



Program of Studies

2025/2026

Cornerstone Day School

12 Commerce Drive

Cranford, NJ

908.543.0220



Who We Are At Cornerstone Day School

Executive Director

Leonore Johnston

Principal

Gregg Weisman

Chief Clinical Services

Jeff Steigman

Director of Student Services

Rosalia Minervini

Medical Director

Dr. Bryan Fennelly

Director of Clinical Services

Sarah Coiro

Director of Pathways Program

Denise McManus

Director of Eating Disorder Program

Sarah Cronin

Dean of Students

Michael Paterno

Director of Business Operations

Karen Masciale

Director of Enrollment

Jennifer Hayes

Director of District Outreach

Alexa Thomas



Table of Contents

<u>College Planning: Junior Year</u>	4
<u>College Planning: Senior Year</u>	5
<u>New Year Scheduling Process</u>	6
<u>Adding/Dropping Class</u>	6
<u>Honors Course Placement</u>	7
<u>Online Course Option</u>	8
<u>Dual Enrollment Program</u>	9
<u>Academic Study Skills Information</u>	9
<u>Attendance</u>	9
<u>Grade Point Average</u>	10
<u>NJ State Graduation Requirement</u>	11
<u>English Department</u>	12
<u>Social Studies Department</u>	14
<u>Science Department</u>	16
<u>Math Department</u>	18
<u>World Language Department</u>	20
<u>Student Support</u>	20
<u>21st Century Skills Department</u>	21
<u>Performing/Fine Arts Department</u>	25
<u>Physical Education Department</u>	28
<u>Class Add/Drop Waiver</u>	30
<u>Waiver of Academic Placement</u>	31
<u>Online Course Acknowledgement Form</u>	32
<u>CDS Online Course Participation Criteria Form</u>	33
<u>Dual Enrolment Form</u>	34
<u>Physical Education Acknowledgement Form</u>	35
<u>Cornerstone Day School Sports Participation Agreement</u>	36



College Planning Calendar

Junior Year

July	August	September	October
<ul style="list-style-type: none"> ● Review your high school plan and transcript to make sure you are on track to graduate ● Continue developing your high school resume by taking on leadership roles with extracurricular activities ● Fill out the Accommodation consent form for PSAT/SATs 	<ul style="list-style-type: none"> ● Review your high school plan and transcript to make sure you are on track to graduate ● Continue developing your high school resume by taking on leadership roles with extracurricular activities ● Fill out the Accommodation consent form for PSAT/SATs 	<ul style="list-style-type: none"> ● Review your high school plan and transcript to make sure you are on track to graduate ● Continue developing your high school resume by taking on leadership roles with extracurricular activities ● Sign up to meet with admission reps 	<ul style="list-style-type: none"> ● PSATs ● Review your high school plan ● Continue developing your high school resume ● Attend the Financial Aid workshop ● Review and fill out the DVR referral form for post-secondary career support.
November	December	January	February
<ul style="list-style-type: none"> ● SAT ● Maintain grades ● Keep involved in activities ● Volunteer work ● Begin to explore college 	<ul style="list-style-type: none"> ● SAT/ACT ● Get back the results of the PSAT ● Volunteer work ● Continue to explore colleges to visit 	<ul style="list-style-type: none"> ● Begin preparation for SAT/ACT ● Begin planning college visits ● Junior conference with counselor and parents 	<ul style="list-style-type: none"> ● ACT ● SAT/ACT preparation SAT registration: www.collegeboard.com ● ACT registration: www.ACT.org
March	April	May	June
<ul style="list-style-type: none"> ● SAT ● Continue post-HS planning with the counselor ● Contact the college to set up visits ● Continue SAT/ACT prep 	<ul style="list-style-type: none"> ● ACT ● College visits during Spring ● Recess ● SAT prep as needed 	<ul style="list-style-type: none"> ● SAT ● College visits ● AP Exams ● Work on draft of autobiographical essay, resume ● Ask teachers for recommendation letters 	<ul style="list-style-type: none"> ● ACT/SAT ● Contact colleges for summer interview and visits ● Finalize summer plans



College Planning Calendar

Senior Year

July	August	September	October
<ul style="list-style-type: none"> • ACT • Visit colleges • Start to finalize a list of colleges • Summer programs • SAT/ACT prep 	<ul style="list-style-type: none"> • SAT • Visit colleges • SAT/ACTprep as needed • Begin working on applications, essays, resumes, etc. 	<ul style="list-style-type: none"> • ACT • ACT/SAT Prep if needed • Visit colleges • Request recommendations from counselors and teachers • Finalize college essay • Group and individual counseling: finalize college list 	<ul style="list-style-type: none"> • ACT/SAT • Attend the Financial Aid workshop • Gather & process applications • Check Early Decision/Early Action Deadlines. • Request the school's transcripts and info be sent to each college. • Start FAFSA application
November	December	January	February
<ul style="list-style-type: none"> • SAT • College visits • Process applications • Check Early Decision/Action application deadlines 	<ul style="list-style-type: none"> • ACT/SAT • Work on applications. Have the College Board send scores to colleges. • Request the school's transcripts and info be sent to each college. 	<ul style="list-style-type: none"> • Finalize all applications • Complete FAFSA 	<ul style="list-style-type: none"> • Midyear grades sent to your colleges
March	April	May	June
<ul style="list-style-type: none"> • Colleges notify seniors 	<ul style="list-style-type: none"> • Send deposit to the college you will attend—deadline is May 1st • Don't forget the housing deposit 	<ul style="list-style-type: none"> • Maintain grades 	<ul style="list-style-type: none"> • GRADUATION!!!



New Year Scheduling Process

Beginning in March, the school counselor will meet with students to discuss the following year's course options and distribute the course selection sheets. The counselor will meet with students individually to review the course offerings and finalize their selection.

Some students may not be able to be scheduled for all their course choices. Due to scheduling constraints (enrollment, number of electives, etc.), students may have conflicts that cannot be resolved or be closed out of courses. Every effort will be made to accommodate the student's requests.

Schedules for the new school year will be available to students during the July break before the new school year begins. Students can access their schedule in their Google Drive account under "shared with me," located on the left-hand side.

Adding/Dropping Classes

Every attempt is made to place the student in each course he/she requests. However, the volume of student requests or classroom utilization may make placing the student in an alternate course choice necessary. Additionally, the number of available seats in each class determines the ability to honor requests. Occasionally, students enroll in a course and later decide to drop it. If a student enrolls in a similar course, the following process will be implemented:

Adding/Dropping

Courses dropped after the 1st Marking Period will have an official withdrawal on the report card (WP or WF, Withdraw Pass or Withdraw Fail.) This does not include switching a course to a different period of the day. ***Individual cases and student's GPA will be assessed by the administration to determine the best course of action for any withdrawals/failures.***

- **Completion of 0-12 days (per marking period):** No grades will be transferred to the new class. Students should be given sufficient time to make up missed assessments.
- **Completion 12 days- 22 days:** The student's grade will be transferred into the new class. The grade in the course they are withdrawing from should represent an equivalent percentage of the grade for the class they are entering.
- **Completion 22+ Days:** The student's grade from the dropped class will be the grade for the marking period in the added class. The student will take any remaining assessments in the added class so that the teacher can assess their current understanding of the material. Students dropping an honors course and enrolling in a college prep course will have their average weighted when their grades are transferred.



Honors Course Placement

At the beginning of the third marking period, the school counselor consults with subject teachers to gather honors course recommendations for the upcoming academic year. Teachers evaluate students based on criteria such as attendance, grades, and overall academic performance, including class participation and homework.

Students who are not initially recommended for Honors courses but wish to enroll in them must meet the following minimum standard of achievement when scheduling to waive into those courses.

- **Current Honors Students:** Those Enrolled in honors courses during the previous year must have achieved a “B” average.
- **College Preparatory Students:** Those enrolled in college prep courses during the previous year must have achieved an “A” average

Honors courses involve an increased academic rigor characterized by more homework, faster pacing, and challenging assessments. Students and Parents may fill out a waiver form to request consideration for honors placement. These waiver requests will be reevaluated at the end of the first marking period to determine appropriate placement.

Students holding waivers as of the ADD/DROP deadline will have their academic records from both the previous and current years reviewed to confirm they meet the minimum requirements. Additional factors (therapeutic gains, attendance, behavioral standing, etc.) will also be considered during the waiver process.

Students and parents may submit a written appeal if a waiver is denied due to exceptional circumstances. However, students who have been enrolled in CP-level courses for a minimum of two marking periods are not permitted to waive into Honors-level *courses*.



Online Course Option

Cornerstone Day School recognizes online educational programs as viable methodologies for the delivery of instruction. Online settings may allow students to complete curriculum (credit recovery), add courses to their academic schedules, and provide learning opportunities in unavailable areas due to scheduling or uniqueness of offering.

Courses from an online educational program may be considered due to the following:

1. A course that is not offered at CDS.
2. A student cannot take a course offered at CDS due to unavoidable and irresolvable scheduling conflicts.
3. A course will serve as a supplement to extend instruction to students who cannot attend classroom instruction.
4. For advanced learning opportunities, such as AP courses.

In addition, the following guidelines will be in place for all courses taken outside of CDS:

1. Students must complete an Online Course Acknowledgement Form, which includes sign-off by the student's in-district case manager.
2. The course must be taken from an accredited learning institute.
4. All coursework that fulfills these requirements and is graduation required will receive credits towards graduation. The course will be placed on the student's transcripts, and the final grade will be calculated into the student's grade point average.
5. Non-graduation requirement courses will be placed on the student's transcript and will counted toward their grade point average.



Dual Enrollment Program

The UCC Dual Enrollment program provides a senior at Cornerstone Day School an opportunity to receive college credits while still attending high school. The Dual Enrollment program will give the student an understanding of college academics and coursework before entering a higher educational institution, allowing for a smoother transition after graduation. There are requirements that the student must meet before being accepted by the administration to apply to the UCC Bridge program.

Students must fill out the [UCC Course Participation Criteria form](#), which outlines the student expectations before and during the course. Once the form is returned, a recommendation form will be sent to the student's teachers. The student must receive a 75% positive recommendation to be approved by the administration. The administration approves the application based on the student's emotional health, academics, behavior, and the recommendation form.

Once approved, the student must apply to the UCC Dual Enrollment program and take the placement test.

Academic Study Skills

Students in Academic Study Skills have a demonstrated need for further assistance with academic work. Students are recommended for the course due to challenges, including below-average grades, organization and work completion challenges, and lack of motivation. Placement is determined through input from administration, the school counselor, teachers, and clinicians

Attendance Policy

Students' frequent absences from classroom learning experiences or tardiness to class disrupt the continuity of the instructional process and limit their ability to complete the prescribed curriculum requirements successfully. Regular attendance is important in establishing a good pattern for adult life; therefore, CDS's attendance policy requires a minimum attendance rate of 90%. The following attendance protocol shall be adhered to:

- Accumulation of 22 (10%) unexcused absences or more will warrant an Attendance Intervention Plan (AIP) meeting with the parent(s)/guardian(s).
 - The Attendance Intervention Team (AIT) will continuously monitor individual student plans and make necessary changes to increase daily attendance.
- An accumulation of 35 (15%) or more unexcused absences will warrant a meeting with the AIT and the parent(s)/guardian(s) to amend the existing AIP and offer continuous support.

- Accumulating 44 (20% of the school year) or more unexcused absences will result in class failure, which will be reflected on the transcript.
 - Opportunity for re-enrollment to receive a new final grade: students must complete credit recovery work from the previous marking periods.
 - Students' class attendance is required as they complete credit recovery coursework.

Grade Point Average

A student's grade point average (GPA) is determined by multiplying the quality point equivalent for each grade received by the number of credits for that course. The sum of quality points divided by the sum of the credits for all courses taken yields the GPA.

Mark	AP Courses	Honors Courses	College Prep
A	5.00	4.5	4.00
A-	4.75	4.25	3.75
B+	4.25	3.75	3.25
B	4.00	3.5	3.00
B-	3.75	3.25	2.75
C+	3.25	2.75	2.25
C	3.00	2.5	2.00
C-	2.75	2.25	1.75
D+	2.25	1.75	1.25
D	2.00	1.50	1.00
D-	1.75	1.25	.75
F	0.00	0.00	0.00

NJ State Graduation Requirement

Content Area	Credits and additional requirements
English Language Arts	20 credits (4 years)
Mathematics	15 credits, including: (3 years) <ul style="list-style-type: none"> ● Algebra I or the content equivalent² ● Geometry or the content equivalent² ● Third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st-century careers
Science	15 credits with at least 5 credits in each: (3 years) <ul style="list-style-type: none"> ● Laboratory biology/life science or the content equivalent Laboratory/inquiry-based science course (i.e., chemistry, environmental science, or physics) Laboratory/inquiry-based science course
Social Studies	15 credits, including: (3 years) <ul style="list-style-type: none"> ● 5 credits in world history ● Integration of civics, economics, geography, and global content in all course offerings
Financial, Economic Business, and Entrepreneurial Business Literacy	2.5 Credits (1 semester, ½ year)
Health, Safety, and Physical Education	15 credits over four years, including: <ul style="list-style-type: none"> ● 3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week each year
Visual and Performing Arts	5 Credits (1 year)
World Language	5 Credits (1 year)
Technology	Integrated throughout all courses
21st Century Life and Careers	5 Credits (1 year)



English Department

World Literature

This course focuses on literary traditions from the past to the present. Students begin by exposing themselves to the natural and creation myths of the Ancient Greeks, the African Bushmen, and the Indigenous People of North America. The focus then turns to dramatic tragedy by examining William Shakespeare's *Romeo and Juliet*. Students then concentrate on J.D. Salinger's *The Catcher in the Rye* before concluding the year with short stories and essays about identity formation.

Full Year

Credits: 5

NJ Graduation Requirement: English

Exploring Literature

This course concentrates on the literary contributions of both American and British authors. Students begin their exploration with a focus on autobiographical texts. They read excerpts from Santha Rama Rau and Helen Keller before they study the entirety of Elie Wiesel's *Night* about his experience during the Holocaust. Students are then exposed to comedic drama through the work of William Shakespeare. Poetic and figurative structures are examined next through the analysis of poems by Gwendolyn Brooks, Langston Hughes, Joy Harjo, and Walt Whitman. Students then create their own poetry portfolios. The year concludes with the study of persuasive rhetoric. Students build their reading, writing, speaking, and listening skills through discussions and writing assignments throughout the year.

Full Year

Credits: 5

NJ Graduation Requirement: English



American Literature

This course is designed to do a deep dive into the works of various American authors through reading and discussing both literary classics and contemporary writing. Some major units of study include Emergence of the Individual, Different Voices in Literature, Alienation in America, and The American Dream. Students will examine the structure of a personal essay through excerpts of traditional memoirs and craft their own. Additionally, students will read a survey of fiction, nonfiction, drama, and poetry, including texts such as *Death of a Salesman* and *The Great Gatsby*. Overall, the skills necessary to engage fully in the American Literature course include reading, writing, speaking, and listening.

Full Year

Credits: 5

NJ Graduation Requirement: English

British Literature

This course focuses on studying British literature, incorporating literary theory and reading comprehension, research, writing, listening, and speaking skills. Course study will include a variety of genres within British literature presented in a thematic pattern. Composition in all genres is a major component of this course, as is developing analytical and critical thinking skills. Grammar, mechanics, and usage will be covered mostly within the context of the literature and writing.

Full Year

Credits: 5

NJ Graduation Requirement: English

Creative Writing

This course is designed to provide a survey of various genres of writing that will allow the student to stretch their creative muscles on the page. Major units of study include Reading Like a Writer, Short Fiction, Poetry, Nonfiction, The One-Act Play, Publishing & Editing, and Writing as Performance. Students will examine elements of writing craft using mentor texts to influence their own writing, some of which include works from William Faulkner, Ernest Hemingway, Jean-Paul Sartre, and Phillip Lopate. Additionally, students will be encouraged to engage in the publishing and performance side of the writing process, honing their public speaking and writing skills.

Full Year

Credits: 5

NJ Graduation Requirement: English

**Vampire Literature**

The Vampire Literature course is designed to survey different texts in which vampires play a crucial role. Some of the texts we will study include traditional vampire novels such as *Dracula* or *Interview with the Vampire* and more contemporary stories including the *Twilight* saga, *Buffy the Vampire Slayer* comics, and Japanese manga. The course will dive deeply into the understanding of different vampire “rules,” as well as the vampire's cultural significance. Ultimately, this course will allow students to study this mythical creature across cultures and time periods.

Full Year

Credits: 5

NJ Graduation Requirement: English



Social Studies Department

World History

This course covers the key events that impacted the history of the world, from ancient times to current events. Students will examine how classical civilizations progressed and moved toward social and economic revolutions.

Full Year

Credits: 5

NJ Graduation Requirement: History

U.S. History I

This course covers content spanning the colonial period through the period of the industrialization and urbanization of the United States; this course will offer a more in-depth view of the modernization of America. The United States History 1 course aims to integrate the study of this period's social, economic, and political problems. The anticipated objectives are understanding the growth of democratizing institutions in the present United States and the role of students in utilizing these democratic forces in responsible citizenship. Students will be able to relate past events to present-day situations. Students must present oral assessments, interpret and analyze primary sources, and complete research assessments.

Full Year

Credits: 5

NJ Graduation Requirement: History

U.S. History II

This course covers American history from the Civil War era. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Students will analyze primary and secondary resources, complete creative writing assignments, and engage in debates on historical topics. This course aims to provide students with the modern historical framework and factual background to understand issues in the United States and today's world. The course will also help them develop the research, writing, and thinking skills necessary to become informed citizens who can participate in a democratic society.

Full Year

Credits: 5

NJ Graduation Requirement: Social Studies



Sociology

This elective course is designed to familiarize students with various cultures and the problems of people living in groups. Sociology presents basic concepts and theories covering many areas of contemporary sociology. The course examines the United States during the 20th and 21st centuries to explore culture, socialization, social groups, social organization, deviance, crime, class, race and ethnicity, gender, family, social change, and population and how it impacts us today.

Full Year

Credit: 5

NJ Graduation Requirement: For meeting 120 minimum credits

Society and Film

This course delves into the intricate relationship between cinema and society, examining how popular movies serve as social commentary platforms. Students will explore how filmmakers use storytelling, characters, symbolism, and other cinematic techniques to address contemporary social issues, provoke thought, and stimulate conversation.

Films covered include Parasite, Joker, Get Out, and more

Full Year

Credit: 5

NJ Graduation Requirement: For meeting 120 minimum credits

Financial Literacy

This course is an elective that satisfies the New Jersey Department of Education Personal Finance requirement that is necessary for graduation. The purpose of the course is to prepare students to make sound financial decisions. It seeks to develop students' skills and knowledge in money management, spending, credit, saving and investing, becoming a critical consumer, financial responsibility and decision-making, and risk management and insurance.

Half Year

Credit: 2.5

NJ Graduation Requirement: Personal Finance



Science Department

Biology

This course enables students to learn about the study of life. They will also be introduced to the scientific method, the cells that makeup living things, cellular processes, genetics, evolution, taxonomy, and ecology.

Full Year

Credits: 5

NJ Graduation Requirement: Science

Physics

This course is a general overview of various topics in physics, emphasizing the use of concepts and equations to solve realistic problems. Units include classical mechanics, thermodynamics, acoustics, optics, electromagnetism, and an introduction to atomic and subatomic physics.

Full Year

Credits: 5

NJ Graduation Requirement: Science

Chemistry

This course provides an overview of inorganic chemistry and an introduction to organic chemistry. Topics covered include modern atomic theory and atomic structure, the periodic table, chemical bonding and reactions, stoichiometry, solution chemistry, acid-base theories, and kinetics.

Full Year

Credits: 5

NJ Graduation Requirement: Science

Environmental Science

This course studies the interactions between organisms and their environment. This course provides a background in the fundamental principles of ecological science, including concepts of human activity and climate, population and community ecology, biodiversity, and sustainability. Students will acquire an “ecological literacy” about how the natural world works and develop an understanding of how scientific methods are used to construct ecological knowledge. The course will also explore some of today’s major ecological challenges and the important research that is being done to address these concerns.

Full Year

Credits: 5

NJ Graduation Requirement: Science



Earth and Space Science

This course examines the Earth as a system within itself and as a part of the solar system, the Milky Way Galaxy, and the universe in which the Earth exists. The abiotic and biotic factors and their interactions will be considered within the Earth. The history of the Earth, over 4.6 billion years of development, will be studied to determine the changes that have resulted in the planet humans inhabit in the present. In all these areas, this will be a science course that uses the principles of scientific ways of knowing the Earth and its evolution. Units included Astronomy, Geology, Plate Tectonics, Weathering and Erosion, and Earth's Natural Phenomena.

Full Year

Credit: 5

NJ Graduation Requirement: Science

Forensic Science

This hands-on and project-based learning course will lead the student through a foundation of law and criminal justice history of forensics and modern scientific advances in the field. Hair fibers, DNA, ballistics, serology, poisons, drugs, arson, explosions, fingerprinting, forgery, and entomology are studied in detail. The course addresses the scientific method, data analysis, and powers of observation and critical thinking to solve a problem.

This course will recognize the growing interest in jobs in the sciences, medical field engineering, and law enforcement. These fields all overlap with the study of forensic science. In addition, the foundational aspect of this course will prepare students to take college-level courses in physical sciences then

Full Year

Credit: 5

NJ Graduation Requirement: Science



Math Department

Algebra I

This course covers the foundations of algebraic thinking, including rational and irrational numbers, solving, graphing, and writing linear equations and inequalities, solving systems of linear equations and inequalities, and polynomials and factoring.

Full Year

Credits: 5

NJ Graduation Requirement: Math

Geometry

This course covers plane and solid geometry. The units include lines, angles, triangles, quadrilaterals, circles, area, and volume. Students are also introduced to basic right triangle trigonometry. Inductive and deductive reasoning are used to develop logical thinking skills and to aid in understanding the basic concepts of geometry.

Full Year

Credits: 5

NJ Graduation Requirement: Math

Algebra II

This course includes the further development and expansion of concepts covered in Algebra I. equations and inequalities, systems of linear equations, polynomials and factoring, relations and functions, irrational numbers and quadratic equations, quadratic relations and systems, radical functions, rational equations and complex numbers, binomial expansions, and polynomial functions. Students are helped to understand algebra as a study of the structure of real and complex numbers and to recognize the techniques of algebra as reflections of this structure.

Full Year

Credits: 5

NJ Graduation Requirement: Math



Pre-Calculus

This course is intended as an introduction to college-level precalculus or a terminal course for students planning to major in non-technical subjects. The course includes the following topics: functions and their graphs: polynomial, power, rational, exponential, and logarithmic.

Trigonometry topics include triangle and circle trigonometry, solving right and oblique triangles, trigonometric identities, solving trigonometric equations, graphing trigonometric functions, and polar graphing. Other topics may include matrix operations and counting techniques.

Full Year

Credits: 5

NJ Graduation Requirement: Math

Calculus

This course is based on six mathematical practices or behaviors students need to engage in to understand it conceptually: reasoning with definitions and theorems, connecting concepts, implementing algebraic/computational processes, connecting multiple representations, building notational fluency, and communicating. Students will understand how to deal with calculus concepts presented algebraically, numerically, and graphically and be able to explain their results thoroughly.

Full Year

Credits: 5

NJ Graduation Requirement: Math



World Language Department

Spanish I

This course aims to expose students to snapshots of culture in every lesson, allowing them to compare and contrast the cultures reviewed. The course assists in generating interest in and providing knowledge about the language, history, diversity, customs, and geography of the Spanish-speaking world.

Full Year

Credits: 5

NJ Graduation Requirement: Foreign Language

Spanish II

This course begins with a thorough review of core level 1 content. The progression of the course will improve the student's ability to use the Spanish language, emphasizing the mastery of speaking, listening, reading, and writing skills. Furthermore, it strengthens the student's grammatical foundation in preparation for higher-level courses.

Full Year

Credits: 5

NJ Graduation Requirement: Foreign Language



Student Support

Study Skills

This course enhances the student's academic performance and personal growth. It provides students with an environment to develop and enhance their executive functioning skills by working on class assignments, homework, missing assignments, tests, quizzes, and projects with the help of the classroom teacher. The classroom teacher communicates closely with the academic and clinical staff to promote academic success. This course is ideal for upcoming 9th-grade students, students transitioning to new educational settings, or those seeking to maximize their learning potential.

Full Year

Credit: 5

NJ Graduation Requirement: For meeting 120 minimum credits

21st Century Life and Careers

Seminar: Social Learning for the 21st Century

This course is designed to help students develop essential skills for personal and interpersonal success. Participants will examine the core components of the Social Learning standards, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Please note that this course is a requirement for new students.

Full Year

Credit: 5

NJ Graduation Requirement: 21st Century Skills

Service and Career Readiness

Service and activism are powerful tools that can help you gain experience, develop skills, and transform your community! Students will develop a service project for the school to foster student engagement in these practices. Furthermore, students will learn about networking, goal setting, applications, resume/cover letter writing, and interview skills to prepare them for life after high school.

Half Year

Credit: 2.5

NJ Graduation Requirement: 21st Century Skills



Music Technology

Whether experienced or not, students will learn how to use a sound production software program and hardware tool to gain knowledge about a career in music production. Using these tools, students will develop creativity, communication, and problem-solving skills by creating covers or original music.

Half year

Credit: 2.5

NJ Graduation Requirement: Fine Art or 21st Century Skills

Yearbook

This course allows seniors to work on and develop their school's yearbook. The class will teach students how to work as a team and collaborate on developing their yearbook. Using a yearbook program, students learn about the career of graphic design. They will focus on page development, placement of pictures and words, and using different fonts that will attract the eye of the audience. Skills developed in this course are creativity, problem-solving, communication, listening, leadership, and teamwork.

Full Year

Credit: 5

NJ Graduation Requirement: 21st Century Skills

Horticulture

This course provides a comprehensive introduction to horticulture practices the art of cultivating plants. Students will explore various aspects of plant cultivation techniques and garden management to develop a foundational understanding of horticulture. They will also learn how to propagate plants, care for their proper soils, and care for the environment.

Full Year

Credit: 5

NJ Graduation Requirement: 21st Century Skills

Foods

This course offers students a hands-on exploration of fundamental culinary techniques, kitchen safety, and the art of meal preparation. Students will learn basic knife skills such as recipe preparation, meal prep, cooking, and baking. Furthermore, students will develop essential culinary competencies while cultivating creativity and confidence in the kitchen.

Full Year

Credit: 5

NJ Graduation Requirement: 21st Century Skills



Vocational Assessment 1

This course is for 11+ students to assist with transition planning, using career assessments and job exploration to prepare them for post-secondary goals, allowing for a smoother transition after graduation. Classroom content and activities will be differentiated and extended from year one to year two, and students will be offered a choice of task and reporting format for demonstrating achievement of learning goals. Year one activities will focus on acquiring and practicing concepts during classroom and in-house jobs.

11+ only

Full Year

Credit: 5

NJ Graduation Requirement: 21st Century Skills

Application Required

Vocational Assessment 2

This course is a continuation from Vocational Assessment 1. It assists students with transition planning, using career assessments and job exploration to prepare them for post-secondary goals, allowing for a smoother transition after graduation. Students participating in this course are in their 12/12+ years. Classroom content and activities will be differentiated and extended from year one to year two, and students will be offered a choice of task and reporting format for demonstrating achievement of learning goals. Activities will focus on articulating and applying ideas and students' ability to transfer and generalize concepts to their internship experiences.

12/12+ only

Full Year

Credit: 15

NJ Graduation Requirement: 21st Century Skills

Prerequisites: Vocational Assessment 1



Performing and Visual Art Department

Visual Art

This course allows students to explore their creativity and express themselves using a variety of mediums, such as painting, drawing, sculpting, and digital art. Students work independently and freely on their art, displayed in an annual art show.

Full or Half Year

Credit: 5 or 2.5

NJ Graduation Requirement: Fine Arts

Comic and Narrative Art

In the Comics and Narrative Art course, students will learn how to use visual art and illustration to tell a story in sequence. Effectively using the language of images requires a suite of unique core skills, such as Image composition, character motivation, strong ink work, pacing, story structure, character expression, layout, character gesture, and plenty more. Students will use these skills in tandem with specialized tools to make strong narrative illustrations, comic pages, and visual short stories.

Full Year

Credit: 5

NJ Graduation Requirement: Fine Arts

Photography

This course will provide an overview of photography as a visual language. Students are introduced to fundamental techniques in photography, focusing on digital capture and digital printing. Students learn and explore photographic images' methods and aesthetics through various assignments and readings. This hands-on technical course provides students a solid understanding of digital capture, image editing, and output utilizing current equipment and software. Students are encouraged to experiment with different photography modes and create a final project portfolio based on individual interests.

Full or Half Year

Credit: 5 or 2.5

NJ Graduation Requirement: Fine Arts



History of American Popular Music

This course is an introductory study of the development of popular music traditions in the United States from the nineteenth century to the present. It includes music as old as the blues and modern genres such as EDM, Pop, and Hip-Hop. The course will show how Americans, borrowing from diverse musical traditions, have contributed original music.

Half year

Credit: 2.5

NJ Graduation Requirement: Performing Art

Music Composition

This course is available to students of any musicianship level. Composing music involves writing notes on a page and creating music for musicians to perform. In this course, students may create compositions using technology such as Noteflight or use it for songwriting. Aside from creating music, students will learn about prominent composers, from Wolfgang Mozart to John Williams (Composer for Star Wars, Indiana Jones, Jaws, etc.).

Half year

Credit: 2.5

NJ Graduation Requirement: Performing Art

Music and Theater

This course is for freshmen, sophomores, juniors, or seniors. The course consists of a study of theater as an art form, emphasizing analyzing and practicing the physical and vocal aspects of acting. Acting styles from different periods of theater are explored, and various plays and characters are studied. Theater Arts students will also develop skills in play direction and fully understand the functions of all those involved in a play's production, including the set, lighting, and costume designers. Students will be able to develop techniques in scene study and analysis, develop techniques in the physical and vocal preparation of acting through the study of pantomime, use of language, dialect, and other methods, develop methods for making effective use of scene rehearsal time, appreciate the roles of all those people involved in a theatrical production, especially the actor, director, and playwright, and write original scenes and create original characters.

Full Year

Credit: 2.5

NJ Graduation Requirement: Performing Art



Instrumental

This is a full-year elective performance class for students in grades 9-12, and it is open to students of all performance levels (beginner, intermediate, and advanced). In this course, students will perform classical and contemporary songs. The Concert Band meets every day for approximately 40 minutes. In addition, there is a pull-out, rotating lesson period for approximately 40 minutes once a week. These class and lesson times provide approximately 240 minutes of total weekly instruction. Because this is a performance-based class, students are expected to attend and perform in every performance scheduled for the ensemble. Above and beyond the times listed here for the classroom, there is an understanding that students will commit to additional personal practice time.

Full-year

Credit: 5

NJ Graduation Requirement: Performing Art

Chorus

This course is a full-year elective performance class for students in grades 9-12, and it is open to students of all performance levels (beginner, intermediate, and advanced). In this course, students will perform classical and contemporary songs. The chorus meets three times a week for approximately 40 minutes. In addition, there is a pull-out, rotating lesson period for approximately 40 minutes once a week. These class and lesson times provide approximately 160 minutes of total weekly instruction. Because this is a performance-based class, students are expected to attend and perform in every performance scheduled for the ensemble. Above and beyond the times listed here for the classroom, there is an understanding that students will commit to additional personal practice time.

Full-year

Credit: 5

NJ Graduation Requirement: Performing Art



Physical Education Department

Physical Education

This course is designed to coordinate and foster physical health and individuals' social, emotional, and intellectual development, assisting in approaching challenges. Physical activity is the program's core, which helps improve the individual's overall health while developing teamwork, communication, listening, problem-solving, and emotional regulation skills.

Full-year

Credit: 3.75

NJ Graduation Requirement: Physical Education/Health

Health 9

This course encourages students to make responsible, respectful, informed, and capable decisions about topics that affect their well-being and that of others. This one-marking period course provides comprehensive information they can use to develop healthy attitudes and behavior patterns. Designed for high school students, this informative and engaging course encourages students to recognize that they have the power to choose healthy behaviors to reduce risks.

1 Marking Period

Credit: 1.25

NJ Graduation Requirement: Physical Education/Health

Driver's Education

This course's primary purpose is to prepare students for when they drive regarding driving laws, road and traffic signs, and the proper mechanics of handling the vehicle to assist in the potential reduction of motor vehicle accidents and save lives. New Jersey State requires students to have an eye examination and pass the State Driver's Examination with a score of 80 or better to be qualified for the behind-the-wheel permit course through private driving schools.

1 Marking Period

Credit: 1.25

NJ Graduation Requirement: Health



Health 11

This course allows students to delve into comprehensive and practical knowledge essential for fostering personal well-being and making informed decisions regarding their health. This course aims to equip students with the necessary skills and understanding to effectively navigate the complex physical, mental, and social health landscape.

1 Marking Period

Credit: 1.25

NJ Graduation Requirement: Health

Health 12

This course, Senior Health Education, allows students to delve into advanced topics essential for navigating the complexities of adulthood. This course emphasizes practical knowledge and critical thinking skills to empower students to make informed decisions regarding their health and well-being. Students explore various physical, mental, emotional, and social health aspects through interactive lessons, discussions, and hands-on activities. Topics include nutrition, fitness, mental health awareness, healthy relationships, sexual education, substance abuse prevention, and personal safety. By the end of the course, students will have the tools and understanding necessary to lead healthy, balanced lives as they transition into adulthood.

1 Marking Period

Credit: 1.25

NJ Graduation Requirement: Health



Class Add/Drop Form

Every attempt is made to place the student in each course he/she requests. However, the volume of student requests or classroom utilization may make placing the student in an alternate course choice necessary. Additionally, the number of available seats in each class determines the ability to honor requests. Occasionally, students enroll in a course and later decide to drop it. If a student enrolls in a similar course, the following process will be implemented:

Adding/Dropping

Courses dropped after the 1st Marking Period will have an official withdrawal on the report card (WP or WF, Withdraw Pass or Withdraw Fail.) This does not include switching a course to a different period of the day. ***Individual cases and students' GPA will be assessed by the administration to determine the best course of action for any withdrawals/failures.***

- **Completion of 0-12 days (per marking period):** No grades will be transferred to the new class. Students should be given sufficient time to make up missed assessments.
- **Completion 12 days- 22 days:** The student's grade will be transferred into the new class. The grade in the course they are withdrawing from should represent an equivalent percentage of the grade for the class they are entering.
- **Completion 22+ Days:** The student's grade from the dropped class will be the grade for the marking period in the added class. The student will take any remaining assessments in the added class so that the teacher can assess their current understanding of the material. Students dropping an honors course and enrolling in a college prep course will have their average weighted when their grades are transferred.

Students dropping an Advanced Placement or Honors course and enrolling in a college prep course will have their average weighted when their grades are transferred.

I understand and agree to the conditions stated above.

Course Dropped/Added: _____

Teacher Signature (materials returned): _____

Student Signature: _____

Parent Signature: _____

Counselor Signature: _____ Date Received: _____



Waiver of Academic Placement

Students not recommended for Honors and/or Advanced Placement (AP) courses must meet the following minimum standard of achievement when scheduling to waive into those courses. Additionally, students may only waive into 3 courses.

- AP Waiver
 - Student currently enrolled in AP/Honors Class: B
- Honors Waiver
 - Student currently enrolled in Honors Class: C+
 - Student currently enrolled in College Prep. Class: B+

Honors courses involve an increased academic rigor characterized by more homework, faster pacing, and challenging assessments. Furthermore, AP courses follow a standardized curriculum, scope, and sequence set by the College Board to prepare students for success on the national exam. Students and Parents may fill out a waiver form to request consideration for honors placement. These waiver requests will be reevaluated at the end of the first marking period to determine appropriate placement.

Students with waivers at the time of scheduling will have their grades checked by the guidance counselor at the end of the school year to ensure they have met the minimal requirement. Those not meeting the requirement will be placed in their originally recommended class.

Students and parents can appeal a waiver denial if there are unique circumstances. This appeal must be put in writing. The **April 1st deadline** for any student who wants to waive into a course will be strictly enforced.

I understand and agree to the conditions stated above.

Academic Course: _____

Name of Student: _____

Student Signature: _____

Parent Signature: _____

Guidance Counselor Signature: _____

Date received in Guidance: _____



Online Course Acknowledgement Form

Cornerstone Day School uses online course programs to allow students to take an online course for credit recovery, for additional credits, AP courses, and/or courses not offered at Cornerstone Day School. The purpose of Cornerstone Day School's online course program is to assist the student in fulfilling the New Jersey State graduation requirements and to supply academically appropriate courses for the student that otherwise cannot be accommodated in the classroom at Cornerstone Day School. Any online courses approved by Cornerstone Day School are a part of the Cornerstone Day School curriculum, and the course credit is weighted appropriately based on the course level taken by the student.

This form acknowledges that the student below is taking a Cornerstone Day School-approved online course for credit to meet their academic needs. By signing this form, you are stating that you have been made aware of the online course(s), have a full understanding, and agree that the course(s) credit is to be weighted appropriately based on the academic level of the course(s) (i.e., College Prep, Honors, Advance Placement).

Online Program used: _____

Course(s) chosen _____

Course Level: College Prep ____ Honors ____ AP ____

Student (Printed)

Student (Signature)

Date

Parent/Guardian (Printed)

Parent/Guardian (Signature)

Date

District (Printed, Title)

District (Signature)

Date

Cornerstone Day School (Title)

Cornerstone Day School (Signature)

Date:



CDS Online Course Participation Criteria

Online courses allow students to take classes not available at Cornerstone Day School, which will be referred to as CDS in the document. The successful completion of the course will count towards state requirements that the student must fulfill to graduate senior year. The following are requirements that the student must meet before being accepted by the administration to take an Online course:

- **In-School Requirements**

- The course must have been taken before enrollment at CDS and not provided by CDS. It must also be a state graduation requirement that does not fit the student's current schedule.
- The student can not avoid or refuse school.
- The student can not have more than 5 unexcused absences.
- They must be able to balance their CDS coursework with their online coursework.
- Must be able to handle the online course's extensive course load, including working on the course during the weekend.
- Parent(s)/Guardians are expected to check in with the student on their progress and provide assistance with any necessary course work.
- Must follow the online course assignment schedule. May have to complete assignments on weekends and breaks.
- The student must keep up with assignments in all courses. Those include online and CDS courses.
- If the student fails the class due to incomplete coursework, the parent or guardian is responsible for fully reimbursing CDS for the course.
- If a course needs to be extended past the deadline, the student and parents must pay for the extensions. (Only applies to certain online course programs)
- If the student needs to withdraw from the course before the deadline, the student and parents are responsible for fully reimbursing CDS for the course.

Acknowledgment and Signatures

I acknowledge that I have read and understand the requirements set forth by Cornerstone Day School. I understand that I am responsible for my progress in school and the online course.

Student: _____ Date: _____

Parent: _____ Date: _____



Dual Enrollment Form

The UCC Dual Enrollment program provides a senior at Cornerstone Day School an opportunity to receive college credits while still attending high school. The Dual Enrollment program will give the student an understanding of college academics and coursework before entering a higher educational institution, allowing for a smoother transition after graduation. The following are requirements that the student must meet before being accepted by the administration to apply to the UCC Bridge program:

In-School Requirements:

- The student must exhibit positive behavior in school.
- The student cannot have disciplinary issues while enrolled in the UCC course.
- The student must attend CDS full-time and not on an adjusted schedule.
- To be eligible for the dual enrollment program the following semester, the student cannot exceed 8 or more unexcused absences during the current semester.
- The student cannot have 3 or more unexcused absences during the enrollment in the UCC Program. If so, the student will be unenrolled in the course. The student and parent/guardian must reimburse Cornerstone Day School for the course.
- The student must remain compliant with clinical treatment.
- The student is progressing towards achieving treatment goals.
- The student must maintain course grades of a C- or higher (70+).
- Homework and class participation percentages must be above 70%
- The student is responsible for gathering work that was missed while in class. Missed work is not excused.
- Come prepared for class.
- Is respectful and compliant in class.

Other Requirements:

- Per UCC, the student must have an SAT score of 500 in math and 450 in English or will need to take the UCC placement test.
- The number of allowed absences at UCC is class-specific. The student is responsible for keeping track of their own absences from UCC.
- If the student decides to drop the course or fails the course due to absences or incomplete assignments, the parent or guardian is responsible for reimbursing Cornerstone Day School for the course.

I read and understand the requirements provided by Cornerstone Day School. I agree that if I do not fulfill the criteria listed above, I will not be accepted by the administration to take a course at UCC.

Student: _____ Date: _____

Parent: _____ Date: _____



Physical Education Credit Acknowledgement

Cornerstone Day School recognizes that physical education can be fulfilled through various forms of organized physical activity, often pursued through extracurricular activities such as sports, dance, martial arts, equestrian training, and similar endeavors. In alignment with New Jersey's High School Graduation Requirements, Cornerstone Day School allows students to substitute their school-based physical education course with participation in approved extracurricular activities that involve physical activity.

To receive Physical Education credit:

- The student must participate in an organized physical activity through a recognized organization, program, or school.
- The activity must meet the New Jersey state requirement of at least *150 minutes of active participation per week*.
- The student must provide signed and official documentation from the organization verifying their participation, including the number of minutes per week.

If students cannot meet the required 150 minutes of activity weekly, they will fulfill the remaining requirement by attending Physical Education classes at Cornerstone Day School. This form is an agreement among the student, their parent(s)/guardian(s), the school district, and Cornerstone Day School to acknowledge the substitution of school-based Physical Education with an approved extracurricular activity. The student will only receive credit upon submission of the required documentation.

Activity Details

Activity Name: _____ Minutes Per Week: _____

Location: _____

Acknowledgment and Signatures

I/We acknowledge and understand the requirements for substituting Physical Education credit with participation in an organized physical activity.

Student's Name	Student's Signature	Date
----------------	---------------------	------

Parent's Name	Parent's Signature	Date
---------------	--------------------	------

Coach/Instructor (Print)	Coach/Instructor Signature	Date
--------------------------	----------------------------	------

District (Print)	District Signature	Date
------------------	--------------------	------

Cornerstone Day School (Print)	Cornerstone Day School Signature	Date
--------------------------------	----------------------------------	------



Cornerstone Day School Sports Participation Agreement

Cornerstone Day School is a NJNCAL member, allowing our students to participate in sports throughout the year. Games and practices occur during school hours, causing the students to miss class throughout the season(s). The following are requirements that the student must meet before and uphold throughout the season to participate in Cornerstone Day School's sports teams:

- The student must exhibit positive behavior in school.
- The student cannot have disciplinary issues while in season.
- To be eligible to participate, the student must not have had 8 or more unexcused absences during the prior off-season.
 - The student cannot have 3 or more unexcused absences during the sports season. If so, the student will be removed from the team.
- The student must remain compliant with clinical treatment and progress with treatment goals.
- Come prepared for class.
- The student must be respectful and compliant in all classes.
- The student must maintain course grades of a C- or higher to participate.
 - If the student's grade falls below a C- but above a D-, they may attend practice but cannot attend games until their grade reaches a C- or above.
 - If a student's grade drops to an F, they are no longer eligible to practice or play until their grade is raised to a D-.
- The student is responsible for gathering work that was missed while in class. Missed work is not excused.
- All players must report to the 10th-period Study Hall on days they attend a practice or a game to ensure grades and eligibility are maintained.

Acknowledgment and Signatures

I acknowledge that I have read and understand the requirements set forth by Cornerstone Day School. I understand that failure to meet the stated criteria will result in my ineligibility to participate.

_____ <i>Student's Name</i>	_____ <i>Student's Signature</i>	_____ <i>Date</i>
_____ <i>Parent's Name</i>	_____ <i>Parent's Signature</i>	_____ <i>Date</i>
_____ <i>Principal's Name</i>	_____ <i>Principal's Signature</i>	_____ <i>Date</i>