



PROGRAM OF STUDIES 2025 - 2026

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Mission Statement:

The mission of Central Jersey College Prep Charter School is to provide academic and social challenges and opportunities to students, instilling the skills and knowledge that they will need to succeed in their lives. The CJCPCS aims to forge a powerful partnership out of the student-teacher-parent triad. This partnership will provide and empower our youth with the support necessary to reach their highest potential - intellectually, socially, emotionally and physically— building on their inherent promise to aid in their preparation for college and career. CJCPCS seeks to graduate men and women who think critically and creatively; have acquired strong skills in mathematics, science, language, technology, history, and the arts; and are committed to a lifetime of learning and civic involvement.

CJCP Student Pledge

I PLEDGE TO DO MY BEST AND I DO RESPECT
THE REST
AT CENTRAL JERSEY COLLEGE PREP WE DEMAND
HARD WORK IN DEPTH
WE ARE TRUE, DETERMINED, AND RIGHT WE TRY WITH
ALL OUR MIGHT
I AM HEADED TOWARDS COLLEGE THE RIGHT
PLACE OF KNOWLEDGE
WE WILL MAINTAIN OUR AMBITION THAT BEING OUR
LONG LASTING MISSION
CENTRAL JERSEY COLLEGE PREP WILL GET US
THERE STEP BY STEP

Central Jersey College Prep does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.



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INTRODUCTION

Founded in 2006, Central Jersey College Prep (CJCP) charter school serves grades Kindergarten-5 and 6-12. The founders of the school consider a college education to be not solely a tool for getting a high-paying job, but also, more significantly, to be a crucial phase in modern human life that equips the individual with skills, knowledge, and values necessary to succeed in an increasingly complex global society. CJCP students will be offered a rigorous and relevant academic program that will teach students the most efficient ways of finding information, critical and independent thinking, and problem-solving skills. This will involve interactive teaching and assignments that help the students improve their analytical and independent thinking skills, continuously challenging and encouraging the students to pursue a higher education, and keeping them abreast of current information and technology.

This catalog provides useful information to plan your high school education program. It contains information regarding high school graduation requirements, guidelines, and course descriptions. It is a complete guide to the possible course offerings at CJCP. Each department has described its specific course offerings, highlighting the chief components of each course. Final decisions regarding the actual offering of any particular course for the 2024 - 2025 school year will be dependent upon enrollment. Therefore, not all classes listed in this catalog are guaranteed to run every school year.

Planning a student's high school program of studies demands a cooperative effort between home and school. We cannot stress strongly enough the need for careful planning among the student, his or her parents, teachers, and counselor in order for a program to be adapted to each individual as well as state and local requirements. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes.

Our course offerings provide a wide variety of learning opportunities. As you examine the course selections in this booklet please bear in mind not only short-term needs but also long-term goals. Beyond state, district, college and career requirements, you are encouraged to select courses that will be academically stimulating and personally enriching. Above all, please plan a program, which challenges you appropriately, sets realistic goals, and enables you to take advantage of the diversified offerings available. Please consider the following criteria in selecting particular courses. Does the course:

- a. Meet the high school graduation requirements?
- b. Provide an outlet for interests in specific subject areas?
- c. Reflect a significant proficiency level?
- d. Provide a background for post high school plans leading to career options?
- e. Meet general college entrance requirements?
- f. Meet college entrance requirements specific to schools in which you are interested?

THE ACADEMIC PROGRAM

Graduation Requirements

Graduation requirements are twofold. Students must satisfy both the CJCP Graduation Requirements listed below AND the requirements set by the [New Jersey Department of Education for the classes of 2023-2025](#).

Successfully complete a minimum of 132.5 credits. The course work must include the following course requirements:

- Language Arts – at least 20 credits
- Mathematics – at least 20 credits
- Science – at least 15 credits
- Social Studies – at least 20 credits (including two courses in US History)
- Physical Education and Health – at least 20 credits
- World Languages – at least 10 credits
- Visual and Performing Arts – at least 5 credits
- Career Education and Consumer, Family, and Life Skills - at least 5 credits
- Financial Literacy – 2.5 credits
- Additional Electives - at least 15 credits

Each full year course that meets daily yields 5 credits. Semester courses that meet daily yield 2.5 credits.

Course Scheduling Parameters

Each student will be enrolled maximum in 8 classes per semester. Preference will be given to juniors and seniors when enrollment in any course is too large. The right is reserved by the CJCP to withdraw any course offering if there is an insufficient number of students enrolled in the course, a certified teacher is not available, or budgetary funds are not available. Student scores on state and district tests and previous course grades may affect course placement. Every student is required to be scheduled for lunch. Please note a course request does not necessarily guarantee placement in that course. Students must meet course requirements and prerequisites.

High school level courses completed upon completion of grade 8 and prior to grade 9 may be used to meet prerequisites or advancement in a particular subject area.

Add/Drop/Withdrawal Policy

Students are expected to honor their commitments by attending and satisfactorily completing the courses for which they enroll. Schedule changes will not be made for reasons of convenience or because of teacher preference. Only changes that are educationally beneficial for the student will be considered. Schedule changes will only be considered for elective courses during the first week of the school year. No changes can be made to AP courses for any reason.

Schedule changes will be considered only for the following reasons:

1. The correction of a clerical error in the schedule. Examples might include a missing course, a conflict between two or more courses, failure of a prerequisite course, or a serious imbalance in the course load assigned for each semester.
2. A recommendation from the Child Study Team.
3. A recommendation from a building administrator for academic dishonesty, disciplinary, attendance, or instructional reasons. [Schedules changed according to this criterion may result in a grade of WF (Withdraw Failing), which will negatively impact the student's permanent record.]
4. A teacher recommends a change based on the fact that the student is misplaced in a particular course or that a change in level would be beneficial to the student. Teacher recommendations for changes according to this criterion must be made prior to the end of the first quarter of all courses. This must be done with the approval of the Administration.

Schedule changes WILL NOT be considered for any of the following reasons:

1. Course content or standards that differ from student expectations.
2. Dropping a course because it is not needed for graduation.
3. Inability of a student to relate well to a given teacher.
4. Preference for some other subject.
5. Dropping a course in order to lighten a student's load.

After the Add/Drop period has ended, students will NOT be able to withdraw from any course for any reason.

Important Note: A level change can be made by the administration if a student has difficulty with the course work and it is deemed necessary, appropriate, and in the best interest of the student. This change may be initiated by the I&RS Committee, the classroom teacher, or the administration.

Virtual School Courses

We are extending our course selection with the Virtual School System. Students interested in taking virtual school should see their school counselor and their placement and payment in these courses will be determined on a case-by-case basis. It will be the student's responsibility to check NCAA and college entrance requirements prior to requesting a virtual course. This must be pre-approved by the student's counselor.

Course / Grade Retention Policy

The Board of Trustees recognizes that each child develops and grows in a unique pattern and that students should be placed in the educational setting most appropriate to their social, physical, and educational needs. Each student enrolled in this school shall be moved forward in a continuous program of learning in harmony with his/her own development.

Standards for student promotion shall be related to the New Jersey Core Curriculum Content Standards and school goals and objectives and to the accomplishments of students. A student in the elementary grades will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Middle School (Grades 6-8)

Students must have passing grades in all of the following four core subjects: English, Mathematics, Social Studies and Science. Students who have failed up to two core subject courses have the following options.

- Option 1 : Students can participate in a summer school at the traditional school district. The student's grade from the summer school will be averaged with the overall grade from CJCP for that particular course. If the average is below 65%, students will have failed the course and will not be promoted to the next grade level.
- Option 2 : Students can participate in a summer school at the traditional school district. The student's grade from the summer school will be averaged with the overall grade from CJCP for that particular course. If the average is below 65%, students will have failed the course and will not be promoted to the next grade level

Middle school students who failed more than two core subject courses will be retained. The above mentioned options are not available to students who fail more than two core subjects.

Students who fail non-core subjects are required to complete a portfolio/project as assigned by the teacher. Failure to turn in the portfolio/project will result in retention of the student at the same grade level.

High School (Grades 9-12)

Students who fail a course that is a graduation requirement have the following options:

- Option 1: Students can retake the course during the next school year.
- Option 2: Students can retake the course over the summer. Central Jersey College Prep Charter School accepts course credits earned in a traditional public school in New Jersey or a private school that is fully accredited by any of the following regional accrediting agencies or their successors:

Middle States Association of Colleges and Schools (MSA)
New England Association of Schools and Colleges (NEASC)
North Central Association of Colleges and Schools (NCA)
Northwest Association of Schools and Colleges (NASC)
Southern Association of Colleges and Schools (SACS)
Western Association of Schools and Colleges (WASC)

To be promoted to the next grade level, a student must complete the required number of credits during the school year.

- 9th grade to 10th grade: 30 credits
- 10th grade to 11th grade: 60 credits
- 11th grade to 12th grade: 90 credits

Parents are required to provide evidence of course completion as demonstrated by a passing final course grade and the credit earned. **All courses taken outside of CJCP are subject to the approval from the CJCP Administration and/or Counseling Department. Credits will not be honored if prior permission is not obtained from the CJCP Administration and/or Counseling Department.**

Students who have been homeschooled will be granted credits only for courses that were taken through accredited schools.

Please note, CJCP does not allow any external credit transfer for courses offered as part of the regular curriculum; students must enroll in their respective CJCP curricula courses throughout the school year.

Grading Policy

The following symbols are used to represent grades:

Letter Grade	Percentage
A+	98 – 100
B+	87 – 88
C+	77 – 79
D+	67 – 69

Letter Grade	Percentage
A	93 – 97
B	83 – 86
C	73 – 76
D	65 – 66

Letter Grade	Percentage
A-	89 – 92
B-	80 – 82
C-	70 – 72
F	0 – 64

Grade Point Average

A student's Grade Point Average (GPA) is calculated by multiplying the number of credits per course by the grade achieved in the course. The totals for each course are added and then divided by the number of credits taken each school year to compute a student's grade point average. A weighted GPA is computed to provide information for scholarships and to determine valedictorian and salutatorian. Class rank information is available only upon request.

There are two levels of courses utilized for the purpose of calculating weighted grade point average. **Weighted** courses are Advanced Placement (AP) and Honors (H) courses in **high school**. Unweighted courses are courses not designated AP or H. Advanced Placement courses are weighted 1.33 in high school. Honors courses are weighed 1.25 in high school.

Grade Weighting Chart

Grade	Standard	Honors	AP
A+	4.03	5.04	5.36
A	4.00	5.00	5.32
A-	3.67	4.58	4.87
B+	3.33	4.16	4.43
B	3.00	3.75	3.99
B-	2.67	3.34	3.55
C+	2.33	2.91	3.1
C	2.00	2.5	2.66
C-	1.67	2.09	2.22
D+	1.33	1.66	1.77
D	1.00	1.25	1.33
F	0.00	0.00	0.00

Valedictorian and Salutatorian

Student with the highest overall GPA will be the valedictorian. The student with the second highest GPA will be the salutatorian. A transfer student must attend Central Jersey College Prep for his/her entire junior and senior years to be considered as valedictorian or salutatorian. Grades received in the program of study at his/her previous school will be included.

Principal's List and Honor Roll

The principal's list and honor roll serve as a mark of excellence to recognize students who excel academically. The principal's list and honor roll are prepared at the end of each semester. They are based on Cumulative grades and include all subjects.

To qualify for Principal's List a student shall have 4.0 GPA and above. To qualify for honor, roll a student shall have 3.75 GPA and above

Grade Reporting

Report cards will be issued four times a year, approximately one week after the close of each marking period. A parent should email the teacher if he/she has a question regarding a specific progress report. Grades will always be accessible to parents through Genesis.

AP / Honors / Dual Enrollment Programs

We encourage students to take courses offered through WPU, RVCC, MCC and other local colleges. Students who are interested in taking courses through WPU, RVCC and MCC need to meet their course requirements before they are eligible to take the course. Students are responsible to pay the related fees for the course

Advanced Placement/Honor courses are designed to provide the challenge, rigor and creative opportunities for those students who have demonstrated academic success. Advanced Placement (AP) courses are college level courses for the most academically capable high school students. They are challenging, stimulating and more demanding in terms of time, effort, and depth of the curricular program. AP courses are the equivalent of college work. Honors level courses are for students who are self-motivated, and who are willing to devote the extra time and effort needed to meet the accelerated demands of this level.

Students who wish to make application to the program should study the following list of characteristics of the AP/Honors Program to ensure that there is a clear understanding of what is required in each of the program's courses:

- ✓ Students are required to complete summer assignments that will be given in June.
- ✓ Students are required to participate in AP workshops offered during the spring in the year prior to enrolling in the AP course.
- ✓ Students are expected to be able to read 20-30 pages of text as a one-night homework assignment.
- ✓ Students are expected to complete all assigned homework on time.
- ✓ Students are expected to independently manage multiple, concurrent, and long-term projects.
- ✓ Students are expected to write multiple drafts of papers, lab reports, and other assignments before submitting the document for final assessment.

- ✓ Students are expected to have the necessary skills for independently organizing collaborative group tasks.
- ✓ Students are expected to meet with the teacher individually after school for assistance and/or enrichment when appropriate.
- ✓ Students are expected to reason analytically, deductively, and inductively in order to synthesize and evaluate information and data.

Enrollment Criteria

Entrance into Honors:

Students must have ALL of the following:

- Grade of A or better in prerequisite course
- Teacher/Counselor/Administrator Recommendation
(Note: Transfer students must take the placement test)
- State assessment results (NJSLA scores will be considered before scheduling)

Continuation of Honors:

Students must have ALL of the following:

- Grade of A or better in prerequisite honors course
- Teacher/Counselor/Administrator Recommendation
- Passing score all required assessments (PSAT, PreACT, NJSLA and Benchmarks)
- State assessment results (NJSLA scores will be considered before scheduling)

Entrance into AP Level / Dual Credit Course:

Students must have ALL of the following:

- Grade of A in prerequisite course
- Teacher/Counselor/Administrator Recommendation
- Meeting the PSAT AP Potential Criteria by College Board (%90 threshold)
- Passing Score on the Accuplacer assessment or NJSLA in relevant subject (Score 5)
- Previous year AP Scores (Minimum 3 score)
- Passing score all assessments (PSAT, PreACT, NJSLA and Benchmarks)

Protocol and Procedures:

1. Students will be tentatively scheduled for Honors, AP, and Dual Credit courses based upon mid-year subject area grades during scheduling meetings with their counselors.
2. Final performance analysis will be conducted in June to confirm eligibility. The district reserves the right to reschedule students.
3. Should a student fail to meet the eligibility criteria, any interested stakeholder (parent, teacher, counselor) may submit a formal request in writing. The counselors, administration, and teachers will meet to review the request and make a **final** decision.
4. Students can make changes to their schedules during the Add/Drop period the first week of school as long as they meet all criteria for the courses they are adding.
- 5.

6. If high school students are enrolled in selected honor courses, they must take the relevant subject SAT.
7. All AP students must sign the “AP Student Agreement Form” and must complete the AP Summer assignments.
8. The student **must pass (Score 3)** the full length CJCP mock test in order to sit for the CollegeBoard exam, regardless of whether they have taken AP courses or not.
9. Students will undertake a full-length midterm exam in December and a final exam in April, both serving as mock tests.
10. Students are required to complete a specified number of questions, as designed by the AP coordinator, in preparation for the May test.
11. Students who fail to qualify and sit for the AP test will not receive AP course weighting

THE AP EXAM IS A REQUIRED COMPONENT OF AN AP COURSE. STUDENTS WHO DO NOT REGISTER FOR AND TAKE THE TEST WILL NOT RECEIVE AP CREDITS.

COLLEGE PLANNING

Admission to colleges and universities varies from easy to extremely competitive. The philosophies of education, specific course requirements, and other qualifications for acceptance vary among the nation's colleges and universities. All, however, recognize the desirability of a broad education with a strong foundation in the traditional, solid academic subjects.

Students should begin the planning process when selecting courses for the high school years. The college preparatory curriculum is a four-year course of study; therefore, families should design a four-year plan that is reviewed and revised annually. Students are evaluated for admission not only in terms of grades achieved, but also with respect to the strength of the academic program undertaken. Students are encouraged to take the strongest possible academic program available within his/her own personal abilities during all four years of high school.

Academic Requirements for College Entrance

Minimum graduation requirements should not be confused with college admission requirements. A total of sixteen "Academic Units" taken from grades 9-12 are generally the minimum required for college entrance. An academic unit or college entrance unit is the equivalent of five credits in a single academic subject. A semester course of 2.5 credits equals one half college entrance unit. Acceptable units are determined by the college in question. Normally, "Academic Units" are considered to be full year courses in college preparatory Math, Science, English, Social Studies and World Language.

While each college prescribes the number and character of the academic units it will accept, the following are the usual requirements for entrance to four-year colleges:

- English: 4 units
- Social Studies: 3-5 units
- College-prep math: 3-5 units
- Foreign Language: 2-5 units (of the same language)
- Science: 3-5 units (at least 2 lab sciences)

Students expecting to major in mathematics, science, or world languages are strongly urged to take four years of study in these areas. Because of the high "dropout rate" during the first year of college, the following advice is offered to all college-bound seniors: ***It is more important to complete your first year at college than to enjoy your senior year at high school. Thus, your 12th-grade program should be a rigorous academic experience.***

College Entrance Examinations

The vast majority of colleges require that a student take one or more standardized tests for admission. The number depends on the college's policy. It is important to remember that test scores are just one part

of the total applicant profile. At most institutions, test scores alone do not exclude a student from admission, nor do scores alone guarantee admission.

The two most common test programs are the Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT). Consult with your counselor regarding when you should take the SAT and/or ACT.

Colleges may also require or recommend SAT II tests. SAT II tests are one hour for each subject area. You may take one to three tests on any given test date.

It is the student's responsibility to register for all tests and to arrange for the results to be sent to the institution(s) of choice. It is recommended that a student register for the following tests:

Fall of 8 th , 9 th 10 th and 11 th grade	PSAT
Spring of 11th grade	SAT and/or ACT
Fall of 12th grade	SAT and/or ACT

PSAT

The PSAT/NMSQT is administered annually in October. All high school students, including those in 8th grade, are encouraged to take the PSAT each year. This test is scheduled during the regular school day in October. CJCP recognizes the significance of the PSAT both as a preparatory tool for the SAT and as a metric for evaluating potential SAT scores. It also serves as a crucial resource for teachers to tailor their instructional strategies. Understanding its importance, CJCP covers the cost for all students to participate in the exam.

The PSAT serves as a preliminary SAT, familiarizing students with the SAT format and providing valuable insights into potential SAT performance. Additionally, it plays a key role in the National Merit Scholarship Program, identifying outstanding juniors for scholarship opportunities and recognition. Students are advised to utilize their PSAT scores to explore various SAT preparation resources. These may include enrolling in challenging math and English courses, participating in SAT elective courses offered by the school, engaging in intensive after-school or evening programs, considering commercial preparatory programs, or using self-study materials. The goal is to leverage these scores for targeted preparation, ultimately enhancing their readiness for the SAT.

SAT

The SAT is composed of two main sections — Math and Evidence-Based Reading and Writing. The optional 50-minute essay section was discontinued after the June 2021 administration by the College Board. Now, the total testing time without the essay is 3 hours. The breakdown of each section is as follows:

Evidence-Based Reading and Writing: This section tests reading comprehension and grammar & usage through passages and questions.

Math: This section covers a range of math practices, with a focus on problem-solving, modeling, using tools strategically, and using algebraic structure.

SAT			
TEST	TOTAL TIME	NUMBER OF QUESTIONS	TIME PER QUESTION
SAT Reading	65 minutes	65	60 seconds
SAT Math (no calculator)	25 minutes	20	50 seconds
SAT Math (with calculator)	55 minutes	38	86.8 seconds
SAT Writing and Language	35 minutes	44	47.7 seconds
SAT Essay Writing	50 minutes	1	n/a
TOTAL TIME: 3 hours 50 minutes with essay, 3 hours without.		TIME PER QUESTION (167 questions): 61.125 seconds	

It is often recommended that students take the SAT two or three times to improve their scores, ideally starting in their junior year of high school. Engaging in advanced mathematics courses is beneficial for students preparing for the SAT, as a strong foundation in academic subjects has been shown to correlate with success on the exam. Most students take the SAT during the spring of their junior year, which aligns with college admissions timelines. However, retaking the SAT in the fall semester of their senior year is common for further improvement of scores.

Colleges may have varying requirements for SAT scores, and while some institutions may not require a retake if a student's previous results were strong, others might have specific guidelines. Therefore, it's crucial for students to check the admission requirements of the colleges they are interested in applying to.

ACT

This test is an alternative to the SAT. It can be taken during a student's junior and/or senior years. The ACT is divided into four parts: Math, English, Science Reasoning, Reading, and an optional Writing section. It assesses high school students' general educational development and their ability to complete college level work.

The student will receive a composite score from 1-36. Students with a solid course background and good grades are encouraged to take the ACT test as an alternative to or in addition to the SAT.

ACT			
TEST	TOTAL TIME	NUMBER OF QUESTIONS	TIME PER QUESTION
ACT English	45 minutes	75	36 seconds
ACT Math	60 minutes	60	60 seconds
ACT Reading	35 minutes	40	52.5 seconds
ACT Science	35 minutes	40	52.5 seconds
ACT Essay Writing (optional)	40 minutes	1	n/a
TOTAL TIME: 3 hours 35 minutes with essay, 2 hours 55 minutes without.		TIME PER QUESTION (215 questions): 50.25 seconds	

Note: If a student requires extended test time, as stated on their IEP or 504, it is the parent/guardian's responsibility to complete the appropriate application and submit it to the College Board.

MIDDLE SCHOOL COURSE DESCRIPTIONS

English Language Arts

English language skills are foundational to both educational success and enriching life experiences. The CJCP English program is dedicated to providing a robust, foundational, and classical education in language arts.

Our curriculum emphasizes the development of literacy, critical thinking, and analytical abilities alongside language proficiency and communication skills across reading, writing, listening, speaking, and visual interpretation. We utilize a curated selection of imaginative and challenging literature to enhance students' vocabulary and broaden their understanding of the world. This includes diverse studies in multicultural, historical, biographical, classical, and contemporary literature, covering various literary genres, movements, and critical perspectives.

We foster creativity through diverse methods such as writing exercises, oral interpretations, critical evaluations, group discussions, collaborative projects, and independent studies. Integrating modern technology, our program supports dynamic learning experiences. Our courses are designed with a cooperative learning approach, offering college-preparatory English education aimed at equipping students for the PSAT and SAT exams.

English 6

Grade Level: 6

Length of Course: Full Year

Prerequisite: None

This is a standards-based course required of all students in Grade 6. It includes all areas of Language Arts—reading, writing, and oral communication. A variety of texts, both fiction and non-fiction will be addressed with concentration on non-fiction texts including classic and contemporary. Students will develop their ability to use language for communication, both oral and written, for reflection, and for personal and social fulfillment for a variety of purposes and audience

English Honors 6

Grade Level: 6

Length of Course: Full Year

Prerequisite: Achievement of score thresholds on placement assessments

Aligned with the Grade 6 NJ State Curriculum Standards, , English 6 Honors is meticulously structured to elevate students' reading and writing proficiencies. This course is tailored to challenge students academically, fostering advanced analytical and expressive capabilities in preparation for high-stakes assessments like the New Jersey Student Learning Assessments (NJSLA). Participants in this course will engage with a rigorous curriculum, encompassing a diverse array of literary genres to enhance comprehension, critical thinking, and versatility in writing.

Eligibility for enrollment in English 6 Honors necessitates meeting specific academic criteria, ensuring students are aptly prepared for the heightened expectations of this advanced class. Students will delve into complex texts, honing their analytical skills through varied writing assignments. These will encompass narrative, expository, and persuasive writing, as well as literary analysis, research methodologies, and multifaceted projects.

Through this comprehensive approach, English 6 Honors aims not only to refine students' mastery of language arts but also to instill a deep appreciation for the power and nuance of written expression, setting a solid foundation for future academic success.

English 7

Grade Level: 7

Length of Course: Full Year

Prerequisite: Grade 6 Language Arts

This course provides students with a framework to meet the New Jersey Literacy State Standards. Students learn grammar, spelling, vocabulary, and other skills within the contexts of meaningful reading, speaking, writing, listening, and viewing experiences. Drawing from an extensive list of traditional and young adult titles in classroom, school such as, *The Outsiders* and *The Wave*, students engage in strategies that promote the independent reading of assigned and self-selected works (novels, short story and poetry, plays, and works of nonfiction). Students will begin to develop a sophisticated portfolio of creative writing including poetry, personal narratives, and short stories. Students will be prepared for NJSLA.

English 7 Honors

Grade Level: 7

Length of Course: Full Year

Prerequisite: Grade 6 Language Arts Honors and/or meeting score thresholds on placement assessments

This course is designed to push students to a higher level of reading and writing capability while preparing each student for the language arts sections of the NJSLA. Students will learn the required 7th material as well as a new novel, *Tangerine*. They will be held to a higher standard than the regular 7th Grade English classes. In order to be eligible to be placed in the Honors English Class, a student must meet required criteria. Students will read a variety of genres and they will write for different purposes that include narratives, expository writing, literary essays, research papers, and projects.

English 8 College Prep (CP)

Grade Level: 8

Length of Course: Full Year

Prerequisite: Grade 7 Language Arts

This course provides students with a framework to meet the New Jersey State Curriculum Literacy Standards in the context of social justice themes. Students read and respond in writing and through discussion to various novels and dramas (such as but not limited to *All American Boys*, *Lord of the Flies*, *The Maze Runner*, *A Midsummer Night's Dream*, and *Diary of a Young Girl*) and both fiction and nonfiction texts available in the SAVVAS textbook. Through these texts students will grow as readers and writers, improving vocabulary and grammar through the incorporation of these skills within the units. Another component of the 8th grade English program includes self-selected independent reading. Students will

continue to develop a sophisticated portfolio of writing including expository, persuasive, and narrative. Students will be prepared for NJSLA.

English 8 Honors/Pre-Ap

Grade Level: 8

Length of Course: Full Year

Prerequisite: Grade 7 Language Arts Honors and/or meeting score thresholds on placement assessments

In order to be eligible to be placed in the Honors English Class, a student must meet the required criteria. This course is designed to push students to a higher level of reading and writing capability while preparing each student for the language arts sections of the NJSLA. This course provides students with a framework to meet the New Jersey State Curriculum Literacy Standards in the context of social justice themes. Students read and respond in writing and through Socratic-seminar style discussions to various novels and dramas (such as *All American Boys*, *Lord of the Flies*, *A Midsummer Night's Dream*, and *The Book Thief*) and both fiction and nonfiction texts available in the SAVVAS textbook. Through these texts students will grow as readers and writers, improving vocabulary and grammar through the incorporation of these skills within the units. Another component of the 8th grade English program includes self-selected independent reading. Students will continue to develop a sophisticated portfolio of writing including research, expository, persuasive, and narrative.

English Language Art Electives

MS Communication

Grade Level: 6-8

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

Communication courses provide students with the opportunity to gain a comprehensive understanding of the media's role in society and develop critical evaluation skills. These courses typically delve into the examination of visual images, printed materials, and audio segments, which are used as powerful tools for information, entertainment, and communication, capable of influencing public opinion. Moreover, students learn to enhance their presentation and evaluative abilities concerning mass media. They also become adept at recognizing different techniques employed to deliver specific messages effectively. (Students will be introduced to theories and concepts related to interpersonal communication skills such as Uncertainty Reduction Theory, Onion Theory, etc.) In some instances, students may even have the chance to create their own media product. Depending on the course, there may be a particular focus on a specific medium throughout the duration of the program.

MS English Grammar

Grade Level: 6-8

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

English Grammar courses have a primary focus on the structure of formal standard American English language. These courses cover essential elements of grammar that help students understand and effectively use English in both written and spoken communication. The key areas covered in these courses typically include: sentence structure, parts of speech, function of words and proper punctuation. By studying these areas, students in English Grammar courses develop a strong foundation in the mechanics

and structure of the English language. They gain a deeper understanding of sentence construction, parts of speech, word functions, and punctuation, enabling them to communicate effectively and write grammatically correct sentences in formal standard American English.

MS Journalism

Grade Level: 6- 8

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

This course is an introduction to media literacy designed specifically for middle school students. It aims to provide a foundation for understanding the role and impact of media in today's society. Throughout the course, students will explore various forms of media, including print and online platforms, and analyze how they shape our daily lives. The course emphasizes the power of communication in writing and provides techniques and practice for effective written expression. Students will learn to write news articles, features, reviews, and opinion pieces, developing skills in researching, organizing information, and crafting engaging content. Students will also learn the fundamentals of journalistic writing, such as fact gathering, summarizing information, and citing sources. By engaging in this course, middle school students will develop valuable skills in media analysis, written expression, critical thinking, and effective communication. They will gain a deeper understanding of the media landscape and become more informed consumers and creators of media content.

Middle School Creative Writing

Grade Level: 6-8

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

Creative Writing offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting). Students will participate in National Novel Writing Month (NaNoWriMo) unofficially and be encouraged to write more longform pieces of media. Students will be able to use Creative Writing as a branch between writing in their ELA core classes and writing for a more fun experience, creating a spark for making things. English language skills are foundational to both educational success and enriching life experiences. The CJCP English program is dedicated to providing a robust, foundational, and classical education in language arts.

Mathematics

A working knowledge of mathematics is vital to deal effectively with daily life. All students acquire an appreciation for, and develop an understanding of, mathematical ideas if they have frequent encounters with interesting, challenging problems. The primary purpose of our middle school mathematics program is to help students develop their ability to solve problems and reason logically. The middle school curriculum provides a variety of course offerings to help prepare students for a future in an increasingly complex and technological society. Since math skills are sequential, it is essential that prerequisite skills

be mastered before more rigorous, abstract courses are taken. The prerequisites are firmly based on the proficiency a student demonstrates over the entire year of work in mathematics preceding each course.

Placement Metrics: Multiple measures such as but not limited to grades, benchmark scores, and standardized test scores will be used to determine student placement. Student placement is reevaluated every year to ensure that students are placed in the course that provides them with the appropriate level of challenge and support. Courses marked with a plus (+) may have additional requirements beyond the listed prerequisite that must be met for placement.

Math 6

Grade Level: 6

Credits: 2

Length of Course: Full Year

Prerequisite: Math 5 or equivalent

One main aim of the sixth grade program is to introduce algebraic concepts while building confidence and fluency with number sense, computation skills, and problem-solving skills. Students develop the ability to make connections between ideas. Students use technological tools to make sense of mathematical problems and persevere in solving them. Students continue to study multiple mathematics concepts and skills in number systems, expressions, equations, and inequalities, ratio and proportional relationships, geometry, and statistics.

Math 7

Grade Level: 7

Credits: 2

Length of Course: Full Year

Prerequisite: Math 6 or equivalent

Students' understanding of foundational algebraic and geometric ideas for high school should be developed through extended experience across grades 6 to 8 with a broad range of mathematics content, including statistics, number sense, and proportional reasoning. The seventh grade mathematics curriculum emphasizes proficiency in skills involving operations with rational numbers, percents and proportional relationships, expressions and linear equations, geometry, and concepts of data analysis, including statistics and probability. Students solve problems, build understandings, and develop fluency and skills with operations and procedures. Appropriate technological tools are used to enhance student learning.

Pre-Algebra⁺

Grade Level: 6-8

Credits: 2

Length of Course: Full Year

Prerequisite: Varies by grade

Pre-Algebra is a one year transitional course that helps middle school students prepare for Algebra I and Geometry. PreAlgebra is the beginning of a journey into the world of higher mathematics, where the rules of arithmetic are explained using variables, and the properties of mathematics are explored. Students study the real number system, operations with rational numbers, properties of exponents, square and cube roots, scientific notation, percents and proportional relationships, functions and quantitative

relationships, expressions, equations, inequalities, solving linear equations and systems of linear equations, geometry including understanding and applying the Pythagorean Theorem, and concepts of data analysis, including statistics and probability. PreAlgebra, which aligns to the New Jersey Student Learning Standards for Mathematics (NJSLS-M), is a prerequisite course for Algebra 1.

Algebra I⁺

Grade Level: 7, 8,

Credits: 2

Length of Course: Full Year

Prerequisite: Pre-Algebra

Algebra I is the first course in the college preparatory program in mathematics and provides students with a solid foundation in algebra. Algebra I explores the study of real number properties and classifications, polynomials and polynomial operations, solving equations and inequalities involving rational, linear, and quadratic expressions, graphs of these equations and inequalities, exponents, radicals, and an introduction to functions. Problem solving, reading, student discussion of strategies and use of technology will be applied throughout this course. Algebra 1 aligns to the New Jersey Student Learning Standards for Mathematics (NJSLS-M) and is a prerequisite for Geometry.

Geometry 8 H⁺

Grade Level: 8

Credits: 2

Length of Course: Full Year

Prerequisite: Algebra I

Geometry is a college-preparatory course designed to familiarize each student with two and three-dimensional Euclidean Geometry. The course includes a study of inductive and deductive reasoning, properties of segments, angles, perpendicular and parallel lines, triangles, quadrilaterals, circles, transformations, similarity, congruence, perimeter and area of two-dimensional figures and volume of solids. Real-world problem solving is emphasized in the study of each topic. Proofs are incorporated throughout the course. In addition, the student is given the opportunity to develop powers of spatial visualization and learn to use precise and clear mathematical language. Algebra skills and concepts are integrated throughout the course. Geometry aligns to the New Jersey Student Learning Standards for Mathematics (NJSLS-M) and is a prerequisite for Algebra 2.

Mathematics Electives

Math WIN

Grade Level: 6-8

Credits: 1

Length of Course: Full Year

Prerequisite: None

General Mathematics courses reinforce foundational math skills and cover topics such as arithmetic operations, geometry (including area, perimeter, and volume), congruence and similarity, angle relationships, the Pythagorean theorem, the rectangular coordinate system, sets and logic, ratio and proportion, estimation, formulas, expressions, and solving equations and inequalities. Students in these courses continue to develop their arithmetic skills, with a focus on operations involving rational numbers. They learn to perform computations with fractions, decimals, and percentages, as well as solve problems

involving ratios and proportions. The courses also introduce students to the rectangular coordinate system, providing a foundation for graphing and understanding relationships between variables. Sets and logic are explored, helping students develop critical thinking skills and logical reasoning abilities. Other key topics include estimation, working with formulas, and solving and graphing simple equations and inequalities. These skills are important for problem-solving and understanding mathematical relationships.

Middle School Computer Science

Grade Level: 6-8

Credits: 0.5

Length of Course: Full Year

Prerequisite: None

This course introduces middle school students to the basic principles of computer literacy, computer programming, web design, creation of computer based games, and a review of google applications. Students learn about the meaningful utilization of technology by completing cross curricular projects.

Science

A comprehensive knowledge of science is required in order to be a responsible member of today's technical society. With this belief in mind, CJCP science education stresses quantitative reasoning as well as experimentation and observation. Students are encouraged to be curious about the natural world surrounding them and come to understand the importance of science in many different careers. The CJCP experience will be a good first step towards a career in science for some, but every student will learn through practice the "scientific method" - which is really a disciplined approach to discovery that applies to almost all walks of life.

Science 6

Grade Level: 6

Credits: 0.5

Length of Course: Half Year

Prerequisite: None

This Integrated Science course emphasizes basic understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the nature and structure of matter. The characteristics of energy, the cellular organization and the classification of organisms; the dynamic relationships among organisms, Earth's systems, water in the environment, air and atmosphere, and basic chemistry concepts.

Science 7

Grade Level: 7

Credits: 0.5

Length of Course: Half Year

Prerequisite: Science 6

This Integrated Science course emphasizes a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the nature and structure of matter: the characteristics of energy, the cellular organization and the classification of organisms; the dynamic relationships among organisms, Earth's systems, water in the environment, air and atmosphere, and basic chemistry concepts.

Science 8

Grade Level: 8

Credits: 0.5

Length of Course: Half Year

Prerequisite: Science 7

Integrated Science 8 is built on the philosophy that the hallmarks of an effective science curriculum are inquiry-based learning strategies that foster student curiosity and engagement. The course integrates key concepts of the NJSLS for Science 8 and includes physical, life, earth, space, and environmental science. The course builds upon material learned in prior middle school level science courses with an emphasis on engagement through thought-provoking questions, higher-level critical thinking and hands-on explorations that encourages students to relate scientific concepts to the world around them.

Biology 8 Honors⁺

Grade Level: 8

Credits: 1

Length of Course: Full Year

Prerequisite: Science 7

Biology is the study of life processes and living things. The course focuses on basic life processes, including how cells obtain energy for life, how they assemble to form the tissues, organs and organ systems that make up living things and how those organisms interact with their environment. Topics studied include: biochemistry, cell biology and organization, energy transformation, patterns of genetic inheritance, the structure and function of DNA, patterns of reproduction, principles of modern taxonomy, evolution, human anatomy and physiology, and ecology. The nature of scientific inquiry is threaded throughout the course as students engage in problem solving, data analyzing, observing, inferring, summarizing and communicating. The course integrates career education, problem solving and decision-making skills through biology simulations and inquiry-based laboratory activities. Emphasis is on Laboratory work, written reports, and the use of technology to gather and analyze data. Some of the laboratories are designed to demonstrate or illustrate concepts, while others are inquiry-based and involve open-ended experiments.

Science Electives

Scientific Research

Grade Level: 6-8

Credits: 0.5

Length of Course: Half Year

Prerequisite: None

This project based course focuses on using the Scientific Method to formulate and answer a real world question based on scientific inquiry. A cross-curricular approach is utilized to deepen students' appreciation for the use of science in our everyday lives. In this course, students will learn the full process of conducting a science experiment, from creating the hypothesis to designing the experiment to recording the results to writing the lab report. At the end of the course, students will get to design and run their own science experiment. The culminating project and findings are then presented in our end year middle school STEM Fair.

Social Studies

The focus of the CJCP Social Studies Department is to prepare students to be responsible and productive citizens. Students will understand and apply civic, historical and geographical knowledge in order to become a citizen in a diverse world. They will apply information, concepts and perspectives from the history of our nation and the history and development of other nations. They will also understand the building blocks of representative government and will deliberate on public issues. Moreover, emphasis will be on understanding the evolution of early civilizations and the development of new ideas, institutions and systems of thought, recognizing that events in the past inform the present, and understanding the rich and varied achievements of diverse peoples.

In order to fulfill New Jersey State graduation requirements students will take a one-year required course in world history and a two one-year required course in United States history. Moreover, New Jersey history, Holocaust, culturally responsive pedagogy, civics and geography education are all infused into the curriculum.

Social Studies 6

Grade Level: 6

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

This course focuses on exploring the world through the lens of geographers. Together we will examine the role of geographers and look into the history and modern life of different sections of the world.

Throughout this year, you will get an introduction into world history, religions, geography, and culture. This course emphasizes analysis of primary and secondary source materials; it also aims to bring a historical perspective to bear on our understanding of the world today. We will focus on the basic elements all societies share- family, religion, education, government, and culture. Throughout this year, students will develop fundamental social studies skills, including the analysis of written primary sources, reading nonfiction articles, note-taking, essay writing, research skills, public speaking, critical thinking, and map reading and interpretation. By examining all parts of our world, students will see what makes people unique and what connects us all.

This researched-based course focuses on the historical, cultural, and political perspectives of various world civilizations. Students will become familiar with and use primary and secondary sources to examine diversity, commonalities, dynamics and interaction of cultures past and present. Students will also use a variety of resources to produce projects which shows their understanding of the link between of the past and modern civilizations

Social Studies 7

Grade Level: 7

Credits: 2.5

Length of Course: Half Year

Prerequisite: Grade 6 Social Studies

This course takes students through world history and geography from prehistoric times to 1500 CE. Students will explore both Western and non-Western civilizations, gaining a comprehensive understanding of significant events, people, and developments. Through interactive projects, group discussions, geographical exercises, and research assignments, students will learn about diverse cultures

and their contributions to modern society. This course aims to foster historical understanding, geographical literacy, and cultural appreciation, providing a solid foundation in our ancient past.

World History I will explore people, places, and events beginning with the ancient and classical civilizations. Students are introduced to early empires, major world religions and art and architecture through the 16th century Renaissance and Reformation. Students will explore the topics spanning the New World in the late 15th century; analyze the autocratic powers of Europe, the early Muslim Empires, Revolutionary Europe and the Age of Enlightenment. The role of governments, geography, culture and economics will all be studied as students explore the past. Instruction and grading for the course will take place in the form of homework, class work, projects, tests, & quizzes.

Social Studies 8

Grade Level: 8

Credits: 2.5

Length of Course: Half Year

Prerequisite: Grade 7 Social Studies

The CJCP Civics course is designed to address basic objectives of civic education . This will entail the organization and functioning of government on the local, state, and national levels (including rights and responsibilities). Moreover, it will provide students with in-depth knowledge of our nation’s system of government. Students will also be able to identify challenges of U.S. foreign policy as well as understanding their role as citizens in the world today. The class is modified to instill students with the qualities of good citizenship in a democratic society, as well as encourage them to be active participants in an evolving political landscape. Instruction and Grading for the course will take place in the form of homework, worksheets, projects, notebook inspection, tests, quizzes, and cooperative learning exercises.

Social Media Literacy

Grade Level: 6-8

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

Social media plays a large role in today’s communication. Social media curriculum will allow students to explore how social media has changed communication, how it affects their future, and how they can use it as a tool. Course content includes topics such as historical perspective; social media writing process, engagement, social media writing structure, media analysis, and laws/ethics. This course will touch on experiences that students face in social media communication and prepare them with the knowledge to successfully navigate using these tools safely.

Study Skills

Grade Level: 6-8

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

Study Skills courses prepare students for success in high school and/or for postsecondary education. Course topics may vary, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking

skills. The courses may also include exercises designed to generate organized, logical thinking and writing.

Social Sciences

Social Science is the study of how people interact with one another. The branches of social science include anthropology, economics, political science, psychology, and sociology. Social scientists study how societies work, exploring everything from the triggers of economic growth and the causes of unemployment to what makes people happy. Their findings inform public policies, education programs, urban design, marketing strategies, and many other endeavors. Social science as a field of study is separate from the natural sciences, which cover topics such as physics, biology, and chemistry. Social science examines the relationships between individuals and societies as well as the development and operation of societies, rather than studying the physical world. These academic disciplines rely more heavily on interpretation and qualitative research methodologies.

Banking & Finance

Grade Level: 6-8

Credits: 2.5

Length of Course: Half Year

Prerequisites: None

In this course, students learn how money and financial systems work. The course provides a basic understanding of markets, financial institutions, and monetary policy in the economy. It provides an excellent foundation for further study in the financial services sector. This course fulfills the state middle school financial literacy requirement.

MS Psychology

Grade Level: 6-8

Credits: 2.5

Length of Course: Half Year

Prerequisites: None

Middle school Psychology courses provide an introduction to the study of individual human behavior. These courses cover a variety of topics, giving students a broad understanding of the field of psychology. In this course, middle school students will embark on a journey of self-discovery and understanding of the human mind and behavior. We will explore the fascinating realm of psychology, delving into the way our minds work, why we behave the way we do, and how we interact with the world around us. Through engaging discussions, interactive activities, and real-life examples, students will gain insights into the various aspects of psychology.

World Language

Middle School Spanish

Grade Level: 6-8

Length of Course: Full Year

Prerequisite: None

This course gives the students the opportunity to further their understanding of the Spanish language through listening activities, reading and writing instructions. The course also provides an understanding of the civilization, culture, and customs of Spanish-speaking countries. The course is designed for beginners and Spanish speaking students. The introduction of Spanish grammatical structure gives the students a basic understanding and the ability to use the language.

Middle School Chinese

Grade Level: 6-8

Length of Course: Full Year

Prerequisite: None

This course gives the students the opportunity to further their understanding of the Chinese language through listening activities, reading and writing instructions. The course is designed for beginners and Chinese speaking students. The introduction of Chinese grammatical structure gives the students a basic understanding and the ability to use the language. structure gives the students a basic understanding and the ability to use the language.

Middle School French

Grade Level: 6-8

Length of Course: Full Year

Prerequisite: None

This course gives the students the opportunity to further their understanding of the French language through listening activities, reading and writing instructions. The course is designed for beginners and French speaking students. The introduction of French grammatical structure gives the students a basic understanding and the ability to use the language. structure gives the students a basic understanding and the ability to use the language.

Fine and Performing Arts

Middle School Music

Length of Course: Half Year

Grades: 6-8

Prerequisite: None

General music includes the study of rhythm, instruments, theory, world music, vocal music, genres, musical theater, music technology, etc. Students are expected to perform as well as study music. The focus in eighth grade will be on creating a chorus. The students should be able to read music at this point and will be singing the majority of the year.

Middle School Art

Length of Course: Half Year

Grade 6 - 8

Prerequisite: None

Middle school art classes build upon the skills learned in sixth grade. The students' focus is on enhancing their skills in drawing, painting, crafts, and designs. Art history is incorporated throughout the course within the lessons. The students will continue to develop their knowledge and skills in art criticism, aesthetics, and philosophy through class discussions and critiques. These courses also build upon the skills students learned in seventh grade. They refine their skills in drawing, painting, and three-dimensional projects. Art theory and appreciation is incorporated throughout the course. The students will further develop their knowledge and skills in art criticism, aesthetics, and philosophy.

Physical Education and Health

Physical Education and Health 6

Grade Level: 6

Length of Course: Full Year

Prerequisite: None

Students gain knowledge and skills in a variety of individual, dual, and team sports/activities to develop competencies to promote an active lifestyle. Students begin to apply personal fitness planning concepts to individualized plans. Students also cover health and character education once each week. These topics allow students to stay healthy and have a warmer classroom atmosphere. One quarter of the course includes instruction in the health education topics of Nutrition, Growth and Development, Diseases and Health Conditions, Alcohol, Tobacco and other Drugs, Dependency/Addiction and Treatment, Medicines, Safety, Emotional and Social Health, Communicable and Non-communicable diseases

Physical Education and Health 7

Grade Level: 7

Length of Course: Full Year

Prerequisite: Grade 6 Health/PE

Students gain knowledge and skills in a variety of individual, dual, and team sports/activities to develop competencies to promote an active lifestyle. Students begin to apply personal fitness planning concepts to individualized plans. One quarter of the course includes instruction in the health education topics of Nutrition, Growth and Development, Diseases and Health Conditions, Alcohol, Tobacco and other Drugs, Dependency/Addiction and Treatment, Medicines, Safety, Emotional and Social Health, Communicable and Non-communicable diseases.

Physical Education and Health 8

Grade Level: 8

Length of Course: Full Year

Prerequisite: Grade 7 Health/PE

Students gain knowledge and skills in a variety of individual, dual, and team sports/activities to develop competencies to promote an active lifestyle. Students begin to apply personal fitness planning concepts to individualized plans. One-quarter of the course includes instruction in health education topics including Personal Growth and Development, Nutrition, Emotional Health Services & Safety, Social & Sexual Health, Pregnancy & Parenting, and Alcohol & Substance Abuse.

Special Education

The Special Education Department and Child Study Team provide services to meet the needs of students with learning difficulties. Students who have Individualized Education Plans (IEPs) that state the need for support in a particular subject will have their courses selected in conjunction with the Child Study Team and school counselor. There are a variety of types of supports and services which are available as appropriate.

General Education with Supplemental Support

In a general education class with Supplemental Support, the student is placed in a general education class with peers of the same grade. Supplemental Support is offered in all general education academic disciplines: mathematics, history, science, and English. Support staff are teamed with content area teachers to collaborate on planning instruction, implementing effective learning strategies, monitoring progress and providing useful interventions to ensure that all students have the opportunity to be successful. The special education support staff and the general education teacher work jointly to ensure that all accommodations and modifications outlined in the IEP are being implemented for each student. In addition to improving mastery of content, student self-esteem is enhanced when they are provided the support they need to be successful in a general education class. Some of the interventions available include: modified classwork, homework, tests, quizzes, etc. to meet different learning styles, encouragement of active participation/involvement in class, assistance with daily organization of materials for class, and assistance to the general education teachers with teaching, grades, progress monitoring and behavior management support

SE 6-12 Supplemental Support

In a supplemental support class, the student is placed in a general education class with peers of the same grade. In addition to the general education teacher, there will be a support teacher whose job is to adjust the curriculum to the student's abilities. Supplemental Support placements have the benefit of keeping the student in the mainstream of school life with typically developing peers, while being exposed to the grade level curriculum with modifications as needed.

SE 6-12 Pull out Replacement

Students who receive Special Education and/or Related Services who need more intensive help to keep up with grade-level work in a particular subject may be placed in the Pull out Replacement classes. These are classes where a special education teacher works with a small group of students, using specialized techniques to instruct students with unique learning needs. Pull Out Replacement classes have the benefit of providing help in the area(s) of need while allowing the student to remain in the general education classes for other subjects.

English as a Second Language Program

Program Vision

The ESL program at CJCP is dedicated to empowering Multilingual Learners (MLs) to develop the linguistic proficiency and academic skills necessary for success in English-speaking content classrooms. Through a structured and supportive environment, the program fosters confidence and encourages meaningful engagement in both academic and social communities.

Program Goals

The program is designed to enhance students' proficiency in listening, speaking, reading, and writing. By aligning with the WIDA Standards and the New Jersey Student Learning Standards (NJSLS), it ensures that students are well-prepared to succeed in their current academic endeavors and achieve their long-term educational goals.

Program Design

The ESL program employs a range of instructional approaches to address the diverse needs of MLs:

- **Pull-Out ESL Services:** Provides intensive English language instruction in a small-group setting, focusing on foundational skills critical for language acquisition.
- **Push-In ESL Services:** Integrates language support within the general education classroom, enabling collaboration between ESL instructors and classroom teachers for seamless instruction.
- **Sheltered Instruction Model:** Ensures academic content is accessible while simultaneously fostering language development.

Assessment and Monitoring

Student progress is assessed annually through the WIDA ACCESS assessment or the WIDA Screener (WAPT), which evaluate language proficiency and inform instructional planning. The ultimate goal is to equip students with the skills needed for full participation in general education classrooms, enabling them to confidently apply their English language abilities across all academic disciplines.

HIGH SCHOOL COURSE DESCRIPTIONS

English Language Arts

English 1

Grade Level: 9

Credits: 5

Length of Course: Full Year

Prerequisite: None

Literature 1 utilizes classic and contemporary literature to establish a framework for enabling students to use language as a tool for exploring the world actively, communicating effectively and growing intellectually. It provides rigorous instruction in all aspects of language skills, including reading, writing, speaking, listening, viewing, and thinking. It entails independent reading, literary analysis, grammar and vocabulary instruction, group projects, oral presentations, and research projects. Students explore a variety of literary genres, such as short stories, novels, biographies, drama, essays, and poetry. The course aims to help students appreciate a wide selection of readings that increase their understanding and appreciation of literature.

English 1 Honors

Grade Level: 9

Credits: 5

Length of Course: Full Year

Prerequisite: Grade 8 Language Arts Honors and/or meeting score thresholds on placement assessments

The literature 1 Honors course involves more reading and writing, literary analysis, close reading, and careful exploration of style and thought than Literature 1. Students should develop higher-level reading, writing, speaking, listening, viewing, and thinking skills and write skillful and analytical essays throughout the year. Students are introduced to formal expository writing and an emphasis is placed on the development of inferential thinking. Such literary genres as short stories, novels, biographies, drama, essays and poetry are explored. Language study also includes vocabulary, grammar, mechanics, usage, self and peer editing. The writing process is incorporated into each literary genre.

English 2

Grade Level: 10

Credits: 5

Length of Course: Full Year

Prerequisite: English 1

Literature 2 introduces students to representative works of American writers who reflect the enduring traditions and styles of American Literature. Students will analyze the development of the American national identity and evolution of American voice through a progression of literary styles. Students continue the study of vocabulary, grammar, mechanics and usage. The development of writing skills is a high priority. The essay and expository writing forms are studied and correlated with skills in organization and logic. This course will also provide preparation for the PSAT and SAT verbal sections.

English 2 Honors

Grade Level: 10

Credits: 5

Length of Course: Full Year

Prerequisite: Grade 7 Language Arts Honors and/or meeting score thresholds on placement assessments

English 2 Honors is a challenging course that introduces the student to representative works of American writers who reflect the enduring traditions and styles of American Literature. Students continue the study of vocabulary, grammar, mechanics and usage. The development of writing skills is a high priority for students. The essay and expository writing forms are studied and correlated with skills in organization and logic. However, at the honors level, students will examine these areas in more depth.

English 3

Grade Level: 11

Credits: 5

Length of Course: Full Year

Prerequisite: English 2

Students will study works of British literature from classic and contemporary traditions. The course will emphasize skill development in the areas of reading, writing, speaking, and listening, as well as an appreciation of British culture and its influences on society today. The level and content of the class will challenge the analytical interpretations of literature, while encouraging students to take creative risks and offer original thought. Emphasis will be placed upon the link between form and content. Research writing and a demonstration of the process will be emphasized. Composition and vocabulary study will be ongoing and linked to reading and writing. An intensive program of expository writing will emphasize critical thinking. Grammar and usage will be reinforced contextually. Students will also focus on NJSLA and SAT skills.

English 4

Grade Level: 12

Credits: 5

Length of Course: Full Year

Prerequisite: English 3

This world literature course is designed to help students develop reading, writing, speaking, listening, and viewing skills. Students will read a variety of genre and respond critically using all the language arts. By exploring materials, both contemporary and classical world literature, students will be challenged to achieve the highest degree of literacy as they prepare to understand and become part of the global society. The course will entail independent reading, literary analysis, grammar and vocabulary instruction, group projects, oral presentations, and research projects. Students will be encouraged to develop skills to ensure that they will be lifelong learners. A variety of readings, multiple writing assignments, and speaking/listening/viewing experiences will challenge students to think critically in preparation for further schooling and the communication realities of the workplace.

AP Literature and Composition

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade 10 or 11 Language Arts Honors and/or meeting score thresholds on placement assessments

The AP English Literature and Composition is designed to be a college level undergraduate course. This means that the intensity of the workload is consistently higher and requires more than any other English course offered thus far. This course ends with a culminating AP Literature Exam in May. Students taking this exam must achieve a score of 3 or above in order to gain credit for most colleges and universities.

AP Language and Composition

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade 10 or 11 Language Arts Honors and/or meeting score thresholds on placement assessments

The goal of the AP English Language and Composition is to prepare students to enter college already conversant in writing and analysis skills commonly taught in representative freshman-level composition courses required by most colleges and universities. The course teaches students to be skilled readers and writers of diverse modes of composition by engaging them in careful reading and critical analysis of imaginative, communicative literature. This course ends with a culminating AP Language Exam in May. Students taking this exam must achieve a score of 3 or above in order to gain credit for most colleges and universities.

English Language Art Electives

Public Speaking

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

This course is designed to provide students with opportunities to develop their skills in speaking in front of an audience. Students will learn the strategies and techniques of effective speaking then practice their speaking skills in a variety of real life situations. These include, but are not limited to, interviews, acceptance speeches, presentations, impromptu situations, persuasive speeches, demonstration speeches, and oral interpretation. Through making in-class presentations, critiquing speeches and researching for assignments, students will acquire an understanding of what it takes to give an exciting and interesting speech. Critical thinking, listening skills and personal creativity will be emphasized. Students will gain experience that will benefit them in high school, college and the business world. *This course meets the 21st century skills requirement.*

Creative Writing and Composition

Grade Level: 10-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: English 1

This one semester elective course is designed for students of all ability levels who wish to enhance their writing skills. Genres will include the autobiographical essay, expository composition, poetry, fiction, nonfiction, and dramatic writings. Students will be required to keep daily journals. This course is paired with publishing. This course is paired with Drama.

SAT Verbal

Grade Level: 10-11

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

In this year-long course, students will develop the skills necessary to understand the purpose, philosophy, and format of the mathematics and verbal sections of the Scholastic Aptitude Test. The course will review the content areas that are measured on this standardized test and provide students with an opportunity to review and strengthen these areas. Test-taking strategies and techniques will also be discussed. This course is paired with SAT Math.

CEP English Composition I (Dual Credit)

Grade Level: 11-12

Credits: 2.5

Length of Course: Half Year

Prerequisites: Meeting score requirements on the Accuplacer, Eng II honors with grade of A or above

The central purposes of English Composition I are to develop critical reading and thinking skills and to write thesis-driven, text-based essays. The course takes a process-oriented approach to writing that incorporates prewriting, drafting, reviewing, and revising. Students in English Composition I learn basic research skills and apply them to at least one text-based research essay. The central purposes of English Composition I are to develop critical reading and thinking skills and to write thesis-driven, text-based essays.

Note: This course is also offered as a Dual Credit course through RVCC. Students who wish to earn credits will need to meet placement score requirements on the Accuplacer assessment offered by RVCC. The cost is \$240 per course taken at the CJCP. Make a check payable to RVCC College. Free for students who receive FREE & REDUCED LUNCH.

CEP English Composition II (Dual Credit)

Grade Level: 11-12

Credits: 2.5

Length of Course: Half Year

Prerequisites: A and above in English Composition I.

English Composition II is the second in a two-course composition sequence that continues to expand and refine analytical writing and critical reading skills. Students produce a series of documented essays based on a range of fiction and non-fiction sources, focusing on the challenges posed by writing longer essays and using advanced research techniques.

Note: This course is also offered as a Dual Credit course through RVCC. Students who wish to earn credits will need to meet placement score requirements on the Accuplacer assessment offered by RVCC. The cost is \$240 per course taken at the CJCP. Make a check payable to RVCC College. Free for students who receive FREE & REDUCED LUNCH.

English Composition 9/English Composition 10

Grade Level: 9/10

Credits: 1.25

Length of Course: Full Year

Prerequisites: Concurrent enrollment in English 9 or 10, subject to students grade level.

The English/Composition courses are specifically tailored to enhance and expand upon the writing skills acquired in earlier grades. These courses are intended to foster the development of effective writing processes and practices that enable students to produce well-crafted compositions throughout their high school years. The primary focus of these courses is on honing the ability to write persuasive, critical, and creative multi paragraph essays and compositions. Students will engage in exercises and assignments aimed at refining their composition skills, with an emphasis on clarity, coherence, and organization. While the primary emphasis is on composition, these courses may also incorporate elements of literature study. This serves to expose students to exemplary works that illustrate various forms of writing, providing them with valuable insights and inspiration for their own compositions. Overall, these English/Composition courses aim to equip students with the necessary tools and techniques to become effective writers, capable of producing high-quality compositions across a range of genres and subjects.

English Composition 11/English Composition 12

Grade Level: 11/12

Credits: 1.25

Length of Course: Full Year

Prerequisites: Concurrent enrollment in English 11 or 12, subject to students grade level.

English/Composition (Juniors and Seniors) courses are specifically tailored for students in their junior and/or senior years, with the intention of further developing their writing abilities. These courses aim to strengthen logical reasoning and critical thinking skills, which are essential for effective writing. With a focus on word choice, usage, and writing mechanics, students will receive advanced instruction on various writing styles, catering to different purposes and target audiences. English/Composition (juniors and seniors) courses may have an emphasis on college or business preparation, providing students with the necessary skills for academic or professional writing. Additionally, these courses may include a literature study component, allowing students to analyze examples from various genres, further enhancing their understanding of effective writing techniques. By the end of these courses, students can expect to have refined their writing abilities and gained valuable experience in crafting well-structured and coherent pieces of writing. They will have developed a strong command of language, an understanding of writing conventions, and the ability to adapt their writing style to meet specific communication goals.

AP Seminar

Grade Level: 10

Credits: 5

Length of Course: Full Year

Prerequisite: PSAT score requirements, and Teacher Recommendation

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP Research

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components are necessary for students to develop the skills to be successful in AP Research.

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan and implement a year-long investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Mathematics

A strong foundation in mathematics is a prerequisite for success in our increasingly analytical world. The Mathematics Department provides a variety of course offerings to help prepare students for a future in an increasingly complex and technological society.

Since math skills are sequential, it is essential that prerequisite skills be mastered before more rigorous, abstract courses are taken. The prerequisites are firmly based on the proficiency a student demonstrates over the entire year of work in mathematics preceding each course. Classes offer college preparatory mathematics in a cooperative learning atmosphere in preparation for PSAT and SAT exams. Students are expected to take a math course every year in order to be prepared for college education.

Dual Credit Courses: Students who wish to earn college credits will need to meet additional placement requirements. Students enrolled in the dual credit version of the course will be evaluated using the grading policies of the college. Courses eligible for dual credit are:

- Introduction to College Algebra
- Statistics I and II
- Linear Algebra
- Precalculus I and II
- Calculus I, II, and III
- Discrete Mathematics

Placement Metrics: Multiple measures such as grades, benchmark scores, standardized test scores, and teacher evaluation will be used to determine student placement. Student placement is reevaluated every year to ensure that students are placed in the course that provides them with the appropriate level of challenge and support. Courses marked with a plus (+) may have additional requirements beyond the listed prerequisite that must be met for placement.

In addition to CJCP placement requirements and prerequisite courses, students must meet the Accuplacer requirements below to be eligible for dual credit courses associated with Raritan Valley Community College (RVCC).

ACCUPLACER: Advanced Algebra and Functions Test

Score Range	Courses Qualified to Take
200-254	Statistics I (MATH 110)
255-269	Statistics I (MATH 110), Precalculus I (MATH112)
270+	Precalculus II (MATH 113), Calculus I (MATH 151)

Algebra I

Grade Level: 9 & 10

Credits: 5

Length of Course: Full Year

Prerequisite: Pre-algebra

Algebra I is the first course in the college preparatory program in mathematics and provides students with a solid foundation in algebra. Algebra I explores the study of real number properties and classifications, polynomials and polynomial operations, solving equations and inequalities involving rational, linear, and quadratic expressions, graphs of these equations and inequalities, exponents, radicals, and an introduction to functions. Problem solving, reading, student discussion of strategies and use of technology will be applied throughout this course. Algebra 1 aligns to the New Jersey Student Learning Standards for Mathematics (NJSLS-M) and is a prerequisite for Geometry.

Geometry

Grade Level: 9 – 11

Credits: 5

Length of Course: Full Year

Prerequisite: Algebra I

Geometry is a college-preparatory course designed to familiarize each student with two- and three-dimensional Euclidean Geometry. The course includes a study of inductive and deductive reasoning, properties of segments, angles, perpendicular and parallel lines, triangles, quadrilaterals, circles, transformations, similarity, congruence, perimeter and area of two-dimensional figures and volume of solids. Real-world problem solving is emphasized in the study of each topic. Proofs are incorporated throughout the course. In addition, the student is given the opportunity to develop powers of spatial visualization and learn to use precise and clear mathematical language. Algebra skills and concepts are integrated throughout the course. Geometry aligns to the New Jersey Student Learning Standards for Mathematics (NJSLS-M) and is a prerequisite for Algebra 2.

Algebra II

Grade Level: 9, 10, 11

Credits: 5

Length of Course: Full Year

Prerequisite: Geometry

Algebra II is the third course in the regular college preparatory program in mathematics. Algebra II extends the study begun in Algebra I and applies the knowledge gained in Geometry. Topics for instruction also include: analyzing equations and inequalities, graphing linear relations and solving systems of linear equations and inequalities, using matrices, polynomials and radical expressions, quadratic functions and inequalities, polynomial functions, rational expressions, inverse relations, fractional exponents, the complex number system, and exponential and logarithmic functions. Problem solving is applied throughout this course. Algebra 2 aligns to the New Jersey Student Learning Standards for Mathematics (NJSLS-M) and is a prerequisite for PreCalculus.

Algebra II Honors and Trigonometry⁺

Grade Level: 9-11

Credits: 5

Length of Course: Full Year

Prerequisite: Geometry

This course will provide the student with in-depth instruction at an accelerated pace and is intended for students who wish to continue their study of more advanced coursework in mathematics. This course is a comprehensive study of advanced mathematical concepts. The algebraic properties of the real number system are reviewed, as are equations and inequalities of the first and second degree. The real number system is extended to the complex number system. Coordinate geometry, systems of equations, and logarithmic, exponential, trigonometric, and polynomial functions are covered in detail.

Precalculus I and II*

Grade Level: 10-12

Credits: 2.5 each

Length of Course: Half year each

Prerequisite for Precalculus I: Algebra II

Prerequisite for Precalculus II: Precalculus I

This college preparatory course lays the groundwork for the study of calculus. This course involves a review of the properties of the real number system and some properties of the complex number system. Emphasis is on problem solving and the study of relations, functions (trigonometric, exponential, logarithmic, circular, linear, polynomial, rational), equation solving (trigonometric, polar, linear, and quadratic), inverse functions, identities, and graphing. Analytic trigonometry and additional topics in trigonometry are studied in depth. The studies of polar coordinates, sequences, series and probability are incorporated. *Dual credit option available.*

AP Precalculus

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: Algebra II

This college preparatory course lays the groundwork for the study of calculus. This course involves a review of the properties of the real number system and some properties of the complex number system. Emphasis is on problem solving and the study of relations, functions (trigonometric, exponential, logarithmic, circular, linear, polynomial, rational), equation solving (trigonometric, polar, linear, and quadratic), inverse functions, identities, and graphing. Analytic trigonometry and additional topics in trigonometry are studied in depth. The studies of polar coordinates, sequences, series and probability are incorporated. *Dual credit option available.*

Introduction to College Algebra⁺

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Algebra 2

Introduction to College Algebra courses review and extend algebra and geometry concepts for students who have already taken Algebra I & II and Geometry. Introduction to College Algebra courses include a review of such topics as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines,

segments, and circles in the coordinate plane; and angle measurement in triangles including trigonometric ratios. *Dual credit option available.*

Advanced Mathematics Offerings

AP Statistics⁺

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Algebra II

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

Statistics I and II⁺

Grade Level: 10-12

Credits: 2.5 each

Length of Course: Half year each

Prerequisite: Grade of A or better Algebra II

Statistics is the science of data. The purpose of this course is to introduce the students to the major concepts and tools needed for collecting, analyzing, and drawing conclusions from data. This course concentrates on four broad conceptual themes: exploring data, planning a study (collecting data), probability (anticipating patterns in data), and statistical inference based on data. This course is an active learning experience. Students analyze data with calculators and computers. They conduct classroom experiments, carry out individual and group projects, and perform simulations involving probabilistic concepts. Students are required to be engaged and active learners in the classroom. *Dual credit option available.*

Calculus I

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Precalculus I and II

Calculus I is primarily focused on developing students' understanding of the concepts of calculus through graphical, numerical, analytical, and verbal representations. The course covers all topics associated with Functions, Graphs, and Limits; Derivatives; and Integrals.

Students must have previously attained knowledge of Precalculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis). This course is intended for the student interested in mathematics, engineering, and the natural, physical and social sciences. Students

may also prepare for the College Board Advanced Placement Examination to seek college credit and/or advanced standing in mathematics. *Dual credit option available.*

Calculus II

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Calculus I

The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Calculus II students may also prepare for the College Board Advanced Placement Examination to seek college credit and/or advanced standing in mathematics. Calculus II develops students' understanding of the concepts of calculus and provides experience with its methods and applications and is an extension of Calculus I. Any common topics require a higher depth of understanding. *Dual credit option available.*

Calculus I and II⁺

Grade Level: 10-12

Credits: 2.5 each

Length of Course: Half year each

Prerequisite for Calculus I: Precalculus II

Prerequisite for Calculus II: Calculus I

Calculus courses include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of Precalculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis). These courses also present fundamental ideas of calculus such as the derivative, integral, and their applications. Topics include fundamentals of analytic geometry. The first course in a sequence of calculus courses intended for the student interested in mathematics, engineering, and the natural, physical and social sciences. *Dual credit option available.*

Calculus III⁺

Grade Level: 11-12

Credits: 2.5

Length of Course: Half year

Prerequisite: Calculus II

Calculus III is a multivariable calculus course focusing on vectors, partial derivatives, multiple integrals, and vector calculus. Applications in physics, engineering, economics, and computer science. The course will involve a combination of theoretical concepts and practical problem-solving. Students will engage in analyzing functions, calculating derivatives and integrals of multivariable functions, solving optimization problems, and applying vector calculus techniques to understand the behavior of physical systems. By the end of this course, students will have gained a comprehensive understanding of multivariable calculus and its applications. They will be equipped with the mathematical tools necessary to tackle complex problems in diverse disciplines and continue their mathematical journey. *Dual credit option available.*

Linear Algebra⁺

Grade Level: 11-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: Precalculus I and II

Linear Algebra is a fundamental mathematical discipline that deals with the study of matrices, vectors, tensors, and linear transformations. This course provides students with a solid foundation in the key concepts and techniques of linear algebra, preparing them for further studies in mathematics, computer science, engineering, and other related fields. Throughout the course, students will explore various topics, including matrix operations, systems of linear equations, vector spaces, eigenvalues and eigenvectors, orthogonality, and linear transformations. Emphasis is placed on understanding the geometric and algebraic properties of these mathematical structures and their applications in diverse fields. By the end of the course, students will have a firm grasp of the fundamental principles of linear algebra and be able to apply them to solve problems in various domains. They will also be prepared for more advanced courses that build upon the concepts covered in this foundational course. *Dual credit option available.*

Discrete Mathematics⁺

Grade Level: 11-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: Calculus II

Students in Discrete Mathematics will learn to apply operations or identities to sets, functions, and relations. The topics studied also include graph theory and trees to solve application problems. This course will address concepts of proof, mathematical induction, and recursion. Students will be required to apply concepts of logic and quantifiers and solve applied problems in topics such as: growth of functions; Boolean functions; Karnaugh maps; languages or grammars; finite state machines. *Dual credit option available.*

Additional Mathematics Electives

Algebra I Lab

Grade Level: 9-10

Credits: 5

Length of Course: Full Year

Prerequisite: Concurrently enrolled in Algebra I

This course emphasizes proficiency in the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first-degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; solving quadratic equations; and modeling linear data. The course content for Algebra I Lab aligns to the New Jersey Student Learning Standards for Mathematics (NJSLS-M).

Algebra II Lab

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Concurrently enrolled in Algebra II

This course emphasizes proficiency in Algebra II. Topics typically include developing an understanding of the relationships between the symbolic, graphic, tabular and verbal representations of functions; utilizing the various representations to interpret function behavior and solve equations; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher-degree equations; exponential functions; inverse functions; statistical modeling; modeling linear and quadratic data; and operations with rational and irrational exponents. The course content for Algebra II Lab aligns to the New Jersey Student Learning Standards for Mathematics (NJSLS-M).

Science

A comprehensive knowledge of science is required in order to be a responsible member of today's technical society. With this belief in mind, CJCP science education stresses quantitative reasoning as well as experimentation and observation. Students are encouraged to be curious about the natural world surrounding them and come to understand the importance of science in many different careers. The CJCP experience will be a good first step towards a career in science for some, but every student will learn through practice the "scientific method" - which is really a disciplined approach to discovery that applies to almost all walks of life.

Dual Credit Courses: Students who wish to earn college credits will need to meet additional placement requirements. Students enrolled in the dual credit version of the course will be evaluated using the grading policies of the college

- Human Biology
- Principles of Biology
- General Chemistry I
- General Chemistry II

Placement Metrics: Multiple measures such as grades, benchmark scores, standardized test scores, and teacher evaluation will be used to determine student placement. Student placement is reevaluated every year to ensure that students are placed in the course that provides them with the appropriate level of challenge and support. Courses marked with a plus (+) may have additional requirements beyond the listed prerequisite that must be met for placement.

Environmental Science

Grade Level: 9

Credits: 5

Length of Course: Full Year

Prerequisite: Science 8

This course provides a foundational understanding of environmental science, exploring the interactions between natural systems and human activities. Topics include ecological principles, biodiversity, climate change, energy resources, pollution, and sustainable development. Students will investigate environmental challenges through case studies, laboratory activities, and fieldwork, fostering critical thinking about the scientific, social, and economic dimensions of environmental issues. Emphasis is placed on understanding the science behind current global concerns, developing practical solutions to promote environmental sustainability and fostering critical thinking about the scientific, social, and economical dimensions of environmental issues.

Biology

Grade Level: 9

Credits: 5

Length of Course: Full Year

Prerequisite: Science 8

Biology is the study of life processes and living things. The course focuses on basic life processes, including how cells obtain energy for life, how they assemble to form the tissues, organs and organ systems that make up living things and how those organisms interact with their environment. Topics studied include: biochemistry, cell biology, flow of energy through the biosphere, patterns of genetic

inheritance, the structure and function of DNA, patterns of reproduction, principles of modern taxonomy, evolution and ecology. The nature of scientific inquiry is threaded throughout the course as students engage in problem solving, data analyzing, observing, inferring, summarizing and communicating. The course integrates career education, problem solving and decision-making skills through biology simulations and inquiry-based laboratory activities. Emphasis is on Laboratory work, written reports, and the use of technology to gather and analyze data. Some of the laboratories are designed to demonstrate or illustrate concepts, while others are inquiry-based and involve open-ended experiments.

AP Biology⁺

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Biology or Biology 8H

The course is designed to provide students an opportunity to take a college level introductory biology course with the support of a high school environment. The course covers a broad spectrum of topics within the life sciences. The course provides opportunities for inquiry based learning and hands-on exploration of major lab concepts, totaling approximately 25% of the class time. The lab experiences will include the 12 College Board recommended laboratories that emphasize experimental and quantitative explorations. All these labs will be student conducted. Throughout the year the following major themes of biology will be emphasized: 1) Science as a Process, 2) Evolution, 3) Energy Transfer, 4) Continuity and Change, 5) Relationship of Structure to Function, 6) Regulation, 7) Interdependence in Nature, and 8) Science, Technology, and Society.

Chemistry

Grade Level: 10

Credits: 5

Length of Course: Full Year

Prerequisite: Biology

Chemistry introduces students to the science of chemistry, a study of matter, its composition and structure, and the changes it may undergo. Emphasis is placed on the experimental nature of this branch of science with consideration given to practical applications in the scientific world. A study of the structure of the atom and the periodic law leads to an understanding of the organization of the elements in the periodic table. This knowledge is used to develop concepts of ionic, covalent and metallic bonding among atoms as well as to write formulas for compounds and equations to represent chemical reactions. Students are introduced to the study of gas laws, solutions, acids, bases and salts and their attendant chemical reactions, dimensional analysis, mole concept, kinetics, equilibrium, electrochemistry and oxidation-reduction. Laboratory work and written reports and the use of technology to gather and analyze data are emphasized.

Chemistry Honors⁺

Grade Level: 10

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of A or better in Biology, meeting appropriate score requirements, and teacher recommendation

The honors level course is aligned to pre-AP and SAT subject test standards. Chemistry introduces students to the study of matter, its composition and structure, and the changes it may undergo. Emphasis is placed on the experimental nature of this branch of science with consideration given to practical applications in the scientific world. A study of the structure of the atom and the periodic law leads to an understanding of the organization of the elements in the periodic table. Students learn to develop concepts of ionic, covalent and metallic bonding among atoms as well as to write formulas for compounds and equations to represent chemical reactions. Students are introduced to the study of gas laws, solutions, acids, bases and salts and their attendant chemical reactions, dimensional analysis, mole concept, kinetics, equilibrium, electrochemistry and oxidation-reduction. Laboratory work and written reports and the use of technology to gather and analyze data are emphasized.

Physics⁺

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

Physics courses explore the fundamental principles governing the forces and laws of nature that impact matter. Students delve into topics such as equilibrium, motion, momentum, and the interplay between matter and energy. The curriculum also encompasses the investigation of sound, light, as well as magnetic and electric phenomena. Through these studies, students gain a deeper understanding of the fundamental aspects of the physical world and its underlying principles.

Physics Honors⁺

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Algebra 1

Laboratory experiences are used to introduce and reinforce basic physics concepts, centering on engineering projects and application of physics formulas and concepts to real-world examples. Students can expect to apply content to laboratory procedures and safety, scientific thinking and reasoning, problem solving, and research-based/application projects. There is an emphasis on mathematical rigor. Similar to standard physics, students will explore principles governing the forces and laws of nature that impact matter. Students delve into topics such as equilibrium, motion, momentum, and the interplay between matter and energy. However, the course utilizes more math than standard physics, but has more concept foundations than AP Physics. The course will also differ from standard physics in the length, depth, and/or complexity per topic and also will take an algebraic and conceptual approach to explaining the fundamentals of classical physics. The concepts will then be extended and applied to numerous word problems of varying complexity.

Science Electives

AP Chemistry⁺

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Chemistry

AP Chemistry is a rigorous course meeting the same requirements found in a first year college chemistry course. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course stresses the student's ability to think clearly and express his/her ideas, orally and in writing, with clarity and logic. This course differs qualitatively from the first year secondary course in chemistry with respect to the kind of textbook used, depth of topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done. Topics include: Atomic Theory and Structure, Periodicity, Chemical Bonding, Nuclear Chemistry, Gas Laws, Kinetic Molecular Theory, Solutions, Reactions, Equilibrium, Kinetics, Electrochemistry, Thermodynamics, and Organic Chemistry.

AP Environmental Science⁺

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Chemistry

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students will investigate environmental challenges through case studies and laboratory activities, fostering critical thinking about the scientific, social, and economic dimensions of environmental issues.

AP Physics 1⁺

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Physics Honors

AP Physics 1 is an algebra-based, introductory college-level physics course designed by the College Board to parallel first-semester college-level courses in algebra-based physics. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound, Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory circuits. These courses may also include college-level laboratory investigations.

General Chemistry I and II⁺

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Biology

A foundation course involving a study of the metric system, bonding, the periodic table, chemical equations, mole-related concepts, stoichiometry, and gas law. Laboratory experiences stress proper lab technique, use of equipment, treatment of data, and safety. General chemistry labs explore concepts such as the conduct of inorganic reactions and general laboratory techniques. An appreciation and understanding of safety and environmental aspects of the general chemistry laboratory is developed. General chemistry laboratory techniques such as separation and titration and inorganic multistep synthesis are carried out. A variety of chemical reactions are performed, redox reactions and titrations are carried out, a stock solution and a series of dilute solutions are prepared from the stock, the enthalpy of reaction using Hess's Law is determined, and the molecular weight of a volatile liquid is determined using the Ideal Gas Law. *Dual credit option available.*

Principles of Biology⁺

Grade level:

Credits: 5

Length of Course: Full Year

Prerequisites:

This course emphasizes common processes and structures among living things, from energy transfer to natural selection, from chemical structure to cellular structure. Included are principles governing energetics, reproduction and development, inheritance and evolution. The use of the scientific method to conduct research and experiments will encourage students to think critically about scientific research and results. This course fulfills a laboratory-based education requirement. *Dual credit option available.*

Human Biology⁺

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisites: none

This is a course in biological science and research methodology from the perspective of the human body and its systems. The course lays the foundation of knowledge of biology: the chemistry of living organisms, the cell tissues, organs, organ systems and the organism; homeostasis as it applies to human survival; evolutionary processes; genetic, reproductive and other areas of biotechnology; and the human body systems and how they function and malfunction. Biomedical research, the use of humans as research subjects, and other bioethical issues will be addressed. Research methodology will include the use of scientific method in laboratory exercises, and critical analysis of research studies. Laboratories will include varied exercises in anatomy, physiology, genetics, evolution and an opportunity for students to design their own experiments. *Dual credit option available.*

Anatomy and Physiology⁺

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Biology

Anatomy and Physiology courses provide a more in-depth study of the human body and its biological systems. Students in Anatomy and Physiology learn anatomical terminology to effectively communicate about the different parts of the body. They delve into the study of cells and tissues to comprehend the building blocks of organs and systems. Also included is the exploration of various functional systems, including the skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems. To gain practical knowledge, students may have the opportunity to participate in mammalian dissections. This hands-on experience allows for a deeper understanding of anatomical structures and their relationships within the human body.

Social Studies

The Social Studies program fosters critical thinking, civic engagement, and a global perspective by exploring history, geography, economics, government, and culture. Students develop analytical and research skills while examining historical events, contemporary issues, and diverse perspectives. Courses emphasize responsible citizenship, problem-solving, and an understanding of the interconnected world, preparing students for college, careers, and active participation in society.

World History

Grade Level: 9

Credits: 5

Length of Course: Full Year

Prerequisite: None

World History examines significant time periods of human development from the Antiquity period to the present time. The course surveys the historical development of the commonalities and differences among world civilizations. Through the lens of the social sciences, this course encourages an understanding of the uniqueness and interdependence of world civilizations. It emphasizes analysis of primary source materials and evaluation of historical interpretations; it also aims to bring a historical perspective to bear on understanding the state of the world today. It focuses on the basic elements of all societies through the study of institutions of civilizations—family, religion, education, economics and government. It aims to develop fundamental social studies skills, including analysis of written primary sources, reading and lecture note-taking, essay writing, information collection and organization, debating, public speaking, critical thinking, and map/graph/table reading and interpretation.

World History Honors

Grade Level: 9

Credits: 5

Length of Course: Full Year

Prerequisite: World History honors placement requires students to have earned a A or higher in Social Studies 8. Prerequisite WPU Dual Credit: 3.75 GPA

World History examines significant time periods of human development from the Antiquity period to the present time. The course surveys the historical development of the commonalities and differences among world civilizations. Through the lens of the social sciences, this course encourages an understanding of the uniqueness and interdependence of world civilizations. It emphasizes analysis of primary source materials and evaluation of historical interpretations; it also aims to bring a historical perspective to bear on understanding the state of the world today. It focuses on the basic elements of all societies through the study of institutions of civilizations—family, religion, education, economics and government. It aims to develop fundamental social studies skills, including analysis of written primary sources, reading and lecture note-taking, essay writing, information collection and organization, debating, public speaking, critical thinking, and map/graph/table reading and interpretation. , critical thinking, and map/graph/table reading and interpretation.

WPU World History (Dual Credit)

Grade Level: 9

Credits: 5

Length of Course: Full Year

Prerequisite: World History honors placement requires students to have earned a A or higher in Social Studies 8. Prerequisite WPU Dual Credit: 3.75 GPA

World History examines significant time periods of human development from the Age of Exploration to the present time. The course surveys the historical development of the commonalities and differences among world civilizations. Through the lens of the social sciences, this course encourages an understanding of the uniqueness and interdependence of world civilizations. It emphasizes analysis of primary source materials and evaluation of historical interpretations; it also aims to bring a historical perspective to bear on understanding the state of the world today. It focuses on the basic elements of all societies through the study of institutions of civilizations-family, religion, education, economics and government. It aims to develop fundamental social studies skills, including analysis of written primary sources, reading and lecture note-taking, essay writing, information collection and organization, debating, public speaking, critical thinking, and map/graph/table reading and interpretation.

US History I / US History I Honors

Grade Level: 10

Credits: 5

Length of Course: Full Year

Prerequisite: US I honors placement requires students to have earned an A or higher in World History.

This course is the first of the two one-year course requirements in United States History. In this course students will develop skill in social studies as they immerse themselves in the study of American history. U.S. I focuses on American history from the pre-colonial period through the Civil War. Major themes include revolution, nationalism, slavery, westward migration, sectionalism, and industrialization.

US History II/US History II Honors

Grade Level: 11

Credits: 5

Length of Course: Full Year

Prerequisite: US History I. US History II honors placement requires students to have earned an A or higher in US History I.

This course is the second of the two one-year course requirements in United States History. U.S. II covers the Reconstruction period through the Cold War. Major themes central to the twentieth century are: immigration, urbanization, political and social reform, economic depression, and the emergence of the United States as a world power. Students will develop their ability to analyze the events of American history as they engage in reading, writing, discussion, debate, and research about the topics and themes identified. Students will also be exposed to the history of New Jersey.

US Government and Politics

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: US History I

This course will provide students with knowledge of the United States Government that will enable them to participate effectively in civic life in America. Students will examine fundamental constitutional principles; the organization of government at the federal, state, and local level; the rights and responsibilities of citizenship; the policy-making process; political parties and elections; comparative government and foreign policy; and the American economic system.

Social Studies Electives

AP US Government and Politics

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of A or better in US History I, meeting appropriate score requirements, and teacher recommendation

This course is intended for qualified students who wish to complete studies equivalent to a one-semester college introductory course. This course is designed to give students a critical perspective on politics and government, involving both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also will develop familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

AP U.S. History

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of A or better in US History I, meeting appropriate score requirements, and teacher recommendation

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. Students will analyze historical facts, synthesize their own ideas, and develop the skills to make conclusions on the basis of a knowledgeable judgment. They will also learn how to present their reasoning and clear evidence persuasively in essay format. The curriculum is designed to prepare students for the AP U.S. History exam.

AP World History

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of A or better in World History, meeting appropriate score requirements, and teacher recommendation

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP Macroeconomics

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: Meeting test score requirements and teacher recommendation

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

WPU Macroeconomic Principles (Dual Credit) / Macroeconomic Principles (Non-Dual Credit)

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisites: Prerequisites: College algebra. Requirement: 3.75 GPA

Macroeconomics concentrates on the basic economic principles relevant to the resource utilization problems of the economy as a whole. Theories and policies that relate to the economy's total level of output, total income, total level of unemployment, total expenditure, and the general level of prices are treated at an introductory level. William Paterson University will also credit this course, according to agreements with CJCP and WPU. It costs \$600 to enroll in this course.

WPU Microeconomic Principles (Dual Credit) / Microeconomic Principles (Non-Dual Credit)

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisites: College algebra. Requirement: 3.75 GPA

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy. William Paterson University will also credit this course, according to agreements with CJCP and WPU. It costs \$600 to enroll in this course.

AP Human Geography

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of A grade 8 history, passing NJSLA score, and teacher recommendation

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum is designed to prepare students for the AP Human Geography exam.

United States History I (Dual Credit)

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of A in World History, PSAT score requirements, and Teacher Recommendation

In this course, students will develop skills in social studies as they immerse themselves in the study of American history. The Course will focus Historical importance of the Puritan heritage, the American Revolution, the Constitution, Jacksonian democracy, Manifest Destiny, and the Civil War to understand pre-Civil War America.

United States History II (Dual Credit)

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of A in US I, PSAT score requirements, and Teacher Recommendation

This course will focus on the historical importance of Reconstruction, the rise of big business, the Progressive Movement, the World Wars, the New Deal, and the Cold War. Understanding American institutions and values from the Civil War to the present. Students will develop their ability to analyze the events of American history as they engage in reading, writing, discussion, debate, and research about the topics and themes identified. Students will also be exposed to the history of New Jersey.

Note: This course is also offered as a Dual Credit course through MCC. Students who wish to earn credits will need to meet placement score requirements.

Introductory Government and Politics (Dual Credit)

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of A in US II, PSAT score requirements, and Teacher Recommendation

This Course will focus on survey of politics as a concept and political science as a professional discipline. Specific emphasis is placed on development of democratic institutions and values, and the comparative role of public opinion and citizen participation in modern representative democratic systems. Historical and recent United States federal elections are used as case studies.

Note: This course is also offered as a Dual Credit course through MCC. Students who wish to earn credits will need to meet placement score requirements.

WPU Introduction to Politics (Non-Dual Credit) / Introduction to Politics

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

An inquiry into the nature, methodology and subject matter of politics. Basic ideas and problems in the field of politics– value-free inquiry, freedom, authority, justice, equality, alienation, revolution and change, rights and obligation– are examined in their philosophical and real-world setting.

Law Studies

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

Law Studies courses examine the history and philosophy of law as part of U.S. society and

include the study of the major substantive areas of both criminal and civil law, such as constitutional rights, torts, contracts, property, criminal law, family law, and equity. Although these courses emphasize the study of law, they may also cover the workings of the legal system. This is paired with Introduction to Sociology. This course is paired with Sociology.

Introduction to Sociology

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

Sociology courses introduce students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society. This course is paired with Introduction to Law.

Economic Literacy

Grade Level: 10-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

This course will provide students with a thorough understanding of the principles and applications of microeconomics and macroeconomics. Microeconomics will include such topics as supply and demand, scarcity, cost, marginal analysis, and the stock market. Macroeconomics will deal with the money supply, government fiscal and monetary policy, aggregate analysis, the banking system, inflation, unemployment and taxes. Students will also be exposed to the practical applications of economic theory with topics such as the business cycle, leading economic indicators, the stock and futures markets, government's role in the economy, the economic consequences of environmentalism. This course is paired with Life Skills. This meets the financial literacy graduation requirements.

Life Skills

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

The main objective of this course is to improve character and leadership traits by developing critical thinking, building basic skills, emphasizing positive changes in attitude and promoting essential components of character and leadership. To accomplish this objective: (1) students will complete numerous readings about positive role models, (2) successful community leaders will speak to the class about their achievements, failures, and life-lessons, (3) the instructor will utilize various forms of pop-culture to demonstrate core components of character traits and (4) students will be given different opportunities to apply the concepts of the course to their personal lives, academic competencies and future goals. This course meets the requirements for 21st century skills.

Introduction to Business

Grade Level: 11-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

The courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management. They usually provide a brief overview of the American economic system and corporate organization. Introductory Business courses may also expose students to the varied opportunities in secretarial, accounting, management, and related fields. This course is paired with Personal Finance.

Note: This course is also offered as a Dual Credit course through RVCC. Students who wish to earn credits will need to meet placement score requirements on the Accuplacer assessment offered by RVCC.

Personal Finance

Grade Level: 11-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

Consumer Economics/Personal Finance courses provide an understanding of the concepts and principles involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also provide an overview of the American economy. This course is paired with Introduction to Business.

Note: This course is also offered as a Dual Credit course through RVCC. Students who wish to earn credits will need to meet placement score requirements on the Accuplacer assessment offered by RVCC.

AP Microeconomics

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: PSAT score requirements, and Teacher Recommendation

Following the College Board's suggested curriculum designed to parallel college-level microeconomics, AP Microeconomics courses provide students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers (both consumers and producers). They place primary emphasis on the nature and functions of product markets, while also including a study of factor markets and the role of government in the economy.

Social Sciences

Social science is the study of how people interact with one another. The branches of social science include anthropology, economics, political science, psychology, and sociology. Social scientists study how societies work, exploring everything from the triggers of economic growth and the causes of unemployment to what makes people happy. Their findings inform public policies, education programs, urban design, marketing strategies, and many other endeavors. Social science as a field of study is separate from the natural sciences, which cover topics such as physics, biology, and chemistry. Social science examines the relationships between individuals and societies as well as the development and operation of societies, rather than studying the physical world. These academic disciplines rely more heavily on interpretation and qualitative research methodologies.

Banking & Finance

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisites: None

In this course, students learn how money and financial systems work. It provides a solid understanding of markets, financial institutions, and monetary policy in the economy. An excellent foundation for further study or employment in the financial services sector. Middle school students need to complete this as part of their NJDOE requirement.

CEP Introduction to Business (Dual Credit)

Grade Level: 11-12

Credits: 2.5

Length of Course: Half Year

Prerequisites: None

The courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management. They usually provide a brief overview of the American economic system and corporate organization. Introductory Business courses may also expose students to the varied opportunities in secretarial, accounting, management, and related fields. This course is paired with Personal Finance.

Note: This course is offered as a Dual Credit course through RVCC. Students who wish to earn credits will need to meet placement score requirements on the Accuplacer assessment offered by RVCC. The cost is \$240 per course taken at the CJCP. Make a check payable to RVC College. Free for FREE & REDUCED LUNCH

Marketing & Financial Literacy

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisites: None

This class focuses on current topics in business and marketing including topics on retail sales, business presentations, management, entrepreneurship, ethics, career exploration, and business and marketing plans. This course is also focused on the wide range of factors that influence the flow of goods and services from the producer to the consumer. Topics may include market research, the purchasing process,

distribution systems, salesmanship, sales promotions, shoplifting and theft control, business management, and entrepreneurship.

Philosophy

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisites: None

Philosophy courses serve as an introduction to the field of philosophy, offering students an opportunity to explore and analyze the fundamental principles that underlie human conduct, thought processes, knowledge, and the nature of the universe. The curriculum typically involves studying the works of major philosophers throughout history and engaging in philosophical inquiry. Throughout the course, students will delve into a wide range of philosophical topics and concepts. By the end of the course, students can expect to have a solid foundation in the discipline of philosophy and an appreciation for its significance in understanding the world and our place within it. They will have developed the ability to think critically, articulate complex ideas, and engage in thoughtful discussions on philosophical topics. Additionally, students will have gained insights into the historical development of philosophical thought and its relevance to contemporary issues.

AP Psychology

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisites: meeting PSAT score requirements and teacher recommendation

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Psychology

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisites: None

Psychology courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

WPU Principles of Sociology (Dual Credit) / Principles of Sociology

Grade Level: 10 - 12

Credits: 2.5

Length of Course: Full Year

Prerequisites: None

Examines the structure and dynamics of human society and interprets social behavior within the context of modern society and culture. A prerequisite to all other sociology courses unless waived by the instructor. William Paterson University will also credit this course, according to agreements with CJCP and WPU. It costs \$300 to enroll in this course

AP African American Studies

Grade Level 10 - 12

Credits: 5

Length of Course: Full Year

Prerequisites: None

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

AP European History

Grade Level: 10 - 12

Credits: 5

Length of Course: Full Year

Prerequisites: None

AP European History is an intensive, college-level course that explores the rich and complex history of Europe from the Renaissance to the present day. The course aims to provide students with a deep understanding of the cultural, economic, political, and social developments that have shaped Europe over the centuries. Through a combination of primary and secondary sources, students will develop critical thinking skills, analytical writing abilities, and a strong grasp of historical themes and concepts. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

World Language

Chinese 1

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

Chinese 1 is an introductory course in Mandarin. Emphasis in this course is on the basic skills of listening, speaking, reading and writing Chinese. The course will include a focus on the basics of pronunciation and grammar; simple conversation; reading and writing Chinese characters; and the geography, customs and culture of China.

Chinese 2

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Chinese 1 or Teacher Recommendation

Chinese 2 emphasizes the improvement of oral expression and the development of vocabulary through activities integrating listening comprehension, speaking, reading and writing. This course continues to focus on communication skills, grammatical structures, and the study of Chinese culture and customs. Students will build up their vocabulary through the learning of Chinese characters. Special attention is given to the reading of these characters. Students are exposed to more of the original source materials so as to further develop reading and listening comprehension skills.

Chinese 3

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Chinese 2 or Teacher Recommendation

Chinese 3 is a high level course with emphasis on producing the Chinese Language with connected sentences. Broadly, students will have the ability to ask & answer questions and to handle everyday transactional conversation. Understanding and using complex grammatical forms and language skills is highlighted, as students acquire an extensive vocabulary. Students will continue to incorporate and develop proficiency in listening, speaking, reading, writing in order to develop linguistic and cultural competence through the sequential building of interpretive, interpersonal and presentational skills. Students will continually be challenged with intensive and extensive communicative experiences.

French 1

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

French 1 is a beginner level course in French language. Emphasis in this course is on the basic skills of listening, speaking, reading and writing Turkish. The course will include a focus on the basics of pronunciation and grammar; simple conversation; reading and writing in French ; and the geography, customs and culture of France.

French 2

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: French 1 or Teacher Recommendation

French 2 is the intermediate level course that emphasizes the improvement of oral expression and the development of vocabulary through activities integrating listening comprehension, speaking, reading and writing. Knowledge will be acquired through readings in Turkish, class discussions, homework, and taped and written exercises. This course continues to focus on communication skills, grammatical structures, and the study of French culture and customs.

French 3

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: French 2 or Teacher Recommendation

French 3 is a high level course with emphasis on producing the French Language with connected sentences. Broadly, students will have the ability to ask & answer questions and to handle everyday transactional conversation. Understanding and using complex grammatical forms and language skills is highlighted, as students acquire an extensive vocabulary. Students will continue to incorporate and develop proficiency in listening, speaking, reading, writing in order to develop linguistic and cultural competence through the sequential building of interpretive, interpersonal and presentational skills. Students will continually be challenged with intensive and extensive communicative experiences.

Spanish 1

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

Spanish 1 is a course in the basic skills of listening, speaking, reading, and writing Spanish as it is used throughout the Spanish-speaking world. Good pronunciation and building a functional vocabulary are stressed, working toward the goal of proficiency in the language. Elements of the course include commonly-used vocabulary words, the sound and spelling system, elementary grammatical structures, and the ability to speak the language in selected situations. The emphasis of the course is on real life communication. Culture and the use of technology are integrated into the program.

Spanish 2

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Spanish 1 or Teacher Recommendation

Spanish 2 will offer students the opportunity to develop the basic skills of listening, speaking, reading and writing practical Spanish. Knowledge will be acquired through readings in Spanish, class discussions, homework, and taped and written exercises. An understanding and facility in using the language, an emphasis on the refinement of basic reading skills, additional vocabulary and more advanced grammatical structures, a continual development of writing skills, and a continued study of the important aspects of Hispanic life and culture are emphasized.

Spanish 3

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Spanish 2 or Teacher Recommendation

Spanish 3 is a high level course with emphasis on producing the Spanish Language with connected sentences. Broadly, students will have the ability to ask & answer questions and to handle everyday transactional conversation. Understanding and using complex grammatical forms and language skills is highlighted, as students acquire an extensive vocabulary. Students will continue to incorporate and develop proficiency in listening, speaking, reading, writing in order to develop linguistic and cultural competence through the sequential building of interpretive, interpersonal and presentational skills. Students will continually be challenged with intensive and extensive communicative experiences.

Spanish 4/AP

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Spanish 3 or Teacher Recommendation

This course prepares students to take the Advanced Placement exam in Spanish. Students who enroll should possess a solid command of grammar and competence in listening, speaking, reading and writing the target language. AP courses reflect interest in the arts, current events, literature and sports. Extensive training in the organization and writing of compositions is included. At the completion of an Advanced Placement course, the majority of students are expected to perform in the Intermediate-High to Advanced-Low range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class. It is expected that all students take the AP exam in May.

Fine and Performing Arts

Music Appreciation

Grades: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

Music Appreciation courses offer students an opportunity to develop an understanding of music and its significance in their lives. The course content revolves around exploring various styles of music and examining how they utilize musical elements to create expressive and aesthetic impacts. Throughout the course, students will engage in activities and discussions that foster a deeper appreciation for music. They will analyze and discuss different genres, historical periods, and cultural influences, gaining insight into the diverse range of musical expressions across time and regions. Students will learn to recognize and appreciate the artistic choices made by composers and performers, exploring the ways in which musical elements such as melody, harmony, rhythm, dynamics, and texture contribute to the overall artistic effect. Additionally, Music Appreciation courses provide opportunities for students to engage in informal music performance and creation within the classroom. Students may participate in singing, playing instruments, or composing music as a means of experiencing the creative process firsthand and fostering a personal connection to music. By the end of the course, students can expect to have developed a deeper understanding of music's impact on individuals and societies. They will have enhanced their ability to critically listen to and analyze music, recognizing the elements and techniques that contribute to its artistic qualities. Furthermore, students will have gained a greater appreciation for the cultural, historical, and emotional dimensions of music, enabling them to engage with music in a more meaningful and enriching way throughout their lives.

Music Technology and Production

Grades: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

At CJCP, our course in music technology will provide students the opportunity to explore the field of sound engineering and music and media production. Students will be given an overview of the history of recorded sound, instructed in proper use of microphones and recording equipment, interface with iOS technology in music production, and discuss college and career pathways upon graduation. Students will have the opportunity to create music using their knowledge of MIDI and sampled sound. Students will also be given the opportunity to record student performances, assemblies, work live sound for school/ community events and more.

Music Theory 1

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

This course is designed to teach students about the fundamental concepts of Music Theory. While this is not a performance based course, students may experience some exposure to the pianos to put into practice the fundamental skills required for Music Theory I. Students will begin to learn about composing, designing, analyzing, and evaluating music. A basic understanding of Pitch, Rhythm, Melody, and Harmony will be introduced. Students will be able to name & play scales, identify Intervals, identify basic

triads, and perform basic rhythms in simple meters. Some exploration in composition will also take place. While the class will educate students on the key structures of Western-style music, we will compare the music making process and diversity of other regions around the world.

Music Theory 2

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: Music Theory 1 with grade of 85% or better or Teacher Recommendation

This course is designed to reinforce the skills learned from Music Theory I and apply them to more challenging topics in Music Theory II. While this is not a performance-based course, students will have exposure on the pianos to perform the required tasks for Music Theory II (including performance based tests and composition). Students will learn about more complex scales, intervals & chords, along with studying Rhythm, Melody & Harmony in various simple & complex meters. At times, assessments using Aural skills will be used to test the ear of the student to listen for melodic or rhythmic purposes. Ear Training will be incorporated more for students to differentiate sounds heard in a musical setting. More compositional skills will be introduced to help students compose their own original music, remixes, and other digitally based projects.

Technology will become a common method for instruction in Music Theory II. At the end of this course, students may be recommended to the AP Music Theory course in preparation for the AP exam that takes place every May.

AP Music Theory

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: Passing Music Theory 1 and/or 2 with an 85% or better or Teacher Recommendation.

The AP Music Theory course is a college-level theory course in which students will gain a higher and more extensive training in skills developed in Music Theory I and II. This course is designed to give students a full comprehensive and competitive education in musical terminology, notation/symbolism, conducting, keyboarding skills, sight-singing, ear training (aural skills), and compositional technique to become equipt for the AP Exam in May. Summer assignments will set the standard of what students currently know and will grow as the year moves forward. Resources used for this course include AP Classroom (CollegeBoard), Barron's AP Music Theory book, and online tools. Every student will be given notes & assignments to complete throughout the course to develop their writing skills and practice strategies for success on the exam! Serious musicians with a love for music, composing, and learning how musicians and career professional design music should take this course!

This course can ONLY be taken in-person. It is not recommended for Self Study Unless the students pass a preliminary AP Exam to demonstrate reading, writing, and aural skills.

Foundational Art

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

In this introductory course, students will have the opportunity to create two and three-dimensional artworks. Art elements and Design Principles are studied and employed in projects, exploring color, value, line, tone, pattern, form, shape, and texture. Focus on observational and non-objective works in genres such as still life, portraiture, perspective, and abstraction will be covered. Media used includes pencil, charcoal, ink, oil pastel, and graphite. The majority of work in this course is done from "life" or observation of real objects. Skills will also be developed in composition with an understanding of proportion and perspective. Students address concepts of art history, art criticism, and aesthetics as they relate to those areas of art studied. Evaluation of student work is both oral and written. Students will learn to analyze artworks and discuss art history. Rubrics will be included for all assignments including projects, art history, critiques, portfolios, and written work.

Intermediate Art

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: Foundational Art

This course will continue students' immersion in creating projects that build on techniques resulting in more advanced artworks. Students will work utilizing paints, drawing materials, and mixed media. By analyzing artwork verbally and in writing, students will continue to engage in critical thinking. This class approaches creativity with a holistic mindset that synthesizes an idea with media and art elements students choose. Students will learn methods to help formulate ideas that lead to artistic representations and expressions. This discipline results in innovative practices applicable to any subject or field of study.

AP Studio Arts

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: *Although there is no prerequisite for AP Studio Art, prior experiences in studio art courses that address conceptual, technical, and critical thinking skills can support student success in the AP Studio Art Program.*

Explore drawing issues including line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making through a variety of means, such as painting, printmaking or mixed media. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

2D Design (Dual Credit)

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

2D Design courses emphasize design elements and principles in the purposeful arrangement of images and text to communicate a message. Advertising and marketing projects coordinate technical skills with

organization, management, communication, ethics and teamwork. They focus on creating art products such as advertisements, product designs, and identity symbols. Students learn and apply fundamentals of various software applications such as Illustrator, Photoshop, web design, image editing, drawing and graphic animation. CEP 2D Design courses will investigate the computer's influence on and role in creating contemporary designs and provide a cultural and historical study of master design works from different periods and styles

Computer Science

Data Structure/CEP Data Structure (Dual Credit)

Grade Level: 11-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: Java Programming

This course introduces high school students to the fundamental concepts of data structures in computer science. Students will learn the basics of arrays, linked lists, stacks, queues, trees, graphs, sorting and searching algorithms, and hash tables. Through hands-on programming exercises, students will gain practical experience in designing and implementing data structures to solve real-world problems.

Note: This course is also offered as a Dual Credit course through RVCC. Students who wish to earn credits will need to meet placement score requirements on the Accuplacer assessment offered by RVCC. The cost is \$240 per course taken at the CJCP. Make check payable to RVCC College. This course is free for students who receive FREE & REDUCED LUNCH.

CEP Java Programming (Dual Credit)

Grade Level: 11-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: CEP Foundations of Computer Science

The Java Programming course focuses on teaching students to design and implement computer-based solutions using the Java Programming Language. This course introduces higher-level programming concepts, with a particular emphasis on object-oriented programming (OOP). Students will develop critical thinking skills necessary to architect encapsulated programs that can handle complex problems and scale to higher levels of complexity.

AP Computer Science A

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: PSAT score requirements, and Teacher Recommendation

The AP Computer Science A course is an introductory computer science course. Following the College Board's suggested curriculum designed to mirror college-level computer science courses, AP Computer Science A courses provide students with the logical, mathematical, and problem-solving skills needed to design structured, well-documented computer programs that provide solutions to real-world problems. A large part of the course also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. These courses cover such topics as programming methodology, features, and procedures, algorithms, data structures, computer systems, and programmer responsibilities.

AP Computer Science Principles

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: Overall GPA A and Grade A on Algebra I, PSAT score requirements, and Teacher Recommendation

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

CEP Foundations of Computer Science (Dual Credit)

Grade Level: 11-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

The Foundations of Computer Science in Java course provides students with a solid understanding of the fundamental concepts of computer science using the Java programming language. Students will learn key programming principles, problem-solving techniques, and the basics of object-oriented programming. The course covers topics such as decision structures, loops, data structures, sorting algorithms, inheritance, polymorphism, handling exceptions, recursion, databases, and GUI applications/applets. Students will also be introduced to ethical considerations in computer science.

Note: This course is also offered as a Dual Credit course through RVCC. Students who wish to earn credits must meet placement score requirements on the Accuplacer assessment offered by RVCC. The cost is \$240 per course taken at the CJCP. Make a check payable to RVC College. Free for Students who receive FREE & REDUCED LUNCH.

Computer Science I/WPU Computer Science I (Dual Credit)

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisites: Precalculus Algebra Trigonometry and GPA Requirement: 3.75

Algorithmic approach to computer problem solving and programming methodology: Analysis design documentation, implementation, debugging and evaluation. Procedural abstraction and basic data representation. Also this course is the foundation course for the Computer Science program which is one of the most high-technology academic curriculums. The topics include algorithmic approaches to computer problem solving and programming methodology with analysis, design, writing, compilation, execution, documentation, implementation, debugging, and evaluation of a computer program with procedural abstraction and basic data representation. Substantial programming assignments (in aNSI C/C++ language) is emphasized, including problem solving in numerical, applied to mathematical, science, business and other areas as well as non-numerical applications. Course offered Fall and Spring Semesters. Students will be charged an additional Comp Science Lab Fee when enrolling in this course. William Paterson University will also credit this course, according to agreements with CJCP and WPU. It costs \$300 to enroll in this course.

Computer Science II / WPU Computer Science II (Dual Credit)

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisites: Computer Science I/ WPU Computer Science II and GPA Requirement: 3.75

This course builds upon the foundations of Computer Science I, with a focus on object-oriented programming (OOP) and UNIX technologies. Students will explore key concepts such as procedural abstraction, data representation, recursion, and program modularity. Additional topics include file processing, data management, and storage allocation techniques. The course also covers abstract data types (ADT), OOP principles, and essential software design concepts. Students will work with multidimensional arrays, strings, pointers, and records to develop a deeper understanding of programming structures and techniques.

Physical Education and Health

Physical Education and Health 9

Grade Level: 9

Credits: 5

Length of Course: Full Year

Prerequisite: Grade 8 Health/PE

Students begin to apply personal fitness planning concepts to individualized plans. One quarter of the course includes instruction in the health education topics of Health Conditions Diseases and Medicines, Social and Sexual Health, and Pregnancy and Parenting.

Physical Education and Health 10

Grade Level: 10

Credits: 5

Length of Course: Full Year

Prerequisite: Grade 9 Health/PE

Students gain knowledge and skills in a variety of individual, dual, and team sports/activities to develop competencies to promote an active lifestyle. Students begin to apply personal fitness planning concepts to individualized plans. One quarter of the course includes instruction in the health education topics of Assessing and Managing Risk, Knowing Yourself, Handling Social Pressures, The Basics of Signs, Signals and Pavement Marking, Rules of the Road, Getting to Know the Vehicle, Starting, Steering, and Stopping, Basic Driving Skills, Turning and Parking, Driving Environments, Natural Laws and Driving, Sharing the Road, Light and Weather Conditions, Preparing for the State Driving Test.

Physical Education and Health 11

Grade Level: 11

Credits: 5

Length of Course: Full Year

Prerequisite: Grade 10 Health/PE

Students gain knowledge and skills in a variety of individual, dual, and team sports/activities to develop competencies to promote an active lifestyle. Students begin to apply personal fitness planning concepts to individualized plans. One quarter of the course includes instruction in the health education topics of Personal Growth and Development, Nutrition, Human Relationships and Sexuality, and Emotional Health.

Physical Education and Health 12

Grade Level: 12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade 11 Health/PE

Students gain knowledge and skills in a variety of individual, dual, and team sports/activities to develop competencies to promote an active lifestyle. Students begin to apply personal fitness planning concepts to individualized plans. One quarter of the course includes instruction in the health education topics of Emotional Health, Pregnancy and Parenting, and Personal Safety, Abuse and Technology.

Physical Education and Health Electives

Nutrition and Wellness

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

This course prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; the selection, preparation and care of food; meal management to meet individual and family needs and patterns of living; food economics and ecology; optimal use of the food dollar; understanding and promoting nutritional knowledge.

Special Education

The Special Education Department and Child Study Team provide services to meet the needs of students with learning difficulties. Students who have Individualized Education Plans (IEPs) that state the need for support in a particular subject will have their courses selected in conjunction with the Child Study Team and school counselor. There are a variety of types of supports and services which are available as appropriate.

General Education with Supplemental Support

In a general education class with Supplemental Support, the student is placed in a general education class with peers of the same grade. Supplemental Support is offered in all general education academic disciplines: mathematics, history, science, and English. Support staff are teamed with content area teachers to collaborate on planning instruction, implementing effective learning strategies, monitoring progress and providing useful interventions to ensure that all students have the opportunity to be successful. The special education support staff and the general education teacher work jointly to ensure that all accommodations and modifications outlined in the IEP are being implemented for each student. In addition to improving mastery of content, student self-esteem is enhanced when they are provided the support they need to be successful in a general education class. Some of the interventions available include: modified classwork, homework, tests, quizzes, etc. to meet different learning styles, encouragement of active participation/involvement in class, assistance with daily organization of materials for class, and assistance to the general education teachers with teaching, grades, progress monitoring and behavior management support

SE 6-12 Supplemental Support

In a supplemental support class, the student is placed in a general education class with peers of the same grade. In addition to the general education teacher, there will be a support teacher whose job is to adjust the curriculum to the student's abilities. Supplemental Support placements have the benefit of keeping the student in the mainstream of school life with typically developing peers, while being exposed to the grade level curriculum with modifications as needed.

SE 6-12 Pull out Replacement

Students who receive Special Education and/or Related Services who need more intensive help to keep up with grade-level work in a particular subject may be placed in the Pull out Replacement classes. These are classes where a special education teacher works with a small group of students, using specialized techniques to instruct students with unique learning needs. Pull Out Replacement classes have the benefit of providing help in the area(s) of need while allowing the student to remain in the general education classes for other subjects.

English as a Second Language Program

Program Vision

The ESL program at CJCP is dedicated to empowering Multilingual Learners (MLs) to develop the linguistic proficiency and academic skills necessary for success in English-speaking content classrooms. Through a structured and supportive environment, the program fosters confidence and encourages meaningful engagement in both academic and social communities.

Program Goals

The program is designed to enhance students' proficiency in listening, speaking, reading, and writing. By aligning with the WIDA Standards and the New Jersey Student Learning Standards (NJSLS), it ensures that students are well-prepared to succeed in their current academic endeavors and achieve their long-term educational goals.

Program Design

The ESL program employs a range of instructional approaches to address the diverse needs of MLs:

- **Pull-Out ESL Services:** Provides intensive English language instruction in a small-group setting, focusing on foundational skills critical for language acquisition.
- **Push-In ESL Services:** Integrates language support within the general education classroom, enabling collaboration between ESL instructors and classroom teachers for seamless instruction.
- **Sheltered Instruction Model:** Ensures academic content is accessible while simultaneously fostering language development.

Assessment and Monitoring

Student progress is assessed annually through the WIDA ACCESS assessment or the WIDA Screener (WAPT), which evaluate language proficiency and inform instructional planning. The ultimate goal is to equip students with the skills needed for full participation in general education classrooms, enabling them to confidently apply their English language abilities across all academic disciplines.

