# Program of Studies

***(Preliminary Version)***


***Front cover art by Maxwell Eyler (Class of 2027)***

## *2026-27 CHS Program of Studies*

The **Program of Studies** describes the full roster of board-approved courses for the 2026-2027 school year presented by Columbia High School. Final decisions as to which courses and course sections are taught next year will be made in light of such factors as student enrollment, interest in particular courses and staffing constraints. Please take the time to carefully consider the courses and options along with the student's plans throughout high school in order to maintain a healthy balance between school work and other time commitments outside of the school day.

***CEEB Code: 310750***

It is now time to gear up for the 26-27 school year! Selecting your coursework for next year means exploring new passions, diving deeper into your established interests, and even starting to plan for your transition to life after high school. We ask you to please consider your school/life balance and any courses that may be prerequisites to courses you would like to take in future years at CHS. We encourage you to maintain rigor and to challenge yourself by taking advantage of our Honors and AP course offerings. The course selection portal will open January 7, and close February 20, 2026.

The CHS 26-27 Program of Studies has been updated and is ready for your perusal. Make sure to go to the CHS Counseling Website for additional resources including the following course selection sheets:

- 9th-Grade Course Selection Sheet
- 10th-Grade Course Selection Sheet
- 11th-Grade Course Selection Sheet
- 12th-Grade Course Selection Sheet

In addition, the Counseling Department and building administration have held several evening programs to assist in this process. Please review the recording and slide decks linked below:

- **Instructions on Selecting Courses** PDF
- Course Selection Night for Rising 9th - 12th Graders **Slidedeck** & **Video**
- AP & Dual Enrollment Parent Night **Slidedeck** / **AP List**
- **Fine Arts Classes Videos** - Learn more about our Fine Arts classes
- **AP Seminar** & 10th-Grade English Options **Description** / **Video Testimonial**

**WELCOME FROM the CHS ADMIN TEAM**

At Columbia High School, our faculty promotes a supportive learning environment where every student is challenged, inspired, and empowered to cultivate the intellectual curiosity, skills, and knowledge needed to excel at college and in one's career. In order for students to gain the most from their high school educational experience, we urge careful course planning that involves the student, parents/guardians, teachers and the school counselor. This collaboration will result in a comprehensive educational program that is adapted to individual needs as well as state and local graduation requirements.

Remember that each year at Columbia may have a different focus. In the Freshmen Academy, our team of teachers invest much time and effort to ensure the transition from middle school is positive and creates the right foundation for one's years as upperclassmen. Our **Pathways/Diploma+** initiative begins Sophomore year when students can begin taking classes that offer college credit (dual enrollment and AP classes) and industry credentials. By 11th grade, students should be looking to complete their graduation requirements and focusing on furthering interests related to post-secondary planning. This way, as Seniors, our students are prepared for the transition to their next stage of life, including college and/or career goals.

Above all, please plan a program that challenges you appropriately, sets realistic goals, and enables you to take advantage of the diversified offerings available. As always, all the members of the Columbia High School staff look forward to assisting you in this exciting process.

Enjoy the journey! The Columbia High School Administrative Team

# COLUMBIA HIGH SCHOOL CONTACT INFORMATION

## ADMINISTRATORS

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## SCHOOL COUNSELING

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# Course Selection Process

## Course Request Timeline

January → Program of Studies will be made available to students and parents/guardians.
→ Students will begin to enter course requests in PowerSchool. Course requests can be amended in PowerSchool through February 16, 2026.

February → School counselors will continue to review course requests with current 11th graders during postsecondary planning meetings.
→ School counselors will be available to review course requests and four-year plans with current 9th and 10th graders.
→ School counselors will review course requests with current 8th graders.

**Course requests must be submitted in PowerSchool by February 16, 2026. Students may make any changes directly in Powerschool from January 7 to February 16, 2026. After this time, please see your counselor for any changes.**

July 2026 → Schedules are available to view in PowerSchool.

IMPORTANT:

- All students must request a minimum of 35 credits in the course request process. All students may request up to 40 credits.
- 12th graders may ultimately drop down (upon receipt of schedule over the summer) to 25 credits if 105 credits have been earned or 30 credits if 100 credits have been earned.
- Please note that though the courses on your schedule will not change, the periods in which you have these courses may change as we balance courses throughout the summer based on schedule changes.

## Schedule Change Requests

The Columbia High School master schedule will be built based on students' course requests submitted by the first week of February 2026. Students are expected to honor their commitments to attend and satisfactorily complete the courses requested by this date. After early March, changes will only be considered according to the guidelines listed below and are subject to availability.

- Correction of a scheduling error
- Addition of a required course
- Addition of course/credits required for June 2027 graduation
- Changing a course to/from an academic, honors, or AP
- Adjustment for summer school completion
- If a course is cancelled due to low enrollment

The course selection process for the 2026-2027 school year will take place in January and February 2026. Students are encouraged to consider carefully the courses selected and review the CHS Program of Studies. Should a schedule change be necessary, students should complete the Schedule Change form online form available on the CHS website, starting in July. If a schedule change is necessary, please be reminded of the following:

- Students must maintain a minimum of 35 credits.
- A "W" will appear on the official transcript for any course that is dropped after the first quarter of the marking period of the 26/27 school year.
- Between Windows 1 and 2, students will remain in the course until the end of the midway point of Q1 (October 2) for a full year course, and Semester 1 course, and until the midway point of Q3 for a Semester 2 course.
- Between Windows 2 and 3, students will remain in the course until the end of Quarter 1 for a full year course (November 5), and Semester 1 course, and until the end of Quarter 3 for a Semester 2 course (April 15)

| **Change Window** | **Changes Permitted** | **Transcript Notation** | **Schedule Change Type** | **Grade Calculation** |
|---|---|---|---|---|
| 1 - Summer to First Three Weeks of Semester "Add-Drop Period" (September 22, 2026) | Move up or drop in level; elective changes based on availability | None | Online Form | 100% from the new Course.<br><br>Moving Up a Level: Students will make up all missed assignments, including any summer assignment, within 2 weeks of entering the course.<br><br>Moving Down a Level: Students will make up all missed tasks, with the exception of any summer assignment, within two weeks of entering the course. |
| 2 - September 23 to October 2, 2026 (progress report distribution & end of first half of marking period) | Drop in level only (no lateral changes for subject or teacher preference) | None | Paper Form | 50% from original course (adjusted to the grade at the higher level & 50% from new course |
| 3 - October 3, 2026 to November 5, 2026 | Drop in level only (no lateral changes for subject or teacher preference) | None | Paper form | 100% from original course (adjusted to the grade at the higher level & **if schedule change happens by November 5 end of Mp 1).** |

***<u>It is important to note that any request for a teacher change will not be honored.</u>***

OTHER IMPORTANT NOTES:

- If a transcript for a Senior has already been sent to a college or university such that the dropped course appeared on the official transcript as a course in progress, it will be necessary for the college or university to be informed of the dropped course. The integrity of official transcripts mandates such action. The student is responsible for informing the college or university of this change in scholastic record.
- Though W is indicated on transcripts, the W does not impact the GPA (effective for 26/27 only).
- If a student chooses to change to a different level of a course during a quarter mid-point, the quarter grade will be the average of the weighted outgoing course and the grade earned in the incoming course.
- If a student chooses to change to a different level of a course at the quarter mark, the weighted quarter grade from the previous course will be transferred over with new course rigor taken into account.

## High School Transcript, Weighted, and Unweighted GPA

A student's high school transcript is a working record of student performance. There are two types of transcripts:

- College Transcript: sent to and reviewed by college officials for admissions or scholarship purposes
- Final Transcript: reflects the culmination of all relevant information at the end of the student's high school career; securely maintained by the Columbia High School Counseling Center indefinitely.

Contact our registrar, Ms. Florio, for concerns or questions regarding student transcripts.

## Class Rank

Columbia High School does not provide class rank. If class rank is required for college scholarships or military academy admission purposes, a student may request that their decile rank be released directly to the institution or organization.

## Student Preferred Name and Transcripts

As per the Transgender and Gender Nonconforming Students policy, if a student is requesting a preferred name, they should speak with their school counselor who can provide direction for adding preferred name to PowerSchool.

## Grade Point Average (GPA) System*

Students and parents/guardians should be aware that certain information will always be included on the transcript. Such information includes course title, final grade, credits earned, and grade point average (GPA). There are two types of GPA calculated, described as follows:

| **WEIGHTED GPA** | **UNWEIGHTED GPA** |
|---|---|
| Courses taken outside of the traditional CHS school year and/or outside CHS are not included | Courses taken outside of the traditional CHS school year and/or outside CHS are not included |
| All CHS courses taken during the traditional school day & school year are included. | All CHS courses taken during the traditional school day & year are included. |
| Considers difficulty of your courses along with your grades (see GPA chart below) | Only considers your grades |

The CHS GPA is calculated using the weighting system described below. GPA is only calculated based on final grades. The GPA that a student sees in PowerSchool is only reflecting their completed courses and is not calculating any grades in progress. Students are advised that many colleges have their own systems of calculating GPA based upon the student's high school transcript.

| Grade | Unweighted Courses* | Weighted Courses | | |
|---|---|---|---|---|
| | | Academic | Honors | AP/Adv** |
| A+ | 4.33 | 4.67 | 5.00 | 5.33 |
| A | 4.00 | 4.33 | 4.67 | 5.00 |
| A- | 3.67 | 4.00 | 4.33 | 4.67 |
| B+ | 3.33 | 3.67 | 4.00 | 4.33 |
| B | 3.00 | 3.33 | 3.67 | 4.00 |
| B- | 2.67 | 3.00 | 3.33 | 3.67 |
| C+ | 2.33 | 2.67 | 3.00 | 3.33 |
| C | 2.00 | 2.33 | 2.67 | 3.00 |
| C- | 1.67 | 2.00 | 2.33 | 2.67 |
| D+ | 1.33 | 1.67 | 2.00 | 2.33 |
| D | 1.00 | 1.33 | 1.67 | 2.00 |
| D- | 0.67 | 1.00 | 1.33 | 1.67 |
| F | 0.00 | 0.00 | 0.00 | 0.00 |

***For the four marking periods of a full year course, grades below 50 will be adjusted to a 50***. In a semester class, grades below 50 will be adjusted to 50 in both of the two marking periods of the semester. This practice is designed to encourage academic success and promote student accountability. Note: The 50% minimum grade does not apply to midterms and final exams. These grades will be assigned on the full 100-point scale.

*All CHS courses are indicated as Academic, Honors or AP, and weighted accordingly.
**Advanced courses are Post-AP courses only.

## Earning credit outside of the Program of Studies

**Independent Studies, Teaching Assistantships, and Service-Learning Projects**
Upon consultation with the faculty advisor, students can apply for permission to pursue a particular interest via an independent study, teaching assistantship, or service-learning project in place of a study hall. Students can sign up for a project within the **first two weeks** of the first or second semester via the available form on the SOMSD CHS Counseling website. The project must be approved by your faculty advisor, department supervisor, and school counselor.

- Students can pursue Independent Studies for credit or for community service.
- All projects for credit appear on transcript as "Project Name-Department Name" and include the grade and number of credits awarded.
- If the student chooses to pursue the independent study for credit, the course is graded as a Pass/Fail and will not be included in GPA nor fulfill any graduation requirement
- A teaching assistantship or service-learning project is not credit-bearing, though it will appear on the transcript.

**Dual Enrollment**

Columbia High School is proud to offer a dual enrollment option for students seeking college credit. The CHS administration has created a partnership with Seton Hall University. Through this program, students have the opportunity to enroll in Seton Hall University courses with the purpose of exposure to college-level work and the potential of earning three (3) college credits per course. Courses are offered during the regular CHS school day and are taught by CHS teachers. Seton Hall has approved the curriculum, textbooks, and teachers, and students must meet their particular criteria in order to receive college credit. Students enrolled in these classes are given the opportunity to register for college credit and will have a deadline in early October. The program is not mandatory. The classes we will run in the **2026-2027** school year are the following: **Gender Identity Across Literature, Creative Writing, Spanish 5 HN, CHS News AM HN, Science Research, Anatomy & Physiology, Global Marketing, Financial Literacy** (In person only), **Marketing HN, Intro to Accounting, and Sports & Entertainment Marketing**. Seton Hall requires the CHS teacher to have a master's degree, so all courses are pending staffing.

Columbia High School is also introducing four additional dual enrollment opportunities. Just like last year, **Forensic Science HN** is available as a dual enrolment course through New Jersey Institute of Technology (NJIT). Please note that NJIT requires the CHS teacher to have specific NJIT professional development and a master's degree, so all courses are pending staffing. A new course, **Tomorrow's Teachers HN**, is available as a dual enrollment 3 credit course through Rider University. Through Thomas Jefferson University, students who complete **Beginner and Intermediate Woodworking** can get dual enrollment credit. Finally, through Rutgers University, we are excited to offer a three-course Health Science pathway, all of which are eligible for dual enrollment credit upon successful completion of an end of course exam. The three courses, three credits apiece, that we have slated to run for 26/27 & 27/28 are **Dynamics of Healthcare Professions, Anatomy HN, & Principles of Scientific Inquiry HN, and/or Fundamentals of Health & Wellness.**

## External/Online coursework

Any coursework outside of CHS for advancement or remediation must be pre-approved by the department supervisor **IN ADVANCE in writing**. If approved, the course may appear on the CHS transcript and bear credit, ***but will not be calculated into the student's GPA***. The student is responsible for identifying accredited courses, securing pre-approval, registering, providing payment, and transportation.

Though department supervisors will consider approval of any course outside of CHS for **remediation of credit due to course failed (NOT APPLICABLE FOR REMEDIATION OF LOSS OF CREDIT DUE TO EXCESSIVE ABSENCES)**, courses outside of CHS may be approved for **advancement/original credit** *only when it is a class that is not offered at CHS* (e.g., German) or is pre-approved by the STEM supervisor as math acceleration pre-approved by the department supervisor. World Language requests to add an online course not offered at CHS must be made by the end of September of the current academic year. The school will not be responsible for the cost of the course since World Language requirements for graduation can be met by the languages offered by the District.

- If you take an approved English Language Arts course for advancement outside of CHS, this does not count towards the 4 year English Language Arts requirement for graduation.
- Credit-bearing advancement in World Language through courses outside of CHS is not available. Contact the World Language Supervisor with placement questions.

- Financial assistance is available for students who receive free/reduced lunch and are interested in advancement. Students who receive free/reduced lunch should contact their school counselor.

It is the ***student's responsibility*** to submit the official grade report to their school counselor at the end of the course in order for the course to be documented as part of the student's records. For an approved course outside of CHS to be posted on a Senior's college transcript, the official grade report for the course must be submitted to the student's school counselor ***by September 1 of Senior year.***

**Cougar Academy**
CHS offers an alternative program for under-credited students who may have experienced interruptions in their learning. The program assists students in realizing their academic potential to meet high school graduation requirements while developing college & career readiness. Students participate in a proficiency based "Option 2" program pursuant to 6A:8-5.1(a)1ii. Students should contact their school counselor for additional information.

**Online Robotics in Manufacturing ToolingU SME (Society of Manufacturing Engineering)**
Through a new partnership with ToolingU and SME, CHS will be offering students the opportunity to take self-paced coursework in robotics in manufacturing through an online platform. This program focuses on the fundamentals of robotics required as a starting point for any career pathway a candidate may pursue in the field of robotics: introduction to manufacturing, applied mathematics, robotic applications, and robot programming concepts. Students will have the opportunity to take an end of course exam ($50) to earn the SME Robotics in Manufacturing Fundamentals (RMF) credential. Developed with the Robotics Education & Competition (REC) Foundation and FIRST®, the credential can help individuals begin a lifelong career in a growing field. If completed, this course may appear on the CHS transcript and bear 2.5 credits towards graduation, but will not be calculated into the student's GPA or meet the 21st century requirement.

**Work Based Learning through NJ CAR TAP**
Through a partnership with NJ Coalition of Automotive Retailers, interested students have the opportunity to receive automotive and technical training at participating dealerships, tuition free and outside of school time. Students learn fundamental skills in auto maintenance and repair. Upon completion of the 18 week program, this course will appear on the transcript and bear 2.5 credits towards graduation, but will not count in the GPA calculation or satisfy the 21st century learning requirement.

**Math Advancement**
Each summer, CHS offers math advancement courses in Algebra 1, Geometry, Algebra 2, and Precalculus. These are full courses for credit, will be listed on the transcript, but will not count towards the GPA. The courses are taught by CHS teachers. They follow the curricula of the full-year courses but are taught in a condensed schedule (more hours per day over a shorter time frame). Registration information is sent out each spring. ***These courses run dependent upon staffing.***

Interested students must still submit *a course request for the next course in the math sequence by sending an email to counselor and supervisor*. Upon successful completion of the summer course, they will automatically be moved into the next math course for September. For example, if a student is currently enrolled in Geometry and signs up for summer math acceleration for Algebra 2 in order to take Pre-calculus the following year, they should still request Algebra 2 as part of the course request process for 26-27.

**Online Personal Finance Edgenuity** This one-semester elective prepares students to navigate personal finance with confidence. This course runs for a fall session and spring session (staff dependent). The course opens with a study of what it means to be financially responsible, engaging students in budgeting, planning, and being a smart consumer. Students then broaden their study to include banking, spending, investing,

and other money management concepts before exploring credit and debt. In the final unit of the course, students study microeconomics and entrepreneurship, with an overview of economic systems, supply and demand, consumer behavior and incentives, and profit principles. The course concludes with an in-depth case study about starting a business.The online course is free and self-paced. Students who complete the course will receive a grade of "Pass" (does not calculate into the student's GPA) on their CHS transcript with ***2.5 credits to satisfy the financial literacy requirement***. Registration information is sent out to all students prior to each session.

**Individualized Student Learning Opportunities (ISLO - "Option 2")**
According to the state of New Jersey, ISLO allows students to earn credit through an alternative pathway. At Columbia High School, this is currently only available for competitive athletes to fulfill Physical Education credits. Specific criteria are outlined in the "option 2" packet available from the Health & PE Department.

- Students who are approved for the competitive athletics option can earn a grade of P and 1.25 Physical Education credits for one quarter with proper documentation and signatures of weekly participation. Students can only apply for one quarter per sport and can apply for up to two quarters (2 different sports) per school year. The student will be placed in a study hall during their Physical Education period for the quarter(s). See below which seasons correspond with which quarters. **Please note, Option 2 PE is not applicable during a students' Health/Driver's Education quarter.**

Students can apply using the google form which will become available at the start of each season on the CHS Option 2 website. Students must apply via the google form to request Physical Education Option 2 for:

- Fall sports - QUARTER 1 ONLY - Form will be available in August 2026.
- Winter sports - QUARTER 2 OR QUARTER 3 (choose 1 Q) - Form will be available in October 2026.
- Spring sports - QUARTER 4 ONLY - Forms will be available in March 2027.

Please review the specific criteria for being able to apply for, and qualify for, Option 2 PE as well as which sports are acceptable for which season. The information can be found on the Option 2 website. SOMSD reserves the right to administer its own final assessment to determine competitive athletic fullfillment based on meeting PE NJ Student Learning Standards.

## Union and Essex County Vocational-Technical Schools

The Union County Vocational-Technical Schools offers Shared-Time Programs in **Allied Health, Auto Collision, Child Development, Commercial Art, Cosmetology, Criminal Justice, Culinary Arts & Hospitality, Digital Multimedia Design, Electrical Technology, Interactive Media & Game Design, Masonry, and Welding Technology.**

Essex County Schools of Technology in West Caldwell offers Shared-Time Programs in **building trades, culinary arts, human services and transportation distribution and logistics.**

For additional information on these programs, please refer to the Union County Vocational-Technical School website and the West Caldwell Tech-Essex County Schools of Technology website.

Interested students should speak with their school counselor/Child Study Team (CST) case manager regarding the programs/application process related to vo-tech programs.

Applicants must:

- be enrolled as a student in high school. Ninth graders may only be considered for a self-contained career cluster or Cosmetology program. All other applicants must be 10th or 11th grade students at the time of application.
- have an attendance record of less than 15 days absent per year.
- have an acceptable academic and behavior record in current school.
- must submit an online application by the deadline in **February 2026 (Union County)** and ***final*** deadline of **March 2026 (Essex County).**

Preference is given to students that will be able to complete the vocational program, attending two years for most shared-time programs, three years for self-contained cluster programs and Cosmetology. Out of county applicants are considered after all county resident applications have been reviewed.

## Requirements for Graduation

In order for a student to graduate from Columbia High School and receive the state endorsed South Orange Maplewood Board of Education diploma, each student must pass the state assessment requirements in both English Language Arts (ELA) and Mathematics and successfully complete a minimum of 120 credits as outlined by the district.

### New Jersey State Assessment NJGPA Requirements

It is important to note that our students have always been able to meet graduation requirements through an alternative assessment or pathway to graduation throughout New Jersey's forty-year history with a statewide assessment program. You will find charts containing the list of assessment requirements in both ELA and mathematics for high school graduation by accessing the state's website.

### District Graduation Requirements

Students must successfully complete a minimum of 120 credits. The course work must include the following course requirements:

| | | |
|---|---|---|
| a. | English Language Arts | **20 credits** |
| b. | Mathematics | **15 credits,** including Algebra 1, Geometry and a third course that builds upon Algebra 1 and Geometry |
| c. | Science | **15 credits,** Biology (lab), 10 credits other lab/inquiry base |
| d. | Social Studies | **15 credits** 5 credits in World History, 10 credits in US History |
| e. | World Languages | **5 credits** |
| f. | Health & Physical Education | ***20 credits** minimum 3.75 credits for each year of public high school enrollment in New Jersey includes 3 quarters of Health and 1 quarter Driver Theory |
| g. | Visual & Performing Arts | **5 credits** (See chart below for examples) |
| h. | 21st Century Life & Careers | **5 credits** (See chart below for examples) |
| i. | Financial Literacy | **2.5 credits** (See chart below for examples) |
| j. | Elective Courses | **22.5 credits** |

- Students are encouraged to continue studies in math, social studies, science, and world language beyond the high school graduation requirement, as many colleges recommend beyond the minimum requirement.
- Graduation requirements and program offerings for special education students and/or Multi-Language Learners may vary, pending students' needs.
- Transfer students must meet all state and local requirements in order to receive a high school diploma.

- Students must have completed all graduation requirements in order to participate in the graduation ceremony.

The table below lists our practical and fine arts classes. Continue reading for descriptions of each course under each department section.

| **21st Century Life and Careers (5 credits total)** | |
|---|---|
| **5 Credits** | **2.5 Credits** |
| Aviation **(New Course)**<br>Business Management and Ethics<br>CHS News 1<br>CHS News 2<br>All Vo-Tech programs<br>AP Macroeconomics<br>AP Computer Science A<br>AP Computer Science Principles<br>AP Networking **(New Course)**<br>AP Cybersecurity<br>Roadmap to Computing<br>Tomorrow's Teachers<br>CAD<br>Fundamentals of Engineering Design | Beginner Woodworking<br>Intermediate Woodworking **(New Course)**<br>Integrated Business Office Technologies (iBot 21)<br>Capital Markets and Investments<br>Global Marketing<br>Sports & Entertainment Marketing<br>Career Awareness<br>Introduction to Accounting<br>Television Production<br>Television Production 2<br>Digital Cinematography<br>Business Management and Entrepreneurship |
| **Financial, Economic, Business and Entrepreneurial business Literacy (2.5 credits)** | |
| **5 Credits** | **2.5 Credits** |
| AP Macroeconomics<br>Business Management and Ethics<br>AP Business & Personal Finance **(New Course)** | Personal Finance<br>Business Management and Entrepreneurship<br>Introduction to Accounting<br>Edgenuity Personal Finance* |
| **Visual & Performing Art (5 credits)** | |
| **5 Credits** | **2.5 Credits** |

| | |
|---|---|
| Advanced Music Technology (HN) **(New Course)**<br>Art 1<br>Art 2<br>AP Studio Art (Two types)<br>AP Art History<br>AP Music Theory<br>Canens Vocem HN<br>Chorus<br>Computer Graphics 1<br>Concert Band<br>Dance 1<br>Dance 2<br>Excelsior Singers HN<br>Filmmaking 1<br>Filmmaking 2<br>Masterworks Chamber Orchestra HN<br>Special Dance Company<br>String Orchestra<br>Symphonic Band<br>Symphonic Choir HN<br>Virtuosi Chamber Orchestra HN<br>Wind Ensemble HN | Animation 1<br>Animation 2<br>Computer Graphics 2 (HN)<br>Drawing<br>Design<br>Ceramics 1<br>Ceramics 2<br>Fibers 1<br>Introduction to Music Theory<br>Music Technology 1<br>Music Technology 2<br>Traditional Photography<br>Digital Photography |

Additional information regarding course length and credits:

| Full year (5 credits) | | | |
|---|---|---|---|
| Semester 1 (2.5 credits) | | Semester 2 (2.5 credits) | |
| Quarter 1 (1.25 credits) | Quarter 2 (1.25 credits) | Quarter 3 (1.25 credits) | Quarter 4 (1.25 credits) |

The only quarter-long courses are Physical Education/Driver's Ed/Health which earn 1.25 credits per quarter.

## Promotion

Students are promoted to the next academic grade upon successful completion of the required course credits.

| Grade | Credits |
|---|---|
| 10 | 30 |
| 11 | 60 |
| 12 | 90 |
| To Graduate | 120 |

- Students are required to register for 35 credits during each school year prior to the senior year.
- Students are required to register for 30 credits for their senior year.

## Marking System and Report Cards

Progress reports are provided to all students midway through each quarter. Report cards are distributed four times a year and indicate a grade, the number of absences and comments for each course. Expected distribution dates are provided on the district calendar.

***Please see the student handbook for an explanation of attendance and how attendance impacts the student's grade. Parents/guardians and students should monitor student's academic progress weekly online through PowerSchool.***

## Honor Roll

Honor Roll status is a special achievement that recognizes students' effort, discipline and accomplishments.

- The Honor Roll is prepared at the end of each marking cycle and is not cumulative.
- The Honor Roll is based on letter grades.
- All subjects are included.
- The student must be enrolled for at least 30 credits.

**Honors**: All grades B or better in every course each quarter.
**High Honors**: All grades A- or better in every course each quarter.
**Principal's List**: High Honors for the entire year.

**Loss of credit indicated by grades of NC are treated the same as an F and are calculated in the GPA as a 0.00.** If a student retakes and passes a previously failed course during the school year, both classes are reported on the transcript and both grades are computed in the GPA. If a course is retaken during summer school, it is reported on the transcript but not included in the GPA.

## Grading for Semester and Full Year Courses

Semester:

| Q1 | Q2 | Final Exam |
|---|---|---|
| 45% | 45% | 10% |

Full Year:

| Q1 | Q2 | Q3 | Q4 | Midterm Exam | Final Exam |
|---|---|---|---|---|---|
| 20% | 20% | 20% | 20% | 10% | 10% |

## Medicals

Only students who have been out on home instruction are eligible to be considered for a quarter grade of Medical (M). If a student is on home instruction for less than ½ the marking period and was unable to complete work due to medical issues, upon their return they can choose to try to make up some of the missed work and see what grade they earn or they can continue with the rest of the marking period work and earn a P for passing work for the marking period.

## Incompletes

All incompletes must be converted to a numerical grade within two weeks of the end of the marking period in which the incomplete was issued. Incompletes that are not resolved may result in the student being withdrawn from the course (W) for elective courses) and/or loss of credit for the course.

## Description of Academic, Honors & AP

| Course Options | Notation on Schedule, Report Card & Transcript | Example |
|---|---|---|
| **Advanced Placement (AP)** | AP | Biology AP |
| **Honors** | HN | Biology HN |
| **Academic** | | Biology |

**Note:** All courses are indicated as Academic, Honors or AP. Each course description listed below includes the name of the course, the length of the course (year, semester, quarter), the credit value of the course (1.25, 2.5 or 5.0), and the grade(s) in which the course is offered. If the course is unweighted, there is no reference to Academic, Honors or AP in the bold font that identifies the course. If the course is weighted, the following indicators are used to identify the weighted courses:

- **Academic** – the only choice for the course is Academic
- **Honors (HN)** – the only choice for the course is Honors
- **AP -** the only choice for the course is AP
- **Academic and Honors (HN)** – students can choose between Academic and Honors
- **Honors (HN) and AP -** students can choose between Honors and AP

**Academic courses** are grade-level Standards-based courses that align to the NJ Student Learning Standards. Similarly, **Honors courses** meet the same academic requirements as the Academic courses and provide one or more of the following: additional depth, complexity, and/or acceleration of content.
**AP courses** are registered courses with the College Board and follow the course description provided by the College Board, with the expectation that all students enrolled in the AP course take the AP exam in May.

**Prerequisites** identify the course that is required beforehand. Students should review the prerequisites, especially in the elective and AP courses, in order to plan ahead for courses that they may want to take in the future.

## Advanced Placement (AP) Courses at CHS

*We encourage **all students** to consider challenging themselves by enrolling in an AP course at least once in their time at Columbia.*

Columbia High School offers more than twenty Advanced Placement courses in English Language Arts, Mathematics, Science, Social Studies, World Languages, and Visual & Performing Arts. An AP course is a college level course taught in a high school setting, and it is designed to prepare students to take the College Board sponsored Advanced Placement (AP) examinations. These national curricula are developed by both high school and college teachers under the auspices of the College Board. Students who successfully pass the AP examinations, which are administered nationally during the month of May, can earn college credits. Many universities and/or colleges award college credit based on AP exam scores of 3, 4, or 5.

Our faculty does an incredible job preparing students for AP exams, so all students enrolled in an AP class are expected to take the examination in May. Relatedly, only students currently enrolled in an AP class offered at CHS may register and sit for that AP exam at CHS. If a course is not offered at CHS, such as AP

Human Geography, students may register to take that AP exam at CHS or contact neighboring schools for additional testing opportunities.

All students are encouraged to review the College Board website to learn about exploring AP courses, course descriptions, course overviews, and exam descriptions. In addition, students should review the advantages of taking the AP exam (approximately $120/exam) and how an AP exam score of 3 or higher may earn credit, advanced placement or both from your college. Fee Waived when free reduced meal eligible.

## AP Courses Offered by Grade

***Students are expected to take the College Board AP exam in May. The fee for each AP exam is about $120.00. Fee waivers are available for students who qualify. Students register for AP exams in November.***

| AP Course | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| African American Studies | --- | X | X | X |
| Art History | --- | X | X | X |
| Biology | --- | --- | X | X |
| Calculus **AB** | --- | --- | X | X |
| Calculus **BC** | --- | --- | X | X |
| Chemistry | --- | --- | X | X |
| Chinese Language & Culture | --- | --- | X | X |
| **Comparative** Government & Politics | --- | --- | X | X |
| Computer Science A | --- | X | X | X |
| Computer Science Principles | --- | X | X | X |
| Cyber: **Networking** | | x | x | x |
| Cyber: **Security** | | x | x | x |
| English **Seminar** 10 | —- | x | --- | —- |
| English **Language** & Composition | --- | --- | X | --- |
| English **Literature** & Composition | --- | --- | --- | X |
| Environmental Science | --- | --- | X | X |
| European History | --- | --- | X | X |
| French Language & Culture | --- | --- | --- | X |
| Macroeconomics | — | — | --- | X |
| Music Theory | --- | X | X | X |
| Physics 1 | —- | X | X | X |
| Physics 2 | | | X | X |
| Physics C: Electricity & Magnetism and/or Physics C: Mechanics exam | --- | --- | X | X |
| Psychology | --- | --- | X | X |

| | | | | |
|---|---|---|---|---|
| AP **Business / Finance Literacy** **(NEW 26 - 27)** | —- | X | X | X |
| Spanish **Language** & Culture | --- | --- | X | X |
| Spanish **Literature** & Culture | --- | --- | X | X |
| Statistics | --- | X | X | X |
| Studio Art AP (2-D Art & Design or Drawing) | --- | --- | X | X |
| Studio Art AP (Drawing) | --- | --- | X | X |
| United States History (two-year course; grades 10 & 11) | --- | X (US History 1; this is a 2-year course) | X (US History 2; this is a 2-year course) | --- |
| **US** Government & Politics (United States) | --- | --- | X | X |

## Resources to Help Students with Their Academics

There are many resources within our school and community to assist students with their academics. Here are a few examples:

- Utilize the students' teacher and department supervisor first to seek information and support.
- Free tutoring from the Achieve Foundation
- SLAM Science Language Arts and Math lab is offered during the school day to support students in meeting their academic goals.
- The South Orange Maplewood Adult School offers low cost courses on college planning and college admission test prep (SAT) along with many more interesting courses.
- The local libraries offer workshops for parents and students on academic topics.
- Many students will set up their own study group with classmates. This allows students to help one another with difficult course concepts outside of the classroom.
- Khan Academy – free online resources to help students learn concepts/skills covered in many courses.

## Summer School

Columbia High School offers summer school ***for students who have not successfully met New Jersey's minimum core curriculum standards***. Students attend classes for 24 days in the summer. Information about summer school courses and fees are available in the spring. Students should see their school counselor for information pertaining to summer school.

**Courses offered -** Summer school courses are intended to provide students with another opportunity to earn credit and master key course content before advancing to the next course in a content-area sequence or the next grade. Students are only permitted to take two classes unless one of the classes is Health, Physical Education or Drivers Education. Health, Physical Education, and Drivers Education are quarter courses. Consequently, these courses are only six days in duration during summer school. Students, with approval, may take more than two of these courses.

The following courses may be offered, pending enrollment numbers:

| | |
|---|---|
| English 1, 2, 3, & 4 | Algebra 1 & 2 |
| Biology | Geometry |
| Physics | World Languages |
| Chemistry/Physical Science | Physical Education |
| World History | Drivers Education |
| US History 1 & 2 | Health 9, 11 & 12 |
| Online Personal Finance | TV Production 1 |

**Attendance** – Summer school classes are required by law to meet a minimum of 60 hours. Because of the rapid pace of instruction and the short duration of summer school, prompt and regular attendance is imperative. **If a student misses more than 10 percent of the class (six hours), the student may be dismissed from the program.**

## Eligibility for Participation in Athletics

To be eligible for high school athletics, a student must meet the following credit requirements:

- First Semester: All 9th grade students are eligible; students in grades 10-12 must have passed 30 credits required by the State of New Jersey for graduation during the preceding academic year.
- Second Semester: Students in grades 9-12 must have passed 15 credits required by the State of New Jersey for graduation at the close of the preceding semester. Full year courses will be equated as one-half of the total credits to be gained for the full year to determine credits passed during the preceding semester.
- Participation in College Athletics: Students interested in participating in college athletic programs regulated by the National Collegiate Athletic Association (NCAA) must be certified through their Initial Eligibility Clearinghouse. Students must achieve a certain level of academic achievement in high school in order to participate in college athletics. Information can be obtained at www.eligibilitycenter.org/. Students planning on participating in college athletics should work closely with their school counselor and Athletic Director in order to understand the eligibility requirements. Students are encouraged to register with the NCAA Eligibility Center at the end of their sophomore year or before their junior year. Please note that some English courses do not meet NCAA eligibility requirements.

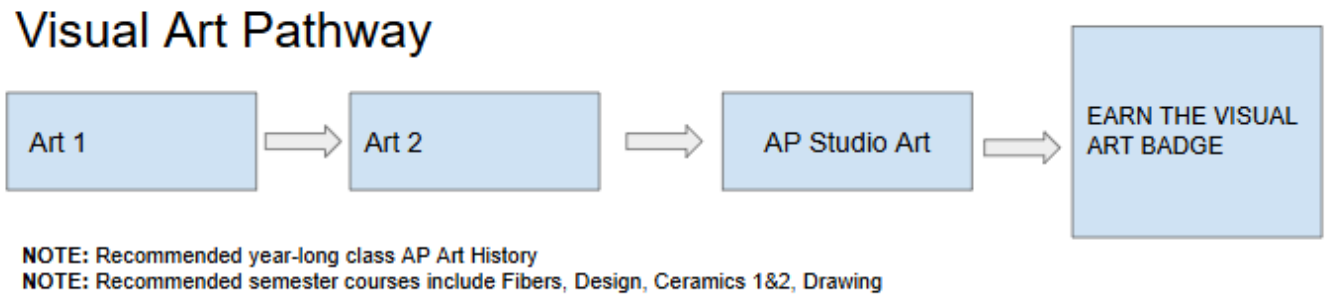
## Columbia High School Portrait of a Graduate

The CHS Portrait of a Graduate is our student-centered vision of the skills, mindsets, and qualities we believe every student should have by the time they graduate Columbia. It goes beyond academic achievement to describe the kind of young adults we aim to prepare—critical thinkers, effective communicators, resilient learners, compassionate community members, and responsible citizens.

This portrait serves as a guide for teaching, learning, and student experiences, ensuring that everything we do helps our graduates succeed in college, careers, and life. We thank all of the SOMSD community members and educators who worked together to create this Portrait of a Columbia Graduate.


## Visual & Performing Arts Courses (VIDEO Message From The VPA Supervisor)

For graduation purposes, students need 5 credits of Visual & Performing Arts which can be taken in any grade. Please note that a student can only take a course once in order to receive credit for that course; it is the student's responsibility to inform their counselor and teacher immediately if they are enrolled in a class that they previously completed and passed. The only exception to this would be music courses that can be repeated for credit (e.g., chorus, band, and orchestra).




**Art 1 (Video)**
**Year, 5.0 credits**
**Grades 9-12**

Art 1 is an entry-level course. Art 1 lays the foundation for other art courses available at Columbia High School. It is a creative class where students explore self-expression, while learning new art skills and techniques. Art 1 includes an introduction to drawing, printmaking, painting, collage and sculpture.

**Art 2 (See Video)**
**Year, 5.0 credits, Prerequisite: Art 1, Drawing or Design**
**Grades 10-12**
Art 2 builds on concepts introduced in Art 1 and is appropriate for students with a serious interest in visual art. This course covers a wide range of skills at an intermediate level, including drawing, painting, collage, realism and abstraction. In Art 2, students can improve foundation techniques, such as drawing from direct observation, while developing a broader range of skills through exploration of new areas, including acrylic painting and diverse collage methods. Many students use their Art 2 work in portfolios for college admission.

**AP Studio Art & Design (See Video)**
In an AP Art and Design course, you'll develop the skills that artists and designers use and create a portfolio of work you'll submit for an AP score. We have two (2) AP Art & Design options at Columbia High School: "Studio Art - AP Drawing" and "Studio Art - 2D Art & Design." You'll create a portfolio of college-level work and submit it for evaluation (instead of taking a year-end paper-and-pencil AP Exam). A qualifying portfolio score can earn you college credit and/or advanced placement. Please review the **CHS AP Studio Art & Design** website to decide which of the two programs you are more interested in.

**Studio Art – AP Drawing (Option 1 of the AP Studio Art & Design program)**
**Year, 5.0 credits, Prerequisites: Art 2 and portfolio review**
**Grades 11-12**
If you are in this class, you are a dedicated artist with at least 2-3 years of art or a strong body of past work, and you want to take your work to the next level. AP (Advanced Placement) Drawing is a program administered by the College Board to provide highly motivated high school students with an opportunity to earn college credit in art. Students will submit a portfolio to the College Board with work that focuses on the use of composition, material, and the elements and principles of art in traditional 2-dimensional mediums (Drawing, Painting, Printmaking). You will also consider how materials, processes, and ideas can be used to curate a collection of work surrounding a central theme. AP Drawing is not based on a written exam; instead, students submit a portfolio in May. The portfolio includes five selected and completed works (demonstrating skills and synthesis of materials, processes, and ideas) and 15 sustained investigation images (demonstrating skills, practice, experimentation, and revision, as well as synthesis of materials, processes, and ideas) . Please review the **CHS AP Studio Art & Design** website for important information. AP Art Application needed to be filed: https://forms.gle/V7yTFPXsaHFJTShN8

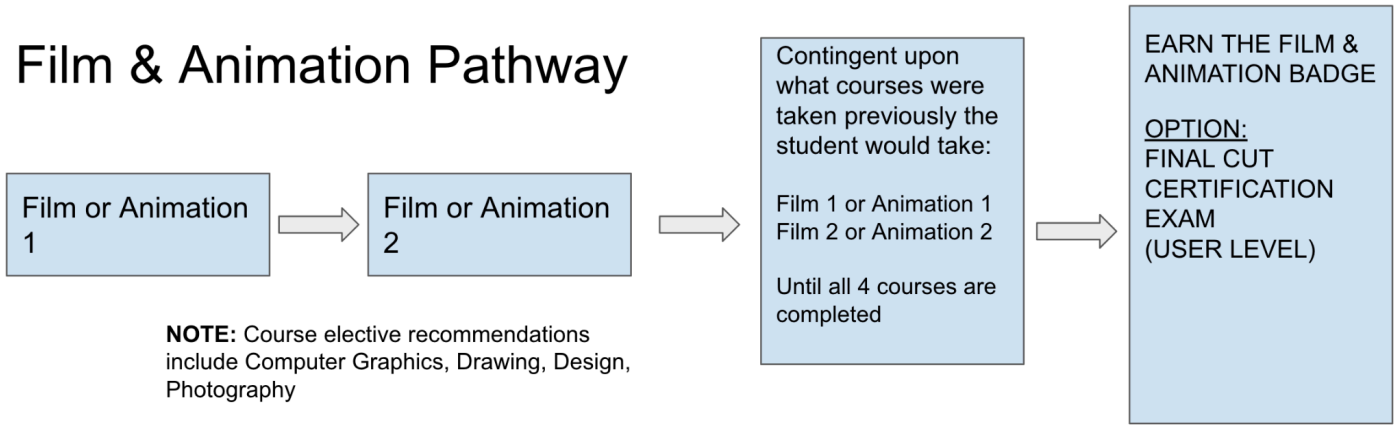
If you are interested in applying for AP Studio Art course, you must complete the pre-portfolio. You can find the Pre-Portfolio on the CHS AP Studio Art Website . On the website, click the pre-portfolio tab. There you will find a link to the application. All Applications MUST be submitted by April 1st. If you have any further questions, please reach out to the AP Art Teacher.

**Studio Art – AP 2D Art & Design (Option 2 of the AP Studio Art & Design program)**
**Year, 5.0 credits, Prerequisites: Art 2 and portfolio review**
**Grades 11-12**
If you are in this class, you are a dedicated artist with at least 2-3 years of art or a strong body of past work, and you want to take your work to the next level. AP (Advanced Placement) 2-D design is a program administered by the College Board to provide highly motivated high school students with an opportunity to earn college credit in art. Students will submit a portfolio to the College Board with work that focuses on the use of elements and principles of art in 2-dimensional mediums (Drawing, Painting, Printmaking, collage, photography, graphic design, and textiles). You will also consider how materials, processes, and ideas can be used to curate a collection of work surrounding a central theme. AP 2-D design is not based on a written

exam; instead, students submit a portfolio in May. The portfolio includes five selected and completed works (demonstrating skills and synthesis of materials, processes, and ideas) and 15 sustained investigation images (demonstrating skills, practice, experimentation, and revision, as well as synthesis of materials, processes, and ideas). Please review the **CHS AP Studio Art & Design** website for important information.

If you are interested in applying for AP Studio Art course, you must complete the pre-portfolio. You can find the Pre-Portfolio on the CHS AP Studio Art Website . On the website, click the pre-portfolio tab. There you will find a link to the application. All Applications MUST be submitted by April 1st. If you have any further questions, please reach out to the AP Art Teacher.

**Art History - AP (Video)**
**Year, 5.0 credits, Prerequisite: recommended that the student have taken prior art courses**
**Grades 10-12**
The Advanced Placement program in Art History introduces students to 30,000 years of history in art and architecture from around the world. This course is an introduction to subjects normally grouped under the heading humanities, and is often the high school student's first exposure to discourse concerning religion, philosophy, cultural history and anthropology, all of which are examined through the visual/cultural evidence contained in art history. Issues regarding visual perception, the need for narrative, the nature of materials and technology, and the understanding of the human body are a major focus throughout the course. The evolving relationships between patrons, artists, and audience wind their way through each art historical period as well. Students learn to identify iconography, media, stylistic traits and the function of art in each society that they study. The nature of representation, idealization, realism, illusionism, modernism and postmodernism are defined through the study of specific artworks. Students are expected to take the AP Exam at the end of the year.




**Animation 1 (Video)**
**Semester, 2.5 credits, Prerequisite: Art 1, Drawing or Design**
**Grades 10-12**
This course consists of the production of short student-animated films as well as an informal look at the history of the animated image. The latter helps the student to understand animation methods through the viewing of films and also provides a point of reference. Production includes group work, animation assessments, and a final film with soundtrack.

**Animation 2 (Video)**

**Semester, 2.5 credits, Prerequisite: Animation 1**
**Grades 10-12**
This course consists of advanced animation production methods, such as digital animation, clay animation or other experimental methods. Animations may be either individual or group projects. Students who are enrolled in Animation 2 work independently under a contract system.

**Filmmaking 1 (Video)**
**Year, 5.0 credits**
**Grades 10-12**
This course consists of two equally indispensable components, hands-on filmmaking, and cinema studies. Students will create several short films exploring the narrative, experimental, and documentary formats. Storyboards, characters, and scripts will be developed in class. Projects are recorded with digital cameras and edited using iMovie software. Through critical analysis, the students will develop their own aesthetic judgment, as well as form a point of reference for critique of student-made films. Class discussions will focus on basic elements of film production, as well as the conceptual foundations of cinematic expression.

**Filmmaking 2 (Video)**
**Year, 5.0 credits, Prerequisite: Filmmaking 1**
**Grades 11-12**
This course focuses on the extension and refinement of skills and techniques learned in Filmmaking 1. Production may consist of individual or group projects. Students who are enrolled in Filmmaking 2 work independently under a contract system. Projects will be greater in length and complexity, on both a technical and thematic level. Students will continue their critical analysis of noteworthy cinematic classics.

**Drawing**
**Semester, 2.5 credits**
**Grades 9-12**
Drawing is an extremely important skill and forms a foundation for all visual arts courses. This course is appropriate for students looking to improve their drawing abilities. It is taught at the introductory level and includes instruction on line drawing, shading, perspective and organization of the page. Students build confidence in technique, experience a variety of drawing media, and explore the expressive aspects of drawing. Black & white and color materials are used to explore a variety of subjects, including still life and the human figure. Whether working with pencil, pen and ink, or oil pastels, students learn the skills needed to make better drawings. Mediums: pencil drawing, pen & in, colored pencil, charcoal; focus on value, line, shape, form and texture.

**Design (Video)**
**Semester, 2.5 credits**
**Grades 10 - 12**
This course looks at what goes into making a good design. It teaches creative problem-solving and builds art skills using a variety of media: painting, drawing, collage and printmaking. Through projects and discussion, students gain an understanding of the impact of color and learn to use the principles of design to make informed artistic choices. Artworks assigned in this course allow students to gain an understanding of color, line, shape, texture, and value. Imagination and originality are skills that are encouraged and developed in this class. Design is a good course for those students who enjoy art but do not want to focus on realistic drawing. Artwork assigned in this course allows students to gain an understanding of color, line, shape, texture and value.

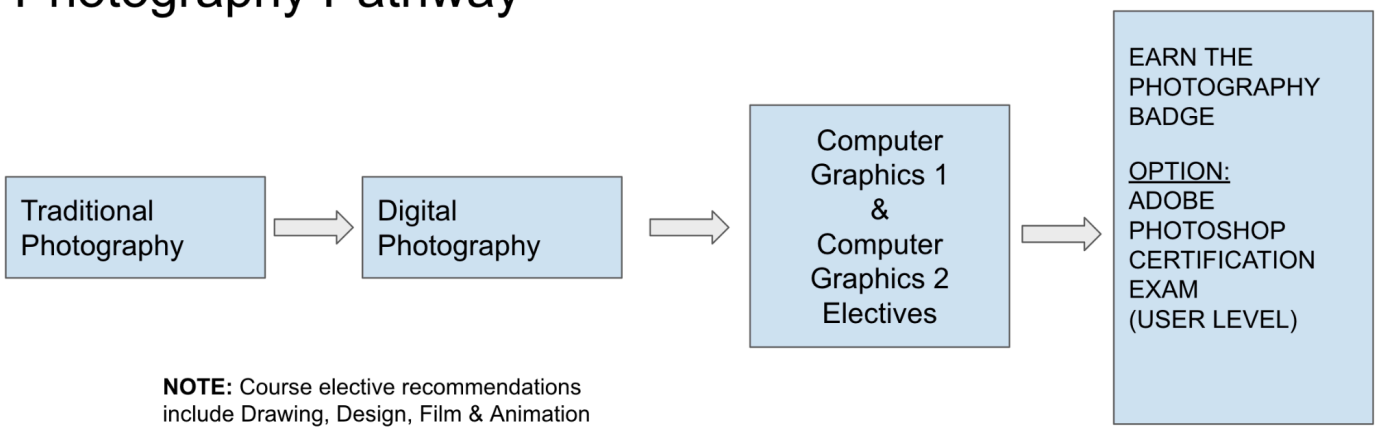
**Ceramics 1 (Video)**

**Semester, 2.5 credits**
**Grades 10-12**
In Ceramics I, students will have the opportunity to work with their hands while exploring the world of pottery through both handbuilding and wheel throwing techniques. From the foundational skills of coil and slab building to refining their wheel throwing techniques, this course encourages creativity and independent exploration. Students will have access to underglaze paints and glazes, allowing them to add hand-painted designs to their ceramic pieces. A key aspect of the class is the commitment to maintaining a clean, safe, and collaborative ceramics studio. Each student will be responsible for cleaning their work surface, tools, pottery wheel station and ensuring all projects and materials are properly stored. This shared responsibility will help cultivate a sense of community, respect for the space, and ensure an effective learning environment for all students.

**Ceramics 2 (Video)**
**Semester, 2.5 credits, Prerequisite: Ceramics 1**
**Grades 10-12**
In Ceramics II, students will have the opportunity to further refine their handbuilding skills with coils and slabs or advance the pottery wheel skills they developed in Ceramics I. This course challenges students to deepen their technical abilities while expanding their creative horizons. Key projects include the creation of a detailed Greek Amphora and a Traditional Tea Set, both designed to push students' craftsmanship and design thinking. Students will enjoy the chance to work independently in a calm and focused studio environment that encourages creativity, experimentation, and personal growth. A key expectation of this course is that students maintain a clean, organized, and safe studio space. Each student is responsible for thoroughly cleaning their work area, tools, and pottery wheels at the end of each class, ensuring a respectful and efficient learning space for all.

**Fibers (Video)**
**Semester, 2.5 credits**
**Grades 10-12**
This course is an exploration of textile art with an emphasis on surface embellishment and construction of woven and knit structures. Topics may include history and roles of fibers in society, as well as structure and processes. Fiber work such as embroidery, weaving, knitting, crocheting, and sewing skills will be introduced and basic stitching methods to achieve quality craftsmanship will be learned. Students will be working with sewing needles, tools and yarn in a hands-on manner. Students should be prepared to utilize exceptional fine motor skills, patience, endurance to complete long-term projects and their own independent art based ideas to create 4 successful well-crafted mini fiber art pieces.

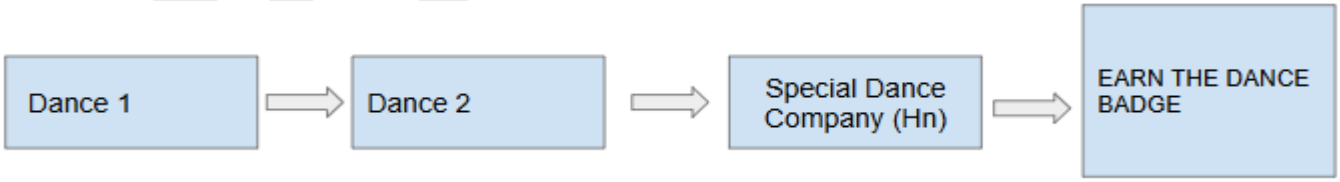
**Fibers 2 *Not running for 26-27**
**Semester, 2.5 credits**
**Grades 10-12**
The emphasis in this course builds on the fundamental skills and design knowledge base established in Fibers 1. Topics may include fashion, garment construction, and research into major contemporary and historical influences and context as well as important fiber artists. Students will do a sustained investigation to explore more thoroughly their area of specialty within the fiber arts. This will be the basis of their research and will lead them to developing a design plan submitted for approval by the instructor for the construction of a custom made garment based on a pattern utilizing new methods, stitches and techniques. Students will build advanced skills in their specialty area. Innovation and creativity will be encouraged in customizing the garment. Refined craftsmanship will be achieved through use of exceptional fine motor skills, patience, and endurance in completing 2 long-term projects.




**Traditional Photography- Semester, 2.5 credits**
**Grades 10-12 (See Video)**
This course is the "how to" of photography and teaches the skills necessary to produce traditional black and white photographs. Also included is classroom instruction in the history and impact photography has had on the world, operation of film cameras, creating successful compositions, processing film, and procedures for making black and white photographic prints in the darkroom. In-class discussions, films, analysis of photographs and critiques will provide an intellectual and aesthetic foundation for the student's own work.

**Digital Photography (Video)**
**Semester, 2.5 credits, Prerequisite: Traditional Photography**
**Grades 10-12**
This course is the "why" of photography and will transition students into the learning of current digital technologies, with opportunities to utilize concepts and skills acquired in Traditional Photography in order to explore the psychology that applies to understanding and creating the art of photography. Students will learn digital camera operation and Adobe Photoshop. In-class discussions, films and investigation into contemporary photography will be used as a basis for the student's ability to further synthesize and understand how to utilize photography as a creative medium of communication and self-expression in the modern world.

**Dance Program Pathways (Video)**

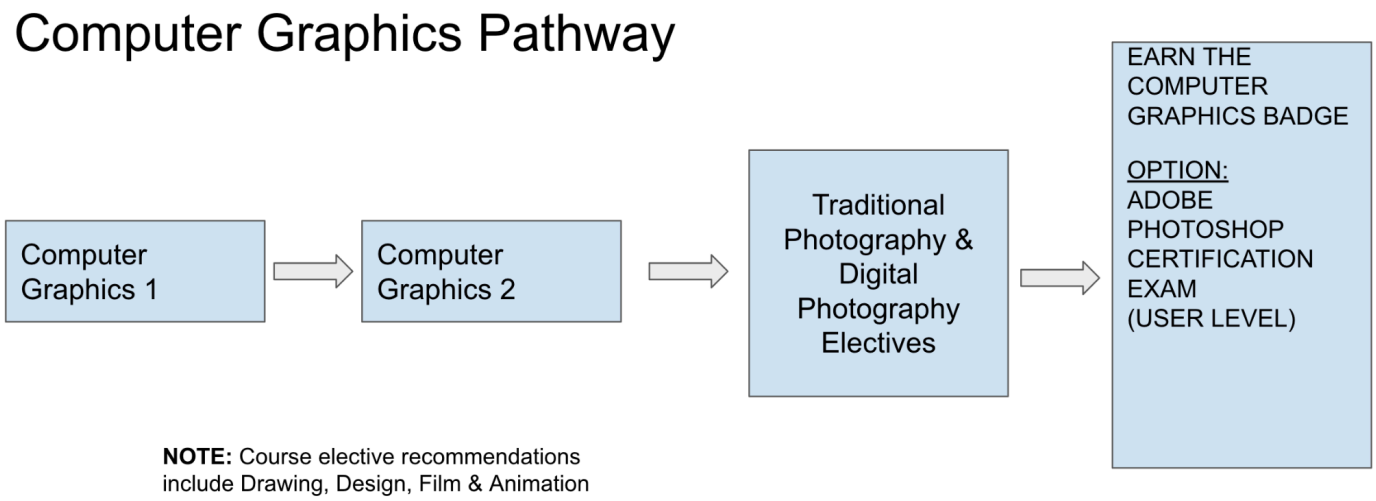



**Dance 1**
**Year, Credits 5.0**
**Grades 9-12**
Dance I will be a survey of different forms of dance (Modern, Ballet, Jazz, Hip-hop,etc.) as well as Somatic principles, choreography and historical perspectives. Students are expected to be prepared to physically dance each class. Students may go on field trips to take master classes and view live performances. Students may choose to take this for any one of 3 purposes: as a stand-alone course to meet the arts graduation

requirement, to assist in preparation for the audition for the Special Dance Company or as a prerequisite for continuing on to Dance 2 the following year.

**Dance 2**
**Year, Credits 5.0, Prerequisite: Dance 1**
**Grades 10-12**
Dance 2 will continue to explore different forms of dance (Modern, Ballet, Jazz, Hip-hop,etc.) as well as Somatic principles, choreography and historical perspectives. Students are expected to be prepared to physically dance each class. Students may go on field trips to take master classes and view live performances. Students may choose to take this for any one of 3 purposes: as a stand-alone course to meet the arts graduation requirement (Prerequisite Dance 1) to build upon knowledge learned in Dance 1, to assist in preparation for the audition for the Special Dance Company.

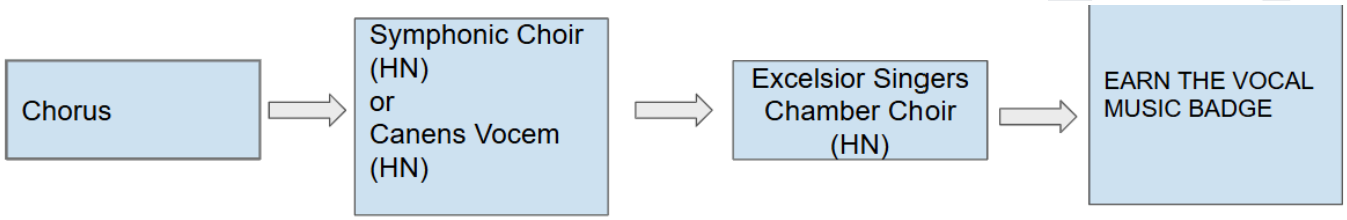
**Special Dance Company - HN**
**Year, Credits 5.0, Prerequisite: Audition required**
**Grades 10-12**
The Special Dance Company of Columbia High School is composed of sophomores, juniors, and seniors who are chosen through a selective audition process. Company members study various styles of dance with an emphasis on modern dance technique, improvisation, choreography, dance history and somatics. The Special Dance Company takes field trips, master classes, performs at several venues throughout the year and our annual performance is held in May.




**Computer Graphics (Video)**
**Year, 5.0 credits**
**Grades 10-12**
In this course students will learn graphic art/design principles and computer skills that are necessary in the 21st Century. Students will be exposed to the Macintosh computer and software applications such as Adobe InDesign (page layout) and Photoshop (digital imaging), which are industry standard in the graphic arts field. Topics covered are digital art/illustration, digital photographic imaging and print design. This course provides entry-level job skills for the graphic design industry. Computer Graphics is highly recommended for the college-bound student. To learn more visit: graphicsCHS.com.

**Computer Graphics 2 - HN (Video)**
**Semester, 2.5 credits, Prerequisite: Computer Graphics 1**
**Grades 10-12**
Computer Graphics 2 (Honors) covers advanced techniques in both print design and web applications while focusing on critical thinking and personal style. Students will learn higher-level graphic art and computer skills that will culminate in an on-line presence (portfolio). There will be exposure and discussion pertaining to artists/influencers in the graphic art/media industries. This course is highly recommended for students with entrepreneurial interests or the college-bound art student. To learn more visit: graphicsCHS.com.

**Vocal Music Pathway (Choral Community Video)**




**NOTE:** Recommended additional courses Intro to Music Theory & AP Music Theory

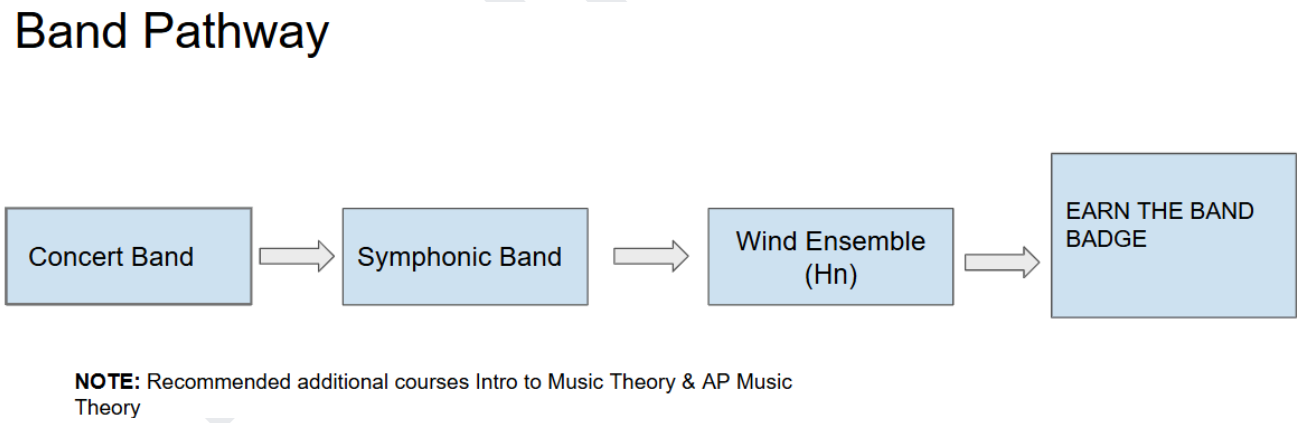
**Chorus**
**Year, 5.0 credits**
**Grades 9-12**
All incoming freshmen interested in singing as a member of the CHS Choral Program must enroll in Chorus. Students will learn basic to intermediate singing techniques, choral rehearsal skills and musical skills including ear training, pitch reading, solfege, rhythm reading and expressive concepts. There will be very high expectations and standards for participation and performance. Students will sing choral music from a variety of cultures and musical styles and in a number of foreign languages. Students will be assessed based upon daily participation, growth in individual vocal and musical skills, leadership contributions in a group setting and some written tests or sung performance assessments. Attendance at all concert performances and extra rehearsals is mandatory.

**Symphonic Choir - HN**
**Year, 5.0 credits, Prerequisite: One year in Chorus and successful placement assessment**
**Grades 10-12**
Symphonic Choir is an intermediate chamber ensemble available to tenor and bass students after one year of participation in Chorus. Students are placed in this ensemble based on continued performance assessments as well as a formal audition. Students will learn intermediate to advanced singing techniques, choral rehearsal skills and musical skills including ear training, pitch reading, solfége, rhythm reading, and expressive concepts. There will be exceptionally high artistic performance expectations and standards for participation in this course. Students will sing intermediate to advanced high school, Region & All-State level choral repertoire from a variety of cultures and musical styles and periods, including a number of pieces in foreign languages. Students will be assessed based upon daily participation, growth in individual vocal and musical skills. This ensemble may be involved in outside performances, festivals or trips as determined appropriate by the department. Attendance at all concert performances and extra rehearsals is mandatory.

**Excelsior Singers - HN**
**Year, 5.0 credits, Prerequisite: One year in Chorus and successful placement assessment**
**Grades 10-12**
The Chamber Choir (Excelsior Singers) is a select ensemble available to students after one year of participation in Chorus. Students are placed in this ensemble based on continued performance assessments, as well as a formal audition. Students will learn intermediate to advanced singing techniques, choral rehearsal skills and musical skills including ear training, pitch reading, solfege, rhythm reading, and expressive concepts. Students will sing advanced high school, Region & All-State level and collegiate choral repertoire from a variety of cultures and musical styles and periods, including a number of pieces in foreign languages. This ensemble may be involved in outside performances, festivals or trips as determined appropriate by the department. Attendance at all concert performances and extra rehearsals is mandatory.

**Canens Vocem - HN**
**Year, 5.0 credits, Prerequisite: One year in Chorus and successful placement assessment**
**Grades 10-12**
The Treble Chamber Choir (Canens Vocem) is a select ensemble available to soprano and alto students after one year of participation in Chorus. Students are placed in this ensemble based on continued performance assessments as well as a formal audition. Students will learn intermediate to advanced singing techniques, choral rehearsal skills and musical skills. Exceptionally high artistic performance expectations and standards for participation are required in this course. Students will sing advanced high school, Region & All-State level and collegiate treble pieces in foreign languages. Students will be assessed for daily participation, growth in individual vocal and musical skills, leadership contributions in a group setting, as well as written or sung performance assessments. This ensemble may be involved in outside performances, festivals or trips as determined appropriate by the department. Attendance at all concert performances and extra rehearsals is mandatory.

**Band Program Video**

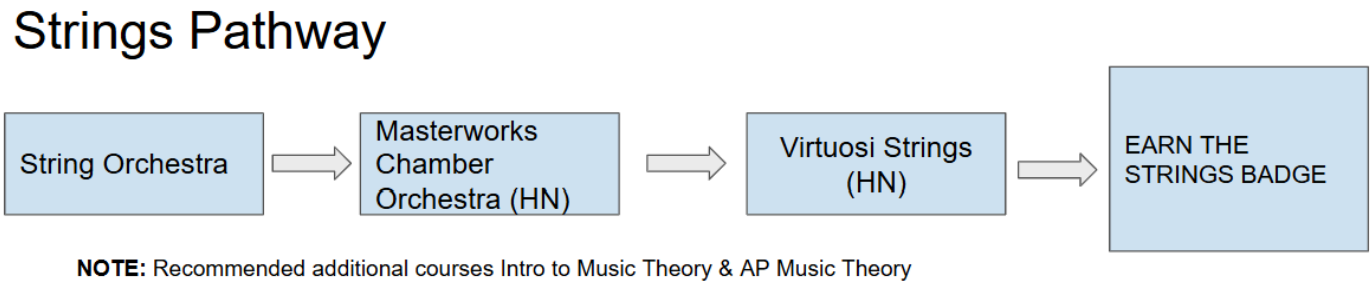



**Concert Band**
**Year, 5.0 credits, Prerequisite: Experience playing a wind/percussion instrument recommended**
**Grade 9**

Concert Band is designed to give students the skills necessary for performing high-level wind repertoire. All incoming freshman band students should enroll in Concert Band: students study music for performance and spend time on the fundamentals necessary to perform and understand music. Development of individual performance skills is emphasized along with ensemble skills. Students are also eligible to participate in other activities such as Marching Band, Jazz Ensemble, Brass Ensemble, Percussion Ensemble, and other small ensembles. Attendance at all scheduled rehearsals and performance is required.

**Symphonic Band**
**Year, 5.0 credits, Prerequisite: Experience playing a wind or percussion instrument required**
**Grades 10-12**
Symphonic Band is for band students in grades 10-12. The level of music is much higher than that of Concert Band and individual skills are greatly increased. Students participating in Symphonic Band are also eligible to participate in the same activities listed under Concert Band. Attendance at all scheduled rehearsals and performance is required.

**Wind Ensemble - HN**
**Year, 5.0 credits, Prerequisite: Successful placement assessment**
**Grades 10-12**
This high-level performing ensemble is available to the top wind and percussion instrumentalists. Members from the Wind Ensemble also perform with the Chamber Orchestra as needed. Instrumentation in the Wind Ensemble is fixed, and only those positions vacated by a graduating student or by a student not returning to the group will be filled. Placement information is available in January of each year. Wind Ensemble students are also eligible to participate in other instrumental activities such as Marching Band, Jazz Ensemble, Brass Ensemble, Percussion Ensemble, Pit Orchestra and other small ensembles. Attendance at all scheduled rehearsals and performances is required.




**String Orchestra Video**
**Year, 5.0 credits, Prerequisite: Experience playing a string instrument recommended**
**Grades 9-12**
String Orchestra is a continuation of the middle school Orchestra experience. Emphasis is placed on individual skill development and ensemble skills. Members are eligible to participate in other ensembles such as the Pit Orchestra for the School Musical. Attendance at all rehearsals and performances is required.

**Masterworks Chamber Orchestra - HN Video**
**Year, 5.0 credits**
**Grades 9-12**
This high-level performing ensemble is available to the top string students through successful on-going performance assessments. The ensemble plays masterworks for the Chamber Orchestra. Selected wind players from the Wind Ensemble are added as required by the instrumentation needs. Students are eligible

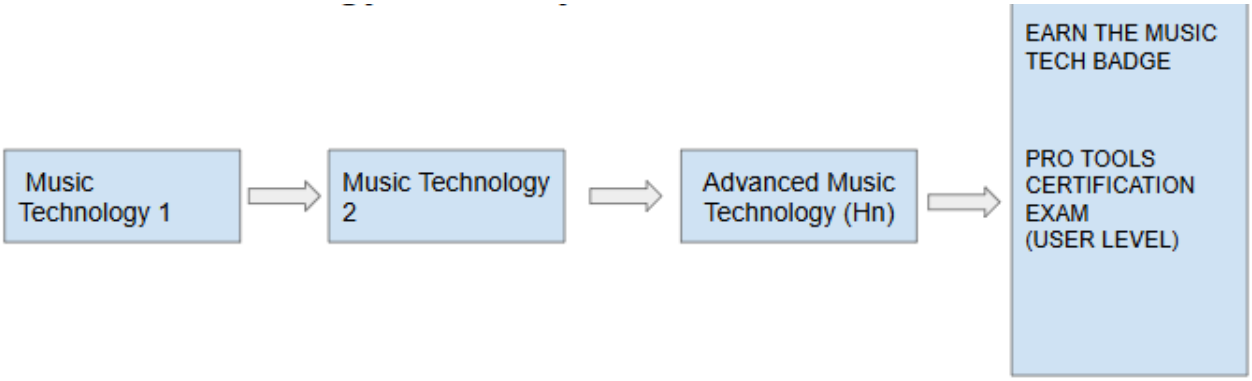
to participate in other school ensembles such as the Pit Orchestra for the All-School Musical. Attendance at all scheduled rehearsals and performances is required.

**Virtuosi Chamber Orchestra - HN Video**
**Year, 5.0 credits, Prerequisite: Prior enrollment in Masterworks Chamber Orchestra HN and Successful placement assessment**
**Grades 10-12**
The Virtuosi Chamber Ensemble is our premier strings group at Columbia High School. The Virtuosi Ensemble has been created to give students a real understanding of what it would be like to be a professional working musician. Students who would like to be members of this group need to demonstrate that they have mastered all major scales 3 octaves, can play a major solo repertoire piece for their instrument, and have been enrolled in the Masterworks Chamber Orchestra. The repertoire in this class is small chamber ensemble based, and the group gives over 10 performances a year. All performances and rehearsals are mandatory. Students are eligible to play in the Pit Orchestra for the All-School Musical.

**Introduction to Music Theory (Video)**
**Semester, 2.5 credits**
**Grades 10-12**
This course is designed to enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied. Throughout the course of the year students will study basic notation, scales, key signatures, intervals, triads, cadences, non-chord tones, form, part-writing and analysis of a score. Aural dictation and ear training are also an integral part of the course and will be taught throughout the year. Individual creativity is nurtured through both rhythmic and melodic composition. This course is highly recommended for students in a musical ensemble, and is a prerequisite for AP Music Theory. Although there is no prerequisite, it is suggested that a student have some musical knowledge and/or participate in an ensemble.

**Music Theory - AP (Video)**
**Year, 5.0 credits, Prerequisite: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.**
**Grades 10-12**
AP Music Theory is a college-level music course designed to develop a student's ability to recognize, understand, communicate and compose within the basic materials and processes of The Common Practice Era. The achievement of these goals will be approached through instruction in music history (context), vocabulary development, ear training (sight singing and dictation,) notational skills, part-writing, formal analysis, composition and exposure to a wide variety of music literature. The student's ability to read and write musical notation is fundamental to success in this course. It should also be assumed that the student has acquired at least basic performance skills through formal study of voice or other musical instruments. Enrollment in a performance ensemble is not a requirement, although it is recommended. Students are expected to take the AP Exam at the end of the year.

**Music Technology Pathways (Video)**




**Music Technology 1**
**Semester, 2.5 credits**
**Grades 10-12**
This course is open to any student with the desire to learn about the ever changing world of Music Technology. Students will explore the latest computer software and hardware along with analog and digital recording. Students will leave this course with a basic understanding of sound systems, recording techniques and computer music.

**Music Technology 2**
**Semester, 2.5 credits; Prerequisite: Music Technology 1**
**Grades 10-12**
Music Technology 2 is a semester class that builds on the skills introduced in Music Technology 1. Students in grades 10-12 may take this course after completion of Music Technology as a prerequisite. Concepts and topics covered include expanding knowledge of DAWs including Logic Pro and Pro Tools, recording and microphone placement, live performance techniques, additive and subtractive synthesis and sound design, piano and music theory skills, songwriting, mixing, and mastering. All of these concepts will be presented and studied through classroom lecture and discussion followed by practical application using various digital and electronic methods. Students will be responsible for planning and producing various individual and collaborative projects to demonstrate their knowledge and mastery of the content.

**Advanced Music Technology (HN) (New Course - Pending BOE Approval)**
**Year-Long, 5 Credits; Prerequisite: Music Technology 1 & 2**
**Grades 11-12**
This advanced course immerses students in professional music production and audio engineering through intensive work with industry-standard digital audio workstations (DAWs). Students will master complex techniques in sound design, electronic composition, mixing, and audio post-production while creating original music for film, games, and multimedia projects. The curriculum aligns with industry-recognized certification pathways; for example Avid Pro Tools User, Ableton Certified User, and Apple Logic Pro Certification. Through hands-on projects and real-world applications, students develop the technical expertise and creative skills necessary for careers in sound engineering, music production, audio post-production, and media composition.

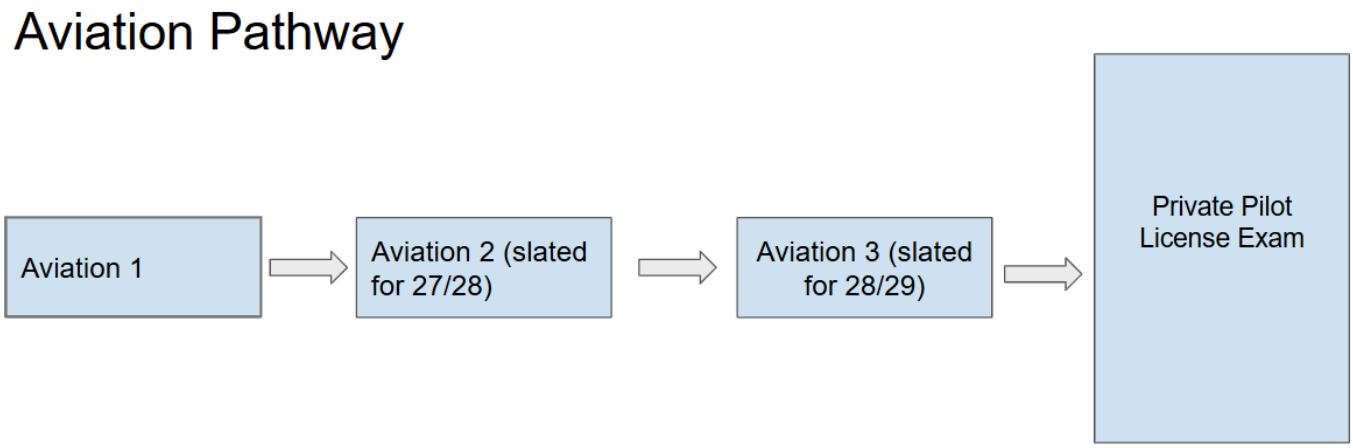
Key Focus Areas:
- Professional DAW workflows and advanced production techniques
- Sound synthesis, sampling, and audio manipulation
- Electronic music composition and arrangement

- Scoring for visual media (film, television, video games)
- Mixing, mastering, and audio post-production
- Industry certification preparation and professional portfolio development

This course prepares students for immediate entry into post-secondary audio programs or direct employment in the music technology industry.

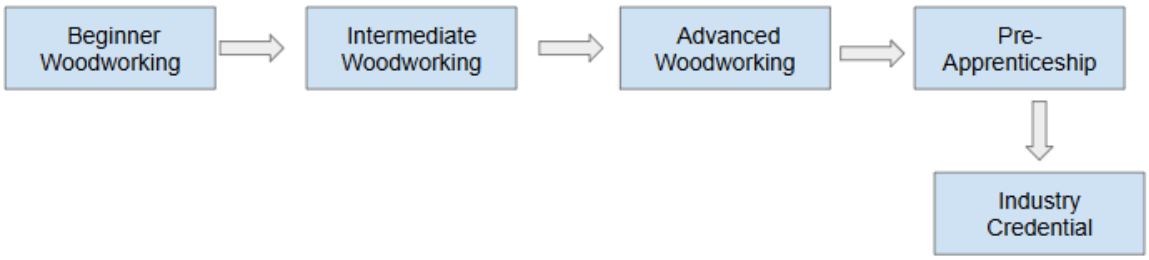
## 21st-Century Life & Careers Courses

For graduation purposes, students need 5 credits of 21st-Century Life & Careers courses, which can be taken in any grade. Our Department offers a comprehensive curriculum tailored to meet the demands of the 21st century. Starting from 9th grade through senior year, our program combines technology and business education to equip students with essential skills for success. As students progress, our focus shifts towards integrating technology and business concepts, ensuring readiness for the fast-paced technological landscape. We welcome students of all skill levels and backgrounds, fostering an inclusive learning environment where growth is nurtured. Our innovative approach emphasizes real-world application, fostering creativity and critical thinking. Through our courses, students develop problem-solving abilities and leadership skills crucial for success in their academic journey and beyond. Students may have the opportunity to earn dual enrollment credits for select courses; however, eligibility is dependent on staffing, as dual enrollment instructors must meet specific college credential requirements. Courses may not run as dual enrollment if qualified staff are unavailable. Explore our course offerings below and ensure that you have 5 credits by graduation.




**Aviation (New Course - Pending BOE Approval)**
**Year, 5 credits**
**Grades 9-12**
Students enrolled in the Aviation course will learn the principles of flight, basic principles of aviation, air traffic control systems, pilot maintenance, FAA rules and regulations. Topics include the history of flight, basic principles of aerodynamics, types of aircraft, and an introduction to aviation careers and the aviation industry. Students will also learn about fundamental safety practices and the role of government agencies in aviation. Learning will take place through collaborative group work and hands-on, lab-based activities. No prior experience is required.

## Woodworking Pathway




**Beginner Woodworking**
**Semester, 2.5 credits**
**Grades 9-12**
Beginner Woodworking introduces students to fundamentals of woodworking such as measuring, marking, sawing, drilling, and joining. Students will make a series of increasingly challenging projects using hand tools applying mathematics, geometry, critical thinking, and social skills required for any trade or profession. This course utilizes the Maplewoodshop program and the skills students learn can be applied towards future CTE courses. Students who demonstrate the competencies earn college credits from Thomas Edison State University.

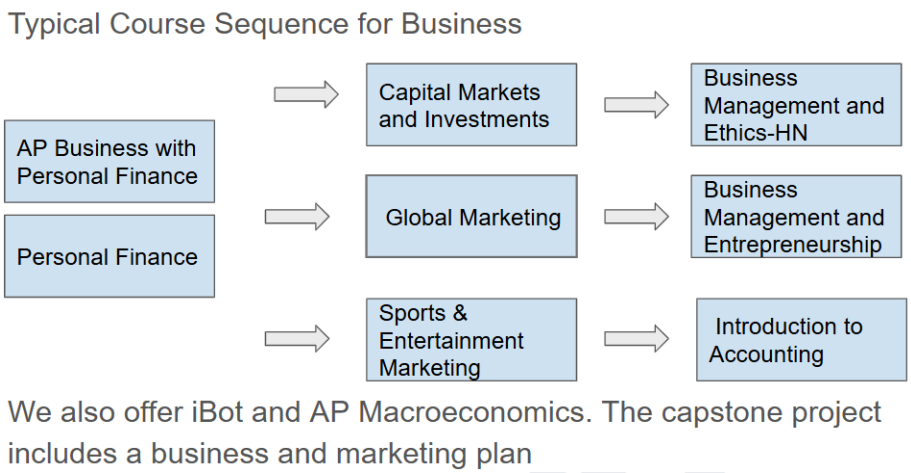
**Intermediate Woodworking (New Course - Pending BOE Approval)**
**Semester, 2.5 credits**
**Grades 9-12**
Intermediate Woodworking builds on Introduction to Woodworking and uses larger and more complex projects to teach additional competencies such as working with compound angles, reading diagrams, and teamwork. Projects are a combination of 'make and take' as well as 'make and donate' projects to also build connections to the larger community. This course utilizes the Maplewoodshop program and the skills students learn can be applied towards future CTE courses. Students who demonstrate the competencies earn college credits from Thomas Edison State University. Students may attend a tour of the Carpenters Union training center in Edison, NJ.

**CAD**
**Year, 5.0 credits**
**Grades 10-12**
This course introduces all interested students to the techniques and methodologies of mechanical drawing and computer modeling using two and three-dimensional CAD (Computer-Aided Drawing/Design) software. This course is geared toward students with a strong interest in design, engineering and building. The objective of the course is to prepare students for more advanced study at the university level. Students will use Rhino 3D to produce orthographic and perspective drawings, photo-realistic renderings, and actual three-dimensional objects printed from their CAD designs. Students will be challenged to create a final project of their own design using digital fabrication techniques; 3D prints and laser-cut parts and will create a portfolio of the year's work.

**Fundamentals of Engineering Design - HN**
**Year, 5.0 credits, Prerequisite: CAD**

**Grades 10-12**
Fundamentals of Engineering Design (FED) will introduce students to the basics of engineering design and provide an overview of the different disciplines within engineering, including civil, mechanical, chemical, and electrical. Students will explore the role of an engineer, the design process, structural analysis, modeling, and reverse engineering. In addition, FED teaches students the basic tools used in the preparation of engineering documents. The course utilizes Fusion, which is a widely used computer program for generating engineering drawings and models.

## Business Pathway




**AP Business with Personal Finance (New Course - Pending BOE Approval)**
**Year Long, 5.0 Credits**
**Grades 10-12**
AP Business with Personal Finance is an accessible, college-level introduction to both foundational business concepts and essential personal finance skills. Designed in partnership with college faculty and industry leaders, this course prepares students to understand how businesses operate and how financial decisions shape personal and professional success. Students investigate core business disciplines — including entrepreneurship, marketing, finance, accounting, and management — through real-world applications, case studies, and project-based learning that emphasize analytical thinking and problem solving. In addition, the curriculum aligns with National Standards for Personal Financial Education, giving students practical experience in budgeting, saving and investing, credit and debt management, insurance, and long-term financial planning. Through hands-on projects and performance-based assessments, this course equips learners with the knowledge and skills needed for college credit opportunities and an employer-endorsed credential, setting the foundation for future success in higher education, careers, and personal money management.

**Introduction to Accounting Dual Enrollment Eligible**
**Semester, 2.5 credits**
**Grades 10-12**
In this course, students are introduced to the principles, practices and concepts of accounting using the manual process of analyzing and recording transactions, making journal entries, posting to ledgers and preparing financial statements. The study of accounting emphasizes the decision-making process used to make financial information available for use by individuals, businesses, and government. The class is

designed to prepare students with the knowledge and skills necessary for further study. Calculators are required. This class may count as a financial literacy graduation requirement.

**Capital Markets and Investments - HN**
**Semester, 2.5 credits, Prerequisite Financial Literacy course**
**Dual Enrollment Eligible (3 college credits for business and finance)**
**Grades 10-12**
Building off their investing foundation from Personal Finance, students will be introduced to the history of investing, investing pioneers, as well as classic and new-age investing strategies. Students will also be introduced to a variety of capital markets expanding their knowledge and learning beyond our domestic borders. The course will also explore career opportunities within the finance/investment field.

**Global Marketing - HN**
**Semester, 2.5 credits, Prerequisite Financial Literacy course**
**Dual Enrollment Eligible (3 college credits for Principles of Marketing)**
**Grades 10-12**
Building off their Marketing foundation from Personal Finance, this class will introduce students to marketing foundations, strategies, and functions. Students can use the information learned in this class to become a more informed, proactive consumer, as well as to set the stage for further study, and a career in marketing. Consumer behavior is particularly important because it is based on cultural values and practices. Students will understand the importance of effectively functioning in a multicultural society to become more discerning consumers of the products marketed to them.

**Sports & Entertainment Marketing- HN**
**Semester, 2.5 credits**
**Dual Enrollment Eligible**
**Grades 10-12**
This course builds on the foundation of the Marketing Course, helping students develop an extensive understanding of marketing concepts and theories that apply to sports, entertainment and business. Areas covered in this course include: expanding understanding and application of marketing, target marketing and segmentation, sponsorship, event marketing, promotion and marketing plans. It also includes college and amateur sports marketing, professional sports marketing, public image, the entertainment industry, entertainment marketing, and legal issues for sports and entertainment.

**Personal Finance**
**Semester, 2.5 credits**
**Dual Enrollment Eligible (1 college credit for Wealth Management)**
**Grades 10-12**
This course provides students with practical knowledge and confidence to address many of the complex financial problems of daily living. Topics covered will include going away to college, living independently, achieving career goals, budgeting a paycheck, understanding taxes, and reviewing a Federal tax return. This class may count as a financial literacy graduation requirement.

**Business Management and Ethics-HN**
**Year long, 5.0 credits**
**Dual Enrollment Eligible**
**Grades 10-12**
Students interested in small business ownership, business management, or post high school business administration training should take this course. This global business course will feature topics including leadership, organizational theory, modern marketing, corporate finance, distribution/operations, budgets,

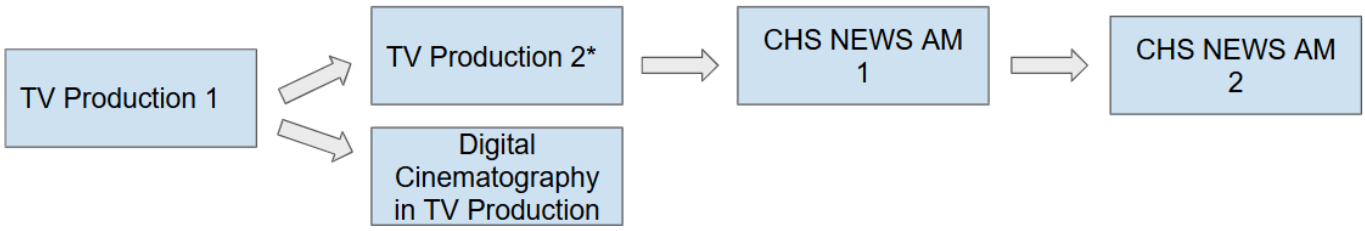
employee relations, and government regulations. Throughout the course the students will learn about the legal environment of business including ethics, court procedures, torts, contracts, employment law, environmental law, and international law. This course is recommended for all students to help them become knowledgeable consumers and responsible citizens.

**Business Management and Entrepreneurship**
**Semester, 2.5 credits**
**Grades 10-12**
The student will learn to understand and appreciate the role of business in an information economy. Students will discuss problems facing businesses, both domestic and international. Discussion will include current information on today's economy and its effect on business. Students will explore financing, location, government controls and regulations, buying and selling, pricing, and the influence of modern technologies. Students will also study the variety of management styles in current use. All students are required to complete a major project, Starting Your Own Business. Students will propose a product or service, research their chosen business, write a business plan, and consider all the other aspects of actually starting their business. This class may count as a financial literacy graduation requirement.

**Career Awareness**
**Semester, 2.5 credits**
**Grades 10-12**
This course covers the values, attitudes, and competencies required for success in an individual's career. Instruction is designed to develop an understanding of the concepts of self-awareness, self-advocacy and teamwork and their relevance to careers. Students will learn to identify career possibilities and begin to research the post-graduate opportunities consistent with reaching these goals. Software and basic skills necessary to enter into the job market will also be introduced. Students will develop an information base relevant to the process of the career search, job satisfaction and management of one's income. Applying for employment, interview skills, job success, diversity and rights in the workplace, and managing income, work and family are topics which will be covered.

**AP Macroeconomics**
**Year, 5 credits**
**Grade 12**
The purpose of this AP course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The curriculum places particular emphasis on the study of national income and price determination and also develops students' familiarity with economic performance measures, economic growth, and international economics. Coverage of these concepts provides students with the foundation for a thorough understanding of macroeconomics in a global context.

# Media Arts Pathway




* Exceptions can be made by approval of Department Supervisor

**Television Production**
**Semester, 2.5 credits**
**Grades 9-12**
Television Production is a comprehensive course in audio and video production using the school's TV studio and control facilities as a base. Hands-on experience is supplemented with reading and investigative activities. Some production assignments are outside of class time. Elements of the course include; basic camera operation, digital video and audio editing, ADOBE use, audio techniques, video recorder use, lighting, TV staging, video mixing, and special effects. Students will experience each possible career role in the production process as they take turns planning, writing, managing, editing, and producing videos.

**Television Production 2**
**Semester, 2.5 credits, Prerequisite: Television Production**
**Grades 9-12**
This course is a mixture of a seminar, team, and independent activity, constituting intermediate levels of TV production. It includes the production of news, sports, documentaries, entertainment features, remote (on-location) productions, and community service experiences in production. Selected student work is also compiled into a thirty-minute broadcast for SOMATV.

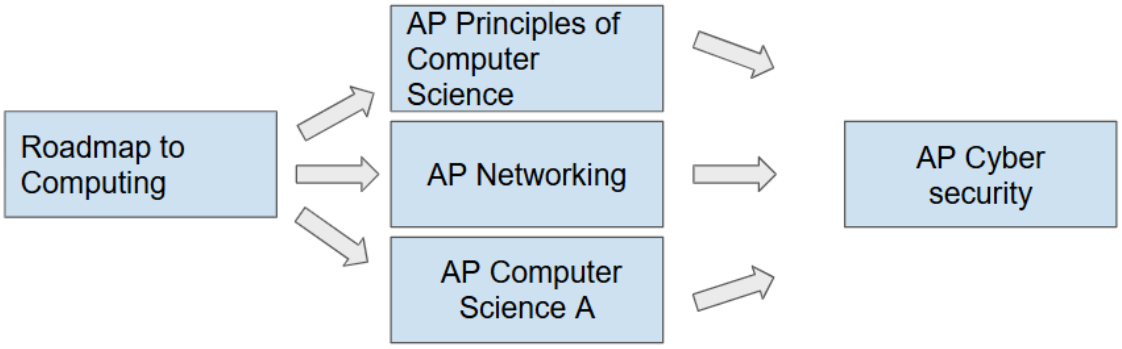
**CHS News 1 - HN**
**Year, 5.0 credits**
**Grades 11-12**
**Dual Enrollment Eligible**
**Prerequisite: TV Production 2 (or Permission of Department Supervisor)**
This course involves hands-on, weekly production of CHS AM (News) announcements. Programs are broadcast live and taped weekly to the school and neighboring communities. Students are expected to be competent in directing, producing, and hosting a live show. Student work is promoted through YouTube, social media, and on the Columbia High School webpage. All students gain hands-on experience in production and performance.

**CHS News 2 - HN**
**Year, 5.0 credits**,
**Grades 11-12**

**Dual Enrollment Eligible**
**Prerequisite: CHS News HN 1 (or Permission of Department Supervisor)**
This course involves hands-on, weekly production of CHS AM (News) announcements. Programs are broadcast live and taped weekly to the school and neighboring communities. Students have an opportunity to act as directors and producers of specialized segments for the AM news. Student work is promoted through YouTube, social media, and on the Columbia High School webpage. As a second sequence, this class supports a more in-depth experience of news production. These students act as mentors to the first-year students. All students gain hands-on experience in production and performance.

**Digital Cinematography in Television Production - HN**
**Semester, 2.5 Credits, Prerequisite TV production**
**Grades 11-12**
Digital Cinematography is the art and technique of camera and lighting in the creation of a single camera News Documentary. It involves technical concerns such as camera, lens, format, and lighting instruments, just to name a few, as well as various methods related to composition, camera shots, interview techniques, and the importance of the script. These are the elements necessary to tell the News story. This class explores the history of the News Documentary and encourages student application of techniques on projects throughout the semester.

## Computer Science Pathway




**Roadmap to Computing - HN**
**Semester, 2.5 credits, Prerequisite: Algebra 1**
**Grades 9-12**
Roadmap to Computing is an introductory course to computing that teaches students how to solve problems by writing code (otherwise known as computer programs), how to code in Javascript (one of the most popular programming languages in the world today due to its readability and maintainability), and how to think algorithmically (a skill that is valuable in areas beyond computer science). This course serves as a prerequisite to the AP Computer Science courses.

**Computer Science Principles - AP**

**Year, 5.0 credits, Prerequisites*: Successful completion of Algebra 1 and Roadmap to Computing**

**Grades 10-12**

***Roadmap prerequisite may be waived with the permission of the Department Supervisor***

This is an advanced placement course in Computer Science, and the College Board determines the curriculum. This course introduces students to the central ideas of computer science, including the ideas and practices of computational thinking. The course invites students to understand how computing changes the world. This rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. This course does all this without burdening the students with the additional challenges of having to learn a new language.

The course is broken up into the Seven Big Ideas of Computing: Creativity, Abstraction, Data and Information, Algorithms, Programming, the Internet, and Global Impact. The course focuses on allowing the students to be creative in their problem-solving skills. Students are placed within the programming framework but often not required to learn the hard details behind the code. This allows them to express their creative ideas without the burden of syntax more freely. The course gives students the background and required thinking skills which are important in solving algorithms in upper-level computer classes. Students are expected to take the AP Exam at the end of the year.

**Computer Science A - AP**

**Year, 5.0 credits, Prerequisites: Successful completion of Algebra 1 and Roadmap to Computing**

**Grades 10-12**

*Roadmap prerequisite may be waived with the permission of the Department Supervisor.

AP Computer Science A is broadly intended to be equivalent to a 1st-semester introductory college CS course. AP CS A covers some of the same topics as Introduction to Programming courses but in greater depth. Significantly more emphasis is placed on interpreting, analyzing, and manipulating code written by others. AP CS A includes object-oriented design, interfaces, inheritance and polymorphism, recursion, and sorting algorithms.

AP Computer Science A is presented in Java and utilizes both the labs provided by the College Board and numerous other resources. AP CS A is targeted at students interested in computer science regardless of their anticipated college major. As a college-level course, the pacing is quick. Student performance will be evaluated primarily using tests & quizzes, projects, and labs. Students who perform well throughout AP CS A will be well prepared for the AP CS A Exam and are unlikely to require outside preparation. Students who enroll in AP Computer Science A are expected to register for and take the AP Computer Science A Exam.

**AP CK Cyber: Networking**

**Year, 5 credits Prerequisites: Successful completion of Algebra 1 and Roadmap to Computing**

**Grade 10-12**

AP Cyber Networking mirrors the curriculum of a collegiate-level introductory networking course, providing students with a comprehensive foundation in essential networking principles. The course combines theoretical concepts with practical, hands-on activities to deepen students' understanding of network hardware, logical and physical configurations, and the critical role of protocols in ensuring reliable and accurate data transmission. Students will explore and apply security practices to safeguard data as it moves within and between computer networks, emphasizing the importance of a "security-first" mindset to address common vulnerabilities. Whether students are new to networking or have some prior experience, AP CK Cyber: Networking equips them with the skills and understanding needed to navigate and secure complex network systems confidently. At the end of the course, students will not only have the chance to earn college credit by taking an AP Exam, but if they earn a qualifying score on the exam, they'll also get FREE access to

online test prep and a voucher for the relevant CompTIA exam. This industry-recognized credential (an estimated value of $350) can significantly enhance their job prospects in the field of Cybersecurity.

**AP CK Cybersecurity (New Course - Pending BOE Approval)**
**Year, 5 Credits Prerequisites:** AP CK Networking, AP Computer Science Principles (APCSP), or AP Computer Science A (APCSA)
**Grade 11-12**
AP Cybersecurity is a rigorous, year-long course that provides students with a comprehensive introduction to the rapidly growing field of cybersecurity. Modeled after a college-level introductory course, this class explores key concepts including threats, vulnerabilities, and risk management strategies that protect individuals, organizations, and nations from cyberattacks. Students will examine how risk is identified, assessed, and mitigated through layered defense systems, while gaining hands-on experience in detecting and responding to potential security breaches. Course content aligns with the **National Initiative for Cybersecurity Education (NICE) Workforce Framework**, preparing students with both technical knowledge and professional competencies essential for future careers in cybersecurity. As part of the **AP Career Kickstart™** pathway, this course empowers students to earn both college credit and industry certification. Students who earn a qualifying score on the AP Cybersecurity Exam receive free online test preparation and a voucher for the CompTIA certification exam (a $350 value). This industry-recognized credential provides students with a competitive advantage in pursuing internships, college programs, and entry-level positions in cybersecurity and information technology fields.

## Financial Literacy Courses

For graduation purposes, students need 2.5 credits of Financial Literacy, which can be taken in grades 9-12.

**Edgenuity Personal Finance (online offering)**
**Semester, 2.5 credit**
**Grade 9-12**
This is a semester-long elective focusing on personal finance. Depending on staffing we will offer the online class for fall and spring. All Freshman will be enrolled as part of the Freshman academy. Students are guided through essential financial skills including budgeting, planning, and consumer awareness. They explore topics such as education's impact on income and net worth, banking, investing, credit, and debt management. Additionally, the course delves into microeconomics and entrepreneurship, covering economic systems, supply and demand, consumer behavior, and profit principles. The course culminates with a detailed case study on starting a business, empowering students to navigate financial decisions confidently.

**Personal Finance***
**Semester, 2.5 credits**
**Grades 10-12**
This course provides students with practical knowledge and confidence to address many of the complex financial problems of daily living. Topics covered will include going away to college, living independently, achieving career goals, budgeting a paycheck, understanding taxes, and reviewing a Federal tax return. Students will investigate the uses and pitfalls of personal credit as well as the variety of insurance needs (health, car, life, and homeowner/tenant) that they will face. Students will be equipped to meet the challenges of responsible, independent living and to understand that money is a complex and value-laden concept.

**Economics/Personal Finance/Entrepreneurship* - HN**

**Semester, 2.5 credits**
**Grades 10-12**
Economics is the study of how people try to solve the problems of scarcity. Society's ability to produce goods and provide services is limited, while their desire for goods and services is unlimited. This course explains how societies and individuals deal with this fundamental problem. Emphasis will be on the economy of the United States in its world setting. The student will learn about the determination of prices for goods and services, money and banking, labor, business organizations, foreign trade, the government's role in the economy, and the problems of inflation and recession.

**AP Macroeconomics***
**Year, 5 credits**
**Grade 12**
The purpose of this AP course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The curriculum places particular emphasis on the study of national income and price determination and also develops students' familiarity with economic performance measures, economic growth, and international economics. Coverage of these concepts provides students with the foundation for a thorough understanding of macroeconomics in a global context.

**AP Business with Personal Finance * (New Course - Pending BOE Approval)**
**Year Long, 5.0 Credits**
**Grades 10-12**
AP Business with Personal Finance is an accessible, college-level introduction to both foundational business concepts and essential personal finance skills. Designed in partnership with college faculty and industry leaders, this course prepares students to understand how businesses operate and how financial decisions shape personal and professional success. Students investigate core business disciplines — including entrepreneurship, marketing, finance, accounting, and management — through real-world applications, case studies, and project-based learning that emphasize analytical thinking and problem solving. In addition, the curriculum aligns with National Standards for Personal Financial Education, giving students practical experience in budgeting, saving and investing, credit and debt management, insurance, and long-term financial planning. Through hands-on projects and performance-based assessments, this course equips learners with the knowledge and skills needed for college credit opportunities and an employer-endorsed credential, setting the foundation for future success in higher education, careers, and personal money management.

**Introduction to Accounting***
**Semester, 2.5 credits**
**Dual Enrollment Eligible**
**Grades 10-12**
In this course, students are introduced to the principles, practices and concepts of accounting using the manual process of analyzing and recording transactions, making journal entries, posting to ledgers and preparing financial statements. The study of accounting emphasizes the decision-making process used to make financial information available for use by individuals, businesses, and government. The class is designed to prepare students with the knowledge and skills necessary for further study. Calculators are required. This class may count as a financial literacy graduation requirement.

**Business Management and Entrepreneurship***
**Semester, 2.5 credits**

**Grades 10-12**
The student will learn to understand and appreciate the role of business in an information economy. Students will discuss problems facing businesses, both domestic and international. Discussion will include current information on today's economy and its effect on business. Students will explore financing, location, government controls and regulations, buying and selling, pricing, and the influence of modern technologies. Students will also study the variety of management styles in current use. All students are required to complete a major project, Starting Your Own Business. Students will propose a product or service, research their chosen business, write a business plan, and consider all the other aspects of actually starting their business. Students will improve presentation skills, both oral and visual, by presenting their business plans to the class. This class may count as a financial literacy graduation requirement.

** These courses are also 21st-Century Life & Careers courses. They can be used to satisfy either graduation requirement, but you cannot use ONE to fulfill BOTH requirements. In other words, no "double dipping."*

## English Language Arts Courses

English courses fulfill the English requirement. The sequence of courses is English 1, English 2, and then students can choose their English course in grades 11 & 12 from a wide variety of course offerings. Please note that a student can only take a course once in order to receive credit for that course; it is the student's responsibility to inform their counselor and teacher immediately if they are enrolled in a class that they previously completed and passed.

**Students are required to take four years of English.** Students must complete 20 credits in English for graduation. Students can only take one English course per year. All courses in the English curriculum meet the Language Arts New Jersey Student Learning Standards for English Language Arts and Literacy. Students must demonstrate proficiency on the state mandated NJGPA test as part of the state requirements for graduation.

**English 1 - Academic or Honors (HN)**
**Year, 5.0 credits**
**Grade 9**
English 1 is the first course in a sequence of four English courses which satisfy the State high school graduation requirement of four years of English and provides a transition from the middle school to the high school program. English 1 emphasizes the development of formal written communication skills, specifically through grammar and composition needed for AP level coursework. Students develop writing skills through the writing process, when engaged in various types of composing: paragraphs, outlines, essays, and research based tasks. Literature studies include a variety of genres (essays, editorials, short stories, poetry, dramas, novels, plays etc.) with selections from the literary canon, contemporary literature and classics. English 1 focuses on learning to close-read, analyze, and write about literature from various genres and time periods. Students are required to write two writing pieces a quarter and read a minimum of four - six novels a year.

**English 2 - Academic or Honors (HN)**
**Year, 5.0 credits, Prerequisite: English 1**
**Grade 10**

English 2 is the second course in a sequence of four English courses which satisfy the State high school graduation requirement of four years of English and builds upon the reading and writing skills and strategies mastered in English 1 (grade 9). English 2 emphasizes the development of formal written communication skills, specifically through grammar and compositions needed for AP level coursework. Students develop writing skills through the writing process, when engaged in various types of composing: paragraphs, outlines, essays, and research based tasks. Literature studies include a variety of genres (essays, editorials, short stories, poetry, dramas, novels, plays etc.) with selections from the literary canon, contemporary literature and classics. Students are required to write two writing pieces a quarter and read a minimum of six - eight novels a year.

**English 2 - AP Seminar**
**Year, 5.0 credits, Prerequisite: English 1**
**Grade 10**
In addition to the requirements of English 2, the AP seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. Learn more about this course on the College Board website. ***Note that public speaking is a mandatory requirement in which students will be assessed***.

**Having met the prerequisites of English 1 & 2, students in grades 11 & 12 can select from the following English courses to meet their graduation requirement:**

English 3 (grade 11), Academic
English 4 (grade 12), Academic
AP English Language and Composition
AP English Literature and Composition
American Literature, HN
Creative Writing, HN Grade 12 ONLY
Gender Identities across Literary Movements, HN
Journalistic Writing & Analysis, HN
Literature of Drama and Performance, HN
Literature and Philosophy, HN
Literature of Social Criticism, HN
Literature of the African Diaspora, HN
Shakespearean Literature, HN
Sports in Literature, HN

**English 3 - Academic**
**Year, 5.0 credits**
**Grade 11**
This course of study engages students in the course curricula from four of the English department's elective offerings, one elective per quarter. The year will include a focus in Contemporary Literature (1980 – current day), Shakespearean Literature, African Literature, and Journalism. Alongside literature, the course also focuses on grammar and composition, as each marking period will include a process-writing piece. Students are required to write two writing pieces a quarter and read a minimum of four - six novels a year.

**English 4 - Academic**
**Year, 5.0 credits**
**Grade 12**
This course of study engages students in the course curricula from four of the English department's elective offerings, one elective per quarter. The year will include a focus in Contemporary Literature (1980- current day), Shakespearean Literature, Sports in Literature, as well as Literature of the African Diaspora. Alongside literature, the course also focuses on grammar and composition, as each marking period will include a process-writing piece. Students are required to write two writing pieces a quarter and read a minimum of four - six novels a year.

**American Literature - HN**
**Year, 5.0 credits**

**Grades 11 & 12**
The course provides students with an appreciation for the breadth and depth of American Literature while offering instruction in critical reading, analysis, and writing. In exploring the essential question as posed by Crevecoeur in his "Letters from an American Farmer": "What, then is this American, the new man?"students will read works from a variety of authors which can include Hawthorne, Emerson, Melville, Dickinson, Chopin, Cullen, Hughes, Hurston, Douglass, Poe, Whitman, Thoreau, Faulkner, Hemingway, Fitzgerald, Morrison, Wilson, Miller. Students are required to write two writing pieces a quarter and read a minimum of six - eight novels a year.

**Contemporary Literature - HN** ***Not running for 26-27**
**Year, Credits 5.0**
**Grades 11 & 12**
In Contemporary Literature, students examine literature from 1980 to the present to consider how recent literature acts as a mirror of current societal mores, as well as how it is influenced by both the issues of its time and by the styles, structures, and techniques of earlier texts. In particular, students focus on literature from across the last four decades through the lenses of race and identity, gender and identity, history, war and dystopia, and the American Dream. Writing will include but not be limited to analysis and synthesis approaches. Students are required to write two writing pieces a quarter and read a minimum of six - eight novels a year.

**Gender Identity Across Literary Movements - HN *Dual Enrollment Eligible (3 credits)**
**Year, 5.0 credits**
**Grades 11 & 12**
This course will examine how literature was organized by movements and shaped by historical events and social influences through the study of novels, drama, short stories, and poetry. Both male and female authors will be studied in order to explore how gender and issues associated with gender identity, such as education, occupation, sexuality, and marriage, are represented by each. Questions to be considered: What are the origins of contemporary stereotypes about "man" and "woman" and how have they morphed from movement to movement? How are "masculinity and femininity" defined by various texts? Students are required to write two writing pieces a quarter and read a minimum of six - eight novels a year.
**Literature and Philosophy -HN**
**Year, 5.0 credits**
**Grades 11 & 12**
This course will introduce students to some important concepts and philosophies of Western and Eastern culture, from the Buddha to Socrates to utilitarianism and existentialism. Literary works are used to explore philosophical concepts and to show the application of some of these philosophical views to human lives, and students are asked to attempt a formulation of their own philosophical positions. Students are required to write two writing pieces a quarter and read a minimum of six - eight novels a year.

**Creative Writing - HN *Dual Enrollment Eligible**
**Year, 5.0 credits**
**Grade 12 only**
This course introduces students to the fundamental components of literary craft through the intensive study of short works in all four genres: creative nonfiction, poetry, fiction, and drama. Students will learn to read like writers, meaning that rather than reading to understand the content or unearth themes, they will read to know: *how* - the text was constructed, *why* - the writer made particular choices, and *how* - the writer achieved their desired effects, and hopefully apply this understanding to their writing. Studying shorter works will not only allow students to be exposed to a variety of styles and voices, but it also allows for the detailed analysis and extremely close reading of a complete text and all of its nuances. Students will

participate in low-stakes exploratory and experimental writing daily, often inspired by the close reading of these exemplar texts. Students will also learn how to workshop a piece into something finely tuned and publishable. By the end of the course, students will have a portfolio of work spanning all four genres and read a minimum of six - eight works a year.

**Journalistic Writing & Analysis-HN*****
**Year, 5.0 credits**
**Grades 11 & 12**
Journalism is an exciting, fast-paced orientation into the highly competitive field of journalism. This course will give students a chance to work in an upbeat environment where you will improve writing, interviewing, and early photography skills, which are key journalistic tools. Students will learn their civic responsibility through a close examination of the First Amendment with specific attention placed on the Freedom of Press and Freedom of Speech. Students completing the journalism curriculum following these guidelines will have fulfilled the Language Arts reading standards as well as the writing standards to qualify to receive English Language Arts credit for the course. Students are required to write two writing pieces a quarter and read a minimum of six - eight works a year.
*****May not meet the literature requirements of higher education institutions**

**Literature of Drama and Performance - HN**
**Year, 5.0 credits**
**Grades 11 & 12**
This course focuses on the literature of theater with a performance aspect. In addition to the study of literature, it supports students in performance/public speaking, and helps them overcome stage fright. Students will read, study, write and perform scenes from plays in the Black Box Theatre. Students will be introduced to the basics of blocking, directing, collaborating, and understanding what it takes to produce a play. The year culminates with the annual CHS *One Act Play Festival,* where students write, direct and perform in their own play. Students will also perform in *The Shakespeare Festival* and memorize lines. Some of the plays studied include Euripides' *Medea*, Lynn Nottage's *Ruined, For Colored Girls …, Laramie Project, Exonerated, Our Town, Arthur Miller's All My Sons, etc.* Students are required to write two writing pieces a quarter and read a minimum of six - eight novels a year.

**Shakespearean Literature - HN**
**Year, 5.0 credits**
**Grades 11 & 12**
This course will engage students in the interpretation and appreciation of William Shakespeare's language by examining form, style and the structure of the plays and poems through performance, research and literary analysis. Students will become aware of the universality of Shakespeare's works and discover the impact and relevance in the present day, while developing a lasting interest in and love for Shakespeare. This course is for the beginner and advanced Shakespearean student. Students will be active participants in the annual CHS Shakespeare Festival. Students are required to write two writing pieces a quarter.

**Literature of Social Criticism - HN**
**Year, 5.0 credits**
**Grades 11 & 12**
This course engages students in major works of literature from the perspective of the social issues which inspired them. The study of historical settings and authors' point of view will provide students with the background for their reading. Students will read a variety of novels, plays, short stories, poems and essays by authors such as Steinbeck, Sinclair, Baldwin, King, Whitman, Sandburg, Wilder, Miller, Brooks and Angelou in works such as *The Grapes of Wrath, The Jungle, The Bluest Eye, Invisible Man, and Johnny Got his Gun*. Issues explored will include exploitation of labor, hardships of migrant workers during the

Depression, effects of technology, war and racism. Extensive writing in a variety of forms, student-generated projects and formal oral presentations focusing on social issues will highlight class activity. Students are required to write two writing pieces a quarter and read a minimum of six - eight novels a year.

**Literature of the African Diaspora - HN**
**Year, 5.0 credits**
**Grades 11 & 12**
This survey course will provide students with an awareness and appreciation of African and African-American Literature and Literary Traditions from ancient to contemporary times; an understanding of the common thematic, stylistic, cultural, and political links that connect the literature of Africa to that of Black writers in the Americas, and throughout the diaspora; opportunities to examine and reflect on readings and discussions through several modes of writing and other project work, including but not limited to: journal entries, oral and musical performance/presentations, a research project, written literary analysis, and personal narratives. You may consider pairing this English course with the Social Studies elective AP African American Studies for special CHS academic recognition. Students are required to write two writing pieces a quarter and read a minimum of six - eight novels a year.

**Sports in Literature - HN**
**Year, 5.0 credits**
**Grades 11 & 12**
Sports in Literature is a thematic-centered, intensive reading and writing course. The curriculum is built upon the great themes for which "sports" provides a powerful lens: determination, sacrifice, teamwork, overcoming obstacles, dealing with loss and success, etc. It also takes an historical and cultural look at society and how sports plays a dominant role in our culture, with economics, race and gender playing prominent roles in this regard. While fiction is represented in the curriculum, non-fiction – full-length works, essays and articles---represent the majority of the reading. Students are required to write two writing pieces a quarter and read a minimum of six - eight novels a year.

**English Language and Composition - AP***
**Year, 5.0 credits**
**Grade 11 only**
This course reflects a freshman college composition course, requiring an advanced level of nonfiction reading, extensive vocabulary, language and grammar conventions and writing sophistication. Through careful evaluation of rhetoric, students will develop a nuanced interpretation of historical and contemporary language, and explore the exigence that predicates it as well as apply these rhetorical observations to their writing in three separate skills: rhetorical analysis, argument, and synthesis. This course asks students to think critically and deeply, examining rhetorical function alongside society's conscious and unconscious bias. Students are expected to take the AP Exam at the end of the year. ***Summer assignments are a prerequisite to maintaining a seat in the class.**

**English Literature and Composition – AP***
**Year, 5.0 credits**
**Grade 12 only**
This course engages students in the careful reading and critical analysis of imaginative literature. Through close reading of selected literary works from different genres and periods, students will deepen their understanding of and enhance their pleasure in literature. Students will develop critical standards for interpreting the effects writers create by artful manipulation of language. This course includes the study of characters, action, symbolism and tone. Students are expected to take the AP Exam at the end of the year.

***Summer assignments are a prerequisite to maintaining a seat in the class.**

**Tomorrow's Teachers - HN (New Course- Pending BOE Approval)**
**Year, 5.0 credits**
**Grades: 10-12**
This course is a study of the history, development, organization, and practices of preschool, elementary, and secondary education. All students will participate in a field experience with a cooperating teacher during the course. It is highly recommended that students who are planning to pursue a career in education, educational administration, counseling, or social work take this course. All students accepted into the program will have automatic membership in the New Jersey Future Educators' Association and will be able to participate in NJFEA conferences and service projects. Students also have an opportunity through Rider University to receive college credit (for a fee) for participating in the Tomorrow's Teachers program.

**Supplemental English - Academic**
**Year, 2.5 credits**
**Grade: 12**
This course is designed for those students who demonstrate a need for additional support in the areas of reading, writing, and critical thinking. Intensive reading exercises stressing comprehension, inference, and vocabulary are one portion of the course. The second portion is composed of skill development in argumentative and expository writing and responses to open-ended questions. Through this course, students will develop a writing portfolio that demonstrates high school proficiency and college and career readiness in the areas of reading and writing. This course does not fulfill one of the four units of English required for graduation.

## Math Courses

**Math courses fulfill the Math requirement**. The typical sequence of courses is Algebra 1, Geometry, Algebra 2, and Pre-calculus. Students may have the opportunity to earn dual enrollment credits for select courses; however, eligibility is dependent on staffing, as dual enrollment instructors must meet specific college credential requirements.
**NJ Mandates students are required to take three years of math; however many colleges/universities recommend four years of math. Students must complete 15 credits in mathematics including Algebra 1 and Geometry** for graduation. All courses in the math curriculum are aligned with the New Jersey Student Learning Standards for Mathematics. Students must demonstrate proficiency on the state-mandated Algebra 1 NJSLA test as part of the state requirements for graduation. When selecting an Honors-level course, students and parents are strongly encouraged to carefully consider the academic demands and prerequisites of the course. Due to scheduling constraints, space may not be available to switch to a lower-level course during the 2025-2026 school year. Students should ensure they are prepared to meet the expectations of their selected level. For guidance, consult with teachers, counselors, and department supervisors to make an informed decision that aligns with the student's academic goals.

**Algebra 1 - Academic**
**Year, 5.0 credits**
Algebra 1 builds on Grade 8 Math and prepares students for further study in Geometry and Algebra 2.. The course focuses on foundational ideas such as proportional reasoning, equivalent forms of expressions or numbers including integers and exponents, linearity and rate of change (represented and connected in situations, tables, graphs, and equations), and operational reasoning as they evaluate or simplify expressions, or solve equations. Students will also find absolute value, solve and graph linear inequalities, solve systems of equations, and identify key aspects of the graphs of quadratic functions.

**Algebra 1 – Honors (New Course - Pending BOE Approval)**
**Year, 5.0 credits**
Algebra 1 Honors is a fast paced and enriched study of algebraic concepts designed for students who have demonstrated strong mathematical proficiency and the ability to think abstractly. Building on Grade 8 Mathematics, this course emphasizes a deeper understanding of the structure of algebra and its applications to problem solving and modeling. Students will explore proportional reasoning, linearity, and rate of change through multiple representations—situations, tables, graphs, and equations—and extend their understanding to include systems of linear equations and inequalities, quadratic and exponential relationships, and arithmetic and geometric sequences. Throughout the course, students will be expected to engage in rigorous reasoning, justify solutions algebraically and graphically, and communicate mathematical thinking with precision. The accelerated pace and increased depth prepare students for success in Honors Geometry and subsequent advanced mathematics courses.

**Geometry – Academic**
**Year, 5.0 credits**
**Prerequisite: Successful completion of Algebra 1**
**Grades: 9–11**
Geometry (Academic) builds upon concepts introduced in Algebra 1 to prepare students for further study in Algebra 2 and advanced mathematics. The course emphasizes the development of logical reasoning as the foundation for mathematical proof while fostering Geometric Habits of Mind, including reasoning with relationships, generalizing geometric ideas, investigating invariants, and balancing exploration with reflection. Students will engage in hands-on learning by constructing, modeling, and analyzing geometric relationships using diagrams, geometric tools (compass, protractor, and ruler), and technology. Through investigative activities, students will make and test conjectures, apply definitions, postulates, and theorems, and use various forms of reasoning to justify conclusions. Emphasis is placed on connecting algebraic and geometric representations, developing spatial reasoning, and applying geometric principles to problem-solving in real-world contexts. Students will have consistent opportunities to experiment, hypothesize, measure, analyze, test, write, explain, and justify their ideas—engaging in authentic mathematical inquiry that deepens conceptual understanding and prepares them for Algebra 2.

**Geometry – Honors**
**Year, 5.0 credits**
**Prerequisite: Successful completion of Algebra 1**
**Grades: 9–11**
Geometry (Honors) is an accelerated and rigorous exploration of geometric concepts designed for students who demonstrate strong mathematical reasoning and a high level of independence. The course expands upon the foundations of Algebra 1 and introduces a deeper level of formal reasoning, proof, and abstract thinking. Students will develop Geometric Habits of Mind through advanced investigations that require independent derivation of formulas, exploration of multiple proof types (two-column, paragraph, coordinate, and indirect), and synthesis of geometric relationships across two- and three-dimensional contexts. The curriculum emphasizes precision, structure, and creativity in problem solving while integrating technology and geometric tools (compass, protractor, and ruler) to explore transformations, similarity, congruence, and measurement. The honors course places greater emphasis on formal proof, derivation, and conceptual generalization, challenging students to independently formulate and defend mathematical arguments. Students engage in inquiry-based projects and applications that connect geometry to algebra, trigonometry, and the real world, preparing them for success in Honors Algebra 2 and advanced mathematical study.

**Algebra 2 – Academic**
**Year, 5.0 credits**
**Prerequisites: Successful completion of Algebra 1 and Geometry (students may take Geometry and Algebra 2 concurrently)**
**Grades: 9–12**
Algebra 2 (Academic) builds upon students' prior study of Algebra 1 and Geometry to deepen their understanding of algebraic structures, relationships, and functions. Students explore multiple families of functions—including linear, quadratic, polynomial, rational, radical, exponential, and logarithmic—and analyze their graphs, transformations, and real-world applications. Emphasis is placed on connecting multiple representations of functions (graphical, numerical, symbolic, and verbal) and using technology to model and interpret real-life situations. Through problem solving, reasoning, and discussion, students strengthen algebraic fluency and develop conceptual understanding of inverse functions, systems of equations, and sequences and series. The course prepares students for success in Precalculus or other upper-level math courses and aligns with the New Jersey Student Learning Standards for Mathematics (NJSLS-M).

**Algebra 2 – Honors**
**Year, 5.0 credits**
**Prerequisites: Successful completion of Algebra 1 and Academic/ Geometry Honors**
**Grades: 9–12**
Algebra 2 Honors is designed for students with strong mathematical ability who seek a more rigorous and fast paced study of algebraic concepts. This course includes all topics from Algebra 2 Academic, explored in greater depth and with increased emphasis on abstract reasoning, justification, and problem solving. Students investigate advanced function families—polynomial, rational, radical, exponential, logarithmic, and trigonometric—and extend their understanding to include complex numbers, matrices, conic sections, and sequences and series. Students are expected to work more independently and engage in discovery-based learning, laboratory explorations, and real-world modeling. Graphing technology is used extensively to analyze and verify results. This course provides a strong foundation for Precalculus Honors, AP Precalculus, or AP Calculus and is aligned with the New Jersey Student Learning Standards for Mathematics (NJSLS-M).

**Integrated Algebra 2/ Data Science**
**Year, 5.0 credits, Prerequisites: Successful completion of Algebra 1 and Geometry**
**Grade 10-12**
In this course, concepts from Algebra I and Geometry are extended to the functions typically seen in an Algebra II course (polynomial, logarithmic, rational, trigonometric), with Data Science infused throughout. Data Science uses an inquiry-based approach to examine real-world issues in areas such as social sciences, economics, and the environment, to name a few. Data is gathered and analyzed for trends and relationships, and the validity of those data-collection methods is studied. Integrated Algebra II/Data Science is best suited for students who are looking to survey Algebra II and Data Science topics and explore data-oriented courses in the future. **Unlike the traditional Algebra II Academic/Honors, this course does not serve as a prerequisite for Pre-calculus.**

**Precalculus – Academic**
**Year, 5.0 credits**
**Prerequisite: Successful completion of Algebra 2**
**Grades: 11–12**

Precalculus Academic provides students with a strong foundation in the advanced algebraic and trigonometric concepts essential for success in college-level mathematics and introductory calculus. The course emphasizes conceptual understanding, procedural fluency, and the application of mathematics to model real-world situations. Students explore the behavior, properties, and transformations of key function families—including polynomial, rational, exponential, logarithmic, and trigonometric functions—through graphical, numerical, and analytical representations. Additional topics include analytic trigonometry, conic sections, sequences and series, and an introduction to limits and continuity as preparation for calculus. Technology (such as graphing calculators or digital graphing tools) is used to visualize relationships and support problem-solving. Students engage in reasoning, communication, and collaborative exploration to deepen their understanding of mathematical structure and application. This course aligns with the New Jersey Student Learning Standards for Mathematics (NJSLS-M) and the Standards for Mathematical Practice. It prepares students for Calculus Academic or other college-level mathematics courses.

**Precalculus – Honors (HN)**
**Year, 5.0 credits**
**Prerequisite: Successful completion of Algebra 2 Honors or teacher recommendation**
**Grades: 10–12**
Precalculus Honors is an accelerated and rigorous course designed for students with strong mathematical ability who intend to pursue advanced mathematics such as AP Calculus AB or BC. Building upon the foundations of Algebra 2, students develop a deep conceptual and analytical understanding of function behavior and interrelationships. Major topics include exponential, logarithmic, and trigonometric functions, as well as analytic trigonometry, conic sections, parametric and polar equations, vectors, and complex numbers. Students extend their study to sequences, series, mathematical induction, and limits, establishing a formal bridge to differential calculus concepts. Emphasis is placed on mathematical modeling, abstract reasoning, and proof. Students regularly justify solutions, communicate mathematical ideas precisely, and use technology as a tool for exploration and verification. Precalculus Honors challenges students to think critically, make connections across mathematical domains, and apply mathematics to authentic problems from science, engineering, and economics. The course aligns with the NJSLS-M and the Standards for Mathematical Practice, providing a solid foundation for AP Calculus or other advanced college-level coursework.

**Pre-calculus - AP** ***Not running for 26-27**
**Year, 5.0 credits, Prerequisite: Successful completion of Algebra 2**
**Grade 12 *ONLY***
This is an advanced placement course in Calculus and the College Board determines the curriculum. AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Furthermore, as **AP Precalculus is the last mathematics course of a student's secondary education,** the course is structured to provide a coherent capstone experience rather than exclusively focusing on preparation for future courses.

**Discrete Math**
**Year, 5.0 credits, Prerequisites: Successful completion of Algebra 2 (or permission of department Supervisor)**
**Grades 11-12**

Discrete Mathematics is the study of topics that deal with discrete and not continuous mathematical structures. These include: Combinatorics and Probability with an emphasis on student discovery of mathematical patterns; Fair Sharing (homogenous goods, heterogeneous goods and estate inheritance) and mathematizing human perceptions of fairness; Fair Election Theory; The Four-Color Theorem, Discrete data in statistics and graphs; the binary number system and an introduction to computer programming. Discrete mathematics is engaging and accessible, and it is a problem-solving class and not an easy class. Number sense and a willingness to persist in solving problems are important.
***May not meet the literature requirements of higher education institutions**

**Calculus - Academic (New Course - Pending BOE Approval)**
**Year, 5.0 credits**
**Prerequisite: Successful completion of Precalculus (Academic or Honors)**
**Grades: 11–12**
Calculus introduces students to the fundamental concepts of differential and integral calculus with an emphasis on conceptual understanding, practical applications, and mathematical modeling. Students explore limits, continuity, rates of change, derivatives, and integrals to understand how calculus describes real-world patterns of growth, motion, and accumulation. The course includes the study of the Fundamental Theorem of Calculus, as well as introductory techniques of differentiation and integration, including u-substitution. Students apply these skills to authentic problems drawn from business, the life sciences, and social sciences. Technology and graphing tools are used to visualize concepts, support problem-solving, and interpret results. Emphasis is placed on reasoning, collaboration, and developing fluency in using calculus to model and solve real-world problems. This course prepares students for college-level mathematics.

**Calculus – Honors (HN)**
**Year, 5.0 credits**
**Prerequisite: Successful completion of Precalculus Honors**
**Grades: 11–12**
Calculus Honors is designed for students with strong mathematical ability who seek a rigorous and accelerated introduction to college-level calculus. The course begins with an in-depth review of function families—polynomial, exponential, logarithmic, and trigonometric—with a focus on analyzing patterns of change, continuity, and end behavior. Students develop a deep conceptual understanding of limits, derivatives, and integrals, applying these concepts to advanced real-world problems in engineering, physics, economics, and the life sciences. Topics include the Fundamental Theorem of Calculus, formal differentiation and integration rules, and advanced techniques such as u-substitution and integration by parts. Students engage in inquiry-based learning, justify reasoning through written and verbal explanations, and use technology for modeling and verification. This course challenges students to think abstractly, make connections across mathematical concepts, and develop strong analytical reasoning skills. It provides a solid foundation for success in AP Calculus AB/BC or college-level mathematics, and aligns with the New Jersey Student Learning Standards for Mathematics (NJSLS-M) and the Standards for Mathematical Practice.

**Calculus AB - AP**
**Year, 5.0 credits, Prerequisite: Successful completion of Pre-calculus Honors or AP**
This is an advanced placement course in Calculus, and the College Board determines the curriculum and level of rigour. It will cover topics including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Students will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make connections among these representations. A graphing calculator is a requirement for the course. NOTE: This course prepares students for the AP test in May. Successful scores would yield credit for ONE semester of college Calculus. The course typically concludes by covering all AB content early in the spring to provide time for

test preparation. Students are expected to attend the conference period as needed. Students should expect 30-45 minutes of homework per night. Students are expected to take the AP Exam at the end of the year.

**Calculus BC - AP**
**Year, 5.0 credits, Prerequisite: Successful completion of Pre-calculus Honors or AP**
This is an advanced placement course in Calculus, and the College Board determines the curriculum and level of rigour. It will cover topics including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. BC includes all AB Calculus topics, plus parametric, polar, and vector functions and series. Students will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally and how to make connections among these representations. A graphing calculator is a requirement for the course. NOTE: This course prepares students for the AP test in May. Successful scores would yield credit for TWO semesters of college Calculus. The course moves at a similar pace as AB but continues to cover BC topics in the spring prior to test preparation. Students are expected to attend the conference period as needed. Students should expect 30-45 minutes of homework per night. Students are expected to take the AP Exam at the end of the year.

**Probability & Statistics - Honors (HN)**
**Year, 5.0 credits, Honors**
**Prerequisite: Successful completion of Algebra 2**
**Grades 10-12**
This course will consist of a broad coverage of topics in applied statistics and probability, which will give students the ability to make more informed decisions based on analysis of quantitative data. Understanding probability and statistics is essential in today's high-tech world, where print and electronic media are full of numerical information and interpretation. Statistics is the mathematics we use to collect, organize, and interpret numerical data, from test scores to election results to shopper's product preferences. Probability is the study of uncertainty and assessing the likelihood of real-world events occurring, whether it is games of chance, genetics, or weather prediction, to anticipate and prepare for a major storm.

**Statistics - AP**
**Grades 10-12**
**Year, 5.0 credits, Prerequisite: Successful completion of Algebra 2**
This is an advanced placement course in Statistics, and the College Board determines the curriculum. The topics are divided into four major themes: exploring data: (describing patterns and departures from patterns), sampling and experimentation (planning and conducting a study), anticipating Patterns (exploring random phenomena using probability and simulation), and statistical Inference (estimating population parameters and testing hypotheses. exploratory data analysis, planning data production, probability and statistical inference.) This course requires extensive reading and an ability to communicate one's reasoning effectively. A graphing calculator is a requirement of the course and is used daily. This is a logic, reasoning, and communication course. Students are expected to take the AP Exam at the end of the year.

**Calculus 3 & Linear Algebra – ADVANCED**
**Full Year, 5 Credits**
**Prerequisite: AP Calculus (AB or BC)**
**Grade 12**
This advanced mathematics course is a full-year sequence that combines Multivariable Calculus and Introductory Linear Algebra, offering students a rigorous exploration of mathematical concepts beyond first-year calculus. In the first semester, students will study Multivariable Calculus, extending the principles of single-variable calculus to functions of multiple variables. Topics include vector analysis in two and three dimensions, differentiation and optimization in multiple variables, and integration over multi-dimensional

vector fields. The course reinforces and builds upon concepts from AP Calculus while introducing students to new applications of calculus in higher dimensions. In the second semester, students will transition to Introductory Linear Algebra, which introduces both conceptual and algorithmic foundations of the subject. Key topics include solving linear systems using matrix methods, exploring vector spaces and subspaces, and working with eigenvalues and eigenvectors. Applications of these concepts to real-world problems will be emphasized. This full-year course provides a strong foundation for students interested in pursuing mathematics, engineering, physics, or computer science at the collegiate level.

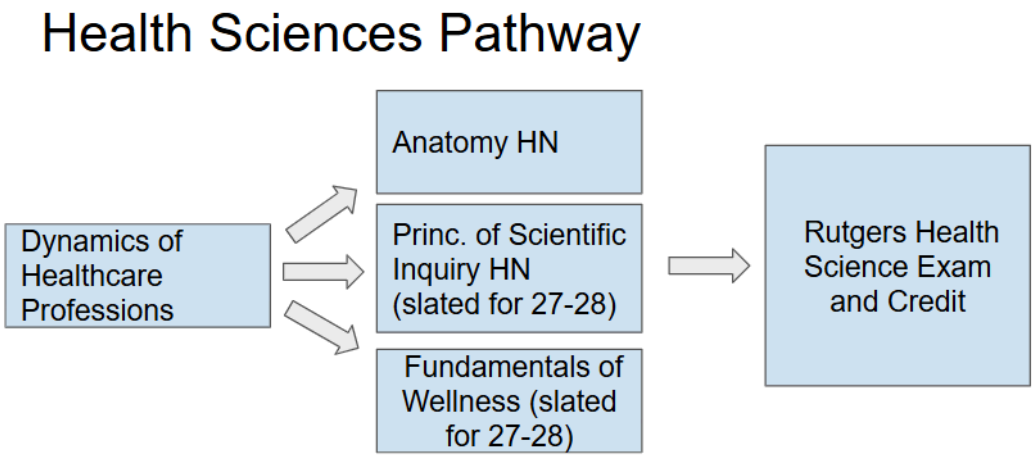
**English Second Language (ESL/ML) Math 1**
**Year, 5.0 credits, Academic**
This alternate Algebra 1, Geometry, and or Algebra 2 allows ESL students to develop their math language skills while exploring foundational ideas such as proportional reasoning, equivalent forms of expressions or numbers including integers and exponents, linearity and rate of change (represented and connected in situations, tables, graphs and equations) and operational reasoning as they evaluate or simplify expressions, or solve equations. Students will also find absolute value, solve and graph linear inequalities and solve systems of equations. ELS students usually progress to Algebra 2 after this course and then take geometry.

**Supplemental Math 12 - Academic**
**Year, 2.5 credits**
**Grade 12**
This course focuses on Linear Functions, Proportional Reasoning, Exponential Functions, Statistics, Probability, Geometry and Measurement in order to help prepare students for the state-designated external assessments required for graduation. Students will strengthen their skills in problem-solving and reasoning. Additionally, students will be exposed to different standardized tests (ex: SAT, ACT, ASVAB). This exposure will help familiarize the pupils with test formats and will help them with test taking strategies as well. Seniors will also work on NJSLA portfolio problems as an alternate route to meet the graduation requirement.

## Physical Education, Health, and Driver Education Courses

Physical Education (PE), Health and Driver Education courses fulfill the PE/Health requirements for graduation. Students take 5 credits of PE/Health each year in high school (9th grade - 3 quarters of PE, 1 quarter of Health 9;10th grade - 3 quarters of PE, 1 quarter of Driver Ed; 11th grade - 3 quarters of PE, 1 quarter of Health 11; 12th grade - 3 quarters of PE, 1 quarter of Health 12). It is the student's responsibility to inform their counselor and teacher immediately if they are enrolled in a health or driver education course that they previously completed and passed. There are no exemptions, substitutions or waivers in physical education. Courses in physical education are assessed for participation, skills and cognitive knowledge. Courses in health education are assessed with individual and group assessments and projects.

Students do not select specific PE courses as part of the prior year course selection process. Your schedule will automatically be loaded with one quarter (1.25 cr) of the appropriate Health/Driver Ed for grade level (Health 9, Driver Ed 10, Health 11, Health 12) and three quarters (1.25 cr each = 3.75 cr total) of a Phys Ed holding code. On the first day of each quarter that you have a Phys Ed holding code on your schedule, you are to report to the main gym during that period to make your Phys Ed selection for the quarter.
If you have been approved for Option 2 for a quarter of Phys Ed (this would be showing on your schedule as a study hall for the quarter plus an Option 2 code), then you need not report to the main gym on the first day of the quarter. Instead, report to the study hall showing on your schedule.




**Health – Grade 9**
**Quarter, 1.25 credits**
**Grade 9**
The Health-9 course of study examines multiple facets of family life and social/emotional health. Course topics include aspects of healthy relationships, teen dating, abuse, sexual consent and the effects of stress on one's health.

**Driver Education**
**Quarter, 1.25 credits**
**Grade 10**
The Driver Education course of study examines multiple facets of driving law and safety. Students will explore driving distractions, traffic safety law and organ donation and the effects of drugs and alcohol.
The course is taught by a state certified driver education instructor. The culmination of the course is the administration of the New Jersey Driver Education State Examination, which is the first step in obtaining a provisional license. A student can only sit for the exam if they meet the NJMVC requirement of 30 classroom instruction hours (must have less than 6 absences in the course). A score of 80 or higher permits the driver to seek behind the wheel instruction once they are 16 years old. The exam is now completely online. Upon completion of the exam, students will receive an email verifying their score on the exam (passed = an 80 or better).

**Health – Grade 11**
**Quarter, 1.25 credits**
**Grade 11**
The Health-11 course of study examines multiple facets of wellness for healthful living. Course topics include aspects of nutrition, eating disorders, prevention of the major causes of death and diseases including heart disease, cancer, communicable and non communicable. An additional aspect of this course, mandated by state law, includes competencies related to First Aid, CPR and AED. The course does not certify students in First Aid, CPR/AED.

**Health – Grade 12**
**Quarter, 1.25 credits**
**Grade 12**
The Health-12 course of study examines multiple facets of family life. Course topics include aspects of binge drinking and alcohol awareness, drug use and overdose response, dependency and addiction, nutrition, abuse, sexual harassment, date rape and college campus safety.

**Team Games 9**
**Quarter, 1.25 credits**
**Grade 9**
The Team Games 9 course of study offers students the opportunity to engage in a variety of group activities that foster cooperation, teamwork and strategy. Various skills will be reinforced and activities include, but are not limited to: Basketball, Soccer, Floor Hockey, Volleyball, Handball, Softball, Football and Ultimate Frisbee. Using a variety of equipment and technology, students will develop in the areas of communication and skill improvement.

**Fitness-9**
**Quarter, 1.25 credits**
**Grade 9**
The Fitness 9 course of study examines the 5 components of health related physical fitness: muscular strength, cardiorespiratory endurance, body mass index, muscular endurance, and flexibility. Using a variety of equipment and technology, students will develop a personal fitness plan and work toward their fitness goals through the duration of the course. Students will know what exercises contribute to improvement of the components and be tested for each.

**Advanced Fitness**
**Quarter, 1.25 credits**
**Grades 10 -12**
The Advanced Fitness course of study is an exciting adventure in innovation! This coursework builds on the foundation of Fitness 9 and examines the 5 components of health related physical fitness as they relate to personalized fitness plans and active living. Using a variety of state-of-the-art equipment and technology to increase muscular strength, stability and mobility, students will continue to develop and analyze their personal fitness plan and work toward their fitness goals through the duration of the course.

**Softball**
**Quarter, 1.25 credits**
**Grades 11-12**
Building on lessons from the middle schools, this course re-introduces the sport of softball and the knowledge and skills associated with successful participation.

**Interactive Cardio/Fitness**
**Quarter, 1.25 credits**
**Grades 10-12**
This course helps students with developing fitness strategies using technological and innovative devices. The techniques used are similar to what students will expect in a fitness club such as: Different aspects of interactive cardio techniques; Principles of fitness, aerobic and anaerobic exercises; Cardiovascular endurance through fitness routines; Utilization of fitness tracking apps; and Various cardiovascular fitness tests.
**Team Games 10-12**

**Quarter, 1.25 credits**
**Grades 10-12**
The Team Games 10-12 course of study offers students the opportunity to engage in a variety of group activities that foster cooperation, teamwork and strategy. Various skills will be reinforced and activities include, but are not limited to: Basketball, Soccer, Floor Hockey, Volleyball, Handball, Softball, Football and Ultimate Frisbee. Using a variety of equipment and technology, students will develop in the areas of communication and skill improvement.

**Spin**
**Quarter, 1.25 credits**
**Grades 10-12**
The class helps students in aerobic and anaerobic fitness using spin bikes. Students will be able to understand the principles of fitness and how biking affects their heart rate. Students will learn: core concepts of spin, cardiovascular endurance through cycling, target heart rate, strength, interval, endurance and race day training principals as well as bike safety.

**Badminton/Pickleball**
**Quarter, 1.25 credits**
**Grades 10-12**
The class examines the rules of Badminton and Pickleball scoring, boundaries, technique, and etiquette. Proper technique will be examined including hand grip for serving, backhand, forehand, overhead slam and underhand. The course uses a variety of equipment and technology, including videos of proper technique by Team USA Badminton & Pickleball. Students will know how to hold and grip the racquet, keep score, and how to self and peer asses

**Basketball**
**Quarter, 1.25 credits**
**Grades 10-12**
The Basketball course of study offers students the opportunity to engage in a variety of activities that foster cooperation, teamwork and strategy. Various skills will be reinforced and include: Dribbling, Passing, Shooting, Defensive Strategy, Small-Sided Game Play. Using a variety of equipment and technology, students will develop in the areas of cooperation, teamwork, communication and skill improvement.

**Cooperative Games**
**Quarter, 1.25 credits**
**Grades 10-12**
The Cooperative & Backyard Games course of study offers students the opportunity to engage in a variety of group activities that foster cooperation, teamwork, eye-hand coordination and strategy. Various skills such as accuracy, agility, communication and the application of force and motion will be reinforced. Activities include, but are not limited to: Spikeball, KanJam, Ladderball and Football toss. Using a variety of equipment and technology, students will develop in the areas of problem solving, team building and skill improvement.

**Volleyball**
**Quarter, 1.25 credits**
**Grade 10-12**
The Volleyball course of study offers students the opportunity to engage in a variety of activities that foster cooperation, teamwork and strategy. Various skills will be reinforced and include: Serving, Forearm Pass, Block, Set, Court Rotation, and Tournament Play. Using a variety of equipment and technology, students will develop in the areas of cooperation, teamwork, communication and skill improvement.

**Table Tennis**
**Quarter, 1.25 credits**
**Grades 10-12**
The class offers students the opportunity to engage in a variety of activities, both dual and individual, that foster cooperation, teamwork and strategy. Various skills will be reinforced and include: serving, forehand drive, forehand chop, block shot, backhand, tournament play. Using a variety of equipment and technology, students will develop in the areas of communication and skill improvement.

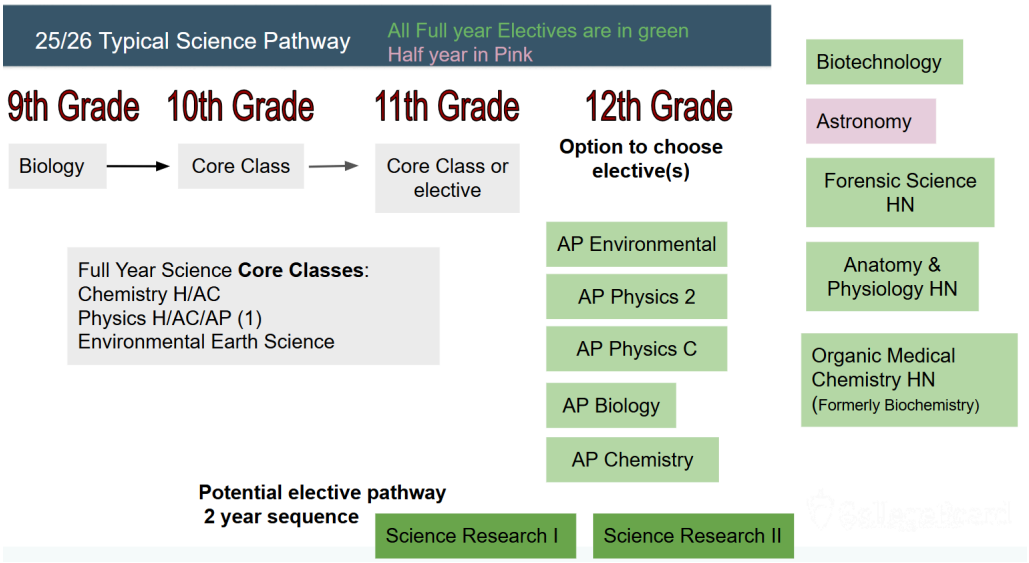
**Project Adventure**
**Quarter, 1.25 credits**
**Grades 10-12**
The Project Adventure course of study offers students the opportunity to engage in physical, emotional and social challenges in a safe environment. The atmosphere, facilitated by a certificated project adventure instructor, is both emotionally and physically designed for safety. As a result of their participation in Project Adventure, students will learn teamwork, communication, conflict resolution, cooperation and how to face risk. Prior to participation in the course, parents/guardians will be asked to sign a liability waiver in order for students to participate in elements that are off the ground. Students will write a two-page reflection paper at the end of the course.

## Science Courses

**Science courses fulfill the Science requirement**. The typical sequence of courses is Biology followed by Physics (grade 10 or 11), Chemistry (grade 10 or 11). Please note that a student can only take a course once in order to receive credit for that course; it is the student's responsibility to inform their counselor and teacher immediately if they are enrolled in a class that they previously completed and passed. Students may have the opportunity to earn dual enrollment credits for select courses; however, eligibility is dependent on staffing, as dual enrollment instructors must meet specific college credential requirements. Courses may not run as dual enrollment if qualified staff are unavailable.

**NJ Mandates students are required to take three years of science; however some colleges/universities recommend four years of science depending upon the student's major in college. Students must complete 15 credits in science, 5 of which must include life science (biology).** All courses in the science curriculum are aligned to the New Jersey Student Learning Standards for Science unless otherwise noted as courses that will not count towards the state requirement. All students in grade 11 will take the New Jersey Student Learning Assessment for Science. This comprehensive assessment will address the NJ Student Learning Standards that are covered in the high school science courses.

Some science courses include a lab component and are therefore worth 6 credits as noted below. The department offers a wide variety of science electives for students in grade 11 & 12.




**Course Selection Advisory:**
When selecting an Honors-level course, students and parents are strongly encouraged to carefully consider the academic demands and prerequisites of the course. Due to scheduling constraints, space may not be available to switch to a lower-level course during the 2026-2027 school year. Students should ensure they are prepared to meet the expectations of their selected level. For guidance, consult with teachers, counselors, and department supervisors to make an informed decision that aligns with the student's academic abilities and goals.

**Biology – Academic**
**Year, 5.0 credits**
**Grade 9**
This lab-based course introduces students to the fundamental concepts of life science through both ecological and molecular perspectives. Students explore the structure, function, and interdependence of living systems while developing scientific reasoning and problem-solving skills. Major units include the scientific method, ecology, biochemistry, cell structure and function, genetics, evolution, and human impact on the environment. Emphasis is placed on conceptual understanding and practical application through hands-on laboratory investigations, data analysis, and collaborative projects. The course prepares students for success in future science courses such as Chemistry and Environmental Science.

**Biology – Honors (HN)**
**Year, 5.0 credits**
**Grade 9**
Honors Biology is an accelerated, inquiry-driven course designed for students with strong interest and aptitude in science. Covering the same core topics as the Academic course—scientific method, ecology, biochemistry, cells, genetics, and evolution—students engage with these concepts at a deeper molecular and analytical level. Additional topics may include enzyme kinetics, molecular genetics, and population dynamics. Emphasis is placed on critical thinking, independent investigation, and the use of data to construct scientific explanations. Laboratory experiences require greater precision, documentation, and synthesis of findings. This course provides a rigorous foundation for advanced study in Chemistry Honors and AP Biology.

**Chemistry – Academic**
**Year, 5.0 credits**
**Grades 10–11**
Chemistry Academic introduces students to the fundamental concepts of chemistry through a balance of conceptual understanding and practical application. Emphasis is placed on developing a qualitative understanding of the structure, composition, and behavior of matter, and how these concepts explain the world around us. Students explore topics such as atomic structure, periodic relationships, chemical bonding, reactions, states of matter, and solutions. Quantitative work such as stoichiometry and gas laws is approached conceptually and supported with guided practice to strengthen reasoning and problem-solving skills. Students engage in hands-on laboratory investigations, simulations, and collaborative activities that connect chemistry to real-world phenomena. Through these experiences, they develop scientific literacy, data analysis skills, and an understanding of how chemistry relates to energy, the environment, and technology. Instruction integrates scientific reading, writing, and computation aligned to the New Jersey Student Learning Standards for Science (NJSLS-S). This course prepares students for success in upper-level science electives and college-level introductory science courses.

**Chemistry – Honors (HN)**
**Year, 5.0 credits**
**Grades 10–11**
Honors Chemistry provides an accelerated, quantitative exploration of matter and its interactions, designed for students with strong mathematical reasoning and a keen interest in science. The course emphasizes both conceptual and mathematical modeling of chemical phenomena, including atomic and molecular structure, bonding, stoichiometry, gas laws, thermochemistry, kinetics, equilibrium, acids and bases, and electrochemistry. Students learn to explain macroscopic observations through particulate-level reasoning and develop advanced skills in problem solving, data analysis, and experimental design. Laboratory investigations are rigorous and inquiry-based, requiring students to collect, analyze, and communicate data using modern technologies and scientific tools. Students engage in higher-order thinking tasks, multi-step problem solving, and written analysis that reflect the practices of professional scientists. The course aligns with the NJSLS High School Physical Science Standards and builds a strong foundation for future study in AP Chemistry or college-level STEM coursework.

**Physics – Academic**
**Year, 5.0 credits**
**Grades 10–11**
Physics Academic is a laboratory-based science course that introduces students to the fundamental principles governing the physical world. Through hands-on experiments, demonstrations, and data-driven inquiry, students explore motion, forces, energy, momentum, heat, electricity, magnetism, waves, and electromagnetic radiation. Emphasis is placed on developing conceptual understanding through qualitative reasoning, graphical analysis, and algebraic problem-solving. Students learn to apply physics concepts to real-world contexts and technological systems while strengthening their scientific reasoning and critical thinking skills. The course aligns with the NJSLS High School Physical Science standards and provides a solid foundation for future study in science, engineering, or technology-related fields.

**Physics – Honors (HN)**
**Year, 5.0 credits**
**Grades 10–11**
Physics Honors is a rigorous, fast-paced course designed for students who demonstrate strong mathematical and analytical ability. The curriculum covers the same major topics as the academic course—motion, forces, circular motion, energy, momentum, heat, electricity, magnetism, waves, and electromagnetic radiation—but at greater depth and with increased emphasis on quantitative reasoning and independent

problem-solving. Students regularly use algebraic and trigonometric methods to model and analyze physical phenomena, design and interpret laboratory investigations, and communicate findings through scientific writing. The course emphasizes precision, abstraction, and real-world application, preparing students for success in AP Physics 1 or other advanced science coursework.

**Physics 1 - AP**
**Year, 6.0 credits**, **Prerequisite: Biology. Completion or concurrent enrollment in Algebra 2**
**Grades 10 - 11**
This course is equivalent to a first-semester college course in algebra-based physics.This non-calculus, college-level physics curriculum includes Newtonian mechanics, thermodynamics, waves, sound, optics, electricity, magnetism, atomic physics, nuclear physics, and relativity. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation. Students are expected to take the AP Exam at the end of the year.

**Environmental Earth Science Academic**
**Year, 5.0 credits, Prerequisite successful completion of Biology and another science course**
**Grades 11-12**
This course offers students a comprehensive exploration of the intricate web of relationships between humans, their environment, and the origins of the planet Earth. Drawing upon principles from chemistry, biology, ecology, geography, and Earth sciences, students will delve into the pressing environmental issues facing our planet today while exploring its past. Through laboratory investigations, analysis, and projects, students will develop the skills necessary to identify, analyze, and propose solutions to both natural and man-made environmental challenges, including topics such as climate change, soil erosion, water pollution, and natural resource management.

**Forensics HN - Dual Enrollment Eligible**
**Year, 5 Credits Prerequisite: Biology**
**Grade 12**
This course, offered in partnership with the New Jersey Institute of Technology (NJIT), introduces students to the fundamentals of forensic science through hands-on and inquiry-based learning. It is designed to provide high school students with a college-level experience in the application of scientific principles to criminal investigations. Students will explore various topics, including crime scene analysis, fingerprinting, blood pattern analysis, toxicology, trace evidence examination, and the role of DNA in solving crimes. The course emphasizes the integration of biology, chemistry, and physics to develop a multidisciplinary approach to solving forensic problems.Through laboratory experiments, case studies, and collaborative projects, students will engage in critical thinking, problem-solving, and real-world applications of science. Successful completion of the course may qualify students for NJIT college credit, providing a strong foundation for those interested in pursuing careers in forensic science, criminal justice, or related fields.

**Environmental Science HN - Dual Enrollment Eligible**
**Year, 5 Credits Prerequisite: Biology**
**Grade 12**
This course provides students with an in-depth exploration of environmental science concepts while earning both high school and college credit. Students will investigate critical topics such as ecosystem dynamics, biodiversity, population ecology, natural resources, environmental policy, and sustainability. Emphasizing scientific inquiry and problem-solving, the course incorporates hands-on laboratory investigations, fieldwork, and data analysis to help students understand the complex interactions between human activity and the natural environment. Additionally, students will explore solutions to current environmental issues, including climate change, pollution, and conservation strategies.

**Anatomy & Physiology - Honors Dual Enrollment Eligible**
**Year- 5.0 credits, Prerequisite: Biology**
**Grade 12**
Students will be introduced to the structure and function of the human body. The course will explore gross anatomy and microscopic anatomy. Areas of study will include overall introduction to the body systems, nutritional biochemistry, histology & tissues, the integumentary system, the skeletal system, the muscular system, the nervous system, the urinary system, the lymphatic system, the digestive system, the reproductive systems, the respiratory and the circulatory systems. This course is well-suited for students interested in healthcare careers. Opportunity for dual enrollment available through Seton Hall University and through Rutgers University.

**Dynamics of Healthcare Professions - Honors Dual Enrollment Eligible (New Course - Pending BOE Approval)**
**Year, 5 credits**
**Grade 9-12**
This course provides students with an overview of the health care delivery system, as well as a detailed look at healthcare careers and the interprofessional nature of practice. Students will also be introduced to team-based competencies and collaborative care models. The course looks at an overview of the healthcare industry and the issues that confront it. Segments of the course investigate the changing roles of the components of the system as well as the technical, economic, political, and social forces responsible for those changes. This is the first and required course in the Healthcare Pathway; opportunity for dual enrollment available through Rutgers University.

**Astronomy - Honors (HN)**
**Semester, 2.5 credits**
**Grade 12**
Astronomy is a semester course that explores the basic concepts of Astronomy. An understanding of man's developing relationship with the universe will be stressed. Some major topics to be covered include the sun-earth-moon system, historical astronomy, light and telescopes, Einstein's relativity theories, measuring distances in the Universe, stellar evolution, and cosmology. The astronomy course is designed for seniors who have completed a physics course and have taken or are now taking chemistry.

**Organic Medical Chemistry - Honors (HN)**
**Year, 5 credits, Prerequisite: Chemistry**
**Grade 12**
This engaging course bridges the fascinating connection between chemistry, medicine, and biology, offering high school students a comprehensive introduction to the principles of organic chemistry and their practical applications in the medical and biological sciences.The course begins with a review of covalent bonding before diving into the study of organic molecules. Students will learn how to draw and analyze organic molecules in both 2D and 3D. Once there is a firm understanding of the structure of organic molecules the course will shift gears to the intersection of chemistry and medicine focusing on how medicines work in the body, the principles of dosage and delivery, and the factors influencing their effectiveness. Through real-world case studies and group discussions students will learn how chemistry plays a pivotal role in understanding diseases and designing life-saving drugs. Labs are a key component, allowing students to apply their knowledge through hands-on activities and even synthesizing acetylsalicylic acid, aka aspirin. This course is ideal for students interested in science, medicine, or health-related careers, as well as those planning to study chemistry or biology in college. No prior experience with organic chemistry is required but a strong background in chemistry is recommended as well as curiosity, and a willingness to learn.

**Introduction to Biotechnology - Honors (HN)**
**Year, 5 credits, Prerequisite: Biology**
**Grade 10-12**
This lab-based course offers students an introduction to many of the techniques that would be used in biotechnology research and is highly encouraged for any student who foresees a college program related to the sciences. Lab topics will include DNA purification, PCR, restriction digests, and agarose gel electrophoresis to isolate and analyze DNA samples. The content of this course has been developed through a partnership with Rutgers University. Students have the opportunity for their research to be published on the international database GenBank.

**Science Research Program**
**Grades 11-12 | Year-long Courses | Honors Level (HN)**
**Prerequisites: Biology, teacher recommendation, and application**
The Science Research Program is a two-year, honors-level elective designed for high school juniors and seniors interested in conducting advanced, independent scientific research. This program immerses students in authentic research experiences, emphasizing critical thinking, collaboration with experts, and professional communication. The Science Research Program is a rigorous and rewarding opportunity for students to explore their passions, engage with experts in the field, and contribute to the broader scientific community.

**Science Research 1, Honors (HN)**
**Grade 11 | Year-long | 5.0 Credits**
In the first year, students are introduced to the fundamentals of scientific research. Coursework includes learning to read and analyze scientific journals, accessing and utilizing scientific databases, and developing research methodologies. Students begin formulating hypotheses and drafting proposals for high-level, independent research projects. Emphasis is placed on honing skills in scientific writing and presentation. Students are also supported in connecting with university or industry professional mentors who guide them in selecting a research topic and laying the groundwork for their experiments. By the end of the year, students will have a comprehensive research plan ready for execution..

**Science Research 2, Honors (HN)**
***Grade 12 | Year-long | 5.0 Credits***
In the second year, students execute their research projects under the guidance of their mentors and faculty. This phase focuses on data collection, analysis, and interpretation. Students refine their laboratory and experimental design skills, conduct or collaborate on advanced research, and troubleshoot challenges as they arise. Throughout the year, students produce a scientific paper of publication-quality and may present their findings at local, state, or national symposia and competitions. This capstone course emphasizes professional communication, enabling students to develop their presentation skills and build confidence in sharing their work. By the end of the program, students will have completed or collaborated on a meaningful research project, gained real-world scientific experience, and established a strong foundation for future STEM-related endeavors.

# Make sure to read Science AP Courses Prerequisites.

**Physics 1 - AP**
**Year, 6.0 credits, Prerequisite: Biology. Completion or concurrent enrollment in Algebra 2**
**Grades 10 - 11**
This course is equivalent to a first-semester college course in algebra-based physics.This non-calculus, college-level physics curriculum includes Newtonian mechanics, thermodynamics, waves, sound, optics, electricity, magnetism, atomic physics, nuclear physics, and relativity. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation. Students are expected to take the AP Exam at the end of the year.

**Physics 2 - AP**
**Year, 6.0 credits, Prerequisite: Completion of Honors Physics or AP Physics 1 or AP Physics C course. Pre or corequisite Precalculus**
**Grades 11 - 12**
This course is equivalent to a second-semester college course in algebra-based physics.. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. Incoming students should have a solid understanding of AP Physics 1 topics. Students are expected to take the AP Exam at the end of the year.

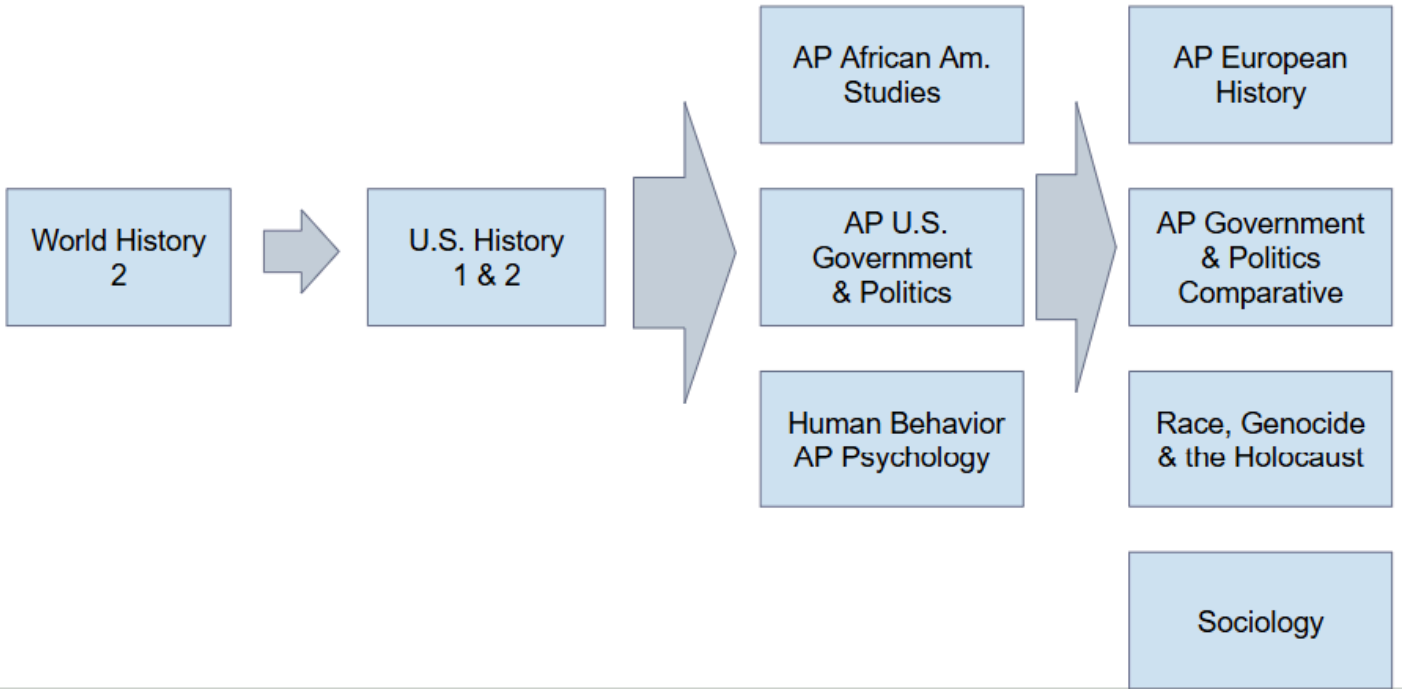
**Physics C - AP**
**Year, 6.0 credits, Prerequisite: Completion or concurrent enrollment in a calculus course**
**Grades 11 - 12**
The course consists of two curriculums: mechanics (taught 1st semester) and electricity & magnetism (taught 2nd semester), both concluding in a separate calculus-based AP exam. The student is required to take both exams. These curricula broaden that of the core physics and or course and extend into many new topics (for example, rotational dynamics and electromagnetic induction), all taught with a greater degree of mathematical sophistication. This course is equivalent to a first-year university physics course meant to prepare students specializing in physical science or engineering. Universities and colleges widely offer advanced placement credit for students earning AP scores of 4 and 5. Students are expected to take the AP Exam at the end of the year.

**Environmental Science - AP**
**Year, 6.0 credits Prerequisite: Biology**
**Grades 11, 12**
The Advanced Placement course in Environmental Science is a demanding college-level course open to students who have demonstrated a superior interest and ability in their previous science courses and a superior ability to read and comprehend scientific literature. This course follows the curriculum established by the College Board AP Committee. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Students are expected to take the AP Exam at the end of the year.

**Biology - AP**
**Year, 6.0 credits Prerequisite: Biology and Chemistry**
**Grades 11 & 12**
The Advanced Placement course is a demanding college-level course open to students who have demonstrated a superior interest and ability in their physics and chemistry courses and who show a superior ability to read and comprehend scientific literature. The course covers the biochemistry of basic life processes such as cell signaling, photosynthesis, respiration, genetics, and protein synthesis; particular emphasis is placed on the understanding of the comparative anatomy and physiology of representative plant and animal systems and the diverse ways in which all organisms have solved the problems of living. In addition to extensive reading in the course text, students are expected to read from other sophisticated sources to elaborate upon the text and investigate other biology fields. Students are expected to take the AP Exam at the end of the year.

**Chemistry - AP**
**Year, 6.0 credits, Corequisite: Algebra 2 or a higher mathematics course Prerequisite: Biology & Chemistry**
**Grades 11 & 12**
The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. The advanced placement program provides an opportunity for secondary school students to pursue and achieve credit for college-level course work at the secondary school level. In addition to the use of basic texts, students are expected to read extensively from other sources independently outside the class. This is a laboratory and principles-oriented course. Emphasis is placed on reasoning ability, and use of available data reflected in laboratory situations. The course combines the traditional college-level and chemistry study approaches. Students are expected to take the AP Exam at the end of the year.

## History and Social Studies Courses



**History courses fulfill the History requirement**. The sequence of courses is World History 2 (grade 9), US History 1 (grade 10) and US History 2 (grade 11). The World History ll course is a continuation of the World History course offered in grade 8. It is the student's responsibility to inform their counselor and teacher immediately if they are enrolled in a class that they previously completed and passed.

**Students are required to take three years of history; however some colleges/universities recommend four years of history and social studies courses depending upon the student's major in college. Students must complete 15 credits in history including World History 2, US History 1 and US History 2 for graduation.** All courses in the social studies curriculum are aligned to the New Jersey Student Learning Standards for Social Studies.

**World History for Multilingual Learners - Academic**
**Year, 5.0 credits**
**Grade 9**
World History ML is a year-long social studies course for Multilingual Learners. The main goals of the course are to develop English Language skills and content understanding. With the advanced Beginner student in mind, the course addresses the key concepts, vocabulary, and scope and sequence of modern World History (1450-present). Reading and writing for social studies and academic oral communication skills will be emphasized. In addition, other academic skills will be built upon, including organization, note-taking, and research.

**World History 2- Academic or Honors (HN)**
**Year, 5.0 credits**
**Grade 9**
World History 2 is the first course in a sequence of three history courses which satisfy the state high school graduation requirement of three years of history. This course focuses on developing in students a global understanding of world history from the 15th century through the 20th century. The focus of the course is a study of the chronological development of the world from the Reformation through the 20th century. Students will develop the knowledge and skills to think analytically about the significant eras and events of the past. Some themes that are addressed in this course include: culture and religion, conflict, economics, and government. Students will frequently conduct document analysis, write book critiques and AP-style essays Students must successfully complete World History 2 before taking United States History 1. **Students in the World History 2 Honors course have the option to take the AP World History exam in May.**

**United States History 1 - Academic or Honors (HN)**
**Year, 5.0 credits, Prerequisite: World History 2**
**Grade 10**
**United States History 1** is the second course in a sequence of three history courses which satisfy the state high school graduation requirement of three years of history. This course focuses on developing students' understanding of history from the pre-colonial period through the 20th century. The U.S. History 1 & 2 curricula of Columbia High School is designed to encourage students to apply their growing historical knowledge to the analysis of past, present, and, hopefully, future issues. A number of fundamental themes are common to the study of both U.S. History 1 & 2. These themes include:

- What is American democracy? How can it evolve to accommodate the needs of, and insure equality among a growing and increasingly diverse citizenry? How can a society so often divided by class, race, and other factors create and maintain a working democracy for all its citizens?
- What are the roles and responsibilities of American citizens as agents of positive change in a democratic society?

**United States History 1 - AP**
**Year, 5.0 credits, Prerequisite: World History H**
**Grade 10**
AP U.S. History at Columbia High School is a **two-year course** focusing on the development of historical thinking skills and the development of student's abilities to think conceptually about U.S. history from approximately 1491 to the present. Seven themes (including American and National Identity; politics and power, and Culture and Society) provide areas of inquiry for investigation. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Sophomores would take the United States History 2 AP course and the AP exam during their junior year.

**American History and Culture 1 & 2 for Multilingual Learners - Academic**
**Year, 5.0 credits**
**Grades 10 & 11**
American History and Culture is a two-year social studies course designed for the Multilingual Learner. The main goals of the course are to develop English Language skills and content understanding. The course fulfills the state and district requirements for graduation of two years of United States history. The course, while primarily organized around the scope and sequence of United States history, attempts to infuse cultural literacy into its curriculum for those foreign-born students acclimating themselves to contemporary U.S. society and culture. The course is co-taught by members of the Social Studies and World Language/ML departments.

**United States History 2 - Academic or Honors (HN)**
**Year, 5.0 credits, Prerequisite: United States History 1**
**Grade 11**
**United States History 2** is the last course in a sequence of three history courses which satisfy the state high school graduation requirement of three years of history. This course focuses on developing students' understanding of American history from the middle of the 19th century through the 20th century. The U.S. History 1 & 2 curricula of Columbia High School is designed to encourage students to apply their growing historical knowledge to the analysis of past, present, and, hopefully, future issues. A number of fundamental themes are common to the study of both U.S. History 1 & 2. These themes include:

- What is American democracy? How can it evolve to accommodate the needs of, and insure equality among a growing and increasingly diverse citizenry? How can a society so often divided by class, race, and other factors create and maintain a working democracy for all its citizens?
- What are the roles and responsibilities of American citizens as agents of positive change in a democratic society?

**United States History 2 - AP**
**Year, 5.0 credits Prerequisite: US History 1 AP**
**Grade 11**
The United States History AP course is a college-level course which surveys United States History from the colonial period to the present. In addition to a thorough study of the important people, events, institutions, and movements that have shaped our country's history, students study and critically analyze the major works of historical philosophy. Students are assigned outside reading with specially selected topics closely correlated with the history studied in class. Training in original research, library reference work, and composition is gained through the preparation of papers on several of the topics studied. Priority in the admission process will be given to those students who have demonstrated excellence in the use of the skills of research, critical thought and writing in their previous history courses. ***There is a required summer assignment for this course***. Students are expected to take the AP Exam at the end of the year.

**African American Studies - AP**
**Year, 5.0**
**Grades 10, 11 & 12**
Drawing from the expertise and experience of college faculty and teachers across the country, the course is designed to offer high school students an evidence-based introduction to African American studies beginning with the origins of the African Diaspora through modern-day movements and debates.. The interdisciplinary course reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans. In addition to taking the AP exam in May, students in this course submit a research-based project on a topic of their choosing.

**Comparative Government & Politics - AP**
**Year, 5.0 credits**
**Grades 11 & 12**
AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. In this course, students analyze and interpret data to derive generalizations. The emphasis is on broad trends that allow comparison, rather than on details that are unrelated to larger trends and concepts. Major topics include: Introduction to Comparative Politics, Sovereignty, Authority, and Power, Political Institutions, Citizens, Society, and the State, Political and Economic Change and Public Policy. Students are expected to take the AP Exam at the end of the year.

**European History - AP**
**Year, 5.0 credits**
**Grades 11 & 12**
This course focuses on developing students' understanding of European history from approximately 1450 to the present. In this course, students will: investigate significant events, individuals, and developments over time; develop historical thinking skills to include analyzing sources, making connections, chronological reasoning, and creating and supporting historical arguments; explore history through specific themes to include Interaction of Europe and the World, Poverty and Prosperity, Objective knowledge and subjective Visions, States and Other Institutions of Power, and the Individual and Society. Students are expected to take the AP Exam at the end of the year.

**Government & Politics: United States - AP**
**Year, 5.0 credits**
**Grades 11 & 12**
AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess the causes and consequences of political events, and interpret data to develop evidence-based arguments. Students study general concepts used to interpret U.S. government and politics and analyze specific topics, including Constitutional Underpinnings, Political Beliefs and Behaviors, Political Parties, Interest Groups, and Mass Media, Institutions of National Government, Public Policy and Civil Rights and Civil Liberties. An integral part of the course includes analysis and interpretation of basic data relevant to U.S. government and politics, and the development of connections and application of relevant theories and concepts. Students are expected to take the AP Exam at the end of the year.

**Psychology - AP**
**Year, 5.0 credits**
**Grades 11 & 12**
This course will introduce students to the study of behavior and mental processes of human beings. Research methods, states of consciousness, learning, cognition, personality, clinical psychology, and social psychology are among the major content areas covered in the course. Students who choose to take this course are expected to work on improving their study habits, applying what they learn in class to their everyday lives. It is expected that students will take the AP Psychology exam in May.

**African Studies - Honors (HN)**
**Grades 11 & 12, 2.5 credits**
Africa is a continent of diverse cultures and peoples that have undergone numerous social, political and economic changes in its long and rich history. This course aims to foster a greater understanding of African people and culture by examining Africa's relationship with the rest of the world. Further, this course examines the history of Africa from the development of African kingdoms to the 21st century.

**Caribbean Studies - Honors (HN)**
**Semester, 2.5 credits.**
**Grades 11 & 12**
This course provides an overview of Caribbean history from the prehistoric period through modern day. The course is organized by themes such as, Race & the Development of a Racial Hierarchy, Resistance: Practices and Patterns of Resistance, Revolution, Independence and Nation Building, & Modern Caribbean Culture and Politics. Throughout this course, students will raise questions about what they study and gather evidence about topics and events unique to the Caribbean. This course does not intend to promote one interpretation of Caribbean history but seeks to incorporate the knowledge, background and cultures of students in the class.

**Economics/Personal Finance/Entrepreneurship* - HN**
**Semester, 2.5 credits**
**Grades 10-12**
Economics is the study of how people try to solve the problems of scarcity. Society's ability to produce goods and provide services is limited, while their desire for goods and services is unlimited. This course explains how societies and individuals deal with this fundamental problem. Emphasis will be on the economy of the United States in its world setting. The student will learn about the determination of prices for goods and services, money and banking, labor, business organizations, foreign trade, the government's role in the economy, and the problems of inflation and recession.

**Human Behavior - HN (formerly known as "Psychology") Semester, 2.5 credits**
**Grades 11 & 12**
This intellectual survey course is designed for students who want to explore human behavior from different perspectives. Basic terms, concepts, and principles of psychology are introduced, as well as contradictory viewpoints on how these fundamental factors can be interpreted concerning cognition, development, and behavior. Topics such as research methods, memory, learning, sleep, clinical, etc., are reviewed through discussion, introspection, and various application activities. Students who choose to take this course are expected to work on improving their study habits, applying what they learn in class to their everyday lives, and sharing their ideas and experiences either verbally or in written form..

**Race, Genocide, and the Holocaust - Honors (HN)**
**Semester, 2.5 credits**

**Grades 11 & 12**
Race, Genocide, and the Holocaust is a semester-length history course for 11th- and 12th-graders where students gain a substantive understanding of the causes, events, and aftermaths of some of the most horrific and painful moments in recent human history. While students will have ample opportunity to investigate the histories of topics such as those indicated in the title of the course, they will also explore the possible relationship of those topics to themselves, by taking up some essential questions that can help make such connections. Some of these essential questions include: What is our relationship to the past? What is meant by "otherness"?

**Sociology - Honors (HN)**
**Semester, 2.5 credits**
**Grades 11 & 12**
Sociology studies human behavior in the context of groups which range from social cliques to families and other fundamental institutions. This course enables students to apply basic sociological concepts and methods to everyday situations, through a variety of experiments and observations. In addition, students will analyze contemporary problems. They will gather data for an ongoing sociological research project and participate in discussions of contemporary social problems. The course is structured to offer a range of assignments designed to encourage students of all ability levels to work together and learn from each other.

## World Language Courses/Multilingual Language Courses

**World Language courses fulfill the World Languages Elective criteria**. For graduation purposes, students need 5 credits of World Languages which can be taken in any grade; **however many colleges recommend 2-4 years of a language, depending upon the student's major in college.** Parents are strongly encouraged to check Universities requirements for WL as requirements vary and many universities require from 3 to 4 years of the same language. **There are three world languages offered at CHS: French, Chinese and Spanish (Italian is being phased out).**

In the French, Chinese and Spanish courses, students acquire a basic foundation in the four skill areas of the language being studied: understanding, speaking, reading, and writing. In addition, students become acquainted with the people and cultures of other countries. This inter-cultural awareness helps students acquire attitudes conducive to international understanding and respect.

**French 1 - Academic**
**Year, 5 credits**
This is an introductory language course designed for students with little or no previous study of French. The course teaches basic patterns and vocabulary and focuses on all four language skills: listening, speaking, reading, and writing. Culture is an integral part of the course and it is presented through the use of readings, discussions, and other class activities. In this course, students will be able to greet others, introduce themselves, and participate in basic getting-to-know you conversations at the novice-mid level. By the end of the year, students will be able to interact with French speakers at the novice-high level.

**French 2 - Academic or Honors (HN)**
**Year, 5 credits, Prerequisite: French 1 or approval from Department Supervisor**

French 2 is the second course in a sequence of four French courses. The primary aim of French 2 is for the student to further develop the skills of understanding, speaking, reading, and writing in the target language acquired in French 1.
In French 2 students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Culture is an integral part of the course and is presented through the use of media, games, films in the target language, and adapted or authentic readings and class discussions.

**French 3 - Academic or Honors (HN)**
**Year, 5 credits, Prerequisite: French 2 or approval from Department Supervisor**
French 3 is an intermediate low/mid-course as described by the American Council on the Teaching of Foreign Languages. The primary aim of French 3 is for the student to further develop the skills of understanding, speaking, reading, and writing in the target language acquired in French 2. In French 3 students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Culture is an integral part of the course and is presented through the use of media, games, films in the target language, and adapted or authentic readings and class discussions.

**French 4 - Academic or Honors (HN)**
**Year, 5 credits, Prerequisite: French 3 or approval from Department Supervisor**
French 4 is an intermediate level course as described by the American Council on the Teaching of Foreign Languages. The primary aim of French 4 is for the student to further develop the skills of understanding, speaking, reading, and writing in the target language acquired in French 3. In French 4 students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Culture is an integral part of the course and is presented through the use of media, games, films in the target language, and adapted or authentic readings and class discussions.

**French Language & Culture - AP**
**Year, 5 credits Prerequisite: French 3/3HN or approval from Department Supervisor**
The AP French Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of: cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students are expected to take the AP Exam at the end of the year.

**Italian 4 - Honors (HN)**
**Year, 5 credits, Prerequisite: Italian 3 or approval from Department Supervisor**
Italian 4 & AP is an intermediate mid-advanced course as described by the American Council on the Teaching of Foreign Languages. The primary aim of Italian 4/AP is for the student to further develop the skills of understanding, speaking, reading, and writing in the target language acquired in Italian 3. In Italian 4/AP students further deepen their understanding of Italian by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Culture is an integral part of the course and is presented through the use of media, games, films in the target language, and adapted or authentic readings and class discussions.

**Italian Language & Culture - AP**
**Year, 5 credits Prerequisite: Italian 3/3HN or approval from Department Supervisor**
The AP Italian Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Italian. The AP Italian Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. Students are expected to take the AP Exam at the end of the year.

**Spanish 1 - Academic**
**Year, 5 credits**
**Grades 9-12**
This is an introductory language course designed for students with little or no previous study of Spanish. The course teaches basic patterns and vocabulary and focuses on all four language skills: listening, speaking, reading, and writing. Culture is an integral part of the course and it is presented through the use of readings, discussions, and other class activities. In this course, students will be able to greet others, introduce themselves, and participate in basic getting-to-know you conversations at the novice-mid level. By the end of the year, students will be able to interact with Spanish speakers at the novice-high level.

**Spanish 2 - Academic or Honors (HN)**
**Year, 5 credits, Prerequisite: Spanish 1 or approval from supervisor**
Spanish 2 can be the first course in a sequence of four Spanish courses and provides a transition from middle school to the high school program. The primary aim of Spanish 2 is for the student to further develop the skills of understanding, speaking, reading, and writing in the target language. In Spanish 2 students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Culture is an integral part of the course and is presented through the use of media, games, films in the target language, and adapted or authentic readings and class discussions.

**Spanish 3 - Academic or Honors (HN)**
**Year, 5 credits, Prerequisite: Spanish 2 or approval from Department Supervisor**
Spanish 3 is an intermediate low/mid-course as described by the American Council on the Teaching of Foreign Languages. The primary aim of Spanish 3 is for the student to further develop the skills of understanding, speaking, reading, and writing in the target language acquired in Spanish 2. In Spanish 3 students further deepen their understanding of Spanish by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Culture is an integral part of the course and is presented through the use of media, games, films in the target language, and adapted or authentic readings and class discussions.

**Spanish 4 - Academic or Honors (HN)**
**Year, 5 credits, Prerequisite: Spanish 3/ 3HN or approval from Department Supervisor**
Spanish 4 is an intermediate level course as described by the American Council on the Teaching of Foreign Languages. The primary aim of Spanish 4 is for the student to further develop the skills of understanding, speaking, reading, and writing in the target language acquired in Spanish 3. In Spanish 4 students further deepen their understanding of Spanish by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Culture is an integral part of the course and is presented through the use of media, games, films in the target language, and adapted or authentic readings and class discussions.

**Spanish 5 - Academic or Honors (HN) *Dual Enrollment Eligible**
**Year, 5 credits, Prerequisite: Spanish 4/4HN or approval from supervisor**
Spanish 5 is an intermediate mid/advanced-course as described by the American Council on the Teaching of Foreign Languages. The primary aim of Spanish 5 is for the student to further develop the skills of understanding, speaking, reading, and writing in the target language acquired in Spanish 4. In Spanish 5 students further deepen their understanding of Spanish by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Culture is an integral part of the course and is presented through the use of media, games, films in the target language, and adapted or authentic readings and class discussions.

**Spanish Language and Culture - AP**
**Year, 5 credits, Prerequisite: Spanish 3/3 HN approval from Department Supervisor**
The AP Spanish Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students are expected to take the AP Exam at the end of the year.

**Spanish Literature and Culture - AP**
**Year, 5 credits, Prerequisite: Spanish Language and Culture**
The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism). Students are expected to take the AP Exam at the end of the year.

**Chinese 1 - Academic**
**Year, 5 credits**
**Grades 9-12**
This is an introductory language course designed for students with little or no previous study of Chinese. The course teaches basic patterns and vocabulary and focuses on all four language skills: listening, speaking, reading, and writing. Culture is an integral part of the course and it is presented through the use of readings, discussions, and other class activities. In this course, students will be able to greet others, introduce themselves, and participate in basic getting-to-know you conversations at the novice-mid level. By the end of the year, students will be able to interact with Chinese speakers at the novice-high level.

**Chinese 2 - Academic or Honors (HN)**
**Year, 5 credits, Prerequisite: Chinese 1 or approval from Department Supervisor**
Chinese 2 is the second course in a sequence of two Chinese courses. The primary aim of Chinese 2 is for the student to further develop the skills of understanding, speaking, reading, and writing in the target language acquired in Chinese 1. In Chinese 2 students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Culture is an integral part of the course and is presented through the use of media, games, films in the target language, and adapted or authentic readings and class discussions.

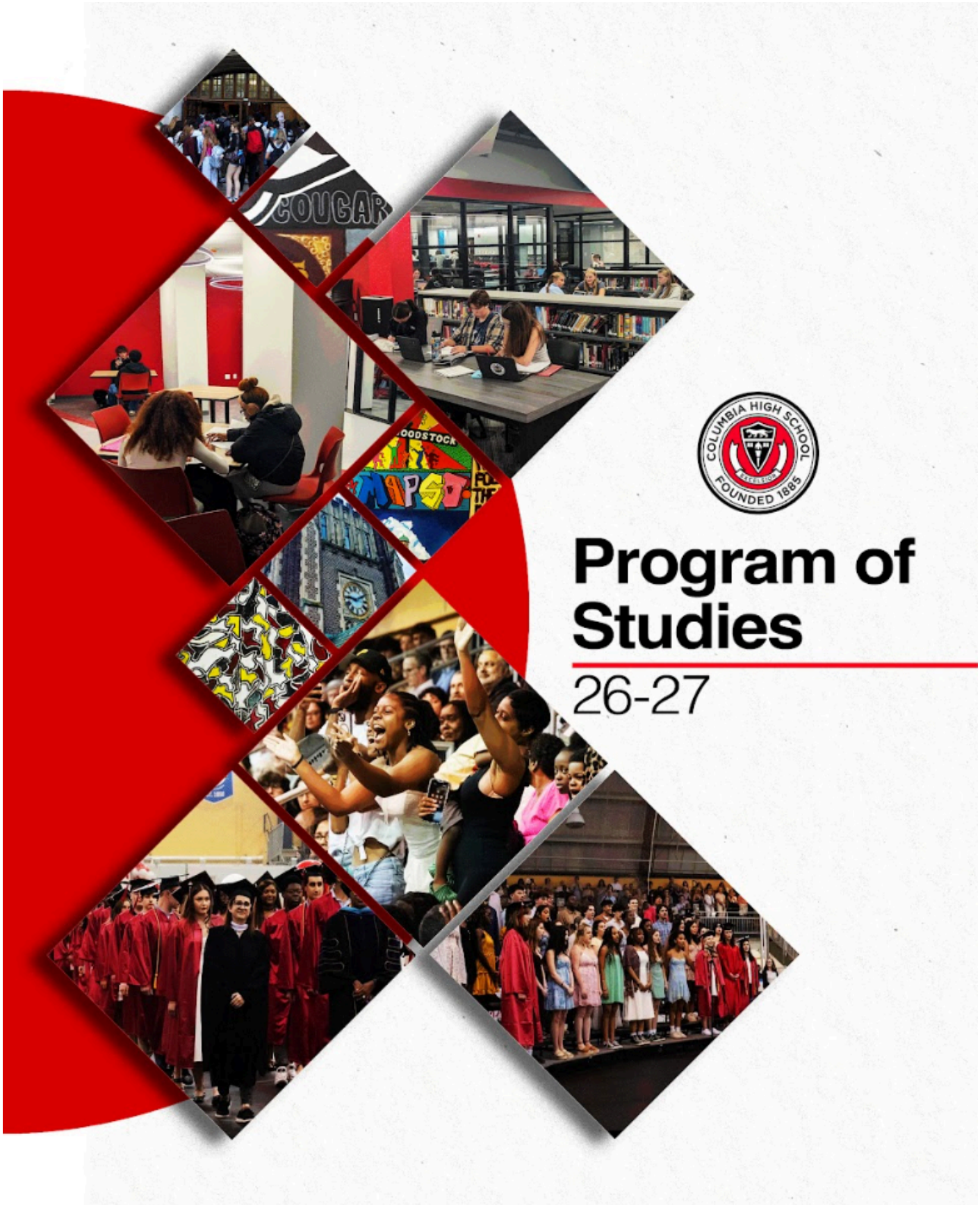
**Chinese 3 - Academic or Honors (HN)**
**Year, 5 credits, Prerequisite: Chinese 2 or approval from Department Supervisor**
Chinese 3 is an intermediate low/mid-course as described by the American Council on the Teaching of Foreign
Languages. The primary aim of Chinese 3 is for the student to further develop the skills of understanding, speaking, reading, and writing in the target language acquired in Chinese 2. In Chinese 3 students further deepen their understanding of Chinese by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Culture is an integral part of the course and is presented through the use of media, games, films in the target language, and adapted or authentic readings and class discussions.

**Chinese 4 - Honors (HN)** ***Academic Chinese 4 is not running for 26-27**
**Year, 5 credits, Prerequisite: Chinese 3 or approval from Department Supervisor**
Chinese 4 is an intermediate mid/high-course as described by the American Council on the Teaching of Foreign Languages. The primary aim of Chinese 4 is for the student to further develop the skills of understanding, speaking, reading, and writing in the target language acquired in Chinese 3. In Chinese 4 students further deepen their understanding of Chinese by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Culture is an integral part of the course and is presented through the use of media, games, films in the target language, and adapted or authentic readings and class discussions.

**Chinese 5 - Honors (HN)** ***Academic Chinese 5 is not running for 26-27**
**Year, 5 credits, Prerequisite: Chinese 4 or approval from Department Supervisor**
Chinese 4 is an intermediate high/advanced low/mid-course as described by the American Council on the Teaching of Foreign Languages. The primary aim of Chinese 5 is for the student to further develop the skills of understanding, speaking, reading, and writing in the target language acquired in Chinese 4. In Chinese 5 students further deepen their understanding of Chinese by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Culture is an integral part of the course and is presented through the use of media, games, films in the target language, and adapted or authentic readings and class discussions.

**Chinese Language and Culture - AP**
**Year, 5 credits, Prerequisite: Chinese 4 HN approval from Department Supervisor**
The AP Chinese Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese. The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students are expected to take the AP Exam at the end of the year.

**ML** (Multilingual Learners) - **Academic**
**Year, 5.0 to 15.0 credits**
**ML Beginner/Intermediate/Advanced ESL/Grade 9 ESL**
These courses provide instruction in English for those who have recently arrived in the United States, where previously in a ML program at another district, and whose ability to communicate orally and/or in written form in English requires special attention. The course is offered in three tiers, beginner, intermediate and advanced. Students will be scheduled into the class during two periods based on the results of an English language proficiency exam until such time as they have demonstrated English proficiency by scoring at least a 4.5 in Access for ELLs and based on teacher recommendation as well.




***Back cover art by Alexis Alatise (Class of 2026)***