

# Cedar Grove High School



Program of Studies  
2019-2020

# **Cedar Grove High School**

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Richard Mangili

## **Vice Principal**

Jody Inglis

## **Guidance Counselors**

Meridith Denman

Alexa Rubino

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Robert Gogerty

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# **Cedar Grove Township School District**

## **Mission Statement**

*Cedar Grove, a progressive and nurturing school district, provides every student with comprehensive educational opportunities to achieve the New Jersey Core Curriculum Content Standards and become lifelong learners and productive citizens through its dedication to excellence, collaboration, and community involvement.*



## **Cedar Grove High School**

### **Mission Statement**

*Through its dedication to high standards, collaboration, and community involvement, Cedar Grove High School is an academic community devoted to promoting students' self-advocacy, accountability, and independence, by providing all-encompassing and well-rounded educational opportunities.\**

*\*All students will achieve the New Jersey Student Learning Standards*

## CEDAR GROVE HIGH SCHOOL

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Cedar Grove, New Jersey 07009  
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[www.cedargrove.k12.nj.us](http://www.cedargrove.k12.nj.us)

Mr. Richard Mangili  
Principal



Mrs. Jody Inglis  
Vice-Principal

*"Committed To Excellence"*

Dear Students and Parent(s)/Guardian(s):

Selecting an appropriate course load, incorporating both challenging and enriching classes, is critical to assure a successful high school career. The Cedar Grove High School Program of Studies has been designed to assist you in planning your four year educational program. Please take the time to review its content to understand the courses needed to meet state and district graduation requirements. Our broad and diverse course selection has been designed to foster students' academic and social growth while allowing for the fulfillment of individual student interests, needs, and educational goals.

The Program of Studies is routinely revised and adjusted so that we continue to provide our students with a meaningful and relevant education that leads to ample preparation for postsecondary and career related endeavors. Each course description includes an overview of the course's content as well as any required prerequisites courses. For your convenience, a visual outline to the course sequence for English, Mathematics, Science, and Social Studies is also included in the guidebook. Please refer to this outline as a framework for you to work with your school counselor in determining your course selections.

We encourage you to review the Program of Studies carefully. Many factors contribute to making well-informed decisions regarding your high school education. Take the opportunity to re-examine your priorities each year in order to maximize your high school experience. To do this, you should not only meet with your guidance counselor, but ask questions of other students and your teachers as well as review the course outlines in the guidebook so that you embrace the chance to excel in your studies at Cedar Grove High School.

Sincerely,

*Alexa Rubino*

Alexa Rubino, M.A. (A-L)  
School Counselor

*Meridith Denman*

Meridith Denman, M.S. (M-Z)  
School Counselor

## Cedar Grove Board of Education Policy for Graduation

In order to qualify for graduation from Cedar Grove High School, a student must successfully complete the following:

Subject	Minimum # of credits required
English 1-4	20
Global Studies	5
United States History 1,2	10
Mathematics	15
Science	15
World Language	10 (in the same world language)
Physical Education/Health	20
Freshman Seminars	5
Visual and Performing Arts	5
Career Education and Life Skills	5
Additional Elective Courses	Minimum of 20
TOTAL # of Credits	130 Credits

Full year courses are worth 5 credits; semester courses are worth 2.5 credits

Twenty-six courses, or 130 credits, represent the minimal program. In addition, students must pass the state mandated graduation test and meet requirements of the district attendance policy. Transfer students must meet all state and local requirements in order to receive a high school diploma.

Credit toward graduation requirements will be given when a required course is waived by the Board of Education, as in the case of a medical waiver for Physical Education.

In certain areas of the curricula, providing certain prerequisites have been met, students have the option of being placed in higher level or advanced placement courses. Those areas are in the fields of: Mathematics, Science, English, Social Studies, and World Language.

### **CREDITS**

In order to meet the 130 credit requirement for graduation, students should expect to have completed a certain number of credits by the end of each year. The following is an example of credits earned after each year. Typically, a student at Cedar Grove High School will graduate with more than 130 credits.

9 <sup>th</sup> Grade	35-40 Credits
10 <sup>th</sup> Grade	75-80 Credits
11 <sup>th</sup> Grade	100-110 Credits

\*Note that some courses provide credit towards the total number of credits for graduation, but do not satisfy subject area requirements. For example, a student taking Creative Writing will receive 2.5 credits toward the 130 credit graduation requirement, but this course will not fulfill the English requirement of 20 credits.

## **SUMMER SCHOOL**

Students who receive an “F” (64 and below) in a given course will be expected to make up the course during summer school. A maximum of two (2) courses are allowed during the summer months. Cedar Grove does NOT provide summer school for students nor does the district incur the expense for this purpose.

## **SCHEDULING**

Each individual schedule is planned by the student, parents, and guidance counselor. A great deal of thought, time and effort should be invested in this important process. Consequently, it is expected both for the benefit of the individual student as well as the total student population that the planned schedule will be kept intact upon completion. Schedules will arrive in the mail in late summer. If minor adjustments or corrections are needed, request them through your guidance counselor. Once the school year begins, requests for course changes must follow an established procedure: written parental permission, counselor approval, teacher input and approval by the department supervisor or principal.

A student may withdraw from a subject until the 15<sup>th</sup> class day with no notation made on his/her transcript. After the 15<sup>th</sup> day, one of the following notations will be entered on the transcript:

- Withdrawn Passing (W/P) if the student’s total average for the course to date is a passing one.
- Withdrawn Failing (W/F) if the student’s total average for the course to date is a failing one and the withdrawal occurs within the first three quarters of the course.
- No credit will be given for a course from which a student withdraws.

Cedar Grove Board policy and New Jersey State law require each student to meet the minimum basic skills requirements in language arts literacy and mathematics. In order to graduate, all students must complete the Performance Based Assessment (PBA) and the End of Year assessment (EOY). These components are part of the new PARCC assessment system. The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of multiple states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students’ progress toward this goal from 3rd grade up, and provide teachers with information to apprise instruction and provide student support.

## **ELECTIVES**

During scheduling each year, students will have the opportunity to choose elective courses for the following year. A student’s request is always taken into consideration when completing a schedule, but this request does not guarantee placement in the course. Upperclassmen are permitted to take one study hall per semester in their schedule.

The following courses, when successfully completed, will count towards the graduation requirement in Visual and/or Performing Arts:

Studio Art I	Digital Photography	Fundamentals of Music
Studio Art II	Advanced Digital Photography	AP Music Theory
Studio Art Honors	Pottery	High School Band
Advanced Pottery	Concert Orchestra	Concert Choir
Advanced Drawing and Painting	Production Journalism	Select Choir
3D Art and Design	Drama	Graphic Arts

The following courses, when successfully completed, will count towards the graduation requirement in 21<sup>st</sup> Century Life and Careers:

Introduction to Business	Design	Tomorrow's Teachers
Personal/Business Law	Advanced Design	Journalism
Marketing	Building and Engineering	Production Journalism
Business Finance	Advanced Building and Engineering	Engineering Robotics
Corporations: Good or Bad	Digital Photography	Engineering Robotics II
AP Computer Science Principles	Foundations of Human Behavior	Intro. To Criminal Justice
Introduction to Computer Science		
Advanced Digital Photography		
Television Production		
Principles and Contemporary Issues in Sports Management		
Accounting I		

## ENGLISH LANGUAGE LEARNERS

This program is designed to meet the needs of students whose dominant language is not English and whose proficiency in English is limited. The purpose of the program is to:

- Develop linguistic and academic skills necessary to succeed in an English speaking society.
- Provide students with an orientation to American culture while maintaining pride in their linguistic and cultural heritages.
- Maintain and develop a sense of self-worth and confidence.

## STUDENT SUPPORT SERVICES

The Student Support Services Department includes Child Study Team, instructional, guidance, counseling, speech, and health personnel. It is responsible for individual testing and consultation required to promote educational achievement and enhance personal functioning, special individualized instruction, health screening services, emergency first aid, speech therapy, and guidance and counseling services.

In order to promote students' educational achievement, students who are eligible, will be placed on an Individualized Education Plan (IEP). A student who has an IEP may be provided with following services, upon recommendation of the case manager:

- **In-Class Resource** provides assistance within the mainstream classroom. The in-class resource teacher collaborates with the mainstream teacher in order to identify specific strategies designed to help the students succeed in the mainstream setting.
- **Resource Classes** are aligned with the core curriculum content standards and are individualized to meet IEP goals and objectives of each student. Priority is placed on improving academic skills while meeting the high school graduation requirements.
- **Self-Contained Program** is designed to meet the needs of the learning and language disabled student whose educational goals are appropriately met in a highly structured, individualized program that incorporates career academics, behavioral and social skills, functional life skills, and vocational training.

The School Psychologist works with students, parents, and teachers to promote academic, emotional, and behavioral success. The school psychologist conducts comprehensive psychological evaluations, as well as consultation with school personnel in relation to students' learning and behavior. Individual, group, and organizational interventions, including counseling can be provided.

The Guidance Office in the high school provides counseling services for students and parents. Every attempt is made to retain the assignment of the same guidance counselor to a student throughout the student's high school career. A guidance counselor may be consulted on academic, personal, and social problems, on interpretation of test results, and on educational and/or vocational plans. Guidance services include: individual and group counseling, testing, scheduling, helping to develop

academic potential, and preparation of transcripts, including recommendations to colleges as requested. The guidance office also schedules group conferences with representatives from colleges and universities.

The Student Assistance Counselor (SAC) is also available to provide counseling and support to students. The purpose of this program is to identify and help students experiencing difficulty in school due to problems such as: alcohol or other drug problems, changes or crisis in the family, troubles with friends or parents, and feelings of sadness or loneliness. Students may be referred to the SAC by friends, teachers, guidance counselors, administrators, or they may refer themselves.

## **HONORS REQUIREMENTS**

In order to participate in honors courses, a student's adherence to the following criteria will be considered:

- A grade of no less than a "90" in preceding subject courses. Students already in an honors course should maintain an "80" to continue enrollment in the course.
- Teacher recommendation. The recommending teacher will consider the demonstrated effort, attitude, ability/potential, interest and achievement of the student.
- Standardized test scores and a writing sample may be used to determine eligibility.
- Successful completion of the course summer assignment.

\*Any student who fails to maintain a satisfactory level of academic achievement will have his/her continuation in the course reviewed by the teacher, counselor, and principal. Following this review the student may be removed from the course.

## **AP REQUIREMENTS**

The following criteria for student enrollment in Advanced Placement courses have been established:

- Completion of prerequisite courses as established by individual departments. (Please see course descriptions for prerequisites)
- Maintenance of an "80" average in previously completed prerequisite course(s) as determined by individual departments.\*
- Teacher recommendation
- Successful completion of the course summer assignment.

\*Placement in AP courses is subject to review of grades during the year after initial scheduling has been completed. In the selection process for AP eligibility, the teacher, guidance counselor, and administrator will determine eligibility of the candidate.

Students working at the Advanced Placement level are taking the equivalent of a freshman level college course. AP students are expected to possess the following characteristics and academic skills: high academic achievement and intellectual ability; self-motivation and self-discipline; excellent organizational and communication skills; superior writing, reading, and analytical skills; ability to multitask, and the ability to work well both independently and collaboratively. Additionally, AP students will be expected to: maintain the highest standards of academic integrity; identify and formulate problems, as well as exchange of ideas. All students enrolled in an Advanced Placement course are encouraged to take the corresponding AP examination as the final exam requirement of the course. AP examinations are taken at the high school during school hours. Students will be required to pay half the cost of the exam fee. Exam results are reported to students in July and are not included in the determination of the final grade for the high school course. Results may be used to gain college credit depending upon the policy of the college of choice.

## **DUAL ENROLLMENT**

Dual Enrollment programs allow students to take a college level course in high school and jump start their college career. These courses introduce juniors and seniors to the rigor of college coursework early, and helps prepare them for post-secondary education. Students are able to purchase the credits at a substantially discounted rate, and the credits are accepted at 95% of colleges/universities that they may pursue after high school. We offer courses through Fairleigh Dickinson University Middle College Program, and Syracuse University Project Advance.

## GRADING SCALE AND GPA WEIGHTS

Grade Point Average is cumulative starting in the 9<sup>th</sup> grade. It is based on a 4.0 scale for regular courses with one-half point added for honors and one point for AP (4.0 regular, 4.5 honors, 5.0 AP). GPA is expressed by deciles, and students are not ranked.

The weighted GPA is calculated based on the following quality point scale; AP and honors courses are weighted:

<u>REGULAR</u>	<u>HONORS</u>	<u>AP</u>
100 = 4.250	100 = 4.750	100 = 5.250
99 = 4.188	99 = 4.688	99 = 5.188
98 = 4.126	98 = 4.626	98 = 5.126
97 = 4.064	97 = 4.564	97 = 5.064
96 = 4.002	96 = 4.502	96 = 5.002
95 = 3.940	95 = 4.440	95 = 4.940
94 = 3.878	94 = 4.378	94 = 4.878
93 = 3.816	93 = 4.316	93 = 4.816
92 = 3.750	92 = 4.250	92 = 4.750
91 = 3.644	91 = 4.144	91 = 4.644
90 = 3.538	90 = 4.038	90 = 4.538
89 = 3.432	89 = 3.932	89 = 4.432
88 = 3.326	88 = 3.826	88 = 4.326
87 = 3.220	87 = 3.720	87 = 4.220
86 = 3.114	86 = 3.614	86 = 4.114
85 = 3.008	85 = 3.508	85 = 4.008
84 = 2.902	84 = 3.402	84 = 3.902
83 = 2.796	83 = 3.296	83 = 3.796
82 = 2.690	82 = 3.190	82 = 3.690
81 = 2.584	81 = 3.084	81 = 3.584
80 = 2.478	80 = 2.978	80 = 3.478
79 = 2.372	79 = 2.872	79 = 3.372
78 = 2.266	78 = 2.766	78 = 3.266
77 = 2.160	77 = 2.660	77 = 3.160
76 = 2.054	76 = 2.554	76 = 3.054
75 = 1.948	75 = 2.448	75 = 2.948
74 = 1.842	74 = 2.342	74 = 2.842
73 = 1.736	73 = 2.236	73 = 2.736
72 = 1.630	72 = 2.130	72 = 2.630
71 = 1.524	71 = 2.024	71 = 2.524
70 = 1.418	70 = 1.918	70 = 2.418
69 = 1.312	69 = 1.812	69 = 2.312
68 = 1.206	68 = 1.706	68 = 2.206
67 = 1.100	67 = 1.600	67 = 2.100
66 = 0.994	66 = 1.494	66 = 1.994
65 = 0.888	65 = 1.388	65 = 1.888
Below 65 = 0	Below 65 = 0	Below 65 = 0

## HONOR ROLL/HIGH HONOR ROLL

Students will receive honor roll or high honor roll status based on the following GPA requirements:

Honor Roll	3.0-3.859
High Honor Roll	3.860 or greater

\*Any student who fails to maintain a satisfactory level of conduct will not earn honor roll or high honor roll status. A student who receives an “N” for conduct in any course will no longer be eligible for honor roll or high honor roll.

## REPORT CARDS

Report cards are produced by computer-based input from teachers. Report cards are posted online and can be accessed using the Parent Portal log-in of the Genesis Student Management System. Numerical grades are reported unless otherwise indicated.

Note that a “basement” or minimum grade of 55% is in effect for full-year courses in marking period one and two ONLY. A “basement” grade of 55% is in effect for half-year courses for the first marking period ONLY. Exceptions include physical education and health.

Symbols used for reporting non-numeric grades:

L	-	Loss of credit/Attendance	M	-	Medical Excuse
I	-	Incomplete	X	-	Exempt
WP	-	Withdrawn Passing	P	-	Pass
WF	-	Withdrawn Failing	F	-	Fail

Citizenship marks:

G – Good                      S – Satisfactory                      N – Needs Improvement

### *A special note on incompletes:*

When, because of a student’s extended permissible absence, a teacher cannot give a grade, an INC (incomplete) may be reported. Such an incomplete must be resolved as soon as possible after the absence occurs. An incomplete should be resolved within two (2) weeks into the new marking period. If work is not made up in that timeframe, the current average to date will be posted.

## EXAMINATIONS

All students are required to take the scheduled exams, even if they are failing or losing credit. Final examinations are scheduled on regular exam days at the end of the first and second semester (see school calendar). The grades of final exams will each count as 10% of the final grade. Any student who misses a final exam must present a written excuse to the Office in order to take the make-up exam. Arrangements for make-up exams will be made with the Vice Principal. Make-up exams must be taken in the original exam order and should be completed as soon as possible. Exemptions from FINAL EXAMINATIONS are reserved for Seniors only and are made within specific guidelines: A student must earn a cumulative average of 90 in the specific subject, inclusive of all 4 quarters to qualify for exemption. Please refer to the Student Handbook for the complete Senior Final Exam Policy.

## GRADING CHART

98-100	A+	88-89	B	78-79	C	68-69	D+
92-97	A	82-87	B	72-77	C	65-67	D+
90-91	A-	80-81	B-	70-71	C-	Below 65	F

## CLASS RANK

At Cedar Grove High School we create an environment that is academically rigorous. The majority of our students meet that challenge by earning exemplary grades. We believe that rank in class unnecessarily increases competition and that our students’ levels of achievement are not equitably or fully communicated by this single transcript statistic. Cedar Grove District policy therefore precludes the reporting of rank in class. For the purpose of college admissions, a decile rank will be provided (beginning with the class of 2021) as well as a Grade Point Average (GPA) Distribution chart will be provided with each college application.

**CEDAR GROVE HIGH SCHOOL  
COURSE LISTINGS**

<b>COURSE</b>	<b>CREDITS</b>	<b>9<sup>TH</sup> GRADE</b>	<b>10<sup>TH</sup> GRADE</b>	<b>11<sup>TH</sup> GRADE</b>	<b>12<sup>TH</sup> GRADE</b>
<b>BUSINESS ARTS</b>					
Intro to Business	5	X	X	X	X
Personal & Business Law	5	X	X	X	X
Marketing	5	X	X	X	X
Accounting I (DE)	5			X	X
Prin. & Cont. Issues in Sports Management (DE)	5			X	X
<b>FRESHMAN SEMINAR</b>					
Financial Literacy	2.5	X			
Communication Literacy	2.5	X			
<b>ENGLISH</b>					
English I	5	X			
English I Honors	5	X			
English II	5		X		
English II Honors	5		X		
English III	5			X	
English III Honors	5			X	
AP English III (Language & Composition)	5			X	
English IV	5				X
English IV Honors	5				X
AP English IV (Literature & Composition)	5				X
ESL	5	X	X	X	X
Exploring Young Adult Lit	2.5		X	X	X
Creative Writing	2.5	X	X	X	X
Film Study I	5		X	X	X
Film Study II	5				X
Drama	5	X	X	X	X
Journalism	5	X	X	X	X
Public Speaking	2.5	X	X	X	X
Media & American Pop Culture	5	X	X	X	X
Strategic Reading & Writing	2.5 – 5	X	X	X	X
<b>FINE ARTS</b>					
Studio Art I	5	X	X	X	X
Studio Art II	5		X	X	X
Studio Art Honors	5			X	X
Advanced Drawing and Painting	5		X	X	X
3D Art and Design	5	X	X	X	X
Digital Photography	5	X	X	X	X
Advanced Digital Photography	5		X	X	X
Pottery	5	X	X	X	X
Advanced Pottery	5		X	X	X
Production Journalism	5				X

<b>COURSE</b>	<b>CREDITS</b>	<b>9<sup>TH</sup> GRADE</b>	<b>10<sup>TH</sup> GRADE</b>	<b>11<sup>TH</sup> GRADE</b>	<b>12<sup>TH</sup> GRADE</b>
<b>MATHEMATICS</b>					
Algebra I	5	X			
Algebra I Honors	5	X			
Geometry	5	X	X		
Geometry Honors	5	X	X		
Algebra II	5		X	X	
Algebra II Honors	5		X	X	
Financial Algebra	5				X
Advanced Math	5			X	X
Statistics	5			X	X
Statistics Honors	5			X	X
Pre-Calculus Honors	5			X	X
Calculus Honors	5				X
Calculus AP	5				X
Statistics AP	5			X	X
Math Applications	2.5 – 5	X	X	X	X
Intro. To Computer Science	5	X	X	X	X
AP Computer Science Principles	5			X	X
Engineering Robotics I	5		X	X	X
Engineering Robotics II	5			X	X
<b>MUSIC</b>					
High School Band	5	X	X	X	X
Concert Orchestra	5	X	X	X	X
Concert Choir	5	X	X	X	X
Select Choir	5		X	X	X
Fundamentals of Music	5	X	X	X	X
AP Music Theory	5				X
<b>PHYSICAL EDUCATION</b>					
P.E. 9	3.75	X			
P.E. 10	3.75		X		
P.E. 11	3.75			X	
P.E.12	3.75				X
Freshman Health (9)	1.25	X			
Driver's Education (10)	1.25		X		
Junior Health (11)	1.25			X	
Senior Health (12)	1.25				X
<b>SCIENCE</b>					
Physical Science	5	X			
Biology	5		X		
Biology Lab	5	X	X		
Biology Lab Honors	5	X	X		
AP Biology	5			X	X
Chemistry	5		X		
Chemistry Lab	5		X	X	X
Chemistry Lab Honors	5		X	X	X

<u>COURSE</u>	<u>CREDITS</u>	<u>9<sup>TH</sup> GRADE</u>	<u>10<sup>TH</sup> GRADE</u>	<u>11<sup>TH</sup> GRADE</u>	<u>12<sup>TH</sup> GRADE</u>
AP Chemistry	5			X	X
Physics Lab	5			X	X
Physics Lab Honors	5			X	X
AP Physics	5				X
Environmental Science	5			X	X
AP Environmental Science	5			X	X
Forensic Science	5				X
<b>SOCIAL STUDIES</b>					
Global Studies	5	X			
Global Studies Honors	5	X			
U.S. History I	5		X		
U.S. History I Honors	5		X		
Pre-Advanced Placement U.S. History	5		X		
U.S. History II	5			X	
U.S. History II Honors	5			X	
AP U.S. History	5			X	
Contemporary U.S. History	5				X
Sociology	2.5		X	X	X
Psychology	2.5		X	X	X
AP American Gov. & Politics	5				X
AP Economics	5			X	X
AP European History	5			X	X
Foundations of Human Behavior (DE)	5			X	X
Intro. To Criminal Justice (DE)	5			X	X
<b>CAREER &amp; TECHNOLOGY EDUCATION</b>					
Building and Engineering	5	X	X	X	X
Advanced Building and Engineering	5		X	X	X
Design	5	X	X	X	X
Advanced Design	5		X	X	X
Digital Photography	5	X	X	X	X
Advanced Digital Photography	5		X	X	X
Structured Learning Experience	15				X
Tomorrow's Teachers (DE)	5				X
Television Production	5	X	X	X	X
<b>WORLD LANGUAGE</b>					
Introduction to Spanish	5	X			
Spanish I	5	X	X	X	X
Spanish II	5		X	X	X
Spanish II Honors	5		X	X	X
Spanish III	5			X	X

<u>COURSE</u>	<u>CREDITS</u>	<u>9<sup>TH</sup> GRADE</u>	<u>10<sup>TH</sup> GRADE</u>	<u>11<sup>TH</sup> GRADE</u>	<u>12<sup>TH</sup> GRADE</u>
Spanish III Honors	5			X	X
Spanish IV	5				X
Spanish IV Honors	5				X
AP Spanish Language & Culture	5				X
Italian I	5	X	X	X	X
Italian II	5		X	X	X
Italian III	5			X	X
Italian III Honors	5			X	X
Italian IV	5				X
Italian IV Honors	5				X

# BUSINESS ARTS

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## **INTRODUCTION TO BUSINESS**

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

**Year: 5 Credits**

**Prerequisite: None**

This course focuses upon the dynamics of business in a changing economy. Topics include the global economy, free enterprise system, entrepreneurship, financial markets such as the stock market, consumer banking and money issues.

## **PERSONAL AND BUSINESS LAW**

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

**Year: 5 Credits**

**Prerequisite: None**

This course examines the relationship between personal ethics, business ethics and the law. The course begins with an overview of where laws originate. Topics include sources of law, types of crimes, tort law, the dual court system, and current events in the field of law. There will also be a practical application of law in relation to individuals and businesses. These topics include contracts, consumer protection, intellectual property, patents, copyrights, trademarks, telemarketing, employment law and equal protection rights of workers. Current, historical and simulated cases of law will be discussed. The use of debates, discussion, role-playing exercises and other group activities will help students meet the objectives of the course.

## **MARKETING**

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

**Year: 5 Credits**

**Prerequisite: None**

This course focuses on the process of developing, promoting and distributing products to satisfy customers' needs and wants. Producing, planning, packaging, advertising, displaying and selling are points of emphasis. Learning the essentials and functions of Marketing are key concepts integrated throughout the course.

## **ACCOUNTING I (DE)**

**Grade 11, 12**

**Year: 5 Credits**

### **Fairleigh Dickinson University Credit: 3 credits**

This course emphasizes the development and discussion of the basic steps involved in the accounting cycle, with hands-on application to microcomputer operation including; theory of debit and credit, journalizing both general and special journal, posting of general and subsidiary ledger, preparation of working papers, balance sheets, income statements and statements of owner's equity. Also included are adjusting, closing and reversing entries. Attention is given to accounting for sole proprietorships, partnership, corporation, as well as non-trading, trading and manufacturing concerns. This is a college course offered through Fairleigh Dickinson University and students paying the (discounted) fee for FDU credit will receive a Fairleigh Dickinson University transcript.

## **PRINCIPLES & CONTEMPORARY ISSUES IN SPORT MANAGEMENT (DE)**

**Grade 11, 12**

**Year: 5 Credits**

### **Syracuse University Credit: 3 credits**

This course introduces the student to sport management concepts and sectors through an examination of problems and issues faced by contemporary sport managements. Unique characteristics of sport and resulting social and ethical responsibilities of sport managers will be discussed. In addition to the use of traditional pedagogical teaching methods to deliver basic sport management concepts, students are required to complete a comprehensive, hands-on project that demonstrates their comprehension of the different sectors of the industry covered throughout the semester. This is a college course offered through Syracuse University and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

## **FRESHMAN SEMINAR**

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### **FINANCIAL LITERACY (Semester)**

**Grade: 9**

**Semester: 2.5 Credits**

**Prerequisite: None**

This is a required course for 9<sup>th</sup> grade students. This semester course explores the world of personal finance which offers students basic survival principles involved with earning, spending, saving, and investing. The focus of this course is financial responsibility and decision-making. Among the topics investigated are income and careers, credit and debt, risk management, insurance, as well as consumer credit and protection laws.

### **COMMUNICATION LITERACY (Semester)**

**Grade: 9**

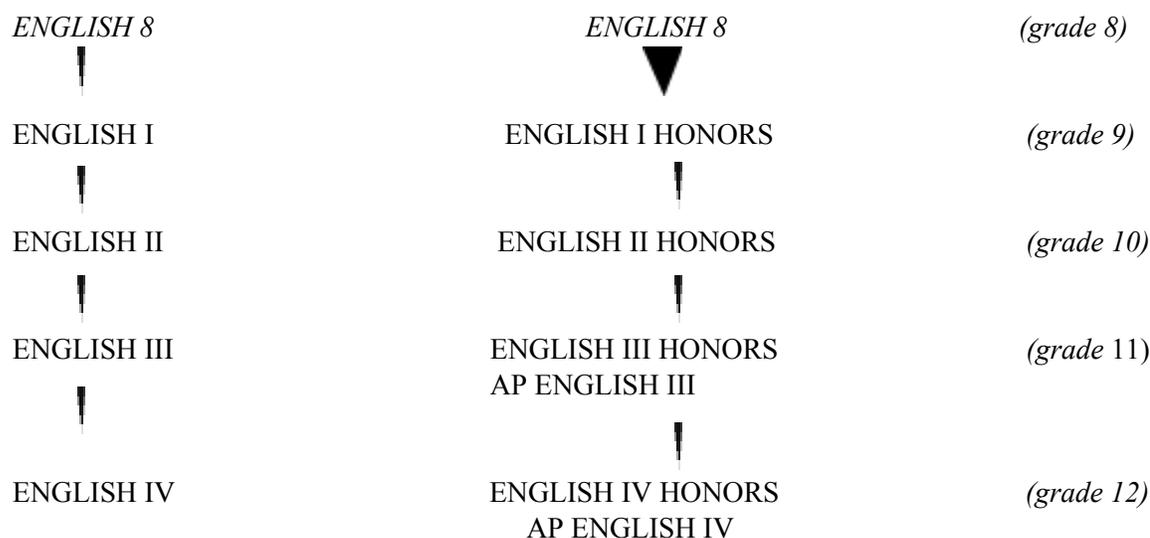
**Semester: 2.5 Credits**

**Prerequisite: None**

This is a required course for 9<sup>th</sup> grade students. The focus of this semester course is to develop the skills, knowledge, and dispositions necessary for successful high school level reading, writing, and speaking across the content areas. Various activities and strategies will be utilized including: cooperative learning, individual and collaborative oral presentations, and using available technology.

# ENGLISH

## ENGLISH SEQUENCE



Students who qualify, based upon standardized test scores and teacher recommendation, will automatically be placed into the Strategic Reading and Writing course in addition to their English placement.

*\*This sequence denotes a typical student progression, but students will be placed in courses based upon their academic performance, which is re-evaluated each year.*

### ENGLISH I

**Grade: 9**

**Year: 5 Credits**

**Prerequisite: Successful completion of English 8 and summer reading assignments**

English I provides instruction in the English language essential for effective reading, writing, listening, speaking, and viewing. The genre units focus on the unique characteristics of various types of literary text: short stories, novels, non-fiction works, drama, and poetry. Writing assignments include a compare/contrast essay, persuasive essay, creative writing, and expository assignments. Various activities and strategies will be utilized including: journal writing, cooperative learning, projects/papers, and using available technology.

### ENGLISH I HONORS

**Grade: 9**

**Year: 5 Credits**

**Prerequisite: Successful completion of English 8 and summer reading assignments as well as teacher recommendation**

English I Honors offers a challenging analysis of the epic, poetry, drama, novel, short story and the essay. Designed for academically motivated and mature students planning on additional honors and AP study in language arts, English I Honors provides varied opportunities for students to develop critical reading/thinking skills and increased writing proficiency through diverse experiences in speaking, reading, listening, viewing, and technological applications. Instruction in research skills culminates in a research paper. Assigned summer reading must be completed before the course begins.

**ENGLISH II:****Grade: 10****Year: 5 Credits****Prerequisite: Successful completion of English I and summer reading assignments**

This course offers students the opportunity to explore literature that exemplifies unique characteristics of American history and culture. By reading a broad variety of literary genre, students will explore the temperament, humor, work ethic, and philosophies that define the evolution of the American voice in literature. Students will analyze the development of the American national identity through a progression of literary styles. Various readings and writing assignments, research and projects will contribute to the development of competent learners who can use reading, writing, listening, speaking and viewing to further mature in their use of language arts.

**ENGLISH II HONORS****Grade: 10****Year: 5 Credits****Prerequisites: Successful completion of English I and summer reading assignment; a grade of no less than a B in English I Honors and teacher recommendation**

English II Honors offers highly motivated students skilled in critical thinking and insightful writing the opportunity to explore the literature of America. Units of study include various essays, drama, poetry, short stories, and novels which provide the framework for charting the evolution of the United States as a literary force. Assignments will nurture further student development in reading, writing, listening, speaking, and viewing. This course also entails research and higher level writing tasks.

**ENGLISH III****Grade: 11****Year: 5 Credits****Prerequisites: Successful completion of English II and summer reading assignment**

This course enables students to explore and develop an appreciation for British literature through the study of British history, authors, culture, and literary works. Through this study, students will improve their writing ability to explain and analyze literature clearly and cogently with maturity, sophistication and organization. Additionally, they will engage in the study of literature and theories of literary criticism. They will become cognizant of the nature of language and develop an awareness of semantics. They will also analyze how works of a given period reflect historical and social events and conditions.

**ENGLISH III HONORS****Grade: 11****Year: 5 Credits****Prerequisites: Successful completion of English II and summer reading assignment; a grade of no less than a B in English II Honors and teacher recommendation**

This course is designed for conscientious students who display good writing skills, good reading comprehension, higher level critical thinking, insightful participation, and a desire to be challenged. It enables students to read and develop an appreciation for British literature through an in-depth, extensive study of British history and literary works. Students will be expected to work independently in reading a variety of novels and plays as well as supplemental excerpts of scholarly merit. They will develop several literary propositions and prove them through extensive research in formal papers. They will also be required to deliver well prepared oral and group presentations that demonstrate in-depth knowledge of the material and good public speaking skills.

## **AP ENGLISH III - LANGUAGE AND COMPOSITION**

**Grade:11**

**Prerequisites: Successful completion of English II and summer reading assignments; a grade of no less than an A in English II Honors and teacher recommendation**

**Year: 5 Credits**

This is a college-level course that engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The course assumes a command of Standard English grammar. The course's intent is to foster awareness of different stylistic effects created by syntactical choices and by different levels of diction. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. The course is organized around various modes of discourse and includes works from many genres, both fiction and nonfiction. This course prepares the student to take the AP English Language and Composition exam.

## **ENGLISH IV**

**Grade: 12**

**Prerequisites: Successful completion of English III and summer reading assignment**

**Year: 5 Credits**

This course explores the literature, philosophy, art, history, and architecture from ancient Greece to the 20<sup>th</sup> Century. Students will be required to read a variety of novels, plays and poetry and to analyze works which reflect the traditions and beliefs of a variety of cultures. As they chronologically traverse man's accomplishments in the arts, they will examine through close reading and interpretation the major works representative of the eras. The focus of these studies is grounded in the Core Curriculum Standards for Language Arts Literacy, and students will have opportunities to show proficiency in presentation and technological skills.

## **ENGLISH IV HONORS**

**Grade: 12**

**Prerequisites: Successful completion of English III and summer reading assignment; a grade of no less than a B in English III Honors and teacher recommendation**

**Year: 5 Credits**

This course explores literature, philosophy, art, architecture and history from ancient Greece to the 20<sup>th</sup> Century. Students will learn to compare and contrast authors' styles, literary movements, and historical and social influences on literature. They will engage in an advanced study of literary devices and themes in drama, fiction, and poetry, and learn how to compose analytical and evaluative essays which will help improve their comprehension of challenging literary works.

## **AP ENGLISH IV - LITERATURE AND COMPOSITION**

**Grade: 12**

**Prerequisites: Successful completion of English III and summer reading assignments; a grade of no less than an A in English III Honors and teacher recommendation**

**Year: 5 Credits**

This is a college level course that integrates analytical reading, writing, and thinking. Students in AP English read, discuss, analyze, and evaluate imaginative literature from various genres and historical periods. Throughout this course, students develop the close reading and writing skills that are necessary in college and in the world beyond school. This course implements not only the New Jersey Core Curriculum Content Standards for Language Arts Literacy, but also the approaches to literary study developed by the College Board's AP Program. This approach involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.

## **ENGLISH AS A SECOND LANGUAGE**

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

**Year: 5 Credits**

This course is designed for students who are not fluent in the English language. Emphasis is on the development of oral and written communication skills and reading comprehension. Placement and exit criteria for this course are determined by diagnostic testing. ESL meets the communications requirement for high school graduation. Students may also elect to take other English courses as their skills develop. This is a full-year course; marking period grades will be on a Pass/Fail basis and successful completion will earn students 5 credits.

## **STRATEGIC READING AND WRITING**

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

**Year: 5 Credits**

This course is designed for students who did not achieve the designated minimum level of proficiency on the language arts assessment administered in the spring of the previous school year and is taken in addition to another standard English course. This course is designed to prepare students to become proficient in language arts and to ultimately prepare them for the Partnership for Assessment for College and Careers (PARCC) assessment. This course requires students to become proficient in both reading and writing clusters as well as develop and build skills through guided and active reading to increase comprehension. Narrative and persuasive texts will be used as practice and critical thinking skills will be emphasized. Students will also concentrate on writing skills by learning paragraph development leading to properly formatted open-ended answers and essays. Successful completion of this course will be measured by the spring assessment for the current school year which requires achieving the designated minimum level of proficiency in order to exit. This is a full-year course; marking period grades will be on a Pass/Fail basis and successful completion will earn students 5 credits.

## **CREATIVE WRITING: (Semester)**

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

**Semester: 2.5 credits**

This course provides insight into expressive aspects of writing. We compose short fictional stories, poems, nonfiction memoirs, satirical pieces, and much more. This class explores the inner workings of a writer and allows time and focus to increase skill in writer's craft, such as figurative language, sensory details, and finding one's voice. We participate in read arounds and small group peer feedback while focusing on the editing process.

## **FILM STUDY I**

**Grade 10,11**

**Year: 5 credits**

This full-year course This course is geared towards Sophomores, Juniors. Students will be viewing the classics and the films that inspired the films and directors we watch now, and will cover films from all eras and genres, including up to the present. In addition, the course will be covering censorship of films during the Hayes Code era, and how the films of the 60s and 70s broke many barriers, as well as the directors, actors, editors, producers and many other who comprise the film community. Students will also watch some non-mainstream films and films that are modern classics.

## **FILM STUDY II**

**Grade 11, 12**

**Prerequisite: successful completion of Film Study I**

**Year: 5 credits**

This full-year course is designed for juniors and seniors only. It offers a chronological history of film from its inception to the present. It will treat film as an art form and explore the technical aspects of filmmaking as well as the directors, actors, editors, producers, and others who comprise the film community. The course will also demonstrate how film reflects the culture of the society and how films have changed societal behaviors and beliefs. There will also be a focus on films that were not necessarily mainstream and films that created controversy. Students will be required to analyze films and write reviews.

**DRAMA****Grade 9, 10, 11, 12****Year 5 credits**

In this year-long course, students will study all aspects of drama. In addition to performing scenes, monologues, and conducting scene study, class work will include improvisation, playwriting, scene direction, focus exercises, basic stagecraft, and non-performing jobs in theatre. Students will read a variety of plays in addition to various scenes. There will be coursework in the history of theatre, and all students are required to work on the Fall Play in either a performing or non-performing role.

**JOURNALISM****Grade 9, 10, 11, 12****Year: 5 credits**

This course provides an overview of news writing and journalism, its history, future, and role in a democratic society. It will cover the basics of journalism values, principles, law, ethics, writing, and reporting. As a class, we report news through images and graphics; using Microsoft Publisher to create a print newspaper and using SNO sites to manage "The Pride's" online website. This course involves aspects of interviewing skills, news writing, entertainment writing, opinionated articles, digital tools, and career ready practices. It can be taken all four years and leadership positions are available to progress students through managerial and collaborative learning.

**PUBLIC SPEAKING (Semester)****Grade 9, 10, 11, 12****Semester: 2.5 credits**

This course affords students an opportunity to practice and refine their public speaking skills. Students will engage in the preparation and presentation of various types of speeches. In addition students will learn the basics of debating and oral interpretation.

**MEDIA AND AMERICAN POP CULTURE****Grade 9, 10, 11, 12****Year: 5 credits**

In the new millennium there is no other elective as relevant and fascinating as this media class. It offers students an enjoyable and elucidating look at how American culture has changed over the years by exploring its portrayal in the media. Students become critical viewers and analysts of American life and media literacy as they explore television, news, advertising, and the Internet and the impact each has had and continues to have in shaping and reflecting our culture. Gender bias, racism, and body image are several of the topics that students investigate as well as political, moral, and social dimensions of the media.

# FINE ARTS

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## **STUDIO ART I**

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

**Year: 5 credits**

Studio Art I introduces student to a range of beginner level are techniques, while incorporating the significance and impact of art across time. In this class, students will be introduced to a variety of two and three dimensional media, while applying the elements of art and principles of design toward creating original works of art. Students will explore an array of drawing, painting and mixed-media techniques to gain a general understanding of the various styles and outlets in which art can be created. This course will provide a foundational understanding of contemporary and historical art techniques and conceptual significance. Students are provided presentations as well as opportunities to analyze their own work and the work of their peers.

## **STUDIO ART II:**

**Grade 10, 11, 12**

**Year: 5 credits**

**Prerequisite: Studio Art I/ Intro to Drawing and Painting/ 3D Art and Design**

Studio Art II is a one-year course designed for students who wish to expand upon and/or diversify the two and three dimensional art making skills developed in Studio Art I. Students will continue to explore a variety of advanced media and creative techniques, with a higher expectation upon their creative growth and individuality. Here, students will explore a wider range of materials involving drawing, painting, printmaking, sculpture and other mixed media projects. Students will continue the study and discussion of important historical and contemporary art movements and apply these topics toward furthering the authenticity of their own work. Students of Studio Art II are expected to keep a sketchbook for completing weekly homework assignments as well as participate in peer/self-critiques.

## **STUDIO ART Honors**

**Grade 11, 12**

**Year: 5 credits**

**Teacher recommendation**

Studio Art Honors is an intensive, one-year course designed for highly motivated students who are fully invested in the practice and advancing of their artistic style and abilities. This course explores advanced two and three dimensional art media and concepts. Students will concentrate heavily upon the strengths and weaknesses of their individual skill set, in order to develop their creative abilities to their fullest potential. This class is highly recommended for those who plan to attend an art college/program on the post-secondary level or have strong interests in a career involving fine art. Here, students will actively meet project deadlines and participate in peer/class critiques at the conclusion of each marking period, in order to improve upon their communicative abilities while discussing and applying artistic topics, concepts and techniques.

This elective will require students to develop and maintain a portfolio of completed artworks throughout the academic year. Students are expected to keep a sketchbook, which will become a crucial asset to their portfolios and final grade at the midpoint and conclusion of the academic year. Students should be prepared to complete weekly sketchbook assignments and provide constructive feedback during peer critiques.

## **ADVANCED DRAWING AND PAINTING:**

**Grade 10, 11, 12**

**Year: 5 credits**

**Prerequisite: Intro to Drawing and Painting/ Studio Art I/ 3D Art and Design**

This one-year course will concentrate on advancing students' already established drawing and painting abilities and knowledge. Students are presented with an advanced drawing and painting media experience to further their creative growth, while independently enhancing technique in realistic, expressive and illustrative art making. Coursework will aim to improve individual skill sets, while incorporating contemporary and historical art information, as it relates to project concepts. Advanced drawing and painting will particularly benefit students interested in developing a portfolio and pursuing fine art throughout their post-secondary education.

Students are expected to participate in peer critiques as well as analytical discussions, in class. Throughout the course of the academic year, students will maintain weekly sketchbook assignments and submit two portfolio pieces at the conclusion of the second and fourth marking period.

## **3D ART AND DESIGN**

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

**Year: 5 credits**

This is a full-year course is recommended for students most interested in working with raw materials and media. Here, students will explore hands-on techniques for creating three dimensional works of art. Students will develop their tactile abilities while experiencing a variety of methods of crafting and sculpting original works of functional and aesthetic art. Students will be introduced to important historical and contemporary 3D art movements and genres to further their understanding and application of creating original, three dimensional works of art.

## **POTTERY**

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

**Year: 5 credits**

This course is designed to develop student knowledge of various aspects of three-dimensional expression and to acquaint the student with the use of clay. Students will gain the ability to produce hand build projects, wheel build projects, and clay sculpture while stressing good craftsmanship and design. Intricate surface texturizing, complex glazing, firing, intaglio, relief, and trimming of the work will be examined. As the course progresses, students will then be introduced to advanced techniques on the wheel and handbuilding. Complex glazing, firing, intaglio, relief, trimming, and sculpture will be included.

## **ADVANCED POTTERY**

**Grade 10, 11, 12**

**Year: 5 credits**

**Prerequisite: Pottery**

This course will build on Pottery and help the students develop competency in the craft of ceramics and the art of design. Advanced Pottery will enable students to identify and begin to develop their own style. Students will continue independently to expand on throwing, hand building, and glaze application techniques at a more advanced level.

## **PRODUCTION JOURNALISM (YEARBOOK)**

**Grade 12**

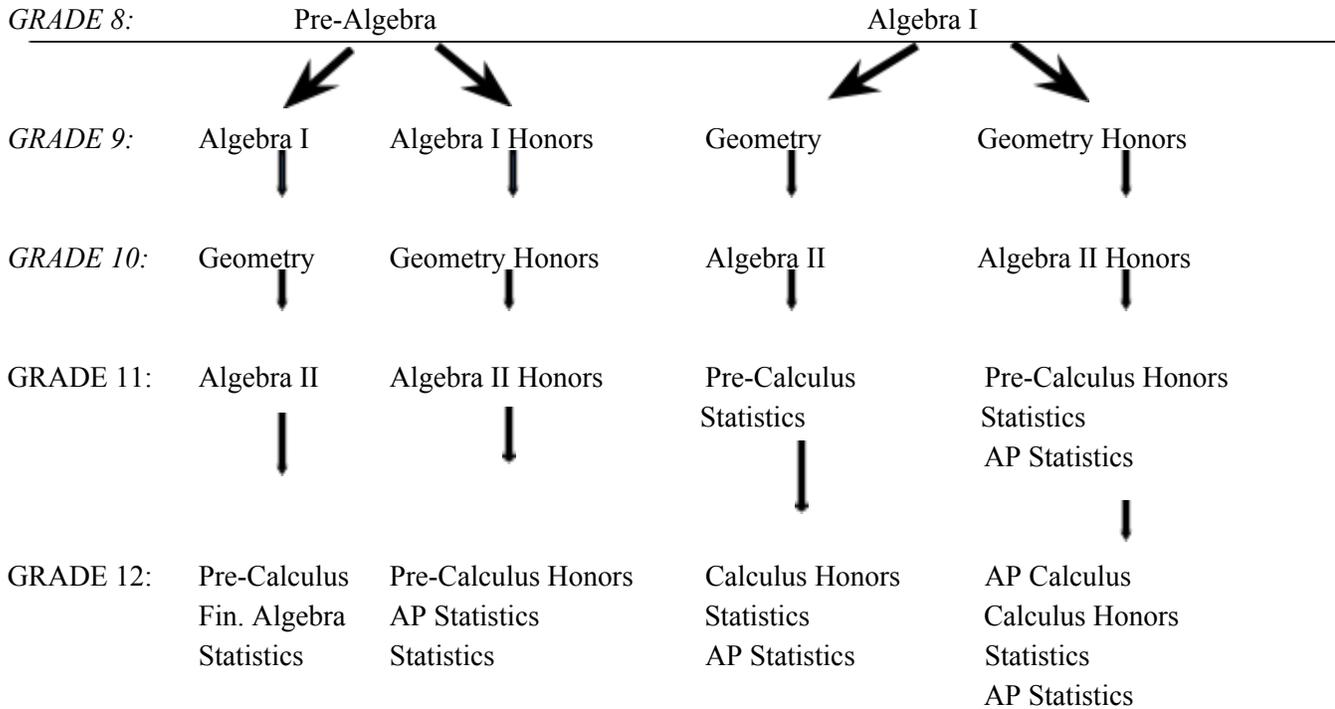
**Year: 5 credits**

This course is designed to serve as an exploration into the field of yearbook production, from overall design and writing skills to advertising and marketing. Students will learn the fundamentals of photographic composition, as well as publishing and photo editing software in order to produce an innovative yearbook. Focus will be on meeting deadlines, time management skills, and meeting a sales quota. Because of limited enrollment, students must apply for a position in this class. ***This course is exclusively offered to 12<sup>th</sup> grade students***

# MATHEMATICS

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## MATH SEQUENCE



Students who qualify, based upon standardized test scores and teacher recommendation, will automatically be placed into the Math Applications course in addition to their math placement

### ALGEBRA I

**Grade 9**

**Year: 5 credits**

This course is designed to reinforce basic arithmetic and number sense while introducing algebraic concepts. These concepts include solving one and two-step equations, establishing basic knowledge of the coordinate graph, writing and graphing linear equations and manipulating rational expressions and polynomials. Emphasis is also placed on creating algebraic models to represent real-life phenomena. Mathematical vocabulary and notation as well as algebraic thinking will be strengthened and extended.

### ALGEBRA I HONORS

**Grade 9**

**Year: 5 credits**

**Prerequisite: Pre-Algebra and Recommendation**

This course is designed to reinforce basic arithmetic and number sense while introducing algebraic concepts. These concepts include solving one and two-step equations, establishing basic knowledge of the coordinate graph, writing and graphing linear equations and manipulating rational expressions and polynomials. Emphasis is also placed on creating algebraic models to represent real-life phenomena, problem solving and making interdisciplinary connections. Mathematical vocabulary and notation as well as algebraic thinking will be strengthened and extended. At the honors level, students are expected to have a strong background in basic skills and arithmetic as the course work will be in-depth and presented at a rigorous pace.

**GEOMETRY:****Grade 9, 10****Year: 5 credits****Prerequisite: Algebra I**

This course establishes knowledge of basic geometric figures and associated properties. Based on Euclidean or Plane Geometry in two and three dimensions, students will study points, lines, angles, triangles, polygons, circles, similar figures, volume and surface area, transformations and coordinate geometry. The process of justifying statements is enforced as well as using inductive and deductive reasoning to solve real-life problems.

**GEOMETRY HONORS****Grade 9, 10****Year: 5 credits****Prerequisite: Algebra I**

This course establishes knowledge of basic geometric figures and associated properties. Based on Euclidean or Plane Geometry in two and three dimensions, students will study points, lines, angles, triangles, polygons, circles, similar figures, volume and surface area, transformations and coordinate geometry. Additional emphasis is placed on providing "proof and reasoning" to all exercises. At the honors level, as students are expected to have a strong background in algebra and arithmetic, connections between algebra and geometry are explored throughout the course.

**ALGEBRA II****Grade 10, 11****Year: 5 credits****Prerequisite: Algebra I and Geometry**

This course includes, but is not limited to, real numbers, equations, inequalities, coordinate geometry, functions, rational expressions, and word problems. Matrices, determinants, quadratic equations and exponentials will also be emphasized.

**ALGEBRA II HONORS****Grade 10, 11****Year: 5 credits****Prerequisite: Algebra I and Geometry Honors**

This course includes real numbers, equations, inequalities, coordinate geometry, functions, rational expressions, word problems, exponential functions, conic sections, matrices, linear programming, trigonometry, statistics, logarithmic functions and determinants.

**PRE-CALCULUS****Grade 11, 12****Year: 5 credits****Prerequisite: Algebra II**

This course is a basic level pre-calculus class. One half of the course is devoted to trigonometry. Additional topics include, but are not limited to, analytical geometry, theory of equations, vectors, statistics, probability, determinants, and matrices.

**PRE-CALCULUS HONORS****Grade 11, 12****Year: 5 credits****Prerequisite: Algebra II Honors**

This course is the third course offered in the math honors sequential program and is for students who have shown a superior mathematical aptitude. Emphasis will be on selected topics of an advanced mathematical nature in preparation for calculus. Topics include, but are not limited to, trigonometry, analytical geometry, logarithms, math induction, polar coordinates, limits of polynomial functions, complex numbers, and parametric equations.

## **FINANCIAL ALGEBRA**

**Grade 10, 11, 12**

**Year: 5 credits**

**Prerequisite: Algebra I, Geometry**

By combining algebraic and graphical approaches that include variables, equations, functions, systems of equations, graphs, statistics, and more with practical business and personal finance applications, Financial Algebra motivates high school students to explore algebraic thinking patterns and functions in a real-world context. Students learn about investments, credit, automobile expenses, insurance, income tax, household budgeting, and more while gaining confidence in working with common algebraic functions. Each chapter provides substantial opportunities to learn and apply a variety of problem solving strategies. The course will encourage students to be actively involved in applying mathematical ideas to their everyday lives.

## **STATISTICS**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisite: Algebra II**

In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students will use graphing calculators (TI-83/84) to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analysis of real data.

## **STATISTICS HONORS**

**Grade 11,12**

**Year: 5 credits**

**Prerequisite: Algebra II and Teacher Recommendation**

In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students will use graphing calculators (TI-83/84) to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analysis of real data.

## **CALCULUS HONORS**

**Grade 12**

**Year: 5 credits**

**Prerequisite: Pre-Calculus Honors**

This course is designed for those students who intend to major in the fields of mathematics, engineering, or science in college. Successful completion of this course will prepare students for success in a college Calculus course. The central topics to be studied include differentiation and integration along with real-life applications of each.

## **AP CALCULUS:**

**Grade 12**

**Year: 5 credits**

**Prerequisite: Pre-Calculus Honors and teacher recommendation**

As this is considered a college-level course, the class is designed primarily for students who have demonstrated a strong mathematical ability in all previous math courses and are independent workers. AP Calculus AB will cover the two branches of a typical Calculus course: derivatives and integrals along with associated applications. Students will have an understanding of all topics intuitively, algebraically, verbally and graphically. All students enrolled in the class are expected to take the College Board AP test in May.

## **AP STATISTICS**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisite: Algebra II Honors or Pre-Calculus Honors  
with a final average of 85 or higher and teacher recommendation**

AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students will use graphing calculators (TI-83/84) to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analysis of real data. All students enrolled in the class are expected to take the College Board AP test in May. Students are encouraged, but not required, to take AP Statistics as an elective alongside a Calculus-based course.

## **MATH APPLICATIONS**

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

**Semester 2.5 Credits/Year: 5 credits**

This course is designed for students who did not achieve the designated minimum level of proficiency on the mathematics assessment administered in the spring of the previous school year and is taken in addition to another standard mathematics course. This course is designed to prepare students to become proficient in mathematics and to ultimately prepare them for the Partnership for Assessment for College and Careers (PARCC) assessment. Successful completion of this course will be measured by the spring assessment for the current school year which requires achieving the designated minimum level of proficiency in order to exit. This is a full-year course; marking period grades will be on a Pass/Fail basis and successful completion will earn students 5 credits.

## **INTRODUCTION TO COMPUTER SCIENCE**

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

**Year: 5 credits**

Computer Science introduces students to the foundation concepts of computer science and challenges them to explore how computing and technology can impact the world. With unique focus on creative problem solving and real-world applications, Computer Science prepares students for college and career. Whether it's a 3D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow.

## **AP COMPUTER SCIENCE PRINCIPLES**

**Grade 10, 11, 12**

**Year: 5 credits**

**Prerequisite: Introduction to Computer Science & Algebra I**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.

## **ENGINEERING ROBOTICS**

**Grade 10, 11, 12**

**Year: 5 credits**

### **Prerequisite: Introduction to Computer Programming**

Engineering Robotics I is a year-long course designed to introduce students to all aspects of the design and engineering process. Through lab assignments, group projects, online resources, and authentic learning experiences, students will develop the skills required to design, build, and program autonomous robots. The Engineering Robotics course is characterized by self-directed personalized instruction, differentiated for students with various levels of computer programming proficiency. The use of open-source hardware and software, in conjunction with an online community of makers and coders, will expose students to the latest technological advancements. The course concludes with students applying their knowledge of microprocessors, circuitry, design, and engineering to produce an original invention or innovation of an existing product.

## **ENGINEERING ROBOTICS II**

**Grade 11, 12**

**Year: 5 credits**

### **Prerequisite: Engineering Robotics I**

Engineering Robotics II is a year-long course designed to provide students with authentic learning experiences in the fields of engineering and design, prototyping, competition robotics, and UAV piloting. This project-based course will expose students to the latest in prototyping software and hardware, including but not limited to, open-source computer-aided design programs, advanced 3D printing, and computer numeric control carving, machining, and milling. Throughout the year, students will work in collaborative teams to design and build customized robots capable of addressing real-world problems in a competitive environment. Students in Engineering Robotics II will also research current occupations in the field of technology and engineering and will communicate with professionals in those fields. The course will conclude with an advanced unit on designing, building, and piloting professional drones.

# MUSIC

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## **HIGH SCHOOL BAND**

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

**Year: 5 credits**

This course requires all members of the class to participate in all related activities of the class. During the concert season, students will be selected for seating in the band according to ability and experience. Involvement in regional and all-state activities is also encouraged.

## **CONCERT ORCHESTRA**

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

**Year: 5 credits**

This course requires all members of the class to participate in all related activities of the class. During the concert season, students will be selected for seating in the band according to ability and experience. Involvement in this course provides the opportunity for the student to learn and master the basic techniques in string playing and to read many types of orchestral literature both popular and classical. Activities include at least two (2) school concerts yearly as well as class trips to perform at nursing homes and elementary schools. Involvement in regional and all-school activities is also encouraged.

## **CONCERT CHOIR**

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

**Year: 5 credits**

This course requires all members of the class to participate in all related activities of the class. During the concert season, students will be selected for seating in the band according to ability and experience. Involvement in this course is for students interested in singing classical and/or jazz/pop selections in a large group. Both fundamental and advanced vocal techniques are discussed and practiced during class and in private or small group lessons. Also selected from this group is a small ensemble such as the madrigal singers and girls ensemble. Involvement in regional and all-state activities is also encouraged.

## **SELECT CHOIR**

**Grade 10, 11, 12**

**Year: 5 credits**

This course requires all members of the class to participate in all related activities of the class. During the concert season, students will be selected for seating in the band according to ability and experience. Involvement in this course is a high school music elective class that will study, rehearse, and perform advanced choral literature. Students will explore the following choral repertoire in depth: English Madrigals, Italian Madrigals, Standard Vocal Jazz repertoire, A Cappella repertoire, Multicultural Choral repertoire, and Mixed Choral literature selections with the general choir. In addition, a portion of a marking period will be used as a voice class in which students will explore solo repertoire. The Voice Class can help prepare students for college auditions and build their solo portfolio. Selection for the class will be based on the student's vocal abilities, performance in a choral ensemble prior to Select Choir, and the choral director's recommendation. Incoming freshman will only be considered upon an interview with the high school choral director. Students in Select Choir will receive special privileges such as touring performances, community event performances, festivals and competitions. In order to maintain these special privileges, students must maintain a GPA of B+ or higher, attend and lead sectional rehearsals and represent the music department with respect, honor and dedication.

## **FUNDAMENTALS OF MUSIC**

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

**Year: 5 credits**

This course requires all members of the class to participate in all related activities of the class. During the concert season, students will be selected for seating in the band according to ability and experience. Involvement in fundamentals of Music is a full year course that will cover the basic elements of music with music theory lessons, and introduce the following topics; music history from the Middle Ages to the 21<sup>st</sup> century, musical styles such as blues and jazz, American Folk instruments such as harmonica, guitar and recorder, beginner piano technique, songwriting, music technology, drum circle technique and end the year in a final recital performance. The class can help the beginner or amateur musician and assist with the skills necessary to progress on an instrument, voice or to Music Theory AP.

## **AP MUSIC THEORY**

**Grade 12**

**Prerequisite: Students interested in the course must have taken at least two years of a high school music performance class or Fundamentals of Music and must also take a music theory pre-test on the fundamentals of music.**

**Year: 5 credits**

This course requires all members of the class to participate in all related activities of the class. During the concert season, students will be selected for seating in the band according to ability and experience. Involvement in these activities will build the skills necessary to take the AP Music Theory Exam. Students will learn kinesthetically through the use of keyboard, singing and writing music. Students will prepare for the AP course work in the first nine weeks as they build their music vocabulary and skill sets that are essential for the class and exam. This will involve aural analysis, visual analysis, introduction to the keyboard and sight singing. In the second nine weeks, students will begin dictation and composition in order to prepare for the exam. Students will be evaluated through workbook materials, aural skills, pop quizzes, review quizzes and exams.

# PHYSICAL EDUCATION AND HEALTH

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Physical Education is a required subject for every student in high school. A co-educational program will be utilized and students are required to dress properly and participate for physical education.

The objective or purpose of the physical education program for the student, briefly stated, is:

- The development of physical fitness.
- Acquisition of physical skills useful in the pursuit of lifetime activity.
- Increased understanding of the importance of sportsmanship and fair play.
- Awareness of safety during play and promotion of safe habits for all participants
- The enjoyment of wholesome recreation and the physical, emotional and social benefits it has to offer.

## Yearly Physical Education

### Activities Requirements

- A. Two activity units per marking period
- B. A physical fitness unit & test for all underclassmen in the first marking period of the year

## Grade Level Health Requirements

Freshmen Health one 10 week health unit  
Sophomore Health one 10 week health unit  
Junior Health one 10 week health unit  
Senior Health one 10 week health unit

## **FRESHMAN HEALTH**

**Grade 9**

**Year: 1.25 credits**

This course is designed to increase student awareness of the importance of personal health and safety issues. Topics include basic first aid and cardiopulmonary resuscitation, and personal safety. A preventive approach is used to encourage optimal physical, emotional and social health.

## **SOPHOMORE HEALTH**

**Grade 10**

**Year: 1.25 credits**

The much anticipated driver education course comprises a great deal of the tenth grade health unit. Through textbook and New Jersey Driver's Manual study and discussion, students look at the responsibilities related to the privilege of holding a driver's license, as well as the skills and attitudes that come into play for the new driver to be both knowledgeable, safe, and confident when it's time to get behind the wheel. Students will take the New Jersey driver's test as their final exam. From thought-provoking lessons on the issue of organ donation to the risks surrounding the use of chemical substances, including alcohol, the course is an informative and enlightening opportunity to increase driving readiness.

## **JUNIOR HEALTH**

**Grade 11**

**Year: 1.25 credits**

Relationships throughout the life cycle dominate the discussion in the eleventh grade health education classes. Students examine relationships in their lives starting with those which revolve around family, and move on to issues surrounding personal relationships in the teen years and beyond. Analysis of communication styles and methods is accomplished in ways that can be applied to their own lives. By examining attitudes on sexual intimacy, students become confident decision-makers on the topic. Identification of characteristics of healthy relationships leads students to discussions on warning signs of teen dating violence and prevention of acquaintance rape. Discussion of committed relationships leads to project work on marriage and family life.

Grade twelve health education classes focus on topics in emotional health. Answering the question, “What constitutes an emotionally healthy person?” prompts students to delve into lessons surrounding the issues of recognizing and handling negative emotions, defining good emotional health, and identifying positive methods of dealing with life’s stresses, both big and small. Students discuss addictions, eating disorders and other psychological diagnoses, with an emphasis on resources available to facilitate positive outcomes for those in need of assistance in identified areas of mental health.

### **STUDENT REQUIREMENTS**

#### **Dress Code**

- All students must change out of school clothes to participate in physical education activities.
- All students must wear shirt and shorts that adhere to school dress code, socks and athletic shoes. For safety reasons, shorts must not have pockets or belt loops.
- Students should have a pair of sweatpants and a sweatshirt for colder days during outside activities (NO PANTS, TROUSERS OR LEGGINGS)
- Uniforms shall be cleaned regularly.
- Students are required to wear their own clothes. Students borrowing uniforms and/or sneakers with or without consent of the owners will be asked to remove them and receive an “unprepared” mark for the day's activities.
- Jewelry and watches should be removed and stored in a locked gym locker during class.

#### **Lockers**

- Lockers will be assigned at the beginning of each year.
- Students are responsible for the purchase of their gym locks.
- Lockers should be kept locked at all times.
- Lockers should be cleaned out and emptied during school holidays including winter and spring breaks.
- Sharing a locker with another student is prohibited.

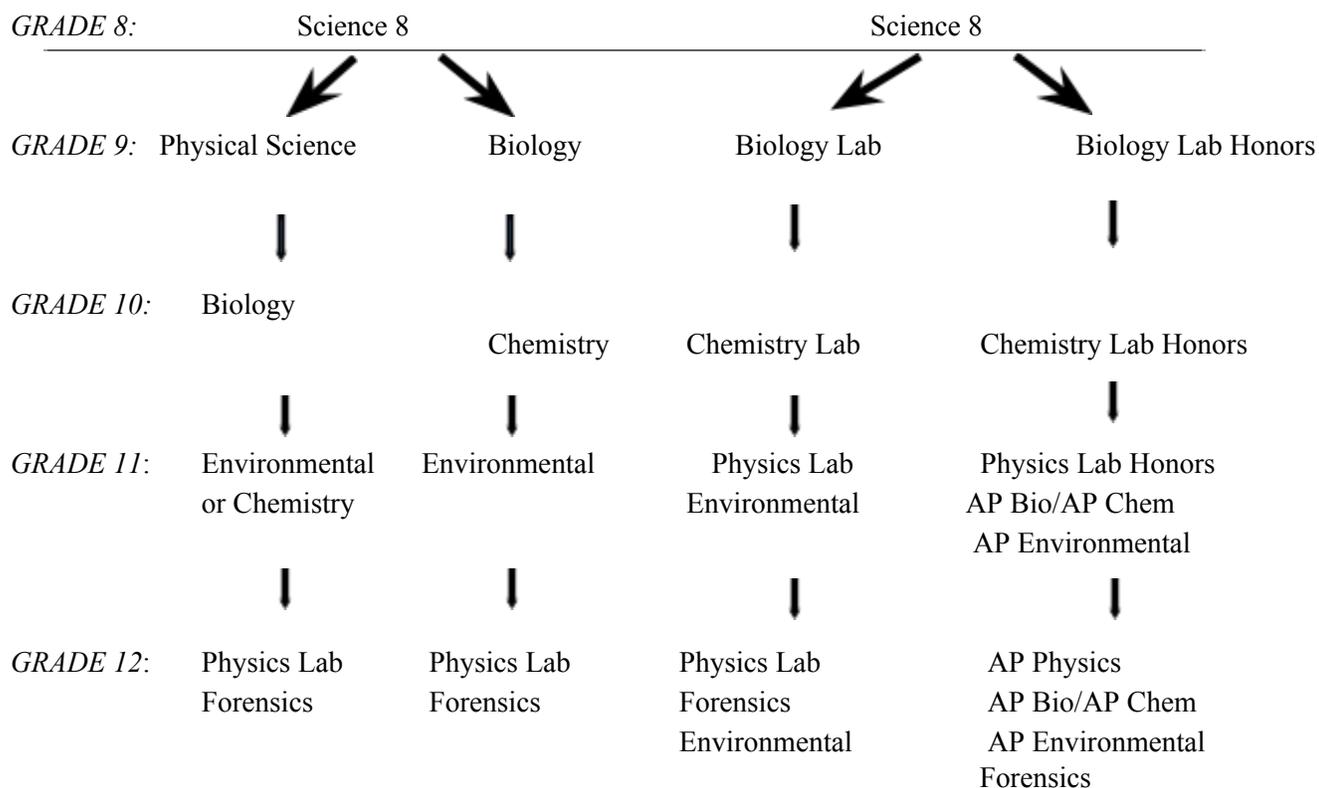
#### **Medical Excuses**

- A note from a parent or guardian is required to excuse a student from physical education.
- No student will be excused more than three (3) consecutive days without a note from a doctor.
- A student who is excused for a day shall accompany the class and help in any way he or she can.
- Students must report directly to the nurse for a nurse’s medical excuse.
- Doctor’s notes are to be given to the nurse to be kept on file.
- Students will not be excused from physical education to make up tests, meet with teachers or guidance counselors unless the physical education teacher is notified prior to the time and gives permission first.
- Medically excused students will be required to complete a research paper on a topic related to the unit that he/she is missing due to the medical condition. The paper should be four to five pages in length with information obtained from documented sources. Diagrams and pictures should be limited to one full page.

# SCIENCE

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## SCIENCE SEQUENCE



### PHYSICAL SCIENCE

**Grade 9**

**Year: 5 credits**

In this course, the principles of the various sciences will be studied in their mathematical context, thus correlating science and mathematics. Laboratory investigations and class discussions will center on concrete applications of the scientific principles presented in this course. This course will serve as a basis for further study in science.

### BIOLOGY

**Grade 9, 10**

**Year: 5 credits**

**Prerequisite: Physical Science, Geometry (may be taken concurrently).**

Four major themes are highlighted in this course. The themes under study are the development of cells, evolutionary processes, heredity and DNA, and the body and its systems. There is a lab component within the class time.

### BIOLOGY LAB

**Grade 9, 10**

**Year: 5 credits**

**Prerequisite: Physical Science, Geometry (may be taken concurrently).**

This course is a biochemical and molecular approach to biology in which modern biological concepts are studied by means of student interpretation of experimental data, laboratory investigations, lectures, class discussions, and demonstrations. A main objective of this course is the development of the student's scientific reasoning ability by the use of concepts in original problem solving situations in the life sciences to improve science literacy.

## **BIOLOGY LAB HONORS**

**Grade 9, 10**

**Year: 5 credits**

**Prerequisite: Geometry (may be taken concurrently)**

This accelerated biology course is a biochemical and molecular approach to biology in which modern concepts are studied by means of student interpretation of experimental data, laboratory investigation, lectures, class discussions, library research, independent study, and demonstrations. Scientific journals and their valuable contributions to biological studies will also be a part of the work. A main objective of this course is the development of the student's scientific reasoning ability as well as the student's ability to use concepts in problem solving situations in the life sciences.

## **AP BIOLOGY**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisites: Biology Lab or Biology Lab Honors, Chemistry. Teacher recommendation.**

This course models a general biology course at the college level and is designed to prepare students to take the AP Biology exam. Course content includes plant and animal anatomy, physiology, bio-molecular biology, genetics, bioengineering, energy transformations, heredity, social and ethical issues.

## **CHEMISTRY**

**Grade 10, 11, 12**

**Prerequisites: Biology, Geometry**

The goals of this course is to help students develop an understanding of chemistry, cultivate problem-solving and critical-thinking skills related to chemistry, apply chemistry knowledge to decision-making about scientific and technological issues, recognize the importance of chemistry in daily life, and understand benefits as well as limitations of science and technology.

## **CHEMISTRY LAB**

**Grade 10, 11, 12**

**Year: 5 credits**

**Prerequisites: Physical Science, Biology, Algebra II (may be taken concurrently).**

This is a laboratory course that deals with the properties of matter and the changes that occur in these properties. Scientific methods as well as fundamental chemical laws and theories are developed by means of laboratory experiences, demonstrations, lectures, and class discussions.

## **CHEMISTRY LAB HONORS**

**Grade 10, 11, 12**

**Year: 5 credits**

**Prerequisites: Physical Science Lab, Biology Lab Honors, Algebra II (may be taken concurrently).**

This is a laboratory science course which emphasizes quantitative interaction of matter and energy. The laws of chemistry are reinforced primarily through laboratory work. They are delivered by means of lecture, demonstration, and discussion within the classroom. Mathematical interpretations and operations are fundamental to the major objectives basic to this method of studying chemistry.

## **AP CHEMISTRY**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisites: Biology Lab, Chemistry Lab Honors & Algebra II Honors. Teacher recommendation**

This course is designed to be the equivalent of a first year college general chemistry course. Students will attain a depth of understanding fundamentals and a reasonable competence in dealing with chemical problems. Students should develop the ability to think clearly and express their ideas with clarity and logic. Emphasis is placed on chemical calculations and mathematical formulation of principles. Laboratory work is equivalent to a typical college course. Students will be prepared to take the AP Chemistry exam.

## **PHYSICS LAB**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisites: Biology Lab, Chemistry Lab, and Algebra II**

This course is designed to be presented to students who are motivated to learn more about science. The physics course is grounded in the idea that it is important and relevant that everyone has an understanding of the laws of nature which govern all physical things. Physics is a laboratory science, basing its conclusions on empirical evidence. Much effort will be made to include hands-on lab work and individual and group projects. Physics is treated conceptually rather than mathematically, but elementary computations using basic algebra are included in the lab part of the course and in problem solving.

## **PHYSICS LAB HONORS**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisites: Biology Lab Honors, Chemistry Lab Honors and Algebra II**

This course is a laboratory science course which emphasizes the laws of nature as they apply to motion, forces and energy. Physics bases its conclusions on empirical evidence; the laws of physics are developed through laboratory work and expanded by lecture, demonstration and discussion in the classroom. Emphasis is placed on strategies to develop problem-solving skills to apply the physics laws to real-life situations.

## **AP PHYSICS**

**Grade 12**

**Year: 5 credits**

**Prerequisite: Physics Lab Honors. Teacher recommendation**

This course follows the curriculum set forth by the College Board and is equivalent to a second semester algebra-based Physics course. Topics include fluid statics and dynamics, thermodynamics, electrostatics, electrical circuits, magnetic fields, electromagnetism, physical and geometric optics, and topics in modern physics. There will be a focus on inquiry-based laboratory activities which challenge students to design and carry out experiments targeting certain learning objectives. After the AP exam in May, students will utilize their conceptual and mathematical understanding to successfully complete engineering design challenges. It is expected that all students take the AP Physics 2 exam in May.

## **ENVIRONMENTAL SCIENCE**

**Grade 11, 12**

**Year: 5 credits**

Preserving the natural environment has become one of the foremost public issues of the late twentieth century. What was once thought frivolous concern for nature is now understood to be a real problem of planetary and human survival. This course is designed to create an awareness of the need to protect and preserve natural resources. It is a science based course whereby students will be able to develop knowledge of ecological issues including management of the natural resources, production and use of energy, waste management, biodiversity, population growth, and the interdependence of ecosystems.

## **AP ENVIRONMENTAL SCIENCE**

**Grade 11, 12**

**Year: 5 credits**

This course is designed to be a college level course in Environmental Science for high school juniors and seniors. The course will include studies of: environment, ecosystems, population changes, overpopulation, fossil fuels, nuclear energy, renewable and nonrenewable energy sources, natural resources, and pollution. As environmental issues are in the news every day, the course is a complex and applicable science that is constantly changing and expanding. AP Environmental has been developed to be a rigorous laboratory science course that stresses scientific principles, processes and analysis, while also providing opportunities to explore the many social, political, economic and ethical issues that are relevant to the environmental topics studied. All students are expected to take the AP Exam in Environmental Science in May.

## **FORENSIC SCIENCE**

**Grade 12**

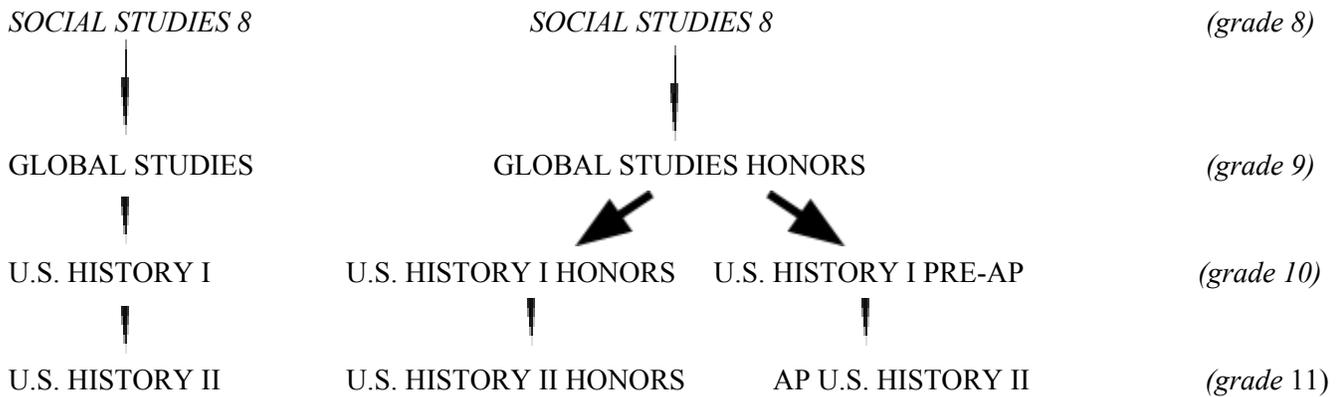
**Year: 5 credits**

**Prerequisites: Biology and Chemistry**

This is a senior course whose scope is centered on scientific aspects of crime scene investigations (biochemistry, toxicology, etymology, dental record analysis) and the social aspects of criminal behavior (personality profiling). Legal aspects of evidence admissible into a courtroom will be addressed. This course will serve to introduce students to a variety of careers involving law enforcement and criminology.

# SOCIAL STUDIES

## SOCIAL STUDIES SEQUENCE



\*This sequence denotes a typical student progression, but students will be placed in courses based upon their academic performance, which is re-evaluated each year.

### GLOBAL STUDIES

Grade 9

Year: 5 credits

This course is a survey of major civilizations within Africa, Asia, Europe, Latin America, and the Middle East. Using a thematic approach, the course will explore various topics concerning the diverse peoples of the world including: gender and minority issues, economic systems, technological advancements, conflicts and resolutions, art, literature, music and religious and philosophical traditions.

### GLOBAL STUDIES HONORS

Grade 9

Year: 5 credits

This course is a survey of major civilizations within Africa, Asia, Europe, Latin America, and the Middle East. Using a thematic approach, the course will explore various topics concerning the diverse peoples of the world including: gender and minority issues, economic systems, technological advancements, conflicts and resolutions, art, literature, music and religious and philosophical traditions. *This is an accelerated course dependent upon meeting appropriate prerequisites.*

### U.S. HISTORY I

Grade 10

Year: 5 credits

This course offers a chronological and causal approach to American History from the Age of Exploration through the Reconstruction Era. This course will trace the cultural, political, economic, social, and intellectual developments throughout the early part of American History. Students will participate in discussions/debates, role-playing, reading and analyzing primary source materials, etc. Prerequisite: Global Studies

## **U.S. HISTORY I HONORS**

**Grade 10**

**Year: 5 credits**

**Prerequisite: Global Studies Honors**

This course offers a chronological and causal approach to American History from the Age of Exploration through the Reconstruction Era. This course will trace the cultural, political, economic, social, and intellectual developments throughout the early part of American History. Students will participate in discussions/debates, role-playing, reading and analyzing primary source materials, etc. This course is a more rigorous version of U.S. History I for students who have excelled in previous social studies courses. Requirements include a research paper, book reviews, critical analysis of textual material and summer reading. The basic curriculum for this course is the same as U.S. History I.

## **PRE-ADVANCED PLACEMENT U. S. HISTORY**

**Grade 10**

**Year: 5 credits**

**Prerequisite: Grade of 80 or better in Global Studies Honors, teacher recommendation, and satisfactory writing sample**

This course is a reading and writing intensive course designed to prepare 10th grade students to take the Advanced Placement United States History (AP U.S. History) course in their junior year. This course provides students with a thorough background in the history of the United States from a chronological and thematic perspective. The course begins with the Age of Exploration and ends with Reconstruction. Throughout the course, students' analytical, writing, evaluative, and critical reading skills will be strengthened. Requirements include summer assignments, research projects/papers, historical analysis papers, document-based question (DBQ) essays, individual and group presentations/debates and objective tests. This course is a prerequisite for the AP U.S. History course, and students who successfully complete this course are expected to take AP U.S. History the following year.

## **U.S. HISTORY II**

**Grade 11**

**Year: 5 credits**

**Prerequisite: U.S. History I**

This course offers a chronological and causal approach to American History from the Industrial Age through current history. This course will trace the cultural, political, economic, social, and intellectual developments throughout the later part of American History. Students will participate in class discussions/debates, role-playing, reading & analyzing primary source materials, etc.

## **U.S. HISTORY II HONORS**

**Grade 11**

**Year: 5 credits**

**Prerequisite: U.S. History I Honors**

This course offers a chronological and causal approach to American History from the Industrial Age through current history. This course will trace the cultural, political, economic, social, and intellectual developments throughout the later part of American History. Students will participate in class discussions/debates, role-playing, reading & analyzing primary source materials, etc. This course is a more rigorous version of U.S. History II for students who have excelled in prior social studies courses. Requirements include a research paper, book reviews, critical analysis of textual material and summer reading.

## **AP UNITED STATES HISTORY**

**Grade 11**

**Year: 5 credits**

**Prerequisite: successful completion of Pre AP U. S. History**

This course is a reading and writing intensive course designed to prepare eleventh grade students to take the Advanced Placement United States History (AP U.S. History) exam in May. This course provides students with a thorough background in the history of the United States from the end of Reconstruction through the present day. Throughout the course, students will work on improving their analytical, writing, evaluative, and critical reading skills through primary and secondary source analyses. Requirements include summer assignments, research projects/papers, historical analysis papers, document-based question (DBQ) essays, individual and group presentations/ debates, and objective tests. All students are expected to take the AP U.S. History exam in May to complete this course.

## **CONTEMPORARY U.S. HISTORY**

**Grade 12**

**Year: 5 credits**

This course will highlight the major historical, social, cultural, political, and economic issues in contemporary United States history through the use of themes. Course themes include: controversies and conspiracies, wars, popular culture, landmark Supreme Court cases, economic trends, political change brought on by social groups, science and technology, and current events.

## **SOCIOLOGY**

**Grade 10, 11, 12**

**Semester: 2.5 credits**

This course is designed as an introduction to the discipline of Sociology. The course will begin with an in-depth analysis of the foundations of Sociology. Students will then select three topics in Sociology to discuss in detail throughout the semester. Topics could include socialization, group behavior, deviance, social stratification, social inequalities, culture, and social institutions. Students will also learn basic elements of social science research. Requirements could include short research projects, group activities, individual and group presentations, social science research, and role-playing. Active class participation is required.

## **PSYCHOLOGY**

**Grade 10, 11, 12**

**Semester: 2.5 credits**

This course is designed as an introductory course in Psychology. The course will begin with an in-depth study of the major psychological approaches to understanding human behavior. Students will then select three psychological topics to discuss in detail throughout the semester. Topics could include consciousness, personality, perception, motivation, learning, child development, and mental disorders. Requirements could include short research projects, group activities, individual and group presentations, social science research, and role-playing. Active class participation is required.

## **AP AMERICAN GOVERNMENT AND POLITICS**

**Grade 12**

**Year: 5 credits**

**Prerequisites: Successful completion of US History II with a final average of 90 or higher or US History II Honors with a final average of 85 or higher and satisfactory writing sample**

Students will gain an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in the American political arena. Those enrolled in this course are expected to take the Government and Politics AP Exam in May.

## **AP ECONOMICS**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisites: Pre-Calculus Honors (may be taken concurrently),  
Business and/or Social Studies Teacher recommendation**

This is a full year course that will cover and prepare students to take the AP Microeconomics and Macroeconomics exams. The section on microeconomics is designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Primary emphasis will be placed on the nature and functions of product markets and will include the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. The section on macroeconomics will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Emphasis will be placed on the study of national income and price-level determination. The course will also develop students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

## **AP EUROPEAN HISTORY**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisites: US History 1 Honors**

This college-level course explores and examines the important intellectual, cultural, political, diplomatic, social and economic themes and events in Europe from c. 1450 to the present. Following a chronological outline, the course introduces a variety of sources and viewpoints in European history from the Renaissance to the present. Traditional narrative, political, and economic history are analyzed. Students are expected to demonstrate historical analysis in their writing and participation in class discussion. Students should be highly motivated and possess superior writing skills. Course content follows The College Board's Advanced Placement curriculum in European History. Completion of the course prepares the student to take the Advanced Placement Test. Summer work is required for this course.

## **FOUNDATIONS OF HUMAN BEHAVIOR (DE)**

**Grade 11, 12**

**Year: 5 credits**

**Syracuse University Credit: 3 credits**

This is an introductory psychology course that surveys the basic principles and research findings within the major areas of psychology, including learning, memory, cognition, development, personality and social psychology. Students will be presented with opportunities to conduct their own research and to discuss current topics, events, real-life experiences, and applications of psychological theories and research. The course also provides a degree of freedom for students to pursue individual topics of interest. This is a college course offered through Syracuse University and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

## **INTRODUCTION TO CRIMINAL JUSTICE (DE)**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisite: Personal and Business Law**

**Fairleigh Dickinson University: 3 credits**

The objective of this course is to provide a comprehensive overview and understanding of the United States Criminal Justice System. In context to the philosophical underpinnings of the U.S. Constitution and the historical, social, and political development of the United States, this course will examine the three major components of the criminal justice system: (1) police and law enforcement, (2) courts and adjudications, and (3) corrections. The framework of the course will evolve about the concepts of social order and control, theories of criminality, the legislation, enforcement, and adjudication of criminal laws, the remediation of criminal behavior, and the influence of public policy in the administration of justice.

## **CAREER AND TECHNOLOGY EDUCATION**

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## **DESIGN**

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

**Year: 5 credits**

This course provides the students with a unique approach exploring several areas of design. Architectural design, interior design, consumer product design, fashion design, and product design will be introduced. Traditional design methods will be used as well as various computer design applications. In Architectural Design, students will become familiar with design principles, will learn how to read a ruler and an architectural scale, and will learn to use drafting equipment. A possible project might include creating a floor plan and building a model. In Interior Design, students will be exposed to color, its meaning, and its influence on our mood. They will also be introduced to the various design styles (modern, country, etc). Topics covered may also include Fashion and Product Design. In Fashion Design, students will learn the difference between fibers and fabrics, textiles and how they originated in New Jersey, and clothing and society. They will understand how what we wear tells others about who we are. Activities based in real-world design scenarios will be done both individually as well as within collaborative situations.

## **ADVANCED DESIGN**

**Grade 10, 11, 12**

**Year: 5 credits**

**Prerequisite: Design**

This is a full year course which gives students the flexibility to choose from one or more of the following design areas for specialization: *Architectural*-Students will explore topics such as site preparation, blueprints (how to draw and read them), home design styles (bi-levels, colonials, ranches), construction estimating, computer drafting, and model building. *Interior*-Students will learn about building materials, paint and paint finishes, lighting, carpeting, budgeting for improvements, and kitchen and bath layouts. *Fashion*-Students will design and make their own fashions. *Product*-students will learn what is involved in making a product, will understand what a target market is, will explore the various selling techniques and then design and make a product.

## **BUILDING AND ENGINEERING**

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

**Year: 5 credits**

This course will afford the students an opportunity to solve everyday problems as well as unique ones. The emphasis is on invention and creativity. This course will encompass communication, transportation, digital and manufacturing technologies. Course work will also include various problem-solving activities. Students will do a variety of hands on projects which may include load tests on structures, boat hull design, and alternative methods of creating energy.

## **ADVANCED BUILDING AND ENGINEERING**

**Grade 10, 11, 12**

**Year: 5 credits**

**Prerequisite: Building and Engineering**

This is a full year course. Project requirements are of more advanced, complex nature than those completed in Building and Engineering. Students will be introduced to renewable energy sources, the WEST POINT BRIDGE DESIGN program, and PRO/E engineering software, which is a computer assisted technology drafting program.

## **DIGITAL PHOTOGRAPHY**

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

**Year: 5 credits**

This course introduces fundamentals of photography and digital images. This class will give the students a working knowledge of a digital camera. Principles of photo composition and design elements will be covered. Creative and corrective image manipulation will be learned using technologies of the camera and computer. In addition, there will be exploration of the career paths in Art, Sales, Industry, Marketing, Design, Printing, Photography and Advertising that use digital photographic methods.

## **ADVANCED DIGITAL PHOTOGRAPHY**

**Grade 10, 11, 12**

**Year: 5 credits**

**Prerequisite: Digital Photography**

This course offers students the opportunity to get into advanced digital image manipulation. The students will apply their working knowledge of digital camera technologies into capturing images that will be used in digital presentations.

## **STRUCTURED LEARNING EXPERIENCE (SLE)**

**Grade 12**

**Year: 15 credits**

The Structured Learning Experience is consistent with the New Jersey Department of Education/Department of Labor and Workforce, and is appropriate for a 12<sup>th</sup> grader (in good academic standing) seeking part-time employment at a worksite. Students enrolled shall work a minimum of 540 hours (approximately 12-15 hours per week). All paperwork must be completed with the SLE Coordinator by June of the interested student's 11<sup>th</sup> grade school year. Students will not be permitted to move into this course once the school year has begun. The school district provides appropriate supervision (from the SLE Coordinator) and will ensure students are placed in training sites deemed non-hazardous. Students enrolled in the program are expected to achieve learning objectives and each marking period will receive a Pass/Fail grade for the SLE. If all requirements are met, students will earn 15 credits towards graduation.

## **TELEVISION PRODUCTION**

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

**Year: 5 credits**

Students interested in possible careers connected to photography and television production will find this class helpful. Students will fine-tune their video and photography skills using either a DSLR or movie camera. Students will learn about photo and movie editing using Lightroom/iMovie/Moviemaker or other editing software. Students will have a better understanding of the importance of lighting, sound, communicating, and script writing. Ultimately, the knowledge gained in this course will culminate in students' photographic work being featured monthly as photojournalists in TAPINTO, which is the Verona/Cedar Grove on line newspaper, and will be seen on the town television station, channel 76. Upon completion, students will be able to identify careers in television production such as directing, producing, casting, filming, and writing, and will have an understanding of the responsibilities of each career.

## **TOMORROW'S TEACHERS**

**Grade 12**

**Year: 5 credits**

**Fairleigh Dickinson University: 4 credits**

This innovative course is designed to attract talented young people to the education profession. A senior-level honors course, students will be provided insight into the nature of teaching, the challenges associated with schooling and the critical issues affecting the quality of education in America's schools. The program's four themes (experiencing learning, experiencing the profession, experiencing the classroom and experiencing education) will be explored and students will be expected to read extensively, perform research and deliver presentations in a large group setting. In the third marking period, students will be driving to other schools in the district for their field experience. In partnership with Fairleigh Dickinson University, there is an opportunity to receive 4 college credits upon successful completion of this course at a greatly reduced tuition fee.

# WORLD LANGUAGE

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## **ITALIAN I**

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

**Year: 5 credits**

In the first year, emphasis is placed on mastery of the present tense, its common use, and everyday vocabulary. This includes working towards precision in pronunciation, sentence structure and common idioms used in Italian. Students are encouraged to feel empowered to learn to speak, read, write and comprehend Italian and to do so in a culturally authentic manner. To encourage this empowerment, *Italian is in regular use in the classroom*. Authentic materials whether written or technological are used to help create an atmosphere where students gain insight to the Italian culture and its worldwide influence.

## **ITALIAN II**

**Grade 10, 11, 12**

**Year: 5 credits**

**Prerequisite: Italian I \***

Italian II continues to build on 1<sup>st</sup> year skills. The focus is on increased proficiency in the four language skills; speaking, writing, listening, and reading. The main grammar structure learned is the past tense. Italian is in regular use in the classroom. Authentic materials and cross-cultural activities are implemented in the classroom in both written form and through technology. The goal by the end of Italian II is to enable students to communicate at the high novice-low intermediate level.

## **ITALIAN II Honors**

**Grade 10**

**Prerequisite: Italian I \***

In contrast to Italian 2, the Italian 2 Honors class delves deeper into cultural aspects of Italy and the grammatical components of the Italian language. Moving at a faster pace, the course enables students to attain a better understanding of the language, while becoming more communicative. The year focuses on the different tenses of language. Students learn how to efficiently speak about past events and then move onto speaking about future endeavors. To ensure that students achieve the intermediate low-intermediate mid communicative level, Italian will be used regularly in the classroom and authentic materials, such as films and readings, will be used to further engage students in the language/culture. By the completion of the course, students will be speaking, reading, and writing at a more advanced level.

## **ITALIAN III**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisite: Italian II \***

In Italian III students continue the progressive development of the ability to listen, speak, read, and write in Italian. The students are challenged throughout the year to master the grammar, vocabulary and verb structures taught within learning situations that are authentic and real world based. Resources and materials used in the classroom include the available technology that enhances language acquisition and cultural knowledge. Students are expected to be able to communicate at an intermediate proficiency level by the end of the course.

### **ITALIAN III Honors**

**Grade 11, 12**

**Prerequisite: Italian II\***

**Year: 5 credits**

Italian III builds on the skills mastered in Italian I and II with intensely increased difficulty. Students further their study of Italian language and refine their skills and ability to read, write, speak and comprehend the language. The students are repeatedly challenged throughout the year to master the grammar, vocabulary and verb structures within structured, authentic, real world learning situations. ***Italian is the language of the classroom 100% of the time.*** Writing is done at length in the **ALL TENSES** including the future, conditional present, conditional past and subjunctive present and past in full composition form including but not limited to the aforementioned topics in Italian I and II in all tenses. Grammar will increase in difficulty in practical usage and the mixture of all the tenses together. Students are further instructed in Italian history and culture and are required to study in depth (including but not limited to) Urbino and the Montefeltro family, Napoli, Rome, Florence, Venice, Assisi, Palermo, Milan, Gastronomia. They will also study Italian American history figures such as Giuseppe Garibaldi, Filippo Mazzei, Constantino Brumidi and their direct influence the Declaration of Independence of the United States as well as anti-defamation with the study of Giovanni Falcone and various other law enforcement agents. At the end of this course, students are expected to communicate in Italian at a proficient intermediate high level. These students are prepared for Italian IV Honors. **Prerequisite: Italian II, 90-100 average in Italian, proficiency in written, oral, comprehension of the language with explicit recommendation of the teacher.**

### **ITALIAN IV**

**Grade 12**

**Prerequisite: Italian III \***

**Year: 5 credits**

In Italian IV, the focus is progression toward high intermediate proficiency. Students will continue building vocabulary and practice their listening, speaking, writing and reading skills. These skills are taught within learning situations that are authentic and real world based. For some students, the aim of this course may be to enhance their Italian experience, or to increase their exposure to the language for continued study at the university level.

### **ITALIAN IV Honors**

**Grade 12**

**Prerequisite: Italian III & Teacher Recommendation\***

**Year: 5 credits**

Italian IV Honors builds on the skills mastered in Italian I, II, and III with intensely increased difficulty. Students further their study of Italian language and refine their skills and ability to read, write, speak and comprehend the language. The students are repeatedly challenged throughout the year to master the grammar, vocabulary and verb structures within structured, authentic, real world learning situations. ***Italian is the language of the classroom 100% of the time.*** Writing is done at length in the **ALL TENSES** including the passato remoto, subjunctive imperfect and past perfect tenses on a variety of topics in full composition form on a variety of subjects including but not limited the aforementioned topics in Italian I-III in all tenses. Grammar will increase in difficulty to practical usage and the mixture of all the tenses together. Students are required to study in depth Italian history and the following authors including but not limited to: DeAmicis, Dante, Machiavelli and Boccaccio. They also study Post War Italy, Communism, Terrorism on the Italian Peninsula and the Italian Government. They are further instructed in Italian culture as well as Italian American history and anti-defamation. At the end of this course, students are expected to communicate in Italian at a proficient Intermediate High/ Advanced Low level.

## **INTRODUCTION TO SPANISH**

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

**Year: 5 credits**

Introduction to Spanish is a full-year course designed for those students who wish to fulfill the first part of the World Languages graduation requirement. Emphasis will be placed on introductory skills of speaking, and some writing. This includes working towards improvement in pronunciation, some sentence structure and common idioms used in Spanish. Students will be introduced to the geography of the Spanish speaking countries in the Caribbean, Central America, and South America. Interdisciplinary strands will be included in order to expand and enhance the student's knowledge base in both English and Spanish languages.

*Recommendations for this course will be made in the middle school by the 8<sup>th</sup> grade Spanish teachers.*

## **SPANISH I**

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

**Year: 5 credits**

In the first year, emphasis is placed on mastery of the present tense, its common use, and everyday vocabulary. This includes working towards precision in pronunciation, sentence structure and common idioms used in Spanish. Students are encouraged to feel empowered to learn to speak, read, write and comprehend Spanish and to do so in a culturally authentic manner. To encourage this empowerment, *Spanish is in regular use in the classroom*. Authentic materials whether written or technological are used to help create an atmosphere where students gain insight into the Hispanic culture and its worldwide influence.

## **SPANISH II**

**Grade 10, 11, 12**

**Year: 5 credits**

**Prerequisite: Spanish I \***

Spanish II continues to build on 1<sup>st</sup> year skills. The focus is on increased proficiency in the four language skills; speaking, writing, listening, and reading. The main grammar structure learned is the past tense. Spanish is in regular use in the classroom. Authentic materials and cross-cultural activities are implemented in the classroom in both written form and through technology. The goal by the end of Spanish II is to enable students to communicate at the high novice-low intermediate level.

## **SPANISH II Honors**

**Grade 10, 11, 12**

**Year: 5 credits**

**Prerequisite: Spanish I \***

Spanish II Honors continues to build on 1st year skills at a more challenging and accelerated pace. The focus is on increased proficiency in the four language skills; speaking, writing, listening, and reading. The main grammar structure learned is the past tense. Spanish is in regular use in the classroom. Authentic materials and cross-cultural activities are implemented in the classroom in both written form and through technology. The goal by the end of Spanish 2 Honors is to enable students to communicate at the low intermediate level.

## **SPANISH III**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisite: Spanish II \***

In Spanish III students continue the progressive development of the ability to listen, speak, read, and write in Spanish. The students are challenged throughout the year to master the grammar, vocabulary and verb structures taught within learning situations that are authentic and real world based. Resources and materials used in the classroom include the available technology that enhances language acquisition and cultural knowledge. Students are expected to be able to communicate at an intermediate proficiency level by the end of the course.

## **SPANISH III HONORS**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisite: Spanish II, Spanish II Honors\***

In Spanish 3 Honors, students continue the progressive development of the ability to listen, speak, read, and write in Spanish. Building on this increased proficiency is done at a more challenging and accelerated pace. The students are challenged throughout the year to master the grammar, vocabulary and verb structures taught within learning situations that are authentic and real world based. Resources and materials used in the classroom include the available technology that enhances language acquisition and cultural knowledge. Students are expected to be able to communicate at a mid-intermediate proficiency level by the end of the course.

## **SPANISH IV**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisite: Spanish III \***

In Spanish IV, the focus is progression toward high intermediate proficiency. Students will continue building vocabulary and practice their listening, speaking, writing and reading skills. These skills are taught within learning situations that are authentic and real world based. For some students, the aim of this course may be to enhance their Spanish experience, or to increase their exposure to the language for continued study at the university level.

## **SPANISH IV HONORS**

**Grade 11, 12**

**Year: 5 credits**

**Prerequisite: Spanish III Honors\***

Spanish 4 Honors is a high-level language class designed for highly motivated students who have shown proficiency and talent in language learning and are interested in expanding their knowledge of the language and culture. The focus is in progression toward high intermediate proficiency. Building on this increased proficiency is done at a more challenging and accelerated pace. The students are challenged throughout the year to master the grammar, vocabulary and verb structures taught within learning situations that are authentic and real world based. Resources and materials used in the classroom include the available technology that enhances language acquisition and cultural knowledge. Extensive practice in speaking and listening to both informal and formal Spanish is offered. For some students, the aim of this course may be to enhance their Spanish experience, or to increase their exposure to the language for continued study at the university level. Students are expected to be able to communicate at a high-intermediate proficiency level by the end of the course.

## **AP SPANISH LANGUAGE AND CULTURE**

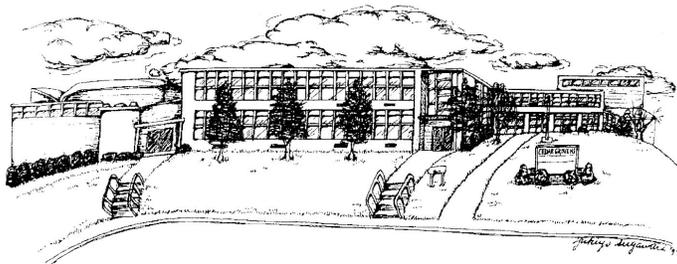
**Grade 12**

**Year: 5 credits**

**Prerequisite: Spanish IV and teacher recommendation**

AP Spanish Language and Culture is a demanding course that is equivalent to a third level college course in advanced Spanish conversation and composition. The course is performance-based, and therefore stresses advanced speaking, listening, reading and writing skills. Assessment will be ongoing and the performance-based tasks, reading comprehension and writing samples should further demonstrate and confirm the acquisition of language skills. Students need to have established a good working knowledge of linguistic structures, i.e., grammar and verbs, prior to entering the course. This course is designed to prepare students for the Advanced Placement Spanish Language and Culture Exam given in May of each year. Extensive practice in speaking and listening to both informal and formal Spanish is offered. Students will write on a regular basis. Reading and listening material is taken from a variety of sources.

**\* In lieu of prerequisite course, placement in World Language classes may be determined by departmental examination and teacher recommendation.**



## **CEDAR GROVE HIGH SCHOOL**

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