

**HANOVER PARK REGIONAL HIGH SCHOOL DISTRICT
CURRICULUM BULLETIN 2010-2011**

Please click on the following links to be directed to particular portions of the Curriculum Bulletin:

Education Outcome Goals	Suggested Preparatory Sequence
Expectations for Student Behavior	Family Life Education Policy
General Information	Special Alternatives for Students
Business Education	Physical Education, Health, Safety & Driver Education
Family & Consumer Science	Science
Language Arts	Social Studies
Mathematics	Visual Arts
Music	World Languages
Shared Time Occupational Programs	

HANOVER PARK REGIONAL HIGH SCHOOL DISTRICT

CURRICULUM BULLETIN 2010-2011

EDUCATIONAL OUTCOME GOALS

The goal of the Hanover Park Regional High School District is to educate all pupils to prepare them to lead productive, fulfilling lives. Through our educational program, pupils will gain the requisite academic knowledge and technical and critical thinking skills for life and work in the 21st century.

The Hanover Park Regional High School District will provide curriculum and instruction which is focused around technology integration, interdisciplinary unit study and global perspectives.

In each of its pupils, the Hanover Park Regional High School District will strive to:

1. Develop intellectual curiosity and an eagerness for lifelong learning.
2. Develop effective communication and higher order thinking skills.
3. Develop character and self-respect.
4. Develop strategies that enhance and maintain physical, mental, social and emotional health.
5. Develop, understand, and practice democratic ideas and ideals.
6. Develop occupational awareness.

It is the expectation of this school district that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels.

SUGGESTED PREPARATORY SEQUENCES

The following suggested sequences are intended for illustration purposes only.
Please consult your Guidance Counselor for other appropriate options.

*Movement along this suggested sequence is flexible.
Programs may be individualized based upon student need.*

Goal	Freshman	Sophomore	Junior	Senior
COMPETITIVE COLLEGE TRACK	Language Arts I Honors Geometry Honors World History Honors Biology Honors World Language I or II Arts Elective Physical Education	Language Arts II Honors Algebra II/Trig. Honors AP U.S. History I Chemistry Honors World Language II or III Elective Arts Elective Physical Education	Language Arts III Honors Pre-Calculus Honors AP U.S. History II Physics Honors World Language III or IV Elective Physical Education	AP Language Arts IV AP Calculus World Civilization Honors AP Elective World Language IV or V Honors or AP World Language V Elective Physical Education
COLLEGE TRACK	Language Arts I Algebra I or Geometry World History Biology World Language I or II Arts Elective Physical Education	Language Arts II Geometry or Algebra II/Trigonometry U.S. History I Chemistry or Conceptual Science World Language II or III Arts Elective Physical Education	Language Arts III Algebra II/Trigonometry or Pre-Calculus U.S. History II Physics or Environmental Science World Language III or IV Elective Physical Education	Language Arts IV PreCalculus/Calculus/Probability and Statistics/Math Seminar Social Study Elective Elective World Language IV or V Elective Physical Education
VOCATIONAL/ EMPLOYMENT TRACK	Language Arts I Pre-Algebra World History Biology World Language I Arts Elective Physical Education	Language Arts II Algebra U.S. History I Conceptual Science World Language II Arts Elective Physical Education	Language Arts III Geometry U.S. History II Environmental Science Elective Physical Education World Language III	Language Arts IV Algebra II/Trigonometry Elective Elective World Language IV Technology School/ Cooperative Marketing

EXPECTATIONS FOR STUDENT BEHAVIOR

Students, parents, school personnel and boards of education all agree that positive student commitment and behavior are essential to effective learning. Likewise, inappropriate behavior can be a problem in our schools.

It is the belief of the Hanover Park Regional High School District that students must realize that their own attitudes and acts are directly related to their own school experience as well as that of their classmates. With the support and assistance of school personnel and parents, all students have the capacity to demonstrate actions which contribute to the effectiveness of their school and the worth of their learning experiences. Commensurate with their maturational levels and individual abilities, all students can behave in ways that enhance the social relationships of the school and facilitate learning.

We, therefore, the students, parents, teachers, administrators and the Board of Education of the Hanover Park Regional High School District expect all students to fulfill the behavioral expectations of the school community. All students will be expected to:

PREPARE THEMSELVES MENTALLY AND PHYSICALLY FOR THE LEARNING PROCESS

- Students will come to school well rested and properly nourished.
- Students will be free of drugs and alcohol.
- Students will dress in accordance with the standards of good grooming, modesty, and cleanliness.
- Students will come to school prepared to learn.

TAKE RESPONSIBILITY FOR THEIR OWN LEARNING

- Students will recognize that school is work and academic development is the primary purpose.
- Students will make personal choices based on reasonable decision-making processes.
- Students will utilize time and other resources well, without the need for constant supervision.
- Students will monitor and assess their own academic progress in cooperation with their teachers and communicate with their parents.

MEET THE UNIQUE REQUIREMENTS OF EACH CLASS WITHIN ITS PRESCRIBED COURSE OF STUDY

- Students will actively participate in all phases of class work.
- Students will bring to class textbooks, notebooks, necessary clothing, and other materials necessary for daily participation.

STUDENT BEHAVIOR

- Students will complete homework and other assigned work.
- Students will cooperate, contribute, and share in the work of the group.
- Students will follow specific class rules and procedures.
- Students will observe rules for safe handling of class equipment and materials.

COMPLY WITH THE RULES OF THE SCHOOL

- Students will arrive at school on time.
- Students will attend school regularly.
- Students will recognize and follow the school's written discipline code.
- Students will take responsibility for their own behavior.
- Students will accept the consequences of their actions.

RESPECT AND RESPOND TO THE AUTHORITY OF THE TEACHER AND OTHER SCHOOL PERSONNEL

- Students will abide by the established rules and regulations of the school and/or the persons in authority.
- Students will be alert and responsive to directions.
- Students will accept constructive criticism from school personnel.

DEMONSTRATE RESPECT FOR PEOPLE AND AUTHORITY

- Students will be courteous, truthful, and polite to fellow students and school personnel.
- Students will use appropriate language at all times.
- Students will respect the school property and the property of others.
- Students will listen to and respect the opinions of others.
- Students will settle differences peacefully.
- Students will display good sportsmanship and conduct at all school functions.
- Students will participate in the maintenance and cleanliness of school property, facilities, and grounds.

FAMILY LIFE EDUCATION POLICY

The New Jersey Administrative Code 6:29-7.1 requires that all students be provided with instruction in Family Life Education, which is defined as instruction to develop an understanding of the physical, mental, emotional, social, economic, and psychological aspects of interpersonal relationships; the physiological, psychological and cultural foundations of human development, sexuality, and reproduction, at various stages of growth; the opportunity for pupils to acquire knowledge which will support the development of responsible personal behavior, strengthen their own family life now, and aid in establishing strong family life for themselves in the future, thereby contributing to the enrichment of the community.

Parts of this definition can be applied to many courses in our own curriculum, including elective courses in Family & Consumer Science. However, two courses are most directly involved and which are required of all students: Biology, which is usually taken in grade nine as part of our three-year science requirement; and 'Human Growth and Development,' which is a unit in the health curriculum required of all ninth, eleventh, and twelfth grade students.

In Biology, the following topics related to Family Life Education are covered:

- Environmental factors controlling population
- Asexual cell growth and reproduction
- Human reproductive system, conception and the development of the fetus
- Food and nutrition
- Sexually-transmitted disease
- Physiology of aging and death

In 'Human Growth and Development' the following topics are discussed in a manner appropriate to the level of students. No one viewpoint is espoused:

- Love, marriage, divorce, and other personal relationships
- Sound health and wellness practices
- Pre-adolescence and adolescence, and the development of appropriate sexual attitudes
- Issues regarding sexual behavior, emphasizing socially acceptable behavior
- Dating and courtship
- Conception, pregnancy, childbirth, and parenting
- Sexuality and reproductive health and legal issues
- Abstinence, monogamy and methods of contraception
- Sexually-transmitted infection, including H.I.V. and A.I.D.S.

A more detailed outline of the course content, as well as copies of the textbooks, is available for inspection in the Principal's office in each high school.

The N.J. Administrative Code allows any parent or guardian to withdraw a child from 'any part of the instruction in family life education in conflict with his or her conscience or sincerely held moral or religious beliefs.' A student who is so excused will receive alternative assignments. The course grade will not be affected by missed work. In order to exercise this option, the parent or guardian must present to the school Principal a signed statement requesting that the student be excused from family life instruction. This note must be received by the Principal prior to the first day of classes in September. If you have any questions regarding this matter, feel free to contact your building Principal.

GENERAL INFORMATION

The 2010-11 Curriculum Bulletin provides you with the foundation to select a schedule based on your ability and interests and in accordance with the requirements governing graduation from the Hanover Park Regional High School District. Please work with your parents and counselor to develop a challenging course of study that will enable you to attend you college or technical program of choice, and to ultimately follow a career path that is both rewarding and interesting.

COUNSELING AND GUIDANCE SERVICES

Each student in the district has an assigned guidance counselor. The counselor will work with the student concerning academic, social, extracurricular, and personal issues and will provide guidance and direction in college and career planning. Counselors will be available for conferences with parents and students throughout high school and will made referral to appropriate resources when necessary. A Child Study Team which includes school psychologists and learning disabilities teacher consultants, are available to students requiring special services.

SCHEDULING

During the winter months, guidance counselors will begin the process of scheduling students for next year's courses. Counselors will see their counsees individually and in groups to assist in the course selection process. We urge both students and parents to review carefully the schedule that they have prepared. Remember that your guidance counselor is trained to help you make the proper selection of courses. Please utilize the service of the counseling staff. If any questions arise, or if something needs clarification, do not hesitate to contact your guidance counselor.

SCHEDULE CHANGES

Schedules may not be changed once selections are made. In all cases, requests for a teacher change within a given subject area will not be approved unless the student has had a previous course failure with that particular teacher. No changes will be made during the summer months except for inaccuracies, omissions or for those students completing a summer school course. **Student requests to change electives will not be granted.**

CLASS RANK

Class rank is no longer included on transcripts or supplied to the colleges. The administration may release individual class rank under limited circumstances if the pupil will not receive consideration for admission or scholarships without this information.

COURSE LOAD & OFFERINGS

Parents and students are advised that not every elective course in every department is offered each school year. The offering of any course is dependent upon a sufficient number of students registering for the course during the course selection process. The Board of Education must approve all courses to be offered with an enrollment that is twelve or under. In some instances, courses are offered at one school only in a given year. Students are transported as necessary to attend these programs. Specific electives may or may not be offered each academic year depending upon the number of students registering for the course.

GRADUATION REQUIREMENTS

In order to graduation from the Hanover Park Regional High School District, a student must complete 130 credits during the course of grades 9-12. Effective with the 2010-11 grade nine class, a pupil must have earned a minimum of 140 credits in courses designed to meet all of the New Jersey Core Content Curriculum Standards. Satisfactory completion of a full year course earns 5 credits; students therefore must gain credit for 24-26 full year courses (or equivalent) to earn a diploma. The courses may be taken in any department or subject areas, but must include:

<u>Subject</u>	<u>Totals</u>	<u>Totals for the Class of 2014 and beyond</u>
Language Arts	20	20
World History	5	5
U.S. History	10	10
Mathematics	15	15
Science	15	15
World Language	5	10
Physical Education & Health	20	20
Visual & Performing Arts	5	5
21 st century life and careers	5	5
Financial Literacy		2.5
Minimum elective	30	32.5
Total needed for graduation	130	140

In addition to be above, New Jersey State Law stipulates that:

Students must pass the High School Proficiency Assessment (HSPA), the state basic skills examination, in all required areas.

PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Continued participation in co-curricular activities, including athletics, will be dependent upon satisfactory academic performance. Participation for such students who receive one "F" for a marking period will be subject to review by the principal. Students with two or more "F's" for a marking period shall be placed automatically on a period of lost eligibility. All N.J.S.I.A.A. rules and regulations dealing with academic eligibility will be followed.

GRADING SYSTEM

<i>NUMERICAL EQUIVALENT OF LETTER GRADES</i>		<i>GPA REGULAR</i>	<i>GPA WEIGHTED</i>
A+	99 – 100	4.2	5.2
A	93 – 98	4.0	5.0
A-	90 – 92	3.8	4.8
B+	88 – 89	3.5	4.5
B	83 – 87	3.0	4.0
B-	80 – 82	2.8	3.8
C+	78 – 79	2.5	3.5
C	73 – 77	2.0	3.0
C-	70 – 72	1.7	2.7
D+	68 – 69	1.4	2.4
D	66 – 67	1.0	2.0
D-	65	0.7	1.7

HONOR ROLL

The district honor roll is based on the grade point average a student earns during each marking period. Three levels of honors are recognized on the basis of grade point average.

Distinguished Honors—Grade point average of 4.00 or above for the marking period.

High Honors—Grade point average of 3.50 to 3.99 for the marking period.

Honors—Grade point average of 3.00 to 3.49 for the marking period.

In order to be eligible to receive honor roll recognition a student must (1) be enrolled in a minimum of five courses (class periods), (2) receive a grade of B- or better in each course taken, and (3) receive a Pass (P) in any courses taken on a Pass/Fail basis.

Any incomplete grades will temporarily render a student ineligible for Honors until the incomplete is made up.

WEIGHTED HONORS AND ADVANCED PLACEMENT COURSES

101	Language Arts I Honors		
120	Language Arts II Honors	332	A.P. Environmental Science
130	Language Arts III Honors	404	French IV Honors
140	A.P. Language Arts IV	405	A.P. French V
200	World History Honors	424	Italian IV Honors
210	A.P. U.S. History I	426	Italian V Honors
220	A.P. U.S. History II	434	Spanish IV Honors
237	World Civilization Honors	435	A.P. Spanish V
300	Biology Honors	436	Spanish V Honors
309	A.P. Biology	730	Geometry Honors
311	Chemistry Honors	740	Alg. II/Trig. Honors
312	A.P. Chemistry	750	Pre-Calculus Honors
319	Physics Honors	760	A.P. Calculus A.P.
321	A.P. Physics	770	Computer Math

HONORS AND ADVANCED PLACEMENT

Honors & Advanced Placement courses are designed to provide students with an academic challenge beyond that which is provided in other courses. Differences from other courses are both quantitative and qualitative; that is, there is a greater amount of work required and the work is more difficult. Assignments and activities are specifically designed to require students to think more critically and at a higher level. Most Honors and Advanced Placement courses require a summer assignment.

Acceptance into an Honors or Advanced Placement class is a full year commitment. Changes out of these classes are not permitted unless there are extenuating circumstances. In no case will a change be made before the end of the first grade reporting period.

Honors and Advanced Placement students must be prepared to accept the academic challenges which go with these courses. Specifically, students applying to these courses will:

Have a high level of interest in the subject matter and be motivated to participate and to learn.

Have an academic ability strong enough to handle the subject matter at or near the college level.

Have the background and academic preparation required to enter the course.

Demonstrate the characteristics of maturity, self-discipline, persistence, independence; all of which are required for successful performance in the course.

Demonstrate excellent attendance.

Have strong writing and reading skills.

Any student selecting more than three Honors/Advanced Placement courses may be taking on too much work. Participating in co-curricular activities, working and volunteering service are essential components of the high school experience.

Students are encouraged to apply for an Honors/Advanced Placement course if they meet the selection requirements and the application deadline of March 1, 2010. Students should seek out their guidance counselor for an application.

SPECIAL ALTERNATIVES FOR STUDENTS

Independent Study (825)

2-5 credits

Students may apply to participate in an independent study project in addition to or in lieu of regular classes during the spring semester of their senior year. Projects may involve academic research or artistic expression, but a written report is always required along with a final public presentation. The application process is a rigorous one, requiring a detailed plan for the project. If the application is approved, the student works under the supervision of a teacher or outside mentor and may earn from two to five credits.

Student Community Services (828)

5 credits maximum

This program will permit students to engage in volunteer work outside of school for credits. Students will provide service in recognized social agencies. They will be encouraged to work in the areas of health services, tutorial services, pre-school programs, library services, and first aid squads. A contract shall be established between the agency and the student for service to be performed. Credits awarded are determined upon the completion of the experience based upon time served to a maximum of five credits. This program will provide valuable learning experience in the real world, stimulate self-discipline, create better understanding of social problems, and also offer an excellent opportunity for career exploration. The deadline date for applications will be June 1 of the school year for participation in the program for the following year. This credit does not count towards graduation.

Dynamics of Health Care in Society (773)

2.5 credits

This course will provide an orientation of health care services and delivery through an interdisciplinary perspective focusing in on process skills in critical thinking, ethical reasoning, effective communication and self-directed learning activities. All aspects of professionalism in health care will be stressed and applied to general issues and topics common to all health care providers. Students have the opportunity to earn college credits through The University of Medicine & Dentistry of New Jersey upon completion of all course requirements including a standardized final exam and health occupation job shadowing. Three college credits may be earned for this course at no financial obligation on the part of the student.

Emergency & Clinical Care (774)

2.5 credits

This course will train students to deal with emergencies prior to the arrival of advanced medical help. Students will learn to recognize and respond to emergencies. Upon completion of the course, students will be certified in American Red Cross Standard First Aid with AED training. Students will have the opportunity to earn college credits through The University of Medicine and Dentistry of New Jersey upon completion of all course requirements and Dynamics of Health Care. Two college credits may be earned for this course at no financial obligation on the part of the student. Students must take Dynamics of Health Care in Society (773) prior to enrolling in this course.

Special Education

Provided only to students who have been classified according to law by the Child Study Team, special education services are designed to deal with the unique needs of those students in the least restrictive educational environment. Their program of studies is determined by an Individualized Education Plan (IEP) developed by a Child Study Team consisting of School Psychologist, and Learning Disabilities Teacher-Consultant in addition to other professionals as needed. In each school, a special Guidance Counselor works with all classified students. Based on their needs, classified students may be placed in a full continuum of alternative placements ranging from regular education with supplementary aids and services to resource programs providing instruction in and in lieu of the regular classroom to out-of-district placements for those with severe learning disabilities that cannot be accommodated in the home school. All such placements are determined by the IEP, which is developed in cooperation with the students' parents or guardians.

Speech and Language Services

The services of a Speech and Language Specialist are provided to identified students to correct mechanical speech problems and/or improve English language skills. Such services may be provided to classified special education students or to others who are identified by the Specialist based on a legally-mandated evaluation process. Identified students are removed from a required study hall in order to receive one or more days per week of instruction as individuals or in small groups.

Gifted and Talented Programs

The Regional High School District meets the needs of its gifted and talented students through flexibility and diversity of programs and services. It does so by offering a comprehensive curricular and co-curricular program augmented by out of district educational opportunities. Thus, in addition to offering a wide range of advanced, honors, and advanced placement courses, the District may, under certain circumstances, grant advanced credit for high school courses taken by seventh or eighth grade students, make special scheduling arrangements to accommodate students pursuing athletic talents through private coaching, provide partial reimbursement for advanced science or mathematics courses taken at the college level but which are not normally a part of the high school curriculum, or encourage independent study.

BUSINESS EDUCATION

Business education deals with the development of business-oriented skills to enable students to become intelligent consumers of goods and services, practitioners of skills necessary for success in college and post-graduate studies, and be prepared for the pursuit of careers in a business environment.

Computer Applications (601)

5 credits

This course will benefit students during their high school and college years or in the work force. In a Windows environment, students will gain proficiency using our computer system and the computer keyboard while developing word processing skills and document processing features using the software Word. The basic features of a spreadsheet and database program are explored using the software Excel and Access. Desktop publishing will be introduced using the software Microsoft Publisher. Presentation software using the software PowerPoint will be explored. Emphasis on integration of language arts skills and basic mathematical skills are a part of this course.

Career Technologies in Business (603)

5 credits

Career Technologies in Business (CTB) will expose students to the fundamentals of business from a marketing perspective. CTB will provide students with the core concepts and strategic perspectives found in college business classes. CTB connects learning to real-world experiences and promotes student-directed learning opportunities. The course begins with the basic foundation of economics and trade, and continues with a concentration in the marketing and advertising areas throughout the course. The importance of communication and management theory is explored. Such topics as selling, promotion, social and ethical responsibility, management theory, market research and product planning will be covered.

Accounting (621)

5 credits

This course provides practical financial information for an owner of a business, clerical worker, retail personnel, or personal use. Students will become familiar with business forms, vocabulary, organization and procedures. It offers vocational accounting practice and will aid students in discovering their interest and aptitude for a career in the financial or accounting field. Exposure to automated accounting is achieved through completion of a business simulation.

Personal Finance (612)

2.5 credits

As students complete their high school career, there is increasing demand for our students to be prepared to enter the complex and fast-paced adult financial world. Students need the basic understanding of financial institutions, the use of credit, insurance, and investment options. Students who complete this course will gain valuable life-long skills to meet the challenges of a complex global society in which they will be employed, pay taxes, support families, create enterprises, and uphold their civic duties. As our students embark on the road to financial independence, they will learn what it takes to achieve such independence, having acquired the power to make informed decisions about their personal financial plans.

Sports and Entertainment Marketing/Management (613)

2.5 credits

Students analyze the components of the sports and entertainment industry in which students' explore the information age as schools, colleges and employers strive for higher achievement in science, math and communication. Sports marketing careers may be pursued in the areas of fund raising, promotions and advertisement, event management, and licensing for such entities as collegiate athletics, professional sports teams, sports governing bodies (NCAA, NBA, U.S. Olympic Committee, etc.), and sporting good companies

(Nike, Adidas, Champion, etc.). This course offers this context by linking school-based learning with the knowledge and skills required for continued success for students who might major in this area of business at the college level.

International Business Practice Firm – IBPF (642)

5 credits

This course is a simulated business course that mirrors the real world. It is a company set up by students with the assistance of teachers and real-world business partners. With guidance, the students first determine the nature of their business, its products and services, its structure and management, and then move on to engage in the daily operations of running a business. Emphasis is based on using current business software, communications, and the Internet for business transactions with more than 3,000 international business practice firms worldwide and experiencing the necessary procedures to import and export products/services. This course is offered to upperclassmen with seniors having priority. Enrollment is based upon students having a prerequisite of one business education course and interview with a selection committee.

Cooperative Marketing Education (641)

15 credits

The Cooperative Marketing Education program is designed to prepare students for entry level employment in marketing, management, merchandising, and service occupations. This program is often recommended for students who plan to attend post high school vocational and technical institutions, as well as for those who plan to terminate their formal education upon graduation.

The students spend one-half day in the high school and one-half day at an approved job. During the time the students are employed in these work experiences, they are under the supervision of the teacher-coordinator as well as the employer. A training agreement is signed by the student, parents, school and employer. In addition to earning school academic credit, the students receive a paycheck each pay period for time spent on the job.

Acceptable categories of work are apparel (clothing), fashion design, advertising, visual merchandising, hospitality (host or hostess), finance, credit (banking), tourism (travel), food, restaurant marketing, sales, entrepreneurship, computers, vehicles, petroleum, gas, communications, buying, marketing, and management.

PHYSICAL EDUCATION, HEALTH, SAFETY & DRIVER EDUCATION

Each student is scheduled for five periods per week of Physical Education and/or classroom instruction in health, safety and driver education. Three marking periods each year are devoted to Physical Education (earning 4 credits) and one marking period to the classroom instruction (earning 1 credit). Both the Physical Education and other instruction must be passed separately in order to graduate.

Physical Education (Grade 9) (011)

4 credits

The emphasis of the ninth grade program is on the development of personal physical fitness and participation in activities that foster fitness and basic physical skills for lifelong activities.

Health (Grade 9) (011)

1 credit

Ninth grade health instruction is divided into two parts. The first part deals with human growth and development, including the development of responsible sexual attitudes; and the second with drug awareness, including the development of an understanding of the causes, effects and impact of drug abuse.

Physical Education (Grade 10) (021)

4 credits

Tenth grade Physical Education expands upon the concepts of fitness learned in the ninth grade. Emphasis is on the ability to make informed decisions concerning health and personal fitness, as well as on specific skills required to participate in a variety of exercises and activities.

Health: Driver Education (Grade 10) (021)

1 credit

Driver Education, as an aspect of health instruction, is provided to all tenth grade students because of its important implications for the health and safety of young adults.

Physical Education (Grades 11 and 12) (041)

4 credits each year

Eleventh and twelfth grade students are combined in a program that is geared to their ability to assume responsibility for their fitness. Included are specific sports activities selected to achieve that goal and develop a life-long interest in active leisure pursuits.

Health (Grade 11 and 12) (041)

1 credit each year

Eleventh and twelfth grade students are combined in a program that continues to stress decision-making related to personal health and wellness. The eleventh grade course of study and the twelfth grade course of study are offered in an alternating year.

Adapted Physical Education (Grades 9-12) (051)

4 credits each year

This program is designed for students who are recommended by their physicians or the Child Study Team to participate in an individual program that meets their special needs.

FAMILY & CONSUMER SCIENCE

The Family & Consumer Science Department is centered on the development of basic skills necessary for life after high school. Accurate measuring, reading and applying directions, safe and sanitary kitchen practices, nutritional awareness, clothing construction, maintenance and repair, laundry procedures, effective time management and interpersonal relations are skills that are emphasized throughout the curriculum. Individualized and group instruction provides the ideal setting for students of all ability levels.

Family & Consumer Science I (521)

5 credits

This introductory foods unit places emphasis on developing skills and knowledge of basic sewing and food preparation techniques. During the first marking period, students construct free choice projects using the sewing machine. A hand sewn project and a needlepoint design project are required for the second marking period. Accurate measuring and mixing techniques, safety, and kitchen sanitation, are stressed throughout the foods program during the third and fourth marking periods. Units covered include quick breads, cookies, eggs, grains, good health, and convenience food projects. Developing the student's nutritional awareness, as well as the ability to read and follow directions are the major goals of the introductory curriculum.

Family & Consumer Science II (522)

5 credits

The second level curriculum has diversified units providing opportunities to meet the needs, interests, and abilities of the students enrolled. The sewing curriculum is focused upon machine operation and needlecraft techniques. Requirements include a free choice project using the sewing machine and a counted cross stitch sampler. In the foods area, emphasis is on developing skills and knowledge of basic food preparation, safety and sanitary procedures. Units covered include cakes, nutrition, pastry, sandwiches, milk and salads. In all daily tasks, students will practice team work and cooperation, reading and following directions, kitchen sanitation, and recognizing acceptable standards for products prepared.

Family & Consumer Science III (523)

5 credits

The third year course covers food preparation, meal planning, family health, clothing construction, consumer economics, child care and development and family and social relationships. International and regional cookery are designed to increase skills in food preparation while fostering an understanding of the eating habits typical to regions of the United States and other countries of the world. Students will develop an awareness of the importance of good nutrition and the role of cultures, holidays and styles of food service. The students will plan and prepare meals from around the world. The child development unit is designed to give our students a better understanding of the characteristics and care of a child from birth to approximately six years of age. A variety of hands-on projects are utilized to reinforce objectives. The clothing construction unit stresses general principles of working with a pattern, fabric and the use of a sewing machine. Advanced seam finishes will be taught, as well as the development of good work habits.

Family & Consumer Science IV (524)

5 credits

The fourth year course will benefit students going to college or directly into the work force. The students will develop and effectively utilize computer skills related to home management. Activities are designed to stimulate critical thinking and develop higher order thinking skills while strengthening the fundamental objectives of the curriculum. Students will demonstrate and apply skills in reading, writing and following directions in both foods and clothing labs. Students will recognize acceptable standards, follow safety and sanitary procedures and promote cooperative group learning. Students will demonstrate advanced skills in menu and meal planning

based on the units of study which include beef, poultry, pork, fruits and vegetables, cheese and holidays and special occasions. The students will plan and prepare a complete Thanksgiving dinner and a holiday dessert buffet. In exploring workplace readiness, the students will prepare a blueprint for marketing themselves for the future. Critical thinking, conflict resolution and goal setting will be emphasized. The students will gain knowledge of home management skills, including clothing construction and repair as well as laundry basics.

SCIENCE

The science program is designed for both the science-oriented student and the student whose interests lie in other fields. The program offers courses in the basic laboratory sciences: biology, chemistry, physics, ecology, and environmental science. Biology, chemistry, physics and environmental science are also offered at the advanced level. All students are required to take three years of science.

Biology (301)

5 credits

The subject matter includes basic life processes, ecology, heredity, evolution, and the fundamental chemistry of life. Regular laboratory periods are designed to encourage observation and interpretation of experimental data. This course prepares students for the New Jersey End of Course exit exam.

Biology Honors (300)

6 credits

This course is designed as an in-depth study of basic life processes, heredity, evolution, and fundamental chemistry of life. In addition, other topics include immunology, parasitology, and hydrogen, carbon, oxygen and nitrogen cycles of nature. A laboratory activity is scheduled each week to reinforce concepts studied.

Ecology 9 (306)

5 credits

Students in this freshmen level course will discuss life cycles of living things and their interactions with the ecosystem contributing to global concerns. Geologic changes affecting ecosystems and human interaction altering the ecosystem will be explored. Interactions in the ecosystem which maintain a balance among living and non-living resources will be essential to this course.

Ecology 11 (307)

5 credits

Students in this junior level course will discuss life cycles of living things and their interactions with the ecosystem contributing to global concerns. Geologic changes affecting ecosystems and human interaction altering the ecosystem will be explored. Interactions in the ecosystem which maintain a balance among living and non-living resources will be essential to this course.

Anatomy & Physiology (308)

5 credits

This is a second year course designed as an in-depth study of the anatomy and physiology of the human body. It is recommended for students interested in health related careers as well as those students who desire to learn in detail about the structure and functioning of their bodies. Labs, including dissections, and individual projects supplement the class work. Biology and Chemistry are prerequisites for this course.

Advanced Placement Biology (309)

6 credits

This second year course in Biology is specifically designed to prepare the student who plans to major in science at the college level. This course examines in-depth the topics of cell and molecular biology, genetics, evolution, taxonomy, anatomy and physiology, ecology, and botany. It is designed to prepare students for the Advanced Placement and CLEP Examinations for college credit. Students are encouraged to take the Advanced Placement examination in May. The class meets for six periods per week. Successful completion of Biology Honors (300) and Chemistry Honors (311) are required or Biology (301) and Chemistry (310) with at least an A- average and application are required prerequisites for this course.

Conceptual Science (313)**5 credits**

Conceptual science provides the students with the opportunity to study similar topics as in Chemistry 310, but with a more descriptive approach than Chemistry 310. Laboratory work and problem-solving skills are emphasized as the route to achieving competence in aspects within the discipline of chemistry. This course is provided for the science student who finds mathematical concepts more difficult; therefore, the mathematical aspects are approached with more review.

Chemistry (310)**5 credits**

This course provides students with a working knowledge of atomic theory, chemical periodicity, the mole concept, and energy changes within chemical reactions. Laboratory work and problem-solving are used to develop understanding of chemical concepts. The course is recommended for the college bound student. Minimum prerequisite: Algebra I (721).

Chemistry Honors (311)**6 credits**

This course is designed as a basic investigation of major principles of inorganic chemistry, atomic structure, bonding, chemical mathematics, solubility, oxidation-reduction, energy, rates of reaction, and elementary chemical analysis. Emphasis is placed on laboratory experiments and the development of problem-solving techniques. This class meets six periods per week and should be elected only by high ability students.

Advanced Placement Chemistry (312)**6 credits**

This course is designed to cover the same basic concepts as a freshman college chemistry course. It is assumed that the students will have a college chemistry course. It is assumed that the students will have a sound basic knowledge of atomic structure and chemical bonding. The interactions between physics and chemistry will be emphasized and the overall purpose of the course is to develop an awareness and sound understanding of basic chemical concepts such as dynamics, kinetics, and equilibrium. Laboratory exercises will be performed to supplement and strengthen the concepts of class work. The class meets six periods per week. Students will be prepared for the Advanced Placement test in May. Three years of college preparatory mathematics completing Algebra II/Trigonometry (741), and chemistry, with a minimum average of B- or better in mathematics and A- or better in science courses are required as prerequisites. Physics may be taken concurrently with Advanced Placement Chemistry.

Physics (320)**5 credits**

The regular physics course is designed for those students who are interested in physics but who do not intend to pursue science or engineering. The aims of the course are to make the college-bound student more aware of the principles of physics, to become more "science literate," and to stimulate some of the students to take more courses in science. It is suggested that students take a minimum of Algebra 2/Trigonometry (741) concurrently with this course.

Physics Honors (319)**6 credits**

This course is designed to investigate the interaction of matter and energy as expressed by mathematics. Basics of motion, thermal effects, sound, magnetism and electricity are introduced along with concurrent laboratory demonstrations and student experiments. Proficiency in problem analysis in mathematics is highly desirable. The class meets six periods per week. Completion of Chemistry (310) and Algebra 2/Trigonometry (741) with a B- or better are required prerequisites for this course.

Advanced Placement Physics (321)**6 credits**

This course is designed to cover the same basic concepts as a freshman college introductory physics course. The topic coverage will be broad with no major field of emphasis. The topics to be covered include: kinematics, dynamics, statics, momentum; and selected topics in electricity and magnetism. Laboratory exercises will parallel the class work. Students may take the Advanced Placement examination in May. The class meets six periods per week. Prerequisites are successful completion of Honors Chemistry (311) and Honors Physics (319) or an A- average in Chemistry (310) and Physics (320). Students must have at a minimum completed Algebra II/Trigonometry (741) with a B- or better average. Calculus taken currently with Advanced Placement Physics is desirable.

Environmental Science (331)**5 credits**

Students in this class will learn about the many aspects of our environment of the Earth and the atmosphere that surrounds us. Students will also recognize the impact of humans on the Earth's surface and the use of non-renewable resources. They will develop an understanding of the environment as a system of interdependent components and the impact that both natural phenomena and human activity have on the different components. The course is designed to emphasize enhancing content knowledge while providing an opportunity to experience real science.

Advanced Placement Environmental Science (332)**5 credits**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Completion of Biology and Chemistry are required prerequisites for this course.

LANGUAGE ARTS

The language arts program develops competence in speaking, reading, writing, listening and thinking. These courses develop these skills through instruction in grammar, vocabulary, literature, writing, speaking, problem-solving and related communication skills. Provisions are made for wide-ranging abilities. Media Center instruction is a vital part of the program. In addition, a summer reading program is mandatory in all required courses.

All students take traditional language arts courses and may choose among several full-year elective courses in the department. In addition, there is a four-year Honors/Advanced Placement sequence.

Language Arts I (111, 113 & 115)

5 credits

Language Arts I is a predominantly skills-oriented course, emphasizing grammar review, writing skills, and mechanics. Students participate in oral communications activities. Heavy emphasis is placed on vocabulary development. Literature stresses genres (short story, poetry, novel, play, essay) as literary types; students are expected to know a considerable list of literary terms. Many activities will prepare the students for the High School Proficiency Assessment.

111 – High Ability

Strong communication skills, good academic record, strong work ethic, self motivated.

113 – College Preparatory

Sound reading and writing skills. Good work habits. Responsible for completing all assigned work on time.

115 – Basic

Willingness to work in order to improve reading, writing and speaking skills. Open to obtaining extra help, if necessary.

Language Arts I Honors (101)

5 credits

This course is designed to meet the needs of the most academic, industrious and highly-motivated students. The Honors sections will follow the basic language arts program of study, but will go into greater depth, require more time for writing and research, emphasize outside reading assignments and place more demands on the students' ability to conceptualize and draw conclusions from their reading and research. To enroll in this course, students need to be recommended by their eighth grade language arts teacher.

Language Arts II (121, 123, 125)**5 credits**

Language Arts II continues the genre approach to literature begun in Language Arts I. Considerable time is devoted to classics in an eclectic approach. Some aspects of English mechanics are reviewed. New studies concentrate on phrasal and clausal constructions, the writing of more complex sentences, and a specific program in expository writing. Oral presentations are also expected of all students. Greek and Latin roots are reviewed as part of extensive vocabulary study. Both Language Arts I and Language Arts II will place emphasis on preparing students for the High School Proficiency Assessment to be given in the junior year.

121 – High Ability

Strong communication skills, good academic record, strong work ethic, self motivated.

123 – College Preparatory

Sound reading and writing skills. Good work habits. Responsible for completing all assigned work on time.

125 – Basic

*Willingness to work in order to improve reading, writing and speaking skills. Open to obtaining extra help, if necessary.***Language Arts II Honors (120)****5 credits**

This course is designed for a selected group of students to engage in an accelerated study of American Literature. Emphasis will be placed on advanced writing techniques, particularly expository and thesis writing, with an extensive research paper required. Students will also be required to demonstrate competence in communication skills both as an individual and as part of the classroom structure. Students enrolled in this course will either have successfully completed the Language Arts I Honors course or, in special cases, may apply for acceptance in the preceding spring.

Language Arts III (131, 133 & 135)**5 credits**

Language Arts III examines American Literature from the early 1600's to the present, including the study of the chronological development of a national literature, literary movements, and outstanding American writers. A thesis research paper is required. English mechanics are again reviewed as needed, and more advanced vocabulary studies are offered. Communication activities are continued, with formal speeches and, in some cases, debates, including instruction in and review of preparation and delivery techniques. Extensive activities prepare the students for the High School Proficiency Assessment and the Scholastic Aptitude Test.

131 – High Ability

Strong communication skills, good academic record, strong work ethic, self motivated.

133 – College Preparatory

Sound reading and writing skills. Good work habits. Responsible for completing all assigned work on time.

135 – Basic

Willingness to work in order to improve reading, writing and speaking skills. Open to obtaining extra help, if necessary.

Language Arts III Honors (130)**5 credits**

This course is designed for those students who have successfully completed two years of Language Arts Honors. Designed toward a more vigorous study of literature and language, teaching strategies will be employed to allow the intellectually gifted students to progress at their own rate as they participate in a seminar type approach. Extensive research projects are related to each unit, as well as research papers. Skills developed in the previous two years will be reinforced and further refined. This course focuses on an extensive study of English literature.

Language Arts IV (141, 143, 145)**5 credits**

In addition to reinforcing those skills (reading, writing and listening, etc.) which have been developed in LA I, LA II, and LA III, this course will have as its emphasis the study of the literature of the world. This study of World Literature will be directed at the ability and interest level of the particular class grouping of students. In the first semester students will explore the literature and culture of the ancient East through the times of the Greeks and Romans. In the second semester students will study the literature of Europe beginning in the Middle Ages to the Modern Age.

141 – High Ability

Strong communication skills, good academic record, strong work ethic, self motivated.

143 – College Preparatory

Sound reading and writing skills. Good work habits. Responsible for completing all assigned work on time.

145 – Basic

Willingness to work in order to improve reading, writing and speaking skills. Open to obtaining extra help, if necessary.

Advanced Placement Language Arts IV (140)**5 credits**

This course is designed for students who have successfully completed the Honors programs in Language Arts I, II, and III. The AP LA IV course will be aligned with the national Advanced Placement course descriptions and will prepare the students to take the AP ENGLISH EXAM given in May. Emphasis in the course is placed upon the development of Civilization through the study of literature, art, philosophy, political science, and other academic disciplines related to the study of humanity. Extensive projects are related to the units of study and students are expected to write college-level essays and reaction papers. Vocabulary enrichment, oral exercises, critical thinking, and growth in cultural literacy will be stressed.

Elective courses are available to all sophomore, junior, and senior students and are highly recommended for those students who have an interest or expertise in the subject area. Electives which meet five (5) periods per week will all carry five (5) credits and will be counted towards graduation. However, courses designated as electives do not by themselves satisfy the Language Arts requirements necessary for graduation.

Art of Writing (156)**5 credits**

This course is intended to provide students with composition skills necessary to produce compositions with a specific purpose. A workshop format will be the basis for instruction and students will be expected to critique their own and their fellow students' writing. The course will begin with the explanation of writing from experience and move to such writing tasks as exposition, description, and narration. A great emphasis will be placed on the technique of revision. In addition, the course will thoroughly review the writing of a research paper, using MLA documentation and the computer. Preference is given to juniors and seniors.

Journalism (149)**5 credits**

Through a study of both print and electronic media, the course is designed to develop students' language skills, computer skills, and critical thinking. Print media is focused upon during the first semester while electronic media is the focus throughout the second semester. Since most of society's perception of America derives from the media, students need to develop skills that will enable them to become informed consumers of the media. This course enables students to understand the purposes, successes and failures of the media. Students will discuss legal and ethical aspects of the media as they understand the critical role of journalism in a democracy. In addition, they will generate story ideas, interview sources, and use the writing process to write meaningful articles. Computer instruction will allow students to access a wide range of information and to write articles using updated software programs. Basic writing skills are required.

Theatre Arts (152)**5 credits**

Theatre Arts is an academic workshop course touching all aspects of theatre arts and production, including a survey of drama-theatre history, theatre architecture, acting, playwriting and production, house management, design and directing. While some instruction is accomplished through lecture-discussion and assigned reading, the basic approach is workshop, in which extensive participation is expected of all class members. This elective is available to students in grades 9-12.

Film Study (153)**5 credits**

This course will allow students to develop the ability to view, analyze, interpret, and explain the major elements of film-making and how they affect a viewer's perception of film. Students will determine the function of major film-making elements, such as film narrative, cinematography, editing, sound, lighting, dialogue, camera angles, and how they are utilized to communicate major themes in film. There is a strong academic focus with extensive writing and research. Preference is given to juniors and seniors with seniors having priority.

SOCIAL STUDIES

The Social Studies program develops the basic knowledge, attitudes and skills necessary for active participation in our democratic society. The successful completion of World History, U.S. History I, and U.S. History II are required for graduation. In addition to its other courses, the Social Studies Department offers a four-year program of honor and advanced placement courses. All such courses carry weighted grades and the Advanced Placement courses are geared specifically to help students who may wish to take the Advanced Placement Examination in American History.

World History (201 & 205)

5 credits

This is a broad-based social studies course not simply focusing on European history but also incorporating aspects of world history (including Africa, Latin America, and Asia), world geography, international relations and world cultures. Emphasis will be given to developing basic social studies skills in reading, writing, speaking, and thinking. It is the required social studies course for ninth grade students.

201 – College Preparatory

205 – Basic

World History Honors (200)

5 credits

This is a broad-based social studies course focusing on European history, world geography, international relations and world cultures. The Honors course for ninth grade students will require more time for writing, research and outside assignments.

United States History I (211 & 215)

5 credits

The course covers the political, economic, social and cultural growth of our nation from the colonial period to 1900. Throughout the year current problems are related to past events. An emphasis is placed upon those themes in American Studies which have proven to be part of particular impact on contemporary American Life. Activities are utilized throughout this course to develop the students' reading, writing, thinking, and oral communication skills.

211 – College Preparatory

215 – Basic

United States History II (221 & 225)

5 credits

As a continuation of United States History I this course begins with 1900 and continues chronologically to approximately our current period. A major section of economics, government, and New Jersey history is included. Emphasis is placed on skill development.

221 – College Preparatory

225 – Basic

Advanced Placement United States History I and II (210 & 220)**5 credits each**

These are special survey courses designed to challenge certain capable students beyond the level normally expected of high school sophomores and juniors. These courses are taught on a college level and members of the Advanced Placement United States History II course may elect to take the Advanced Placement Test given each year. Students who enroll in Advanced Placement United States History I will either have successfully completed the World History Honors course or, in special cases, may apply for acceptance in the preceding spring. Students in the Advanced Placement United States History II course must have successfully completed Advanced Placement United States History I.

210 – Advanced Placement United States History I

220 – Advanced Placement United States History II

In addition to the required sequence, the following courses are offered through the Social Studies Department. Please note that World Civilization Honors is a full-year course, while all other elective courses are paired semester-length classes. Semester courses have no prerequisite and may be taken independently from the class with which they are paired. Elective courses may not be taken in lieu of the required classes in World History and United States History.

World Civilization Honors (237)**5 credits**

This course is a senior social studies elective. It concentrates on cultures in today's world. As students study cultures on various continents, the historical background of that people will be blended into a review of the contemporary issues that they face in an increasingly complex world. The social, economic, political, religious and cultural make-up of the society is discovered through a variety of methods including research, tapes, presentations and journals. Emphasis is not on memorization; rather it is on coming to an understanding of the world through the rest of the world's perspective. The impact of westernization and modernization will also be assessed as the selected cultures are analyzed. Students will be encouraged to come to their own conclusions about these societies by means of critical thinking, discussion and writing.

Human Relations (250)/ Sociology (251)**2.5 credits per course**

Human Relations investigates the exciting, intriguing, and often controversial theories that deal with human behavior. Students will be exposed to fundamental principles regarding human conduct as found in the disciplines of psychology and social psychology. The viewpoints of Freud, Erikson and many other social theorists will be explored.

Sociology will build upon many of the ideas presented in the Human Relations course. The course will introduce the student to the social science of Sociology, which analyzes social institutions and the dynamics of group behavior. The class will also provide students with the opportunity to study major social problems found in contemporary America.

American Politics (246)/World Affairs (247)**2.5 credits per course**

This course explores the current political culture of the United States in the hope of preparing students to participate in that culture as politically aware citizens, voters, and office holders. Students will be active learners in this course and participate in an array of simulations, such as mock legislative hearings, news conferences, executive decision-making sessions, etc. Students will monitor current political developments involving all branches of government, the media, the military, interest groups and other shapers of domestic and foreign policy. Alternative assessments will be utilized frequently in this course.

The World Affairs class will track breaking world events, as well as longer-term trends. Students will use American and international sources (many of these Internet-based) to study both long-running and more recent concerns, conflicts, and conditions in various regions of the world. The aim is to acquaint the students with the complex nature of international affairs. Consistent with the American Politics course, this class will often use alternative assessments rather than traditional testing methods. No prerequisite is required to enroll in this semester course.

Economics I (244)/Economics II (245)

2.5 credits per course

This course is organized on a semester basis and introduces the student to the study of the broad flow of goods, services, money, and government influences throughout the economy. It emphasizes the concept that economic decisions are determined on the basis of individual and collective values. The first semester of this course focuses on microeconomics. Students will be introduced to the issues of taxes, inflation, unemployment, as well as the many facets of the role played by the federal government and Federal Reserve.

Economics II is rooted in macro economic theory. The course will extend into the international arena and examine economics from a global perspective. No prerequisite is required to enroll in this semester course.

Law I (242)/ Law II (243)

2.5 credits per course

Law I is organized on a semester basis and is designed to aid students in developing a personal understanding of human rights and their own responsibility for the protection and extension of legal rights. Students will reflect upon the need for law and develop a working knowledge of how the law impacts their lives, as well as the lives of others. The first semester will provide an overview of the legal system and concentrate on topics in civil law such as negligence, contracts, and consumer rights.

The essence of Law II will be the study of criminal law. Criminal courts, categories of crime, trial procedure, and Constitutional protections are among the many areas to be studied in the second semester. No prerequisite is required to enroll in this semester course.

MATHEMATICS

The mathematics program consists of three primary levels of study: Honors, College Preparatory and General Mathematics. The Honors level courses are very rigorous and challenging, and they integrate separate branches of mathematics through a spiral arrangement of concepts treating mathematics as a complete area of study. The College Preparatory courses cover all appropriate topics at a somewhat less rigorous pace while preparing students for future studies as well as the High School Proficiency Assessment. The General Mathematics sequence prepares students for non-college careers as well as for the required High School Proficiency Assessment given during the junior year. All students are required to take three years of mathematics at the high school level.

Consumer Mathematics (703)

5 credits

This course is offered for the student who is in need of additional reinforcement in this field. Problem-solving techniques and applications developed in Pre-Algebra will continue to be reinforced along with diagnosed computational weaknesses. Calculator and computer activities will be consistently utilized in addressing real-life applications of those topics and concepts studied. Some algebraic, geometric and statistical topics will be introduced throughout the course as well as those topics to be assessed on the High School Proficiency Assessment.

Math Essentials 10 (704)

5 credits

This course consists of mathematics skills needed for successful participation in upper-level high school courses as well as preparation for the state HSPA exam. Enrollment in this course will be limited to students based upon academic need and record of performance during the 9th grade year as well as achievement on the NJPass and NJASK 8 exams. Students placed into this course will take this course in lieu of one elective in their 10th grade year.

Math Essentials 12 (772)

2.5 – 5 credits

The main objective of the Math Essentials 12 course is to prepare seniors who have previously not passed the HSPA to have success in passing the October HSPA. The secondary role of the course is to have every student exposed to, prepared for and, have success in completing the AHSA process. Finally, the course is designed for those students taking the class as a full year course to prepare for college placement tests in math. This will strengthen their skills with respect to HSPA standards and, they will be exposed to and show an understanding in life skill mathematics. Students placed into this course will take this course for elective credit in their 12th grade year.

Algebra I (721)

5 credits

This course covers the concepts of algebra from number theory and linear equations through systems of equations in two variables, rational/irrational expressions, inequalities, functions, quadratic functions and problem-solving skills. Along with strong verbal skills, the student should have a firm foundation in the arithmetic skills using integers, fractions, and decimals. This course is for the college-bound student with appropriate mathematical skills and a minimum C average in previous mathematics studies.

Algebra I (725)

5 credits

This course covers the concepts of algebra from number theory and linear equations through systems of equations in two variables, rational/irrational expressions, inequalities, functions, quadratic functions and problem-solving skills, but at a slower pace than the 721 course. This course is for the student who is still in need of developing some additional computational skills with integers, fractions and decimals while completing the Algebra I program.

Geometry (731)**5 credits**

This course covers the basics of plane geometry. Algebraic skills are reinforced through geometric applications and problem-solving. There is a heavy emphasis on proofs and logical thinking. This course is for the college-bound student who is strong in algebraic skills with a C average in Algebra I being a minimum requirement.

Geometry (735)**5 credits**

This is a course that prepares students for college by covering the basics of plane geometry, but at a slower pace. Algebraic concepts continue to be reinforced through geometric applications and problem-solving.

Geometry Honors (730)**5 credits**

In addition to the usual geometry curriculum, the Honors course will provide a more rigorous approach to proofs and applications. In this course, additional advanced topics are introduced. Teacher recommendation and a B average in Algebra I are advisable.

Algebra II and Trigonometry (741)**5 credits**

This is a college preparatory course that covers Algebra II and Trigonometry topics as a means of preparing students for Pre-Calculus or Probability and Statistics. Although not an Honors level course, a serious commitment to studying mathematics is required. A minimum of a C average in Algebra I and Geometry is advised.

Algebra II and Trigonometry (745)**5 credits**

This course covers the required topics at a pace more suitable for the non-mathematical, college-bound student. This course completes the typical three-year mathematics requirement while preparing students for their college studies. This course is not recommended for students planning to take Pre-Calculus the following year.

Algebra II and Trigonometry Honors (740)**5 credits**

A rigorous college preparatory course designed to prepare students for a math or science vocation as well as the Pre-Calculus and Advanced Placement Calculus courses that follow. Algebra II topics are covered during the first three marking periods with Trigonometry being the primary focus during the fourth marking period. A strong Algebra I and Geometry background is required with Algebra II and Trigonometry topics being covered at a rigorous pace and additional theoretical depth.

Pre-Calculus (751)**5 credits**

The goal of Pre-Calculus is to provide for the more serious mathematics students an in-depth coverage of advanced concepts of algebra, geometry, and trigonometry in preparation for the study of Calculus. The content includes such topics as functions, number systems, logic, analytic geometry, probability, limits, and introduction to Calculus. A highly successful completion of Algebra II and Trigonometry is recommended as a prerequisite.

Pre-Calculus Honors (750)**5 credits**

This course is designed for the student who is adept in algebra and geometry skills and wishes to pursue a mathematics-related vocation. The course focuses on an in-depth study in the areas of logic, equations and systems of equations, complex number systems, functions, trigonometry, elementary Calculus, and probability

and statistics. Teacher recommendation and a B average or better in Algebra II and Trigonometry Honors are advisable.

Calculus (761)

5 credits

This course is offered to the student who desires to take Calculus in high school as preparation for college. This course follows a first year Calculus syllabus. Included are discussions of limits, logarithmic and exponential functions, derivatives and integrals and applications of both. The student is expected to have successfully completed Pre-Calculus as a prerequisite.

Advanced Placement Calculus (760)

5 credits

This course follows a first-year Calculus syllabus with a curriculum provided by the Educational Testing Service for possible advanced placement credit. Included are discussions of derivatives, integrals, hyperbolic functions, infinite series, applications of integration, conic sections, and polar coordinates. Students are encouraged to take the Advanced Placement Test which is offered in May. It is highly recommended that the student successfully complete Pre-Calculus Honors before taking this course. Teacher recommendation and a B average or better in Pre-Calculus Honors is advisable.

Math Seminar (763)

5 credits

The Math Seminar is designed for the senior student who has completed three years of high school math through Algebra II/Trigonometry and does not wish to be without a math course during his/her senior year. It will provide them the opportunity to further improve their math skills in preparation for college studies by addressing topics such as trigonometry, matrices, probability, statistics, and additional relevant topics.

Probability & Statistics (764)

5 credits

This course is intended to provide an alternative to the Pre-Calculus course offered in their senior year. Those students strong in math may take the course concurrently with either Pre-Calculus or Calculus. This course will acquaint the student with the theory of probability and to illustrate applications of statistical theory. Students will develop the ability to use statistics to describe a set of data, use probability theory to determine the outcome of an event, use statistical inference to derive a logical conclusion for a given problem, and use linear regression solutions to solve real-world situations. Minimum prerequisite: Algebra II/Trigonometry (741).

Advanced Placement Computer Mathematics (770)

5 credits

This is a mathematics course designed to serve as a foundation course for computer science majors, a vehicle for topics in higher mathematics, and an enrichment course for those who will major in other disciplines that require significant involvement with computers. An emphasis will be placed on modularly designed programs in the C++ language, efficient use of data types and structures, and application of file manipulation. Successful completion of Computer Mathematics and two years of college preparatory mathematics is recommended.

Computer Mathematics (771)

5 credits

This course is an introduction to programming methodology utilizing visual BASIC as the core language. Program design and techniques will be developed through various activities and projects. Each student will gain experience in the use of the personal computer, supplemented by special activities incorporating the computer environment. Successful completion of two years of college preparatory mathematics is recommended.

General Mathematics & Math Improvement (170)**5 credits**

These are full-year courses providing mathematics credit toward graduation for identified students in grades 9-12. They utilize a diagnostic-prescriptive approach to the development of computational skills. Registration in the course requires the recommendation and approval of the guidance counselor and Child Study Team.

VISUAL ARTS

Visual literacy is the goal of the Department of Art. In order to achieve this goal the art program offers diversified opportunities to any student who desires to participate in a program of creative self-expression. A wide variety of media is utilized including painting, drawing, pottery, sculpture, photography, graphics, fabric decoration, jewelry making, etc. Also introduced is material concerning art careers, art history, and art criticism.

Visual Arts I (531)

5 credits

The purpose of this course is to provide a basic foundation in the understanding of art with explorations in areas such as design, painting, sculpture, drawing, pottery, printmaking, art history, and art criticism. Students learn how to visually express themselves and understand what other artists are saying. It is a course for everyone, not just those who think they have talent. No prerequisite. Open to students in 9, 10, 11 and 12 grades.

Visual Arts Seminar – *Color Exploration/Painting* (533)

5 credits

This course is open to second, third and fourth year art students. The Visual Arts Seminar is for the art student who wishes to be exposed to a variety of topics in the artistic arena. The seminar program operates on a three-year cycle:

Cycle 1 (2012-2013) – Fundamentals of Drawing/Ceramics (532)

Cycle 2 (2010-2011) – Color Exploration/Painting (533)

Cycle 3 (2011-2012) – Expressive Drawing/Sculpture (534)

Color Exploration is designed to allow students to explore methods by which color can be incorporated into an artwork. Students can learn to visualize and represent their environment through the use of color. Students will discover the secrets of color, its expressive qualities, color interaction phenomenon, and its ability to change the perception of the visual message. Emphasis will be placed on developing color comprehension and color context, application, composition, creative thinking, problem solving, analysis, criticism, judgment, and interpretation as well as an examination of artists and art history. Painting, the second portion of this course, is designed to familiarize students with a variety of painting techniques, mediums, and their practical application. The study of painting and artists throughout history provide students with a better understanding of applied techniques. Students will be encouraged to adapt these techniques to enhance their own creative artwork.

Applied Art (529)

5 credits

The goal of this course is to introduce the students to the basic art principles and elements and to apply them to the creation of functional works of art as well as traditional crafts. Projects such as papermaking, marbled paper, cut paper, decoupage, paper mache, weaving, silk painting and natural clay will be explored. No prerequisite. Open to all grades.

Digital Photography (537)

5 credits

This course provides a foundation in the fundamental skills and techniques of digital photography, including the use of a digital camera as well as the use of Photoshop to retouch, enhance, and manipulate images. Emphasis will be on photography as an art form as students learn the basic technical skills and design principals necessary to create unique works of digital art in a “hands-on” studio environment. This course will also examine the history of photography, correct print evaluation criteria, image interpretation, and the methods and procedures of studio photography. No prerequisite. Open to all grades.

Communications/Graphic Design (539)**5 credits**

This course is designed to provide students with the opportunity to explore the communication skills applicable to the print media including magazines, newspapers, product packaging, and the like. An investigation of the psychology of visual perception will help the graphic art student to understand how a person organizes visual elements when looking at pictures so that he or she can create designs that the viewer will understand. Students will use Adobe Illustrator, Photoshop, and InDesign software to create projects with a focus on design and communicating to a target audience. Previous art experience is not required since the basis of the course is founded in basic design concepts. The course is to all students in grades 9-12.

Technical Drawing (541)**5 credits**

This course combines art with technology, focusing on technical illustration as it applies to marketing and other communicative purposes. Students will develop their skills in creating high quality computer illustrations for a broad range of purposes. Course projects range from descriptive illustration, to product design, as well as landscape design and floor plans. Emphasis will be placed on fundamental drawing principles, computer illustration proficiency, and aesthetic qualities of final illustrations. This course is open to all students in grades 9-12.

MUSIC

The music program is designed to provide students with group and individual musical experiences which foster interest in and appreciation for music. The program is diversified enough to meet the needs of beginners and those students already advanced in their skills. The choir and band electives serve as our primary instructional modes for the performing arts. The variety of ensembles varies seasonally and affords performing groups an opportunity to participate in numerous concerts, selected school and community functions as well as special music festivals. Specifically, the programs offer sufficient variety for the casual participant as well as advanced level training for those students seeking professional career training.

CLASSROOM MUSIC

Music Theory I (501)

5 credits

This course consists of the basic construction of music, notation, ear training, elementary harmony, musical form, and melody writing. It is open to students, grades 10-12 with a strong musical interest.

Music Theory II (502)

5 credits

This course is designed to provide the serious music student with studies in his or her field of interest and to prepare for advanced study and advanced placement. Counterpoint, orchestration and form and analysis are some of the phases which will be emphasized. Open to students in grades 10-12 upon successful completion of Music Theory I. Students who have not achieved an A or B in Theory I are strongly advised against Theory II.

Applied Instrumental Music (504)

5 credits

This program is designed to provide the student who is already participating in the instrumental music program the opportunity for advanced independent study, with supervision, on his or her principal instrument. Students may also use this course to begin the study of a second instrument. This course requires instructor approval.

Applied Vocal Music (505)

5 credits

The program is designed to provide interested students who are already participating in the vocal music program with the opportunity to study voice on an individual basis. Principles of breathing, tone production and projection are dealt with in depth. Standard vocal literature is studied and performed. This course requires instructor approval.

INSTRUMENTAL MUSIC

Band (511)

5 credits

Band, a 5-credit performing arts elective, is open to all students wishing to begin or continue music study through woodwind, brass and percussion instruments. In addition to one class period per day for large ensemble rehearsal, all students enrolled in band will receive a weekly lesson (instruction) in which contemporary music software and technologies are utilized. Students have used one of the following scenarios for scheduling one lesson per week: study hall, physical education class (if not impacted by science lab), before school or after school, or 1/2 of one lunch period. All band students are also required to participate in the marching band during the first marking quarter. This group performs at all football games. At the conclusion of the fall marching band season, students are assigned into one of two concert bands (Wind Ensemble or Concert Band) according to proficiency level. Performances include various school band concerts and music festivals throughout the school year.

String Ensemble (515)

5 credits

Orchestral strings, a 5-credit performing arts elective without prerequisite, is limited to students who wish to begin and/or improve performance skills on violin, viola, cello, acoustic string bass and/or orchestral harp. This class seeks to develop performance skills sufficient to participate in school concerts and musical productions. Performance ensemble assignments will be based on student proficiency level. The more advanced students will have increased solo and chamber ensemble responsibilities at school functions and are encouraged to participate in Region and All-State Orchestra auditions. Violin students are expected to have their own instrument.

VOCAL MUSIC

Concert Choir (514)

5 credits

Concert Choir, a 5-credit performing arts elective, is open to all students wishing to begin or continue study of voice. Membership in this class/ensemble is open to all students without audition. The class is focused on the studying of a wide range of vocal literature ranging from popular selections to more difficult pieces requiring a mixed voice repertoire. As a performance-based program, students are required to participate in various concerts throughout the school year.

WORLD LANGUAGE

In a rapidly changing world, it is more important than ever that we have an understanding of other cultures and an ability to speak other languages. The fundamental purpose of world language instruction is to enable students to communicate in a foreign language and to understand and appreciate other cultures. The World Languages curriculum at any level concentrates on the four skills of listening, speaking, reading and writing, in addition to culture. Five levels of French and Spanish, and Italian are offered.

Conversational Spanish I (445)

5 credits

This course emphasizes the development of basic communication skills in the language, along with an understanding of the cultural aspects of Spanish. Students enter the District having taken limited amounts of the language; therefore, the course will be flexible in order to accommodate and engage all students. Strategies will include student-centered instruction, cooperative learning and computer applications. Units will be organized by themes, situations, and scenarios.

French, Italian, or Spanish I (401, 421, & 431)

5 credits

The emphasis at this level is on basic oral and listening proficiency, especially in the initial stages. Through progression, the student will begin to incorporate both reading and writing skills while progressively building oral proficiency. Basic grammatical concepts and introductory vocabulary are presented and practiced. Students can recognize similarities and differences between their own and the target language culture. Students acquire an understanding of and appreciation for other cultures.

401 – French I

421 – Italian I

431 – Spanish I

French, Italian or Spanish II (402, 422, & 432)

5 credits

The emphasis at this level is placed on building upon the grammatical structures, concepts and mastery of intermediate vocabulary usage. The major grammatical concepts studied at this level are simple and composed past tenses. Students will gradually expand their knowledge about the target culture. Students will identify geographical features, historical landmarks, and major sites of the areas where the target language is spoken and their influence on that culture.

402 – French II

422 – Italian II

432 – Spanish II

French, Italian or Spanish III (403, 423, 433)

5 credits

At this level, continued emphasis is placed upon the four basic skills: oral, listening, reading and writing. The student will be exposed and introduced to some of the major historical, geographical, and cultural events of the countries that use the target language. Students can identify outstanding achievements of the people of the target cultures and their contributions to world civilization. Every opportunity shall be afforded to the student to express views, comments, and perceptions in the target language.

403 – French III

423 – Italian III

433 – Spanish III

French, Italian or Spanish IV Honors (404, 424, 434)**5 credits**

The fourth level will provide the student with the opportunity to achieve greater comprehension of the spoken language; greater accuracy and fluency of oral expression; greater facility in reading through contact with literary works of greater and wider scope; and abundant practice in writing through compositions and reports. Students will focus on the global view of the countries that use the target language and its culture and interaction with the rest of the world. This knowledge is attained through literary readings, geographical studies; historical perspectives, and articles focusing on civilization and current events.

404 – Honors French IV

424 – Honors Italian IV

434 – Honors Spanish IV

Spanish V or Italian V Honors – Advanced Conversation (426 & 436)**5 credits**

The fifth year honors program is offered to students who would like to continue the study Italian or Spanish, but choose not to enroll in an advanced placement course. This honors program focuses on culture, speaking and current events of the country or countries that the language represents. It is a conversational immersion course which will be presented through visual and print media. Students will be expected to communicate exclusively in the target language.

426 – Honors Italian V – Advanced Conversation

436 – Honors Spanish V – Advanced Conversation

French or Spanish V Advanced Placement (405 & 435)**5 credits**

Emphasis in this course is designed to direct the student toward a deeper understanding of the culture, literature, art, music and history of the foreign countries at a more advanced level. Analysis of literary works, newspapers, magazines, tapes, and videotapes is extensively employed. Special focus on in-depth study of written and oral expressions are presented and practiced. The Advanced Placement French or Spanish V will prepare the students to take the A.P. French or Spanish Examination.

405 – Advanced Placement French V

435 – Advanced Placement Spanish V

English as a Second Language (190)**5 credits**

E.S.L. is required by the New Jersey State Department of Education to help pupils gain fluency in English as quickly as possible. The course emphasizes basic vocabulary and structure patterns, simple reading selections, guided writing, and small group conversation. The students extend and improve their skills at their own pace. Students may be enrolled in E.S.L. for more than one year.

SHARED TIME OCCUPATIONAL PROGRAMS

Eleventh and twelfth grade students may receive credit for special courses taken through the Academies of Morris County. The courses earn twenty credits (in some cases, credits may be earned when mathematics and/or science proficiencies are included in the program). Students must apply for admission and visit the school for a personal interview. In addition, the student must take at least three courses at their home school. Some courses are offered for Special Needs students. For additional information, please contact your student's guidance counselor. Transportation is provided by the District.

AUTO BODY/COLLISION REPAIR

Grades: 11-12

Within this two-year program, students will study basic auto body repair, painting, welding, restoration, panel replacement, frame damage, repair, custom painting and the use of all tools and materials.

Graduates are employed as technicians, painters and apprentices.

AUTOMOTIVE SERVICE TECHNOLOGY I

Grades: 11-12

To meet the needs of a changing technology, this exciting two-year program offers students the opportunity to master the needed skills to pass the Automotive Service Excellence Certification (ASE) Examinations. Training by ASE certified instructors is offered in basic automotive systems, electrical systems, braking systems, engine performance, chassis and steering, heating and air conditioning systems, computerized engine controls, selected shop skills and ASE test preparation.

CARPENTRY

Grades: 11-12

Within this one- or two-year program, students are introduced to transit and concrete wall forms, column forms, step and landing forms. Framing includes floor, wall and roof framing and common rafters. Advanced instruction includes stair building, exterior and interior trim and more complex roof frames such as hip, valley and jack rafters. Students develop a thorough understanding of the aspects of residential home construction and an understanding of basic architectural principles. Graduates have started their own businesses, worked with local contractors, entered union apprenticeships or pursued a post-secondary education.

COMPUTER DRAFTING & GRAPHICS STUDIO

Grades: 11-12

In this one- or two-year program, students transform architectural and engineering designs into finished drawings using state of the art computer equipment and the latest software releases. The first year of the program includes the basic concepts, commands and operations of the AutoCAD software, and introduces the student to advanced techniques such as 3D Design. An optional second year is available for students who wish to pursue skills in advanced customization and photo-realistic graphics and animation techniques utilizing 3D Studio Design software.

COSMETOLOGY I

Grades: 11-12

The goal of this two-year program is for graduates to successfully pass the state licensing examination and become employed in the field. The units of instruction and clinic are designed to meet licensing standards of the Board of Beauty Culture. Future beauticians and barbers experience instruction in hair care, styling, perms, manicures, facials, facial massage, waxing, coloring and barbering. Second year students operate a clinic in which customer relations, shop management and professionalism are stressed.

ELECTRICAL TRADES

Grades: 11-12

The Electrical Trades program is a two-year program that covers Telecommunication, computer installations, low voltage wiring, fire and burglar alarm systems, as well as residential, commercial and industrial wiring. All of these trades overlap in scope and basic training and offer an excellent opportunity to obtain employment. Algebra is a requirement in order to pursue entrance into the union apprenticeship program.

PLUMBING

Grades: 11-12

Blueprint reading, design, layout, troubleshooting, repair, and installations are included as units of study. Students in this one- or two-year program learn plumbing codes, principles and practices concerning plumbing and heating in residential environments. In the laboratory, students will receive hands-on training in copper sweating, cutting and threading, cast iron, PVC and ABS work, underground drainage waste, vent systems and mechanical piping of gas fired heating systems. Design and installation of fixtures for bathrooms, kitchens and hot water heaters is included.

WELDING TECHNOLOGY

Grades: 11-12

This two-year program allows high school students to acquire basic welding skills in the first year, which is a prerequisite for the second year. In the second year, students will have opportunities to pursue: the NOCTI examination and AWS Entry-Level Welders' certification. In the first year of this program, students are introduced to: Plasma Arc Cutting (on aluminum, stainless and low carbon steel), Shielded Metal Arc Welding (fillet and V-groove welds on low carbon steel), Gas metal Arc Welding (fillet welds on low carbon steel), Oxy/fuel gas cutting and introduction to print interpretation. During the second year, students will work with the Gas Tungsten Arc Welding (welds on stainless steel and aluminum), advanced Shielded Metal Arc Welding (V- grooves with backing strips), Gas Metal Arc Welding (groove welds on low carbon steel), Flux-core Arc Welding (fillet welds on low carbon steel), Plasma Arc Cutting and print interpretation.

SPECIAL NEEDS PROGRAMS

The Morris County School of Technology is committed to serving students with special needs. Accordingly, six programs are dedicated to meet these needs. The six programs respond to industry needs and are designed to equip the student with the skills he/she will need for gainful employment after graduation. These programs are available to classified students enrolled in public secondary schools who

are 15-20 years of age. A complete set of Child Study Team records must accompany the application. Applications are available from the local high schools.

AUTO BODY/COLLISION REPAIR

Grades: 10-12

Within this two-year program, students will study basic auto body repair, painting, welding, restoration, panel replacement, frame damage, repair, custom painting and the use of all tools and materials. Graduates are employed as technicians, painters and apprentices.

BUILDING CONSTRUCTION

Grades: 10-12

This program provides hands-on training in all phases of the construction industry. Instruction begins with the use of hand and power tools. Blueprint reading is introduced as students begin framing an L-shaped, three-room ranch house. Units of study include carpentry, electrical wiring, plumbing, sheet rocking and roofing. Upon completion, students may elect to pursue advance training in one specific trade area.

BUILDING & GROUNDS MAINTENANCE SERVICES

Grades: 10-12

This course includes the study of interior and exterior maintenance of a building and the surrounding grounds. Students gain knowledge of basic electricity, plumbing, carpentry, landscaping, painting, general cleaning and maintenance.

FOOD SERVICES

Grades: 10-12

The program is designed for the special needs learner who may indicate an interest in Culinary Arts but lacks the requisite academic skills. It will specifically prepare students for employment in food service occupations in hospitals, corporate cafeterias, banquet halls, nursing homes, hotels and restaurants. Students are trained in basic food sanitation, preparation and service. Occupational training is for entry level positions in most kitchens.

RETAIL/SUPERMARKET CAREERS

Grades: 10-12

This hands-on program trains students for all of the jobs found in retailing careers. Units of instruction include cashier, produce, baking, floriculture, sales techniques, marketing, customer service and grocery. Students operate the supermarket/retail outlet and produce a salad and soup bar and marketable products and services. A wide range of employment is available within the many supermarket and retail stores in the County.