emphasis on the present tense, and will have acquired significant vocabulary to use in real life situations such as buying a ticket, shopping for clothes and school supplies, describing a home and family, etc. *Full year, 5 credits. 8th grade students indicating a desire to retake Spanish I can only do so if their previous final average in the course was below an 85%.*

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

**GENERAL SPANISH II** (Grades 10, 11) - This class is designed to reinforce Spanish I skills and expand on the study of the culture. *Class size is limited and by selection only. Full year, 5 credits.*

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

**ACC. SPANISH IV** (Grades 11, 12) – This is a fourth-year course designed for students who wish to concentrate on improving their pronunciation, vocabulary, and communicative skills. Students explore the Spanish and Latino short story, present skits and speeches, investigate current issues, discuss excerpts from magazine and newspaper articles, write about a myriad of topics, and immerse themselves in the culture through music, art, and literature. *Full year, 5 credits, weighted class.*

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

**AMERICAN SIGN LANGUAGE I** (Grades 9,10, 11) - Students are introduced to the basic knowledge of American Sign Language (ASL) and the Deaf culture. Students develop basic skills in vocabulary and grammar to meet communication needs. Emphasis is placed on acquisition of both comprehension and expressive skills via signing in front of their class, with a partner, in a small group and in large group participation. *Full year, 5 credits.*

**AMERICAN SIGN LANGUAGE II** (Grades 10-12) – Students in American Sign Language II (ASLII) continue to

develop vocabulary and grammar skills in order to meet communication needs. Deaf culture and community are further emphasized. Participation in real world communication is encouraged through opportunities such as visits to a Deaf school, Deaf guest speakers and attendance at Deaf community events. Students sign in front of their peers, as well as one-on-one with their teacher. *Prerequisite: American Sign Language 1 with a grade of "C" or better. Full year, 5 credits.*

**AMERICAN SIGN LANGUAGE III** (*Grades 10-12*) –Students in American Sign Language II (ASLII) continue to develop vocabulary and grammar skills in order to meet communication needs. Deaf culture and community are further emphasized. Participation in real world communication is encouraged through opportunities such as visits to a Deaf school, Deaf guest speakers and attendance at Deaf community events. Students sign in front of their peers, as well as one-on-one with their teacher. *Prerequisite: American Sign Language 1 with a grade of "C" or better. Full year, 5 credits. (This course will only run if sections permit.)*

#### **COURSES NOT RUNNING based on low enrollment '25-'26**

**Game Design**  
**Intro to Sociology**  
**Commercial Art**  
**Astronomy**  
**Music Theatre Performance**  
**Musical Theatre as Drama**  
**Dance Fitness**  
**Art History and Visual Culture**