

2021 – 2022

# PROGRAM *Of* Studies



RIDGEFIELD MEMORIAL HIGH SCHOOL  
*Ridgefield, New Jersey*



555 Walnut Street • Ridgefield, NJ 07657 • 201-947-4455 • [www.ridgefieldschools.com](http://www.ridgefieldschools.com)



# Ridgefield Public Schools

...valuing each and every student

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## PROGRAM *O* STUDIES

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Mr. Ralph Morilla, Trustee

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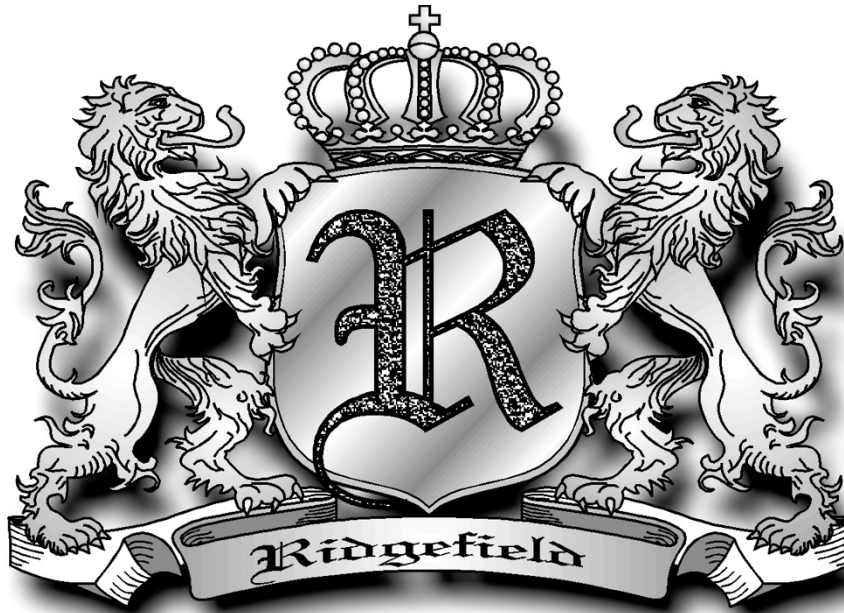
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**--- GO ROYALS! ---**

# MESSAGE TO STUDENTS



Welcome to the final leg of your journey as a student of Ridgefield Public Schools. As Principal, I welcome you and your parents to the RMHS family and wish you continued success as you travel through our hallways. Ridgefield Memorial High School offers you a comprehensive experience in academics, co-curricular activities, athletics and social activities that will mold you into our future leaders. Every student who attends will graduate ready to enter college or a career. Most importantly, every graduate will be able to think, adapt and respond to the various challenges life will pose. Moreover, our graduates will also be prepared to enjoy the rewards that life has to offer with the same level of humility and self-discipline we expected of them as students.

Please read through this document carefully. It will serve you well as a guide to help you determine the best course and program options for you during your four years with us. Remember, you can always utilize our School Counseling Services Office for support with accessing this document and for answering any questions you may have about the journey that lies before you. Whether you are a freshman or a senior, you will always need guidance. While you are with us, you will be surrounded by teachers, staff, administrators, coaches, counselors, and many other professionals who are responsible to ensure your daily experience is a great one. With that said, utilize these folks as much as possible while you are here. Make the most of every day. Finally, remember that chance favors the prepared mind. At RMHS, we will prepare your mind to find a personalized path to lifelong success and happiness.

Enjoy the journey!

Sincerely,

*Janet Seabold*

Principal

# EQUAL ACCESS TO EDUCATIONAL PROGRAMS

It is the policy of the Ridgefield School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, handicaps, social or economic status in its educational programs or activities and employment policies as required by Title IX of the Education Amendments of 1972 and N.J.A.C.6:4.1 et seq.

Inquiries regarding compliance may be directed to:

**Affirmative Action Officer  
Ridgefield Board of Education  
555 Chestnut Street  
Ridgefield, New Jersey 07657  
201-945-7747**

**\*ALL COURSES ARE OPEN TO ALL STUDENTS WHO HAVE MET THE ACADEMIC REQUIREMENTS. NO STUDENT MAY BE EXCLUDED FROM A COURSE ON THE BASIS OF RACE, CREED, COLOR, SEX, PLACE OF NATIONAL ORIGIN, RELIGION, ANCESTRY, HANDICAP, SOCIAL OR ECONOMIC STATUS.**

More detailed information regarding course offerings may be obtained from the instructor or from the curriculum guide.

Proficiencies and work standards for each course are distributed on the first day of class.

# THE CURRICULUM

Ridgefield Memorial High School (Grades 9-12) offers a variety of educational programs and courses which meet or exceed the requirements and recommendations of the New Jersey State Education and career aspirations. Within the framework of diploma requirements, there is considerable freedom of choice for the student depending upon needs and goals.

In an attempt to provide instruction which is commensurate with a student's ability, some courses are divided into groups or levels with students assigned to levels based on their ability.

While students must fulfill the basic requirements for a diploma, they have room for careful and purposeful selection of programs and elective subjects. All students are encouraged to take the most challenging courses in which they can succeed. By making such choices, they will maximize their potential and gain more from their high school years, whether preparing for college or a career.

Course selection occurs in late winter. Parents are encouraged to join in this selection by making an appointment with their student's counselor. The telephone number is 201-945-4455. In any case, parents should give careful attention to the choices made by their children.

## GRADUATION REQUIREMENTS

In order to graduate from Ridgefield Memorial High School, a student must pass one of the New Jersey Department of Education high school graduation assessment requirements and earn 120 course credits. Students are required to meet the following minimum requirements:

- 4 years of English (20 total credits)**
- 4 years of Physical Education and Health (20 total credits)**
- 3 years of Mathematics (15 total credits)**
- 2 years of American History (10 total credits)**
- 1 year of World History (5 total credits)**
- 3 years of Lab Science (15 total credits)**
- 1 years of Fine, Practical or Performing Arts (5 total credits)**
- 2 years of World Language credit (10 total credits)**
- ½ year of Finance (2.5 total credits)**
- 50 hours of Community Service (5 total credits)**

The remaining credits are to be chosen from the elective course offerings.

## EARLY GRADUATION

Students considering early graduation must notify the school Principal and his/her Guidance Counselor in writing by June 1<sup>st</sup> of sophomore year. This written request must include specific reasons why early graduation is desired, a plan for completion of all graduation requirements and must be signed by parent(s) or guardian(s) indicating agreement.

Final determination of requests will be made by the school Principal.

# THE GRADING SYSTEM

A+ .....	97-100.....	Excellent
A .....	94-96 .....	Excellent
A- .....	90-93 .....	Excellent
B+ .....	87-89 .....	Above Average
B .....	84-86 .....	Above Average
B- .....	80-83 .....	Above Average
C+ .....	77-79 .....	Average
C .....	74-76 .....	Average
C- .....	70-73 .....	Average
D .....	65-69 .....	Below Average But Passing
F .....	Below 65 .....	Failing

The deadline for dropping a class is September 20<sup>th</sup>. Students who attempt to drop a class after that particular time will receive a withdrawal/fail and this will have a negative impact on the student's GPA. Grades are an important part of a total evaluation process at the high school. We strongly recommend to all students and parents that when questions arise regarding grading practices and procedures, they are dealt with in a timely fashion. The first communication should always be between a parent and teacher; however, parents should be reminded to immediately contact the Department Chair should any questions remain unsolved at the end of a marking period. Likewise, parents need to understand that questions about a student's specific grade, quiz, test or project must be resolved between the parent and the teacher no later than ten days after the close of a marking period. Request to re-evaluate a student's grade if post facto will not be honored.

## GRADE POINT AVERAGE (GPA)

The G.P.A. is determined by assigning a value to the final grade for each course taken. Honors and Advanced Placement courses receive a higher value.

The G.P.A. is computed by multiplying the credits for each class times the value of the grade and dividing that sum by the total number of credits attempted.

College Prep		Honors Courses		Advanced Placement	
Grade	Value	Grade	Value	Grade	Value
A+	4.33	A+	5.33	A+	5.58
A	4.00	A	5.00	A	5.25
A-	3.67	A-	4.67	A-	4.92
B+	3.33	B+	4.33	B+	4.58
B	3.00	B	4.00	B	4.25
B-	2.67	B-	3.67	B-	3.92
C+	2.33	C+	3.33	C+	3.58
C	2.00	C	3.00	C	3.25
C-	1.67	C-	2.67	C-	2.92
D	1.00	D	2.00	D	2.25
F	0.00	F	0.00	F	0.00

# RECOGNITION OF ACHIEVEMENT

High levels of achievement are recognized by the publication of these lists:

- High Honors: All Grades “A”
- First Honors: 1 “B”, All Other Grades “A”
- Second Honors: All Grades “B” or Better

## CLASS RANK

Rank in class is a system for comparing student achievement in relation to classmates.

Class Rank is calculated at the end of the sixth semester (end of 11<sup>th</sup> grade). The eighth semester rank is the final senior rank.

Class Rank is determined by arranging the G.P.A. of the entire class from highest to lowest. The student with the highest G.P.A. is designated #1 in the class. For example, if the class totaled 100 students the #1 person is given a rank of 1/100 while the person with a G.P.A. 50<sup>th</sup> from the top is given a rank of 50/100.

G.P.A. for the recognition of Valedictorian and Salutatorian will be completed after the third marking period of the twelfth grade year.

## PLANNING FOR COLLEGE

Students preparing for college should consult their guidance counselor and college catalogues early, definitely before the end of their junior year, to learn of specific entrance requirements. Most colleges prefer more than the minimum requirements. Most four-year colleges require a minimum of 16 Academic Units. A unit is assigned for each year of study in a college preparatory academic course.

<b><u>Subject Area</u></b>	<b><u>Minimum Required</u></b>	<b><u>Preferred</u></b>
<b>English</b>	<b>4 years</b>	<b>4 years</b>
<b>Social Studies</b>	<b>3 years</b>	<b>4 years</b>
<b>Mathematics</b>	<b>3 years</b>	<b>4 years</b>
<b>Science</b>	<b>3 years</b>	<b>4 years</b>
<b>World Language</b>	<b>2 years</b>	<b>3-4 years</b>
<b>Electives</b>	<b>**** Academic Subjects Preferred ****</b>	

Students expecting to apply to competitive colleges and/or major in technical fields are urged to prepare well with four years of math and science. Parents and students must remember that the college application process is highly competitive. The student with the most challenging high school program, including honors courses and advanced placement courses, will have the best advantage.



# COLLEGE INFORMATION

Meeting college deadlines, taking the PSAT, SAT, SAT II and/or ACT and taking Achievement Tests by the designated dates are the student's responsibility.

For students who are planning to attend a two-year college rather than a four-year college, in most cases the SAT/ACT test is **not required**. See your counselor for information.

Respond to every offer of admission with a courteous letter. If you decline an admissions offer, please do so tactfully.

# CHANGES IN SCHEDULES

Students may request course changes before they leave in June. They may also make an appointment with their counselor to rectify errors or problems the week before the opening of school in September.

# SUMMER SCHOOL

Students who fail a course(s) are strongly encouraged to attend a district-approved summer school program or pursue makeup credit through a district-approved virtual education services provider. Many courses required for graduation are sequential and cannot be attempted until the prerequisite course is successfully passed.

Failure to attend summer school and receive credit recovery may endanger steady progress toward graduation and may require program changes for the following year. Parents and students should consult a guidance counselor to determine the best procedure in each case.

# STUDENT SERVICES

## **Guidance Department**

The primary function of Guidance is to help students achieve realistic academic and personal goals. This function can best be achieved by the combined efforts of the students, their parents/guardians, counselors, staff and administration. The counselors are available to discuss individual questions and concerns regarding graduation requirements, course selection and post-secondary planning. Appointments may be made by calling 201-945-4455. Parents are encouraged to consult with the counselors and take an active role in their child's education.

## **Child Study Team**

The Child Study Team has the responsibility of examining, classifying and recommending special education programs and related services for students identified as having a disability and requiring special needs.

The **Child Study Team** consists of the following staff: **chairperson, school psychologist, learning disability teacher-consultant, and social worker.** The school physician and school nurse assist department staff in the interpretation of medical information. Also, when necessary, a consulting psychiatrist and other specialists may examine students to assist the development of appropriate educational plans.

**Special Needs students** are provided special programs, special education and related services. The special education program may be resource room or classroom. Some students may require placement outside the district in a specialized school. Every effort is made to include special needs students in activities and programs available to regular students.

## **High School Nurse**

The high school nurse serves as a health specialist providing a variety of health-related functions. One of the major goals is to help develop awareness of the principle of good physical, dental, mental and social health. The nurse plans and carries out appraisal activities to assess the health status of students.

The nurse provides health counseling to students, parents and staff on issues including sexuality, pregnancy, diet, drinking, smoking and many other current health topics.

# SPECIAL PROGRAMS

## **Supplemental Instruction**

The State of New Jersey Education Department requires that students demonstrating difficulty in reading, mathematics, or language on the NJSLA, must receive additional and individualized instruction in these areas. Each spring all students are assessed by means of a standardized test in reading, writing and mathematics. Those scoring below state standards must be provided extra instruction in their area(s) of weakness until they demonstrate competency. Small classes taught by reading, writing and mathematics specialists are offered to students who demonstrate need. These classes are in addition to regular English and Mathematics classes.

## **Learning Center**

The Magnet School Program at Ridgefield Memorial High School provides comprehensive educational programs to students with special needs. We make every effort to develop educational models that address the diverse learning styles and functioning levels of our students. Instructional plans are developed for each student and adjustments are made as long-term goals change. Many of our students are able to participate in mainstream academic and elective classes, with modifications. We also provide a departmental program that offers 4-5 levels of academic instruction in English, Math, History, and Science, for disabled students. The opportunity for inclusion and emphasis on academic instruction has provided valuable educational experiences for many of our students. Some of our students have been able to move on to institutions of higher learning following graduation.

In addition to our high school academic classes, we also offer educational opportunities for 18-21 year-old students. The STRIVE program, which stands for Strides Toward Reaching Independence Via Education, is designed to develop and enhance the skills necessary for young adults to become successful members of the community. The STRIVE program focuses on instruction designed to enhance skills in occupational planning, job skills, personal finances, caring for personal needs, decision making and interpersonal skills, community awareness, and self-advocacy skills. Classroom instruction is supplemented by worksite internships within the community as well as class trips designed to reinforce and enhance each student's life skills and ability to become productive members of society.

# POST-SECONDARY PROGRAMS

## **Dual Enrollment Programs**

These university approved course curricula offer enrolled students the opportunity to simultaneously earn high school and college credits. Taking advantage of this program can help those students graduate high school with a substantial amount of college credit, which may be transferred to public and private institutions across the nation. To be eligible, students must not only meet course placement criteria that include, but are not limited to prerequisites, but must also apply and pay the program fee determined by the college/university. Specific information about dual enrollment programs can be obtained from the counseling department.

At this time, RMHS offers dual enrollment program with the following institutions:

- Fairleigh Dickinson University (Middle College Program)
- Bergen Community College (Dual Enrollment Program)

## **Early College Program**

The Bergen Community College Early Program provides high school students with a complete offering of services encouraging students to set and achieve academic, personal, and career goals. Through a collaborative relationship between BCC and RMHS, students are able to enroll in college courses and receive college credits. At the conclusion of the two-year program, students will receive an Associate's Degree from BCC at the same time as their high school diploma. Specific information about the Early College Program can be obtained from the counseling department.

## **AP Capstone Diploma Program**

AP Capstone is a diploma program based on two AP courses: AP Seminar and AP Research. These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills that students need for college-level work. Students who earn a passing score in AP Seminar, AP Research, and four other AP courses will receive the prestigious AP Capstone Diploma.

In the AP Seminar course, students learn to consider an issue from multiple perspectives, identify credible sources, evaluate strengths and weaknesses of arguments, and make logical, evidence-based recommendations. They investigate a variety of topics through various viewpoints. During the course, students complete a team project and an individual paper and presentation, as well as take a written end-of-course exam.

In the AP Research course, students explore various research methods and complete an independent research project. The project can build on a topic, problem, or issue covered in AP Seminar or on a different topic of the student's own choosing. At the end of the project, students submit an academic paper and present and defend their research findings.

AP Capstone candidates stand out on college applications and essays because they demonstrate the critical thinking, communication, and research skills associated with AP Capstone. They stand out in college interviews because of the confidence, expertise, and passion they show when talking about their unique academic projects. College admission officers recognize that AP Capstone students know how to build evidence-based arguments, apply research methods, work in teams, deliver professional presentations, and complete long-term academic projects.

## **Business Career Pathway**

The Business Career Pathway is an opportunity for students to explore the world of business through classroom instruction, job fairs, internship experiences, business speakers, interview experiences, and personal assessments. After being accepted into the pathway, students enroll in classes over four years. Within the program, students will be exposed to guest speakers and community-based experiences related to business. The program culminates with an assessment from the A\*S\*K Institute. The A\*S\*K certification is a critical tool for serious students of business who wish to document their understanding of key business skills, their willingness to be accountable for their learning, and their interest in positioning for employment and promotion. In order to earn the A\*S\*K certification, students must complete all four years of classes in the Business Career Pathway and participate in the Career Exploration Internship Program as a senior. However, students not enrolled in the program may take the courses as electives.

# --- ENGLISH ---

## COLLEGE PREPARATORY COURSE SEQUENCE

GRADE	COURSE	CREDITS
9	English I	5
10	English II	5
11	English III	5
12	English IV/British Literature	5
12	English 12	5

## HONORS COURSE SEQUENCE

GRADE	COURSE	CREDITS
9	Honors English I	5
10	Honors English II	5
11	Honors English III	5
12	Honors English IV	5
11, 12	AP English Language and Composition	5
12	AP English Literature and Composition	5

## ADDITIONAL COURSE OFFERINGS

GRADE	COURSE	CREDITS
9	English Strategies 9	2.5
10	English Strategies 10	1.25
9, 10, 11, 12	Writer's Workshop	2.5
9, 10, 11, 12	English as a Second Language I, II, III, IV	5 each
9, 10, 11, 12	English as a World Language I, II, III, IV	5 each
11, 12	Film Study I	2.5
11, 12	Film Study II	2.5
10, 11, 12	Journalism I, II, III, IV	2.5 each

### ENGLISH I

**Credits: 5**

**Grade: 9**

English I will introduce students to the reading, writing, speaking and listening concepts fundamental to high school English. Readings will include a variety of genres, including both fiction and non-fiction. Fictional works will include: short stories, novels, plays, and poetry. Non-fiction works will include: autobiographies, essays, speeches, and news articles. The course also stresses the development of writing skills and the study of vocabulary within the context of reading.

**HONORS ENGLISH I****Grade: 9****Credits: 5****Prerequisite: Honors Criteria Rubric**

In this course, students will read and analyze both fiction and nonfiction works. They will read short stories, novels, poems, plays and nonfiction selections. Instruction in vocabulary will be incorporated within the context of the reading selection. The course also stresses the development of writing skills by writing narrative, expository and persuasive essays based on various writing prompts. Students will also use writing as a means to communicate thoughts and ideas about their reading.

**ENGLISH II****Grade: 10****Credits: 5**

One of the goals of the English II class is to strengthen the reading and writing skills the students developed in English I. Students will gain a deeper appreciation for literature by helping them see parallels between characters' experiences and their own. In addition to studying various literary genres, students will work to improve writing and vocabulary skills as well as skills needed for the PARCC assessment. By the end of sophomore year, students will feel more confident in their abilities to succeed in subsequent English classes.

**HONORS ENGLISH II****Grade: 10****Credits: 5****Prerequisite: Honors Criteria Rubric**

English II Honors focuses on a genre study of literature. The students are presented units on novel, short story, drama, poetry and nonfiction. Building on the skills developed in English I, emphasis in English II Honors is placed on closer analytical reading. Students will be encouraged to think critically and to express their perceptions in written form and during oral discussions. There will be a variety of writing assignments with emphasis on writing as a process.

**ENGLISH III****Grade: 11****Credits: 5**

English III will challenge students to read and respond to literature in a variety of ways. Students will interact with many different types of text, including fiction (novels, short stories, dramas, poetry) and nonfiction (essays, historical texts, speeches, articles), in order to strengthen their skills in reading comprehension and literary analysis. In addition, students will be engaging in many types of writing assignments, especially those designed to synthesize and respond to literary texts studied in class. Writing assignments may include, but not be limited to, literary analysis essays, research simulation tasks, argumentative, expository, narrative, and creative pieces. Vocabulary and grammar instruction will be incorporated throughout the school year.

**HONORS ENGLISH III****Grade: 11****Credits: 5****Prerequisite: Honors Criteria Rubric**

English III Honors builds on the skills taught in English I and English II. This course stresses the American literary experience from Puritan times to the present. Students will study a variety of selections from various periods in a chronological fashion. Students will also compare/contrast varying attitudes and ideas as they appear throughout the American literary canon. There will be a variety of writing assignments with emphasis on interpretive skills. Students will also engage in in-depth discussions of literature and will further demonstrate their thoughts in their literary analysis essays. Vocabulary will also be stressed within the context of literature.

**ENGLISH IV****Credits: 5****Grade: 12**

English IV CP is a study of English literature, by means of a chronological approach to the development of various literary genres and major English writers from the Anglo-Saxon time to the 20<sup>th</sup> century. Emphasis is placed on the linguistic, historic and geographic changes that occurred during this time period in England. The main objective of the course is the recognition of the evolution of literature and the recognition of the contribution of major English writers to American writers. Further development of the ability to write and to criticize topics and problems that have been generated from the literature read is a major goal.

**HONORS ENGLISH IV****Credits: 5****Grade: 12****Prerequisite: Honors Criteria Rubric**

In this class students work to prepare for English classes they are likely to take during their first semester of college. In addition to literary analysis, students will engage in reading and writing assignments that include scholarly literary criticism. In addition to various literary genres, students will write their college application essay(s) and respond to AP style prompts.

**AP ENGLISH LANGUAGE AND COMPOSITION****Credits: 5****Grade: 12****Prerequisite: Honors Criteria Rubric**

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts — including images as forms of text — from a range of disciplines and historical periods. Any student enrolled in AP English Language and Composition is required to take the AP English Literature and Composition test in May.

**AP ENGLISH LITERATURE AND COMPOSITION****Credits: 5****Grade: 12****Prerequisite: Honors Criteria Rubric**

The Advanced Placement course in English Literature and Composition engages students in the careful reading and critical analysis of literature. Through close reading of selected literary works, students will deepen their understanding and enhance their pleasure of literature. They develop critical standards for interpreting the effects writers create by means of the artful manipulation of language. Any student enrolled in AP English Literature and Composition is required to take the AP English Literature and Composition test in May.

**ENGLISH 12****Credits: 5****Grade: 12**

English 12 is a study of universal themes found in the major works of literature dating from the Ancient Greek and Roman times to modern times. Emphasis is placed on students' interaction with the teacher and with the reading selections to foster increased appreciation of literature as well as an interest in reading which may be maintained throughout life. Further development of the ability to think, write, and analyze is included. Students are encouraged to improve their writing skills by engaging in the process of writing which includes revision.



**ESL (ENGLISH AS A SECOND LANGUAGE) I, II, III, IV****Credits: 5 each****Grade: 9, 10, 11, 12**

Students lacking English proficiency will be scheduled for one class of ESL. The program is designed to meet the linguistic, cultural, and emotional needs of non-English speaking students enrolled in the district. The goals of the program are to provide instruction in the areas of listening, speaking, reading, and writing in English in a supportive atmosphere that will assist students in adapting to a new cultural environment.

**EWL (ENGLISH AS A WORLD LANGUAGE) I, II, III, IV****Credits: 5 each****Grade: 9, 10, 11, 12**

This course focuses on the development of the three modes of communication: interpretive, interpersonal and presentational. Each unit of study includes activities that emphasize speaking, reading, writing and listening skills. These skills are enriched while studying the intricacies of the English language. Students are exposed to the basics of practical conversation while learning about the character, lifestyle, and social customs of the American culture.

**FILM STUDY I & II****Credits: 2.5 each****Grade: 10, 11, 12**

The scope of Film Study encompasses an introduction to the history of film and focuses on the creation of cinematic art. Representative films of various genres will be examined for creativity, psychological impact, plot innovation, direction, and importance to history. A textual and thematic analysis of film techniques will be presented through a balanced series of experiences. All films viewed will be structurally examined. Class discussion and a variety of assignments will enhance the student's ability to appreciate the quality of film direction. An awareness of such elements as lighting, camera angles, the subtleties of acting, symbols, theme and characterization, will broaden each viewer's understanding of cinematic techniques.

**ENGLISH STRATEGIES 9****Credits: 2.5****Grade: 9**

The English Strategies 9 course offers students an opportunity to learn to be critical in their thinking. Students will hone their ability to read critically through analysis, syntheses, and application. In the area of writing, students will be introduced to writing narrative, expository and persuasive pieces. Other writing topics will include revision and editing as well as providing textual evidence. The course helps prepare students for standardized tests, in particular the PARCC assessment.

**ENGLISH STRATEGIES 10****Credits: 1.25****Grade: 10**

The English Strategies 10 course offers students an opportunity to learn to be critical in their thinking. Students will hone their abilities to read critically through analysis, syntheses, and application. In the area of writing, students will be introduced to writing narrative, expository and persuasive pieces. Other writing topics will include revision and editing as well as providing textual evidence. The course helps prepare students for standardized tests, in particular the PARCC assessment.

**WRITER'S WORKSHOP****Credits: 2.5****Grade: 9, 10, 11, 12**

This writing course gives students the time and freedom to explore many forms of writing and to experience all stages of composing. The class serves as an immediate audience and as a support group in a relaxed, productive setting. The class emphasis is on the writer's own personal narrative, persuasive and expository essays. Requirements are a genuine interest in writing, a willingness to share writing with other students and the keeping of a writer's journal.

**JOURNALISM I & II****Credits: 2.5 each****Grade: 10, 11, 12**

Students are taught to write news stories and features and to produce a newspaper. Techniques of interviewing, research, verification of information, and newspaper layout are among the skills taught. Students also hone their editing skills as they examine articles from the local newspapers and as they peer edit each student's writing.

**JOURNALISM III & IV****Credits: 2.5 each****Grade: 10, 11, 12****Prerequisite: Journalism I & II**

These courses offer the more advanced journalism student the opportunity to sharpen and enhance skills learned in Journalism I and II. The course includes critical reading of the newspaper, and moral and legal issues involved in printing the news. Students are expected to take an active role in all aspects of the publication of *The Crown*, the school newspaper.

# --- SOCIAL STUDIES ---

## COLLEGE PREPARATORY COURSE SEQUENCE

GRADE	COURSE	CREDITS
9	World History	5
10	United States History I	5
11	United States History II	5
11, 12	Current Issues	2.5
11, 12	Constitutional Law	2.5
11, 12	Psychology	2.5
11, 12	Sociology	2.5

## HONORS COURSE SEQUENCE

GRADE	COURSE	CREDITS
9	Honors World History	5
10	Honors United States History I	5
11	Honors United States History II	5
11, 12	AP United States History	5
11, 12	AP European History	5
11, 12	AP Psychology	5

### WORLD HISTORY

**Credits: 5**

**Grade: 9**

This course involves the study of the heritage of western civilization. The topics include: ancient civilization, religions of the world, the rise of national states, the Middle Ages, the Renaissance, the Reformation, democracy, the French Revolution, the Industrial Revolution and the contemporary world. Textbook readings, library research, and various types of reports are assigned.

### HONORS WORLD HISTORY

**Credits: 5**

**Grade: 9**

**Prerequisite: Honors Criteria Rubric**

World History Honors is a survey course spanning six thousand years of European, Asian, African, and Meso-American history. The course is chronological in nature and attempts to promote student understanding of economic, political, social, religious, and intellectual aspects of each area researched. The course emphasizes analysis of historiographical material and enhanced writing skills.

### UNITED STATES HISTORY I

**Credits: 5**

**Grade: 10**

The study of American political, economic and socially significant events dating from 1871 is the major emphasis of this course. Topics include our nations evolution from confederation to federation, the United States Constitution, the Federalist era, Jeffersonian democracy, rise of nationalism, Manifest Destiny, slavery, The Civil War and Reconstruction, 1861-1877, cultural and social trends, 1865-1900. Library work, field trips and research are included.

**HONORS UNITED STATES HISTORY I****Credits: 5****Grade: 10****Prerequisite: Honors Criteria Rubric**

This course covers the same topics and time span as United States History I, but requires additional reading especially involving the use of primary source and historiographical material. Through the use of these materials, students will analyze specific historical events from the perspectives of renowned historians. Students will regularly submit frequent written summaries and assessments of these historical materials. This course will also develop a student's factual knowledge, analytical skills, and communicating skills through debates, discussions, and extensive essay writing. Students will thoroughly examine the civic and democratic principles of the United States, as well as the struggle of minority groups, in order to become informed and altruistic citizens. Students will be required to give three oral presentations and complete one major research paper.

**UNITED STATES HISTORY II****Credits: 5****Grade: 11**

This course continues the study of U.S. History concentrating on the 20<sup>th</sup> century. Current events are woven into the course by studying the relationship of twentieth century events to contemporary national and international issues. Readings from news magazines, class discussion, library research and multimedia presentations are used to study topics covered during the course of the year. A selection of topics covered includes US overseas expansion, World War I, political and social developments of the 1900's, the Great Depression and the New Deal, US Foreign policy, World War II, the 1960's, Vietnam and Watergate era's impact on the present and the fall of communism. A library research topic and a map project are required.

**HONORS UNITED STATES HISTORY II****Credits: 5****Grade: 11****Prerequisite: Honors Criteria Rubric**

This course covers the same topics and time span as U.S. History II, but requires additional reading especially involving the use of primary source material. The emphasis is on readings and related discussions concerning historiographical material. Significant periods in United States history are studied as they have been interpreted by renowned historians. Discussions are held on the roles played by many writers in affecting changes in American intellectual trends if not actual history through their literary efforts. Students are taught to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, as well as to weigh evidence and interpretations presented in historical scholarship. This course should aid both the development skills necessary to arrive at conclusions on the basis of informed judgment, as well as the ability to present ideas clearly and persuasively in essay format.

**AP UNITED STATES HISTORY****Credits: 5****Grade: 11, 12****Prerequisite: Honors Criteria Rubric**

The AP U.S. History course is designed to provide a college-level United States History experience in preparation for the AP Exam. Emphasis is on interpreting documents, mastering a significant body of factual information, developing historical thinking skills, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, development of political parties, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, Manifest Destiny, Civil War, Reconstruction, immigration, industrialization, Populism, imperialism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the post-Cold War era, and the United States in the twenty-first century. Any student enrolled in AP United States History is required to take the AP United State History test in May.

**AP EUROPEAN HISTORY****Credits: 5****Grade: 11, 12****Prerequisite: Honors Criteria Rubric**

This course will give students a firm foundation in the chronology of European History from 1450 to 1970. It will stress major interpretive questions derived from the study of selected themes. The course will also provide students with analytic skills and factual knowledge necessary to deal with problems and materials in European History. Students will learn to assess varied historiographical material. A research paper and extensive essay writing are required. The college level material covered in this course will prepare students for the Advanced Placement Examination. Any student enrolled in AP European History is required to take the AP European History test in May.

**AP PSYCHOLOGY****Credits: 5****Grade: 11, 12****Prerequisite: Honors Criteria Rubric**

The AP Psychology course is designed to introduce students to the scientific and rigorous study of human thought, feeling, mental process, and behavior at an individual and group level. By the completion of this course, the successful student will learn and appreciate: (1) The fundamental psychological concepts and their day to day applications. (2) The different conceptual frameworks to understand human mind such as biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives. (3) The major scientific discoveries made by psychologists over the last century. Any student enrolled in AP Psychology is required to take the AP Psychology test in May.

**CURRENT ISSUES****Credits: 2.5****Grade: 11, 12**

This course provides students an opportunity to familiarize themselves with the issues that frequent newspapers, television news, and other popular media and fuel the controversies that both divide our population here in the United States and around the globe. Students will become more aware of the major issues of the day and become more informed citizens. This will allow them to form and express views and opinions on the major issues. Students will learn to tolerate and coexist with people possessing viewpoints and beliefs that differ from their own.

**CONSTITUTIONAL LAW****Credits: 2.5****Grade: 11, 12**

This course is designed to explore various dimensions of the law and its impact on individuals, groups, and institutions in New Jersey and the United States. Students will explore the Constitution and the United States Supreme Court cases which have reflected the course of American history. A survey of constitutional law will emphasize legal procedures, civic duties, civil rights and individual liberties. Cases will be analyzed in terms of their legal, political and social impact. Students will explore the nature and nuance of law in both the criminal and civil arena. There is also a strong focus on how various social and economic institutions are impacted by the law, and in turn, its effect on the lives of people. To deepen students' perspectives and refine interpretive skills, students analyze actual court case studies and construct their own analyses in written and verbal forums.

**PSYCHOLOGY****Credits: 2.5****Grade: 11, 12**

The objective of this course is to help the student develop a basic and accurate understanding of some aspects of human behavior. One goal is to dispel the many pre-existing myths, fantasies and erroneous assumptions concerning psychology that the beginning student usually holds. An appreciation of the need for logical formulation and critical thinking is a corollary objective.

**SOCIOLOGY****Credits: 2.5****Grade: 11, 12**

This course involves the study of man as a social creature. Textbook readings plus supplemental materials are used. Class discussions and other activities, including self-analysis through testing, are employed. Topics include status and role, role conflict, groups, teenage culture, the family, women, religion, social classes and social change.

# --- WORLD LANGUAGES ---

## ITALIAN COURSE SEQUENCE

GRADE	COURSE	CREDITS
9, 10, 11, 12	Italian I	5
9, 10, 11, 12	Italian II	5
10, 11, 12	Italian III	5
10, 11, 12	Honors Italian III	5
11, 12	Italian IV	5
11, 12	Honors Italian IV	5
12	Italian V	5
12	Honors Italian V	5

## SPANISH COURSE SEQUENCE

GRADE	COURSE	CREDITS
9, 10, 11, 12	Spanish I	5
9, 10, 11, 12	Spanish II	5
9, 10, 11, 12	Honors Spanish II	5
10, 11, 12	Spanish III	5
10, 11, 12	Honors Spanish III	5
11, 12	Spanish IV	5
11, 12	Honors Spanish IV	5
12	Spanish V	5
12	Honors Spanish V	5

## KOREAN COURSE SEQUENCE

GRADE	COURSE	CREDITS
9, 10, 11, 12	Korean I	5
9, 10, 11, 12	Korean II	5
10, 11, 12	Korean III	5
10, 11, 12	Honors Korean III	5
11, 12	Korean IV	5
11, 12	Honors Korean IV	5
12	Korean V	5
12	Honors Korean V	5

## AMERICAN SIGN LANGUAGE

GRADE	COURSE	CREDITS
9, 10, 11, 12	American Sign Language (ASL)	5

**ITALIAN I****Credits: 5****Grade: 9, 10, 11, 12**

This first-year course is a communicative introduction to the Italian language using an oral-aural approach. Each unit includes conversation, reading, grammar, vocabulary study, pronunciation and listening practice. Culture is emphasized in reading passages, photos, newspaper items and magazines. Students are exposed to the basics of practical conversation and to the character, lifestyle and social customs of the Italian people.

**ITALIAN II****Credits: 5****Grade: 9, 10, 11, 12**

This second-year course stresses the continued development of the Five C's: Communication, Culture, Comparisons, Community, and Connections. Cultural readings, vocabulary building and grammar study lead to reading and listening comprehension and to more advanced conversation and writing. As students' skills are increased they take part in more advanced conversation and repeated short original dialogues and skills. An overview of the major contributions of Italians to world culture in such fields as art, architecture, music, science, government and culture in general is presented.

**ITALIAN III****Credits: 5****Grade: 10, 11, 12**

This third-year course completes the basic presentation of grammar and is followed by a systematic review. Practical conversation is stressed and composition work is introduced. Study of idioms and vocabulary is broadened. Major components of Italian culture are studied. The language skills are developed through a variety of readings of increased difficulty. The further development of the Five C's: Communication, Culture, Comparisons, Community, and Connections is continued with a more concentrated emphasis on the visual-graphic skills.

**HONORS ITALIAN III****Credits: 5****Grade: 10, 11, 12****Prerequisite: Honors Criteria Rubric**

This third-year honors course stresses the continued development of the 3 modes: Interpretive, Interpersonal, and Presentational. Cultural and literary reading, intense vocabulary and grammar study continued via more advanced conversation and writing. Students will develop systematic skills in composition writing, grammar studies, extensive library research, and critical thinking skills (i.e. – analysis, synthesis, and evaluation). They must be able to spontaneously converse on a more advanced level. This intense class requires that students exhibit a disciplined work ethic and apply it to the various facets of the real world. Major components of Italian culture are studied including, but not limited to, art, music, history, and government.

**ITALIAN IV****Credits: 5****Grade: 11, 12**

In this fourth-year course a greater emphasis is placed on perfecting listening and speaking skills. Original writing and speaking is an integral part of this course. More time will be devoted to reading, and a comprehension of cultures is stressed by the use of more modern textbooks, as well as Italian language newspapers, periodicals, and online websites. Italian literature is introduced by reading excerpts of various major Italian writers.



**HONORS ITALIAN IV****Grade: 11, 12****Credits: 5****Prerequisite: Honors Criteria Rubric**

This course is a continuation of the main elements of Italian; however, the degree of difficulty, reading material, grammar, rigor, and the overall tempo of the course are enhanced. In this challenging fourth year honors course, a greater emphasis is placed on perfecting listening and speaking skills. Meaningful and original writing and speaking scenarios are an integral part of this course. Students will study the culture, making connections and comparisons. Extensive use of improvisational conversation, as well as higher order oral work, reading, and writing are fundamental elements in this class. More time will be devoted to reading, and a comprehension of cultures is stressed by the use of modern materials, as well as Italian language newspapers, periodicals, and websites. Italian literature is introduced by reading authentic literary excerpts from various Italian writers.

**ITALIAN V****Grade: 12****Credits: 5**

This fifth-year course stresses the continued development of the 3 modes: Interpretive, Interpersonal, and Presentational. The class will focus on language and cultural studies through advanced conversation. Students will continue to develop necessary communication skills, both oral and written, within authentic and meaningful scenarios. This intense course requires that students exhibit disciplined work ethics and apply them to the various facets of the real world.

**HONORS ITALIAN V****Grade: 12****Credits: 5****Prerequisite: Honors Criteria Rubric**

This fifth-year course stresses the continued development of the 3 modes: Interpretive, Interpersonal, and Presentational. Its goal is to refine speaking, listening, reading, and writing abilities. This intense class requires disciplined work ethics and self-initiative. Students will be expected to sharpen proficiency skills necessary for overall communication in a variety of authentic situations. They will write brief essays, short stories, and poems; continue cultural studies via the examination of literature, people, language, history, geography, and customs; and perfect conversational skills through improvisational discussions, on many topics, requiring the spontaneous use of language. Students will be afforded the opportunity to take the AP examination for college credit. Summer work is required in Honors Italian V.

**SPANISH I****Grade: 9, 10, 11, 12****Credits: 5**

This first-year course is a communicative introduction to the Spanish language using an oral-aural approach. Each unit includes conversation, reading, grammar, vocabulary study, pronunciation and listening practice. Culture is emphasized in reading passages, photos, newspaper items and magazines. Students are exposed to the basics of practical conversation and to the character, lifestyle and social customs of the Spanish people.

**SPANISH II****Grade: 9, 10, 11, 12****Credits: 5**

This second-year course stresses the continued development of the Five C's: Communication, Culture, Comparisons, Community, and Connections. Cultural readings, vocabulary building and grammar study lead to reading and listening comprehension and to more advanced conversation and writing. As students' skills are increased, they take part in more advanced conversation and repeated short original dialogues and skits. An overview of the major contributions of Spaniards to world culture in such fields as art, architecture, music, science, government and culture in general is presented.

**SPANISH III****Credits: 5****Grade: 10, 11, 12**

This third-year course completes the basic presentation of grammar and is followed by a systematic review. Practical conversation is stressed and composition work is introduced. Study of idioms and vocabulary is broadened. Major components of Spanish culture are studied. The language skills are developed through a variety of readings of increased difficulty. The further development of the Five C's: Communication, Culture, Comparisons, Community, and Connections is continued with a more concentrated emphasis on the visual graphic skills.

**HONORS SPANISH III****Credits: 5****Grade: 10, 11, 12****Prerequisite: Honors Criteria Rubric**

This third-year honors course stresses the continued development of the 3 modes: Interpretive, Interpersonal, and Presentational. Cultural and literary reading, intense vocabulary and grammar study continued via more advanced conversation and writing. Students will develop systematic skills in composition writing, grammar studies, extensive library research, and critical thinking skills (i.e. – analysis, synthesis, and evaluation). They must be able to spontaneously converse on a more advanced level. This intense class requires that students exhibit a disciplined work ethic and apply it to the various facets of the real world. Major components of Spanish culture are studied including, but not limited to, art, music, history, and government.

**SPANISH IV****Credits: 5****Grade: 11, 12**

In this fourth-year course a greater emphasis is placed on perfecting listening and speaking skills. Original writing and speaking is an integral part of this course. More time will be devoted to reading, and a comprehension of cultures is stressed by the use of more modern textbooks, as well as Spanish language newspapers, periodicals, and online websites. Spanish literature is introduced by reading excerpts of various major Spanish writers.

**HONORS SPANISH IV****Credits: 5****Grade: 11, 12****Prerequisite: Honors Criteria Rubric**

This course is a continuation of the main elements of Spanish; however, the degree of difficulty, reading material, grammar, rigor, and the overall tempo of the course are enhanced. In this challenging fourth year honors course, a greater emphasis is placed on perfecting listening and speaking skills. Meaningful and original writing and speaking scenarios are an integral part of this course. Students will study the culture, making connections and comparisons. Coursework will focus on real life communicative contexts that parallel cultural aspects. Extensive use of improvisational conversation, as well as higher order oral work, reading, and writing are fundamental elements in this class. More time will be devoted to reading, and a comprehension of cultures is stressed by the use of modern materials, as well as Spanish language newspapers, periodicals, and websites. Spanish literature is introduced by reading authentic literary excerpts from various Spanish writers.

**SPANISH V****Credits: 5****Grade: 12**

This fifth-year course stresses the continued development of the 3 modes: Interpretive, Interpersonal, and Presentational. The class will focus on language and cultural studies through advanced conversation. Students will continue to develop necessary communication skills, both oral and written, within authentic and meaningful scenarios. This intense course requires that students exhibit disciplined work ethics and apply them to the various facets of the real world.

**HONORS SPANISH V****Grade: 12****Credits: 5****Prerequisite: Honors Criteria Rubric**

This fifth-year course stresses the continued development of the 3 modes: Interpretive, Interpersonal, and Presentational. Its goal is to refine speaking, listening, reading, and writing abilities. This intense class requires disciplined work ethics and self-initiative. Students will be expected to sharpen proficiency skills necessary for overall communication in a variety of authentic situations. They will write brief essays, short stories, and poems; continue cultural studies via the examination of literature, people, language, history, geography, and customs; and perfect conversational skills through improvisational discussions, on many topics, requiring the spontaneous use of language. Students will be afforded the opportunity to take the AP examination for college credit. Summer work is required in Honors Spanish V.

**KOREAN I****Grade: 9, 10, 11, 12****Credits: 5**

This first-year course offers a communicative introduction to the Korean language using an oral-aural approach. Each unit includes conversation, reading, and structure, integration of vocabulary study, pronunciation and listening practice through experiential learning. Culture is emphasized in reading passages, photos, newspaper articles, magazines, and through hands-on experiences in the classroom provided by the teacher. Students are exposed to the basics of practical conversation through units of study using three modes of communication; interpretive, interpersonal, and presentational, and to the character, lifestyle, and social customs of Korean people.

**KOREAN II****Grade: 9, 10, 11, 12****Credits: 5**

This second-year course stresses the continued development of the three modes of communication: Interpretive, Interpersonal, and Presentational. Cultural readings, vocabulary building and grammar study lead to reading and listening comprehension and to more advanced conversation and writing. As students' skills are increased, they take part in more advanced conversational and repeated short original dialogues and skits. Culture is infused through authentic units integrating Communication, Cultures, Connections, Comparisons, and Communities.

**KOREAN III****Grade: 10, 11, 12****Credits: 5**

This course builds upon the cumulative proficiency skills established in Korean II. Korean III vocabulary is expanded, and greater use of the target language in classroom conversation is emphasized. The use of grammar as a tool to communicate is carried forward from Korean II, and a higher degree of accuracy is expected in spoken and written work. Meaningful communication in the target language is the focus and linguistic functions are used as a means of which to expand interpersonal proficiency. The four basic skills of listening, speaking, reading and writing continue to be reinforced. Culture is infused through authentic units integrating Communication, Cultures, Connections, Comparisons, and Communities.

**HONORS KOREAN III****Grade: 10, 11, 12****Credits: 5****Prerequisite: Honors Criteria Rubric**

This third-year honors course stresses the continued development of the three modes: Interpretive, Interpersonal, and Presentational. Cultural and literary readings, intense vocabulary and linguistic function studies continued via more advanced conversation and writing. Students will continue to develop proficiency skills in activities that hone critical thinking skills i.e.: analysis, synthesis, and evaluation. They must be able to spontaneously converse on a more advanced level. The intensive class requires that student's exhibit a disciplined work ethic and apply it to the various facets of the real world. Culture is infused through authentic units integrating Communication, Cultures, Connections, Comparisons, and Communities.

**KOREAN IV****Grade: 11, 12****Credits: 5**

This course builds upon the cumulative proficiency skills established in Korean III. Korean IV vocabulary is expanded, and the continued greater use of the target language in classroom conversation is emphasized. The use of grammar as a tool to communicate is carried forward from Korean III, and a higher degree of accuracy is expected in spoken and written work. Meaningful communication in the target language is the focus and linguistic functions are used as a means to expand interpersonal proficiency. The four basic skills of listening, speaking, reading and writing continue to be reinforced. Culture is infused through authentic units integrating Communication, Cultures, Connections, Comparisons, and Communities.

**HONORS KOREAN IV****Grade: 11, 12****Credits: 5****Prerequisite: Honors Criteria Rubric**

This course is a continuation of the main elements of Italian; however, the degree of difficulty, reading material, linguistic functions, rigor, and the overall tempo of the course are greater. In this challenging fourth year honors course, a greater emphasis is placed on honing listening and speaking skills for spontaneous interpersonal conversations. Meaningful and original writing and speaking scenarios are an integral part of this course. Coursework will focus on authentic communicative contexts that parallel cultural aspects. Extensive use of improvisational conversations using critical thinking is a fundamental element in this class. Culture is infused through authentic units integrating Communication, Cultures, Connections, Comparisons, and Communities.

**KOREAN V****Grade: 12****Credits: 5**

This fifth-year course stresses the continued development of the 3 modes: Interpretive, Interpersonal, and Presentational. The class will focus on the language and cultural studies through advanced conversation. Students will continue to develop necessary communication skills, both oral and written, within authentic and meaningful scenarios. This intense course requires that student exhibit disciplined work ethics and apply them to the various facets of the real world.

**HONORS KOREAN V****Grade: 12****Credits: 5****Prerequisite: Honors Criteria Rubric**

This fifth-year course stresses the continued development of the 3 modes: Interpretive, Interpersonal, and Presentational. Its goal is to refine speaking, listening, reading and writing abilities. This intense class requires a disciplined work ethic and self-initiative. Students will be expected to sharpen proficiency skills necessary for overall communication in a variety of authentic situations. They will write essays, short stories and poems; continue cultural studies via the examination of literature, people, language, history, geography, and customs; and perfect conversational skills through improvisational discussions, on many topics, requiring the spontaneous use of language.

**AMERICAN SIGN LANGUAGE (ASL)****Credits: 5****Grade: 9, 10, 11, 12**

Sign languages are some of the most expressive and unique of all the World Languages. In this introductory course, students will achieve a basic level of proficiency in the most widely used sign language, American Sign Language (ASL). This course will also open a profound window of understanding into the world of Deaf culture and history. Through selected readings, visual recordings, and interactive activities online, students will receive instruction in production, comprehension, vocabulary, and grammar to build skills in ASL. Students will also build their knowledge and understanding about Deaf culture and history. This course is offered through VHS Learning.

# --- MATHEMATICS ---

## COLLEGE PREPARATORY COURSE SEQUENCE

GRADE	COURSE	CREDITS
9	Algebra I	5
10	Geometry	5
11	Algebra II	5
12	Pre-Calculus	5
12	College Math Topics	5

## HONORS COURSE SEQUENCE

GRADE	COURSE	CREDITS
9	Honors Algebra I	5
9, 11	Honors Algebra II	5
10	Honors Geometry	5
11, 12	Honors Pre-Calculus	5
12	Honors Calculus	5
11, 12	AP Statistics	5
12	AP Calculus	5
10, 11, 12	AP Computer Science Principles	5

## ADDITIONAL COURSE OFFERINGS

GRADE	COURSE	CREDITS
9	Math Strategies 9	2.5
10	Math Strategies 10	1.25
11	Finance	2.5

### ALGEBRA I

**Credits: 5**

**Grade: 9**

This course introduces students to the language and fundamental laws of algebra. A review of 8<sup>th</sup> grade mathematics precedes the teaching of the following topics: signed numbers, monomials, polynomials, exponents, radicals, ratio and proportions, factoring, fractions, graphing, coordinate geometry, quadratics and solutions of many types of equations, formulas and word problems. The course is relevant to students who intend to continue the study of higher mathematics and/or science and who intend to go to college. Algebra I is required by all four-year colleges and most two-year colleges.

**HONORS ALGEBRA I****Credits: 5****Grade: 9****Prerequisite: Honors Criteria Rubric**

This course introduces students to the language and fundamental laws of algebra. In addition to the topics covered in Algebra I, the honors course includes rational expressions and equations and a more in-depth treatment of topics. The course is relevant to students who have demonstrated superior ability and achievement in mathematics and wish to continue their higher mathematical education with intentions of taking additional high school mathematics courses and entering college.

**GEOMETRY****Credits: 5****Grade: 10**

This standard first course in geometry covers the required concepts of Euclidean geometry including definitions, postulates, and theorems. Areas of study include angles, parallel lines, congruent and similar triangles, rectilinear figures, polygons, circles and arcs, and the Pythagorean Theorem. Special topics covered include coordinate and spatial geometry, introductory trigonometry, and constructions and loci. In addition to including problems which serve to review algebra, the process of “proving” theorems is introduced.

**HONORS GEOMETRY****Credits: 5****Grade: 10****Prerequisite: Honors Criteria Rubric**

This accelerated course in geometry covers the standard content of Euclidean geometry including congruence, similarity, polygons, circles, constructions, and coordinate geometry. This standard content is explored with greater intensity and emphasis on proof and analytical thinking. Additional topics may include transformations and further investigations of three-dimensional figures.

**ALGEBRA II****Credits: 5****Grade: 11**

This course reviews the information taught in Algebra I and extends it to more advanced topics. Areas studied include system of equations, the complex number system, logarithms and graphing of linear and quadratic functions. The course is relevant for students wishing to continue their higher mathematics and/or science education in preparation for college.

**HONORS ALGEBRA II****Credits: 5****Grade: 9, 11****Prerequisite: Honors Criteria Rubric**

This course reviews the information taught in Algebra I and extends it to more advanced topics. In addition to the topics covered in Algebra II, the honors course includes functions, trigonometry and a more in-depth treatment of topics. The course is relevant to students who have demonstrated superior ability and achievement in mathematics and wish to continue their higher mathematical education with intentions of taking additional high school mathematics courses and entering college.

**COLLEGE MATH TOPICS****Credits: 5****Grade: 12**

This course is designed for students who would like to continue their education in mathematics, but need additional time to build the foundations needed for upper level mathematics. It will cover topics including, but not limited to, linear and quadratic equations, functions, geometry, patterns and sequences and problem-solving skills.

**PRE-CALCULUS****Credits: 5****Grade: 12**

Students are taught to apply the mathematics previously learned towards developing the techniques necessary for calculus. Areas studied include functions, theory of equations, trigonometry, linear algebra, logarithms, exponential functions and introductory topics from calculus.

**HONORS PRE-CALCULUS****Credits: 5****Grade: 11, 12****Prerequisite: Honors Criteria Rubric**

The primary goal of this course is to show students how algebra and geometry can be used as a modeling language for real life problems. Topics studied include functions and their graphs, theory of equations and inequalities, trigonometry, logarithmic and exponential functions, linear algebra and introductory topics from calculus. The graphing calculator is stressed throughout this course.

**HONORS CALCULUS****Credits: 5****Grade: 12****Prerequisite: Honors Criteria Rubric**

This course is intended for students who have a thorough knowledge of college preparatory mathematics including algebra, geometry, trigonometry and analytic geometry (rectangular and polar coordinates, equations and graphs, lines and conics). This is a course in introductory calculus with elementary functions and includes a study of the following topics: functions and graphs, limits and continuity and differential and integral calculus.

**MATH STRATEGIES 9****Credits: 2.5****Grade: 9**

This course helps prepare students for the standardized tests they will encounter throughout their high school career. It will provide a variety of problem-solving strategies and compliment lessons taught in their algebra courses. Students will work independently and cooperatively to develop and promote the ability to think creatively in order to solve different types of problems.

**MATH STRATEGIES 10****Credits: 1.25****Grade: 10**

This course helps prepare students for the standardized tests they will encounter throughout their high school career. It will provide a variety of problem-solving strategies and compliment lessons taught in their geometry courses. An emphasis will be placed on developing an individual's test taking and problem-solving skills.

**FINANCE****Credits: 2.5****Grade: 9, 10**

In this introductory finance course, students learn basic principles of economics and best practices for managing their own finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. Students are inspired by experiences of finance professionals and stories of everyday people and the choices they make to manage their money.



**AP STATISTICS****Credits: 5****Grade: 11, 12****Prerequisite: Honors Criteria Rubric**

The primary goal of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students who enroll in the AP Statistics course will be exposed to four broad conceptual themes: exploring data by observing patterns and departures from patterns; planning a study which decides what and how to measure; anticipating patterns by producing models using probability theory and stimulation; and statistical inference, which uses mathematical models to confirm a given hypothesis. Any student enrolled in AP Statistics is required to take the AP Statistics test in May.

**AP CALCULUS****Credits: 5****Grade: 12****Prerequisite: Honors Criteria Rubric**

This course is intended for students who have a thorough knowledge of college preparatory mathematics including algebra, geometry, trigonometry and analytic geometry (rectangular and polar coordinates, equations and graphs, lines and conics). This is a course in introductory calculus with elementary functions and includes a study of the following topics: functions and graphs, limits and continuity and differential and integral calculus. Any student enrolled in AP Calculus is required to take the AP Calculus test in May.

**AP COMPUTER SCIENCE PRINCIPLES****Credits: 5****Grade: 10, 11, 12****Prerequisite: Honors Criteria Rubric**

AP Computer Science Principles 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. This 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. Students will discuss and write about the impacts these solutions could have on their community, society, and the world. Prior computer science experience is not required to take this course. Any student enrolled in AP Computer Science Principles is required to upload the Through-Course Performance Tasks to the College Board in April and to take the AP Computer Science Principles test in May.

# --- SCIENCE ---

## COLLEGE PREPARATORY COURSE SEQUENCE

GRADE	COURSE	CREDITS
9	Physics	5
10	Biology	5
11	Chemistry	5
11, 12	Physics 2	5
11, 12	Forensic Science	5
11, 12	Anatomy & Physiology	5
10, 11, 12	Engineering by Design I & II	5

## HONORS COURSE SEQUENCE

GRADE	COURSE	CREDITS
9	Honors Physics	5
10	Honors Biology	5
11	Honors Chemistry	5
11, 12	Honors Anatomy & Physiology	5
11, 12	AP Physics 1	5
11, 12	AP Biology	5
12	AP Chemistry	5

### PHYSICS

**Credits: 5**

**Grade: 9**

College Prep Physics is an introductory course in which students will engage in scientific practices as they relate to the main ideas and concepts of physics. The course provides an introduction to the main areas of physics: motion, forces, work and energy, waves, electricity and magnetism, and thermodynamics. Students will use laboratory techniques and technology to investigate claims, perform experiments, collect data, interpret results, and draw conclusions. There will be a strong emphasis on lab-report writing in this course.

### HONORS PHYSICS

**Credits: 5**

**Grade: 9**

**Prerequisite: Honors Criteria Rubric**

Honors Physics is a challenging course in which students will engage in scientific practices as they relate to the main ideas and concepts of physics. The course provides an in-depth study of the main areas of physics: motion, forces, work and energy, waves, electricity and magnetism, and thermodynamics. Students will use laboratory techniques and technology to investigate claims, perform experiments, collect data, interpret results, and draw conclusions. There will be a major emphasis on lab-report writing and projects in this course. The pacing and level of challenge for this course is greater than for College Prep Physics.

## **BIOLOGY**

**Credits: 5**

**Grade: 10**

College Prep Biology is an introductory course in which students will engage in scientific practices as they relate to the main ideas and concepts of life science. The course provides an introduction to the five main areas of biology: biochemistry, cellular structures and processes, evolution and taxonomy, genetics, and ecology. Students will use laboratory techniques and technology to investigate claims, perform experiments, collect data, interpret results, and draw conclusions. There will be a strong emphasis on lab-report writing in this course.

## **HONORS BIOLOGY**

**Credits: 5**

**Grade: 10**

**Prerequisite: Honors Criteria Rubric**

Honors Biology is a challenging course in which students will engage in scientific practices as they relate to the main ideas and concepts of life science. The course provides an in-depth study of five main areas of biology: biochemistry, cellular theory and processes, evolution and taxonomy, genetics, and ecology. Students will use laboratory techniques and technology to investigate claims, perform experiments, collect data, interpret results, and draw conclusions. There will be a major emphasis on lab-report writing and projects in this course. The pacing and level of challenge for this course is greater than for College Prep Biology.

## **CHEMISTRY**

**Credits: 5**

**Grade: 11**

College Prep Chemistry is an introductory course in which students will engage in scientific practices as they relate to the main ideas and concepts of chemistry. The course provides an introduction to the five main areas of chemistry: structure and properties of matter, conservation of matter, reaction rates and chemical equilibrium, nuclear chemistry, and applications of chemistry. Students will use laboratory techniques and technology to investigate claims, perform experiments, collect data, interpret results, and draw conclusions. There will be a strong emphasis on lab-report writing in this course.

## **HONORS CHEMISTRY**

**Credits: 5**

**Grade: 11**

**Prerequisite: Honors Criteria Rubric**

Honors Chemistry is a challenging course in which students will engage in scientific practices as they relate to the main ideas and concepts of chemistry. The course provides an in-depth study of five main areas of chemistry: structure and properties of matter, conservation of matter, reaction rates and chemical equilibrium, nuclear chemistry, and applications of chemistry. Students will use laboratory techniques and technology to investigate claims, perform experiments, collect data, interpret results, and draw conclusions. There will be a major emphasis on lab-report writing and projects in this course. The pacing and level of challenge for this course is greater than for College Prep Chemistry.

## **PHYSICS 2**

**Credits: 5**

**Grade: 11, 12**

**Prerequisite: Physics**

College Prep Physics is an introductory course in which students will engage in scientific as they relate to the main ideas and concepts of physics. The course provides an introduction to the main areas of traditional physics: kinematics, dynamics, circular motion, simple harmonic motion, collisions, work and energy, rotational motion, thermodynamics, electricity and magnetism, mechanical waves, sound, and optics. Students will use laboratory techniques and technology to investigate claims, perform experiments, collect data, interpret results, and draw conclusions. There will be a strong emphasis on lab-report writing in this course.

## **FORENSIC SCIENCE**

**Grade: 11, 12**

**Credits: 5**

**Prerequisite: Biology**

This course focuses on the skills and concepts behind physical aspects of crime scene investigation and forensic science. Students will review physics, chemistry, anatomy, cell biology, and environmental science in the process of learning about forensic science. Students will apply the various science topics to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples.

## **ANATOMY & PHYSIOLOGY**

**Grade: 11, 12**

**Credits: 5**

**Prerequisite: Biology**

Anatomy & Physiology is a course in which the students will learn about the biology of human cells, tissues, organs, and organ systems. This course expands upon the main concepts learned in College Prep Biology and applies them to the study of the human body. The main focus of Anatomy & Physiology is the study of the body systems. Specifically, students will learn about the skeletal, muscular, nervous, lymphoid, cardiovascular, respiratory, digestive, and reproductive systems. Students will use laboratory techniques, including dissections, to enhance their learning of the course material.

## **HONORS ANATOMY & PHYSIOLOGY**

**Grade: 11, 12**

**Credits: 5**

**Prerequisite: Honors Biology, Honors Criteria Rubric**

Honors Anatomy & Physiology is a course in which the students will learn about the biology of human cells, tissues, organs, and organ systems. This course expands upon the main concepts learned in Honors Biology and applies them to the study of the human body. The main focus of Honors Anatomy & Physiology is the study of the body systems. Specifically, students will learn about the skeletal, muscular, nervous, lymphoid, cardiovascular, respiratory, digestive, reproductive, nervous, and immune systems. Students will use laboratory techniques, including dissections, to enhance their learning of the course material. The pacing and level of challenge for this course is greater than for Anatomy & Physiology.

## **ENGINEERING BY DESIGN**

**Grade: 10, 11, 12**

**Credits: 5**

**Prerequisite: Algebra I, Algebra II**

Engineering by Design is a course in which the students will engage in scientific and engineering practices as they relate to their ability to design solutions to solve problems. The course incorporates four main areas of engineering: principles of design, engineering resources, engineering design process, and project management. Students will work in groups and apply their creativity, resourcefulness, mathematical, scientific, and technical knowledge, and skills in the creation or refinement of technological products and/or systems. Assessments will include oral presentations, written reports, projects, and tests.

**AP PHYSICS 1****Credits: 5****Grade: 10, 11, 12****Prerequisite: Honors Physics, Honors Criteria Rubric**

AP Physics 1 is a rigorous course in which students learn all of the major concepts that are typically covered in a first-year algebra-based physics course in college. The course provides a detailed view of many aspects of college-level physics: kinematics, dynamics, circular motion, simple harmonic motion, collisions, work and energy, rotational motion, electrostatics, DC circuits, mechanical waves, and sound. There is a strong emphasis on lab-work, including inquiry-based labs that are designed by the students. This course will require additional time before and/or after school. Any student enrolled in AP Physics 1 is required to take the AP Physics 1 test in May.

**AP BIOLOGY****Credits: 5****Grade: 11, 12****Prerequisite: Honors Biology, Honors Criteria Rubric**

AP Biology is a rigorous course in which students learn all of the major biological concepts that are typically covered in a first-year biology course in college. The course provides a detailed view of many aspects of college-level biology: ecology, biochemistry, cellular structures and processes, metabolism, cell communication, genetics and molecular genetics, evolution, taxonomy, microbiology, plant structure and function, and animal structure and function. There is a strong emphasis on lab-work, including inquiry-based labs that are designed by the students. This course will require additional time before and/or after school. Any student enrolled in AP Biology is required to take the AP Biology test in May.

**AP CHEMISTRY****Credits: 5****Grade: 12****Prerequisite: Honors Chemistry, Honors Criteria Rubric**

AP Chemistry is a rigorous course in which students learn all of the major concepts that are typically covered in a first-year general chemistry course in college. The course provides a detailed view of many aspects of college-level chemistry: atomic structure and properties, molecular and ionic compounds, intermolecular forces, chemical reactions, kinetics, thermodynamics, equilibrium, and acids and bases. There is a strong emphasis on lab-work, including inquiry-based labs that are designed by the students. This course will require additional time before and/or after school. Any student enrolled in AP Chemistry is required to take the AP Chemistry test in May.

# --- BUSINESS & TECHNOLOGY ---

## COLLEGE PREPARATORY COURSE OFFERINGS

GRADE	COURSE	CREDITS
9, 10, 11, 12	Video Game Design	5
9, 10, 11, 12	Cyber Security	5
9, 10, 11, 12	Introduction to Business	5
10, 11, 12	Business Law and Finance	5
11, 12	Marketing & Entrepreneurship	5
12	Business Management and Leadership	5
12	Career Exploration Internship Program	5

### **VIDEO GAME DESIGN**

**Credits: 5**

**Grade: 9, 10, 11, 12**

Video Game Design is a course that is designed to provide students with a complete understanding of the technological and creative aspects of video game design. Students will learn various concepts and theories for developing interesting and fun video games. This course will introduce students to various game building software applications, such as Blender and Unity. Students will use these programs to develop skills in character creation, animation, and environment design. Finally, students will learn marketing strategies as they relate to the sale of video games.

### **CYBER SECURITY**

**Credits: 5**

**Grade: 9, 10, 11, 12**

Cyber Security is a course that is designed to introduce students to different aspects of cyber security. Students will gain a basic understanding of the following topics: essential commands, system identification, attack analysis, database hacking, web security, malware prevention, digital forensics, software vulnerabilities, and doxing techniques. Students will perform hands-on activities in a test lab to hone their skills.

### **INTRODUCTION TO BUSINESS**

**Credits: 5**

**Grade: 9, 10, 11, 12**

Introduction to Business is a course that is designed to familiarize students with the various activities associated with running a business. Students will gain a basic understanding of the following topics: general business, economics, entrepreneurship, business communications, business ethics, the role of government in business, marketing, and business finance. Overall, the course gives students a broad exposure to business operations and a solid background for additional business courses.

## **BUSINESS LAW AND FINANCE**

**Credits: 5**

**Grade: 10, 11, 12**

Business Law and Finance is a course that is designed to provide students with an overview of our legal and financial systems. The business law units cover topics that include statutes and regulations that affect businesses, families, and individuals in a variety of ways. Knowledge of business law is particularly useful because all students eventually assume the role of citizen, worker, and consumer in society. The finance units help students navigate the financial decisions they face today and tomorrow through discussion and exploration of financial management skills and techniques. The students will be introduced to the world of money management and finance. Students will learn what to do with their money by learning about financial responsibilities as a citizen, business owner, and employer. They will also learn about the consequences of mismanaged finances.

## **MARKETING & ENTREPRENEURSHIP**

**Credits: 5**

**Grade: 11, 12**

In this course, students will explore the foundations of marketing and entrepreneurship. The marketing units are designed to investigate and apply traditional marketing concepts to real world situations. The abilities developed in this course serve a myriad of purposes, including understanding business decisions, developing strong interpersonal skills, and honing effective communication aptitudes. The entrepreneurship units will provide students with a broader, more flexible background that will enable them to make required career decisions.

## **BUSINESS MANAGEMENT AND LEADERSHIP**

**Credits: 5**

**Grade: 12**

In this course, students will explore the foundations of leadership and business management. Students will learn both theory and “real world” applications throughout both of these units. The main topics covered in this course include business management, people in organizations, the four pillars of good management, decision-making, leadership theory, groups, and teams. Using real-life scenarios, students will learn concepts and strategies to help groups become teams and to help teams achieve their goals.

## **CAREER EXPLORATION INTERNSHIP PROGRAM**

**Credits: 5**

**Grade: 12**

The Career Exploration Internship Program offers motivated high school seniors a chance to go beyond the formal education of the classroom. Students will have the opportunity to "test drive" a career through a quality internship in a field matched to their interests, abilities, and values. Students will work with a mentor in an exciting, high-structured, well-monitored setting. Overall, the Career Exploration Internship program delivers adult challenges, exceptional role models, and individualized learning to prepare students for the professional work environment.

# --- FINE & PERFORMING ARTS ---

## FINE / VISUAL ARTS COURSE OFFERINGS

GRADE	COURSE	CREDITS
9, 10, 11, 12	Art I & II	2.5 each
10, 11, 12	Art III & IV	2.5 each
10, 11, 12	Advanced Art I & II	2.5 each
9, 10, 11, 12	Craft and Ceramics I & II	2.5 each
9, 10, 11, 12	Computer Art I, II, III, IV	2.5 each
9, 10, 11, 12	Art of Photography	5

## PERFORMING ARTS COURSE OFFERINGS

GRADE	COURSE	CREDITS
9	Freshman Concert Band	5
9	Freshman Chorus	5
9	Freshman Band / Chorus	5
9, 10, 11, 12	Beginning Band	5
9, 10, 11, 12	High School Band 9, 10, 11, 12	5 each
9, 10, 11, 12	High School Chorus 9, 10, 11, 12	5 each
9, 10, 11, 12	High School Band / Chorus 9, 10, 11, 12	5 each
9, 10, 11, 12	Music Independent Study 9, 10, 11, 12	2.5 each
10, 11, 12	Jazz Workshop 10, 11, 12	5 each
10, 11, 12	Music Technology	5
10, 11, 12	Honors Music Theory	5
11, 12	AP Music Theory	5

### ART I & II

**Credits: 2.5 each**

**Grade: 9, 10, 11, 12**

Art I & II is for beginning art students who would like to gain an appreciation for the field of art. Basic drawing and painting skills will be developed throughout the year, in addition to other fundamental art techniques and concepts. Finally, the elements of art and principles of design will be addressed during the creation of various art works.

### ART III & IV

**Credits: 2.5 each**

**Grade: 10, 11, 12**

**Prerequisite: Art I & II**

Art III & IV is for skilled students who wish to further explore art processes and develop their artistic skills. In this level, the students will explore the history of art, with a focus on the art movements of the last few centuries. While examining these art movements, the students will be required to produce various works of art that reflect those particular styles learned.



**ADVANCED ART I & II****Grade: 11, 12****Credits: 2.5 each****Prerequisite: Art I, II, III, IV**

Advanced Art provides students an opportunity for further in-depth study of media and art techniques, with an emphasis being placed on individual development of artistic styles. Throughout the year, the students will engage in college level art processes in order to build a collection of works for their portfolio. At the conclusion of the year, their pieces will be displayed at the annual high school art show.

**CERAMICS I****Grade: 9, 10, 11, 12****Credits: 2.5**

This class offers the student the opportunity to design and create pottery. The art of making pottery is imbedded in our cultural history. Basic hand building techniques in ceramics requires careful planning and execution. The class focuses on basic clay preparation, vessel construction, surface decoration and related vocabulary. The importance of proper and safe use of materials and tools, and safety procedures are introduced and implemented. Students are given the opportunity to create decorative and utilitarian pieces which reflect a high degree of understanding and application of the elements of art and principles of design.

**CRAFTS I****Grade: 9, 10, 11, 12****Credits: 2.5**

This class offers the student the opportunity to design and create handmade objects using a variety of materials and techniques. The projects reflect current trends in the craft field ranging from wearable art to decorative art pieces. Craftsmanship requires careful attention to detail and execution and understanding of project related vocabulary. The importance of proper and safe use of materials and tools, and safety procedures are introduced and implemented. The class allows students to cultivate aesthetic awareness from both historical and contemporary perspectives, being mindful of cultural influences.

**CERAMICS II****Grade: 9, 10, 11, 12****Credits: 2.5****Prerequisite: Ceramics I**

This course offers students who have successfully completed Ceramics 1 the opportunity to continue their study of ceramics using the basic skills which they have learned in the level 1 class developing those skills to a mastery level. Each student is expected to offer technical assistance to the level 1 students.

**CRAFTS II****Grade: 9, 10, 11, 12****Credits: 2.5****Prerequisite: Crafts I**

This course offers students who have successfully completed Crafts 1 the opportunity to continue their study of the diverse world of crafts. Students will expand their knowledge of artisans and their work as well as use the basic skills which they have learned in the level 1 class and develop them to a mastery level. Each student is expected to offer technical assistance to the level 1 students.

**COMPUTER ART I & II****Credits: 2.5 each****Grade: 9, 10, 11, 12**

This class is for students who enjoy working on the computer, being creative and want to learn more about computer design and illustration. Students will use a variety of software to create digital layouts & illustrations. They will also be exposed to various online applications through the creation of websites and collage. The focus in this class will be on effective use of creative software and understanding the design principles and how they can be used to create great compositions.

**COMPUTER ART III & IV****Credits: 2.5 each****Grade: 10, 11, 12****Prerequisite: Computer Art I & II**

This class is a continuation of Computer Art I & II. In this class, students will continue to develop skills in digital design & illustration with a more individualized focus. Students will have the opportunity to develop skills in the areas of their choosing, including illustration skills and photo editing skills. Each student will develop a learning plan with specific, creative goals that will enable him/her to develop a digital portfolio by the end of the school year.

**ART OF PHOTOGRAPHY****Credits: 5****Grade: 9, 10, 11, 12**

This class is for students who enjoy taking photos, being creative and want to learn more about photography and photo editing. Students will use a variety of online software to create photo collages and compositions. They will also learn Adobe Photoshop, which is a professional level photo editing program. This class will focus on the many creative ways photographs can be composed, edited and presented in the digital age.

**FRESHMAN CONCERT BAND****Credits: 5****Grade: 9**

This course will train students in a variety of musical styles. Emphasis will be on techniques that develop quality ensemble playing. Students are required to perform in the winter and spring concerts. Credit is granted because of intensive daily work required to play well in a group.

**FRESHMAN CHORUS****Credits: 5****Grade: 9**

The class is geared to help students in the study and performance of various periods of music history and to lead them to a greater appreciation of vocal music from different genres. Students are given the opportunity to enjoy music through active participation. Students will develop the skill and technical ability leading to increased music facility and become acquainted with the wide and varied repertoire for large vocal ensemble. Students are required to perform in the winter and spring concerts.

**FRESHMAN BAND/CHORUS****Credits: 5****Grade: 9**

This course will train students in a variety of musical styles. It will give the students the opportunity to participate in both the instrumental and vocal music programs. Emphasis will be on techniques that develop quality ensemble playing/singing. Performance in the Winter and Spring concert is required and is considered a major assessment for the course. These concerts count as the mid-term and final exam grades in the course. Credit is granted because of intensive daily work required to play well in a group.

**BEGINNING BAND****Credits: 5****Grade: 9, 10, 11, 12**

Beginning Band is open to all high school students. This course is geared towards students that have never played a band instrument before or those that would like to learn a second instrument. Students develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through lessons, rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Instruments taught are flute, oboe, clarinet, saxophone, bassoon, trumpet, French horn, trombone, euphonium, tuba, and percussion.

**HIGH SCHOOL BAND 9, 10, 11, 12****Credits: 5 each****Grade: 9, 10, 11, 12**

This course will train students in a variety of musical styles. Emphasis will be on techniques that develop quality ensemble playing. Students are required to perform in the winter and spring concerts. Credit is granted because of intensive daily work required to play well in a group.

**HIGH SCHOOL CHORUS 9, 10, 11, 12****Credits: 5 each****Grade: 9, 10, 11, 12**

The class is geared to help students in the study and performance of various periods of music history and to lead them to a greater appreciation of vocal music from different genres. Students are given the opportunity to enjoy music through active participation. Students will develop the skill and technical ability leading to increased music facility, and become acquainted with the wide and varied repertoire for large vocal ensemble. Students are required to perform in the winter and spring concerts.

**HIGH SCHOOL BAND / CHORUS 9, 10, 11, 12****Credits: 5 each****Grade: 9, 10, 11, 12**

This course will train students in a variety of musical styles. It will give the students the opportunity to participate in both the instrumental and vocal music programs. Emphasis will be on techniques that develop quality ensemble playing. Students are required to perform in the winter and spring concerts. Credit is granted because of intensive daily work required to play well in a group.

**JAZZ WORKSHOP 10, 11, 12****Credits: 5 each****Grade: 10, 11, 12****Prerequisite: Audition & Member of Marching Band**

Jazz Workshop is an advanced music course intended for serious instrumentalists. The course covers the study of Jazz ensemble literature as well as improvisation, jazz/music theory, development of aural (listening) skills and music notation skills. Only students who play trumpet, trombone, saxophone, percussion, piano, guitar, and bass guitar should apply. Students who play non-traditional jazz instruments may take the course with permission of the instructor. Part of the curriculum requires public performance outside of class time.

**MUSIC INDEPENDENT STUDY 9, 10, 11, 12****Credits: 2.5 each****Grade: 9, 10, 11, 12****Prerequisite: Recommendation of Department Chair**

This course is mentioned for the serious instrumentalist. Only students who are planning a career in music should consider this course. Students will develop knowledge of exercises for use in practice and performance and for extending technical and expressive skills. In addition, this course will help prepare the student for college auditions and entry examinations. The student should be aware that the course work must be supplemented by the student's practice and preparation.

**MUSIC TECHNOLOGY****Credits: 5****Grade: 10, 11, 12****Prerequisite: Experience in Instrumental or Vocal Music**

Music Technology gives students hands-on experience using professional recording music studio equipment and software with a focus on contemporary music production. Students are introduced to audio recording and editing, MIDI sequencing, loop/beat-based production, remixing, and music notation. They will also be a live music engineering component for sound engineering for concerts and public events. Students will learn to share their projects in a wide variety of audio file formats and streaming sites.

**HONORS MUSIC THEORY****Credits: 5****Grade: 11, 12****Prerequisite: Honors Criteria Rubric**

Honors Music Theory is an advanced music course intended for serious musicians that are considering a career in music after high school. The course covers music theory, ear training, development of aural (listening) skills and music notation skills. Students will develop the skills needed to compose and arrange music.

**AP MUSIC THEORY****Credits: 5****Grade: 11, 12****Prerequisite: Honors Criteria Rubric**

AP Music Theory is an advanced music course intended for serious musicians that are considering a career in music after high school. The course covers music theory, ear training, development of aural (listening) skills and music notation skills. Students will develop the skills needed to compose and arrange music. Any student enrolled in AP Music Theory is required to take the AP Music Theory test in May.

# --- PHYSICAL EDUCATION ---

## PHYSICAL EDUCATION COURSE OFFERINGS

GRADE	COURSE	CREDITS
9	Physical Education / Health 9	5
10	Physical Education / Driver's Education 10	5
11	Physical Education / Health 11	5
12	Physical Education / Health 12	5

### PHYSICAL EDUCATION / HEALTH 9

**Credits: 5**

**Grade: 9**

Physical Education focuses on involving multidimensional qualities of movement as they relate to the dynamics of mental and physical growth. The program provides for continuous development of the participant within the context of perceptual, cognitive, psychomotor, and affective learning experiences. The curriculum is organized in terms of individual activities and team sports. The health program includes an overview of alcohol and drug use and abuse, smoking, teenage suicide, nutrition/eating disorders, physical, emotional, and social needs of children, bullying, HIV/AIDS, STI's and sexual attitudes and values.

### PHYSICAL EDUCATION / Driver's Education 10

**Credits: 5**

**Grade: 10**

Physical Education focuses on involving multidimensional qualities of movement as they relate to the dynamics of mental and physical growth. The program provides for continuous development of the participant within the context of perceptual, cognitive, psychomotor, and affective learning experiences. The curriculum is organized in terms of individual activities and team sports. The driver's education course covers licensing; registration of vehicles; insurance requirements rules of the road; driving techniques and driver attitudes. Organ donation is discussed and how it can be designated on a driver's license. The final exam is the New Jersey Motor Vehicle Commission test. A grade of 80% for the driver's education course is required to receive credit toward a safe-driving insurance discount. If a passing grade is achieved, the student will receive a blue card which will exempt him/her from the written portion of the licensing test. Also, upon passing the course, students receive a card stating that they have successfully completed thirty hours of classroom instruction. This card is required to earn a premium reduction from most insurance companies.

**PHYSICAL EDUCATION / HEALTH 11****Credits: 5****Grade: 11**

Physical Education focuses on involving multidimensional qualities of movement as they relate to the dynamics of mental and physical growth. The program provides for continuous development of the participant within the context of perceptual, cognitive, psychomotor, and affective learning experiences. The curriculum is organized in terms of individual activities and team sports. The health program consists of the American Red Cross CPR & First Aid Course. This includes instruction on life-saving skills including CPR, obstructed airways, and using an AED. There is also a nutrition portion of the curriculum in which students learn to track daily food intake and identify calories, fat, carbohydrates along with portion control.

**PHYSICAL EDUCATION / HEALTH 12****Credits: 5****Grade: 12**

Physical Education focuses on involving multidimensional qualities of movement as they relate to the dynamics of mental and physical growth. The program provides for continuous development of the participant within the context of perceptual, cognitive, psychomotor, and affective learning experiences. The curriculum is organized in terms of individual activities and team sports. The health program focuses on adolescent concerns regarding growth and sexual development; gender roles and society; developing mature, healthy relationships; pregnancy and sexually transmitted infections; the family in today's society; relationships in young adults; pregnancy; birth; and parenting.