

DELRAN HIGH SCHOOL



PROGRAM OF STUDIES

2021-2022

50 Hartford Road

Delran, NJ 08075

(856) 461-6100

www.delranschools.org

CEEB Code: 310-264

Board of Education

Mr. Glenn Kitley, President	Mr. Joseph Biluck, Jr., Vice President
Mrs. Mary Melvin	Mrs. Amy Rafanello
Mrs. Eileen Wachter	Mr. John Brophy
Mr. Mark Chierici	Mr. Mark Oberg
TBA	

District Administration

Dr. Brian Brotschul	Superintendent of Schools
Ms. Cande Kristoff	Business Administrator/Board Secretary
Dr. Lisa Della Vecchia	Director of Student Services
Mrs. Christine DeSimone	Director of Curriculum and Instruction
Mr. Joel Deanley	District Technology Coordinator

High School Administration

Mr. Daniel S. Finkle	Principal
Mr. Brian M. Stolarick	Assistant Principal (A-Li)
Dr. Danielle R. Bowen	Assistant Principal (Lj-Z)

Content Supervisors

Mrs. Eileen Baker	English/World Language/ESL
Mrs. Valerie Bowers	Special Education
Mrs. Erica DeMichele	Science/Engineering/Technology
Mr. Anthony Guidotti	Health & Physical Education
Mrs. Mary Jo Hutchinson	Mathematics/Business Technology
Mr. Matthew Ordog	Social Studies/Arts

High School Counseling Staff

Ms. Justine Carey	A-Di
Mrs. Laura Foster	Dj-Li
Mr. Joseph Zobel	Lj-Ro
Mr. Brian Croly	Rp-Z

Table of Contents

Principal's Message	3
Graduation Requirements	4
Our Philosophy	5
Our Curriculum	5
College Entrance Requirements	6
National Honor Society	6
College Accelerated Program (CAP)	7
Course Selections	9
Program Planning	9
Academic Policies	10
Final Grade Calculations	10
Grade Point Average (GPA) and Class Rank	11
Grade Point Average (weighted)	11
Weighted GPA Index	12
Weighted GPA Calculation	13
Honor Roll	13
Credit Recovery and College Courses	14
Schedule Changes	14
Schedule Change Calendar	15
Guidance and School Counseling Services	16
Four-Year Summary Worksheet	17
NCAA Eligibility Requirements	18
Co-Curricular Eligibility	19
Athletic Eligibility	19
Course Descriptions	20
 <u>Courses of Study</u>	
Art	21
Business Technology	26
English	32
Family and Consumer Science	41
Health & Physical Education	42
Mathematics	43
Music	51
Science	56
Social Studies	66
Technology Education	74
World Language	76
Co-Op Marketing/Tomorrow's Teachers/Senior Option/Study Hall	81

Daniel S. Finkle
Principal

Danielle R. Bowen
Assistant Principal

Brian M. Stolarick
Assistant Principal



DELTRAN HIGH SCHOOL
50 Hartford Road
Delran, NJ 08075

Telephone: 856-461-6100
Fax: 856-764-6177

January 2021

Dear Students and Parents:

It gives me great pleasure to present the 2021-2022 Program of Studies. The Supervisors, Teachers, School Counselors, and Assistant Principals have all collaborated in the development of this resource to ensure that you have all of the required information for program planning and scheduling. High school graduation requirements, as well as information regarding college and career preparatory programs, are outlined for you. A four-year planning tool is also included to assist you in the course selection process. New courses are denoted with an asterisk (*) and are highlighted in red for online viewing. Courses that are eligible for college credit through the CAP Program are denoted with the following symbol: §. Please understand that CAP courses can be withdrawn from consideration at the discretion of the secondary institution.

The nature of our world and its economy require that students prepare themselves to become informed citizens and contributors to a global society. The program choices you make now enhance the number of postsecondary training and career options available to you as you further your education beyond high school. Your school counselor will be an integral partner in assisting you in developing your program plan. **Please read the introductory pages of the guide thoroughly prior to making course selections as many changes have been made this year.** As you are aware, you may select the desired level of courses, provided that you have met the **prerequisites** and have given careful consideration to your current level of performance and teacher recommendations as predictors of your future success in a higher-level course. Should you wish to take a higher-level course, a **Scheduling Waiver Form** must be completed and submitted to the Main Office by **March 15, 2021**. There are **NO EXCEPTIONS** for late waivers. We have also included flowcharts for your reference. Though the charts are a suggested sequence of courses, students are certainly able to move levels within each course as long as prerequisites have been met. Our science classes only list math prerequisites as the flow charts list the science courses that must be completed before enrolling in the next sequential course.

Once your courses have been selected and verified in early April, there will be NO course changes until schedules are distributed. Please do not schedule any course on a “tryout” basis, thinking that you can simply change it at a later date since there may not be room in other courses, and **we will not overload classes to accommodate your change.** I encourage you to make informed course choices to ensure that you will be able to maintain your desired level of performance. There is no guarantee that desired classes and electives can be retained should you require a level change due to a performance issue once the school year has started.

While colleges and universities place great emphasis on taking advanced level courses, it is equally important that you develop a well-rounded program that not only addresses academic rigor, but also enables you to have a balanced, healthy lifestyle. All students at DHS will be scheduled for eight class periods and one lunch period to refresh, relax, and socialize with classmates. Make realistic choices and follow your passion for learning.

It is my sincere hope that you will enjoy the upcoming school year! Please take advantage of all the programs, resources, and support that we have in place for you.

With Bear Pride and Spirit,
Daniel S. Finkle
Principal

GRADUATION REQUIREMENTS

1. Students must meet all of the following minimum requirements as prescribed by the State of New Jersey (N.J.A.C. 6A:8-5).

Subject Area	Years Required	Credits
Language Arts Literacy	4	A minimum of 20 credits in Language Arts Literacy
Mathematics	3	A minimum of 15 credits in Mathematics, including Algebra I and Geometry or the content equivalent, and a third year of math that builds on the concepts and skills of Algebra and Geometry and prepares students for college and 21 st century careers.
Social Studies	3	A minimum of 15 credits in Social Studies, including one course in World History and two courses in US History.
Science	3	A minimum of 15 credits including at least 5 credits in Laboratory Biology/Life Science or the content equivalent; an additional laboratory/inquiry-based science course including Chemistry, Environmental Science, or Physics; and a third laboratory/inquiry-based science course.
Health and Physical Education	4	Successful completion of a full-year course of study in Health and Physical Education for every year of high school attendance.
Financial, Economic Business, and Entrepreneurial Literacy	½	A minimum of 2.5 credits.
Visual and Performing Arts	1	A minimum of 5 credits in Visual or Performing Arts.
World Languages	1	A minimum of 5 credits or student demonstration of proficiency.
Technological Literacy	-	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum.
21 st Century Life and Careers, or Career-Technical Education (Business, Technology, and Family & Consumer Science)	1	A minimum of 5 credits in 21 st Century Life and Careers, or Career-Technical Education.
Community Service	1	15 hours of Community Service is to be completed during US History II.

2. Students must satisfy the state proficiency testing requirements. The following link [Graduation Testing](#) specifies requirements for each graduating class through 2022. In addition, all Juniors are required to take the New Jersey comprehensive Science Assessment(NJSLA-S). As of the publishing date of this document, no final decision has been made with regards to the Graduation testing requirements for the classes of 2023 and beyond.
3. Students must accumulate at least 130 credits.
4. Students must have satisfactory attendance according to the school's attendance policy.

OUR PHILOSOPHY

Delran High School, an inclusive learning community, provides educational opportunities for intellectual development, while valuing the importance of cultural diversity and tradition.

We believe:

- that Delran High School will be a supportive and safe school environment where all students can pursue academic, social, artistic and athletic interests.
- that all students will develop the skills needed to solve problems, think critically, communicate effectively, exhibit appropriate social behavior, maintain a state of mental and physical well-being, and to be personally accountable.
- that all students will be given the opportunities to understand the interrelationship between fine, performing, and practical arts and traditional academic areas.
- that all students will have the confidence to apply the latest technology to all their endeavors.
- that education will take place inside and outside of our classrooms and that both are integral to a balanced and rich educational experience.

We will accomplish this through an inclusive and rigorous curriculum as well as a complete program of co-curricular activities.

OUR CURRICULUM

As today's society becomes more complex, the demands placed upon schools to educate young adults to take their rightful place in society become equally as complex. This complexity is mirrored in the rigorous and relevant curricular offerings that have been developed for Delran High School. In addition to preparing for education or employment beyond high school, each student has individual desires and goals. Because each of you has individual interests, a variety of courses has been developed to assist you in examining these interests. Take advantage of the curricular offerings not only to pursue your goals, but also to broaden your background and explore new and different ideas and concepts.

As a student at Delran High School, you should be aware that prospective employers and college admissions directors look at your total educational record, including your scholastic achievement, attendance records, and your participation in co-curricular offerings.

COLLEGE ENTRANCE REQUIREMENTS

Entrance requirements vary greatly among colleges and universities. **It is imperative to become familiar with the specific requirements for individual schools.** In general, four-year institutions require a **minimum** of 16 academic units including:

- 4 years of English
- 3 years of Social Studies (History)
- 3 years of Laboratory Science
- 3-4 years of Mathematics (CP level and above)
- 2 consecutive years of a World Language
- 3 years of Academic Electives

Students who have specific goals should concentrate on taking courses in specific areas of interest during their high school career. For example, a student who is planning a career in science should take the maximum number of science courses. When making decisions about courses, college requirements and expectations, and career goals, school counselors, teachers, and parents have valuable insight into the process. Students are encouraged to listen to what they have to say, but also trust their own instincts.

In general, four-year institutions require the SAT or ACT. Many selective schools require between one to three SAT Subject Tests. **Students should check with the specific schools to find out their requirements.**

- A. **PSAT/NMSQT** - The PSAT/NMSQT is the qualifying exam for the National Merit Corporation scholarships and awards for juniors (scores obtained during the junior year will be used to qualify). The test measures verbal, written and mathematical abilities that are important for academic success in college. DHS offers the PSAT each October at no cost to all sophomores and juniors.
- B. **SAT** - The SAT Reasoning Test measures mathematical, writing and critical reading abilities during a single 3:45 session. The individual Subject Tests measure ability in specific subject areas and are one hour in duration. More information can be found at www.collegeboard.com.
- C. **ACT** - The American College Testing Program (ACT) is a series of four tests in English, Mathematics, Social Sciences, and Natural Sciences. The test is accepted in place of the SAT at most colleges and universities. Registration information is available in the counseling office or at www.act.org.

In addition, DHS offers the **ASVAB** (Armed Services Vocational Aptitude Battery) for those students interested in joining the military, or to satisfy the graduation testing requirement.

NATIONAL HONOR SOCIETY

The National Honor Society is an organization of students who demonstrate the highest level of character, service, leadership, and scholarship at Delran High School. In the junior or senior year, students who have obtained a cumulative weighted GPA of 4.80 (rounded to the hundredths place) will be invited to apply. Once a student has applied for membership, the Faculty Council, made up of five (5) teachers, will review all applications focusing on an exemplary discipline record, participation in various service projects and activities, and leadership positions held in school and community organizations. Students inducted must maintain these high standards to continue membership in the Delran Chapter of the National Honor Society.

COLLEGE ACCELERATED PROGRAM

Delran High School, in partnership with Rowan College at Burlington County (RCBC) and Stockton University, offers students taking selected courses an opportunity to earn both high school and college credit.

Students selecting to take the CAP courses have the opportunity to earn high school credit, as well as college credit. These courses are taught during the regular school day by members of the Delran High School staff, who are also certified as Adjunct Professors. Students who would like to receive college credits will be required to complete the RCBC or Stockton registration process and pay the tuition. This process will be explained in more detail during the first weeks of the course.

It is recommended that you research the policies of any private or out-of-state colleges you are considering to find out their position regarding transfer credits. As per New Jersey Statute 18A:61-C-8, all public New Jersey higher education institutions may accept credits earned for college courses taken under articulation agreements between district Boards of Education and New Jersey colleges and universities. Once the payment and application have been sent to RCBC or Stockton, there will be no refunds given.

Courses That MAY Qualify for CAP Credit at RCBC:

Delran Course	RCBC Course	Delran Course	RCBC Course
AP English Language & Composition	ENG 101	CP Behavioral Science	SOC 101 PSY 101
AP English Literature & Composition	ENG 102	AP European History	HIS 104
CP Calculus	MTH 118	AP US Government & Politics	POL 101
AP Calculus AB	MTH 118	Honors US History I	HIS 101
AP Calculus BC	MTH 118 MTH 119	AP US History II	HIS101 HIS 102
AP Computer Science A	CSE 135	AP Music Theory	MUS 115
AP Statistics	MTH 107	Honors French IV	FRE 201
Honors Biology	BIO 103 BIO 104	AP French Language & Culture	FRE 101 FRE 102 FRE 201 FRE 202
AP Biology	BIO 103 BIO 104 BIO 107 BIO 108	Honors German IV	GER 201
Honors Chemistry	CHE 115 CHE 116	AP German Language & Culture	GER 101 GER 102 GER 201 GER 202
AP Chemistry	CHE 115 CHE 116 CHE 117 CHE 118	Honors Spanish IV	SPA 201
Honors Physics	PHY 110 PHY 111	Pre AP Spanish IV	SPA 201
AP Physics	PHY 210 PHY211	AP Spanish Language & Culture	SPA 101 SPA 102 SPA 201 SPA 202
CP Global Marketing	BUA 220		

Courses That Qualify for CAP Credit at Stockton University:

<u>Delran Course</u>	<u>Stockton Course</u>		
Genocide Studies	GSS2240- The Holocaust		

**Universities have the right to change the requirements or courses at their will. We do not know which courses have been approved for credit until August after the College or University makes their determination.*

**Some courses have RCBC course equivalents that repeat at the AP level. Therefore, be mindful of which courses you have already paid and earned credits for in previous years. Make sure you don't pay twice for the same course.*

**Some courses are not eligible for credit if a prerequisite course has earned CAP credit. You should check www.njtransfer.org to check if credits will transfer to your planned institution. Please speak with your Guidance Counselor for more specific details.*



COURSE SELECTIONS

When selecting courses, students should remember the following:

- For students considering education beyond high school, it is important to select sufficient courses to meet college entrance requirements. College or vocational plans should be formulated no later than the junior year to allow sufficient time to take additional courses to meet specific requirements.
- Delran High School, in cooperation with local business and industry, offers supervised, cooperative work experience programs in the senior year. **Senior Option** is a program available to students who wish to pursue alternative learning strategies including community college attendance, trade or technical training, and approved courses from internet sources. Please note that courses can only be taken at RCBC if DHS **does not** offer the course for CAP credit.
- Cooperative Education (Co-Op) is available for those seniors who wish to get a jump into the job market. Students should procure their own job in consultation with the Co-Op coordinator. The student must work at least 15 hours per week to be eligible.

PROGRAM PLANNING

The information below should be used as a guide for program planning as each student and parent/guardian work to select courses for each year of a student's four-year high school career. A four-year planning worksheet is available on the following page to assist with this process.

It is important to consider teacher and counselor recommendations and to consider individual student interests, abilities, and needs in building a student schedule. Students and parents/guardians are encouraged to review the course guide and discuss course selections prior to the student's counselor scheduling conference. Students and parents/guardians should not hesitate to contact the counselor through the Delran High School Guidance Department, 856-461-6100, ext. 3008 with any questions regarding course selection and long-range planning.

Important Scheduling Points:

1. A thorough review of course offerings in the course guide posted on-line on the DHS website should be conducted by students and parents/guardians with close attention to course expectations, course levels, and prerequisites.
2. A student's program should be determined on the basis of previous performance in the subject area selected, test results, career and/or educational goals, teacher and counselor recommendations, and parent/guardian permission.
3. **Students who schedule three (3) or more AP courses are strongly encouraged to also schedule a study hall.**
4. All students are expected to register for a minimum of 35 credits per academic year.
5. Each student will be scheduled for a lunch period.
6. Students can schedule themselves for only one study hall.
7. Scheduling for classified students involves the advice and recommendations of the Child Study Team.
8. Elective courses have limits on the number of students who may be accommodated.
9. Course requirements for graduation take priority over elective courses in the scheduling process. Therefore, elective courses chosen during a scheduling conference are tentative.
10. Some courses may not be offered each year or cancelled due to lack of enrollment.
11. Each student will receive a printout of course requests at the end of his/her scheduling conference with his/her DHS School Counselor which must be signed and returned to Guidance.
12. Parents/guardians will be notified of the deadline for course request changes.
13. Valid reasons for schedule changes in September are limited to the correction of a computer error, addition of a required course, the addition of credits required by seniors for graduation, and an adjustment for summer school completion. **No schedule changes, except for those reasons indicated above, will be allowed before the first level change window opens, beginning on September 13, 2021.**

ACADEMIC POLICIES

GRADING SYSTEM

A	90	-	100
B	80	-	89.499
C	70	-	79.499
D	60	-	69.499
F	59.499 and below		

0 (zero)	-	Unexcused absence or a breach of academic integrity on a final exam
I	-	Incomplete must be made up with two (2) weeks after the end of the grading period.
WP/WF	-	Withdraw Passing/Withdraw Failing
LCR	-	Loss of credit due to excessive unexcused absences.

FINAL GRADE CALCULATION

The chart below delineates the Final Grade Calculation for all courses by percentage of final grade.

Type of Course	MP1	MP2	MP3	MP4	FE
Full-Year with a Final Exam	22%	22%	22%	22%	12%
Full-Year without a Final Exam	25%	25%	25%	25%	
Semester	44%	44%			12%

Example:

1 st Quarter Percentage Grade	x	.22	84	x	.22	=	18.48
2 nd Quarter Percentage Grade	x	.22	75	x	.22	=	16.50
3 rd Quarter Percentage Grade	x	.22	93	x	.22	=	20.46
4 th Quarter Percentage Grade	x	.22	88	x	.22	=	19.36
<u>Final Exam Percentage Grade</u>	x	<u>.12</u>	<u>75</u>	x	<u>.12</u>	=	<u>9.0</u>
FINAL GRADE = 84							83.80

In all courses, the final grade is determined by multiplying each percentage grade by its quarterly (22%) or exam (12%) weight. Those values are added in the example above to equal the final average of 83.8%. All final percentage grades are rounded to the nearest whole number yielding, in this example, a FINAL GRADE of 84.

Credit Values

- Lab Courses in Science, which meet 7 periods per week: 7.0
- Lab Courses in Science, which meet 6 periods per week: 6.0
- Year-long Courses: 5.0
- Physical Education/Health: 5.0
- Semester Courses: 2.5

GPA and CLASS RANK

Grade point average will be calculated by using the final grade in all subjects. Weighted credit will be calculated for grades earned in courses at the college prep, honors, and advanced placement levels. The grade point average of a pupil who has transferred to this district will not include the grades earned in the program of the prior school; however, credits will be accepted. Only courses taken at the Delran High School will be included in the calculation of a grade point average. Transfer courses, summer school work, and online courses will be received for credit only. Sectarian (religious education) courses completed will be accepted and earn elective credit. Any two or more pupils whose computed grade point averages are identical will be given the same rank, insofar as a rank is established to fulfill the purposes stated above. The rank of the pupil who immediately follows a tied position will be determined by the total number of all preceding pupils not by the rank of the immediately preceding pupil. A pupil's grade point average and rank in class will be entered on the pupil's permanent record and will be subject to Board Policy 8330 on the release of pupil records. Rank will be calculated at the end of the first semester (February 1) and the end of the year (July 1).

GRADE POINT AVERAGE (Weighted)

The Board of Education for the Delran Township School District approved a new method of calculating the Grade Point Average (GPA) effective July, 2004 for all entering and enrolled students. The weighted system provides for a specific weighted grade for each course taken at Delran High School according to the level of the course, i.e. General, College Preparatory (CP), Honors, or Advanced Placement (AP). The following chart provides details of the weighted grading system.



DHS WEIGHTED GRADE POINT AVERAGE (GPA) INDEX

<i>Grade Earned</i>	<i>General</i>	<i>CP</i>	<i>Honors</i>	<i>AP</i>	<i>Grade Earned</i>	<i>General</i>	<i>CP</i>	<i>Honors</i>	<i>AP</i>
100	4.00	5.20	5.70	6.20	79	2.60	3.10	4.10	5.10
99	3.97	5.10	5.65	6.15	78	2.50	3.00	4.00	5.00
98	3.94	5.00	5.60	6.10	77	2.40	2.90	3.90	4.90
97	3.91	4.90	5.55	6.05	76	2.30	2.80	3.80	4.80
96	3.88	4.80	5.50	6.00	75	2.20	2.70	3.70	4.70
95	3.85	4.70	5.45	5.95	74	2.10	2.60	3.60	4.60
94	3.82	4.60	5.40	5.90	73	2.00	2.50	3.50	4.50
93	3.79	4.50	5.35	5.85	72	1.90	2.40	3.40	4.40
92	3.76	4.40	5.30	5.80	71	1.80	2.30	3.30	4.30
91	3.73	4.30	5.25	5.75	70	1.70	2.20	3.20	4.20
90	3.70	4.20	5.20	5.70	69	1.60	2.10	3.10	4.10
89	3.60	4.10	5.10	5.65	68	1.50	2.00	3.00	4.00
88	3.50	4.00	5.00	5.60	67	1.40	1.90	2.90	3.90
87	3.40	3.90	4.90	5.55	66	1.30	1.80	2.80	3.80
86	3.30	3.80	4.80	5.50	65	1.20	1.70	2.70	3.70
85	3.20	3.70	4.70	5.45	64	1.10	1.60	2.60	3.60
84	3.10	3.60	4.60	5.40	63	1.00	1.50	2.50	3.50
83	3.00	3.50	4.50	5.35	62	0.90	1.40	2.40	3.40
82	2.90	3.40	4.40	5.30	61	0.80	1.30	2.30	3.30
81	2.80	3.30	4.30	5.25	60	0.70	1.20	2.20	3.20
80	2.70	3.20	4.20	5.20	59	0.00	0.00	0.00	0.00

WEIGHTED GPA CALCULATION

Refer to weighted GPA index on previous page for Numerical Values

<u>Course</u>	<u>Final Grade</u>	<u>Numerical Value</u>		<u>Credit Value</u>		<u>Quality Points</u>
Honors English	85	4.70	x	5.0	=	23.5
CP Alg. II	95	4.70	x	5.0	=	23.5
AP History	80	5.20	x	5.0	=	26.0
CP Chemistry	75	2.70	x	6.0	=	16.2
CP French	82	3.40	x	5.0	=	17.0
Health	95	3.85	x	1.25	=	4.81
Phys Ed	95	3.85	x	3.75	=	14.4
<u>Photography</u>	<u>98</u>	<u>3.94</u>	x	<u>5.0</u>	=	<u>19.7</u>
TOTALS				36.0		145.11

$145.11/36.0 = 4.0308333333$ **GPA = 4.03**

HONOR ROLL

Unweighted GPA

Honor Roll is calculated through the use of an unweighted GPA as calculated through the General column of the GPA index on Page 12.

Each marking period, all students have the opportunity to attain recognition for either of two levels of academic achievement. The Honor Roll for each marking period will consist of the following:

- **PRINCIPAL’S LIST** - students who have attained “90” or above in all subjects.
- **HONORS LIST** - students who have attained “80” or above in all subjects.

Students who achieve the Honors List or Principal’s List and their parents/guardians will receive a special Honor Roll pass. This pass will provide free admission to many school-sponsored activities. Sample activities where the Honor Roll pass is accepted include the Fall Play, concerts, and athletic events. The Honor Roll pass will not be accepted for the prom, NJSIAA playoff games, Spring Musical, or activities sponsored by the PTA or outside agencies.

The Honor Roll pass will be valid for activities held during the following marking period; e.g. a student who achieves the Honor Roll for the first marking period will be issued an Honor Roll pass good for the activities during the second marking period. In order to take advantage of this privilege, the Honor Roll pass must be presented at the time of the activity.

Principal’s List students will be treated with a celebratory breakfast for the first and second marking periods. For the third marking period, a sundae celebration will be held!

CREDIT RECOVERY and COLLEGE COURSES

Delran Township School District does not offer a standard summer school; however, the Guidance Department does have information regarding offerings at neighboring schools as well as online options. A complete list can be found by June 1st on the Guidance Department's webpage. When it is necessary or desirable for a student to attend summer school, students are expected to consult with their Guidance Counselor.

- Students who take a course for remediation may enroll at any accredited college/university, another high school summer program, or approved virtual high school course. Students who wish to take advantage of this program **must** contact their counselor and be approved through Option II paperwork. Upon completion of the course, an official transcript must be procured by the student and presented to his/her counselor in order for the credit to appear on the transcript and proper courses scheduled. The course must be completed and grades received by August 30th. No more than one outside course per subject area will be applied to required graduation credits.
- Guidelines for taking courses outside of Delran High School can be found [HERE](#).
- Option II Paperwork for Credit Recovery and/or courses taken outside of Delran High School can be found [HERE](#).

Note: Students who fail courses will be notified first by the subject area teacher. The Counselor will confer with the student to present possible options for making up the deficiency, such as attendance at summer school, online options, or retaking the course during the subsequent year.

A letter will also be sent home notifying the parent/guardian of the student's failure and will include recommendations for correcting the deficiency. Each athletic coach or activity advisor has the responsibility for verifying the eligibility of all students on that team or activity. The coach or advisor will make every possible effort to confer with any student who becomes ineligible while participating in that team or activity.

SCHEDULE CHANGES

Present School Year

There should be very little need to change schedules after the initial selection of courses due to the emphasis placed on the course selection process and individual meetings with both teachers and counselors. Valid reasons for schedule changes are limited to the correction of a computer error, addition of a required course needed for graduation, addition of credits required by seniors for graduation, or an adjustment due to completion of summer courses.

[Scheduling Waiver Form](#)

Should a student wish to go against the teacher recommendation and move to a more rigorous level, a form must be completed and the appeal given to the appropriate area supervisor. **The deadline for this process is February 28th. There will be NO exceptions to this deadline.**

Summer

If a student feels at the conclusion of the school year **and** has discussed this with their parents/guardians, teachers, and school counselors, that a schedule change is necessary for the following year, he/she must initiate that change by **July 31, 2021**. Our counselors are available throughout the month of July. A calendar of counselor coverage will be posted on the Guidance Department webpage by June 4, 2021; however, it is NOT necessary to speak with your child's specific counselor for most course changes.

Level Changes

A change in the level of a specific subject may only be made after thorough discussion is held with the student, parent/guardian, counselor, teacher and an administrator. There will be three time periods during which a student may change a level; however, no waivers will be accepted after **March 15th**.

Dropping a Course

A student may drop a course prior to the end of the first marking period, or prior to the end of the third marking period for a second semester course. If a student drops a course up to the end of the seventh week of the first marking period, no notation will be recorded on the permanent record. Dropping a course after this period will result in a grade of “WP” or “WF.”

Entry into a New Course

No student may enter a new course after dropping a course after the end of the fourth week of the course commencing.

SCHEDULE CHANGE CALENDAR

Dates	Changes Permitted	Transcript Notation	Other Requirements
3/15	Deadline for Waivers	Deadline for Waivers	Deadline for Waivers
4/1 – 6/11	No Changes Permitted		
6/14 – 7/31	Move Up/Drop in level No Waivers will be honored.	None	Summer assignments must be completed by the opening of school.
8/1 – 9/9	No Changes Permitted		
9/13 – 9/17	Academic Courses Only Move Up/Drop in level No Waivers will be honored.	None	Moving Up/Dropping in Level: Students must make up all missed work including summer assignments by October 1.
9/15 - 9/17	Elective Course Changes Permitted	None	Make-up of any missed work.
10/11 - 10/15	Drop in level	None	Grade = 50% from original course and 50% from the new course
10/18 - 11/3	No Drop/Add Allowed		
After 11/8	Drop in level	None	Grade from the original course will transfer directly to the new course
After 11/3	Drop of Course	“WP” or “WF”	
1/26 - 1/28	Semester 2 Courses Elective Course Changes Permitted	None	Make-up of any missed work.
3/2 - 3/8	Semester 2 Courses Elective Course Drop Period	None	

GUIDANCE AND SCHOOL COUNSELING SERVICES

Purpose and Responsibilities of the Guidance Department

It is the function of the Guidance Department to assist students to advocate for themselves and to become independent and responsible citizens. The counselors will work with students, parents, and teachers to utilize all available information to help the students accomplish their goals.

College and Career Development

The Guidance Department meets with all grade levels via small groups and individual meetings to disperse grade-appropriate information and to assist with developing individual goals that help students focus beyond high school. Application procedures for any type of post-high school education, as well as financial aid information and career decision-making skills, are presented. All students are urged to be aware of the requirements for graduation and their academic standing.

The primary resource to assist students is NAVIANCE (www.connection.naviance.com/delhs). Students are introduced to this resource during their freshman year and are encouraged to update and explore throughout their high school experience.

Additional resources may include:

- College Admission Representative Meetings
- Computerized Career Search
- Spring College Fair at Rowan College at Burlington County (RCBC)
- Scholarship Search Engine Career
- College Information
- Financial Aid Information
- Program of Studies

Parent Conferences

Parent Conferences with counselors may be initiated by a student, parent/guardian or counselor. These conferences may touch upon school, social, personal or family concerns. Conferences may also be arranged for discussing college, career, or general information. Please be sure to call for an appointment as the counselors meet with many students daily.

Scholarship Information

All information about local, county, state, and national scholarships is available on the Guidance website and in each student's Naviance account.

College Planning Program

The Delran High School Guidance Department will be hosting two evenings in the fall dedicated to the college planning process. The first evening will include an overview of the college application process and Naviance, our online college planning tool. The second evening will focus on Financial Aid (Higher Education Student Assistance Authority (HESAA) and directions to complete the Free Application Federal for Student Aid (FAFSA) form. They will also discuss college visits, interviews, and helpful hints to guide you through this process. A third evening program will be held in the spring specifically designed for rising seniors.

Transcripts

The Guidance Department maintains accurate and updated transcripts on each student. These transcripts may be sent to a prospective employer, technical school or college at the student's request after a Transcript Release Request Form has been signed. If you need a transcript sent, please contact the Guidance Secretary at extension 3008.

DELRAN HIGH SCHOOL

Four-Year Summary Worksheet

COURSES	GRADE 9	GRADE 10	GRADE 11	GRADE 12
English				
Mathematics				
Science				
Social Studies				
World Language				
21 st Century Life and Career Ed.				
Visual and Performing Arts				
PE/Health				
Financial Literacy				
Total Credits				

Testing Proficiency(Passing):

- Language Arts
- Math

SCIENCE:

- Year 1: Env. Sci. or Biology
- Year 2: Biology or Chemistry
- Year 3: Chemistry or Physics

VISUAL & PERFORMING ARTS (5 credits):

- 2.5 Credits: _____ and
- 2.5 Credits: _____ or
- 5 Credits: _____

ENGLISH:

- English 9
- English 10
- English 11
- English 12

SOCIAL STUDIES:

- World History
- US History 1
- US History 2

FINANCIAL, ECON, BUSINESS & ENTREPR. LIT:

- 2.5 Credits: _____

WORLD LANGUAGE:

- Year 1

21ST CENTURY LIFE & CAREER or CAREER – TECH ED (5 Credits):

- 2.5 Credits _____ and
- 2.5 Credits _____ or
- 5 Credits _____

PE/HEALTH:

- 9TH Grade
- 10th Grade
- 11th Grade
- 12th Grade

MATHEMATICS:

- Algebra I
- Geometry
- Year Three

NCAA INITIAL ELIGIBILITY REQUIREMENTS

<https://www.ncaa.org>

ATTENTION: All prospective student-athletes who want to play NCAA Division I or II intercollegiate athletics must be certified by the NCAA Eligibility Center to be eligible to play.

It is each student's responsibility to check online for all regulations and for updates. The eligibility center may be accessed at <https://web3.ncaa.org/ecwr3/>. This comprehensive site provides all the information resources needed to initiate the application process. Specific information regarding eligibility may be accessed by contacting the eligibility center staff at (877) 262-1492.

To be certified by the Eligibility Center, a student must: Graduate from high school and an application for certification must be completed and submitted after the Junior year. The NCAA Eligibility Center will issue a preliminary certification report when all materials have been submitted. Following graduation from high school, the NCAA Eligibility Center will review the final high school transcript and will make a final certification decision according to NCAA standards.

Division I

If you enroll in a Division I college, in order to qualify to participate in athletics or receive an athletic scholarship, you must graduate high school having completed these 16 College Prep Level core courses:

- 4 years of English
- 3 years of Mathematics (Algebra I or higher)
- 2 years of Natural or Physical Science (1 year of Lab Science if offered by your high school)
- 1 year of additional English, Mathematics, or Natural/Physical Science
- 2 years of Social Science
- 4 years of additional courses (from any area above, or World Language)
- Complete 10 core courses, including seven in English, Mathematics or Natural/Physical Science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of these 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

Division II

If you enroll in a Division II college, in order to qualify to participate in athletics or receive an athletic scholarship, you must graduate high school having completed these 16 College Prep Level core courses:

- 3 years of English
- 2 years of Mathematics (Algebra I or higher)
- 2 years of Natural or Physical Science (1 year of Lab Science if offered by your high school)
- 3 years of additional English, Mathematics, or Natural/Physical Science
- 2 years of Social Science
- 4 years of additional courses (from any area above, or World Language)
- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

If you have questions about NCAA eligibility, please call the NCAA eligibility center toll-free at 877-262-1492. You may also call the NCAA at 317-917-6222.

CO-CURRICULAR ELIGIBILITY (B.O.E. Policy #2430)

1. **Attendance:** A pupil is ineligible for participation in co-curricular activities if he/she has demonstrated unsatisfactory current school year attendance by failing to maintain a record of 90 percent attendance. This will be determined on November 15th and February 28th of each year.
2. **Academics:** Any pupil failing more than one course in a given marking period is ineligible until the following grade reporting period.
3. **Discipline:** Any pupil accumulating more than 15 discipline points will be ineligible for all co-curricular activities including athletics.

ATHLETIC ELIGIBILITY (B.O.E. Policy 2431)

1. All incoming freshmen are eligible for Fall Sports.
2. Students other than incoming freshmen (sophomores, juniors, seniors, transfer students and any students in their second year or higher or secondary school) shall have their first semester eligibility based on their final grades from the previous year, may not have failed more than one course, and must have passed 30 credits required by the State of New Jersey for graduation.
3. To be eligible for athletic competition during the period from January through June of the 9th grade or higher, a student must have successfully acquired 15 credits required by the State of New Jersey for graduation. Full-year courses shall be equated as one-half of the total credits to be gained for the full year to determine credits passed during the immediate preceding time period.
4. Passing summer school grades replace final grades for any courses where final credit was not earned during the previous year.
5. A pupil is ineligible for participation in co-curricular activities if he/she has demonstrated unsatisfactory current school year attendance by failing to maintain a record of 90 percent attendance. This will be determined on November 15th and February 28th of each year.
6. Any pupil failing more than one course in a given marking period is ineligible until the following grade reporting period.
7. Any pupil accumulating more than 15 discipline points will be ineligible for all co-curricular activities including athletics.
8. Every athlete is expected to attend school and practice each day unless there are unavoidable circumstances. Any student who is absent (unexcused) from school or who attends less than 4 hours of a school day (according to N.J.A.C. 6A:32-8.3) may not practice or participate in any athletic activity that day. Any questions regarding this lateness will be referred to the Athletic Director and/or administration.
9. All policies and procedures for Athletics are listed in the Athletic Handbook.

COURSE DESCRIPTIONS

Resource Center Replacement Classes

These classes are based on the recommendation of the teachers in conjunction with the Child Study Team for students with an Individualized Education Plan (IEP). These courses are designed to accommodate various learning needs and learning differences. Highly individualized and differentiated instruction is characteristic of these classes, helping students to achieve success while providing a curriculum aligned with the standard curriculum for the subject.

General

These courses reinforce and build upon prerequisite knowledge. These courses are moderately paced and prepare students to continue their formal education after high school. The classes generally involve smaller class size and increased individualized instruction, along with varied approaches to instruction.

College Preparatory (CP)

These courses require command of prerequisite knowledge and are rigorous. They are designed to prepare students to continue their formal education at a four-year college. They require students to work independently and have strong organizational skills. Average to above-average reading and writing skills are needed for success on this level.

Honors (H)

These courses require advanced facility with reading and with written and spoken language. Strong organizational skills and the ability for a student to work independently are required. Students are challenged to think abstractly and to demonstrate strong problem-solving skills in Honors level classes.

Advanced Placement (AP)

These courses require a strong command of prerequisite knowledge and are extremely rigorous. Students will be expected to meet rigid and demanding standards since the content is prescribed by a national curriculum and is considered to be college-level. The pace of these courses requires above-average skills related to work ethic and thinking and reasoning skills. AP courses are demanding and require independent study and learning on the part of the student. Students will be recommended for courses based on test scores, previous academic progress, counselor and teacher input.

- * **New courses are denoted with an asterisk and are highlighted in red for online viewing.**

- § **Courses that may be eligible for college credit through the CAP Programs are denoted with the symbol to the left. Universities can change their requirements and approved courses at any time.**

ART

The Art Department provides students the opportunity to investigate many areas of art through the use of media and technique. Coursework emphasizes problem solving, craftsmanship, personal expression, and the critique process. Relevant art history and appreciation topics are addressed throughout each unit of study. The four areas within the department (Art, Graphic Design, Video, and Photography) are designed to provide students an introductory course, while offering a course sequence for continued study for college or career readiness.

811 CP ART I

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

CP ART I is a foundation course focusing on two and three-dimensional art. This course will explore drawing, painting, sculpture, and ceramics. This course is necessary for any further experience in art courses throughout the department and recommended for students of all interest levels.

812 CP ART II

Course Length: Year

Credits: 5.0

Grade Level: 10, 11, 12

Prerequisite: Successful Completion of CP Art I

CP ART II is designed for students who want to further develop their skills in two and three-dimensional art. An emphasis will be placed on advancing drawing techniques and design concepts. Students will be responsible for completing weekly assignments in their sketchbooks. This course is necessary for students interested in continuing their study throughout the department and recommended for students interested in advanced art making.

813 CP ART III

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Prerequisite: Successful Completion of CP Art II

CP ART III is designed for students who want to develop portfolio quality work in two and three-dimensional art. Students will begin to establish their personal style and be encouraged to investigate personal areas of interest. This course is necessary for any student preparing to continue their study at the college level and recommended for students that have developed a passion for art making.

831 CP GRAPHIC DESIGN I

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

This is an introductory project based course for students interested in exploring graphic design. Students will be introduced to the elements and principles of design with an emphasis in computer graphics. Students will learn both the fundamentals of the graphic design process along with an introduction to Adobe Illustrator.

832 CP GRAPHIC DESIGN II

Course Length: Year

Credits: 5.0

Grade Level: 10, 11, 12

Prerequisite: Successful Completion of CP Graphic Design I

This is an accelerated college preparatory course for serious students interested in graphic design. Students will be introduced to advanced techniques in Adobe Illustrator with an emphasis on production and commercial design. Typography and page composition and layout will also be explored. With this in mind, students are expected to be self-motivated and hardworking. This course would also appeal to those students interested in Advertising and Marketing.

833 CP GRAPHIC DESIGN III

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Prerequisite: Successful Completion of CP Graphic Design II

This course is designed for those students who are planning to pursue a college course of study in graphic design or a career in the graphics field. Students will continue to explore print and digital media production focusing on logo, packaging design as well as editorial design terminology and master advanced illustration skills to create meaningful and career relevant digital artwork. Portfolio development is a main goal for this course.

841 CP VIDEO PRODUCTION I

Course Length: Year

Credits 5.0

Grade Level: 9, 10, 11, 12

Video Production I is an entry-level, project-based course that will involve students in every stage of the film and on-screen graphics process. Students will become skilled at using cameras, lighting, and industry standard editing equipment. Projects will benefit the school and district community, as well as enrich the student experience. This course will look at the history of film, special effects, and animation techniques while focusing on the fine art side of digital media.

842 CP VIDEO PRODUCTION II

Course Length: Year

Credits 5.0

Grade Level: 10, 11, 12

Prerequisite: Successful Completion of CP Video Production I

Video Production II is for students who excelled in Video Production I and want to further their exposure and skills. Students will build upon their initial experiences with MAC computers, video equipment, editing, special effects, and animation at a higher level. Main goals of the course include developing student films, building props and prosthetics, and rendering animations. Advanced Video will allow students to focus on commercially viable media used in various industries and occupations, as well as look at the creative side of filmmaking for the fine art world.

843 CP VIDEO PRODUCTION III

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Prerequisite: Successful Completion of CP Video Production II

Video Production III is designed for students that have successfully completed Video Production I and II. This is a project-based course that focuses on career readiness for several industries of multimedia production. It focuses on advanced film study, broadcast graphics, two and three-dimensional animation, and a complete film studio setup. Students will integrate these new skills into broadcast work and fine art filmmaking.

845 CP MULTIMEDIA PORTFOLIO DEVELOPMENT

Course Length: Semester

Credits 2.5

Grade Level: 12

Prerequisites: Successful Completion of CP Video III or CP Graphic Design III

This course is designed as an independent study. Students must be motivated to develop video or graphic design projects that will serve to enhance their current portfolio. This course is subject to teacher availability.

851 CP PHOTOGRAPHY I

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

This course is an exploration of how a photograph is created and edited in Adobe Photoshop. Students will learn digital camera operation, elements of a photograph, and digital editing of an image. A major focus of the course will be editing digital photography utilizing basic photo editing skills with the use of Adobe Photoshop focusing on fine arts elements and principles. Emphasis is also placed on composition and the creative aspects of photography.

852 CP PHOTOGRAPHY II

Course Length: Year

Credits: 5.0

Grade Level: 10, 11, 12

Prerequisite: Successful Completion of CP Photography I

This course is designed for those students who wish to further their knowledge and skills in digital photography and Adobe Photoshop. Students will gain a greater understanding of the camera, lighting, darkroom, and computer programs connected to the development of digital photography within the studio setting. The course will contain projects which require the students to apply their learned knowledge of lighting, spacing, shapes, and proximity. Fine arts aspects of photography will continue to be emphasized throughout this course.

853 CP PHOTOGRAPHY III

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Prerequisite: Successful Completion of CP Photography II

This course will serve students who wish to gain a deeper understanding in digital photography and various forms of print media. An exploration of lighting equipment, props and set design will be the focus. Students will be encouraged to participate in photography competitions in addition to learning how to print artwork for exhibitions. Students will use storyboards to create in-class photo shoots and will shoot commercial/product, portrait, and lifestyle photographs. Students will also be required to create an independent portfolio while taking this course. Throughout the course, students will use programs such as Adobe Lightroom, Photoshop and Indesign.

854 CP PHOTOJOURNALISM

Course Length: Semester

Credits: 2.5

Grade Level: 11, 12

Prerequisite: Successful Completion of CP Photography II

Students will learn and create stories with photography. Projects will be relevant to supporting the surrounding school clubs, activities, events as well as personal and current events through photographs. The course will require students to plan, document, and create promotional and informational slideshows and photo presentations using Adobe Photoshop that will capture the theme and emotion of the designated subject. Students will build upon the programs within their previous coursework.

860 AP 2-D ART AND DESIGN

Course Length: Year

Credits: 5.0

Grade Level: 12

Prerequisite: Successful Completion of CP Photography III, CP Art III, or CP Graphic Design III or Teacher Recommendation with Supervisor Approval.

Students will work independently, in preparation for submission to the College Board, on an AP portfolio in 2D Design, 3D Design, or Drawing. Emphasis will be placed on critical decision making, investigation of formal and conceptual issues, and development of technical skills concerning the visual art elements. This is a rigorous program and requires additional work outside the classroom. Students are responsible for any fees associated with the AP portfolio submission process.

862 CP ACTING

Course Length: Semester

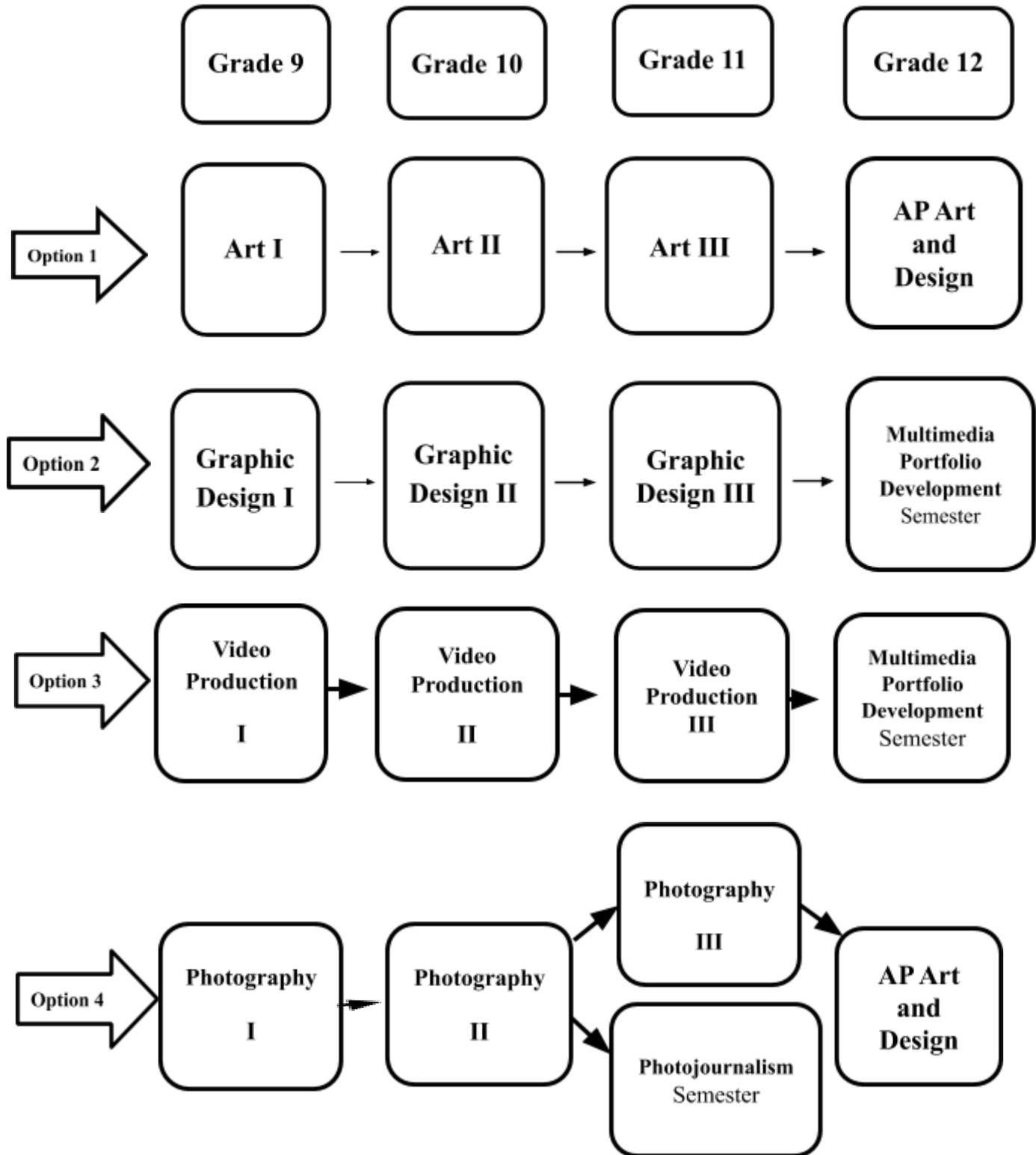
Credits: 2.5

Grade Level: 9, 10, 11, 12

This course is ideal for students interested in acting and directing. Students will begin by learning and performing basic acting exercises and will then work with partners on improvisations and memorizing and presenting scenes from selected plays. Students will read and analyze short plays and use selected films to examine acting techniques and special effects. This course will satisfy the Visual and Performing Arts graduation requirement.



COURSE SEQUENCE FOR ART



CP ACTING is available for all grades.

BUSINESS TECHNOLOGY

The Business Department offers many courses and programs to meet the various career goals of all students. Our technology program teaches introductory as well as advanced computer skills. Students can earn a certification within Microsoft that can be used to seek employment or additional educational pursuits. Our courses are highly recommended for students preparing for their college major in business or a related field, and for those who are presently employed or plan to seek employment in the near future.

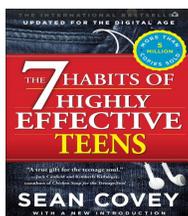
600 CP FRESHMAN SEMINAR/PERSONAL FINANCE

Course Length: Year

Credits: 5.0

Grade Level: 9 Required Course of Study

Freshman Seminar provides 9th graders with life skills through study of *The 7 Habits of Highly Effective Teens*. The students will review personal responsibility, setting long-term goals based on true-north principles, and how to incorporate effective time management strategies. Students will also learn important study skills and habits that they will need to apply in other courses, such as various note-taking methods. Throughout this course, students will examine the impact of individual choices on occupational goals and future earnings potential. This course will provide a foundational understanding for making informed personal financial decisions. It also incorporates fundamental business concepts that will prepare students to successfully interact in a complex global business environment and studies basic economics from both a business and a historical perspective. *This course satisfies the graduation requirement for Economics and Personal Financial Literacy as prescribed by the New Jersey Department of Education.*



610 CP INTRO TO BUSINESS

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

This course will prepare students to succeed in a complex business environment. Students learn how to improve their ability to reach personal as well as career goals. It includes units of instruction on business/personal law, entrepreneurship, human resources, employability skills, career awareness, work ethics, business organization and management, advertising, marketing, personal financial literacy, economics and international business. Emphasis will be placed on the impact of technology and the growing influence of a world market on our business enterprises.

This course satisfies the graduation requirement for Economics and Personal Financial Literacy as prescribed by the New Jersey Department of Education.

611 CP MICROSOFT OFFICE SUITE

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

A must course for all students in our technology age. This course will combine the Microsoft programs Excel, PowerPoint, Access and Publisher. Students will have the opportunity to utilize the features of each program individually, and complete projects that require integrated use of multiple programs. This course will also incorporate Google web applications such as Drive, docs, Sheets and Slides.

621 CP ACCOUNTING I

Course Length: Year

Credits: 5.0

Grade Level: 10, 11, 12

This course is designed for the college-bound student and is taught using both manual and computerized accounting methods. It covers the fundamental accounting principles that are developed in an entry-level accounting course. A brief overview of internal reporting and analysis will be presented. Accounting I is designed to teach students how to keep business records of various operations. The accounting cycle is covered in complete detail from the recording of an entry from a source document through the preparation of financial statements. Students will be able to analyze transactions and compare and interpret financial statements for a business.

622 CP ACCOUNTING II

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Prerequisite: CP Accounting I

This course is designed for students who wish to pursue a career in business or attend college as a business major. Students will use a computerized accounting package to learn and use advanced accounting techniques. This course is designed to give students expanded knowledge of the topics of proprietorship, partnership, and corporate accounting. It also adds new topics to management accounting, cost accounting, not-for-profit accounting, and financial analysis. Students will be able to do the following: record departmental purchases and cash payments; calculate and record departmental payroll data; do financial reporting for a departmentalized business; and, understand vouchers, inventory planning, and valuation.

624 CP ENTREPRENEURSHIP

Course Length: Semester

Credits: 2.5

Grade Level 11, 12

Prerequisite: Advertising and Marketing 101 or Sports and Entertainment Marketing

This course will introduce students to the skills necessary to become successful entrepreneurs as a business owner or employee. Students will learn what it is like to run one's own business, what is involved in starting a business, and what problem-solving techniques are needed to be successful in business. Students will hear from successful business owners and have the opportunity to interview and present an individual business owner's path to success.

625 LAW AND ETHICS IN THE BUSINESS ENVIRONMENT

Course Length: Semester

Credits: 2.5

Grade Level: 11, 12

This course is designed for students who wish to pursue a career in business or attend college as a business major. This course is designed to give students knowledge on the topics of current controversial issues at the intersection of business, law, and ethics. Students examine the Volkswagen diesel pollution scandal, hidden marketing through Facebook, telematic surveillance at Amazon, as well as an examination of equal opportunity employment practices.

***631 SUPPLY CHAIN MANAGEMENT I**

Course Length: Year

Credits: 5.0

Prerequisite: Freshman Seminar OR Intro to Business

Grade Level: 10, 11, 12

Supply Chain Management is how business gets done. Supply Chain Management spans all movement and storage of raw materials, work-in-process inventory, and finished goods from point-of-origin to point-of-consumption. The Supply Chain Management course offers students the comprehensive knowledge and technological skills they need in order to ensure employment in leading supply chain management roles. Students who are competent and well-prepared, with solid knowledge in both supply chain management and marketing/sales management, are in high demand across all industries. Supply Chain Management students are prepared for positions such as procurement/sourcing manager, logistics planner, supply management analyst, acquisition project analyst, marketing analyst, and sales/distribution managers. Industries such as pharmaceutical and healthcare companies are investing heavily in creating and supporting supply chains that achieve new heights of efficiency and productivity.

***632 SUPPLY CHAIN MANAGEMENT II**

Course Length: Year

Credits: 5.0

Prerequisite: Supply Chain Management I

Grade Level: 11, 12

**Course will be offered in the 2022-2023 school year.*

660 CP ADVERTISING AND MARKETING 101

Course Length: Semester

Credits: 2.5

Grade Level: 9, 10, 11, 12

Advertising and Marketing 101 is an introduction to the role of marketing in the United States and global economy with emphasis on how organizations create customer value through strategic marketing planning. Topics covered include: buyer behavior, market segmentation, the 4 P's of the marketing mix, product planning, customer service, green marketing, and corporate social responsibility. Other course topics include: Economics, International Marketing, Branding, Purchasing/Buying, Advertising and Visual Merchandising. The strategic approach to this course appeals to the creative and artistic abilities of Graphic Design and Multimedia students.

661 CP ADVANCED MARKETING AND PUBLIC RELATIONS

Course Length: Semester

Credits: 2.5

Prerequisite: Advertising and Marketing 101, Global Marketing, or Sports and Entertainment Marketing

Grade Level: 10, 11, 12

Love to shop both in stores and online? Do you crack up laughing at creative commercials? Can you see yourself working overseas as a businessman or woman? Are you interested in fashion and trends? If so, then **Advanced Marketing and Public Relations** is for you! Students will learn about the following topics and how they relate to business: *Social Media; Dining Etiquette; Fashion Marketing and Color Theory (Why is the Starbucks logo green and black while Dunkin Donuts is pink and orange?); Retail and E-Commerce; Global Marketing; Marketing Research; Advertising; Organizational Behavior; Public Relations; Sale; and Career Research and Preparation.* This course will provide the student with a working knowledge of marketing and a competitive edge against their peers in industry! The strategic approach to this course appeals to the creative and artistic abilities of Graphic Design and Multimedia students.

662 CP SPORTS & ENTERTAINMENT MARKETING

Course Length: Semester
Grade Level: 9, 10, 11, 12

Credits: 2.5

Sports and Entertainment Marketing is designed to expose students to this exciting and growing area of marketing! This hands-on class has a major emphasis in the following areas: marketing concepts, concessions, security, contracts and negotiations, market research, media and promotions, public relations, sponsorship, logos, event management, licensing, planning and executing the operations of events. Travel, tourism, film, music, and television marketing will also be covered in this class. This marketing course will utilize “Bear Essentials”, the school store, as a laboratory experience. The strategic approach to this course appeals to the creative and artistic abilities of Graphic Design and Multimedia students.

§663 CP GLOBAL MARKETING

Course Length: Year
Grade Level: 11, 12

Credits: 5.0

Prerequisite: Intro to Business, OR Advertising and Marketing 101

The golden arches are one of the most recognizable corporate logos in America today! Americans are all familiar with McDonald’s famous golden fries, Chicken McNuggets, Big Macs, and now McCafes! But did you know that last year, international sales accounted for more than 60% of its \$23.5 billion in total revenues for McDonald’s? What works in the US is not always successful overseas. For example: McDonald’s in Germany serves beer, parts of Canada offer the McLobster, lobster roll, and in Chile, you can dress your burgers with – not ketchup – but avocado paste! McDonald’s secret to success... Marketing! Global Marketing is a course that researches which business strategies work best in overseas markets.

670 FINANCIAL LITERACY

Course Length: Year
Grade Level: 9

Credits: 5.0

Financial Literacy provides 9th graders with everything they need to know to survive high school, college or the workplace. Students in this course will receive small group instruction with individual attention given to specific student needs. Students will concentrate on skill development in personal responsibility, setting long-term goals and incorporating effective time management strategies. Students are also encouraged to listen to another’s point of view, to value other people’s opinions, to work in teams, and to focus on balanced self-renewal. During the second semester, students will transition to the New Jersey State mandated Personal Finance piece of the course. They will examine the impact of individual choices on occupational goals and future earnings potential. This course will concentrate on providing a foundational understanding for making informed personal financial decisions. This course satisfies the graduation requirement for Economics and Personal Financial Literacy dictated by the New Jersey Department of Education. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student’s Individualized Education Plan (IEP).

671, 672, 673, 674 LIFE SKILLS

Course Length: Year
Grade Level: 9, 10, 11, 12

Credits: 5.0

Students are exposed to and encouraged to learn various household activities that they will encounter in their everyday lives. This alternative classroom offers students the opportunity for making the bed, vacuuming, laundry, setting a table, following recipes, cooking and other skills found in a home or apartment environment.

All of these skills can be utilized throughout a student's entire life and help foster a greater level of independence. Students will also be instructed on self-care skills throughout the curriculum. Delran students are exposed to shopping skills through the various in-school businesses as well as out in the community. Students in this course will receive small-group instruction. Specific accommodations and modifications will be provided in order to meet the goals and objectives indicated by a student's Individualized Education Plan (IEP).

676, 677, 678, 679 VOCATIONAL SKILLS

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

Students will explore a wide variety of careers based off of interest and career surveys. Students are afforded the opportunity to work at various local job sites to gain experience and exposure to different fields. Students can work in food services, office and clerical work, clothing and retail, and other jobs in the surrounding Delran community. The program includes a multitude of areas such as pre-vocational skills, community-based instruction, functional reading and math. Our goal is for students to use their interest in pre-vocational skills and turn them into career exploration for their future after DHS. Students in this course will receive small-group instruction. Specific accommodations and modifications will be provided in order to meet the goals and objectives indicated by a student's Individualized Education Plan (IEP).

690 CP COOPERATIVE MARKETING EDUCATION

Course Length: Year

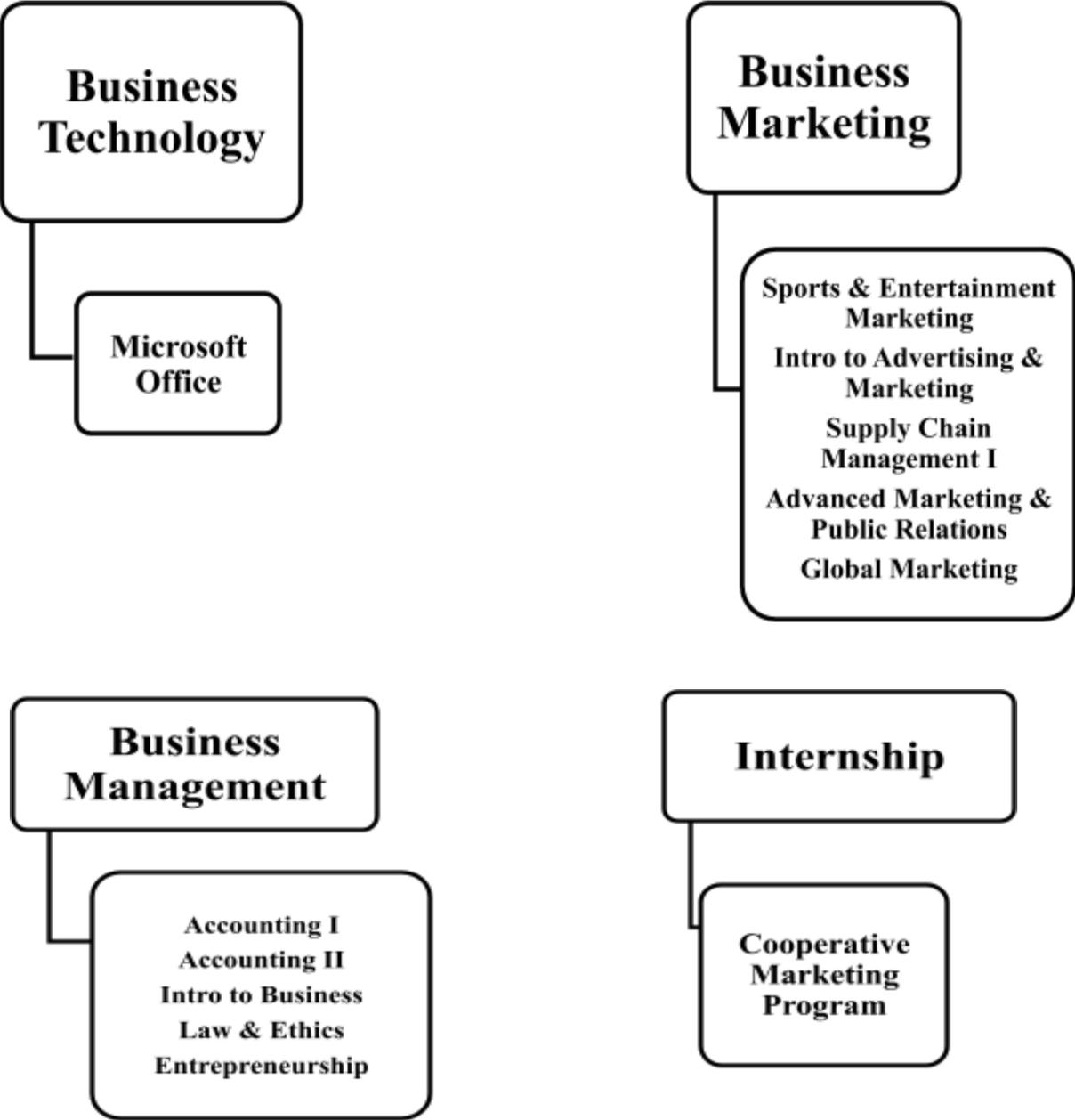
Credits: 15.0

Grade Level: 12

Cooperative Marketing Education is designed for the student who wishes to work part time in a paid structured learning experience in a business environment. Cooperative Marketing Education provides a background for either attending college or obtaining full-time employment following graduation from high school. Throughout the course of the year, students participate in school and supervised paid work experiences with cooperating employers. In the related class, students will participate in discussions, small group learning, research, and on-the-job training. Skills related to their career objective will be explored. Students must have a job/position by September 30th in order to remain in the course and must commit to a minimum of 15 hours per week of work to be included in the program.



COURSE SEQUENCE FOR BUSINESS EDUCATION



All Business Education courses are College Preparatory level and satisfy Career-Technical Education graduation requirement. Freshman Seminar only satisfies the Financial Literacy graduation requirement.

ENGLISH

The English Department's program helps the student to acquire the skills of communication and comprehension necessary for success in college and business. Courses vary in the difficulty of content; students should select a program based upon current needs and future plans. New Jersey Student Learning Standards for English Language Arts have been incorporated into all English courses. For incoming freshmen, exceptionally-able students who have maintained at least a B average in their previous Reading and Language Arts courses, should consider the Honors-level course; students who have struggled in their Reading and Language Arts classes should consider the non-college preparatory level course. Each English class is based on the previous year's foundation, so initial selection should be made carefully. In addition, the English Department offers a variety of year-long electives open to students in all grades. Students must enroll in a year-long English course; electives may be chosen in addition to the year-long course.

101, 102, 103, 104, 105 CP ENGLISH AS A SECOND LANGUAGE

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

This course concentrates on listening, speaking, reading, and writing the English language. It is designed for all English Language Learners to reach basic proficiency as measured by the ACCESS for ELLs test. It is required of all English Language Learners who have not met the multiple measures exit criteria as established by the New Jersey Department of Education.

110 FORMS OF LITERATURE AND COMPOSITION 9

Course Length: Year

Credits: 5.0

Grade Level: 9

In this freshman level course, the major genres of literature are examined through a variety of texts. Reading, writing and vocabulary skills, as well as critical thinking and analytical skills as identified in the Delran English Department's Curriculum and in the New Jersey Student Learning Standards for English Language Arts are emphasized at a level and pace appropriate for the students. Speaking, listening, and viewing skills are incorporated into the curriculum, as well as technology usage for presentation, research, and communication purposes. Research skills are continuously developed throughout the year. Students whose reading and writing skills are in need of remediation or additional support should consider this course.

111 CP FORMS OF LITERATURE AND COMPOSITION 9

Course Length: Year

Credits: 5.0

Grade Level: 9

In this freshman level course, the major genres of literature are examined through a variety of texts. Reading, writing and vocabulary skills, as well as critical thinking and analytical skills as identified in the Delran English Department's Curriculum and in the New Jersey Student Learning Standards for English Language Arts, are emphasized at a level and pace appropriate for the students. Speaking, listening, and viewing skills are incorporated into the curriculum, as well as technology usage for presentation, research, and communication purposes.

112 HONORS FORMS OF LITERATURE AND COMPOSITION 9

Course Length: Year

Credits: 5.0

Grade Level: 9

Prerequisite: Accelerated 8th Grade ELA Mid-Year Grade of 80% or higher, or On-Level 8th Grade ELA minimum mid-year grade of 93%

- Teacher recommendation
- Qualifying score on Mid-Year Benchmark Proficiency

This course emphasizes the development of strong analytical thinking, reading and writing skills necessary for success in the AP Program as well as those skills identified within the Delran English Curriculum and the New Jersey Student Learning Standards for English Language Arts. The major genres of literature are studied with a concentration in literary concepts as well as reading pertinent nonfiction. Writing skills are developed for literary and non-literary purposes. Research skills are continuously developed. Speaking, listening and viewing skills are incorporated into the curriculum as well as the use of technology for presentation, research, and communication purposes.

171 FUNDAMENTALS OF FORMS OF LITERATURE AND COMPOSITION 9

Course Length: Year

Credits: 5.0

Grade Level: 9

Students in this course will receive small group instruction with individual attention given to specific student needs. Course content will concentrate on further development of vocabulary and reading comprehension in literature and nonfiction, as well as writing skills based on the Delran English Curriculum for 9th grade and the New Jersey Student Learning Standards for English Language Arts. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

181 PRINCIPLES OF FORMS OF LITERATURE AND COMPOSITION 9

Course Length: Year

Credits: 5.0

Grade Level: 9

Students in this course will receive small group instruction with individual attention given to specific student needs in the area of Language Arts. Students will concentrate on skill development as identified in the Delran English Curriculum for 9th grade and the New Jersey Student Learning Standards for English Language Arts. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

120 WORLD LITERATURE AND COMPOSITION 10

Course Length: Year

Credits: 5.0

Grade Level: 10

Students should choose this course after they have successfully completed General Forms of Literature and Composition 9. The major genres of literature within the context of World Literature are examined through a variety of texts. Reading, writing and vocabulary skills, as well as critical thinking and analytical skills as identified in the Delran English Department's Curriculum and in the New Jersey Student Learning Standards for English Language Arts, are emphasized at a level and pace appropriate for the students. Speaking, listening, and viewing skills are incorporated into the curriculum, as well as technology for presentation purposes and research purposes. Research skills are continuously developed throughout the year.

121 CP WORLD LITERATURE AND COMPOSITION 10

Course Length: Year

Credits: 5.0

Grade Level: 10

Students should choose this course after they have successfully completed CP Forms of Literature and Composition 9. The major genres of literature within the context of World Literature are examined through a variety of texts. Reading, writing and vocabulary skills, as well as critical thinking and analytical skills as identified in the Delran English Department's Curriculum and in the New Jersey Student Learning Standards for English Language Arts, are emphasized at a level and pace appropriate for the students. Speaking, listening, and viewing skills are incorporated into the curriculum, as well as technology usage for presentation, research, and communication purposes. Research skills are continuously developed throughout the year.

122 HONORS WORLD LITERATURE AND COMPOSITION 10

Course Length: Year

Credits: 5.0

Grade Level: 10

Prerequisite: Honors (9) ELA Mid-Year Grade of 80% **or** CP ELA mid-year grade of 93%

- Teacher recommendation

This course emphasizes the development of strong analytical thinking, reading and writing skills necessary for success in the AP Program, as well as those skills identified in the New Jersey Student Learning Standards for English Language Arts. The major genres of literature are studied within the context of World Literature with a concentration on literary concepts and analysis and reading pertinent nonfiction. Writing skills are developed for literary and non-literary purposes. Research skills are continuously developed. Speaking, listening and viewing skills are incorporated into the curriculum, as well as technology usage for research, presentation and communication purposes.

172 FUNDAMENTALS OF WORLD LITERATURE AND COMPOSITION 10

Course Length: Year

Credits: 5.0

Grade Level: 10

Students in this course will receive small group instruction with individual attention given to specific student needs. Course content will concentrate on further development of vocabulary and reading comprehension in literature and nonfiction, as well as writing skills based on the Delran English Curriculum for 10th grade and the New Jersey Student Learning Standards for English Language Arts. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

182 PRINCIPLES OF WORLD LITERATURE AND COMPOSITION 10

Course Length: Year

Credits: 5.0

Grade Level: 10

Students in this course will receive small group instruction with individual attention given to specific student needs in the area of Language Arts. Students will concentrate on skill development as identified in the Delran English Curriculum for 10th grade and the New Jersey Student Learning Standards for English Language Arts. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

130 AMERICAN LITERATURE AND COMPOSITION 11

Course Length: Year

Credits: 5.0

Grade Level: 11

Students should choose this course after they have successfully completed World Literature and Composition 10. The major genres of literature and nonfiction texts are examined through a variety of texts written by American writers. Through the literature, reading, writing, and vocabulary skills are emphasized as denoted in the Delran English Curriculum and the New Jersey Student Learning Standards for English Language Arts.

Research skills continue to be developed. Speaking, listening, and viewing skills are incorporated into the curriculum, as well as technology usage for research, presentation and communication purposes.

131 CP AMERICAN LITERATURE AND COMPOSITION 11

Course Length: Year

Credits: 5.0

Grade Level: 11

Students should choose this course after they have successfully completed CP World Literature and Composition 10. The major genres of literature and nonfiction are examined through a variety of texts written by American writers. Literature, reading, writing and vocabulary skills are emphasized as denoted in the Delran English Curriculum and the New Jersey Student Learning Standards for English Language Arts.

Research skills continue to be developed. Speaking, listening and viewing skills are incorporated into the curriculum, as well as technology usage for research, presentation and communication purposes.

132 HONORS AMERICAN LITERATURE AND COMPOSITION 11

Course Length: Year

Credits: 5.0

Grade Level: 11

Prerequisite: Honors (10) ELA Mid-Year Grade of 80% **or** CP ELA mid-year minimum grade of 93%

- Teacher recommendation

This course emphasizes the development of strong analytical thinking, reading and writing skills. The major genres of literature and nonfiction are studied within the context of American writers, with a concentration on literary concepts as denoted in the Delran English Curriculum and the New Jersey Student Learning Standards for English Language Arts. Writing skills are developed for literary and non-literary purposes. Research skills are continuously developed. Speaking, listening and viewing skills are incorporated into the curriculum, as well as technology usage for research, presentation and communication purposes.

§151 AP ENGLISH LANGUAGE AND COMPOSITION

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Prerequisite: Honors World Literature with a mid-year grade of 85% or better, teacher recommendation, and completion of summer assignment.

This course emphasizes college-level writing. Students will study mainly nonfiction texts in a variety of genres and will focus on rhetorical analysis and the study of how language works. Students are strongly encouraged to take the AP English Language and Composition Exam, which may qualify them for college placement and/or credit. **Students are encouraged to take and are responsible for paying for the AP Exam.**

173 FUNDAMENTALS OF AMERICAN LITERATURE AND COMPOSITION 11

Course Length: Year

Credits: 5.0

Grade Level: 11

Students in this course will receive small-group instruction with individual attention given to specific student needs. Course content will concentrate on the further development of vocabulary and reading comprehension in literature and nonfiction, and writing skills based on the Delran English Curriculum for 11th grade and the New Jersey Student Learning Standards for English Language Arts. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

183 PRINCIPLES OF AMERICAN LITERATURE AND COMPOSITION 11

Course Length: Year

Credits: 5.0

Grade Level: 11

Students in this course will receive small group instruction with individual attention given to specific student needs in the area of Language Arts. Students will concentrate on skill development as identified in the Delran English Curriculum for 11th grade and the New Jersey Student Learning Standards for English Language Arts. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

140 BRITISH LITERATURE AND COMPOSITION 12

Course Length: Year

Credits: 5.0

Grade Level: 12

Students should choose this course after they have successfully completed American Literature and Composition 11. The major genres of literature and nonfiction are examined through a variety of texts by British writers. Through the literature, reading, writing, and vocabulary skills are emphasized as denoted in the Delran English Curriculum and the New Jersey Student Learning Standards for English Language Arts. Research skills continue to be developed. Speaking, listening, and viewing skills are incorporated into the curriculum, as well as technology usage for research, presentation, and communication purposes.

141 CP BRITISH LITERATURE AND COMPOSITION 12

Course Length: Year

Credits 5.0

Grade Level: 12

Students should choose this course after they have successfully completed CP American Literature and Composition 11. The major genres of literature and nonfiction continue to be examined through a variety of texts by British writers. Through the literature, reading, writing and vocabulary skills are emphasized as denoted in the Delran English Curriculum and the New Jersey Student Learning Standards for English Language Arts. Research skills continue to be developed. Speaking, listening and viewing skills are incorporated into the curriculum, as well as technology usage for research, presentation and communication purposes.

142 HONORS BRITISH LITERATURE AND COMPOSITION 12

Course Length: Year

Credits: 5.0

Grade Level: 12

Prerequisite: Honors (11) ELA Mid-Year Grade of 80% **or** CP ELA mid-year minimum grade of 93%

- Teacher recommendation

Students should choose this course after they have successfully completed Honors American Literature and Composition 11. The major genres of literature and nonfiction are studied within the context of British writers, with a concentration on literary concepts and making connections between literature and nonfiction as denoted in the Delran English Curriculum and the New Jersey Student Learning Standards for English Language Arts.

Writing skills are developed for literary and non-literary purposes. Research skills are continuously developed. Speaking, listening and viewing skills are incorporated into the curriculum, as well as technology usage for research, presentation and communication purposes.

145 CP CONTEMPORARY SOCIAL LITERATURE

Course Length: Year

Credits: 5.0

Grade Level: 12

This course is designed as an alternative to the typical Senior English Course. Using principles of Project Based Learning, students will have a hand in designing and executing their learning experience through choices in course content and the design of their final, live portfolio. Students will build a foundation of information through reading and viewing materials published to inform and create social change. Students will then use that information to conceptualize, research, plan and execute a community-based exhibit. The exhibit will be created through collaboration with a visual arts student. Students will not only develop the skills required of a Senior English Course, students will also develop the planning, research, collaboration, communication and outreach skills that dictate success in any field.

§150 AP ENGLISH LITERATURE AND COMPOSITION

Course Length: Year

Credits: 5.0

Grade Level: 12

Prerequisite: Honors American Literature mid-year average of 85% or AP Language and Composition with a mid-year average of 80% or better, teacher recommendation, and completion of summer assignment.

Students will study representative works of literary merit from the various literary genres. Students will learn to perform close readings and analytical readings of all works. Students will learn to write analytically about prose and poetry. Students are strongly encouraged to take the AP English Literature and Composition Exam, which may qualify them for college placement and/or credit. **Students are encouraged to take and are responsible for paying for the AP Exam.**

174 FUNDAMENTALS OF BRITISH LITERATURE AND COMPOSITION 12

Course Length: Year

Credits: 5.0

Grade Level: 12

Students in this course will receive small group instruction with individual attention given to specific student needs. Course content will concentrate on the further development of vocabulary and reading comprehension in literature and nonfiction, and writing skills based on the Delran English Curriculum for 12th grade and the New Jersey Student Learning Standards for English Language Arts. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

184 PRINCIPLES OF BRITISH LITERATURE AND COMPOSITION 12

Course Length: Year

Credits: 5.0

Grade Level: 12

Students in this course will receive small-group instruction with individual attention given to specific student needs in the area of Language Arts. Students will concentrate on skill development as identified in the Delran English Curriculum for 12th grade and the New Jersey Student Learning Standards for English Language Arts. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

187 TRANSITION SEMINAR 1

Course Length: Year

Credits: 5.0

Grade Level: 10, 11, 12

This course is designed to enable high school students to develop and apply self-determination skills in school, home, community, and work settings. Course content includes self-awareness, self-advocacy, self-efficacy, personal and career planning, goal setting, independent performance, and self-evaluation. Students in this course will receive small group instruction with individual attention given to specific student needs.

188 TRANSITION SEMINAR 2

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Prerequisite: Successful completion of Transition Seminar 1

This course is designed to enable high school students to develop and apply self-awareness, self-advocacy, self-efficacy, personal and career planning, goal setting, independent performance, and self-evaluation strategies. This course will build upon the skills developed in the Transition Seminar 1 course. Students in this course will receive small group instruction with individual attention given to specific student needs. Regularly planned instructional experiences will be completed on and off campus.

189 TRANSITION SEMINAR 3

Course Length: Year

Credits: 5.0

Grade Level: 12

Prerequisite: Successful completion of Transition Seminar 2

This course is designed to allow high school students to continue learning to apply self-awareness, self-advocacy, self-efficacy, personal and career planning, goal setting, independent performance, and self-evaluation strategies. They will study their interests to be a working member of society. Students will learn job-based skills and be prepared for the working world, including, but not limited to, working in the school store, the main office, or other school-based jobs/training. If prepared, students will obtain an internship/position during the second semester and be coached through the structured learning environment. Students in this course will receive small-group instruction with individual attention given to specific student needs and in accordance with IEP Goals.



ENGLISH DEPARTMENT ELECTIVES

163 CP CREATIVE WRITING

Course Length: Year
Grade Level: 9, 10, 11, 12

Credits: 5.0

This course is designed for the student who is interested in an opportunity for self-expression through writing. After basic concepts are taught and applied to various forms of writing, students work independently in the areas which interest them the most. They develop skills in the following areas: daily journals; one-act plays, narratives, descriptive essays, and poetry. The school publication, *Images*, is produced once a year with selections of students' work.

164 CP CRITICAL VIEWING

Course Length: Semester
Grade Level: 9, 10, 11, 12

Credits: 2.5

Films are more than entertainment. They make connections to many different disciplines and can be *read* like a book. This course is designed to explore the differences between text and film from the standpoint of film versions of written text and original creations, construction of film and the choices the director makes, and connections between film and other literary and artistic genres.

191, 192, 193, 194 CP JOURNALISM

Course Length: Year
Grade Level: 9, 10, 11, 12

Credits: 5.0

The school newspaper, *The Bear Facts*, is produced by this class; therefore, students will learn how to report on sports events, meetings, special events and noteworthy news events that involve the students, staff, faculty and community of Delran. The various factors of journalism including style, organization, interviewing, feature story construction, reporting, and copy reading, as well as the mechanical aspects such as headlining, make-up, layouts, and printing will be covered. This course is best suited for students who demonstrate a strength in writing.

167, 168 CP STUDENT PUBLICATION: YEARBOOK

Course Length: Year
Grade Level: 10, 11, 12
Co-requisite: Membership on Yearbook Staff
Prerequisite: Graphic Design, Photography or Journalism

Credits: 5.0

This course is designed to produce Delran High School's yearbook, *Spirit*, and to give students the opportunity to learn publication work beyond that associated with a newspaper. Students will learn the principles of yearbook production, how to create page layouts, how to edit and crop photos, how to work cooperatively, and how to use computer software in these applications. In this yearbook course, students will work in any one of several areas: advertising, photography, page makeup, copywriting and computers. Grading is based on pages completed according to deadlines, observation of daily work habits and the degree to which staff members help when and where needed.

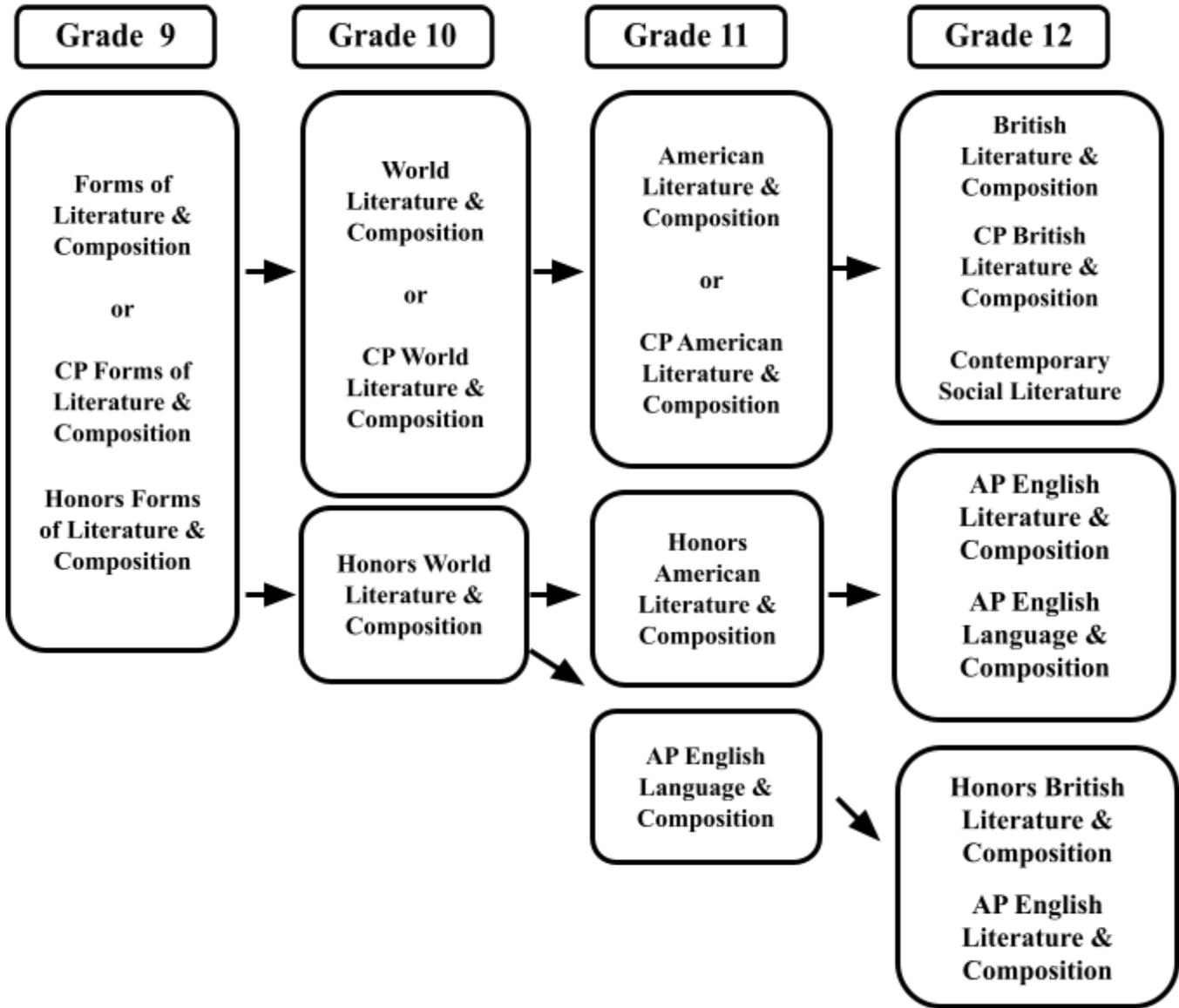
198(Fall)/199(Spring) CP SAT PREPARATION VERBAL

Course Length: Semester
Grade Level: 10, 11, 12

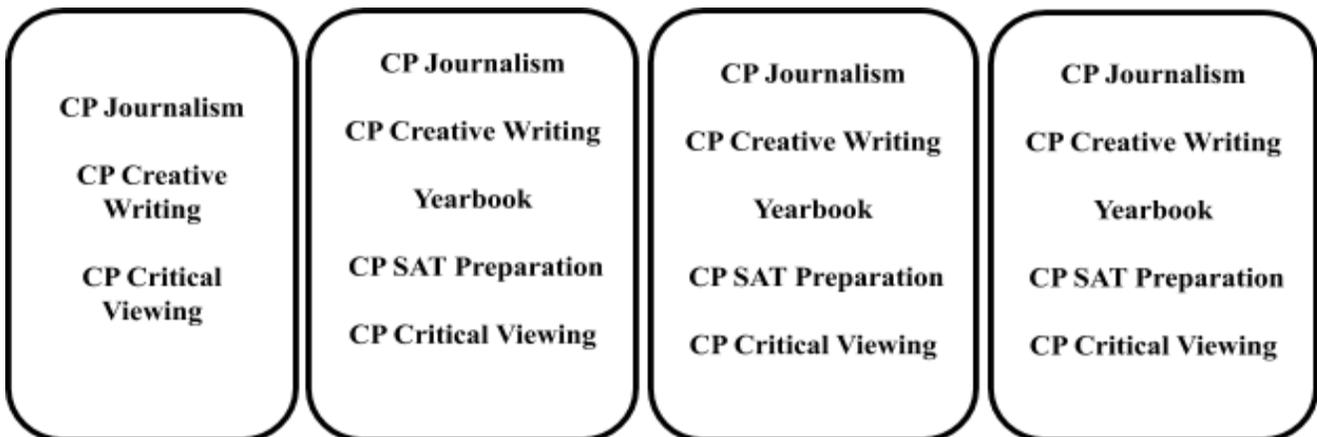
Credits: 2.5

This course is designed specifically to give students who wish to attend a four-year college experience with the types of questions that will appear on the SAT I and College Board tests. Students will develop verbal skills as well as test-taking strategies. Simulations on the computer of the actual exam will be given. Past SAT exams may be used as practice materials. Students should consider when they are taking the SAT so they know which semester would be most beneficial.

COURSE SEQUENCE FOR ENGLISH



Electives



Family and Consumer Science

The Culinary Arts curriculum offers students the opportunity to explore activities and skills related to personal and professional life in the culinary arts realm. Students will have the opportunity to take an introductory course focusing on healthy food choices and food preparation through a management and field experience in Culinary Arts III. A minimum of 5 credits in 21st Century Life and Careers, or Career-Technical Education is required for graduation in the State of New Jersey. These courses satisfy that requirement.

751 CP CULINARY ARTS I

Course Length: Year

Credits: 5.0

Grades: 9, 10, 11

This course is designed to provide students with an introduction to food science, food preparation and nutrition that can be used throughout life. This practical, cutting edge course focuses on the latest dietary trends to help one make healthy food choices. No previous experience is necessary to be successful in this course. Throughout the course, students will study safety, food sanitation, nutrition, culinary math as well as preparation skills. The students will learn food preparation terms and principles as well as proper use and care of home and laboratory equipment. The course will provide students many opportunities for “hands-on” application of theory through food preparation.

752 CP CULINARY ARTS II – GLOBAL CUISINE

Course Length: Year

Credits: 5.0

Grades: 10, 11, 12

Prerequisite: Successful Completion of CP Culinary Arts I

This course is designed for the student who has successfully completed Culinary Arts I. This course reinforces the basic principles of safety, sanitation, and the use and care of kitchen tools and equipment. Students will apply more advanced cooking techniques, recipe costing, and menu development. Emphasis will be placed on global and regional cooking and how food relates to the history and geography of a country. Culinary math skills including food costing, budgeting, and the challenge of meal planning will be incorporated into daily laboratory activities.

753 CP CULINARY ARTS III – MANAGEMENT AND FIELD EXPERIENCE

Course Length: Year plus Student Learning Experience

Credits: 5.0

Grades: 11, 12

Prerequisite: Minimum of a grade of B in both Culinary Arts I and Culinary Arts II as well as a demonstrated interest in pursuing a career path in the foodservice industry and/or post-secondary education in the foodservice industry.

This course will allow students to complete a practical education experience at a food service operation, supervised and evaluated by a food service professional. Students will also participate in an independent study related to various topics within the foodservice industry. The student will be encouraged to use the work experience as the basis for his/her independent study as directed by the teacher. In addition, the student will also be required to attend specific courses at Rowan College at Burlington County Culinary Division in Mt. Holly, and visit local employers on a limited basis. Finally, students will complete a standardized test in Culinary Arts upon successful completion of the course and assessment.

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

015, 025, 035, 045 NINTH THROUGH TWELFTH GRADE: CP PHYSICAL EDUCATION/HEALTH
Course Length: Full Year Credits: 5.00

This secondary Physical Education course will provide students the opportunity to acquire and develop the specialized physical skills and knowledge they will use in adulthood through an elective based Physical Education curriculum. Students will choose their activity from current units available in 2 - 3 week rotations. The Physical Education units may include, but are not limited to: fitness activities, net/wall games, target games, adventure education, individual-performance activities, fielding/striking games, recreation games and invasion games. Students will participate in both individual and team activities to develop and improve upon physical, social and psychomotor areas of health and sport-related fitness. Ninth graders will get pulled out of elective Physical Education during the first marking period in order to participate in an Adventure Education program that works on communication, collaboration, self-awareness and class bonding.

NINTH GRADE: PERSONAL HEALTH

This course will discuss the importance of mental and emotional health focusing on the understanding and expression of emotions. This course will also educate the students in the areas of alcohol, tobacco, and drug use regarding the negative impact of these substances.

TENTH GRADE: DRIVER EDUCATION THEORY

This course offers an in depth look into Driver Education through various units such as: Graduated Driver's License and Testing Requirements, Basic Maneuvers, Rules of the Road, Signs, Signals and Pavement Markings, and Drinking and Drugs. Students will be given the opportunity to take the state written exam at the end of this course. Passing the written exam is required to obtain a driving permit and/or license.

ELEVENTH GRADE: FIRST AID AND SAFETY

This course offers an in-depth look into First Aid and Safety through various units such as: Adult Component, Before Giving Care, Child Component, First Aid, and Infant Component. Students will be given the opportunity to take the written exam at the end of the course to obtain First Aid/CPR Certification.

TWELFTH GRADE: COMMUNITY & FAMILY HEALTH

This course will take an in-depth look into the anatomical structure of the reproductive system and the process of human reproduction. This course will also address possible abnormalities in the reproductive process and the identification of signs and symptoms of various diseases along with current information available on treatments. In addition, the various forms of contraceptive devices and the multiple methods of birth control will be addressed.

071, 072, 073, 074 NINTH THROUGH TWELFTH GRADE: ADAPTIVE PHYSICAL EDUCATION
Course Length: 1 Year Credits: 5.00

This course is a modified physical education program designed to meet the individualized gross motor needs, or other disability-related challenges, of an identified student. The program can be provided one-on-one, in a small group, or when appropriate, within the general physical education setting. The course will provide students the opportunity to acquire and develop the specialized physical skills and knowledge they will use in adulthood and improve upon physical, social and psychomotor areas of health and sport-related fitness.

MATHEMATICS

The Mathematics Program is designed to focus on both the theoretical aspects of mathematics and the practical applications of mathematics. When choosing a mathematics course, students should consider prior success in mathematics, course offerings **and plans for the future**. *Success in mathematics is dependent on previous knowledge; therefore, courses should be chosen carefully. TI-84 calculators are required in all courses.*

- *Students who complete Algebra I at the middle school must still take 15 credits of math in high school.*
- *Please refer to the Course Sequence for mathematics for the expected flow of mathematics courses.*

310 ALGEBRA I

Course Length: Year

Credits: 5.0

Grade Level: 9

Prerequisite: Math 8, Teacher Recommendation, and Qualifying Scores on Algebra I Readiness Indicators

This course is designed for students who wish to study the basic concepts of Algebra I. Topics include expressions, linear, exponential, and quadratic functions, and systems. Instruction will focus on a combination of problem solving and thinking skills on a daily basis, and will integrate technology as appropriate.

311 CP ALGEBRA I

Course Length: Year

Credits: 5.0

Grade Level: 9

Prerequisite: Math 8, Teacher Recommendation, and Qualifying Scores on Algebra I Readiness Indicators

Upon entry into this course, students should be proficient in the four operations with rational numbers. The pace of the course is established to give students a firm foundation in the analytical skills necessary for future CP courses, and covers expressions, linear, exponential, and quadratic functions, and systems.

371 FUNDAMENTALS OF ALGEBRA I

Course Length: Year

Credits: 5.0

Grade Level: 9

Students in this course will receive small-group instruction with individual attention given to specific student needs. Students will learn concepts in Algebra as well as other consumer and career mathematics skills. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

381 PRINCIPLES OF ALGEBRA I

Course Length: Year

Credits: 5.0

Grade Level: 9

Students in this course will receive small-group instruction with individual attention given to specific student needs. Students will concentrate on developing and reinforcing basic skills as they learn the required concepts of Algebra I. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

320 GEOMETRY

Course Length: Year

Credits: 5.0

Grade Level: 10

Prerequisite: Algebra I, Teacher Recommendation

This course is designed for students who wish to study the basic concepts of geometry. Quadrilaterals, similar polygons, right triangles, and circles will be studied. Concepts will be developed intuitively through exploration, visualizations and activities. Students who have struggled with math in the past are strongly encouraged to take this level of Geometry.

321 CP GEOMETRY

Course Length: Year

Credits: 5.0

Grade Level: 9, 10

Prerequisite: Mid-year average of 70% or higher in CP Algebra I, or mid-year average of 95% or higher in Algebra I, Teacher Recommendation

This in-depth course is designed for students who were successful in CP Algebra I. Students will learn the logical methods of mathematical thinking through the study of deductive and inductive reasoning, and will study the concepts of quadrilaterals, similar polygons, right triangles, and circles. This course will focus on improving the students' higher order thinking process and will develop their appreciation of the form and structure of mathematics.

322 HONORS GEOMETRY

Course Length: Year

Credits: 5.0

Grade Level: 9, Prerequisite: 8th Grade Algebra, mid-year grade of 80% or better, Teacher Recommendation

Grade Level: 10, Prerequisite: CP Algebra I, mid-year grade of 93% or better with Teacher Recommendation

In this course, exceptionally-able and motivated students will receive an in-depth study of Geometry with an approach that stresses discovery and problem solving. This rigorous course also contains additional advanced topics not found in the standard geometry course and will move at a significantly more rapid pace to ensure that all topics are covered.

372 FUNDAMENTALS OF GEOMETRY

Course Length: Year

Credits: 5.0

Grade Level: 10

Students in this course will receive small-group instruction with individual attention given to specific student needs. Students will apply Algebra skills as they learn key concepts in Geometry. Other consumer and career mathematics skills will also be taught. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

382 PRINCIPLES OF GEOMETRY

Course Length: Year

Credits: 5.0

Grade Level: 10

Students in this course will receive small-group instruction with individual attention given to specific student needs. Students will learn the basic concepts of Geometry as they study quadrilaterals, triangles and circles. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

330 ALGEBRA II

Course Length: Year

Credits: 5.0

Grade Level: 11

Prerequisite: Geometry , Teacher Recommendation

This course is designed to complete the Algebra and Geometry sequence. Basic concepts are linear and quadratic equations, functions, relations, and systems. Each concept is reinforced through problem solving. Students who have struggled with math in the past are strongly encouraged to take this level of Algebra II.

331 CP ALGEBRA II

Course Length: Year

Credits: 5.0

Grade Level: 10, 11

Prerequisite: CP Geometry, mid-year grade of 70% or better, Teacher Recommendation

This course represents a continuation and further study of Algebra for the serious mathematics student. Fundamental concepts include linear and quadratic equations, inequalities, and functions. Use of graphing calculators will be incorporated.

332 HONORS ALGEBRA II

Course Length: Year

Credits: 5.0

Grade Level: 10, Prerequisite: Honors Geometry, mid-year grade of 80% or better, Teacher Recommendation

Grade Level: 11, Prerequisite: CP Geometry, mid-year grade of 93% or better with Teacher Recommendation

This course provides exceptionally-able and motivated students with an in-depth study of advanced Algebra. Fundamental concepts include linear and quadratic equations, inequalities, functions, logarithms and conic sections. Emphasis will be placed on elevating the student's depth of understanding. Theory will be an integral part of this course. Graphing calculators will be utilized throughout the course.

373/374 FUNDAMENTALS OF ALGEBRA II

Course Length: Year

Credits: 5.0 (Grade 11)

Grade Level: 11, 12

5.0 (Grade 12)

Students in this course will receive small-group instruction with individual attention given to specific student needs. Students will learn advanced Algebra skills and develop the problem-solving skills necessary for math after high school. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

383 PRINCIPLES OF ALGEBRA II

Course Length: Year

Credits: 5.0

Grade Level: 11

Students in this course will receive small-group instruction with individual attention given to specific student needs. Students will learn and apply advanced Algebra skills and concepts to problem-solving scenarios. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

***384 PRINCIPLES OF CONSUMER MATH**

Course Length: Year

Credits: 5.0

Grade Level: 12

Prerequisite: Principles of Algebra II

Students in this course will prepare for situations in their daily lives that require knowledge of comparing and reconciling savings accounts and checking accounts, personal budgeting, renting apartments, purchasing goods and services, determining taxes, buying cars, investigation insurance options, etc. This course does not satisfy math requirements for graduation. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

333 HONORS MATH ANALYSIS

Course Length: Year

Credits: 5.0

Grade Level: 10

Prerequisite: Honors Geometry with Teacher Recommendation and Supervisor Approval

This accelerated course is intended for sophomores who have demonstrated extremely high skills in mathematics. This course takes the place of both Honors Algebra II and Honors Pre-Calculus and can only be selected through recommendation by your Honors Geometry Teacher and Supervisor's approval. Topics include algebraic, exponential, and logarithmic functions, sequences and series, advanced probability concepts, conic sections, trigonometric identities and functions, and other foundational calculus concepts.

Students in this class will take AP Calculus AB as a Junior and AP Calculus BC as a Senior. This course is not eligible for a parental waiver.

341 CP PRECALCULUS WITH TRIGONOMETRY

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Prerequisite: CP Algebra II with mid-year grade of 70% or better, Teacher Recommendation

Topics included in this course are the theory of equations along with exponential and logarithmic functions. Algebra and Geometry are used to extend mathematics to a new class of functions--trigonometric functions. Graphing calculators will be used when appropriate.

342 HONORS PRECALCULUS WITH TRIGONOMETRY

Course Length: Year

Credits: 5.0

Grade Level: 11

Prerequisite: Honors Algebra II with a mid-year grade of 80% or better, Teacher Recommendation, or CP Algebra II with a mid-year grade of 93% or better, Teacher Recommendation

This course will provide exceptionally-able and motivated students with a rigorous introduction to the topics necessary for the study of AP Calculus. It also provides for an in-depth study of trigonometric, exponential, and logarithmic functions utilizing a graphing calculator. Emphasis will be placed upon derivation of formula and problem solving.

§361 CP CALCULUS

Course Length: Year

Credits: 5.0

Grade Level: 12

Prerequisite: CP Precalculus with Trigonometry with a mid-year grade of 70% or better, Teacher Recommendation

This course will provide students with a foundation in the study of Calculus with practical applications of limits, derivatives, and integrals. Graphing calculators will be used when appropriate.

§350 AP CALCULUS AB

Grade Level: 11, 12

Credits: 5.0

Prerequisite: Honors Precalculus with Trigonometry or Honors Math Analysis with a mid-year of 80% or better, Teacher Recommendation and Completion of Summer Assignment.

Calculator: Graphing (TI-89 required)

AP Calculus is geared toward exceptionally-able and motivated students. The mathematical theory and practical applications of limits, derivatives, and integrals will be covered in this course utilizing a graphing calculator. The College Board prescribes the AP Calculus AB syllabus. **Students are encouraged to take and are responsible for paying for the AP Exam.**

§355 AP STATISTICS

Course Length: Year

Credits: 5.0

Grade level: 11, 12

Prerequisite: CP Algebra II mid-year average of 93% or Honors Algebra II mid-year average of 80% or better, Teacher Recommendation

This course is designed for students who excelled in CP/Honors Algebra II or Honors Math Analysis and wish to pursue further in-depth study in the area of Statistics. The topics of a college statistics course are covered, highlighting the four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Written analysis of data is required on a regular basis. **Students are encouraged to take and are responsible for paying for the AP Exam.**

§360 AP CALCULUS BC

Course Length: Year

Credits: 5.0

Grade Level: 12

Prerequisite: Successful Completion of AP Calculus AB, Teacher Recommendation, and Completion of Summer Assignment.

This course is designed for the most advanced math students who have excelled in AP Calculus AB. Students will explore the key concepts, methods, and applications of single-variable calculus by expanding on the topics covered in AP Calculus AB (functions, graphs, limits, derivatives, integrals, and the Fundamental Theorem of Calculus) as well as additional topics in differential and integral calculus, such as parametric, polar and vector functions, and series. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one level beyond that granted for AP Calculus AB. **Students are encouraged to take and are responsible for paying for the AP Exam.**

MATH ELECTIVES

345 CP STATISTICS

Course Length: Year

Credits: 5.0

Grade level: 11, 12

Prerequisite: CP Algebra II mid-year average of 70% or better, Teacher Recommendation

Students will examine the basic elements of theoretical probability, binomial and normal distributions, linear correlation, statistical tables, random variables, sampling distributions, confidence intervals, and testing a claim. Statistical experiments and the use of technology to observe statistics in everyday life will be explored in this course.

366 CP TOPICS OF MATHEMATICS

Course Length: Semester

Credits: 2.5

Grade Level: 12

Prerequisite: CP Algebra II

This course is designed for the serious math student to examine non-traditional topics in mathematics such as history of math, graph theory, logic, election theory, game theory, cryptography, matrices and set theory. All of these topics will assist students in applying mathematics while enhancing problem-solving skills and techniques.

367 CP FOUNDATIONS OF COLLEGE MATH

Course Length: Year

Credits: 5.0

Grade Level: 12

Prerequisite: Completion of Algebra II or Supervisor Approval

Foundations of College Math is designed for seniors interested in attending RCBC or Rowan after graduation, who have completed three years of mathematics and would like to take a refresher math course in preparation for their college entrance exam. This course is offered in partnership with Rowan College at Burlington County (RCBC). Students will review prerequisite concepts for college math and take the Accuplacer College Placement Exam. Students earning a qualifying score on the Accuplacer or a final grade of B or better in the course and are within 10 points of the Accuplacer qualifying score will not have to take remedial math classes if enrolled at RCBC. RCBC retains the right to change the qualifying terms.

398(Fall)/399(Spring) CP SAT PREPARATION MATH

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

Calculator: Graphing (TI-84 Required)

Prerequisite: Successful completion of Geometry

This course is designed specifically to give students who wish to attend a four-year college experience with the types of questions that will appear on the SAT I and College Board tests. Students will develop their math skills as well as test-taking strategies. Simulations on the computer of the actual exam will be given. Past SAT exams may be used as practice materials. Students should consider when they are taking the SAT so they know which semester would be most beneficial.

390 ALGEBRA FOUNDATIONS

Course Length: Year

Credits: 5.0

Grade Level: 9

Concurrent: Algebra I

This course is designed to be taken concurrently with Algebra I and is designed to serve the needs of students who would benefit from an opportunity to review and strengthen pre-algebra skills in order to be successful with the concepts of Algebra I. Students who have struggled with math in middle school, and/or are unable to meet the qualifying scores on the Algebra I readiness indicators, are required to take this course to help them prepare for success not only in Algebra I but in the subsequent required high school mathematics courses as well.

391 INTEGRATED ALGEBRA AND GEOMETRY SUPPORT (Not offered in 2020-21)

Course Length: Year

Credits: 5.0

Grade Level: 10

Prerequisite: Teacher Recommendation

Concurrent: Geometry

392 INTEGRATED ADVANCED MATH SUPPORT (Not offered in 2020-21)

Course Length: Year

Credits: 5.0

Grade Level: 11

Prerequisite: Teacher Recommendation

Concurrent: Algebra 2

395/396 CP ALGEBRA APPLICATIONS AND TECHNIQUES (Fall/Spring)

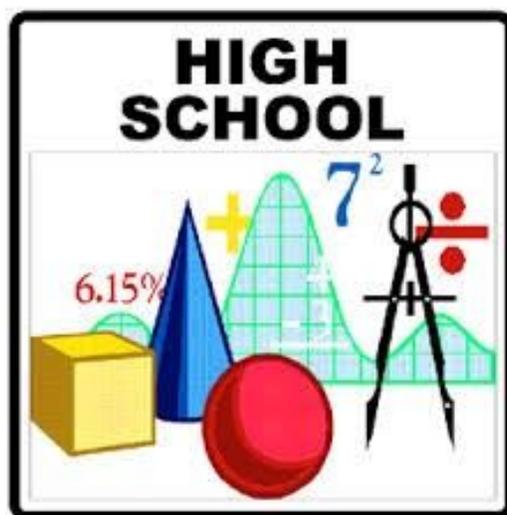
Course Length: Semester

Credits: 1.25

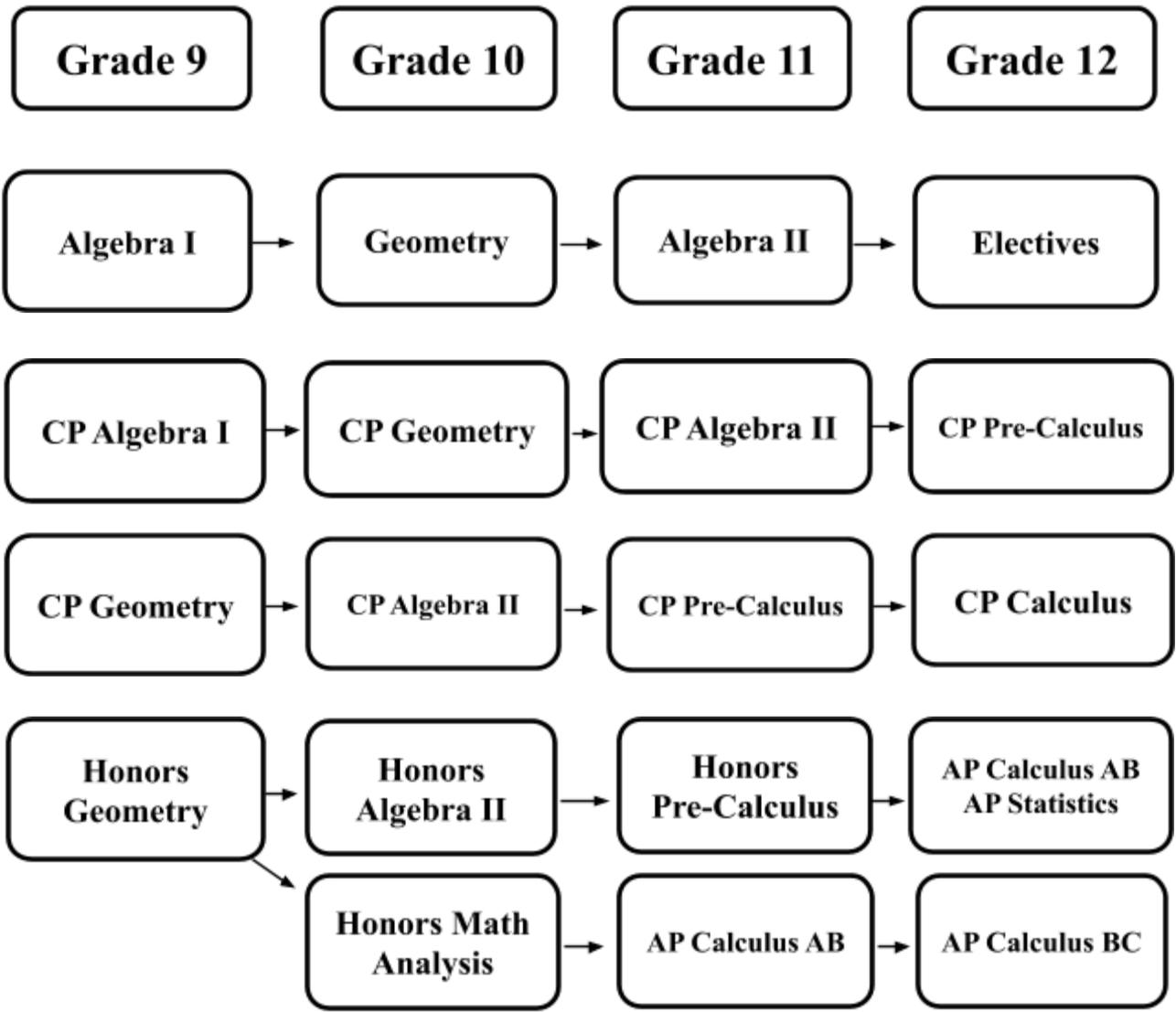
Grade Level: 9, 10

Prerequisite: Successful completion of the Algebra I course, with a score below 750 on the Algebra I NJSLA

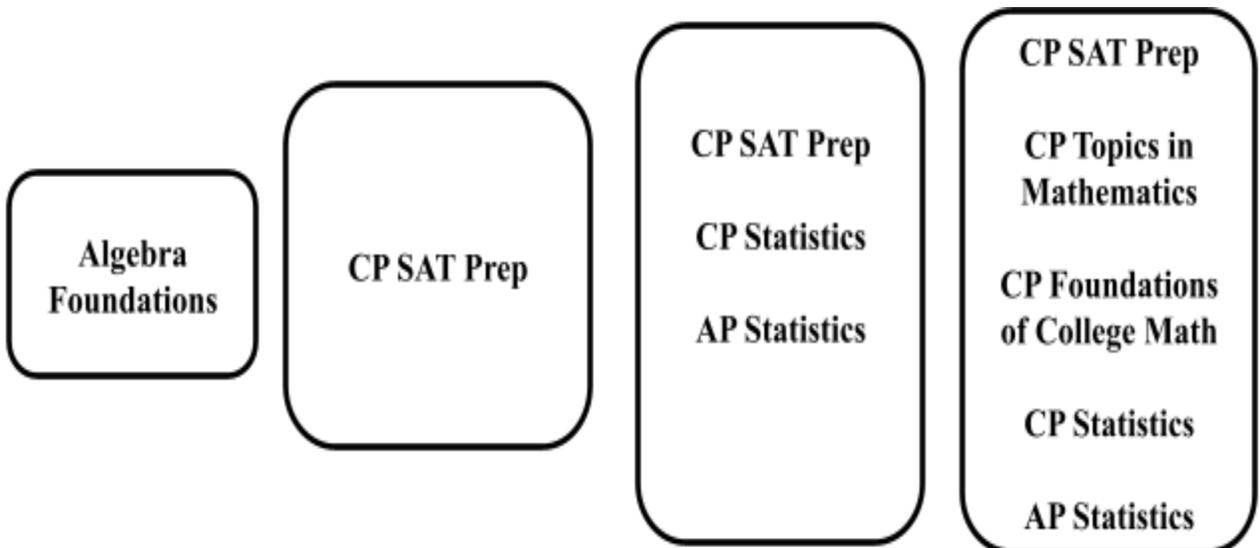
The Algebra Applications and Techniques Instructional Module is a blended online & in-person learning module designed to help students review essential skills and concepts in Algebra I and practice rigorous applications of those techniques. Student performance on previous tests, including benchmark assessments and standardized tests, are examined by the instructor and used to identify areas for growth and tailor instruction to meet student needs. Students enrolled in this course are expected to complete online assignments by posted deadlines and attend the scheduled in-person sessions. Enrollment in this course makes students eligible to sit for additional NJSLA administration windows in an effort to satisfy the graduation testing requirement.



Course Sequence for Mathematics



ELECTIVES



MUSIC

The Music Department offers a wide variety of courses for the interested student. Students have the opportunity to perform and learn about the many styles of music. Courses afford all students the opportunity to develop an interest in and an appreciation for music. Students who are prospective college music students are encouraged to populate and challenge themselves with both general music electives as well as the theory/technology and performance courses.

901 CP FRESHMAN BAND

Course Length: Year

Credits: 5.0

Grade Level: 9

Prerequisite: At least one year of middle school band or an audition with the high school director.

This course is open to all students who have a passion for instrumental performance. Rehearsal techniques and ensemble playing are continually stressed. Emphasis is placed upon good musicianship with summative performances in the fall and spring. Concert Band offers students an enjoyable learning environment while building a solid musical foundation. During the fall, students in the concert band are encouraged to participate in the “Golden Regiment” Marching Band.

902, 903, 904 CP BAND

Course Length: Year

Credits: 5.0

Grade Level: 10, 11, 12

Prerequisite: At least one year of middle school band or an audition with the high school director.

This course is open to all students who have a passion for instrumental performance. Rehearsal techniques and individual skill are continually stressed. The focus of this class will be music fundamentals and basic music theory. Freshman Band offers students an enjoyable learning environment while building a solid musical foundation. During the fall, students in the band are encouraged to participate in the “Golden Regiment” Marching Band.

911 CP FRESHMAN CHOIR

Course Length: Year

Credits: 5.0

Grade Level: 9

Freshman Choir is the introductory course for all vocal performance groups. Students will sing music of soprano, alto, tenor, and bass parts in either two, three or four-part harmony, the ensemble performs classical, “pop,” show, and contemporary music. Stress is placed on accurate pitch and tone matching, voice development, tone quality, and breath control. Healthy singing techniques are taught and encouraged. Basic fundamentals of theory are begun and implemented in this course. Opportunity is given to audition for Bel Canto Choir(Women) and Grizzly Tones Ensemble(Men). The students will participate in mandatory concerts and school and community performances throughout the school year.

912, 913, 914 CP CONCERT CHOIR

Course Length: Year

Credits: 5.0

Grade Level: 10, 11, 12

Concert Choir is an opportunity for all students with music ability, or an interest in singing, to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Students will be trained in proper vocal technique, music reading skills, ensemble singing, and performance technique. Students will be able to strengthen listening skills, gain the ability to analyze and evaluate music and performances. Concert Choir performs a wide variety of repertoire ranging from Baroque to contemporary choral arrangements. Special attention will also be given to relating music experiences to personal development through service projects and team building activities at hopes of developing active and productive members of society. Attendance at all performances is required.

915 CP JAZZ IMPROVISATION

Course Length: Semester
Grade Level: 9, 10, 11, 12

Credits: 2.5

This course is designed for the musician that has a solid foundation on their instrument of choice and is interested in experiencing the various styles of jazz. The successful student-musician should have a strong knowledge of the basic music performance (reading) skills and be interested in fine-tuning these through performance and exercises of jazz literature. Basic jazz theory, repertoire, and improvisation will be covered. Students will be confident to know that they are learning the true “jazz” language.

940 CP MUSIC THEORY I

Course Length: Year
Grade Level: 9, 10, 11, 12

Credits: 5.0

Prerequisite: Students with prior music experience or a strong desire to learn music.

This course is designed for either aspiring or beginner musicians alike. A desire to learn and familiarity with basic notation will provide a foundation to be further strengthened. Students will learn basic concepts and terms needed to discuss and analyze melodies and harmonies. Concepts covered include melodic and rhythmic notation, major and minor keys and scales, triads and chords, harmonic analysis, and two-part melodic writing. To further extend students’ understanding, the basics of piano playing will be explored. Students should be excited to know that they will learn the basics to compose their own music.

950 AP MUSIC THEORY

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

Credits: 5.0

Prerequisite: Music Theory I with a Grade of 80%, teacher recommendation, and completion of summer assignment.

This course is designed for the preparation of students who are potential college music majors/minors and for the Advanced Placement Examination in Music Theory. Students will be engaged in the advanced study of harmony, composition, musical form and analysis, solfege, dictation (rhythmic, melodic, and harmonic), and other aural skills. **Students are encouraged to take and are responsible for paying for the AP Exam.**

960 CP INTRODUCTION TO GUITAR/PIANO

Course Length: Semester
Grade Level: 9, 10, 11, 12

Credits: 2.5

This course is for students who have always wanted to learn to play the piano or the guitar! This course provides an opportunity for students with no prior experience to learn the basics of each instrument. Basic piano and guitar note and chord reading, as well as basic accompaniment and strumming patterns will be covered. Student music preferences will be taken into consideration for project-based work. Students will be assessed through playing and written quizzes.

961 CP GUITAR WORKSHOP

Course Length: Semester

Credits: 2.5

Grade Level: 9, 10, 11, 12

Prerequisite: Introduction to Guitar/Piano or an Audition with the Instructor

This class is designed for students who already have some prior experience playing guitar. Students who take this class will have the opportunity to expand upon the basics. Participants will learn guitar theory, technique and performance skills. Efforts will be made to emphasize musical styles and areas of interest within the class setting. This class will also touch on songwriting for guitar. Students will be assessed through playing and written quizzes.

971 CP PIANO WORKSHOP

Course Length: Semester

Credits: 2.5

Grade Level: 9, 10, 11, 12

Prerequisite: Introduction to Guitar/Piano or an Audition with the Instructor

This class is designed for students who already have some prior experience playing piano. Students who take this class will have the opportunity to expand upon the basics. Participants will learn piano theory, technique and performance skills. Efforts will be made to emphasize musical styles and areas of interest within the class setting. This class will also touch on songwriting for the keyboard. Students will be assessed through playing and written quizzes.

962 CP MUSIC IN THE MOVIES

Course Length: Semester

Credits: 2.5

Grade Level: 9, 10, 11, 12

This course is designed for movie and music lovers alike. Famous and influential films and soundtracks including classic musical films will be viewed and discussed in class. Composers', directors' and performers' lives and careers will be covered. Movies such as *Star Wars*, *Indiana Jones*, and *Singing in the Rain* are examples of movies that will be covered. Music in the Movies is a general music class for students who wish to gain a further understanding of the cultural, historical and aesthetic influence of musical film and film music. Students will be assessed through completion of movie-based projects and assignments.

963 CP AMERICAN POPULAR MUSIC

Course Length: Semester

Credits: 2.5

Grade Level: 9, 10, 11, 12

This course is designed to give students a more in-depth look at the popular music from American history and find how it has influenced the music and culture of today. This class will provide an overview of the roots of American pop music to current-day popular music including: folk, jazz, country, rock and roll, alternative rock, rhythm and blues, disco, hip hop, and rap. Emphasis will be placed on influential music artist projects. Student preferences in music will be taken into consideration for project-based assignments. Students will discover how musicians from the past have influenced the music of today.

965 CP MUSICAL THEATRE

Course Length: Semester

Credits: 2.5

Grade Level: 9, 10, 11, 12

This course is designed for students who are interested in learning about all aspects of musical theatre. Students will have the opportunity to watch well-known musicals and learn about their plots, songs, composers, actors, etc. Focus will be placed on acting and singing on stage. This course will also spend time with the production (backstage) aspects of theatre such as set design and construction, costumes, makeup, and direction.

980 CP MUSIC TECHNOLOGY LAB

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

This course will offer the musician and non-musician alike the opportunity to gain an understanding of the various technologies related to music: i.e. computers and digital sampling as it relates to music recording, the basics of microphones and sound systems, and the use of MIDI in computer music, multi-track recording, electronic keyboards, drum machines and basic sequencing. Remixing and the study of various music programs will be covered. This class incorporates hands-on use of the above technologies along with various assignments to assess learning. A final recorded project will be the culmination of this course.

All courses in the Music Department provide credits for the Visual or Performing Arts graduation requirement for all students.

COURSE SEQUENCE FOR MUSIC

Grade 9

Grade 10

Grade 11

Grade 12

American Pop Music
Music in the Movies
Musical Theatre
Intro to Guitar/Piano
Guitar/Piano Workshop
Jazz Improvisation
 Semester

American Pop Music
Music in the Movies
Musical Theatre
Intro to Guitar/Piano
Guitar/Piano Workshop
Jazz Improvisation
 Semester

American Pop Music
Music in the Movies
Musical Theatre
Intro to Guitar/Piano
Guitar/Piano Workshop
Jazz Improvisation
 Semester

American Pop Music
Music in the Movies
Musical Theatre
Intro to Guitar/Piano
Guitar/Piano Workshop
Jazz Improvisation
 Semester

CP Music Theory I
CP Music Technology Lab
 Year

CP Music Theory I
AP Music Theory
CP Music Technology Lab
 Year

CP Music Theory I
AP Music Theory
CP Music Technology Lab
 Year

CP Music Theory I
AP Music Theory
CP Music Technology Lab
 Year

CP Freshman Band
CP Freshman Choir

CP Concert Band
CP Concert Choir
 Year

CP Concert Band
CP Concert Choir
 Year

CP Concert Band
CP Concert Choir
 Year

SCIENCE

Please consider these requirements when making Science Course selections:

- Mathematics prerequisites are listed below, where appropriate. The importance of mathematics should not be underestimated when considering science courses, since math modeling is an important part of the standards in science.
- Please refer to the Course Sequence for Science for the expected flow of science courses.

The New Jersey Student Learning Standards in Science align to the *Next Generation Science Standards*, which were implemented in 2016-2017, are now called the NJ Student Learning Standards in Science, NJSLS-S. They assess students based on *Performance Expectations*, which describe what students should know and be able to do within each grade level. The goal of the new science curriculum is to develop science proficiency with opportunities for a range of scientific investigations and thinking, including—but not limited to—inquiry and investigation, collection and analysis of evidence, logical reasoning, and communication and application of information. The standards are performed using a three dimensional model which allow students to demonstrate a deeper level of understanding:

- **Crosscutting Concepts** will identify the phenomenon of science in everyday life, which will build student interest in the world around them, as well as demonstrate to students the connectedness of the world.
- **Disciplinary Core Ideas** are the content which will be integration of ideas in a developmental progression, focused on a limited number of core ideas both within and across disciplines, in order to deepen understanding of scientific phenomenon.
- **Scientific Practices and Engineering Design** are experiences for high school students to “undertake more complex engineering design projects related to major global, national, or local issues” (NRC, 2012, p. 71). The core idea of engineering design includes three component ideas:
 - Defining and delimiting engineering problems involves stating the problem to be solved as clearly as possible in terms of criteria for success, and constraints or limits.
 - Designing solutions to engineering problems begins with generating a number of different possible solutions, then evaluating potential solutions to see which ones best meet the criteria and constraints of the problem.
 - Optimizing the design solution involves a process in which solutions are systematically tested and refined and the final design is improved by trading off less important features for those that are more important. It is important to point out that these component ideas do not always follow in order, any more than do the “steps” of scientific inquiry. At any stage, a problem-solver can redefine the problem or generate new solutions to replace an idea that isn’t working out.

410 ENVIRONMENTAL SCIENCE

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 9

Students will apply science through a hands-on approach. Questions such as, “What is the universe, and what is Earth’s place in it?”, “How and why is Earth constantly changing?” and “How do Earth’s surface processes and human activities affect each other?” will be answered in this course. Disciplinary core ideas addressed include: Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth’s surface processes, weather and climate, natural resources, natural hazards, human impact on Earth systems, and global climate change. Students develop models and explanations for their thinking. Students will engage with major global issues to develop analytical and strategic thinking to—define the problem, develop possible solutions, and improve designs.

411 CP ENVIRONMENTAL SCIENCE

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 9

Prerequisite: At least an average of 70% in on-level science, math, reading and writing in 8th grade.

Students continue to develop their understanding and their ability to explain more in-depth phenomena. Questions such as, “What is the universe, and what is Earth’s place in it?”, “How and why is Earth constantly changing?”, and “How do Earth’s surface processes and human activities affect each other?” will be answered in this course. Disciplinary core ideas addressed include: Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth’s surface processes, weather and climate, natural resources, natural hazards, human impact on Earth systems, and global climate change. Students develop models and explanations for the ways that feedback between different Earth systems control the appearance of Earth’s surface. Students identify the complex and significant interdependencies between humans and the rest of Earth’s systems through the impacts of natural hazards, dependencies on natural resources, and the significant environmental impacts of human activities. Engineering and technology figure prominently here, as students use mathematical thinking and the analysis of geoscience data to examine and construct solutions to the many challenges facing long-term human sustainability on Earth. Students will engage with major global issues to develop analytical and strategic thinking to—define the problem, develop possible solutions, and improve designs.

471 FUNDAMENTALS OF INTEGRATED SCIENCE I

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 9

Students in this course will be hands-on, minds-on in order to meet the general knowledge of basic environmental principles through small group instruction with individualized attention given to specific student needs. Questions such as, “What is the universe, and what is Earth’s place in it?”, “How and why is Earth constantly changing?” and “How do Earth’s surface processes and human activities affect each other?” will be answered in this course. Disciplinary core ideas addressed include: Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth’s surface processes, weather and climate, natural resources, natural hazards, human impact on Earth systems, and global climate change.

Specific accommodations and modifications will be provided in order to meet the goals and objectives indicated by a student’s Individualized Education Plan (IEP).

481 PRINCIPLES OF ENVIRONMENTAL SCIENCE

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 9

Students in this course will receive small-group instruction with hands-on project-based learning with individualized attention given to specific student needs. Students will work on methods for problem solving from a scientific approach. Students will work with the teacher and other students in completing performance expectations. These performances blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge to explain ideas across the science disciplines. Questions such as, “What is the universe, and what is Earth’s place in it?”, “How and why is Earth constantly changing?”, and “How do Earth’s surface processes and human activities affect each other?” will be answered in this course. Disciplinary core ideas addressed include: Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth’s surface processes, weather and climate, natural resources, natural hazards, human impact on Earth systems, and global climate change. Specific accommodations and modifications will be provided, meeting the goals and objectives indicated by a student’s Individualized Education Plan (IEP).

420 BIOLOGY

Credits: 6.0

Course Length: Year (6 periods per week)

Grade Level: 10

Students will apply science through a hands-on approach including a double-period laboratory. They will identify and explore the following Disciplinary Core Ideas: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. Students will be asked to reason and write about a scientific issue, emphasizing an approach on creating a literate citizen in a scientific society. Less emphasis will be placed on chemistry and mathematics, but still require an application of both.

421 CP BIOLOGY

Credits: 6.0

Course Length: Year (6 periods per week)

Grade Level: 9, 10

Concurrent Math: Geometry or Higher**

Prerequisite: At least an average of 70% in CP Science, Math, and English from the previous year.

This course places an emphasis on the following Disciplinary Core Ideas: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. Students will demonstrate knowledge through questioning the phenomenon found in the world. Mathematical computation and reasoning, as well as extensive informational readings, research and presentation, will allow students to analyze scientific biological phenomena and be asked to provide evidence for their thinking. Double-period laboratory experiments allow students the time needed for both science and engineering practices.

§422 HONORS BIOLOGY

Credits: 6.0

Course Length: Year (6 periods per week)

Grade Level: 9, 10

Concurrent Math: CP Geometry or Higher

Prerequisite: 80% in Accelerated 8th grade Science, Accelerated 8th Grade Math **and** Accelerated Language Arts/Reading courses; **or** 93% in CP Environmental Science, Math and English. Teacher recommendation is also required.

This course is designed to meet the needs of the highly-motivated student. Mastery of this course lends itself to students planning on taking AP Biology or a career in science or related disciplines. A more detailed study of the life science content standards with an emphasis on the following Disciplinary Core Ideas include: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution.

Scientific thinking opportunities will be provided for students, based on the performance expectations, that will encourage students to formulate answers to questions like: “How do the structures of organisms enable life’s functions?”, “How are the characteristics of one generation passed on to the next?”, “How and why do organisms interact with their environment, and what are the effects of these interactions?”, and “What evidence shows that different species are related?”. Through extensive informational readings, research and presentation, as well as double-period laboratory experiments, students will analyze biological phenomena and be asked to provide evidence for their thinking. Reasoning and rebuttal will be demonstrated through academic discourse.

472 FUNDAMENTALS OF INTEGRATED SCIENCE II

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 10

Students in this course will be hands-on, minds-on in order to meet the general knowledge of basic biological principles through small-group instruction with individualized attention given to specific student needs. Students will work on methods for problem solving from a scientific approach incorporating the Disciplinary Core Ideas, Science and Engineering Practices and Crosscutting Concepts through experiences. Units include: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution.

Specific accommodations and modifications will be provided in order to meet the goals and objectives indicated by a student's Individualized Education Plan (IEP)

482 PRINCIPLES OF BIOLOGY

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 10

Students in this course will receive small-group instruction with hands-on project based learning with individualized attention given to specific student needs. Specific accommodations and modifications will be provided, meeting the goals and objectives indicated by a student's Individualized Education Plan (IEP), to address the life science standards three dimensions: Disciplinary Core Ideas, Science and Engineering Practices and Crosscutting Concepts. Units include: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution.

430 PHYSICAL SCIENCE

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 11, 12

Concurrent Math: Algebra II

In this general level, lab-based course, students will engage in the Science and Engineering Practices in four units of study related to chemistry and physics-related concepts and practices. Topics will include: Matter and Its Interactions, Energy, Waves and their Applications in Technologies and Information Transfer, and Motion and Stability through Forces and Interactions. There will be an emphasis on developing proficiency in the Science and Engineering Practices through student participation in scientific investigations and project-based inquiries. Individual mastery of learning targets derived from the science standards will be assessed throughout the course and demonstration of their mastery will be a component of overall course grade.

431 CP CHEMISTRY

Credits: 6.0

Course Length: Year (6 periods per week)

Grade Level: 10, 11

Concurrent Math: Algebra II or Higher

Prerequisites: At least an average of 70% in CP Science, Math and English from the previous year.

This laboratory-oriented course is designed to meet the needs of the college-bound student. This course will focus on the nature and behavior of matter. Students will utilize mathematical skills in problem solving and laboratory experiences. Hands-on, minds-on experiences will develop their understanding in five major units including the topics of: Thermochemistry, Atomic Structure and Nuclear Chemistry, Periodicity, Bonding and Chemical Reactions. Within each of these units, students will be expected to demonstrate proficiency in developing and using models, planning and conducting investigations, communicating scientific and technical

information; and using these practices to demonstrate an understanding of the core ideas. Concept knowledge and skills will be applied to designing, developing, and engineering solutions to real-world scenarios.

Individual mastery of learning targets derived from the science standards will be assessed throughout the course and demonstration of their mastery will be a component of the overall course grade.

432 HONORS CHEMISTRY

Credits: 6.0

Course Length: Year (6 periods per week)

Grade Level: 10, 11

Concurrent Math: CP Algebra II or Higher

Prerequisite: At least an 80% in Honors Biology or a 93% in CP Biology, as well as at least an 80% in their English and Math courses in the preceding year. Teacher recommendation is also required.

This laboratory-oriented course is designed to meet the needs of the college-bound student who plans to major in a scientific field in college. Honors Chemistry uses the same approach as CP Chemistry, but includes more depth, a faster pace, and more intricate mathematical problems. There may be additional coverage of content due to the faster pace. Hands-on, minds-on experiences will develop understanding in five major units including the topics of: Thermochemistry, Atomic Structure and Nuclear Chemistry, Periodicity, Bonding, and Chemical Reactions. Within each unit, students will be expected to demonstrate proficiency in developing and using models, planning and conducting investigations, and communicating scientific and technical information; then use these practices to demonstrate an understanding of the core ideas. Concept knowledge and skills will be applied to designing, developing, and engineering solutions to real-world scenarios. Individual mastery of learning targets derived from the science standards will be assessed throughout the course and demonstration of mastery will be a component of the overall course grade.

473 FUNDAMENTALS OF INTEGRATED SCIENCE III

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 11

Students in this course will be hands-on, minds-on in order to meet the general knowledge of basic physical science principles through small-group instruction with individualized attention given to specific student needs. Students in high school Physical Science will continue to develop understanding in four major units. Hands-on instruction will guide the students through topics that include Matter and its Interactions, Energy, Waves and Applications in Technologies and Information Transfer, and Motion and Stability through Forces and Interactions. Specific accommodations and modifications will be provided in order to meet the goals and objectives indicated by a student's Individualized Education Plan (IEP).

483 PRINCIPLES OF CHEMISTRY

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 11

Students in this course will receive small-group instruction with hands-on project-based learning with individualized attention given to specific student needs. Hands-on instruction will guide the students through topics that include Matter and Its Interactions, Energy, Waves and Applications in Technologies and Information Transfer, and Motion and Stability through Forces and Interactions. Specific accommodations and modifications will be provided, meeting the goals and objectives indicated by a student's Individualized Education Plan (IEP).

441 CP PHYSICS

Credits: 6.0

Course Length: Year (6 periods per week)

Grade Level: 11, 12

Concurrent Math: CP Statistics, CP Precalculus, or Higher

This laboratory-oriented course is designed to meet the needs of the college-bound student. The focus of this course will be the four major areas of Physics: Mechanics, Energy, Electromagnetism, and Electromagnetic Radiation. Students will be expected to be proficient in Algebra, Geometry, and Algebra II in order to solve both theoretical and physical problems. Engineering ideas and practices will be examined throughout the course to provide a practical application of specific physics concepts, theories, and laws. The hands-on nature of this Physics course will include a double-period laboratory experiment each week.

§442 HONORS PHYSICS

Credits: 6.0

Course Length: Year (6 periods per week)

Grade Level: 11, 12

Concurrent: Pre-Calculus or Higher

Prerequisite: At least an 80% in Honors Chemistry or a 93% in CP Chemistry, as well as at least an 80% in their Math course in the preceding year. Teacher recommendation is also required.

This laboratory-oriented course is designed to meet the needs of the highly-motivated, college-bound student with great interest in science and academics as the depth of the accelerated course will be rigorous. The focus of this course will be the four major areas of Physics: Mechanics, Energy, Electromagnetism, and Electromagnetic Radiation. Students will be expected to be proficient in Algebra, Geometry, and Algebra II in order to solve both theoretical and physical problems. Engineering ideas and practices will be examined throughout the course to provide a practical application of specific physics concepts, theories, and laws. The hands-on nature of this Physics course will include a double-period laboratory experiment each week including a research project.

§452 AP BIOLOGY

Credits: 7.0

Course Length: Year (7 periods per week)

Grade Level: 10, 11, 12

Concurrent Math: CP Algebra II or higher and Concurrent Honors Chemistry

Prerequisite: Honors Biology mid-year average of 80% or better, CP Biology mid-year average of 93% or better or CP Chemistry mid-year average of 80% or better **and** at least an 80% in their Math and English Language Arts course in the current and preceding year. Teacher recommendation, and extensive summer assignment will be given, with an onsite support program offered in the Summer.

This course is a second-year high school Biology course and is designed for the advanced high school student seeking the challenge of college-level Biology. This course requires much independent study and reading, and will emphasize good laboratory practice and skill. The content of the course follows the guidelines established by the College Board AP Biology Committee. Students are strongly encouraged to take the AP Biology examination, which may qualify them for college credit. **Students are encouraged to take and are responsible for paying for the AP Exam.**

§453 AP CHEMISTRY

Credits: 7.0

Course Length: Year (7 periods per week)

Grade Level: 11, 12

Concurrent Math: CP Statistics, CP Precalculus, or higher

Prerequisite: Honors Chemistry Mid-Year Average of 85% or better, or CP Chemistry mid-year average of 93%, Chemistry Teacher recommendation, and extensive summer assignment will be given, with an onsite support program offered in the Summer.

This course is a second-year high school Chemistry course and is designed for the advanced high school student seeking the challenge of college-level Chemistry. In this course, students spend an amount of time outside of class on assigned work (problems sets, lab reports) equal to that formally scheduled for class and laboratory. The content of the course follows the guidelines established by the AP Program of the College Board. A strong mathematical background will be assumed. Students are encouraged to take the AP exam in Chemistry. **Students are encouraged to take and are responsible for paying for the AP Exam.**

§454 AP PHYSICS

Credits: 6.0

Course Length: Year (6 periods per week)

Grade Level: 12

Concurrent Math: AP or CP Calculus

Prerequisite: Honors Physics Mid-Year Average of 80% or better, or CP Physics mid-year average of 93%, as well as at least an 80% in their Math course in the preceding year. Teacher recommendation is also required.

This course is a second-year Physics course and is designed for the advanced high school student seeking the challenge of college-level Physics. This course requires much independent study and readings as well as advanced laboratory experiments. The content of the course follows the guidelines established by the College Board AP Physics Committee. Selected topics in electricity and magnetism will be explored as time permits. Students are strongly encouraged to take the AP Physics C Mechanics examination, which may qualify them for college credit. **Students are encouraged to take and are responsible for paying for the AP Exam.**

SCIENCE ELECTIVES

NOTE: Sophomores and juniors who take science electives must take it concurrently with their required science course for that year. Please refer to the Science Course Sequence Chart for more information.

460 CP MICROBIOLOGY

Credits: 2.5

Course Length: Semester

Grade Level 10, 11, 12

Prerequisite: CP or Honors Biology

This course is designed for students interested in college majors or careers in the fields of biology or medicine, including nursing. This lab-based course will explore the history, techniques and concepts of microbiology. Bacteria affecting humans will be focused on and studied in detail, with introduction to fungi, amoeba, and algae. Extensive reading and independent study will be required. Lab preparation, participation and practical exams will be used for assessment.

461 CP ANATOMY AND PHYSIOLOGY

Course length: Semester

Credits: 2.5

Grade Level 10, 11, 12

Prerequisite: CP or Honors Chemistry

This introductory course is designed for students interested in college majors/careers in biology or medicine. Students will study the structure and functions of select body systems and the disorders that affect their function. The course will encompass student presentations, extensive readings, discussion groups, online research, and demonstrations with models, in addition to lectures and dissection. Enrichment topics may include medical ethics, personal medical responsibility, and the portrayal of medicine in the entertainment industry.

462 CP ASTRONOMY

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

This course is designed for students interested in studying the vast world outside of our planet. The course covers a number of topics in astronomy, including our Moon and Sun, the Solar System, galaxies and space beyond, the Big Bang Theory, popular astronomy, and future space travel and discovery. Research will be conducted on the probabilities of life outside our Solar System, and the development of the "Mission-to-Mars" program. An emphasis will be placed on student-designed projects that lead classroom instruction and influence the learning environment. This course is recommended for anyone interested in a major or career in the sciences and education.

463 CP METEOROLOGY

Credits: 2.5

Course Length: Semester

Grade Level: 10, 11, 12

This semester elective course studies the structure of the atmosphere, temperature, moisture and pressure tendencies, air masses, fronts, severe weather, tropical and winter weather, weather forecasting and climatology with an emphasis on local weather phenomena. A variety of activities and a student research project will be required.

464 CP FORENSIC SCIENCE

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 11, 12

Prerequisite: Biology and Chemistry

This course is a hands-on, investigative based application of criminology to the many fields of forensic science. Applying the knowledge and technology of the science behind law enforcement and the judicial process, students will apply principles and techniques in the areas of chemistry, biology, physics and earth science. Mock investigations into real world criminal investigations allow students to investigate, analyze, process evidence and identify connections to standard reference samples. Documented reporting and presentation of findings will be required. Topics include the history of forensic science, fingerprinting, serology, spatter analysis, anthropology, traumatic injury, DNA analysis, toxicology, hair/fiber/paint analysis, forgery, handwriting analysis. Students will be assessed on their ability to apply these criminology and forensic science skills in their practice.

466 CP INTRODUCTION TO HORTICULTURE

Credits: 2.5

Course length: Semester

Grade level: 10, 11, 12

Prerequisite or Concurrent: Biology

This course will introduce the principles and practices in the development, production, and use of horticulture (fruits, vegetables, greenhouse, turf, nursery, floral, and landscape). This class includes the classification, structure, growth and development, sustainability, composting, aquaponics and creation of soil profiles to encourage plant growth. Weekly, in-depth self-study will dive into topics such as: food and culture, food and the environment as well as food and power. Much of the course revolves around the use of Google Classroom, hands-on work in the greenhouse and garden area as well as the creation of an independent study project under the direction of the teacher.

467 CP ECOLOGY OF NEW JERSEY

Credits: 2.5

Course Length: Semester

Grades: 10, 11, 12

This course is designed as an in-depth study of the diverse ecosystems of our home state. Studies of the numerous biomes and ecoregions will form the foundation of this class. Students will be exposed to the geology, climate, hydrology, and biology specific to each part of the state. Research-based projects and activities will form the emphasis of learning, as well as selected trips and guest speakers. This course is designed as a cross-curricular choice with the New Jersey at the Crossroads of History course being offered by the Humanities Department.

499 RESEARCH IN SCIENCE

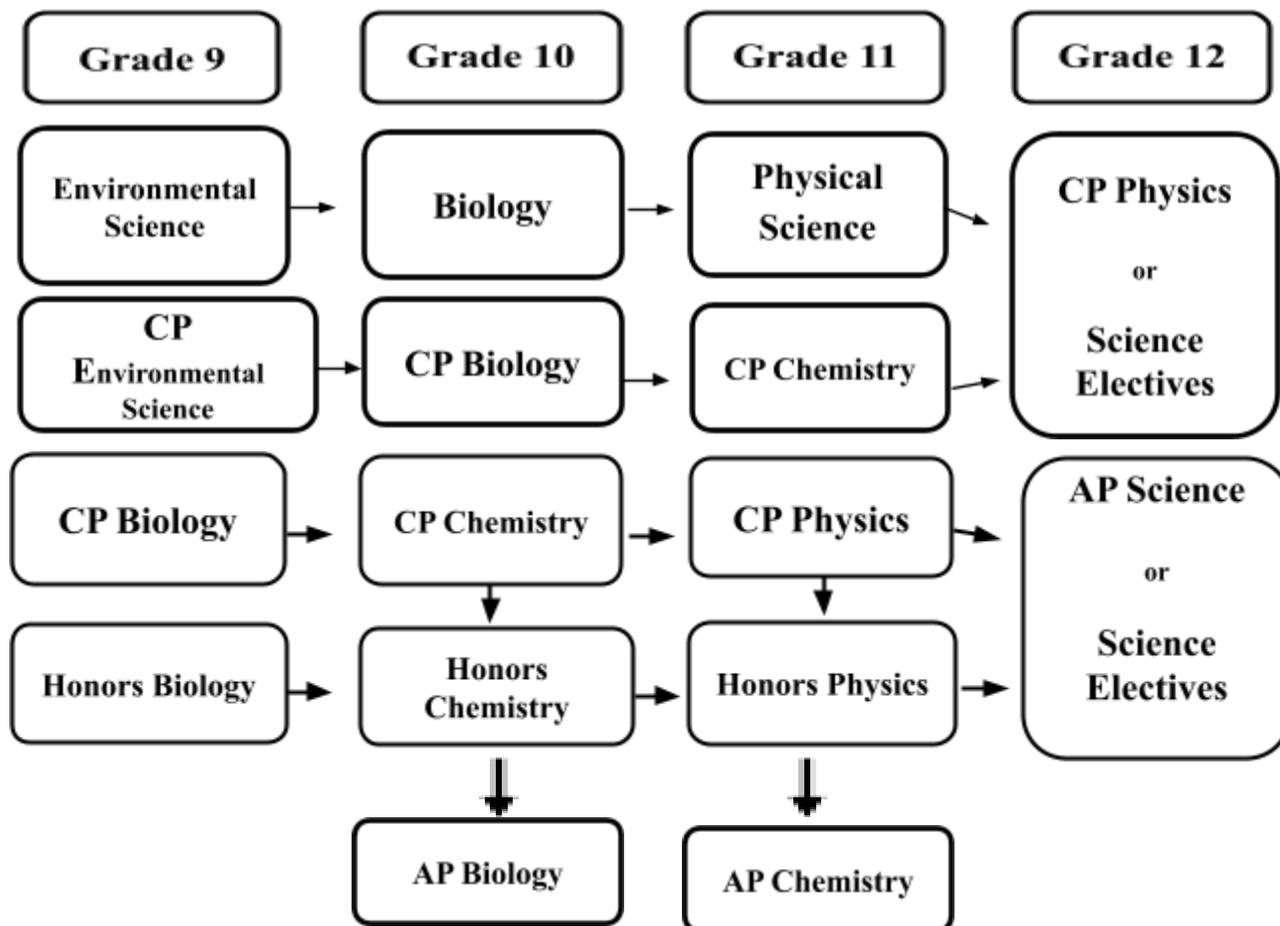
Course Length: Year

Credits: Variable 1.0 - 5.0

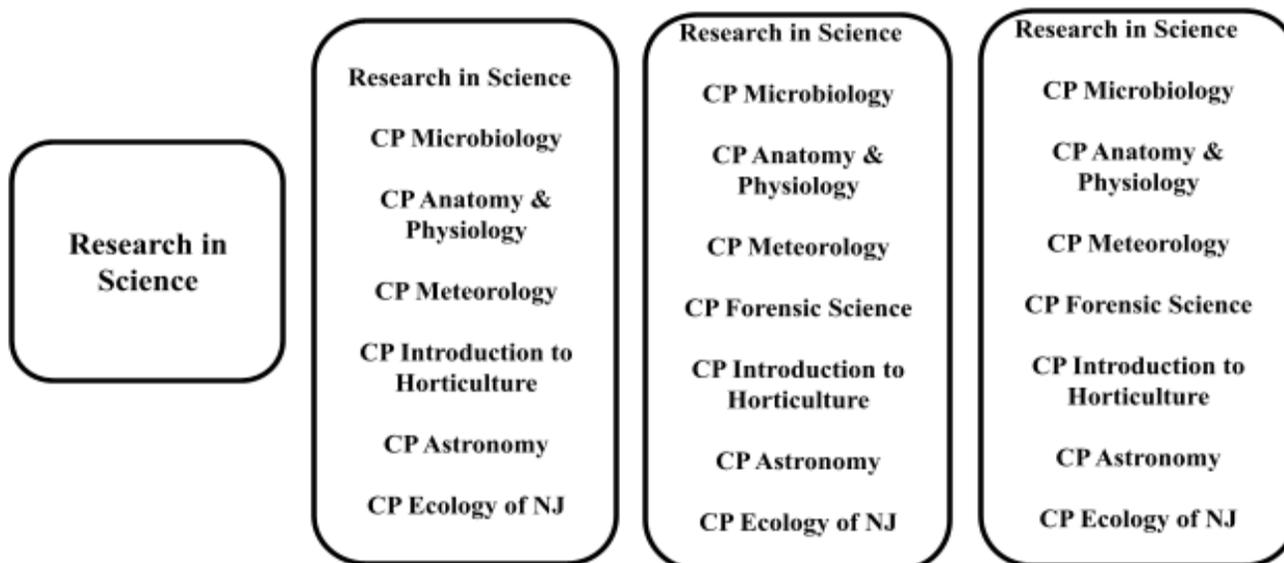
Grade Level: 9, 10, 11, 12

This course is designed for the college-bound student interested in STEM careers. Research in Science (RIS) is a single or multi-year (preferred) course designed to engage students in scientific research in one of the disciplines of science such as, Biology, Chemistry, Physics, Technology, Astronomy, Geology, Medicine, Engineering, Computer Science, Consumerism, Psychology, Robotics, Rocketry or Mathematics. The course is the foundation for the department's efforts to motivate students to engage in scientific research in their area of interest and to apply knowledge in a practical and real situation. Students begin with a topic search, review the scientific literature in academic journals, conduct their experimental research project, document their research, and enter the DHS Science Fair and/or Coriell Science Fair, an exhibit or contest (such as a Barnes & Noble Moorestown STEM Fair Showcase). This class will be offered in two format options. Either, a student may take the class as an additional period before school, including Internet communication between the student and the instructor and may involve meetings to engage in individual work, or, the student will be enrolled in a traditional weekly period class. The designation of the credits attained will be determined by the teacher and student agreement at the start of the school year. Option II paperwork must be completed before enrolling in the Independent Study option.

COURSE SEQUENCE FOR SCIENCE



ELECTIVES



SOCIAL STUDIES

Social Studies refers to all the academic disciplines particular to the study of human activity. These include history, geography, sociology, civics, anthropology, psychology, and economics. To graduate from Delran High School, all students must pass three years of Social Studies. All freshmen are enrolled in World History. All sophomores must take United States History I, and all juniors must take United States History II. Juniors, in accordance with their US History II requirements, will perform a minimum of fifteen community service hours. Each of the United States History courses is offered at a different academic level. Students should discuss the appropriate level with their parents, teachers, and counselors. The Social Studies Department also offers several popular and worthwhile electives. Students can gain AP Credit or CAP credit within several of the offerings. The department encourages students to consider these electives as they round out their course schedules.

210 WORLD HISTORY

Course Length: Year

Credits: 5.0

Grade Level: 9

This course follows World History from the emergence of the first global age (1350-1770) to the challenges of the modern world today. The course will build upon the student's prior study of Ancient World History to relate each civilization's contribution to the modern world. The course will highlight the growing importance of global citizenship with learning activities, application and analysis consistent with building a sound foundation for the social sciences. Homework, class work and projects stress reading comprehension and concept application.

211 CP WORLD HISTORY

Course Length: Year

Credits: 5.0

Grade Level: 9

This course follows World History from the emergence of the first global age (1350-1770) to the challenges of the modern world today. The course will build upon the student's prior study of Ancient World History to relate each civilization's contribution to the modern world. The course will highlight the growing importance of global citizenship with learning activities, application, and analysis consistent with building a sound foundation for the social sciences. The level of academic performance and expectations are higher in the college prep level and will involve a greater emphasis on writing and reading. Homework, class work and projects stress reading comprehension and writing skills as well as higher-order thinking skills associated with the college prep level of instruction.

212 HONORS WORLD HISTORY

Course Length: Year

Credits: 5.0

Grade Level: 9

Prerequisite: Accelerated 8th Grade Social Studies mid-year grade of 80% or On-Level 8th Grade Social Studies mid-year grade of 93%, teacher recommendation, and completion of summer assignment.

This course follows World History from the emergence of the first global age (1350-1770) to the challenges of the modern world today. The course will build upon the student's prior study of Ancient World History to relate each civilization's contribution to the modern world. The course will highlight the growing importance of global citizenship with learning activities, application, and analysis consistent with building a strong foundation for the social sciences. Students should expect a variety of rigorous reading and writing assignments to be completed outside of class on a weekly basis. The expectations for Honors World History include practice and mastery of critical historical thinking, reading, and writing skills.

271 FUNDAMENTALS OF INTEGRATED HISTORY I

Course Length: Year

Credits: 5.0

Grade Level: 9

Small-group instruction and individual attention given to specific student needs is the primary quality of this course. Mini units in world history and geography seek to encourage student interest as they develop a global appreciation and world foundation. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

281 PRINCIPLES OF WORLD HISTORY

Credits: 5.0

Course Length: Year

Grade Level: 9

This course follows World History from the emergence of the first global age (1350-1770) to the challenges of the modern world today. Students in this course will receive small-group instruction with individualized attention given to specific student needs. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP). Students will be exposed to world history and geography in this course, which will encourage them to develop a foundation of the world in which they live.

220 UNITED STATES HISTORY I

Course Length: Year

Credits: 5.0

Grade Level: 10

This course follows American History from the Colonial Period through the emergence of modern America on the world stage up to America's involvement in World War I. Activities stress the knowledge and competencies required for effective American citizenship. Homework and class work stress reading comprehension and concept application as well as writing.

221 CP UNITED STATES HISTORY I

Course Length: Year

Credits: 5.0

Grade Level: 10

This course follows American History from the Colonial Period through the emergence of modern America on the world stage up to America's involvement in World War I. Students will be asked to analyze primary and secondary source materials. Essay writing, research and presentation skills are also emphasized. Students should expect a variety of reading and written assignments to be completed outside of class on a weekly basis. Students should have strong reading and writing skills in order to be successful in this course.

§222 HONORS UNITED STATES HISTORY I

Course Length: Year

Credits: 5.0

Grade Level: 10

Prerequisite: Honors World History Mid-Year Grade of 80% or CP World mid-year grade of 93%, teacher recommendation, and completion of summer assignment.

This course follows American History from the Colonial Period through the emergence of modern America on the world stage up to America's involvement in World War I. The size and scope of essays and projects are greater as are the expectations for critical historical thinking. Students should expect a variety of reading and written assignments to be completed outside of class on a daily basis. Students will complete a formal writing assignment, debate, and participate in college level assessments in preparation for their entrance into AP US History II.

272 FUNDAMENTALS OF INTEGRATED HISTORY II

Course Length: Year

Credits: 5.0

Grade Level: 10, 11

The focus on small-group learning and individual help and instruction, remains the central feature of this course. The course will focus primarily on 18th and 19th Century United States History with an emphasis placed upon citizenship and the Constitution. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

282 PRINCIPLES OF UNITED STATES HISTORY I

Credits: 5.0

Course Length: Year

Grade Level: 10, 11

This course follows American History from the Colonial Period through the emergence of modern America on the world stage up to America's involvement in World War I. Students in this course will receive small-group instruction with individualized attention given to specific student needs. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

230 UNITED STATES HISTORY II

Course Length: Year

Credits: 5.0

Grade Level: 11

Prerequisite: US History I

This course studies American History from the 1920s through the Technology Age of the 21st Century. Activities stress the knowledge and competencies required for effective American citizenship. Homework and class work stress reading comprehension and concept application.

231 CP UNITED STATES HISTORY II

Course Length: Year

Credits: 5.0

Grade Level: 11

Prerequisite: CP US History I

This course studies American History from the 1920s through the Technology Age of the 21st Century. The level of academic instruction and expectations remain high for this program. Students will continue to focus on college preparatory reading, writing, research, and presentation skills.

250 AP UNITED STATES HISTORY II

Course Length: Year

Credits: 5.0

Grade Level: 11

Prerequisite: Honors US History I mid-year grade of 80% or CP US History I mid-year grade of 93%, teacher recommendation, and completion of summer assignment.

Advanced Placement US History is a college-level course offered to high school juniors. While the focus of this course will take students on the journey from post-Civil War America through the new millennium, the AP Examination covers every aspect of American History from colonialism to the present day. As such, students will need a solid background in US History I. Since this is a college-level course, students should be aware that an extensive amount of college-level reading and writing is required, and that students will be expected to have demonstrated strength in reading and writing through their English courses prior to their enrollment in AP US History II. Furthermore, all students enrolling in this course are strongly encouraged to take the AP Examination in May and must complete a summer reading assignment prior to the start of the course. **Students are encouraged to take and are responsible for paying for the AP Exam.**

273 FUNDAMENTALS OF INTEGRATED HISTORY III

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

This course with the emphasis on individual help and the development of basic skills, includes units on 20th Century United States History up to and including modern day. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

283 PRINCIPLES OF UNITED STATES HISTORY II

Credits: 5.0

Course Length: Year

Grade Level: 11, 12

This course studies American History from the 1920s through the Technology Age of the 21st Century. Students in this course will receive small-group instruction with individualized attention given to specific student needs. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

SOCIAL STUDIES DEPARTMENT ELECTIVES

§251 AP EUROPEAN HISTORY

Course Length: Year

Credits 5.0

Grade Level: 11, 12

Prerequisite: Honors US History I final grade of 80% **or** AP US History II mid-year grade of 80% **or** CP US I/II grade of 93%, teacher recommendation, and completion of summer assignment.

This course finishes the study of Western Civilization studied in the 9th grade, focusing on European History from the period of High Renaissance to the present day. Upon completion of the course, students are encouraged to take the AP European History exam that may qualify them for college placement or credit. The level of expectation for student performance in this course is extremely high. Students will be required to do extensive amounts of college-level reading, deep analytical writing, and manage several long-range assignments at once. European History is considered to be the most respected humanities course offered by the College Board. Students seeking a truly challenging course are encouraged to register. **Students are encouraged to take and are responsible for paying for the AP Exam.**

§252 AP UNITED STATES GOVERNMENT AND POLITICS

Course Length: Year

Credits 5.0

Grade Level: 11, 12

Prerequisite: Honors US History I final grade of 80% **or** AP US History II mid-year grade of 80% **or** current CP US I/II grade of 93%, teacher recommendation, and completion of summer assignment.

This course includes both the study of general concepts used to interpret U.S government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute United States government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various political behaviors and outcomes. Since this is a college-level course, students should be aware that an extensive amount of college-level reading is required.

Furthermore, all students enrolling in this course are strongly encouraged to take the AP examination in May and complete a summer assignment prior to the start of the course. **Students are encouraged to take and are responsible for paying for the AP Exam.**

253 AP HUMAN GEOGRAPHY

Course Length: Year

Credits: 5.0

Grade Level: 11, 12

Prerequisite: Honors US History I final grade of 80% **or** AP US History II mid-year Grade of 80% **or** current CP US I/II grade of 93%, teacher recommendation, and completion of summer assignment.

The AP Human Geography course studies the process and effects of human interaction with the world. Part physical geography, part history, part current events, culture, and demographics, the course examines our world as it is, and how human actions and decisions have shaped it. Upon completion of the course, students are encouraged to take the AP Human Geography exam, which may qualify them for college placement or credit. The level of expectation for student performance in this course is extremely high; students will be required to do extensive, independent college-level reading and writing, and manage several long-range assignments at once. **Students are encouraged to take and are responsible for paying for the AP Exam.**

260 BEHAVIORAL SCIENCE

Length: Year

Credits: 5.0

Grades: 11, 12

Behavioral Science introduces students to the behavioral sciences of psychology and sociology. The sociology section of this course will focus on key elements of culture, social structure and group behavior, socialization, deviance and crime, as well as many other important topics that pertain to race, ethnicity, gender, religion and the family. As for psychology, the main focus of the course involves the question: Is human behavior determined by nature (biology) or nurture (social forces)? Students will be engaged in numerous hands-on experiments and interactive activities to investigate these meaningful and interesting topics. This course is not eligible for CAP credit.

§261 CP BEHAVIORAL SCIENCE

Length: Year

Credits: 5.0

Grades: 11, 12

Prerequisites: Successful completion of Biology and Chemistry with a grade of 80% or better.

CP Behavioral Science introduces students to the behavioral sciences of psychology and sociology. The course is designed for students planning to attend a four-year college since it provides a strong foundation in psychology and sociology. The sociology section of this course will focus on key elements of culture, social structure and group behavior, socialization, deviance and crime, as well as many other important topics that pertain to race, ethnicity, gender, religion and the family. As for psychology, the main focus of the course involves the question: Is human behavior determined by nature (biology) or nurture (social forces)? Topics to be investigated include: biological psychology, sensation and perception, states of consciousness and theories of learning, memory, thought and language, motivation and emotion, personality, psychological assessment, abnormal psychology, stress and health, social psychology (cognition and behavior), and therapies for mental health. Students will be engaged in numerous hands-on experiments and interactive activities to investigate these meaningful and interesting topics.

§262 CP GENOCIDE STUDIES

Course Length: Semester

Credits 2.5

Grades 11, 12

This course is designed to heighten student awareness of Genocide Studies through investigating human behavior and sociology, the Armenian Genocide, the Holocaust and other genocides throughout world history and today. The content and workload of this course is both deep and demanding. Course expectations include college-level reading and writing comprehension as key elements of success. Students selecting this course should have a sincere interest in studying this serious topic, and should be prepared to read and write - not only about factual content, but about their impressions and interpretations of world events. Students should be prepared to engage maturely in civil discussions and respectful debates about sensitive topics within Genocide Studies. Students should be aware that mature subject matter will be both viewed and discussed- parental permission will be required for course materials. Students in this class will have an opportunity to visit the United States Holocaust Memorial Museum in Washington, D.C. at the end of the semester course.

263 CP THE VIETNAM WAR

Course Length: Semester

Credits 2.5

Grade Level: 11, 12

This course will help students develop an understanding of the history and culture of Vietnam. It will identify the effects of colonization (China, Japan, and France) on the country of Vietnam. It will detail the origins of United States involvement in Vietnam and the extent to which the United States carried out its commitment there. The course will examine the impact of the Vietnam War on American and Vietnamese politics and society past and present. Students will experience music, poetry, film, literature, and speakers to enhance their understanding of the Vietnam Era. The course will conclude with a trip to the Vietnam Wall in Washington D.C. Some of the themes, concepts, and materials are best suited for mature audiences. The expectation for students selecting this course is that they have college-level reading comprehension and writing skills.

264 CP NEW JERSEY AT THE CROSSROADS OF HISTORY

Course Length: Semester

Credits 2.5

Grade Level: 9, 10, 11, 12

This course will trace the history of the State of New Jersey through its beginnings by examining the geological and prehistoric makeup of the state. The course will then detail the Lenni-Lenape Settlement in the area with specific emphasis on the surrounding Delaware and Rancocas watersheds. Students will explore the first European settlements in New Jersey and the state's immediate importance in terms of geography to the growing population centers of North America. Students will have the opportunity to investigate why New Jersey has the distinction of being labeled the "Crossroads of the American Revolution." The course will explore New Jersey's critical role during the Industrial Revolution through to current time. Lastly, students will see the state through several field-trips to relevant historic locations throughout the state.

265 CP DELIBERATION AND DEBATE

Course Length: Semester

Credits: 2.5

Grade Level: 9, 10, 11, 12

This course will provide students with the knowledge and skills needed to accurately prepare and debate various topics and issues including historical and contemporary topics and court cases. It is essential for students to learn how to critically analyze the world around them and develop a factual, document-based argument using logic. Students will gain practical experience conducting research, speaking, participating in group projects, and debates. Students are provided the opportunity to hone their skills as analytical thinkers and persuasive speakers.

266 CP AMERICAN LAW AND LEGAL SYSTEM

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

American Law and Legal System is a one-semester course that serves as an introduction to both Constitutional and Criminal Law. A strong emphasis on case studies and a focus on current news items are an integral part of the course. Activities will include but are not limited to discussing and writing about current and controversial issues, and engaging in simulated mock trials and moot courts. Topics of study will include current issues involving freedom of speech, freedom of religion, 1st Amendment rights in public schools, the right to privacy, civil rights protections for criminals and victims, crimes against the person, crimes against property, and criminal defenses. The course will also emphasize the nature and causes of crime in America and the process of the criminal and juvenile justice system.

267 CP SOCIOMUSICOLOGY

Length: Semester

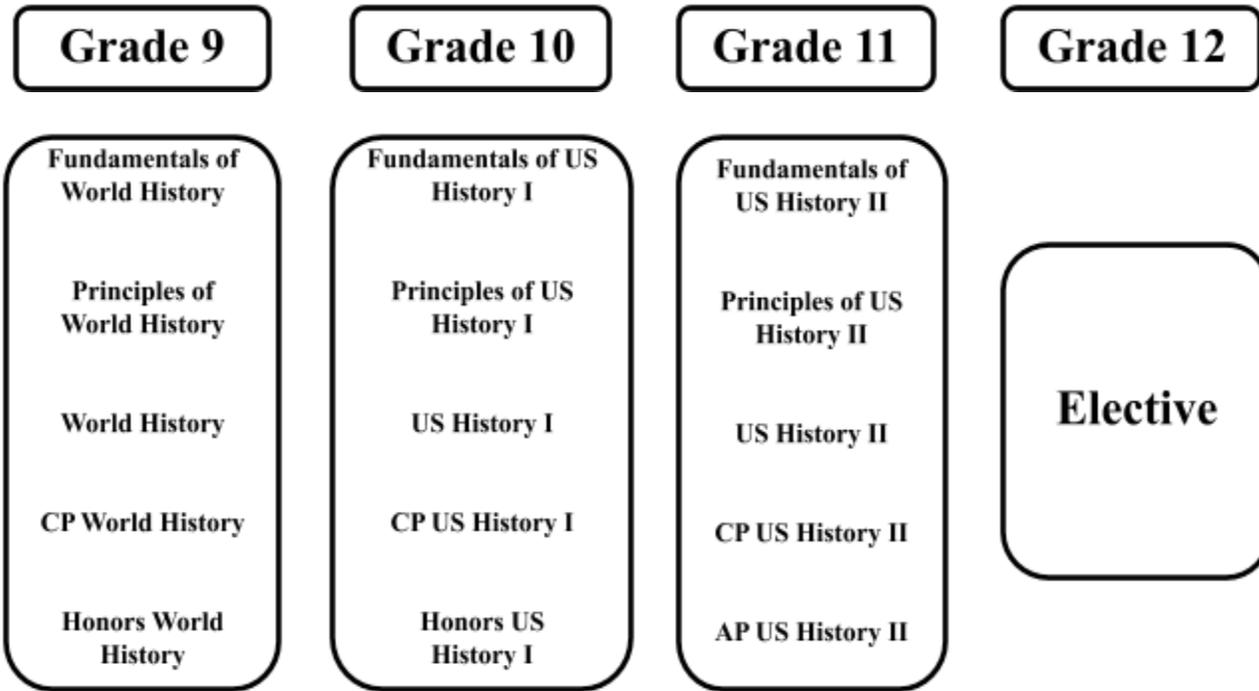
Credits: 2.5

Grades: 11, 12

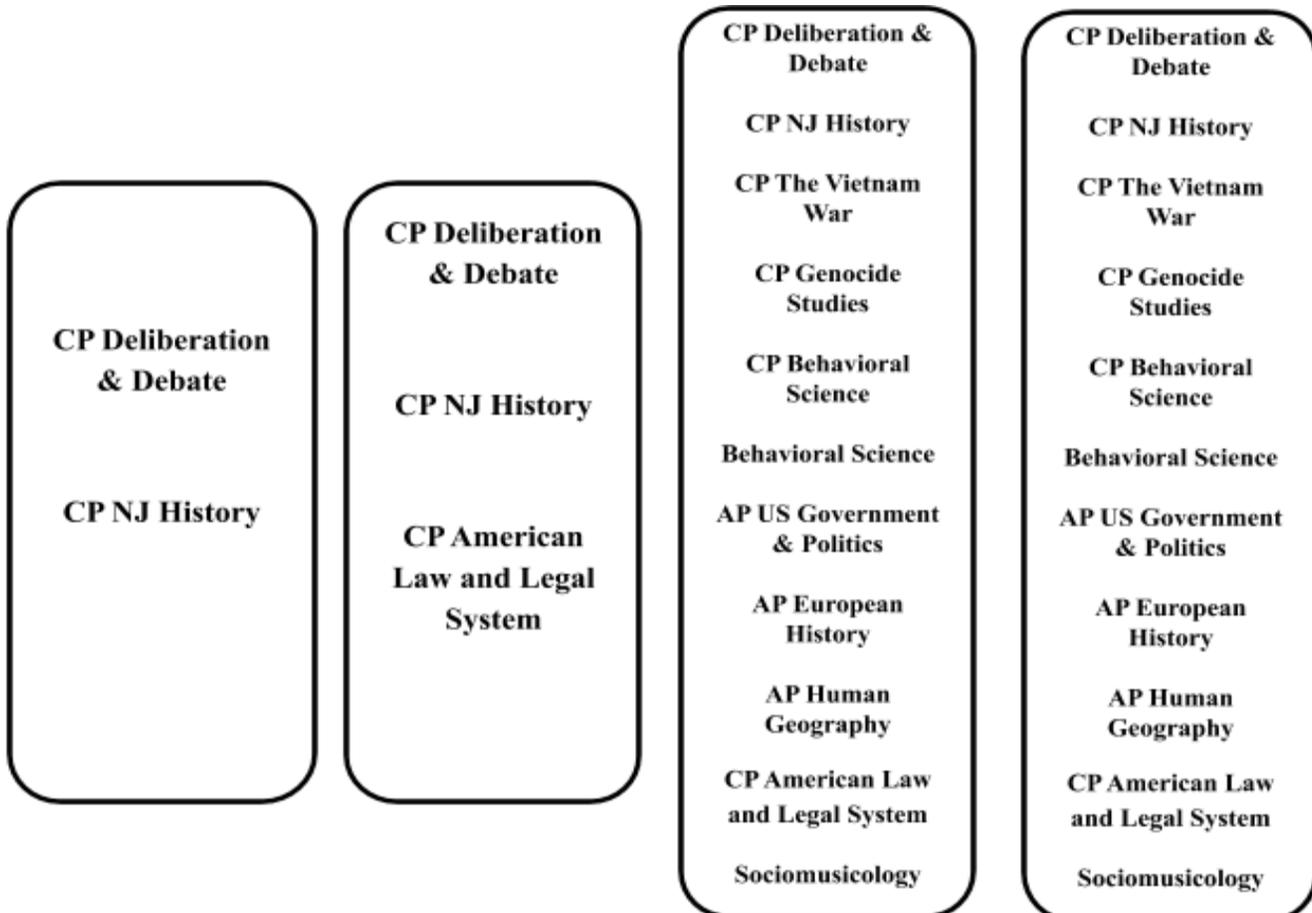
The sociomusicology of Rock and Roll examines society's impact on the production, performance, and dissemination of rock and roll music from its birth in the 1950s to modern day artists. Students will study musicians in-depth; the way certain people played particular instruments, the value systems and social issues of the day that inspired songs, communities of fans that supported the artists, the means in which music was transmitted to the masses, and the effect that music scenes had on society at large. Reading music is not a requirement for this class, although the student should be a fan of rock and roll music. Students will be instructed in reflective listening practices and the culminating project will be a self-reflection of how their own musical tastes and preferences evolved. Students will produce their "Musical Body", a project in which they document their lives and value systems with the music that has accompanied them on the journey from childhood to adulthood.



COURSE SEQUENCE FOR SOCIAL STUDIES



ELECTIVES



TECHNOLOGY EDUCATION

Technology Education, an integral part of the total educational program, provides a beneficial outlet for students to express themselves through the use of tools, materials and processes of American industry. The extensive and varied course offerings service the needs of both the student who wishes to explore many different types of activities and the student who wishes to concentrate on a particular area in preparation for entry level employment following high school, or wants to speak the language of computers and engineer design. The school will provide students with the minimal number of supplies and materials for all basic areas of study. A minimum of 5 credits in 21st Century Life and Careers, or Career-Technical Education are required for graduation in the State of New Jersey.

700 CP DO IT YOURSELF AND MAKING A DIFFERENCE

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

This course is designed to teach students how to complete various household repairs through the construction of an actual room or office. The curriculum will cover the skills necessary to make various household improvements in the areas of carpentry, plumbing, electrical, decorating, and other “do-it-yourself” projects. This course uses a hands-on approach by transforming spaces or objects into functional items.

711 CP DRAFTING AND ENGINEERING DESIGN

Course length: Full year

Credits: 5.0

Grade level: 9, 10, 11, 12

Prerequisite or Concurrent Math: Algebra I or higher

This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using both hands-on materials and computer design software. This course is open to all students with a desire to explore the field of engineering. Students will learn to prepare sketches and technical drawings as related to mechanical and architectural drafting. The basic strategies will be stressed through hands-on drawings on boards. Additional instruction will be given through computer aided applications.

712 CP ENGINEERING II: ROBOTICS

Course Length: Semester

Credits: 2.5

Grade Level: 10, 11, 12

Prerequisite: Intro to Engineering Design OR Computer Programming

The purpose of this course is to introduce students to the basics of modeling, design, planning, and control of robot systems. Using robots, students will learn the fundamentals of problem solving, program design, algorithms and programming using a high-level language. This is the second course in the engineering sequence.

731 CP PRODUCTION DESIGN I: SHORT RUN PRODUCTION WITH WOODS

Course Length: Year

Credits: 5.0

Grade Level: 10, 11, 12

Prerequisites: Successful completion of Drafting and Engineering Design

Students will develop skills for technical drawing, technological design using CAD software and 3D printing, related to the construction of a project. Prototype and manufacture of the project require precision using tools. This course allows students the opportunity to explore and develop skills using the computer as a design tool, using an ordered process and procedure for efficiency. This course provides students the opportunity to develop skills in 2D, advancing to 3D in order to build a project related to a human want or need.

732 CP PRODUCTION DESIGN II: LONG RUN PRODUCTION WITH WOODS

Course Length: Year

Credits: 5.0

Grade Level: 10, 11, 12

Prerequisites: Successful completion of Drafting, Engineering and/or Production Design 1

Students will utilize the engineer-design process to enhance and extend the knowledge of project development, research, communication and discussion with customers, to design and build the product needed. Students will work with experts and community members to speak and listen to the needs of the individual and execute the project parameters. Using computer-aided design software and 3D printing, students will create models before beginning production in woods. Projects include stagecraft, community-based projects and an individual choice project.

740 CP COMPUTER PROGRAMMING

Course length: Year

Credits: 5.0

Grade level: 9, 10, 11, 12

Prerequisite or Concurrent Math: Geometry

By far the biggest category of new jobs involves STEM, and 70% of those jobs involve computing, while only 8% of college graduates major in computer science. Anyone with programming skills will have distinct advantages in the job market for the foreseeable future. In addition, computer science helps nurture problem-solving skills, logic and creativity, all valuable job skills. This intro to programming course explains what it means to be digital, builds a basic understanding of the Internet, and introduces students to structured programming in Javascript. While emphasizing problem solving and collaboration, students will be programming their own small apps early on.

§750 AP COMPUTER SCIENCE A

Course Length: Year

Credits: 5.0

Grade Level: 10 (with teacher recommendation), 11, 12

Prerequisite: Computer Programming with a Mid-Year/Final Grade of 85% or Better, Teacher recommendation, and Completion of Summer Assignment.

This ambitious course is designed to expose students to concepts central to modern object-oriented programming and computer science. Since the job market is showing incredible growth in the area of computer technology, students who are able to “speak” in the language of computers are more marketable to 21st Century colleges and employers. Topics such as control structures, Boolean logic, and array and matrix processing are examined in detail. Recursive methods, as well as searching and sorting algorithms are also studied. All programming assignments are implemented in the Java programming language. **Students are encouraged to take and are responsible for paying for the AP Exam.**

WORLD LANGUAGES

The World Languages program courses guide students toward fluency in the German, French and Spanish languages. Each course incorporates real world themes, providing students with authentic activities, and opportunities to produce the target language through interpersonal, interpretive, and presentational modes of communication. Beginning at level one, each course builds upon the previous, advancing students along the guidelines provided by the American Council on the Teaching of Foreign Languages. Studies build communicative competence with a strong emphasis on grammar and vocabulary, enhancing the ability to use the language beyond the school setting. Students are exposed to various target language cultures, and are able to make personal connections and insightful comparisons to the cultures studied and their own.

**World Language classes beginning at level two are offered at the *Honors* level and *Advanced Placement* level at 5. *Honors* courses are strongly recommended to students who are preparing for the *Advanced Placement* courses.

500 SPANISH LANGUAGE AND CULTURE

Course length: Year

Credits: 5.0

Grade level: 9, 10, 11, 12

Prerequisite: Cycle Courses at DMS in Spanish Language

This course satisfies the graduation requirement for the State of New Jersey, but DOES NOT fulfill the two-year world language requirement for acceptance into colleges and universities. The nature of this course is to provide a basic grammatical foundation of Spanish for students with little to no experience of the language. The course involves an extensive study of Spanish speaking countries and their respective cultures. The curriculum is modified for students who need additional support, or do not yet feel prepared to take Spanish I.

510 CP SPANISH I; 511 CP FRENCH I; 512 GERMAN I

Course length: Year

Credits: 5.0

Grade level: 9, 10, 11, 12

Level I courses are designed for students with little to no experience with the language, or have successfully completed cycle courses at the middle school. Students are immersed in the target language, and begin to develop communicative skills, focusing on pronunciation and simple grammatical structures at a word level. Students are introduced to cultural aspects of the studied language.

520 CP SPANISH II; 521 CP FRENCH II; 522 CP GERMAN II

Course length: Year

Credits: 5.0

Grade level: 9, 10, 11, 12

Prerequisite: Successful completion of previous level course with a 70% or better.

Level II courses are designed for students who have successfully completed level I at the high school or middle school level. Students are immersed in the target language, and continue to develop communicative skills, focusing on more advanced grammatical structures and vocabulary at sentence level. Cultures are explored and students begin to make personal connections and comparisons to their own culture.

525 HONORS SPANISH II; 526 HONORS FRENCH II; 527 HONORS GERMAN II

Course length: Year

Credits: 5.0

Grade level: 9, 10, 11, 12

Prerequisite: Successful completion of level 1 course with a 93% or better and teacher recommendation.

Level II courses are designed for students who have successfully completed level I at the high school or middle school. Students are immersed in the target language, and continue to develop communicative skills, focusing on more advanced grammatical structures and vocabulary at sentence level. Cultures are explored and students begin to make personal connections and comparisons to their own culture. Expectations for increased oral communication are required in this Honors level course.

530 CP SPANISH III; 531 CP FRENCH III; 532 CP GERMAN III

Course length: Year

Credits: 5.0

Grade level: 10, 11, 12

Prerequisite: Successful completion of previous level course with a 70% or better.

Level III courses are designed for students who have successfully completed levels I and II at the high school or middle school level. Students are immersed in the target language, and use strategies to negotiate meaning, understand text, and express themselves. Students improve upon communicative skills, using advanced grammar and vocabulary at the paragraph level.

535 HONORS Spanish III; 536 HONORS FRENCH III; 537 HONORS GERMAN III

Course length: Year

Credits: 5.0

Grade level: 10, 11, 12

Prerequisite: Honors level II mid-year grade of 80% or CP level II mid-year grade of 93% and teacher recommendation.

Honors level III courses are designed for students who have successfully completed levels I and II at the high school or middle school. Students are immersed in the target language, and use strategies to negotiate meaning, understand text, and express themselves. Students improve upon communicative skills, using advanced grammar and vocabulary at the paragraph level. Expectations for increased oral communication are required in this Honors level course.

§540 HONORS SPANISH IV; 541 HONORS FRENCH IV; §542 HONORS GERMAN IV

Course length: Year

Credits: 5.0

Grade level: 11, 12

Prerequisite: Honors level III mid-year grade of 80% or CP level mid-year grade of 93% and teacher recommendation.

Students are immersed in the target language, negotiate meaning, and express themselves at a conversational level in practical and spontaneous situations. Advanced grammatical structures and vocabulary are utilized in a variety of authentic mediums, including articles, media, film, and literature. Historical and cultural themes are analyzed in context with grammatical and vocabulary structures. Expectations for increased oral communication are required in this Honors level course.

§550 PRE-AP SPANISH IV

Course length: Year

Credits: 5.0

Grade level: 11, 12

Prerequisite: Honors Spanish III mid-year grade of 80% or CP Spanish III mid-year grade of 93% and teacher recommendation.

This course is designed for students who have successfully completed Honors levels II and III and are planning to take AP Spanish V. Students are immersed in the target language, negotiate meaning, and express themselves at a conversational level in practical and spontaneous situations. Advanced grammatical structures and vocabulary are utilized in a variety of authentic mediums, including articles, media, film, and literature.

In addition, this course exposes students to the themes and structure of the AP Exam. Expectations for increased oral communication are required in this Honors level course.

551 HONORS FRENCH V

Course length: Year

Credits: 5.0

Grade level: 12

Prerequisite: Successful completion of previous level course.

Level V *Honors* classes are designed for students who have successfully completed French levels one through four. Students are immersed in the target language, negotiate meaning, and express opinions at a conversational level in practical and spontaneous situations. Advanced grammatical structures and vocabulary are perfected through a variety of authentic mediums, including articles, media, film and literature. Students engage in dialogues, debates, skits on a variety of complex topics. Historical and cultural themes are analyzed in context with grammatical and vocabulary structures.

§555 AP SPANISH LANGUAGE AND CULTURE

Course length: Year

Credits: 5.0

Grade level: 12

Prerequisite: Pre-AP Spanish IV mid-year grade of 80% and teacher recommendation.

The AP Spanish Language and Culture course is designed for students who have successfully completed Pre-AP Spanish IV. This course challenges students in all facets of language learning to develop advanced interpretive, interpersonal, and presentational proficiency. Global themes are analyzed in context with grammatical and vocabulary structures. Expectations for increased oral communication are required in this Honors level course. **Students are encouraged to take and are responsible for paying for the AP Exam.**

556 AP FRENCH LANGUAGE AND CULTURE

Course length: Year

Credits: 5.0

Grade level: 12

Prerequisite: Honors French IV mid-year grade of 80% and teacher recommendation

AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges. Expectations for increased oral communication are required in this course. **Students are encouraged to take and are responsible for paying for the AP Exam.**

§557 AP GERMAN LANGUAGE AND CULTURE

Course length: Year

Credits: 5.0

Grade level: 12

Prerequisite: Honors German IV mid-year grade of 80% and teacher recommendation.

The AP German Language and Culture course emphasizes communication by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness within the six AP themes. The course is taught almost exclusively in German. The course develops students' awareness and appreciation of cultural products, practices, and perspectives. **Students are encouraged to take and are responsible for paying for the AP Exam.**

570 INTRO TO SPANISH LANGUAGE AND CULTURE

Course length: Year

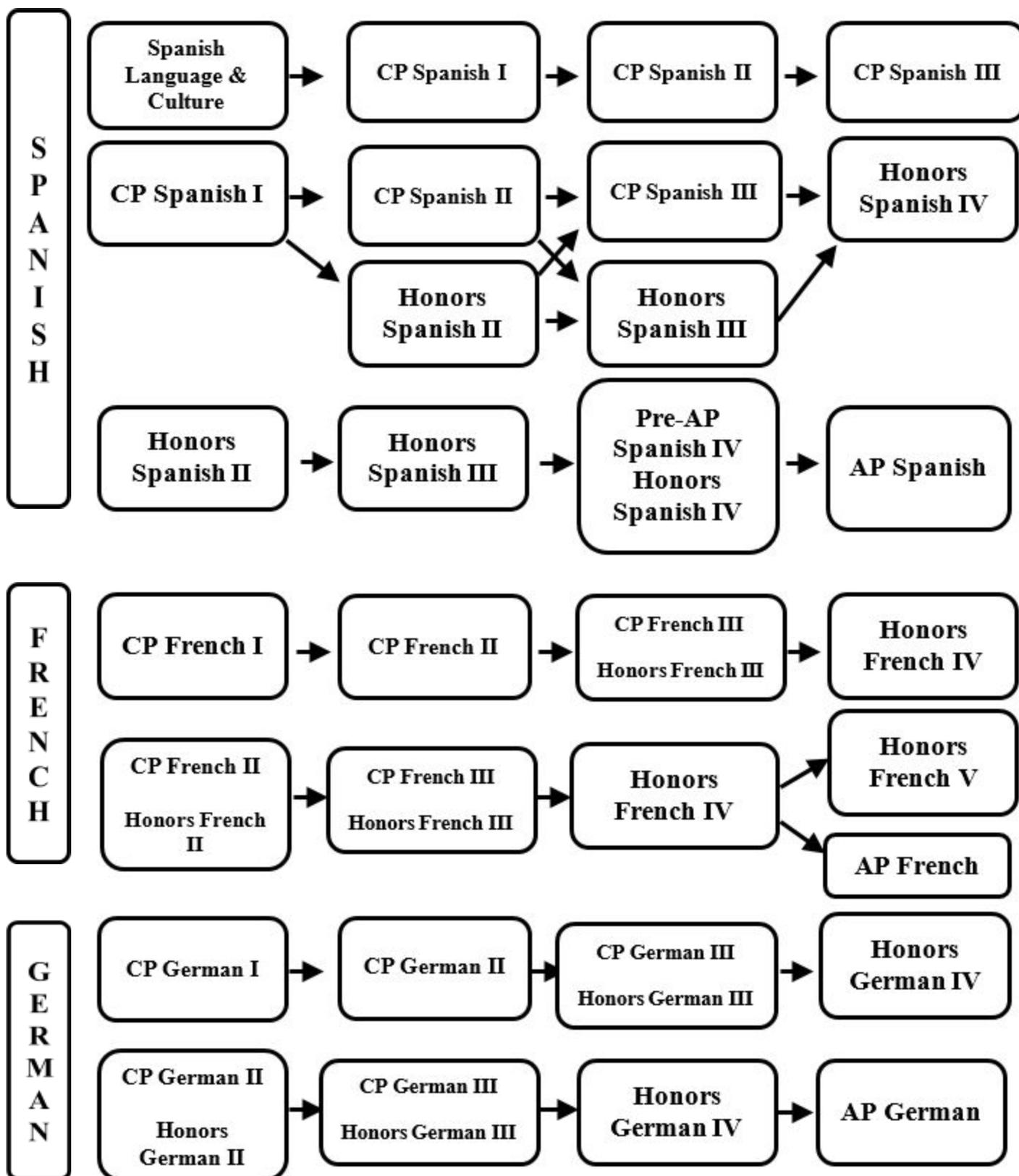
Credits: 5.0

Grade level: 9, 10, 11, 12

This course satisfies the graduation requirement for the State of New Jersey, but DOES NOT fulfill the two-year world language requirement for acceptance into colleges and universities. The nature of this course is to provide a basic grammatical foundation of Spanish for students with little to no experience of the language. The course involves an extensive study of Spanish speaking countries and their respective cultures. Students in this course will receive small-group instruction. Specific accommodations and modifications will be provided in order to meet the goals and objectives indicated by a student's Individualized Education Plan (IEP).



COURSE SEQUENCE FOR WORLD LANGUAGES



CO-OP MARKETING/TOMORROW'S TEACHERS/SENIOR OPTION/ STUDY HALL

690 CP COOPERATIVE MARKETING EDUCATION

Course Length: Year
Grade Level: 12

Credits: 15.0

Cooperative Marketing Education is designed for the student who wants to work part-time in a business environment. Cooperative Marketing Education provides a background for either attending college or obtaining full-time employment following graduation from high school. Students may work in a number of occupational areas: fashion merchandising, food service, banking, food marketing, or general retail merchandising and advertising. Throughout the course of the year, students participate in school, and in supervised paid work experiences with cooperating employers. In the related class, students will participate in discussions, small group learning, research, and on-the-job training. Skills related to their career objective will be explored. **Students are required to take 5 class periods here at DHS exclusive of a study hall or lunch.**

780 CP TOMORROW'S TEACHERS

Course Length: Year
Grades: 11, 12

Credits 5.0

This course is designed to appeal to students who aspire to become teachers or work with children beyond their high school years. The course is built around four themes: Experiencing Learning; Experiencing the Profession; Experiencing the Classroom; and Experiencing Education. A variety of hands-on activities and a strong emphasis on observations, and field experiences are provided to expose students to the "life of a teacher". Students will be required to complete in-depth reading and writing assignments throughout the course focused on contemporary issues in education.

990 SENIOR OPTION

Course Length: Year
Grade Level: 12

Credits: Varies

This offering is available to seniors who wish to pursue alternative learning strategies including community college attendance, trade or technical training, and approved courses from internet sources. In addition to **6 class periods exclusive of a study hall or lunch** here at DHS, students are **required to take one course per semester at another accredited institution**. The course chosen cannot be offered here at DHS for credit. Proof of enrollment and end course transcript must be submitted upon completion. All expenses related to outside courses are the sole responsibility of the student and family. The experiences will be selected by the student, parent and counselor and approved by the administration. **Option II paperwork must be completed.**

995/996 STUDY HALL - SEMESTER

Course Length: Semester
Grade Level: 9, 10, 11, 12
Credits: 0.0

999 STUDY HALL

Course Length: Year
Grade Level: 9, 10, 11, 12
Credits: 0.0

INDEPENDENT STUDY - Courses can be taken for Independent Study with a DHS faculty member if he/she agrees. Option II paperwork can be found [HERE](#). This must be pre-approved before it is scheduled.