

Audubon Junior – Senior High School

Course Guide

2021-2022



MISSION STATEMENT

In partnership with our students, families, and communities, the Audubon Public Schools will educate all students by providing motivating and challenging learning experiences embedded in technology that prepare them to achieve the Common Core and New Jersey Student Learning Standards at all grade levels, in a safe setting of mutual respect, in order to develop ethical, productive citizens who will contribute to the local and global community.

Audubon Junior Senior High School Administration

J. Robert Buchs.....Co-Principal (10-12)
Kelly Reising.....Co-Principal (7-9)
Anthony Carbone.....Assistant Principal/Director of Athletics
Kasey Bobo.....Assistant Principal/Director of Student Personnel Services

Board of Education

James Blumenstein, President
Ammie Davis, Vice President
Allison Cox
Ralph Gilmore
Joseph Miller
Christopher Proulx
Joseph Ryan
Nancy Schiavo
Everett “Ed” Simpson
Tara Sullivan-Butrica

District Administration

Andrew P. Davis, Ed.D. Superintendent of Schools
Noelle Bisinger.....Director of Special Services
Shamus Burke.....Director of Curriculum

Table of Contents

Content	Page Number
Introduction	5
Graduation Requirements	6
Course Placement	8
Course Selection Process	9
Four-Year Sample Schedules	10
High School Plus Program	11
Advanced Placement/Honors Courses	11
Virtual High School Program	12
NJSIAA Eligibility / NCAA	14
Option II: Alternative Learning Experiences	15
Departmental Offerings:	
21 st Century Life and Careers (Career and Technical Education)	16
Economics	20
English/Language Arts	21
Mathematics	26
Physical Education/Health	31
Science	33
Social Studies	37
Visual and Performing Arts	41
World Languages	45
7 th Grade Cycle	49

INTRODUCTION

As you make use of this guide, you are participating in one of the most important activities of your school career and maybe even your life: the selection of your courses for next year. Why is this activity so important? Simply speaking, your choices can impact your academic career here at AHS as well as choices you'll ultimately have related to your continuing education and eventual career path.

Our primary goal at Audubon High School is to help you make a smooth transition from high school to the real world you will face upon graduation. More than anything, all of us, including members of the Staff, Faculty, and Administration, want you to experience great success in everything you do throughout your life. With this in mind, we are continually reviewing our course offerings and revising them to meet the changing needs of you, our students.

Additionally, the counseling staff is available to meet with you and your parents whose support is absolutely essential to your success, to discuss and provide information pertaining to the course selection process. You are encouraged to make use of them as a resource.

Counselors for the 2021-2022 academic year are:

Grades 7 and 8	Ms. Marie Bonvetti
Grades 9-12 (A-F)	Ms. Emily Warren
Grades 9-12 (G-M)	Mrs. Wendy VanFossen
Grades 9-12 (N-Z)	Mr. Michael Tomasetti
Student Assistance (all grades)	Ms. Betsy Scotto

Please feel free to contact any of the counselors or myself to assist you in this important process.

Good luck!

Sincerely,



Kasey Bobo
Assistant Principal/ Director of Student Personnel Services

Graduation Requirements

All courses at Audubon High School are designed to address skills delineated in the New Jersey Learning Standards and the Common Core State Standards, either through direct instruction or through infusion. Students who follow the educational program prescribed by their teachers and counselors will meet all course requirements for graduation upon successful completion of the courses and will be prepared to meet success on state-mandated assessments.

Course Requirement	Number of Credits
English/Language Arts Literacy	20
Mathematics (Algebra I, Geometry, Additional Year that builds on Algebra I & Geometry)	15
Science (including Biology and Chemistry/Environmental Science/Physics)	15
World History	5
United States	10
Physical Education/Health	3.75/year of enrollment
Visual and Performing Arts*	5
21 st Century Life and Careers**	5
World Language	5
Economics	2.5
Electives	22.5
Total Credits to Graduate	120

*The Visual and Performing Arts can be fulfilled through courses in the Music or Art Departments.

**The 21st Century Life and Careers requirement can be fulfilled through courses in the Business Department, Consumer Science Department or the Technology Education Department.

Additional Considerations:

1. Attendance

All students must meet the minimum attendance requirement to be awarded credit for any and all courses successfully completed.

2. Assessment: Graduation Requirements for the Classes of 2021-2022

In **English Language Arts/Literacy**, student must demonstrate proficiency:

- On NJSLA ELA 10 (score of 750 or higher); **or**
- By meeting the designated cut score on an alternative assessment (see chart below); **or**
- By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

In **Mathematics**, students must demonstrate proficiency:

- On NJSLA Algebra I (score of 750 or higher); **or**

- By meeting the designated cut score on an alternative assessment (see chart below);
or
- By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Alternative Assessments:

Students who do not achieve a passing score on an NJSLA assessment will be considered to have demonstrated proficiency if they meet or exceed one of the scores below. The Audubon School District will maintain record of these scores for review but will not be required to submit them to the Department of Education. The district can submit portfolios of students who do not demonstrate competencies either through NJSLA or a Substitute Competency Test in Mathematics and/or English Language Arts.

ELA Assessment*	Score	Mathematics Assessment*	Score
NJLSA ELA Grade 9	≥ 750	NJSLA Geometry	≥ 725
NJSLA ELA Grade 11	≥ 725	NJSLA Algebra II	≥ 725
SAT Evidence Based Reading & Writing	≥ 450	SAT Mathematics	≥ 440
SAT Reading Subject Test	≥ 22	SAT Math Subject Test	≥ 22
ACT Reading	≥ 16	ACT Mathematics	≥ 16
Accuplacer Writing	≥ 6	Accuplacer Elementary Algebra	≥ 76
Accuplacer Writing (ESL)	≥ 4	Next Gen Accuplacer Quantative Reasoning, Algebra, & Stats	≥ 255
PSAT/NMSQT Reading subscore	≥ 22	PSAT/NMSQT Mathematics subscore	≥ 22
ASVAB Composite	≥ 31	ASVAB Composite	≥ 31

*Please note that students must show proficiency in both sections.

3. Graduation Requirements for the Class of 2023 and beyond

The NJDOE is committed to providing fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation of statewide assessments. We will keep students and parents informed of changes as they occur.

*More information on NJ Graduation Assessment Requirements can be found at <https://www.state.nj.us/education/assessment/docs/GradReq.pdf>

Course Placement

Dear Parent/Guardian,

The staff of Audubon Public Schools is dedicated to helping families guide each student along the most appropriate educational path. For math and English/Language Arts, this guidance includes the placement of students into the appropriate level classes as they enter Audubon Jr./Sr. High School.

We use multiple measures to determine the best placement of each student into the appropriate course. By using multiple measures for placement, we are making decisions based on a more complete understanding of each child. **To be considered for the honors program, students will need to demonstrate appropriate achievement/growth on 3 of the 4 measures below:**

1. Grade of A or Teacher Recommendation (in the corresponding subject)
2. NJSLA Achievement Level 4 or 5
3. MAP/IXL Achievement (at or above grade level)
4. MAP/IXL Growth Over Time (improvement from throughout the year)

Every day the staff is dedicated to providing challenging and enlightening instruction, and every day the students work hard and think deeply. Please encourage your child to continue this effort in her or his classes.

Throughout the year, please also encourage your child to focus and try his or her best on NJSLA and MAP/IXL Growth. This information will help us (including you) make the most informed decisions about your child's placement.

Should you have any questions, please contact the Office of Curriculum and Instruction at 856-547-7695 ext. 4191.

Sincerely,



Shamus Burke
Director of Curriculum and Instruction
Audubon Public Schools

Course Selection Process

The master schedule and staffing are determined by student course selections. Only courses with sufficient enrollment will be scheduled. Therefore, it is essential that students and parents carefully and deliberately choose their courses. Students are expected to honor their commitments to their course selections. Course selection meetings are conducted by grade level between the end of January and March 31st, beginning with rising seniors. Student course selections will be available on Genesis for parents to review. Parents should contact counselors prior to **June 15th** if they would like to make any changes.

If students do not meet the course prerequisite, a Course Placement Appeal must be completed on or before **April 1st**. Appeals will be reviewed by the appropriate department supervisor and decisions will be shared with the student's counselor by **June 1st**.

If students wish to change their course requests from June 15th through the first day of school, counselors will make every effort to make the change. However, please keep in mind that staffing needs and the master schedule will have already been developed based on the course selection prior to June 15th. Therefore, we cannot guarantee students will receive the newly requested elective or course level for core content coursework.

If students wish to change their course level after the first day of the school year or drop an elective course, students will be able to do so without penalty until September 15th. After September 15th, students will receive a WP (withdraw passing) or WF (withdraw failing) on their transcript. The last day for any level changes or to drop an elective course will be September 30th. For second semester courses, students must drop the course within the first 10 days of the 3rd marking period to do so without penalty. Students can drop a second semester elective until February 15th but will receive a WP (withdraw passing) or WF (withdraw failing) on their transcript.

Seniors are given priority in the schedule. This means that any senior who needs a course in order to graduate will be given preference over underclassmen. For this reason, underclassmen are strongly encouraged to choose no less than 3 alternatives for their electives.

Sample Four Year Programs

Listed below are *sample* four year programs for students. These are only *sample* schedules. A student can elect to choose both College Prep and Honors level sequence courses. In addition, a student can re-evaluate and move between levels. The schedules below should help the student plan his/her four year program at Audubon High School.

Minimum Graduation Requirements

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English I	English II	English III	English IV
Fundamentals of HS Math	Algebra I	Geometry	Algebra II/ College Math
Environmental Science	Inquiry Science	Inquiry Science	Science Selection
US History I	US II	World History	PE/Health 12
PE/Health 9	PE/Health 10	PE/Health 11	Elective
World Language	Elective	Elective	Elective
Elective – VPA	Elective	Elective	Elective
Elective – 21 st C	Elective	Elective	Elective

College Preparatory Level

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English I	English II	English III	English IV
Algebra I	Geometry	Algebra II	Math Selection
Environmental Science	Biology	Chemistry	Science Selection
US History I	US II	World History	PE/Health 12
PE/Health 9	PE/Health 10	PE/Health 11	Elective
World Language	World Language	Elective	Elective
Elective	Elective	Elective	Elective

Honors/AP Level

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Hon English I	Hon English II	Hon/AP English III	Hon/AP English IV
Hon Geometry	Hon Algebra II	Hon Pre-Calculus	AP Calculus
Hon Biology	Hon Chemistry	Hon/AP Science	Hon/AP Science
Hon US History I	Hon US II	AP US	Hon World History
PE/Health 9	PE/Health 10	PE/Health 11	PE/Health 12
World Language	World Language	World Language	World Language
Elective	Elective	Elective	Elective

*Courses that lack enrollment may not be offered.
Course selection cannot be guaranteed except for English and PE/Health.*

HIGH SCHOOL PLUS PROGRAM

Students will be able to take courses here at AHS and receive college credit at Camden County College through the High School Plus program. Students may receive credit for the following courses:

<u>Audubon HS Course for Dual Credit</u>	<u>CCC Course Name</u>
Anatomy (H)	Human Biology
AP Chemistry	Chemistry I
Forensics (H)	Intro to Forensic Science
AP Biology	Biology I
AP US History	US History II
Spanish 3 or 4	Elementary Spanish I
Spanish 4 or AP Spanish Language	Elementary Spanish II
French 3 or 4	Elementary French I
French 4 or AP French Language	Elementary French II
AP English Language & Composition	English Composition
AP English Literature	Introduction to Literature

Credits received through this program are eligible for transfer to the college or university the student actually attends. There is a cost per course for participation in this program. See Mrs. Bobo for additional information.

ADVANCED PLACEMENT

Advanced Placement courses are college-level courses offered in the high school for students who are interested in pursuing a rigorous, demanding program of study and research. Students who select these courses are encouraged to take the Advanced Placement test administered by Educational Testing Services to determine if they qualify for college credits.

The following courses have been approved by the College Board as Advanced Placement courses and are offered by the Audubon School District:

- AP Biology
- AP Chemistry
- AP Calculus
- AP French Language
- AP Spanish Language
- AP United States History
- AP English Language and Composition
- AP English Literature and Composition

In addition students are able to take other AP courses through Virtual High School (see pages 10 and 11).

Students who pass an AP Exam may earn college credit for the high school course. In order to receive AP weight for an AP course, students must earn an 83 or better in the course and take the corresponding AP exam in May. In addition, students who score a 3 or better on an AP exam will receive a rebate for the cost of the exam. Students who earn an 83 or better but do not take the AP exam will receive honors weight for this course. See Mrs. Bobo for additional information about the Advanced Placement program.

HONORS COURSES

In order to receive Honors weight for an Honors course, students must earn an 83 or better in the course.

VIRTUAL HIGH SCHOOL

Imagine classrooms without walls, where students are able to attend their classes 24 hours a day, seven days a week. Imagine students working cooperatively online with others from a wide variety of ethnicities, backgrounds and geographical locations.

What you are beginning to imagine is the reality of the Virtual High School, a non-profit organization that offers content-rich, credit-bearing high school courses to students across the country and around the world.

Virtual High School offers a variety of academic options including:

- Full-year and semester-length courses for grades 9 - 12
- Advanced Placement (AP)



Courses will be offered to all high school students who have earned a GPA of a 90 or higher, or with administrative recommendation AND have successfully completed the VHS online course readiness survey with an appropriate score. Please see your counselor if you are interested in Virtual High School. For more information please see <http://www.TheVHSCollaborative.org>



Virtual High School Course Offerings 2021-2022



Virtual High School offers a catalog of full semester courses in the Arts, Foreign Language, Language Arts, Life Skills, Math, Science, Social Studies, Technology and API Study to students in VHS member schools. Visit the current course catalog at <https://vhslearning.org/catalog>.

Advanced Placement

AP® Art History ▲^{*}
AP® Biology ▲
AP® Calculus AB ▲
AP® Calculus BC ▲
AP® Chemistry ▲
AP® Computer Science A ▲
AP® Economics ▲
AP® English Language and Composition ▲
AP® English Literature and Composition ▲
AP® Environmental Science ▲
AP® European History ▲^{*}
AP® French Language and Culture ▲
AP® Government & Politics: U.S. ▲
AP® Human Geography ▲
AP® Music Theory ▲
AP® Physics 1 ▲
AP® Physics C ▲
AP® Psychology ▲
AP® Spanish Language and Culture ▲
AP® Statistics ▲
AP® U.S. History ▲
AP® World History ▲

Arts

American Popular Music
AP® Art History ▲^{*}
AP® Music Theory ▲
Art History
Art History: Art of the Caribbean
Creating Art History
History of Photography
Music Listening and Critique

Music: Fundamentals of Composition

Business

Business and Personal Law
Bioethics
Biology ▲
Biology Flex
Biotechnology
Credit Recovery Biology
Environmental Science
Environmental Science Honors
Epidemics
Evolution and the Nature of Science
Genes and Disease
MS Space Station Academy
MS The Teenage Brain
Oceanography
Preveterinary Medicine
The Human Body

Science-Physical Sciences

AP® Chemistry ▲
AP® Environmental Science ▲
AP® Physics 1 ▲
AP® Physics C ▲
Astronomy Principles
Chemistry Topics Honors
Climate Change
Earth and Space System Science ▲
Environmental Science
Environmental Science Honors
Forensic Science
Meteorology
MS Space Station Academy
Nuclear Physics
Oceanography
Physics

Science-Earth & Space Sciences

AP® Environmental Science ▲

Business Math
Entrepreneurship
International Business
Investing in the Stock Market
Marketing and the Internet
MS Business Foundations
Personal Finance

Computer Science & Technology

AP® Computer Science A ▲
CAD
Computational Science and Engineering Using Java
Computer Science Honors
Creating Effective PowerPoint Presentations
Creative Programming with Scratch
Programming in Visual Basic
Video Game Design Using Game Maker
Web Design - Advanced
Web Design - Basics

Engineering

CAD
Computational Science and Engineering Using Java
Engineering for Sustainable Energy
Engineering Principles
MS Engineering
MS Space Station Academy

Language Arts

101 Ways to Write a Short Story
Academic Writing

AP® English Language and Composition ▲
AP® English Literature and Composition ▲
Astronomy Principles
Climate Change
Earth and Space System Science ▲
Environmental Science
Environmental Science Honors
Meteorology
MS Space Station Academy
Oceanography

Social Studies

AP® Economics ▲
AP® European History ▲^{*}
AP® Government & Politics: U.S. ▲
AP® Human Geography ▲
AP® Psychology ▲
AP® U.S. History ▲
AP® World History ▲
Constitutional Law
Contemporary Issues in American Law and Justice
Criminology
Digital Citizenship
Eastern and Western Thought
Economics Honors
Modern Middle East
MS World War II Through the Eyes of Dr. Seuss
Peacemaking
Philosophy I
Practical Law
Psychology Honors
Psychology I
Psychology of Crime
Sociology
Sports and Society
The Glory of Ancient Rome

Around the World in 80 Days
Creative Writing
Credit Recovery English 9
Credit Recovery English 10
Credit Recovery English 11
English 9 ▲
English 9 Flex
English 10 ▲
English 10 Flex
English 11 ▲
English 11 Flex
English 12 ▲
Essay Writing
Fantasy and Science Fiction Short Stories
Film and Literature
Folklore and Literature of Myth, Magic and Ritual
Ghoulies, Ghosties, and Long-Legged Beasts ▲
Horror Writers
Journalism in the Digital Age
Literacy Skills
Literature of the World
MS Creative Writing
Mythology
Poetry Writing
Screenwriting Fundamentals
Shakespeare in Film
To Kill a Mockingbird
Twentieth Century Women Authors
Young Adult Literature

Life Skills/Health

Career Awareness

Employability Skills
Health Flex
Kindergarten Apprentice Teacher
Now What Will You Do?
The Holocaust
U.S. Foreign Policy
U.S. Government
U.S. History: 1754-1877
U.S. History: 1877-Present
World Conflict, a United Nations Introduction
World History: 1450-Present ▲
World History: Pre-history-1500 ▲
World Religions

World Language

AP® French Language and Culture ▲
AP® Spanish Language ▲
French Language and Culture
German Language and Culture
Italian Language and Culture
Latin 1 ▲
Latin 2 ▲
Mandarin Chinese Language and Culture
Portuguese 1 ▲
Russian Language and Culture
Spanish 1 ▲
Spanish 2 ▲
Spanish Culture and 20th Century Hispanic Literature

Standard Middle School

MS Business Foundations
MS Creative Writing
MS Engineering
MS Number Theory
MS Pre-Algebra
MS Space Station Academy
MS The Teenage Brain

Parenting in the 21st Century
Perspectives in Health
Physical Education: Personal Fitness
Preparing for College
Who Do I Want to Be When I Grow Up?

Mathematics

Algebra 1 ▲
Algebra 1 Flex
Algebra 2 ▲
Algebra 2 Flex
AP® Calculus AB ▲
AP® Calculus BC ▲
AP® Statistics ▲
Business Math
Calculus Honors
Credit Recovery Algebra I
Credit Recovery Geometry
Geometry ▲
Geometry Flex
Math and Modern Logic
Math You Can Use In College
Mathematics of Electricity
MS Number Theory
Number Theory
MS Pre-Algebra
Pre-Calculus ▲
Pre-Calculus I: Advanced Trigonometry
Pre-Calculus II: Functions
Statistics Honors

Science-Life Sciences

Anatomy and Physiology

Animal Behavior and Zoology
AP® Biology ▲
AP® Environmental Science ▲
Biochemistry
MS World War II Through the Eyes of Dr. Seuss

Summer Offerings

Algebra 1
Algebra 2
Basic Chemistry
Biology
Criminology
Digital Photography
English 9
English 10
English 11
English Literacy Skills: Short Stories
English Literacy Skills: The Novel
Geometry
Government
Great Diseases: Neurological Disorders
Health
Personal Finance
Physical Education 1: Personal Fitness
Physical Education 2: Personal Fitness
Planning for College
Pre-Algebra/Algebra Preparation
Pre-Calculus
Pre-Calculus: Functions
U.S. History: 1877-Present
U.S. History: Colonial America-1877
Video Game Design Using Game Maker Part 1
Video Game Design Using Game Maker Part 2

▲ Full-year Course

*Pending audit approval from the College Board

Advanced Placement and AP are registered trademarks of the College Board.

NJSIAA Eligibility

To be eligible for athletic activity in the fall season, students must have earned 30 credits by the end of the summer or September 1st for the preceding school year. All first time 9th grade students are eligible to participate in fall sports. To be eligible for the spring season, students must have earned 15 credits in the first semester (by January 31st).

NCAA ATHLETIC ELIGIBILITY REQUIREMENTS

Academic core course requirements have increased in recent years. Beginning with the Class of 2015, D1 students must have a minimum 2.3 core GPA (increased from 2.0) along with the appropriate SAT/ACT score.

Division I and II utilize a sliding scale for the SAT/ACT, which balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. If you have a low GPA, you need a higher test score to be eligible. Ten of the 16 core course requirements must be completed by the end of the junior year of high school.

If a student-athlete graduates with a 2.0-2.29 CORE GPA with the appropriate sliding scale, they can still receive a scholarship, participate in practice, but CANNOT participate in game action their freshman year.

See the NCAA website for more information.

<http://www.eligibilitycenter.org>

OPTION II

Alternative Learning Experiences

New Jersey Administrative Code 6A: 8-5.1(a)ii permits students to apply for high school credits for alternative learning experiences. Students seeking credits under this provision must submit an Option II application form to Mrs. Bobo in the SPS Office no later than June 30th of the preceding academic year or at least sixty (60) days before the onset of the alternative learning experience if it is a summer program. Examples of alternative learning experiences include, but are not limited to, one or more of the following: interdisciplinary or theme-based programs, community learning projects, internships, student exchange programs, online courses, independent studies, and Early Graduation Option as well as college courses. **Approved courses will appear on a student's transcript, but will not factor into the GPA.** Interested students should see their counselor for an application.

Early Graduation

Students may apply to pursue an accelerated program of study that will meet all course requirements prescribed by the State of New Jersey and Board of Education. For additional information on how this may be completed, families should schedule a conference with the students' counselor before the completion of Grade 10.

Community Learning Projects, Internships, Student Exchange Programs, Independent Studies

Students must complete an application for review no later than June 30th or if it is a summer program, 60 days prior to the onset of an activity. Students are expected to complete and submit a log of activities bi-weekly signed by their instructor to receive the appropriate credit. These learning experiences will be issued a pass/fail grade and appear on the transcript.

Online Courses and College Courses

Students must complete an application for review no later than June 30th or if it is a summer course, 30 days prior to the onset of the course. Upon completion of the course, students must submit an official transcript to the Student Personnel Services office in order for the course to appear on their Audubon High School transcript.

Physical Education

All students are required to participate in three marking periods of physical education per school year. Health classes cannot be completed via Option II. Students who participate in an approved physical activity under the direction of a qualified professional for a minimum of 33.75 hours per marking period may apply to receive credit for physical education via Option II. Students must complete an application for review no later than June 30th; summer activities do not qualify for PE Option II credit. Students are expected to complete and submit a log of activities signed by their instructor bi-weekly in order to receive appropriate PE credits for each marking period. This is the student's responsibility; failure to submit the bi-weekly log will result in the student being re-enrolled in the appropriate PE course at Audubon High School. Should a student using Option II to complete PE credit become injured, the student must notify their counselor who will arrange Sportfolios with the PE teachers to complete PE credit until they are cleared to participate again. Students will not be able to earn a passing grade without completing the Sportfolios. Based on the activity log and any necessary Sportfolios, a pass/fail grade will be issued.

21st Century Life And Careers



BUSINESS EDUCATION DEPARTMENT

With the use of technology becoming more prevalent in education and business today, Business Education has an important contribution to make in the development of technology and economic literacy of all students. Data entry skills are imperative to the success of students in an extremely competitive and technological environment. The Business Department is committed to providing courses to enable all students to develop skills that are needed for college, employment and personal use.

Personal Finance – Grades 9, 10, 11, 12

Prerequisite: None

5 Credits/Full Year

The purpose of this class is to help the student make choices in life that will support their lifestyle. Life brings many challenges especially when it comes to money. The student will research options and make choices based on what best fits their needs, wants, and budget. Some of the topics that may be covered include: financial planning, career, keeping records, saving, investing, auto insurance, credit cards, banking, buying and maintaining a car, buying food, clothing and an apartment or home, and understanding a paycheck. The last marking period will include an online project where the student has to manage a sim's financial and personal life.

Business Economics/Sports and Entertainment Marketing– Grades 9, 10, 11, 12

Prerequisite: None

5 Credits/Full Year

Students who take this course will experience one semester of Business Economics (which will fulfill the state graduation requirement for a semester long course in Economics) and one semester of Sports and Entertainment Marketing. This course will teach you marketing skills through the use of Virtual Business. You will own and operate your own store and compete against others for a successful business. You will own and operate your own stadium where you market a football franchise team and entertaining concerts. Students will then enter two of the most exciting and competitive businesses in the world. Sports and Entertainment Marketing is everywhere - ballparks, theaters, television, stores and the Internet. This class will prove to be a current and exciting way to learn about the world of marketing.

APPLIED ARTS

CONSUMER SCIENCE (HOME ECONOMICS)

Skills for Living – Grades 9, 10, 11, 12

Prerequisite: None

5 Credits/Full Year

Skills for Living is designed to prepare students for life in “the real world.” This class will help the student develop skills that will be used throughout a lifetime. Students will learn basic information and practical skills in the areas of child development, nutrition, food preparation, and clothing care. Demonstrations, worksheets, readings, tests, projects, and lab experiences will be a part of some units of study. Students will learn the skills needed to work cooperatively in the workplace. Skills for Living is a class that will benefit every student by giving them the confidence to meet the challenges of the future.

Economics for Consumers – Grades 10, 11, 12

Prerequisite: None

2.5 Credits/Semester

This is a semester-long course where the students will gain knowledge in the areas of planning, budgeting, smart spending, investing, using credit wisely, and choosing a career to meet their lifestyle. We will research information, gain knowledge from one another, and complete projects related to these real world topics. These topics will help the student to make informed choices about real world situations related to life and finances.

Introduction to Psychology – Grades 10, 11, 12

Prerequisite: None

2.5 Credits/Semester

Have you ever wondered why everyone doesn't think, feel, and behave the way you do? Introduction to Psychology will provide an opportunity for students to learn about the fundamental processes and behaviors of individuals and how they impact stages of life, personality, motivation and stress. Students will read and discuss articles about psychological issues confronting their generation, create and conduct surveys, as well as take part in Socratic Seminars and role play. This class will be taken in conjunction with a one semester Economics for Consumers class.

TECHNOLOGY EDUCATION: GLOBAL GOAL

The Industrial Arts/Technology program is designed to introduce students to technological literacy related to a variety of vocations and to develop insight into and an understanding of the applications of technological concepts, processes, and systems. Through hands-on activities students develop the technical skills necessary for proficiency in the manual arts. In addition, the Cross Content Workplace Readiness Standards, as mandated by the state, are an integral element of all Industrial Arts coursework. Skills related to the standards include critical thinking, decision making, and problem solving. Students will be expected to demonstrate positive work behaviors including the ability to work cooperatively with others. Students must have a final average of C or better in a course to advance to the next level (Graphics I to Graphics II, for example).

Creative Technology – Grades 7, 8

Prerequisite: None

5 Credits/Full Year

This course is designed to give students the ability to use, manage, understand, and assess technology. Units of study include Engineering Design Process, Communication, Manufacturing, Construction, Bioengineering, and Transportation. This course will involve problem solving and engineering activities.

MS Yearbook Design and Production – Grades 7, 8

Prerequisite: None

5 Credits/Full Year

This course is for Middle School students who want to be involved in the production of their own Middle School yearbook. Students will learn basic principles of digital photography and journalistic writing. Students will also learn how to utilize a computer to produce the yearbook that will be sold to their peers. Students who participate in Yearbook will also be involved in theme development, cover design, page design, planning, and designing and implementing ideas to be included in the yearbook. Students will be required to work collaboratively to produce, market, and distribute a true Middle School yearbook.

Orientation to Technology Education - Grade 8

Cycles include: Orientation to Technology, Orientation to Energy and Renewable Sources, Orientation to Wood, Orientation to Graphics. The courses are cycled so that the student will have nine weeks' experience in four shop areas. The courses are introductory in nature and will include general employment information, audio visuals and practical work experience.

Orientation to Technology

This cycle introduces the language of Technical Communication. We use basic drafting tools and computers to draw basic geometric problems that are appropriate to this grade level. Units include lettering, flat views, and isometric pictorials. Much effort is generated to tie in other skills, like math and geometry, and technical vocabulary.

Orientation to Energy and Renewable Resources

Students will learn the basics of electric energy and renewable resources. The students will research and build projects involving the use of renewable resources. Also, the students will learn the basics of electricity and its applications.

Orientation to Wood

The students will learn basic skills in the general woodworking area. They will produce projects such as wall shelves, cutting boards, key holders, and mug racks. The skills learned can be applied to work in a cabinet shop.

Orientation to Design Technology

Students will work in the major printing areas of screen, Windows OS computers and photography. They will produce projects such as memo pads, printed T-shirts and greeting cards as would be produced in a printing shop using Print Shop Deluxe, Microsoft Publisher, or Adobe InDesign.

Design Technology – Grades 9, 10, 11 (12 on a space available basis)

Prerequisite: None

5 Credits/Full Year

Students will learn to operate the machines and to develop skills used in the Printing Industry: working with offset printing presses, darkroom equipment, silk screen and Windows OS computers. Students will study the designed world with hands-on activities in disciplines including general construction, engineering, communications, energy & power, and transportation systems. Students will create ideas, develop innovations, and design & build solutions to practical problems in each discipline. Students interested in STEM careers are encouraged to take this course

Digital Technology – Grades 9, 10, 11 (12 on a space available basis)

Prerequisite: None

5 Credits/Full Year

Digital Technology is a full year course broken up into two subjects. The first half of the year students will learn the basics of digital photography. They will learn parts of the camera, styles of photography, and subject photography. Students will create a digital portfolio with all of their photos. The second half of the year will be short film movie making. Students will learn about filming styles, plot development, and film editing. The class will culminate with a finished short film.

Robotics & Engineering – Grades 10, 11, 12

Prerequisite: Algebra I with a final grade of 85

5 Credits/Full Year

This course is designed to introduce the VEX robotic system where students will become familiar with the concept of control – having a device effectively perform a function that a human wants it to perform. The intent is to demystify the “automatic” machine and to see that the “machine's intelligence” is nothing more than human intelligence incorporated into the design of the machine. Solutions to problems in the area of control systems will be explored through project design and documentation. Students will develop critical thinking skills and apply an interdisciplinary approach to problem solving. Topics include the design process, robot applications, motors, transmissions, autonomous behaviors, sensors, and programming. Careers in robotics, engineering and technology will be explored. Students will also have the opportunity to compete with the robots they design and build.

Computer Science – Grade 10-12

Prerequisite: Robotics Final Grade: 86

5 Credits/Full Year

Co-requisite: Algebra II

The computer science class is designed to allow for students to continue their study of programming, but puts the focus on direct coding. Students will be expected to take their knowledge of variables, control structures, and functions to the next level and put together full programs on their own from scratch. Computer science introduces and reinforces foundational topics in computer science including problem solving, design strategies and methodologies, data structures, approaches to processing data, analysis of potential solutions, and the ethical and social implications of computing. Students should take computer science with the expectation of proceeding to the STEM capstone class.

Computer Technology – Grades 9, 10, 11, 12

Prerequisite: Algebra I with a final grade of 85

5 Credits/Full Year

This course is designed to introduce the students to the process of building, upgrading, and repairing personal computers, and to prepare them to take the CompTIA A+ Certification Exams. The students will gain the understanding of the problem-solving capacity of computers in our world and apply appropriate troubleshooting techniques in resolving COMPUTER hardware software and configuration problems

Network Technology – Grades 10, 11, 12

Prerequisite: Computer Technology I with a final grade of 85

5 Credits/Full Year

This course will introduce a variety of concepts, practice activities and simulations that help build the learner's skills and understanding of computer networking. They will learn how to set up a basic home network, configure devices for connectivity, understand how communication takes place on a network, and what minimal best practices should be implemented to secure the network. Learners will also be introduced to software used to manage routers, switches, and servers.

Computer Aided Drafting & Design – Grades 9, 10, 11, 12

Prerequisite: None

5 Credits/Full Year

This course is intended to introduce students to the field of drafting and design with hands-on opportunities to be creative and apply their decision making and problem solving skills to real world problems. Students use powerful computer hardware and software (Autodesk's AutoCAD 2019, Inventor and more) to develop 2D and 3D models. Students will learn the product design process through creating, analyzing, rendering and producing models. The techniques learned and equipment used are state of the art and are currently being used by engineers throughout the United States. Topics covered in the field of drafting are Architecture, Engineering, Problem Solving, and Mechanical. This is a great hands on course for anyone thinking of going into the field of engineering.

Architectural Design 1 – Grades 10, 11, 12

Prerequisite: Computer Aided Drafting and Design

5 Credits/Full Year

This course focuses on residential design and construction. Floor planning, architectural style, interior design, energy, site planning, and construction concepts are applied to both computer drawings and hand scale modeling. A complete set of house plans will be drawn including floor plans, elevations, foundation, cross sections, detailed wall sections, perspectives and site plans. Each student will build a scaled model of their house design from plans generated in the course. The course is a great course for future home and business owners or anyone interested in exploring architecture, construction or other fields of engineering.

Architectural Design 2 – Grades 11, 12

Prerequisite: Architectural Design 1

5 Credits/Full Year

This is a second year course in architecture. Students transition from 2D to 3D drawing and modeling. Topics of study include isometric drawing, electrical planning, structural design, balsa wood modeling, renovations, commercial design, and 3D rendering. Students complete both individual and group projects through computer programs like (Autodesk's AutoCAD 2013 and Revit

Architecture 2013) and hands on scaled models. The course is a great resource for future homeowners, anyone interested in going into the field of architecture, construction, or home remodeling.

** Students who take two years of Architectural Design and matriculate into the CAD program at Camden County College may be eligible for "advanced standing" credits through the 2+2 program.

Advanced Architectural Design – Grade 12

Prerequisite: Architectural Design 2

5 Credits/Full Year

This course in architecture is designed to provide students with an advanced skill level in the field of architecture or engineering. Students advance their skills in AutoCAD 2013, Revit Architecture 2013, hands on modeling, and problem solving. Topics include structural analysis, green energy, energy analysis, zoning, and building codes and permits. Students will participate in practical design projects within the community with guidance from outside professionals.

3D Modeling – Grades 10, 11, 12

Prerequisite: CAD or teacher recommendation

5 Credits/Full Year

3D Modeling is a course geared toward the planning, designing, and production of 3D objects. This class will provide an in-depth understanding for engineering products that meet specific criteria. The students will work in a job like atmosphere where they must communicate to attain a goal. Using Autodesk's 2019 AutoCAD and Inventor software, this hands-on course will focus on the production, design and technical skill required to develop computer generated objects and print them on the 3D printers.

HS Yearbook Design and Production – Grades 9, 10, 11, 12

Prerequisite: None

5 Credits/Full Year

This course is designed to introduce students to real world production of a quality publication. Students will learn principles of digital photography, photo editing, journalistic writing, page design, publication design, and layout. Students will also learn how to utilize a computer and a sophisticated series of computer programs (In Design and Photoshop) to produce *Le Souvenir*, Audubon High School's award winning yearbook. Students who participate in yearbook will also be involved in planning, designing and implementing ideas, topics and designs for inclusion in *Le Souvenir*. Students will be required to work collaboratively and students will be expected to work under the pressure of a deadline.

Woodwork I – Hand tools and Basic Fundamentals – Grades 9, 10, 11

Prerequisite: None

5 Credits/Full Year

The course includes: care and use of hand tools, bench work, the construction and application of wood joints, drawer construction and other basic fundamentals of cabinetry. Lab fee of approximately \$10 - \$15.00.

Woodwork II - Machine Woodwork & Cabinet Making – Grades 10, 11, 12

Prerequisite: Woodwork I

5 Credits/Full Year

This course is for serious minded students who wish to learn the art of cabinet making and the care and safe use of power tools. Students will have the opportunity to select and make a project of their choice within a reasonable size, subject to approval of the instructor. Students are required to purchase their own materials. Cost depends on size of project and material choice.

Woodwork III – Grades 11, 12

Prerequisite: Woodwork I & II with C average & teacher recommendation

5 Credits/Full Year

Wood III is open to 11th and 12th grade students who have successfully completed Wood II with a C average or better and have been recommended by the Wood II instructor. This course is designed for those serious minded students who wish to continue to develop their cabinet making skills. The class will be devoted to the design and construction of one or more advanced level cabinet type projects. Students will also complete a lathe project, shop improvement project, and do several problem solving assignments. Students are required to purchase their own materials for the cabinet project. Cost depends on size of project and material choice.

Wood IV: Construction Technology – Grade 12

Prerequisite: Woodwork III, completed application, interview

5 Credits/Full Year

Utilizing skills learned in all three levels of woodshop, students will simulate the occupational experience of a subcontractor to complete various projects for the high school and the district. Students will meet with "clients" to discuss the job, prepare an estimate, order materials, complete the project, and furnish a final bill.

Economics



Business Department

*The economics course in the business department cannot contribute to both the economics requirement and the 21st Century Life and Careers requirement.

meeting

Business Economics/Sports and Entertainment Marketing– Grades 9, 10, 11, 12

Prerequisite: None

5 Credits/Full Year

Students who take this course will experience one semester of Business Economics (which will fulfill the state graduation requirement for a semester long course in Economics) and one semester of Sports and Entertainment Marketing. This course will teach you marketing skills through the use of Virtual Business. You will own and operate your own store and compete against others for a successful business. You will own and operate your own stadium where you market a football franchise team and entertaining concerts. Students will then enter two of the most exciting and competitive businesses in the world. Sports and Entertainment Marketing is everywhere - ballparks, theaters, television, stores and the Internet. This class will prove to be a current and exciting way to learn about the world of marketing.

Consumer Science (Home Economics)

*The economics course in the consumer science department cannot contribute to meeting both the economics requirement and the 21st Century Life and Careers requirement.

Economics for Consumers – Grades 10, 11, 12

Prerequisite: None

2.5 Credits/Semester

This is a semester long course where the students will gain knowledge in the areas of planning, budgeting, smart spending, investing, using credit wisely, and choosing a career to meet their lifestyle. We will research information, gain knowledge from one another, and complete projects related to these real world topics. These topics will help the student to make informed choices about real world situations related to life and finances.

Social Studies

Current Trends/World Economics – Grades 10, 11, 12

Prerequisite: None

5 Credits/Full Year

Students who take this leveled course will experience one semester of Current Trends in the Humanities and one semester of World Economics. Current Trends, which will be offered during the first semester, will cover contemporary culture including politics, religion, art and science. In the second semester course, World Economics, students will earn the 2.5 credits that are required in Economics to fulfill the graduation mandate. World Economics will include the study of economic theory and its impact on various aspects of the world in which we live.

English Language Arts



Students are required to take English each year to fulfill state and local requirements for graduation. Each course is offered for an entire year, and placement in a specific course is determined by past performance in English class, teacher recommendation, and scores on standardized tests. All years of English emphasize skills as outlined in the NJ Student Learning Standards: reading, writing, speaking, listening and viewing.

	7	8	9	10	11	12
Required and Electives						
Language Arts 7						
Language Arts 8						
English I, CP, Honors						
English II, CP, Honors						
English III, CP, Honors, AP						
English IV, CP, Honors, AP						
Journalism and Creative Writing						

Language Arts 7 - I

Prerequisite: None

5 Credits/Full Year

Sensitivity will be shown to students' reading comprehension levels while instruction is given to improve these levels. Reading selections will include high-interest novels and short stories as well as the corresponding seventh grade literature found in the curriculum which includes a variety of literary genres. Writing skills emphasized are grammar, sentence structure and paragraph structure as well as writing for a specific audience and purpose. Students will experience timed reading and writing practice. Ongoing vocabulary acquisition and grammar study is also an element of the Language Arts 7-I class. Students will be identified for the Language Arts 7 - I class using multiple indicators.

Language Arts 7 - II

Prerequisite: None

5 Credits/Full Year

The Language Arts 7 - II course has been designed to give students a strong background in the basics of the English language. The writing process is reviewed, along with grammar and sentence structure, and is practiced through daily practice, essay writing, and responding to literature. Emphasis will be placed on paragraph organization and adding facts and details. Reading and literature are taught with an emphasis on plot development, theme, and characterization. Selections include short stories, poetry, and essays. Vocabulary and grammar study is included as an integral part of the curriculum. Students are required to read at least three outside novels, which are specifically chosen to demonstrate many different writing styles, including modern, mystery, and classic.

Honors Language Arts 7

Prerequisite: By Recommendation

5 Credits/Full Year

The seventh grade honors course is designed to encourage students to improve their competence in all aspects of Language Arts. The emphasis in this course is placed on writing skills, reading comprehension, and literary analysis. The writing process is reviewed, along with grammar and sentence structure, and is practiced through daily practice, essay writing, and responding to literature. Reading and literature are taught with emphasis on plot development, theme, and characterization. Selections include short stories, poetry, and essays. Students will also experience reading selections representative of the types of passages that appear on state-mandated tests. Students are required to read at least four outside novels, which are specifically chosen to demonstrate many different writing styles, including modern, mystery, and classic. Vocabulary and grammar study as well as independent reading are included as an integral part of the curriculum.

Language Arts 8 - I

Prerequisite: Successful completion of ELA 7

5 Credits/Full Year

Instruction in the Language Arts 8 - I class will focus on improving deficient reading and writing skills. As with the Language Arts 8 - I course, sensitivity will be shown to students' reading comprehension levels while instruction is given to improve these levels. Reading selections include high-interest novels and short stories including fiction and nonfiction which includes a variety of literary genres. Writing skills emphasized are grammar, sentence structure and paragraph structure as well as writing for a specific audience and purpose. Students will experience timed reading and writing practice. Ongoing vocabulary acquisition is also an element of the course. Students will be identified for the Language Arts 8 – I class using multiple indicators.

Language Arts 8 - II

Prerequisite: Successful completion of ELA 7 II

5 Credits/Full Year

Skills necessary for success in high school will be emphasized in the eighth grade program. Study techniques will be reviewed and revisited throughout the year to provide the tools required for successful application of the reading, writing and literary skills attained thus far. There is an introduction to the revising/editing process, conferencing and the writing genres instructed in high school. Emphasis on vocabulary enhancement and grammar skills will be ongoing. Reading comprehension will be instructed through short and long term reading assignments. Students may be required to read a book or article of their choice. Selections will represent both fiction and nonfiction. Students will learn a variety of strategies to help them improve reading comprehension and to ensure their success as readers of multi-genre literature in high school. Although the curriculum will be similar to the honors course, particular attention will be given to strengthening skills students will need for English courses they will be required to take in grades 9-11, and for continuing their education beyond high school. This preparation will include timed reading and writing.

Honors Language Arts 8

Prerequisite: Honors Language Arts 7 Final Grade: 88

Language Arts 7 – II Final Grade: 95

5 Credits/Full Year

The eighth grade honors program will be similar to the regular program; however, the major emphasis will be placed on the development of individual writing styles. Students will gain experience writing, editing and conferencing. Students will work to improve spelling, sentence structure, grammar and vocabulary skills in an effort to improve writing ability. Students will move toward more independent work in writing and reading. Reading comprehension will be stressed through both short and long-term assignments. The latter will include at least two novels or articles to be read outside of class during the school year in a variety of genres. Timed reading and writing will be required.

English I

Prerequisite: Successful completion of ELA 8

5 Credits/Full Year

In this course students will develop an awareness of the structure of major literary genres. Students will become familiar with the short story, poetry, drama, and the novel. They will also study aspects of life in various parts of the world, both past and present, as they are portrayed in literature. English I will provide formal instruction in writing and grammar. Critical thinking skills will also be addressed appropriately as students strive to become independent learners. *This course may be partially funded via Title I grant monies.*

English I CP

Prerequisite: Successful completion of ELA 8II or teacher recommendation from ELA 8 teacher

5 Credits/Full Year

In this course students will develop an awareness of the structure of major literary genres. Students will become familiar with the short story, poetry, drama, and the novel. They will also study aspects of life in various parts of the world, both past and present, as they are portrayed in literature. English I will provide formal instruction in writing and grammar. Students will be required to write a research paper. Additionally, students will receive instruction with an emphasis on building independence in reading and writing.

English I Honors

Prerequisite: Honors Language Arts 8 Final Grade: 91

Language Arts 8 – II Final Grade: 95

5 Credits/Full Year

In this course students will develop an awareness of the structure of major literary genres. Students will become familiar with the short story, poetry, drama, and the novel. They will also study aspects of life in various parts of the world, both past and present, as they are portrayed in literature. English I will provide formal instruction in writing and grammar. Students will be required to write a research paper. Students can expect more intensive instruction in literature and formal writing.

English II

Prerequisite: Successful completion of English I

5 Credits/Full Year

The goal of the English II program is to introduce students to the canon of World literature in various genres in order to broaden their cultural knowledge and reading skills. Writing skills will be assessed primarily through formal analysis papers based on literature although various smaller, informal written pieces may also be assigned. Vocabulary will be studied through the students' vocabulary text. Grammar and usage will be emphasized in composition. In addition, attention will be given to developing and refining listening skills. A lengthy writing assignment that combines elements of literary analysis and formal research will be a requirement of the course. Students will receive intensive instruction in the basic skills cited above. *This course may be partially funded via Title I grant monies.*

English II CP

Prerequisite: Successful completion of English I CP teacher recommendation from English I teacher

5 Credits/Full Year

The goal of the English II program is to introduce students to the canon of World literature in various genres in order to broaden their cultural knowledge and reading skills. Writing skills will be assessed primarily through formal analysis papers based on literature although various smaller, informal written pieces may also be assigned. Vocabulary will be studied through the students' vocabulary text. Grammar and usage will be emphasized in composition. In addition, attention will be given to developing and refining listening skills. A lengthy writing assignment that combines elements of literary analysis and formal research will be a requirement of the course. Students will receive instruction with an emphasis on building independence in reading and writing.

English II Honors

Prerequisite: English I Honors Final Grade: 91

English I CP Final Grade: 95

5 Credits/Full Year

The goal of the English II program is to introduce students to the canon of World literature in various genres in order to broaden their cultural knowledge and reading skills. Writing skills will be assessed primarily through formal analysis papers based on literature although various smaller, informal written pieces may also be assigned. Vocabulary will be studied through the students' vocabulary text. Grammar and usage will be emphasized in composition. In addition, attention will be given to developing and refining listening skills. A lengthy writing assignment that combines elements of literary analysis and formal research will be a requirement of the course. Students can expect a brief review of these skills, followed by more intensive instruction in literature and formal writing.

English III

Prerequisite: Successful completion of English II

5 Credits/Full Year

The goal of the English III program is to instruct students in what it means to be an American through a chronological survey of American literature from the Colonial period to the modern era. The study of various genres of American literature will serve to strengthen fundamental reading skills. The literature text will be supplemented by full length readings. Writing skills will be strengthened as students write short papers related to the literature studied. Both the expository and argumentative essay forms will be stressed as well as critical and analytical writing. The study of usage, in addition to grammar, will be incorporated into writing assignments. Development of thesis statements, topic sentences and transitions are emphasized. Attention will be given to formatting formal papers. Research of relevant databases, finding significant evidence, paraphrasing, embedding quotes and citing sources are re-introduced and practiced. The study of vocabulary is focused on words found in the literature text and on supplementary lists (SAT vocabulary, for example). Students will be required to derive meanings from words in context, analyze and understand the definitions of words and their context of meaning within a text. Students will receive more intensive instruction in the fundamentals of the English language.

English III CP

Prerequisite: Successful completion of English II CP or recommendation from English II teacher

5 Credits/Full Year

The goal of the English III program is to instruct students in what it means to be an American through a chronological survey of American literature from the Colonial period to the modern era. The study of various genres of American literature will serve to strengthen fundamental reading skills. The literature text will be supplemented by full length readings. Writing skills will be strengthened as students write short papers related to the literature studied. Both the expository and argumentative essay forms will be stressed as well as critical and analytical writing. The study of usage, in addition to grammar, will be incorporated into writing assignments. Development of thesis statements, topic sentences and transitions are emphasized. Attention will be given to formatting formal papers. Research of relevant databases, finding significant evidence, paraphrasing, embedding quotes and citing sources are re-introduced and practiced. The study of vocabulary is focused on words found in the literature text and on supplementary lists (SAT vocabulary, for example). Students will be required to derive meanings from words in context, analyze and understand the definitions of words and their context of meaning within a text. Students will receive more intensive instruction in the fundamentals of the English language.

English III Honors

Prerequisite: English II Honors Final Grade: 91

English II CP Final Grade: 95

5 Credits/Full Year

The goal of the English III program is to instruct students in what it means to be an American through a chronological survey of American literature from the Colonial period to the modern era. The study of various genres of American literature will serve to

strengthen fundamental reading skills. The literature text will be supplemented by full length readings. Writing skills will be strengthened as students write short papers related to the literature studied. Both the expository and argumentative essay forms will be stressed as well as critical and analytical writing. The study of usage, in addition to grammar, will be incorporated into writing assignments. Development of thesis statements, topic sentences and transitions are emphasized. Students work toward discovering their own writing processes, uncovering what system works best for their writing needs. Attention will be given to formatting formal papers. Research of relevant databases, finding significant evidence, paraphrasing, embedding quotes and citing sources are re-introduced and practiced through a half-year project that combines research skills with collaborative and service learning. Students will practice public speaking skills through short presentations in addition to a few lengthier ones. The study of vocabulary is focused on words found in the literature text and on supplementary lists (SAT vocabulary, for example). Students will be required to derive meanings from words in context, analyze and understand the definitions of words and their context of meaning within a text. Students will hone their writing skills in preparation for the SAT and college-level courses.

AP English Language and Composition

Prerequisite: English II Honors Final Grade: 91 & Teacher Recommendation

5 Credits/Full Year

AP courses are for strongly motivated students who wish to complete meaningful elements of college level studies and potentially earn three college credits while still in high school. Through this course students will develop skills necessary to analyze prose passages and demonstrate their knowledge and understanding by writing essays in various rhetorical modes. In addition to acquiring the skills and knowledge needed to pass the AP Exam, students will also be encouraged to synthesize information from a variety of sources to inform their own discussion of a topic. Potential candidates should be active participants as class discussion is a key component of the curriculum. In order to receive AP weight for an AP course, students must earn an 83 or better in the course and take the corresponding AP exam in May. **In addition, students who score a 3 or better on an AP exam will receive a rebate for the cost of the exam.** Students who earn an 83 or better but do not take the AP exam will receive honors weight for this course. See Ms. Reising for additional information about the Advanced Placement program.

ELA Portfolio Prep – Grade 12

Prerequisite: See course description

1.25, 2.5 or 5 Credits

This course is designed to help students who have not met the New Jersey high school graduation English/Language Arts (ELA) assessment requirement. (<http://www.state.nj.us/education/assessment/parents/GradReq.pdf>) Instruction will include test prep for alternative assessments prior to working on the portfolio assessment that is available during the second semester. Students will be given several opportunities to meet the ELA requirement via free alternative assessments such as ASVAB and Accuplacer. Parents and students are encouraged to register for other alternative assessments such as the PSAT, SAT or ACT in the senior year if their child has not met the graduation requirement. Students will be removed from the course when they have met ELA graduation requirement. Students will be awarded credit based on how long they are enrolled in the course. (For example – 1st Marking Period = 1.25 credits) *This course may be partially funded via Title I grant monies.*

English IV

Prerequisite: Successful completion of English III

5 Credits/Full Year

The major goal of the senior course is to polish fundamental skills for use in the post-secondary environment. Extensive practice is given in all types of communication, both written and oral. Literary units will focus on masterpieces from classic British literature and contemporary young adult fiction. Vocabulary is studied in conjunction with SAT preparation, and used in writing assignments in an effort to offer an integrated course to students. Students will participate in a comprehensive public speaking unit, which will span the entire year. Significant topics covered will be rhetorical devices, avoiding common public speaking pitfalls, speaking for a variety of audiences and purposes, and honing such skills for use throughout their adult lives. Formal compositions and papers will be written in accordance with college standards and will be written in a variety of ways—research based, analytical, persuasive, short answer, et al. There will be a review of paper mechanics, punctuation, vocabulary and spelling, and composition form.

English IV CP

Prerequisite: Successful completion of English III CP or recommendation from English III teacher

5 Credits/Full Year

The major goal of the senior course is to polish fundamental skills for use in the post-secondary environment. Extensive practice is given in all types of communication, both written and oral. Literary units will focus on masterpieces from classic British literature and contemporary young adult fiction. Vocabulary is studied in conjunction with SAT preparation, and used in writing assignments in an effort to offer an integrated course to students. Students will participate in a comprehensive public speaking unit, which will span the entire year. Significant topics covered will be rhetorical devices, avoiding common public speaking pitfalls, speaking for a variety of audiences and purposes, and honing such skills for use throughout their adult lives. Formal compositions and papers will be written in accordance with college standards and will be written in a variety of ways—research based, analytical, persuasive, short answer, et al. There will be a review of paper mechanics, punctuation, vocabulary and spelling, and composition form. Students will refine skills necessary for success as they continue their education beyond high school. Critical thinking skills will be emphasized both in composition and discussion. Students will address controversial topics that involve contemporary social issues in written and oral mediums.

English IV Honors

Prerequisite: English III Honors Final Grade: 91

English III CP Final Grade: 95

5 Credits/Full Year

The major goal of the senior course is to polish fundamental skills for use in the post-secondary environment. Extensive practice is given in all types of communication, both written and oral. Literary units will focus on masterpieces from classic British literature and contemporary young adult fiction. The assessment and requirements of which will be more in depth and will focus more on students' ability to dissect, deconstruct, and analyze at a level appropriate for a college course. Vocabulary is studied in conjunction with SAT preparation, and used in writing assignments in an effort to offer an integrated course to students. Students will participate in a comprehensive public speaking unit, which will span the entire year. Significant topics covered will be rhetorical devices, avoiding common public speaking pitfalls, speaking for a variety of audiences and purposes, and honing such skills for use throughout their adult lives. Formal compositions and papers will be written in accordance with college standards and will be written in a variety of ways—research based, analytical, persuasive, short answer, et al. There will be a review of paper mechanics, punctuation, vocabulary and spelling, and composition form. Students will refine skills necessary for success as they continue their education beyond high school. Critical thinking skills will be emphasized both in composition and discussion. Students will address controversial topics that involve contemporary social issues in written and oral mediums.

AP English Literature

Prerequisite: AP English Language Final Grade: 91 & Teacher Recommendation

5 Credits/Full Year

AP courses are for strongly motivated students who wish to complete meaningful elements of college level studies and potentially earn three college credits while still in high school. They are designed to prepare students for the AP Exam without losing sight of the more intangible goals such as: creating life-long readers, critical and creative thinkers, productive and social citizens, and young men and women of integrity and dignity. Through this course students will develop the skills and knowledge necessary to analyze selected poems and prose passages and write critical or analytical essays based on poems, prose passages, novels or plays as well as express themselves in class discussions. In order to receive AP weight for an AP course, students must earn an 83 or better in the course and take the corresponding AP exam in May. **In addition, students who score a 3 or better on an AP exam will receive a rebate for the cost of the exam.** Students who earn an 83 or better but do not take the AP exam will receive honors weight for this course. See Ms. Reising for additional information about the Advanced Placement program.

Journalism & Creative Writing – Grades 10, 11, 12

Prerequisite: CP English II or III Final Grade: 93

5 Credits/Full Year

This course is designed to instruct and involve students in the arts of both creative and journalistic writing. An interest in writing and a desire to write are prerequisites for this course as well as a final grade of a 93 in CP English II and/or CP English III. Students taking Journalism & Creative Writing I & II will create, develop, write, design, and produce an informative and reputable newspaper. Students will be able to identify and implement journalistic techniques including story development, appropriate questioning, research methodology, layout design, and editing. Students will be expected to produce between five and seven issues of the school's newspaper, *The Parrot*. Students will work closely with their peers to pitch ideas, edit and revise articles (their own, as well as their classmate's), and give and receive constructive criticism. The teacher's role as instructor will be limited to mediator, facilitator, and grader. The student holds the majority of the responsibility in this course. Grading relies heavily on ability to meet deadlines. Failure to meet deadlines and failure to handle responsibilities will result in a failing grade. In addition, students will explore the creative writing arena through the production of an annual literary magazine, *The Published Mind*. Students will be responsible for the creation and development of a school-wide literary magazine that includes poetry, short stories, artwork, photography, and essays. Students will be provided with examples of various forms of creative writing from the world's foremost poets, short story writers, essayists, etc. in an effort to increase the quality of the magazine. The primary purpose of the course is to increase the student's ability to write for a variety of different purposes and audiences. An increased focus on semantics, grammar, usage, and mechanics also provide the student with a foundation on which to build an impressive writing style and portfolio, both of which will be invaluable in college. Admission into this course will be dependent upon completion of an application, a minimum of one recommendation from an English teacher, and a submission of a sample news article.

Mathematics



It is the goal of the Mathematics Department to meet the individual needs of both academically and vocationally oriented students through a variety of course offerings. The department offers a program whose mastery leads to the successful completion of state-mandated tests. Every effort is made to provide offerings to allow every student to reach his/her maximum potential, culminating an opportunity to earn college credits.

with

***All courses require that students be proficient in the use of the Ti-84 Calculator. Parents are encouraged to purchase the calculator for the students; classroom sets are available for students to use. These calculators are permitted on the NJSLA grade-level exams on the calculator section only.**

****The following courses will require the Ti-89 Calculator: Honors Algebra II, Honors Pre-Calculus; Honors Calculus; AP Calculus. Parents are encouraged to purchase the calculator for the students; classroom sets are available for students to use. These calculators are permitted on the NJSLA Algebra II exam on the calculator section only.**

Quick guide to math sequence at AHS

<u>Student</u>	<u>CP Student</u>	<u>Honors Student</u>
Math 7 R	Math 7 R	Math Honors 7
Math 8 R	Math 8 R	Algebra I H
Fundamentals of High School Math	Algebra I CP	Geometry H
Algebra I	Geometry CP	Algebra II H
Geometry	Algebra II CP	Pre-Calculus H/Statistics H
Algebra II	Pre-Calculus CP/ or Statistics CP	Calculus H/AP /AP Statistics

Math 7 Skills– Grade 7

Prerequisite: By Recommendation

5 Credits/Full Year

This course is recommended for those students who do not receive a score of proficient on the NJSLA Grade 6 Math assessment and/or is recommended by a teacher because of skill weaknesses. This course is to be taken in addition to a student's regular math course. The course will focus on topics covered on the NJSLA Grade 7 Math assessment and aims to support the student's current math program, strengthen problem solving skills, build test taking skills, and remediate previously learned skills.

Math 7 - I

Prerequisite: None

5 Credits/Full Year

Sensitivity will be shown to students' mathematic skills while instruction is given to improve these levels. This course focuses on problem solving techniques and analysis. Among the units covered are: ratio & proportional relationships, expressions & equations, geometry, statistics, and probability.

Math 7 - II

Prerequisite: None

5 Credits/Full Year

This course focuses on problem solving techniques and analysis. Among the units covered are: ratio & proportional relationships, expressions & equations, geometry, statistics, and probability.

Math 7 Honors

5 Credits/Full Year

Prerequisite: High performance on entrance assessment, high standardized test scores, 92 or above in Math 6, teacher recommendation. This course is designed for those students who have exhibited excellent math performance and good work habits.

The goal of this course is to challenge those students who have shown high ability in math. It is a rigorous course that primarily focuses on Pre-Algebra skills as well as the 7th grade units on rational numbers, ration & proportional relationships, expressions &

equations, geometry, statistics, and probability. It emphasizes problem solving and applications to prepare the students for Honors level courses in Algebra and Geometry. Students also need to have good work habits and be motivated.

Math 8 Skills

Prerequisite: By Recommendation

5 Credits/Full Year

This course is required for those students who do not receive a score of proficient on the NJSLA Grade 7 Math assessment and/or is recommended by a teacher because of skill weaknesses. This course is to be taken in addition to a student's regular math course. The course will focus strictly on topics covered on the NJSLA Grade 8 Math assessment and aims to support the student's current math program, strengthen problem solving skills and build test taking skills.

MATH 8 - I

Prerequisite: None

5 Credits/Full Year

Sensitivity will be shown to students' mathematic skills while instruction is given to improve these levels. In addition to strengthening skills previously covered, this course will help students to think mathematically and to understand the basic structure of mathematics through experience with an appreciation of abstract concepts. This course is also designed to help students develop an ever increasing proficiency in the application of mathematics and prepare them for successful experiences in both algebra and geometry.

MATH 8 - II

Prerequisite: None

5 Credits/Full Year

In addition to strengthening skills previously covered, this course will help students to think mathematically and to understand the basic structure of mathematics through experience with an appreciation of abstract concepts. This course is also designed to help students develop an ever increasing proficiency in the application of mathematics and prepare them for successful experiences in both algebra and geometry.

Algebra I Honors

5 Credits/Full Year

Prerequisite: Math 7 Honors Final Grade: 90 and Teacher Recommendation.

The content of this course introduces a new language which is used to develop an understanding of the basic structure of the real number system. Topics included are sets, integers, equations and inequalities, polynomials, irrational numbers and graphing. This course will also help students develop an ever increasing proficiency in the application of mathematics and prepare them for successful experiences in both algebra and geometry and on the State mandated NJSLA Algebra 1 exam at the end of this course.

Fundamentals of High School Math:

5 Credits/Full Year

Prerequisite: Completion of Math 8 I or II.

Fundamentals of High School Math covers many of the traditional topics of Algebra I, including a review of the real number system, lines & slopes, solving equations & inequalities, exponents & polynomials, and other algebraic topics. The course also includes fundamental topics in discrete math and probability. Through Fundamentals of High School Math, students will begin to prepare for the State-mandated NJSLA Algebra I exam, which will be taken the following school year.

Students who successfully complete this course will move on to Algebra I. *This course may be partially funded via Title I grant monies.*

Algebra I – Grades 10

5 Credits/Full Year

Prerequisite: Successfully completion of Fundamentals of HS Math

Algebra I covers many of the traditional topics of Algebra I and geometry including: lines and slopes, systems of equations, exponents and polynomials, and other topics. The course also includes fundamental topics in discrete math and probability. Through this course students will prepare for the State mandated NJSLA Algebra I exam. Students who successfully complete this course will move on to Geometry. *This course may be partially funded via Title I grant monies.*

Algebra I CP – Grades 9, 10, 11, 12

5 Credits/Full Year

Prerequisite: Ninth grade students - Math 8 II Final Grade: 86.

Algebra I CP introduces a new language which is used to develop an understanding of the basic structure of the real number system. One of the principal objectives of this course is to have the pupils understand and appreciate the how and why of arithmetic and mathematics through problem solving techniques. Topics included are sets, negative numbers, equations and inequalities, polynomials, fractions, graphs, the real numbers, and quadratic equations. Algebra I CP is a requirement for college bound pupils and nurses' training. Students who successfully complete this course will move on to Geometry.

Plane and Solid Geometry – Grades 10, 11

5 Credits/Full Year

Prerequisite: Successful completion of Algebra I.

This course covers many of the traditional topics of Geometry including congruency of triangles, parallelism, similarity, polygons, and circles. Emphasis will be placed on the meaning of deductive reasoning. Through this course students will prepare to take the State mandated NJSLA Geometry exam. Students who successfully complete this course will move on to Algebra II.

Plane and Solid Geometry CP – Grades 9, 10

5 Credits/Full Year

Prerequisite: Algebra I CP Final Grade: 77.

This course is designed to develop an understanding of geometry as a mathematical model of physical space. Emphasis will be placed on the meaning of deductive reasoning and mathematical proof. Major topics include congruency, the use of triangles, parallelism, similarity, polygons, equations of a line, and circles. Through this course students will prepare to take the State mandated NJSLA Geometry Exam. Students who successfully complete this course will move on to Algebra II.

Plane and Solid Geometry Honors – Grade 9

5 Credits/Full Year

Prerequisite: Algebra I Honors Final Grade: 89 & Teacher Recommendation.

This Honors course is designed to develop an understanding of Geometry as a mathematical model of physical space, i.e., an understanding of both plane and solid geometry as a natural consequence of the fact that Geometry is a scientific model of three dimensional physical space. Greater emphasis will be placed on the meaning of deductive and inductive reasoning and mathematical proof. Through this course students will prepare to take the State mandated NJSLA Geometry Exam. Students who successfully complete this course will move on to Algebra II Honors.

Financial Math – Grades 11, 12

5 Credits/Full Year

Prerequisite: Successful completion of Algebra I and Plane and Solid Geometry.

Financial Math is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Precalculus, and Calculus under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future, and is thusly aligned with the recommendations of the New Jersey Student Learning Standards.

Algebra II CP – Grades 10, 11, 12

5 Credits/Full Year

Prerequisite: Algebra I CP or H & P/S Geometry CP or H Final Grade: 77 or teacher recommendation.

The Algebra II course begins with a review of basic elementary algebra; however, stress is placed on the structure of algebra as a mathematical system and deductive reasoning. Topics used to develop real number concepts and skills are: operating with integers, solution of linear equations and inequalities, verbal problems and properties of polynomials and rational expressions.

The second half of the course develops the concepts of relations and functions, emphasizing linear and quadratics, exponents, logarithms, progressions, special polynomial functions, matrices and determinants. After irrational numbers are introduced and used in these areas thus completing the real number system, the complex numbers are discussed via the imaginary numbers.

Algebra II Honors – Grade 10

5 Credits/Full Year

Prerequisite: Algebra I Honors & Plane and Solid Geometry Honors Final Grade: 89 & Teacher Recommendation.

The Honors Algebra II course begins with a review of basic elementary algebra; however, stress is placed on the structure of algebra as a mathematical system and deductive reasoning. Topics used to develop real number concepts and skills are: operations with positive and negative numbers, the solution of linear equations and inequalities, verbal problems and properties of polynomials and rational expressions. The course also develops the concepts of relation and function, emphasizing linear and quadratic types, exponents, logarithms, progressions, special polynomial functions, matrices and determinants. After the irrational numbers are introduced and used in these areas, completing the real number system, the complex numbers are discussed via the imaginary numbers. Requires Ti-89 Calculator.

Math Portfolio Prep – Grade 12*Prerequisite: See course description*

1.25, 2.5 or 5 Credits

This course is designed to help students who have not met the New Jersey high school graduation mathematics assessment requirement. (<http://www.state.nj.us/education/assessment/parents/GradReq.pdf>) Instruction will include test prep for alternative assessments prior to working on the portfolio assessment that is available during the second semester. Students will be given several opportunities to meet the mathematics requirement via free alternative assessments such as ASVAB and Accuplacer. Parents and students are encouraged to register for other alternative assessments such as the PSAT, SAT or ACT in the senior year if their child has not met the graduation requirement. Students will be removed from the course when they have met the mathematics graduation requirement. Students will be awarded credit based on how long they are enrolled in the course. (For example – 1st Marking Period = 1.25 credits) *This course may be partially funded via Title I grant monies.*

Introduction to College Math – Grade 12

5 Credits/Full Year

Prerequisite: Successful completion of three years of academic mathematics in addition to teacher recommendations. Student

scores on the ACCUPLACER College Placement test are also required.

This two-part course is designed for the student who is planning on attending a two year county college including Camden County College or four year state college. Emphasis will be placed on the skills necessary to succeed on the mandated ACCUPLACER test—a nationally recognized college placement exam, in order for students to access college-level mathematics courses entering into their first year of college.

Part 1 – Math Fundamentals—Students will review basic numerical procedures with whole numbers, fractions, decimals, ratios, proportions and percents, and their applications. At the completion of Part 1 students will take an exam and if passed, would also pass a first-level remedial* math course at Camden County College.

Part 2 – Elementary Algebra Traditional—Students will review mathematical symbols and operations in order to formulate and solve first-degree and second-degree equations, graph equations and systems of equations, and work with polynomials, rational expressions, and radicals. At the completion of Part 2 students will take an exam and if passed, would also pass a second-level remedial* math course at Camden County College.

In addition to the above requirements, students will take the ACCUPLACER test in accordance with the Camden County College requirements. (Continue to next page)

*Remedial courses are required by Camden County College for students who do not score proficient on the ACCUPLACER exam. By passing the completion exams for Part 1 and Part 2, students have the opportunity to move right into College Level math at Camden County College without the cost of remedial courses that are for “no credit.”

Statistics CP – Grade 11, 12

5 Credits/Full Year

Prerequisite: Algebra II or Pre-Calculus

This course is designed to strengthen algebra skills while exploring practical applications of mathematics through the use of statistics and probability. The focus of this course will be topics such as algebra, statistics, data analysis, and probability, but will also use examples in research, everyday news, sports, demographics, and other areas of study in order to solve and analyze applications of mathematics. The four major topics of study in this course will be exploring data, collecting and sampling data, probability, and statistical inference (using hypothesis testing). This course is designed for students with strong algebra skills and who may be pursuing a college major in the field of nursing, business, exercise and sports science, psychology, criminal justice, or economics.

Statistics Honors – Grade 12

5 Credits/Full Year

Prerequisite: Algebra II or Pre-Calculus

This course is designed to strengthen algebra skills while exploring practical applications of mathematics through the use of statistics and probability. The focus of this course will be topics such as algebra, statistics, data analysis, and probability, but will also use examples in research, everyday news, sports, demographics, and other areas of study in order to solve and analyze applications of mathematics. The four major topics of study in this course will be exploring data, collecting and sampling data, probability, and statistical inference (using hypothesis testing). This course is designed for students with strong algebra skills and who may be pursuing a college major in the field of nursing, business, exercise and sports science, psychology, criminal justice, or economics. TI-84 or 89 calculator required.

Pre-Calculus CP – Grades 11, 12

5 Credits/Full Year

Prerequisite: Algebra I CP, Plane and Solid Geometry CP, Algebra II CP, and Teacher Recommendation.

As preparation for Calculus this course will involve a formal study of trigonometry, analytic geometry and advanced algebra. The study of trigonometry is based on the knowledge of elementary algebra and geometry. Students will re-examine briefly some properties of the set of real numbers and study in detail circular functions and complex numbers with graphic and algebraic solutions and applications.

The study of analytic geometry will be based upon an understanding of the basic principles of algebra as they apply to analytic geometry. Students will study in detail coordinate lines and planes, equations and graphics, circles, conic sections, transformations of coordinates, graphs of equations of the second degree, polar coordinates and parametric equations. The study of advanced algebra provides a rich preparation for college courses in calculus, abstract algebra and analytical geometry. Other topics of study will be statements and sets in mathematics, ordered fields, mathematical induction, functions, graphs of polynomial functions and exponential and logarithmic functions, their graphs and applications.

Pre-Calculus Honors- Grade 11

5 Credits/Full Year

Prerequisite: Algebra I H, Geometry H, and Algebra II H Final Grade: 89

As preparation for AP Calculus AB, this course will involve a formal study of trigonometry, analytic geometry and advanced algebra. The study of trigonometry is based on the knowledge of elementary algebra and geometry. Students will re-examine briefly some properties of the set of real numbers and will study in detail circular functions and complex numbers with graphic and algebraic solutions and applications.

The study of analytic geometry will be based upon an understanding of the basic principles of algebra as they apply to analytic geometry. Students will study in detail coordinate lines and planes, equations and graphics, circles, conic sections, transformations of coordinates, graphs of equations of the second degree, polar coordinates and parametric equations. The study of advanced

algebra provides a rich preparation for college courses in calculus, abstract algebra and analytical geometry. Other topics of study will be statements and sets in mathematics, ordered fields, mathematical induction, functions, graphs of polynomial functions and exponential and logarithmic functions, their graphs and applications. Requires Ti-89 Calculator.

Calculus Honors – Grade 12

5 Credits/Full Year

Prerequisite: Algebra I, Plane and Solid Geometry, Algebra II, Pre-Calculus Final Grade: 89 & Teacher Recommendation.

This syllabus will expose the students to the AP Calculus curriculum outlined by the Education Testing Service. Students taking Calculus Honors will receive instruction in the study of polynomial functions, derivatives, anti derivatives, exponential and logical functions and applications of the above. Additional emphasis will be placed on stretching arithmetic skills. Requires Ti-89 Calculator.

Advanced Placement Calculus AB – Grades 11, 12

5 Credits/Full Year

Prerequisite: Honors Pre-Calculus Final Grade: 92 & Teacher Recommendation.

Concurrent enrollment with Physics is strongly recommended.

AP Calculus requires students to form a study group of 4 to 6 students to meet outside of the school day for at least one hour per week. Written documentation of these meetings is a course requirement. This requirement is non-negotiable. AP Calculus is an intense course which covers college level Calculus I. The course moves at a rapid pace and has a significant homework requirement. Student grades for AP Calculus will be based primarily on student performance on chapter exams and weekly quizzes. A large majority of the content material will be taught without the aid of a calculator. Topics covered include limits, continuity, differentiation, optimization, related rates, integration, anti-differentiation, area under a curve, the volume of solids of revolution and differential equations. There will be an overlap of topics with Physics which include kinematics, work, and exponential growth & decay. It is expected that all students who sign up for AP Calculus AB will also take the AP Calculus AB exam in the spring, which *may* award college credit for Calculus I. Requires Ti-89 Calculator.

In order to receive AP weight for an AP course, students must earn an 83 or better in the course and take the corresponding AP exam in May. In addition, students who score a 3 or better on an AP exam will receive a rebate for the cost of the exam. Students who earn an 83 or better but do not take the AP exam will receive honors weight for this course. See the Director of Student Personnel Services for additional information about the Advanced Placement program.



Physical Education & Health

The health education program has been designed to focus on specific issues and behaviors which are confronting our population of young people. Our goal is to provide students with a strong knowledge base in each area to enhance their decision-making capabilities. Emphasis is placed on developing awareness of chemical abuse and dependency, sexuality education, first aid and CPR training, nutrition, and driver education.

Health 7 – Substance Abuse & Components of Health – Grade 7

This course is designed to assist students in grade seven to promote their knowledge of health subjects pertinent to their grade level and to the core curriculum standards. Focus will be on providing cognitive content and learning materials that cover a wide variety of topics including personal health, life skills, and drug education. Students will, with instruction, improve their knowledge of the lessons taught, increase their decision-making skills, and improve their self-esteem which in turn will enhance their mental, physical, and social development.

Health 8 – Introduction to Family Life Education & First Aid – Grade 8

This course is designed to assist students in grade eight to develop an understanding of health related behaviors and the effect of these behaviors on their health status. Students will be challenged to take responsibility for their own health and wellness. Students will, with instruction and support, improve their knowledge in the areas of First Aid, Personal Safety, Diseases, Sexuality and Leadership. Focus will be on providing cognitive content and learning experiences that support the New Jersey Core Curriculum Content Standards.

Health 9 – Advanced Family Life Education – Grade 9

This course deals with the nature of families; their structure, purposes and functions, their changing relationships and historical evolution. Emphasis is placed on providing factual information about physical, emotional, mental and social changes that occur during adolescence and the effects of those changes on interpersonal relationships, both inside and outside the family unit. This course also focuses on understanding the dimensions of sexuality, concentrating on human development, the evolving nature and complexities of relationships, emotional development, and social attitudes. On a factual level, the course encompasses sexual health and reproduction as well as opportunities to explore current social issues in hope that the student will be able to develop and form his or her own opinions and values regarding each topic. Students will, with instruction and support, improve their knowledge in the areas sexually transmitted infections, contraceptive methods, pregnancy, dating violence, and sexual harassment.

Health 10 - Driver Education – Grade 10

Safety Education is a program designed to help novice drivers develop the knowledge, skills, and attitudes necessary to become educated, safe, and responsible drivers. Students will discover all the intricate parts of the highway transportation, vehicle code, licensing, registration, and insurance procedures. Students will be required to investigate and research various topics and develop multimedia presentations to the class. Students will also prepare for the New Jersey State licensing exam which will be administered upon completion of the course. It is our goal for students to complete the course with a greater appreciation for appropriate and defensive driving habits and therefore use their skills to drive safely.

Health 11 - Standard First Aid & Safety – Grade 11

Standard First Aid includes both community CPR and First Aid emergencies. The first part deals with CPR, heart attack, cardiac arrest, and choking. Students will take both practical and written tests on this section. Students will be provided with instruction, modeled from a hands on instructional program (established by the Red Cross, American Heart Association or other nationally recognized association with the required expertise) in cardiopulmonary resuscitation (CPR) and automated external defibrillation (AED). The First Aid portion of the course includes common emergencies and prepares the student to handle most situations when emergency first aid is needed and medical assistance is delayed. In addition, this course also examines specific social issues confronting adolescents in our culture including AIDS awareness, STD, prevention, pregnancy and birth control. Students will also experience some career related instruction as part of the Health III program.

Health 12 – Nutrition, Fitness and Exercise, Weight Control –Grade 12

This course is designed to teach the students proper nutrition and how a fitness and exercise routine promotes physical and mental health. It will also teach the proper way to control weight. Lastly, the students will integrate what they have learned throughout the semester in a health project that consists of a large portion of their grade. Healthy weight control programs will also be addressed.

Seventh and Eighth Grade Physical Education

Physical education is required for all students in 7th and 8th grades. A seasonal program is taught within the physical fitness program. Students are exposed to activities such as touch football, soccer, basketball, wrestling, volleyball, tumbling, track, dance, softball, weight training, field hockey, lacrosse, and individual activities such as tennis.

Physical Education – Grades 9, 10

This course is designed to assist students in grades nine and ten in promoting their optimum physical, mental, emotional and social development. Focus will be on providing cognitive content and learning experiences that support a variety of physical activity areas including applying movement skills during team and individual sports, physical fitness programs, dance, and lifetime recreational activities. Students will, with instruction and guidance, improve their skills, concept knowledge, self-confidence, and individual fitness levels as well as develop an appreciation for the mental, emotional, and social benefits of physical activity and personal fitness.

Physical Education – Grades 11, 12

This course is designed to assist students in grades eleven and twelve in promoting their optimum physical, mental, emotional and social development. Focus will be on providing cognitive content and learning experiences that support a variety of physical activity areas including applying movement skills during team and individual sports, physical fitness programs, dance, and lifetime recreational activities. Students will, with instruction and guidance, improve their skills, concept knowledge, self-confidence, and individual fitness levels as well as develop an appreciation for the mental, emotional, and social benefits of physical activity and personal fitness. Upon completion of the physical education program, students will have developed a solid foundation of information, knowledge and experiences which are conducive to leading a healthy lifestyle.

Alternative Academic Program for P.E. – Grades 7-12

Any student who is withdrawn from P.E. class for medical reasons for a minimum of five days will enter an alternative program. One or two days of suspension must be made up, and one Sportfolio can be completed for every day of suspension. All students will earn their P.E. grade. All topics will be evaluated and contribute towards the student's grades.

Science



Science is divided into two areas of learning: Physical Science and Biological Science. Physical Science is concerned with matter that is non-living, such as Chemistry, Chemistry Inquiry, Physics, and STEM. Biological Science is concerned with matter that is living including courses such as Biology/Lab, Biology Inquiry, Forensics and Anatomy.

In science you will study facts which are organized into systematic and meaningful patterns developed as a result of experimentation, observation, and insight. This study will help you to become a better-informed individual and to be aware of the changes going on around you due to science.

Life Science – Grade 7

5 Credits/Full Year

Prerequisite: None

This course in junior high life science is meant to introduce the student to basic biology. Topics of study include the characteristics and requirements of living organisms, the methods of science, cell structure and cell function, the classification of living things, microscopic organisms, vascular and nonvascular plants, invertebrates and vertebrates. Lab skills are developed. The course serves as a foundation for the student planning to pursue Biology and/or Anatomy in high school.

Physical Science – Grade 8

5 Credits/Full Year

Co-requisite: Currently taking Regular Math 8.

Physical Science is a course designed to allow students to explore the basic concepts of chemistry and physics. Students will be introduced to the history and nature of science with a focus on matter and energy. Specific topics examined during the year include, but are not limited to, the nature of matter, classification of matter, atomic structure, periodic table, chemical bonding, chemical reactions, forces, motion, weight, and gravity. Students will be encouraged to explore the relationship between science and everyday life with hands-on activities. Students enrolled in physical science need to have successfully passed 7th grade life science.

Honors Physical Science – Grade 8

5 Credits/Full Year

Prerequisite: Life Science & Math 7 Final Grade: 86

This course in Physical Science is weighted as an honors course. The course is designed for students planning on taking the accelerated honors science track in high school. Its purpose is to expose students to the world of physical science and to offer the student the opportunity to work with graduated cylinders, beakers, funnels, balances, test tubes, microburners and other equipment used in high school science labs. The students will do experiments, collect data, make graphs and analyze the results of the experiment in partners or groups. Course content includes work in chemistry, physics and basic laboratory techniques through abstract reasoning.

Environmental Science and Environmental Science CP – Grade 9

5 Credits/Full Year

Prerequisite: None

All freshmen with the exception of Honors students will be required to take Environmental Science. The goal of Environmental Science 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 both natural and human-made, 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. Units covered in this class include: 1. Earth Systems and Human Population, 2. Ecology and Biodiversity, 3. Land Use, Soil, and Agriculture, 4. Water Resources, 5. Atmosphere, Weather, Climate, and Climate Change, and 6. Energy and Waste Management.

Throughout the course, attention will be drawn to how humans are affecting the Earth around us, both positively and negatively. Through class activities that encourage problem solving, discussion, research and cooperative activities, students will further develop and expand their skills in critical thinking and decision-making.

Biology: Inquiry Based – Grade 10

5 Credits/Full Year

Prerequisite: None

Biology explores the study of living things in logical progression from the simple virus to the most complex of life forms-the human body. Students will be shown the importance of a sound biological knowledge base through in-depth class discussion of current science related news reports-keeping them on the cutting edge of biotechnology. Knowledge gained in this course will also enable students to make educated decisions regarding both the environment and their own personal well being.

Biology CP with Lab – Grade 10

5 Credits/Full Year

Prerequisite: Environmental Science CP Final Grade: 77.

Biology is a science that deals with the realm of living things. In the beginning of the course, students are introduced to certain biological and chemical concepts which serve as a background for the year's work. From these foundations, the student progresses from the study of a single cell and its functions to biological themes that include natural selection, genetics, kingdom studies, and ecology. The laboratory work supplements and clarifies the lecture-discussion phase of the course and also provides the student an opportunity to do experimental work.

Honors Biology with Lab – Grades 9, 10

5 Credits/Full Year

Prerequisite: Grade 9 - Honors Physical Science Final Grade: 86

Grade 10 - CP Environmental Science Final Grade: 92, Algebra I Honors Final Grade: 86 & Teacher Recommendation

This lab course is designed for Honors college-oriented students only. More emphasis is placed on analysis and interpretation of experimental data. Studies progress from single cells and their life functions to biological themes that include natural selection, genetics, evolution, ecology and the different kingdoms of living things. Laboratory work is integrated into these studies and provides students opportunities to do experimental work.

Advanced Placement Biology – Grades 11, 12

5 Credits/Full Year

Prerequisite: Biology with Lab H Final Grade: 89 & Teacher Recommendation.

This course is designed for the serious student who intends to fulfill a college requirement or take higher level biology courses at college. Through this course students are provided with a conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Three general areas will be covered: molecules and cells; heredity and evolution; and organisms and populations. There will be a series of labs throughout the year to support classroom instruction. This course will follow the AP curriculum and will prep students for the AP Biology test.

In order to receive AP weight for an AP course, students must earn an 83 or better in the course and take the corresponding AP exam in May. **In addition, students who score a 3 or better on an AP exam will receive a rebate for the cost of the exam.** Students who earn a B- or better but do not take the AP exam will receive honors weight for this course. See Mrs. Reising for additional information about the Advanced Placement program.

This course is eligible for Dual Credit with Camden County College. See Mrs. Bobo for more information about this program.

Chemistry: Inquiry Based – Grade 11

5 Credits/Full Year

Prerequisite: Recommendation of science teacher.

This course is intended for students looking to strengthen their background in the field of chemistry. Topics covered are continuously linked to real world applications through the use of current event discussions and Internet research. Technological breakthroughs are also discussed throughout the course. Topics to be covered: 1. Classifications of Matter 2. Atomic Structure 3. Periodic Table 4. Chemical Bonding 5. Chemical Names and Formulas 6. Chemical Reactions/Equations 7. Behavior of Gases 8. Acids, Bases, and Salts (if time permits) 9. Organic Chemistry (if time permits) 10. Biochemistry (if time permits)

Chemistry CP with Lab – Grades 10, 11

5 Credits/Full Year

Prerequisite: Algebra I, Algebra I CP or Geometry CP Final Grade: 86 & Teacher Recommendation.

From Honors Biology: Algebra I CP Final Grade: 86 & Teacher Recommendation

College Preparatory Chemistry offers the student an in depth study of matter and the changes it undergoes. The course content includes the study of the identification of elements, chemical reactions, acids and bases, properties of solids liquids and gases, and the mathematical relationships of each. Because of the highly mathematical content of this course, a grade of 86 or above in both CP Algebra I and CP Geometry are required as prerequisites. Students should have a working knowledge of percent, ratio, proportions, graphing, solving for unknowns in an algebraic equation and the ability to solve word problems. Students will be working on computer based activities, presentations, and demonstrations. In addition, a great emphasis is placed on laboratory investigations and safety in the lab. Written lab reports are required for most lab activities.

Honors Chemistry with Lab – Grades 10, 11

5 Credits/Full Year

Prerequisite: Algebra I H, Biology H & recommendation of Biology teacher.

Co-requisite: Concurrent enrollment in Honors Algebra II or Honors Pre-Calculus.

Honors Chemistry is a math based physical science course that uses the skills taught in Honors Algebra I and Honors Geometry to investigate the behaviors and properties of matter. Most of the work will be math based problem solving. There will be a substantial amount of time dedicated to lab work and cooperative learning. Students should expect to do 3 or more labs each month. There will be a significant amount of homework assigned, and all students must have a scientific or graphing calculator for the entire year. Topics investigated in Honors Chemistry include chemical reactions, stoichiometry, atomic and molecular theory, the chemical and physical properties of gases, and oxidation-reduction reactions.

Advanced Placement Chemistry – Grades 11, 12

5 Credits/Full Year

*Prerequisite: Honors Chemistry Final Grade: 92**Co-requisite: Concurrent enrollment in Honors Pre-Calculus or Honors Calculus.*

AP Chemistry is a mathematically intensive course which is significantly more difficult than Honors Chemistry. This course picks up where Honors Chemistry left off and investigates topics such as kinetics, acid-base reactions, precipitation reactions, electrochemistry, thermodynamics and advanced atomic/molecular theory. The homework problems will be more difficult than Honors Chemistry, and there will be a significant amount of class time dedicated to lab investigations. Lab activities will include college level procedures such as performing titrations and using spectrophotometers. The course grade for AP Chemistry is based primarily on student performance on multi-chapter exams and weekly quizzes. This course is designed to prepare students to take the AP Chemistry exam in May, and successful completion of that test may award you college credits for Chemistry I at the college you attend. It is expected that all students enrolled in AP Chemistry sign up for and take the AP Chemistry exam. In order to receive AP weight for an AP course, students must earn a B- or better in the course and take the corresponding AP exam in May. In addition, students who score a 3 or better on an AP exam will receive a rebate for the cost of the exam. Students who earn a B- or better but do not take the AP exam will receive honors weight for this course. See Mrs. Reising for additional information about the Advanced Placement program.

This course is eligible for Dual Credit with Camden County College. See Mrs. Bobo for more information about this program.

Chemistry II (HONORS) – Grade 11 or 12

5 Credits/Full Year

Prerequisite: Honors Chemistry Final Grade: 80 or Chemistry CP Final Grade: 85 & Teacher Recommendation.

Chemistry II is a hands on chemistry course that will explore chemistry topics through laboratory activities. In a typical week, students will work in the lab at least 4 out of 5 days. Tests and quizzes will be laboratory based and will be cooperative within the student's lab group. Just like in a real science lab, all work you do will be done as part of a group. Because of this approach, the homework requirement will be minimal. This course is designed as an elective for students who want to learn more about chemistry but who value the laboratory experience. Experiments will include analyzing metal alloys, synthesizing aspirin, distillation of an organic mixture, acid-base titrations and synthesizing/analyzing esters. Chemistry II is the only course at AHS that will thoroughly investigate organic chemistry. Chemistry II will prepare students for any first or second year chemistry course they take in college.

Honors Anatomy – Grades 11, 12

5 Credits/Full Year

Prerequisite: Biology CP or Honors Biology AND Chemistry CP or Honors Chemistry Final Grade: 83 in both disciplines.

Anatomy is a course covering human anatomical structure and the physiology of systems. The course is designed for students considering a career in the health-related areas, e.g. medicine, medical research, pharmacology, nursing, physical/respiratory/occupational therapies, medical technology and veterinary science, or those students considering a life science major. It is recommended the course be taken concurrently with Physics or Advanced Placement Biology for those students considering a straight science major. The course calls for students to do ongoing dissections from the representative systems that are studied throughout the year. It is not recommended for engineering or physical science majors in lieu of the physics course.

Honors Anatomy is a Dual Credit course with Camden County College. See Mrs. Bobo for more information.

Honors Human Genetics – Grades 11, 12

5 Credits/Full Year

Prerequisite: Honors Biology Final Grade: 89 or Biology CP Final Grade: 91.

This course is designed to provide students with a basic understanding of the concepts of human genetics and genomics, in preparation for higher level biological sciences in their college careers. They will be presented with the fundamentals of human genetics, including the physical basis of inheritance, principles of prokaryotic and eukaryotic cell genetics, the mechanics of inheritance, probability, chromosomal abnormalities and anomalies, gene structure and function, molecular genetics, behavioral genetics and contemporary issues in human genetics. Both classical and modern genetic principles and methods will be covered, with a strong emphasis on applications to human biology and medicine and presented with approaches to finding disease susceptibility genes and therapy of genetic diseases. Students will examine where the field is today, where it is going, and what goals there are for the future. They will use problem solving skills and critical thinking to explore the positive and negative aspects of expanding knowledge in genetics.

Introduction to Forensics CP – Grades 11, 12

5 Credits/Full Year

Prerequisite: Biology CP and Chemistry CP Final Grade: 74 -OR- Biology Inq and Chemistry Inq Final Grade: 85

This is a course covering the fundamentals of forensic science. This course will provide the student with the understanding of general applications of forensic science and experience in using various techniques and instruments for this purpose. This course is designed to present a student with select topics covering contemporary developments in the area of forensics. Some of the topics that will be discussed are blood evidence, chromatography, crime scene management, DNA analysis, fiber analysis, fingerprint classification, forensic photography, hair analysis, microscopy, toxicology, ballistics, impressions evidence, document analysis and gathering evidence. This course is designed for students that have an interest in pursuing a career in the sciences.

Introduction to Forensics Honors – Grades 11, 12

5 Credits/Full Year

Prerequisite: Biology CP or Honors Biology AND Chemistry CP or Honors Chemistry Final Grade: 83 in both disciplines.

This is a course covering the fundamentals of forensic science. This course will provide the student with the understanding of general applications of forensic science and experience in using various techniques and instruments for this purpose. This course

is designed to present a student with select topics covering contemporary developments in the area of forensics. Some of the topics that will be discussed are blood evidence, chromatography, crime scene management, DNA analysis, fiber analysis, fingerprint classification, forensic photography, hair analysis, microscopy, toxicology, ballistics, impressions evidence, document analysis and gathering evidence.

Students in this course will process mock crime scenes. They will document, photograph and properly collect evidence. Principles of life and physical sciences will be applied when analyzing the collected evidence. When analyzing evidence students will use proper handling and chain of custody procedures and submit lab results in a standard report format. This course is designed for students that have an interest in pursuing a career in the sciences.

Introduction to Forensics Honors is a Dual Credit course with Camden County College. See Mrs. Bobo for more information

Honors Physics with Lab – Grades 11, 12

5 Credits/Full Year

Prerequisite: Biology (CP or Higher), Chemistry (CP or Higher), Algebra (CP or Higher) I & II, Plane and Solid Geometry (CP or Higher) Final Grade: 86 in each discipline

Co-requisite: Concurrently taking a fourth year academic math (Honors Pre-Calculus or Honors/AP Calculus).

This course is for college-bound students, especially those intending to further their education in the math and science-related fields. It is specifically designed for those who are planning a career in engineering, engineering technology, electronics, computer science, physics, biology, chemistry, mathematics and other related fields. Topics studied include, but are not necessarily limited to, light, optics, the laws of motion, gravitation, electricity and magnetism and planetary motion. Laboratory work in this Physics course is built around the idea of "search and discovery" rather than the more traditional "cookbook" approach. It is, as a result, interesting and imaginative.

STEM – Science, Technology, Engineering, & Mathematics (Honors) – Grade 11 or 12

5 Credits/Full Year

Prerequisite: Biology (CP or Higher), Chemistry (CP or Higher), Algebra (CP or Higher) I & II, Plane and Solid Geometry (CP or Higher) Final Grade: 86 in each discipline.

Co-requisite: Concurrently taking a fourth year academic math (Pre-Calculus or Calculus).

The STEM course, like physics, is specifically designed for those who are planning a career in engineering, engineering technology, electronics, computer science, physics, biology, chemistry, mathematics and other related fields. The course will act as an introduction to the fields of engineering and computer science, with a focus on student-led optimization of complex systems through design, implementation, and testing. Beyond engineering, there will be a focus on logical thought in the realm of mathematical and scientific theory. Subject matter includes, but is not limited to, logic circuits, electric circuits, encryption, electrostatics, electric circuits, and data analysis using spreadsheets.

Computer Science – Grade 10-12

5 Credits/Full Year

Prerequisite: Robotics Final Grade: 86

Co-requisite: Algebra II

The computer science class is designed to allow for students to continue their study of programming, but puts the focus on direct coding. Students will be expected to take their knowledge of variables, control structures, and functions to the next level and put together full programs on their own from scratch. Computer science introduces and reinforces foundational topics in computer science including problem solving, design strategies and methodologies, data structures, approaches to processing data, analysis of potential solutions, and the ethical and social implications of computing. Students should take computer science with the expectation of proceeding to the STEM capstone class.

Social Studies



The chief goal of social studies is to cultivate in the student a more mature understanding of our political, legal, social, economic systems and our cultural heritage. It is also intended to focus the students' attention on the relationship between historical events and current problems in our ever shrinking world. Students in these courses will develop skills in the problem solving process, in critical thinking, in organizing data, in decision making, and in the art of being a responsible citizen of our nation.

All freshmen will be scheduled for U. S. History I. This decision was made to build on the eighth grade course which focuses on Civics and American government. The sequence of courses will be U.S.I, U.S. II and World History.

	7	8	9	10	11	12
Required and Electives						
Ancient Civilizations						
US Government and Civics						
US History I						
US History II						
World History						
US History AP*						
History Through Film						
History of Sports & Worth of the Game						
Current Trends and World Economics**						
Sociology / Criminal Law						

* US History I, US History II & World History required

** Fulfills NJ Economics requirement

Social Studies 7

Prerequisite: None

5 Credits/Full Year

This course will focus on cultural geography of the world. Its purpose is to introduce the students to the basic fundamentals of geography and explore world cultures. An emphasis will be placed on how the geographical location of a place affects its climate, customs and culture. The culture's literature, art, religions, ideologies, and philosophies will be explored to enrich students' understanding of the human experience. Connections between the ancient and modern world will also be explored.

Social Studies 8

Prerequisite: None

5 Credits/Full Year

This course will focus on the elements of Civics and American government. It will offer students a strong introduction to government, citizenship, and the American economic and legal systems. Various activities will enable students to acquire skills to analyze how past and present interactions have shaped our American heritage. Connections between content to current civic issues are a theme throughout the course from a multitude of regionalized perspectives. Relevant activities will help students learn what comprises our local, state and federal governments with a strong focus on primary source documents. An emphasis will be placed on the development of writing and critical thinking skills. This will help them understand the election process and other pertinent information needed to be successful in United States History I and II courses at Audubon High School.

Social Studies 8 Honors

Prerequisite: Social Studies 7 Final Grade: 95

5 Credits/Full Year

This course will focus on the elements of Civics and American government. It will offer students a strong introduction to government, citizenship, and the American economic and legal systems. Various activities will enable students to acquire skills to

analyze how past and present interactions have shaped our American heritage. Connections between content to current civic issues are a theme throughout the course from a multitude of regionalized perspectives. Relevant activities will help students learn what comprises our local, state and federal governments with a strong focus on primary source documents. An emphasis will be placed on the development of writing and critical thinking skills. This will help them understand the election process and other pertinent information needed to be successful in United States History I and II courses at Audubon High School. The Honors course prepares students to be successful at the honors and advanced placement levels in high school.

U.S. History I – Grade 9

Prerequisite: None

5 Credits/Full Year

This course deals with the history of the United States from the onset of the American Revolution to the Gilded Age of the late 1800s. The course is planned to develop in the student an understanding of our political, economic, and cultural growth through the nineteenth century. Through their study students will learn the value of historical perspective. The study of American history will demonstrate to students how change in human affairs has occurred at an increasing velocity within a relatively short span of years.

U.S. History I CP – Grade 9

Prerequisite: By Recommendation

5 Credits/Full Year

This course deals with the history of the United States from the onset of the American Revolution to the Gilded Age of the late 1800s. The course is planned to develop in the student an understanding of our political, economic, and cultural growth through the nineteenth century. Through their study students will learn the value of historical perspective. The study of American history will demonstrate to students how change in human affairs has occurred at an increasing velocity within a relatively short span of years.

U.S. History I Honors – Grade 9

Prerequisite: Honors Social Studies 8 Final Grade: 91

Social Studies 8 Final Grade: 95

5 Credits/Full Year

This course deals with the history of the United States from the onset of the American Revolution to the Gilded Age of the late 1800s. The course is planned to develop in the student an understanding of our political, economic, and cultural growth through the nineteenth century. Through their study students will learn the value of historical perspective. The study of American history will demonstrate to students how change in human affairs has occurred at an increasing velocity within a relatively short span of years. This course prepares students for success at the advanced placement level.

U.S. History II – Grade 10

Prerequisite: None

5 Credits/Full Year

This is a survey course of American history from the Gilded Age of the late 1800s to the present. In this course we attempt to develop and analyze the liberal and conservative policies that our government has adopted at various times in order to meet our domestic and foreign responsibilities. It is stressed that over the years our government has made changes of policy within the framework of our Constitution as new issues have made it necessary to readjust our priorities in order to meet the needs of our society. A technique of relating current government policies and domestic and foreign events to past history is used to help put our country's historical past into perspective. The course is planned to develop in the student an understanding of our political, economic, and cultural growth through the present.

U.S. History II CP – Grade 10

Prerequisite: By Recommendation

5 Credits/Full Year

This is a survey course of American history from the Gilded Age of the late 1800s to the present. In this course we attempt to develop and analyze the liberal and conservative policies that our government has adopted at various times in order to meet our domestic and foreign responsibilities. It is stressed that over the years our government has made changes of policy within the framework of our Constitution as new issues have made it necessary to readjust our priorities in order to meet the needs of our society. A technique of relating current government policies and domestic and foreign events to past history is used to help put our country's historical past into perspective. The course is planned to develop in the student an understanding of our political, economic, and cultural growth through the present.

U.S. History II Honors – Grade 10

Prerequisite: US History I Honors Final Grade: 91

US History I Final Grade: 95

5 Credits/Full Year

This is a survey course of American history from the Gilded Age of the late 1800s to the present. In this course we attempt to develop and analyze the liberal and conservative policies that our government has adopted at various times in order to meet our domestic and foreign responsibilities. It is stressed that over the years our government has made changes of policy within the framework of our Constitution as new issues have made it necessary to readjust our priorities in order to meet the needs of our society. A technique of relating current government policies and domestic and foreign events to past history is used to help put our country's historical past into perspective. The course is planned to develop in the student an understanding of our political, economic, and cultural growth through the present as well as prepare the student for the advanced placement course.

World History – Grade 11

Prerequisite: None

5 Credits/Full Year

This is a survey course of World History from the High Middle Ages of Europe to the present. World History will provide students with the knowledge of the past required to understand the present and hypothesize about the future. The course will emphasize the causes and impacts of major Western and non-Western events which have shaped the contemporary world. Significant themes and events in history will be discussed as well as the impact of each on the development of the world. The contributions of important people in history will also be stressed.

World History CP – Grade 11

Prerequisite: By Recommendation

5 Credits/Full Year

This is a survey course of World History from the High Middle Ages of Europe to the present. World History will provide students with the knowledge of the past required to understand the present and hypothesize about the future. The course will emphasize the causes and impacts of major Western and non-Western events which have shaped the contemporary world. Significant themes and events in history will be discussed as well as the impact of each on the development of the world. The contributions of important people in history will also be stressed.

World History Honors – Grade 11

Prerequisite: US History II Honors Final Grade: 91

US History II Final Grade: 95

5 Credits/Full Year

This is a survey course of World History from the High Middle Ages of Europe to the present. World History will provide students with the knowledge of the past required to understand the present and hypothesize about the future. The course will emphasize the causes and impacts of major Western and non-Western events which have shaped the contemporary world. Significant themes and events in history will be discussed as well as the impact of each on the development of the world. The contributions of important people in history will also be stressed.

U.S. History AP – Grades 11, 12

5 Credits/Full Year

Prerequisite: US History I Honors & US History II Honors Final Grade: 91 & Teacher Recommendation

Students taking U.S. History AP will receive instruction in the skills and information necessary to be successful on the AP exam which is administered in May. At Audubon High School the teacher serves as the facilitator for student success on the AP exam. In this capacity, we view this as a cooperative relationship between students and teachers. With a high score on the AP exam, students may earn college credit. The AP U.S. History course at Audubon High School not only is geared to prepare students for the AP Exam, but it also provides an enriched experience in the study of America's past. Through use of historical documents and a historiographical approach, students will gain an understanding of how history works and how historians operate. Students will read various historians' interpretations of major issues in United States history, analyze documents, and write their own arguments.

In order to receive AP weight for an AP course, students must earn an 83 or better in the course and take the corresponding AP exam in May. **In addition, students who score a 3 or better on an AP exam will receive a rebate for the cost of the exam.** Students who earn an 83 or better but do not take the AP exam will receive honors weight for this course.

AP U.S. History is also a Dual Credit course with Camden County College. See Mrs. Bobo for more information.

History Through Film – Grades 10, 11, 12

Prerequisite: None

5 Credits/Full Year

History Through Film is a year-long course designed to expose students to an alternative approach to the study and analysis of history through the eyes of films, documentaries, music, political cartoons, and photography. Students will be expected to analyze and reflect on the various media via written response, Socratic Seminars, point/counterpoint discussions, and debates.

History of Sports and the Worth of the Game – Grades 10, 11, 12

Prerequisite: English I

5 Credits/Full Year

This course will focus on the role sports have played and continue to play in American life. The course will cover a time period from the mid-nineteenth century to present day. Various activities will enable students to acquire skills to analyze how sports have shaped our past and present heritage here in the United States. Focus will be on sports as a reflection of our social, political, cultural and economical make-up and its ability to affect and shape our institutions. Particular attention will be given to social class, race, ethnicity, gender, community, technology, as well as commercialization and the media. An emphasis will be placed on the development of critical thinking and analysis with the opportunity for real life evaluation of modern sports.

Current Trends/World Economics – Grades 10, 11, 12

Prerequisite: None

5 Credits/Full Year

Students who take this leveled course will experience one semester of Current Trends in the Humanities and one semester of World Economics. Current Trends, which will be offered during the first semester, will cover contemporary culture including politics, religion, art and science. In the second semester course, World Economics, students will earn the 2.5 credits that are required in

Economics to fulfill the graduation mandate. World Economics will include the study of economic theory and its impact on various aspects of the world in which we live.

Sociology / Criminal Law – Grades 10, 11, 12

Prerequisite: None

5 Credits/Full Year

Students who take this course will experience one semester of Sociology and one semester of Criminal Law. Sociology, which will be offered during the first semester, will focus on the study of the way in which human beings live with each other and how they interact. The second semester course, Criminal Law, introduces students to the way in which public behavior is monitored by law enforcement. Students will be educated about their civil liberties and the consequences for unaccepted behaviors.

Visual and Performing Arts



It is the desire of the staff of the Visual and Performing Arts Department to provide the students of Audubon High School with means to explore and express the talents of those who are interested in art and music. It is also our position that those who wish to have an experience in the creative process may do so as a part of their high school experience. All that is necessary is a sincere desire to work and a creative imagination. Such studies and activities will provide you with a means to improve and enjoy life - for the rest of your life.

Art Department

The art courses offered in Audubon High School are directed to the students who would like to expand their interest in the art field. A sincere desire to be creative should accompany each student while taking these courses. Beginning courses will require a research paper and all students will be asked to supplement their class work with outside research. Art History and Appreciation will be reviewed in each area of study.

Elements of Art – Grades 7, 8

Prerequisite: None

5 Credits/Full Year

This course enables 7th and 8th graders to work themselves through the "elements of art" (line, shape, form, value, color, etc.) and allows students to explore them in a variety of media (pencil, ink, paint, clay, etc.) Students also learn more about the "elements" through the study of art history. It is a multi-faceted approach to art education which will increase their personal art repertoire. The course will also orient the student to the care and use of materials and the development of their evaluative processes.

Elements of Art II – Grade 8

Prerequisite: Elements of Art Final Grade: 92

5 Credits/Full Year

This course provides an area of creative experience for the student who wishes to develop his/her talent in at least four creative areas of their choice. The student will utilize the knowledge gained from art history, materials, and techniques learned in Elements of Art. The student must set his/her own deadlines and complete all preliminary work for each project. This course is the one to elect if your interest is to work independently, come up with your own project ideas, and if you have a desire to create and express yourself visually.

Creative Art – Grades 9, 10, 11, 12

Prerequisite: None

5 Credits/Full Year

This course is designed to introduce students to a variety of areas of art, as well as a variety of materials and techniques such as paint, color pencil, watercolor or watercolor markers and pencils, printmaking and other point media, pen and ink, textile paint or dyes, ceramics, wire sculpture and mixed media. The course permits studio opportunities necessary to create works of art with topics that relate to contemporary as well as classical techniques associated with the fields of art. Emphasis is on the development of self-expression using art history, classical techniques and current events. Through four different units of study (nine weeks each), students will develop perceptual, intellectual, physical and technical skills in the creation of visual art. Units of study include:

- **DRAWING**: This course provides an area of creative experience for the student to develop drawing skills and techniques to produce images of stylization and realism.
- **OPTICAL ART, SURREALISM AND FANTASY ART**: This course is based on the art history period of Surrealism. The student will develop creative ideas of the dream world and further enhance drawing abilities and use of color, along with an introduction to hand built pottery techniques, glazing, underglazing and kiln firing.
- **POTTERY AND SCULPTURE**: The student will gain knowledge of a variety of tools, methods and techniques both in hand built pottery and the making and pouring of molds.
- **CREATIONS IN MIXED MEDIA**: This course is designed to be an art workshop. It allows the student to choose from a wide range of tools, mediums and techniques. These areas include pen and ink, linoleum printing, computer generated designs, paint, textile design, polymer clay, ceramic clay, watercolor, and a variety of drawing media.

What's Art About? – Grades 9, 10, 11, 12

Prerequisite: None

5 Credits/Full Year

This course explores art as a viewer, rather than the artist. Students will learn how an artist is involved in everything with which we come in contact. From fashion, interior design, advertising, and of course fine art, students will gain an understanding of the

process involved in being an artist. Students will also come in contact with Art History as a way to understand how art has transformed in Modern Times. Students will have the opportunity to participate in various types of creative activities as well as completing a project at the conclusion of each unit taught. This course is designed to benefit students with no prior artistic ability who have an interest in both understanding and successfully creating art.

Trash to Treasure: Reclaiming Our Environment – Grades 9,10,11,12

Prerequisite: Elements of Art I or What's Art About?

5 Credits/Full Year

This is an independent and project-oriented course rooted on the idea of reclaiming or reusing things around us which are normally discarded. The course will give students an opportunity to use available found objects and recycled items to make a unique project plan, express their own ideas, and give their artwork a purpose. Something which is old or used, can be turned into something fresh and beautiful. Students taking this course should have a desire to work independently and be creative with unique media, as well as a willingness to research and experiment with new techniques.

Art and Design 1 – Grades 9, 10, 11

Prerequisite: None

5 Credits/Full Year

This is an introductory course which covers the fundamentals of two dimensional design, drawing, painting, printmaking, ceramics, advertising design, mixed media, and art history. The students' knowledge of the principles and elements of art presented at earlier levels of learning will be reinforced through an exploratory and experimental approach to art. The course will also orient students to the art room, art facilities, supplies, tools of the artist and art in the world today. Development of each student's visual perception (ability to see, observe, and translate creatively) will be stressed. Students taking this course should have a real interest in art, a desire to be creative, and the willingness to express their imagination. Fundamentals of Art and Design is a prerequisite for any of the other advanced Art courses.

Art and Design 2 – Grades 10, 11, 12

Prerequisite: Art and Design 1

5 Credits/Full Year

This course is designed to introduce students to various art materials and techniques such as paint (oil, watercolor, acrylic, silk paint, gouache, oil and chalk pastel), pottery, collage (mixed media), printmaking, pencil and color pencil, and pen and ink. The student will improve his/her creative skills by means of a more sophisticated approach. Portfolio development will be emphasized in this course. Students taking this course should have a serious interest toward art, a desire to be creative and the willingness to express their imagination.

Advanced Art – Grades 11, 12

Prerequisite: Art and Design 1 and Art and Design 2

5 Credits/Full Year

This course offers an advanced study of the principles and concepts that govern visual communication between the student and the world around him/her. Emphasis will be placed on fulfillment of portfolio requirements necessary for furthering the student's art education. This course offers an opportunity for the student to develop his/her talent in a specific area of art and design. The student is thereby given intensive work in at least six creative areas of expression ranging from illustration to ceramics. Students taking this course should be those who are interested in pursuing a career in art or have a serious interest toward art.

Portfolio Preparation – Grade 12

Prerequisite: At least 2 years of art courses

5 Credits/Full Year

This course is designed to accommodate each individual student's requirements for application to college. The previous art created will be reviewed and expanded upon, along with life drawings in a variety of media (first and second marking periods). The third and fourth marking periods will focus on preparing the student for college through critiques, art-related terminology, project work and discussion. This course is the one to elect if you are planning to apply to a college/university for any art major which may include fine arts, graphic design, illustration, crafts, industrial design or architecture.

Music Department

JUNIOR HIGH BAND

Instrumental organizations are among the most active groups in the school. Students involved in Junior High Band (Grades 7 and 8) are required to perform in the two major school concerts, along with other selected activities throughout the school year, such as possible concert band festivals at other schools, etc. Students will also be required to attend rotating instrumental music lessons and practice on their own. The student must have at least one year of previous experience on their instrument to participate. Beginners will only be accepted on approval by the Director. Students who play Woodwind, Brass, or Percussion instruments may join the Junior High Band.

Band members rehearse during the school day. In band rehearsal the student will continue to develop skills learned in prior years, as well as prepare concert music and learn ensemble skills, but most importantly, enjoy a regular musical ensemble experience daily.

JUNIOR HIGH CHORUS

Students who are interested may participate in Junior High Chorus on the 7th & 8th grade levels. No previous singing experience is necessary in order to participate in this organization. The students will be given the basic foundations for good singing along with a study of musical notation and music history as it pertains to the compositions being studied. It is encouraged that students who are in 7th Grade Chorus also participate in 8th Grade.

The singers will have the opportunity of performing at the two major high school concerts, along with other selected outside activities. Students may be required to attend an evening rehearsal or two throughout the year.

Each student involved in this chorus will have the opportunity to study both on a group and individual basis. The elements of basic music theory and also the advanced principles of good choral singing will be discussed in depth. Students who show success and advancement in this course will automatically be accepted in the High School Concert Choir, without having to audition.

CONCERT CHOIR – Grades 9, 10, 11, 12

The purpose of the Concert Choir is to present to the interested singer a complete and varied study of the best in music literature and an opportunity to develop performance skills. Compositions from all periods of time and of all styles will be studied in depth. Emphasis in rehearsals is placed upon the appropriate singing technique necessary for various music styles and the promotion of correct singing skills such as proper breathing, tone quality, and diction.

No previous singing experience is necessary for membership in the Choir; however, students are admitted to the course **ONLY AFTER AUDITIONING** or with prior approval from the instructor. Auditions are usually held during the months of March and April. Further information concerning auditions for membership in the organization is available from the Director of Choral Activities.

As part of the Concert Choir activities, students will be **EXPECTED** to perform in various concerts during the school year as well as attend extra rehearsals outside of regular school hours to prepare for such concerts.

Each Choir member will be required to take part in a vocal music lesson in a small group situation at least once per marking period. These lessons are a part of the Choral curriculum and are held in a class period other than the regular rehearsal period on a rotating basis. Progress in these lessons is part of the Concert Choir grade.

*****Continued membership** in the Concert Choir from year to year is also by the **Director's approval only**, based on performance and progress shown by the student during the current school year.***

SENIOR HIGH CONCERT BAND – Grades 9, 10, 11, 12

Instrumental organizations at Audubon are among the most active groups in our school. Students involved in Senior High Concert Band are required to participate in several performances during the year, among them two concerts and graduation. Concert Band is open to students who play Woodwind, Brass, or Percussion instruments, and have had at least two years experience on those instruments (which would be achieved as members of a junior high level band). Students who play piano (at least two years experience) are also encouraged to join band as mallet percussionists. Beginners are only accepted in extreme cases (such as a need for that instrument), and must be approved by the Band Director.

Senior High Band members are involved in full and sectional band rehearsals during the regularly scheduled school day. In SH band, instrumental techniques such as intonation, phrasing, balance, and other aspects of ensemble playing are studied. Music literature of many various styles will be studied and performed. Students involved are required to practice on their own as well as participate in rotating instrumental music lessons (at least one per marking period) during the school day.

Continued membership in the Concert Band from year to year is contingent upon approval by the Director, and progress shown by the student throughout each year. The Director reserves the right to remove a student if he/she is not meeting the required expectations of the course.

Students are selected from Junior High Band or by an audition given by the Instrumental Director. Auditions are held in the spring. For further information, contact the Director of Instrumental Activities.

Students involved in Concert Band and instrumental activities participate in instrumental rotating lessons as part of their musical training. These lessons will give an in-depth study of the individual needs of their particular instrument as well as offer the opportunity to expand their playing abilities.

Students are also strongly urged to participate in extra-curricular activities such as Marching Band and Jazz Band, as they will further enhance their instrumental music education and provide great reward and enjoyment. Marching Band is open to students in grades 8-12 and meets from July to November after school. Jazz Band is open to students who play the sax, low brass, trumpet, percussion, piano, guitar and bass and meets from January to May after school.

Percussion Ensemble – Grades 8, 9, 10, 11, 12

Co-requisite: Concert Band

5 Credits/Full Year

Instrumental organizations at Audubon are among the most active groups in our school. The Percussion Ensemble Course is designed to offer student percussion members another practical experience in the playing of percussion instruments in a variety of chamber music settings. The concepts set forth in the curriculum – rhythm, articulation, technical development, music theory, listening and analysis, musical expression, and care and maintenance of equipment – are designed to be taught simultaneously throughout the school year. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities, technical demands, etc. Students will continue to address these concepts throughout the school year in ways that engage them and allows them to experiment and scrutinize how these concepts are evident in different styles of music. Performance opportunities will most likely occur during the winter and spring concerts, as well as other possible performances as they arise.

Students who desire to take this course **MUST** be registered for Pd. 0 Senior High Concert Band as well. Each student must have previous concert band experience (at least one year) and be able to read music at the appropriate high school level. Percussion members in the concert band are encouraged to register for the course, but Woodwind and Brass members are also invited if they have a desire to learn and play percussion instruments in an ensemble setting.

Music Theory I – Grades 10, 11, 12

Prerequisite: None

5 Credits/Full Year

Music Theory is for the student with a serious interest in music and composing. Areas of study include the basics of music as it pertains to composing, using the chorale style of composition of the 18th Century (4 part writing). The student will accomplish a major project at the end of the school year. Besides composition techniques, other areas will include ear-training, careers in music, and computer MIDI training if possible.

While Music Theory is essentially a "beginner's" composing course, some knowledge of music reading and performing is necessary. Selection of the course is **ONLY** by approval of the instructor upon an interview with the student.

Appreciation of Music in Movies & TV – Grades 10, 11, 12

Prerequisite: None

5 Credits/Full Year

Film composers play an integral part in the film making process. This course examines music created for film - (both movies and TV shows) – and helps students establish an appreciation for the art of music created for film. Students will study the composers and directors, and understand the impact on the music's tone, emotion, subtext and style. Class will be spent watching films and discussing the scores and their composers. Some films we will study include Jurassic Park, Star Wars, The Lion King, and Jaws.

The Art of Musical Theatre – Grades 10, 11, 12 (Next offered 2022-23)

Prerequisite: None

5 Credits/Full Year

The course will be a multi-faceted, hands-on class that will touch on all art forms incorporated in Musical Theatre. Students will be instructed in the use of creative set design, costuming, lighting, make-up, writing, and music composition for the effect of expression in the art of musical theatre. This is along with the basic three elements of musical theatre; singing, movement, and acting. A history of Musical Theatre and its development will also be presented, along with an insight into common forms of theatrical shows. The course is accessible to both the experienced performer and the complete novice to theatre.



World Languages

The main objective for the study of a world language is to foster in students an awareness of the nature of language and to promote open-minded attitudes toward other cultures. By doing this, students will better understand their own language and will cultivate a sense of humanity, which is needed by the citizens of our contemporary world.

World French - Grade 9

Prerequisite: None

5 Credits/Full Year

This course is designed to help students meet the world language graduation requirement. It focuses on the cultures and various uses of language in the countries where the languages are spoken. Students will communicate, understand, and interpret written and spoken language as well as participate in hands-on activities and projects that involve technology and real-life experiences. Placement will be by recommendation or request.

French I – Grades 8, 9, 10, 11, 12

Prerequisite: None

5 Credits/Full Year

Students who choose to pursue French I will embark on a study of the language as well as the rich cultures of the French-speaking world. Students entering French I should have a command of the following concepts: nouns, adjectives, verbs, pronouns, adverbs, sentence structure and paragraph structure.

French I students are exposed to the French speaking areas of the world and course content develops the skills of listening, speaking, reading and writing with emphasis on communication in the target language and mastery of core vocabulary and grammatical structures at a novice level. Successful students in this introductory course will be able to engage in simple conversations describing their interests, classes, family and activities. They will be able to write small compositions and dialogues pertaining to these same topics as well as read and hear about the daily lives of young francophone students.

Students will exercise all four modes of communication in class via different activities that will include and not be limited to audio files of dialogues/songs, interpreting and analyzing videos of authentic speakers interacting, online practice, answering spoken and written questions, performing dialogues, reading writing, and listening actives from the text and workbook exercises and working with partners in class on speaking exercises.

Our French program encourages participation in French Club. We attend cultural events outside of class and have had native speakers come to class to talk about different aspects of French culture.

French II – Grades 9, 10, 11, 12 Onparlefrançais!

Prerequisite: French I & Teacher Recommendation

5 Credits/Full Year

Students entering this course should have knowledge of present-tense verb conjugations, noun/adjective agreement, definite and indefinite articles and thematic vocabulary presented in French I. Students should be able to write a brief paragraph on a given topic (description of yourself and your surroundings, school and weekend activities) and comfortably answer basic questions orally in French.

In French II, students are further exposed to the French speaking areas of the world and course content furthers the development of skills in listening, speaking, reading and writing. Emphasis is placed on expanded vocabulary development (e.g., home, family, school...); the verb conjugations in present, passé composé, imparfait, with an introduction to the future and conditional tenses; and expanded grammatical structures (e.g., possessive adjectives, object pronouns) within the context of French culture.

Students will exercise all four language skills in class via different activities that will include and not be limited to CDs of dialogues/songs, DVDs of language situations, internet activities, answering spoken and written questions, performing dialogues, reading and writing textbook and workbook exercises and working with partners in class on speaking exercises from the text.

Our French program encourages participation in French Club. We attend cultural events outside of class and have had native speakers come to class to talk about different aspects of French culture.

French III – Grades 10, 11, 12 Onparlefrançais!

Prerequisite: French II & Teacher Recommendation

5 Credits/Full Year

Students entering French III should have a command of the following concepts: present tense verb conjugations (regular and irregular forms); regular and irregular verbs in the passé composé (formed both with avoir and être); articles (un, une, des, du, de la, de l’); and a vocabulary presented in French I and French II. Students should also be able to write a brief paragraph in French on a given topic (e.g., What did you do last weekend? What are your plans for the summer? Describe the last movie you saw.) and comfortably respond to questions orally in French.

In French III, students are exposed to the French speaking areas of the world and course content furthers the development of skills in listening, speaking, reading and writing. Emphasis is placed on expanded vocabulary development (e.g., home, family, school...); the verb conjugations in present, past, future, conditional and subjunctive tenses; and expanded grammatical structures (e.g., object pronouns, relative pronouns).

Students will exercise all four language skills in class via different activities that will include and not be limited to CDs of dialogues/songs, DVDs of language situations, internet activities, answering spoken and written questions, performing dialogues, reading and writing textbook and workbook exercises and working with partners in class on speaking exercises from the text. Students will improve reading comprehension of longer, more challenging material.

Our French program encourages participation in French Club. We attend cultural events outside of class and have had native speakers come to class to talk in French about different aspects of French culture.

French III is a Dual Credit course with Camden County College. See Mrs. Bobo for more information.

French IV/AP – Grades 11, 12

Prerequisite: French III & ideally IV & Teacher Recommendation

5 Credits/Full Year

We have a unique situation here at AHS due to the fact that the number of students in the upper level courses is small; therefore, we sometimes have combined classes with French IV and AP. The level IV/AP course is designed as the fourth part of a four-year sequence. Students entering this course should have knowledge of thematic vocabulary and grammar presented in French I-III. The French IV students will not take the AP exam and therefore will not get AP credit but the class will be an honors class.

The IV/AP French Language course places an emphasis on correct pronunciation; listening comprehension; vocabulary development; verb conjugations in present, past, future and conditional tenses, both in the subjunctive and indicative moods; and the composition of French essays on a variety of topics requiring critical thinking.

Students will be required to read and summarize articles from a variety of sources and produce a written and oral presentation. They also summarize, compare and critique the movies that we see in French. Students will practice specific exercises required to succeed on the AP exam.

Outside of class, the student will complete exercises in advanced grammar and vocabulary in order to express themselves at a more sophisticated level; and write essays on a regular basis in the AP format. In general, the successful student will spend approximately 30 minutes on work outside of class to prepare for the next class session.

AP French Language maintains a demanding pace. Students may receive college credit either by success on the AP French Language exam or by the ability to place into intermediate college French courses.

In IV/AP French, students will exercise all four language skills in class via different activities that will include and not be limited to CDs of dialogues/songs, DVDs of language situations, internet activities, answering spoken and written questions, performing dialogues, reading and writing textbook and workbook exercises and working with partners in class on speaking exercises from the text. Almost exclusive use of French occurs in this AP French Language course. Instruction and communication on the part of the teacher is almost exclusively in French, and the students are required to communicate in French. Students receive an oral participation grade based on their use of French in the classroom.

Our French program encourages participation in French Club. We attend cultural events outside of class and have had native speakers come to class to talk in French about different aspects of French culture.

In order to receive AP weight for an AP course, students must earn an 83 or better in the course and take the corresponding AP exam in May. In addition, students who score a 3 or better on an AP exam will receive a rebate for the cost of the exam. Students who earn an 83 or better but do not take the AP exam will receive honors weight for this course. See Mrs. Reising for additional information about the Advanced Placement program.

AP French is a Dual Credit course with Camden County College. See Mrs. Bobo for more information.

World Spanish – Grades 9, 10, 11, 12

Prerequisite: None

5 Credits/Full Year

This course is designed to help students meet the world language graduation requirement. It focuses on the cultures and various uses of language in the countries where the languages are spoken. Students will communicate, understand, and interpret written and spoken language as well as participate in hands-on activities and projects that involve technology and real-life experiences. Placement will be by recommendation only

Spanish I – Grades 8, 9, 10, 11, 12

Prerequisite: None

5 Credits/Full Year

In the first year of Spanish students become aware of the Spanish language via the basic skills of language development: listening, speaking, reading, and writing. The text is entitled VenCommigo! Within the text, the students are afforded the opportunity to develop vocabulary and initial grammatical concepts. There are several types of exercises (dialogues, group work, drills, etc.) to enhance the four skills. The text is also accompanied by student activity and grammar workbooks, listening practices on CD, interactive CD-Rom and a video series so that the knowledge acquired may be actively employed. The learners are introduced to the culture and customs of the Spanish-speaking world, thereby learning the language as it is used in the foreign country.

Spanish II – Grades 9, 10, 11, 12

Prerequisite: Spanish I & Teacher Recommendation

5 Credits/Full Year

Spanish II affords students the opportunity to enhance communication in the foreign language. The course employs basic grammatical skills mastered during Spanish I. Spanish II then progresses toward the objective of improving accuracy in language skills by way of vocabulary, advanced grammatical structures and increased usage of Spanish during the classroom experience. Basic composition is also introduced, and the textbook offers narratives of greater length for instruction in comprehension and foreign culture. The text offers a strong basis for language skill development, as students are then urged to participate independently and actively, developing fluency in language usage.

Spanish III – Grades 10, 11, 12

Prerequisite: Spanish II & Teacher Recommendation

5 Credits/Full Year

EN ESTE CURSO SE HABLA ESPAÑOL.

Spanish III requires a greater understanding of Spanish, as well as the ability to apply previous knowledge. Spanish is used as much as possible, but English is still used, especially for explanation of grammatical concepts that students find difficult. The class is conducted almost entirely in Spanish, and students are guided to improve their fluency through active participation. Historical, geographical, and literary aspects of Spanish culture are also covered through the use of additional aides. Other texts consist of easy to read short stories and literature of the Spanish-speaking world adapted for the intermediate student. The text for this course is VenCommigo II which is accompanied by videos that allow the students to see and hear native speakers in their own countries.

Spanish III is a Dual Credit course with Camden County College. See Mrs. Bobo for more information.

Spanish IV – Grade 11, 12

Prerequisite: Spanish III & Teacher Recommendation

5 Credits/Full Year

EN ESTE CURSO SE HABLA ESPANOL

This course stresses the improvement and refinement of all language skills: listening, speaking, reading, and writing. The class is conducted as much as possible in Spanish, with special emphasis on the spoken word and the expansion of vocabulary. Spanish literature is read and discussed in depth. The reading selections represent all types of literary genre such as: poetry, short stories, essays, plays and novels. Through reading and discussion, students are offered the opportunity to increase their fluency in the Spanish language, increase their ability to read with understanding, gain greater insight into the structure of the language, and enhance their understanding of and appreciation for Spanish-speaking cultures.

Spanish IV is a Dual Credit course with Camden County College. See Mrs. Bobo for more information.

ADVANCED PLACEMENT SPANISH – Grade 12

5 Credits/Full Year

Prerequisite: Spanish III or ideally IV Final Grade 85 & Teacher Recommendation

This course is designed for the serious Spanish student who intends to fulfill a college requirement or take higher level Spanish courses at college. Through this course students will develop their proficiency in all four language skills: listening, speaking, reading, and writing. The course integrates aural/oral, reading, and compositional skills and includes an extensive study of advanced grammar. In addition to completing a college level course, AP Spanish students will develop language skills that are useful in themselves and can be applied to various activities and disciplines. This course will follow the AP curriculum and prep students for the AP Spanish Language exam.

In order to receive AP weight for an AP course, students must earn an 83 or better in the course and take the corresponding AP exam in May. **In addition, students who score a 3 or better on an AP exam will receive a rebate for the cost of the exam.** Students who earn an 83 or better but do not take the AP exam will receive honors weight for this course. See Mrs. Reising for additional information about the Advanced Placement program.

AP Spanish is a Dual Credit course with Camden County College. See Mrs. Bobo for more information.

7th Grade Cycle Courses

All 7th graders will be assigned to the following cycles. Every student will travel with their class to each of the six cycles throughout the year, spending approximately 29 days in each.

French

As part of the 7th grade cycle program, students will take one marking period of French. In this course they will learn basic French grammar and vocabulary and become acquainted with familiar expressions and dialogue useful with family and friends in the home, in the marketplace or in a restaurant. Topics will include: greetings and farewells; family and friends; food; seasons; colors and numbers.

Information Literacy

This course is an introduction to the principles, concepts, and practices of information literacy, including the critical thinking skills necessary to identify, evaluate, and use a variety of types and formats of potential sources of information effectively. Critical aspects of information use including privacy practices, intellectual freedom, and educational fair use are discussed to help students to practice positive digital citizenship. Students are encouraged to Inquire, Collaborate, Evaluate, and Explore as they work with information. Emphasis is placed on properly citing sources using MLA format to avoid plagiarism.

Spanish

As part of the 7th grade cycle program, students will take one marking period of Spanish. In this course they will learn basic Spanish grammar and vocabulary and become acquainted with familiar expressions and dialogue useful with family and friends in the home, in the marketplace or in a restaurant. Topics will include: greetings and farewells; family and friends; food; seasons; colors and numbers.

Technology: Robotics

This course is designed to introduce the students to the basics of robotics. A LEGO robotics kit will be used to aid students in problem solving activities. The students will design and build their robots in achieving goals.

*Cycle classes will be graded A-F like other courses in the school.

