

WEST ESSEX REGIONAL SCHOOL DISTRICT



PROGRAM OF STUDIES

GRADES 7 – 12

2012 – 2013

“DEDICATED TO ACADEMIC EXCELLENCE AND SOCIAL RESPONSIBILITY”

WEST ESSEX REGIONAL SCHOOL DISTRICT

65 West Greenbrook Road
North Caldwell, NJ 07006
(973) 228-1200
www.westex.org



Board of Education

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Mr. Paul Rando, Vice- President
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Business Administrator/Board Secretary - Mr. Michael Falkowski
High School Principal - Mr. Gary Suda
High School Assistant Principal - Ms. Juliann Hoebee
High School Dean of Students - Mr. Caesar Diliberto
Middle School Principal - Mr. Dave Montgomery
Middle School Assistant Principal - Ms. Lisa Tamburri



Director of Curriculum and Instruction - Mr. Ryan Gupta
Supervisor of Guidance - Ms. Vincenzina Shane
Director of Athletics - Mr. Damion Macioci
Supervisor of Special Services - Ms. Susan Vonsover



Instructional Supervisors

Supervisor of Social Studies, Business Technology, Fine and Practical Arts - Ms. Laura Drago
Supervisor of Science and Industrial Arts - Mr. Ryan Gupta
Supervisor of Physical Education and Health - Mr. Damion Macioci
Supervisor of English and Media - Ms. Anna Morse
Supervisor of Mathematics - Ms. Diana Schoenblum
Supervisor of World Languages and Music - Mr. Derek Sica

◆Mission◆

The mission of the West Essex Regional School District is to produce self-sufficient citizens who are adaptable to change and who possess the self-esteem, motivation and skills in order to:

- continue life-long learning and individual growth.
- meet the challenges of the future, both societal and technological.
- think critically and creatively.
- communicate effectively.
- solve complex problems.
- make responsible decisions.
- respect cultural differences.

Clearly focused, quality educational experiences will be provided to promote excellence through an active and responsible partnership with the community, a visionary and innovative curriculum, and a dedicated and knowledgeable staff.

“Dedicated to academic excellence and social responsibility”

West Essex Regional School District

2012 - 2013

Dear Students:

The information in this booklet is designed to assist you in selecting your courses for the coming school year. Review its contents carefully, since course selection is one of the most important decisions that you can make with regard to your education. While making your choices, consider your goals, interests, aptitudes, future plans and graduation requirements for a West Essex Regional School District diploma. Our goal is for you to take the most rigorous set of courses with which you can be successful.

The selection of courses is a major undertaking. We encourage communication among students, parents, teachers, supervisors and guidance counselors. Guidance counselors are a valuable resource for you and your family. They are available to assist you in course selection, understanding prerequisites and developing a schedule based upon future goals and interests. Your parents play a vital role in this process, as well. They should give final direction and approval to your program.

It is our desire that your educational experiences at West Essex are successful, rewarding and enriching.

Best wishes,

Mr. Gary Suda

Mr. Gary Suda
Principal HS

Mr. David Montgomery

Mr. David Montgomery
Principal MS

Ms. Vincenzina Shane

Ms. Vincenzina Shane
Supervisor of Guidance

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GUIDANCE AND STUDENT PERSONNEL SERVICES

Ms. Vincenzina Shane
Supervisor of Guidance

High School Counselors

Dr. Barbara Cieremans	210	Ms. Patricia Pawlikowski	216
Ms. Linda Grancagnolo	215	Ms. Janet Van Syckle	214
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SAC

Mr. Anthony Emering 255

Middle School Counselors

Ms. Lisa Hulse	312
Ms. Theresa Imhoff	314

SAC

Ms. Michelle Bryen 363

Guidance

All middle school students are assigned a guidance counselor when they enter the school. That student will remain with their counselor for both 7th and 8th grade.

All ninth grade students will have one guidance counselor to assist them with the transition to high school. Subsequently, in tenth grade, all students are assigned counselors alphabetically according to their last name; they remain with the same counselor for the remaining three years.

Students in both the middle and high school are able to develop supportive relationships with their counselors, so that significant issues can be addressed if and when they emerge. Adolescents face many challenges in our society today; therefore, the role, responsibilities and contributions of counselors are of vital importance.

Students are encouraged to keep in close contact with their guidance counselors.

STUDENT SCHEDULING AND COURSE PLANNING

GRADES 7-8

Program Selection

Course Level Recommendation Procedures

Recommendation for placement will depend upon the following factors:

7th Grade:

- Seventh grade will be grouped heterogeneously; however, students with markedly different learning needs, based upon multiple criteria, will be placed in a supported or accelerated section.
- Placement in *supported* classrooms will be considered for those students whose NJASK5 score indicates they will benefit from additional support; Spring MAP scores will be checked to confirm the placement.
- Placement in *accelerated* classrooms will be considered for students whose NJASK 5 scores indicate they are well above their peers in a course and would benefit from this placement. Spring MAP scores will be used as the second criteria. Students meeting both criteria will be invited to take an algebra, reading, and/or writing placement test. Students who meet all three criteria will be placed in the appropriate accelerated class. Candidates who do not meet all three criteria have the option of appealing the placement, at which point ASK 6 scores will be used for a decision.
- Actual score criteria for supported and accelerated classes will be sent home, by mail, in February with the list of classes each child will be placed in, including the electives they have chosen in January.

8th grade:

- Current academic achievement.
- Work-study habits which include motivation, effort, diligence, perseverance and maturity, as noted by teachers.
- Upon request, evidence or artifacts of student work and/or audition process.
- Changes in placement will require following an appeal process that will be mailed home with course selection information and will be placed on the middle school website. **The deadline for submitting placement appeals is March 30, 2012. No appeals will be accepted after this date.**

The decision concerning a student's placement in any course will be made by the classroom teacher and/or guidance counselor and supervisor using the above criteria.

Appeal forms can be found on the middle school guidance page at www.westex.org/domain/184

Schedule Changes

Changing a student's academic program once classes have started disrupts the learning and teaching process. Schedule changes will be made **only** for the following reasons:

- An error in the student's schedule due to data entry.
- A recommendation from the Child Study Team.
- A recommendation from the Instructional Supervisor.

Elective Drop/Add Periods will be 6/7/12-6/15/12 and 9/4/12- 9/28/12, dependent on seat availability

THE ACADEMIC PROGRAM

Graduation Requirements

Minimum requirements for graduation, as established by the State of New Jersey and the West Essex Regional Board of Education, are that all students in grades 9-12 accumulate a total of 135 credits to graduate including:

English (Language Arts Literacy)	20 credits
Mathematics	15 credits
Science	18 credits
Social Studies	10 credits (U.S. History) 5 credits (World History)
World Languages	5 credits
Visual or Performing Arts (Art, Music, Theatre, Dance)	5 credits
Career Education and Consumer, Family, and Life Skills (Practical Arts)	5 credits
Physical Education	Successful completion each year of attendance
Health Education	Successful completion each year of attendance
**Personal Financial Literacy (begins with the class of 2014)	2.5 credits

Technology Literacy, consistent with the Core Curriculum Content Standards, is integrated throughout the curriculum.

Students who enter the eleventh grade for the first time are required to take the New Jersey High School Proficiency Assessment (HSPA) in March of that year. It is a requirement of the State of New Jersey for all students to demonstrate proficiency. Students who do not pass one or more sections of the HSPA in their junior year must retake the test in the fall of their senior year and attend a state mandated course that is part of their daily schedule. Parents will be informed if students will be placed in these courses.

ONLY COURSES TAKEN IN 9-12th GRADE COUNT TOWARD GRADUATION

The following courses fulfill the **Visual and Performing Arts** requirement:

Studio Art I, II, III, IV, AP	AP Art History	Choir/Choir H
Crafts	Music Theory I, II	Orchestra/Orchestra H
Drawing & Composition	Band/Band H	Computer Graphics I, II, III H
Rock of Ages		

The following courses fulfill the **Career Education & Consumer, Family, and Life Skills** requirement:

Culinary Arts I, II	Food & Sports Nutrition	Child Development
CAD I, II, III	Eng. & Power Mechanics	All Wood Courses
Technology Applications	All Business Courses	

The following courses currently fulfill the **Financial Literacy** requirement:

Personal Finance Literacy
Honors Accounting
AP Macroeconomics

STUDENT SCHEDULING AND COURSE PLANNING

GRADES 9-12

Program Selection

- With the assistance of their counselor, using the recommendations provided by their classroom teachers, students will select their courses. Parents are encouraged to contact the counselor if they have any questions regarding course selection.
- A typical program consists of eight periods of instruction, usually five academics, physical education and one or two electives.
- Courses are offered based upon student enrollment. Under-enrolled courses may be cancelled prior to school opening.
- Students are required to select alternate elective courses in priority order.
- District graduation requirements may not fulfill all college entrance requirements. It is essential that students review the specific entrance requirements for all colleges on their personal application list.
- Selective/competitive colleges recommend that students have 20+ academic courses. A challenging academic schedule should include the following:

English 4 years
Mathematics 4 years
Science 4 years
History/Social Studies 3-4 years
World Languages 3-4 years

Guidelines for Grade Level Assignments

- To enter Grade 9: Students will have successfully completed eighth grade.
- To enter Grade 10: Students will have successfully completed a minimum of 35 credits by the end of freshman year.
- To enter Grade 11: Students will have successfully completed a minimum of 70 credits by the end of sophomore year.
- To enter Grade 12: Students will have successfully completed a minimum of 105 credits by the end of junior year.

Doubling-up Restriction

Students are not permitted to “double-up.” This means that any student who fails a prerequisite course may not take the next course in the curricular sequence until the prerequisite course is passed. It is firmly believed that these restrictions are in the best educational interests of the students.

Independent Study

Students may have the opportunity to participate in an Independent Study.

- Grades for Independent Study will be recorded as Pass/Fail.
- One credit will be granted for each semester.
- Independent Study is only for a course not offered at West Essex.
- Packets will be available in the guidance office. Students must adhere to the application deadlines.
- Administration and Board of Education approval is necessary.

Course Level Recommendation Procedures

Recommendation for placement will depend upon the following factors:

- Current academic achievement.
- Work-study habits which include motivation, effort, diligence, perseverance and maturity, as noted by teachers.
- Upon request, evidence or artifacts of student work and/or audition process.

The decision concerning a student's placement in any course will be made by the classroom teacher and supervisor using the above criteria.

Schedule Changes

Changing a student's academic program once classes have started disrupts the learning and teaching process. Schedule changes will be made **only** for the following reasons:

- An error in the student's schedule.
- A recommendation from the Child Study Team.
- A recommendation from Instructional Supervisor

High School Course Level Change

HUMANITIES

1. For placement into Advanced Placement from an Honors* course, a student must:
 - a. Be enrolled in or have completed the prerequisite Honors course,
 - b. Have achieved a grade average of B+ or better in Honors for the first two marking periods and the midterm of the current school year.
2. For placement into Honors from a CPA course, a student must:
 - a. Have achieved a grade average of a B+ or better average in CPA for the first two marking periods and the midterm of the current school year.

MATH AND SCIENCE

1. For placement into Advanced Placement from an Honors* course, a student must:
 - a. Be enrolled in or have completed the prerequisite Honors course
 - b. Have a teacher recommendation
 - c. Have achieved a grade average of B+ or better in Honors for the first two marking periods of the current school year.
2. For placement into Honors from a CPA course, a student must:
 - a. Have achieved a grade average of an A- or better in CPA for the first two marking periods of the current school year.
 - b. Have a teacher recommendation

*Any exceptions to the Honors level prerequisite will be noted in the Program of Studies

If a high school student wishes to appeal a level placement, he or she must meet the following criteria for consideration:

- a. Seat availability
- b. A Student must achieve a midterm exam grade of A- or better and
- c. A student must interview with the department supervisor
- d. Teacher feedback
- e. Comprehensive grade history
- f. Performance on state standardized tests

Beginning in the school year 2011-2012, Advanced Placement weighting and designation will only be granted to students who complete the requirements of the Advanced Placement Course and take the appropriate Advanced Placement exam. In the event the student does not take the AP exam, Honors designation and Honors weighting will be indicated on the student's final transcript.

The timeline is not flexible, and changes will not be considered after the deadline.

- Students, teachers or parents may initiate a change in the course level recommendation by requesting an appeal. The window for requesting an appeal into a higher academic level begins when the student has his/her scheduled appointment with his/her guidance counselor and **must be completed by March 30, 2012. The timeline is not flexible, and no appeals will be considered after the deadline.** The appeal form can be found in the guidance office, as well as on the district web site under "Forms."

Elective Drop/Add

- **The first drop/add period is 6/13/12 – 6/22/12 for the school year 2012 – 2013.**
- **The second drop/add period is 9/4/12 – 9/18/12.**
- **The third drop/add period is 1/24/13 – 2/7/13** (for second semester courses only).
- Dropping a course after the drop/add period in September will result in a WP or WF on the student's report card and permanent transcript. This will necessitate placement in a study hall. No more than one study is permitted.
- **All WPs and WFs must be made by 10/1/12 for all full year and first semester courses and 3/13/13 for second semester courses.**
- All drop/adds require signatures from the student, parent, teacher(s) and department supervisor(s).
- The student must continue to attend all scheduled classes until he/she has been issued a new schedule from his/her guidance counselor.
- All schedule changes are dependent upon seat availability.

SEVENTH GRADE PROGRAM

REQUIRED CORE COURSES:

- English 7
- Reading 7
- Math 7
- Science 7
- Social Studies
- Physical Education/Health 7

CHOICES:

- World Language: (select one)
 - French 7
 - Italian 7
 - Spanish 7
 - Pre-Spanish 7*

- Electives: (select one)
 - Band 7
 - Chorus 7
 - Orchestra 7
 - Exploratory Cycles 7
 - Strategies or Supervised Study*

*These choices are only available to special education students or 504/I&RS students, based on meetings with the Child Study Team or guidance counselor.

GRADE 7 COURSE DESCRIPTIONS

ENGLISH 7

The purpose of English 7 is to review and streamline skills previously introduced by the sending districts and to advance student learning by introducing new skills and challenges in both composition and reading. The curriculum consists of grade specific Language Arts skills and selected works of literature. Language Arts skills addressed include composition, vocabulary, mechanics, usage, and grammar. As a writer, the student will move beyond the paragraph to the expanded paragraph, the multi-paragraph essay, and a research report. The student will be encouraged to organize his/her writing guided by a logical progression of ideas, to expand upon ideas, and to utilize transitional words and/or phrases for fluency. Students will examine literature as writers. Novels, short stories, poems, and non-fiction prose will serve as a basis to explore the craft and structure of writing.

READING 7

The Reading 7 course engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students will develop strategies to learn “how to read everything for the rest of their lives.” This course will also enable students to become successful at transactions with text, making inferences, and self-regulated comprehension. Nancie Atwell’s Reading Workshop model will effectively be used by instructors to create a constructivist classroom.

Based upon the markedly distinct learning needs of some children, English 7 and Reading 7 will also offer accelerated and supported classes. Each of these classes will cover the same curriculum but coverage will differ in pacing, depth, and rigor. Page 6 provides the criteria for being initially placed in an accelerated or supported class.

MATH 7, MATH 7 EXTENDED

Math 7 uses the Connected Math Program 2, a standard-based approach that encourages problem solving, communication of ideas, application of math to everyday situations, and focus on computational skills. Strategies are designed not only to engage all students but to allow for differentiation to address the needs of all students. This course presents an integrated mathematics curriculum suitable for the seventh grader. It seeks to build upon those mathematical skills introduced in elementary school using projects, discovery activities, and applications. It is a comprehensive preparation for the NJASK 7 as well as a foundation for the skill and abstract thinking necessary for eighth grade mathematics. The Math 7 Extended class is 62 versus 42 minutes to enable students with less secure mathematic skills to cover the entire seventh grade curriculum.

ALGEBRA 7

Prerequisite: Multiple Placement Assessments

Algebra is designed for mathematically talented students who have the conceptual and computational background and maturity to pursue an honors-paced subject. Topics are covered in depth and at an accelerated pace. The curriculum covers algebraic skills and concepts necessary for an understanding of all future mathematics to be studied. Abstract and numerical reasoning is emphasized. Topics include: linear and quadratic equations, functions, systems of equations and inequalities, matrices, probability and statistics, exponentials and polynomials. Graphing calculators are employed to extend concepts. Students learn a variety of problem solving techniques. Students will be prepared for the NJASK 8 test.

SCIENCE 7, SCIENCE 7 ADAPTED

Science 7 is a full year course that introduces students to the fundamental concepts of environmental studies, earth science, biology and the moon/tide relationship. The Environmental Educational Field Trip, at the start of the school year, sets the stage for ecological studies of the interactions of living things and environmental problems and solutions. Students will then be launched into exploring the origin, evolution and structure of the universe and Earth's place in it as well as the structure and creation of Earth. The year concludes with a study of life on Earth including the cell as the basic unit of life, protein synthesis, DNA, genetics, evolution, as well as taxonomy, dichotomous keys and classification. Instructional strategies include analysis and problem solving, scientific method, laboratory experimentation with an emphasis on safety, technological applications, higher order thinking and reference to the historical /cultural context of scientific discoveries and events.

SOCIAL STUDIES 7

Social Studies 7 actively involves the students in the study of Global Geography. Students learn elements of human geography and through a global approach examine the themes of location, place, human-environmental interactions, movement, and regions. Students over the course of the year learn about significant global issues related to the regions of the world. Social Studies 7 provides students with an appropriate skill and content background for continued study of World and American History aligned with New Jersey Core Content Standards in Social Studies

PHYSICAL EDUCATION 7

Prerequisite: Previous Grade Level Physical Education

Physical Education is a balanced, sequential program of activities designed to promote healthy, active lifestyles as well as generate an interest in life-long physical fitness. Activities include individual and team sports and recreational activities. The senior high school elective physical education program offers students the opportunity to choose their physical activities. Electives include activities such as badminton, tennis, aerobics, volleyball, and strengthening and conditioning, as well as traditional team sports.

HEALTH EDUCATION 7

Prerequisite: Previous Grade Level Health

All students at West Essex participate in health education for a nine-week period each year. Health education focuses on wellness, family living, character education, accident prevention, communicable diseases, human sexuality, substance abuse, body systems, and nutrition. Our program is enhanced by utilizing out of district resources for presentations to our students.

WORLD LANGUAGES 7 (French, Italian, Spanish)

This full-year course is an introductory language learning experience to develop an appreciation for conversing in a world language. It is designed to introduce the students to speaking and the communication of meaning, rather than placing emphasis on structural and syntactical accuracy at the entry level of language learning. The course content will include varied activities which elicit active student participation such as choral and individual repetition of vocabulary, cooperative learning exercises, role playing, dialogue, simple conversation, etc. Some reading and writing practices will be introduced after students have had extensive preparation in listening and speaking skills. The teaching tools to aid instruction will include audio-cassettes, video tapes, games, visuals, and computer programs.

PRE-SPANISH 7

This is a one-year course that is recommended for students who are expected to have difficulty in the learning of a foreign language, based upon special education placement and/or Departmental Recommendation. This course will focus on conversational and cultural activities. Upon successful completion of this course, and based upon special education placement and/or Departmental Recommendation, students will enroll in Introduction to Spanish

CHORUS 7 AND 8 - Elective (Grades 7 and 8)

Prerequisite: None

Chorus is a course open to all students who desire to improve their vocal skills and develop sight-reading skills. This course covers literature from various cultures and historical periods, emphasizing two, three, and four part harmony. Students are expected to attend all scheduled activities and performances. Members of the chorus must attend one small group lesson per week.

BAND 7 AND 8 - Elective (Grades 7 and 8)

Prerequisite: None

Band is a course open to all students who play, or wish to play, a woodwind, brass, or percussion instrument. Attention is given to individual and group development. Ear training, rhythm, tone quality, articulation, phrasing, balance and blend, and sight reading are emphasized. Many types of musical literature will be studied. Students are expected to attend all scheduled activities and performances. Members of the band program must also attend small group lessons.

ORCHESTRA 7 AND 8 - Elective (Grades 7 and 8)

Prerequisite: None

Orchestra is a course designed to meet the musical needs and interests of all string players and a few selected woodwind, brass, and percussion players.* Advanced music of significant worth is emphasized, which covers a wide range of styles. In addition to performing at school assemblies and winter and spring festivals, the orchestra also performs at various other functions. Students are expected to attend all scheduled activities and performances. Members of the orchestra program must also attend small group lessons.

*Woodwind, brass, and percussion students are selected from the concert band by audition. Only string students should enroll for this course.

EXPLORATORY CYCLES 7 (Four 9 week cycles)

ART 7 EXPLORATORY

The Art Exploratory 7 is a 9 week cycle course that emphasizes exploration of media, concept, skills, and techniques, as well as discovery in visual art. Students continue to develop a foundation of learning about visual art and increase appreciation through creative experiences. The course is designed to develop content knowledge and skills in technical processes, personal expression through art production, and recognition of the role and importance of art and artists in society, culture, and history. The seventh grade art program provides an environment which offers challenges to all students, builds on individual differences, and provides means by which students may express themselves and develop positive self concepts.

COMPUTER TECHNOLOGY 7 EXPLORATORY

In this 9 week cycle course students develop touch keying skills, general computer literacy and terminology. This class infuses the fun of learning with modern technology. Microsoft Office suite of products is introduced in a variety of short term projects to include Word, PowerPoint, Excel, and Publisher. Students learn how to use the school email as well as access from home to their accounts. Organization skills are stressed.

FAMILY AND CONSUMER SCIENCE 7 EXPLORATORY

Exploring Family and Consumer Science is a 9 week cycle course that offers students the opportunity to explore and expand their knowledge of food and nutrition, child development, sewing and clothing care. Students will create a sewing project and prepare simple nutritious snacks while increasing their knowledge and life skills.

MUSIC 7 EXPLORATORY

The Music Exploratory 7 is a 9 week cycle course that offers students the opportunity to expand their understanding of music, its basic elements, concepts, and importance in the world around them. Students will explore music from many different perspectives, such as enrichment, entertainment, professional opportunities, and cultural enhancement. Throughout this sequence students will create, perform, and respond to auditory sensory challenges, thus increasing their knowledge and skills as related to music.

EIGHTH GRADE PROGRAM

REQUIRED CORE COURSES:

- English 8
- Reading 8
- Math 8
- Science 8
- Social Studies 8
- Physical Education/Health 8

CHOICES:

- World Language: (select one)
 - French 8
 - Italian 8
 - Spanish 8
 - Pre-Spanish 8*

- Electives: (select one)
 - Band 8
 - Chorus 8
 - Orchestra 8
 - Exploratory Cycles 8
 - Strategies or Supervised Study*

*These choices are only available to special education students or 504/I&RS students, based on meetings with the Child Study Team or guidance counselor.

GRADE 8 COURSE DESCRIPTIONS

ENGLISH 8 (levels 1 and 2)

Prerequisite: English 7 and Teacher Recommendation

The English 8 curriculum is designed to reinforce concepts and skills introduced in English 7 through more complex reading and writing assignments that require students to demonstrate increased knowledge and understanding. The English 8 curriculum consists of grade specific Language Arts skills and selected works of literature, intended to prepare students for the rigor of the high school curriculum. Language Arts skills addressed include composition, vocabulary, mechanics, usage, and grammar. Novels, short stories, poems, and articles will serve as a basis to explore literary devices including plot, theme, characterization, and figurative language. Students will be exposed to diverse authors and works, and continue to take command of their authorship through expository, persuasive, and narrative writing assignments. Level placement is determined primarily by standardized test scores.

READING 8 (levels 1 and 2)

Prerequisite: Reading 7 and Teacher Recommendation

The Reading 8 course engages students in the careful reading and critical analysis of challenging literature incorporating Nancie Atwell's reading workshop model with teachers as expert reading guides in a constructivist classroom. Mini-lessons throughout the course will provide differentiated instruction for the group. These mini lessons may be planned, impromptu, or review in nature. Through the close reading of selected texts, students will deepen their understanding of the strategies strong readers use to extract meaning as well as pleasure from their reading. As they read, students develop deeper reading comprehension and stronger critical reading skills through shared inquiry, using open-ended questions with a strong focus on interpretation. In their response to great literature, students engage in meaningful writing activities.

Level placement is determined primarily by standardized test scores.

MATH 8 (PRE-ALGEBRA 8, PRE-ALGEBRA 8 EXTENDED)

Prerequisite: Successful Completion of Math 7 and Teacher Recommendation

Math 8 uses the Connected Math Program 2, a standard-based approach that encourages problem solving, communication of ideas, application of math to everyday situations, and focus on computational skills. Strategies are designed not only to engage all students, but to allow for differentiation to address the needs of all students. Math 8 seeks to build upon those mathematical skills introduced in seventh grade using projects, discovery activities, and applications in a small class setting. It is a comprehensive preparation for the NJASK 8 as well as a foundation for the skill and abstract thinking necessary for ninth grade algebra. The pre-algebra 8 extended class is 62 versus 42 minutes allowing students with less secure mathematic skills to cover the entire seventh grade curriculum.

ALGEBRA 8

Prerequisite: Teacher recommendation

Algebra is designed for mathematically talented students who have the conceptual and computational background and maturity to pursue an honors-paced subject. Topics are covered in depth and at an accelerated pace. The curriculum covers algebraic skills and concepts necessary for an understanding of all future mathematics to be studied. Abstract and numerical reasoning is emphasized. Topics include: linear and quadratic equations, functions, systems of equations and inequalities, matrices, probability and statistics, exponentials and polynomials. Graphing calculators are employed to extend concepts. Students learn a variety of problem solving techniques. Students will be prepared for the NJASK 8 test.

GEOMETRY 8

Prerequisite: Successful Completion of Algebra 7 and Teacher Recommendation

Geometry is a rigorous course which emphasizes topics inherent to Euclidean and solid geometry. Knowledge of geometry will be developed with an emphasis on its logical structure, using critical thinking skills and problem solving strategies with consideration of both the inductive and deductive methods of reasoning as applied to formal proofs. Skills acquired in Algebra will be further strengthened throughout the course. Topics include: Pythagorean Theorem, trigonometric ratios, properties of triangles, transformations, surface area and volume. Problem solving will be emphasized to encourage higher level thinking skills. Students will be prepared for the NJASK 8 test.

SOCIAL STUDIES 8

Prerequisite: Successful Completion of Social Studies 7

Social Studies 8 students examine the early history of the United States. The course provides students with the opportunity to survey and understand the history of the United States from its European origins through Reconstruction. The students undertake a comprehensive study of American government through analysis of the United States Constitution. In this course students also learn and apply social studies skills and civics as well as explore other strands of the New Jersey Core Content Standards.

SCIENCE 8 (Levels 1, 2, and Adapted)

Prerequisite: Successful Completion of 7th Grade Science and Teacher Recommendation

Science 8 is a full-year course that introduces students to the foundational concepts of chemistry and physics. The course includes an overview of the structure, properties and interactions of matter. In 8th grade science, students learn how to think critically about the physical nature of their world and discover the laws that govern the structure and behavior of matter, the environment, and physical systems. Learning activities in Science 8 utilize problem solving, critical thinking, laboratory experimentation, technology, mathematics, and historical/cultural discoveries and events.

PHYSICAL EDUCATION 8

Prerequisite: Previous Grade Level Physical Education

Physical Education is a balanced, sequential program of activities designed to promote healthy, active lifestyles as well as generate an interest in life-long physical fitness. Activities include individual and team sports and recreational activities. The senior high school elective physical education program offers students the opportunity to choose their physical activities. Electives include activities such as badminton, tennis, aerobics, volleyball, and strengthening and conditioning, as well as traditional team sports.

HEALTH EDUCATION 8

Prerequisite: Previous Grade Level Health

All students at West Essex participate in health education for a nine-week period each year. Health education focuses on wellness, family living, accident prevention, communicable diseases, human sexuality, substance abuse, body systems, and nutrition. Our program is enhanced by utilizing out of district resources for presentations to our students.

WORLD LANGUAGES 8 (French*, Italian, Spanish)

This full-year course provides students with the fundamental background to speak, to read, to write, and to understand the target language. A great deal of stress is placed on the development of audio-lingual skills including correct pronunciation, intonation, and accentuation. The rudiments of grammar are taught as they are needed for oral and written expression. There will be a continued emphasis on the development of listening and speaking skills. Additional material for development of the reading skill is provided for each student. The units on the culture and civilization of the target culture are expanded.

*French 8 classes will be designed to prepare the students for French II in grade 9. Enrollment may be a factor.

PRE-SPANISH 8

This is a one-year course that is recommended for students who are expected to have difficulty in the learning of a foreign language, based upon special education placement and/or Departmental Recommendation. This course will focus on conversational and cultural activities. Upon completion of this Middle School sequence, the student's level of language competency, special education placement and/or Departmental Recommendation, students will enroll in either Conversational Spanish or Spanish I.

EXPLORATORY CYCLES 8 (Three twelve week cycles)

ART 8 EXPLORATORY

This 12 week course explores art media and concepts. Creativity is stressed in lettering, composition, color, line, three-dimensional drawing, multi-cultural art, and theme development and integration. The students develop an awareness of the importance of art in their lives, and may use this course as a springboard to Studio Art in 9th grade.

EXPLORING FAMILY AND CONSUMER SCIENCE 8

Family and Consumer Science is a 12 week cycle course that introduces students to the skills necessary to be independent learners. This class includes a balance of class work, demonstrations, and hands-on experiences. Topics covered include nutrition, consumerism, child care, food preparation and sewing.

COMPUTER TECHNOLOGY 8 EXPLORATORY

In this 12 week course students will learn personal and business applications using the Microsoft Office suite of products. Students will learn how to write business letters utilizing the mail merge feature in Word when writing to famous people and companies. Students will first be introduced to MLA writing which is required in English in high school and college when writing a report on a trip destination. Students will create dynamic PowerPoint presentations. Students will have the opportunity to research and prepare a Publisher newsletter in conjunction with their health class. The computer usage and Word processing methods taught in this class are transferable and vital for success in all subject areas. Language Arts skills are reinforced as student's format, compose, and proofread documents.

ENGLISH AS A SECOND LANGUAGE (ESL)

ENGLISH AS A SECOND LANGUAGE (ESL) (Grades 7-12)

Non-English speaking students are enrolled in ESL instruction in addition to their regular English class. Emphasis is placed on the development of English vocabulary and structures in the areas of listening, speaking, reading and writing. Students have opportunities to practice their English via small group instruction. The level of difficulty is adjusted for the individual as he or she demonstrates increased proficiency and thus may be repeated for credit.

ELL ACADEMIC SUPPORT AND TRANSITION (Grades 7-12)

This course provides the English Language Learner the opportunity to receive support and time to complete mainstream course requirements under the supervision of a certified ESL teacher. The goals of the ELL Sheltered Academic Support & Transition is to facilitate a speedier transition into our society, to help the ELL student obtain academic success, pass the *ACCESS for ELLs*, the *NJASK* and *HSPA* and their mainstream courses in order to graduate high school. This course provides additional support with the acquisition of English Language Skills necessary to be successful in the mainstream classes. The emphasis is on academic vocabulary development and application associated with language arts and social studies. Materials chosen reinforce the four language domains: reading, writing, speaking and listening. Mainstream English and Social Studies teachers of ELL students will be in communication with the ELL Academic Support teacher on topics that will be covered, or need to be reviewed, during specific time periods throughout the year. This course is designed to support student acquisition of study skills and student learning of basic skills in content areas. There is an additional focus on mastery of vocabulary, grammar, and writing skills. Instruction targets the educational needs of the group, but is also highly individualized.

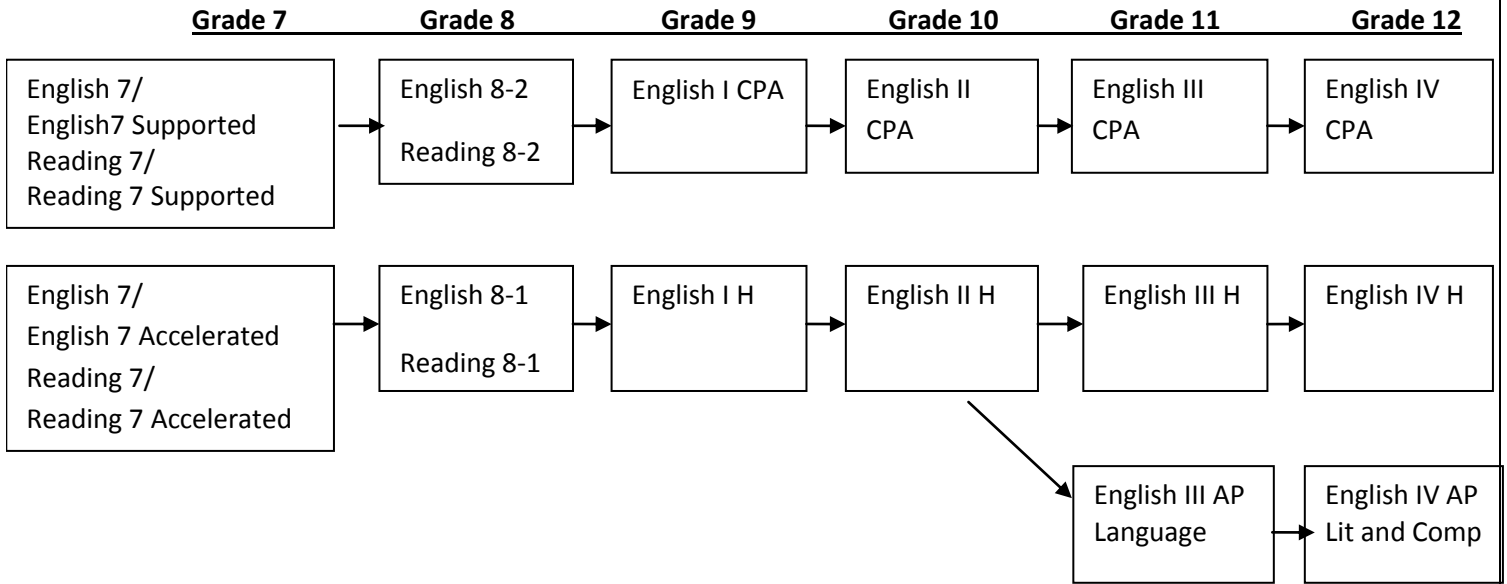
Intervention and Referral Services (I&RS) and 504 Accommodations

Students in need of intervention or 504 plans are referred to the intervention and referral services committee. As needed, these students may be recommended for a supervised study class.

SUPERVISED STUDY 7/8

This class is limited to sixteen students and is available to students with a diagnosed disability that impacts their ability to learn and/or identified at-risk students. The supervised study teacher communicates with general education teachers regarding instruction, homework, tests, projects and other components of the middle school program. This course is offered to students in need of support in their academics.

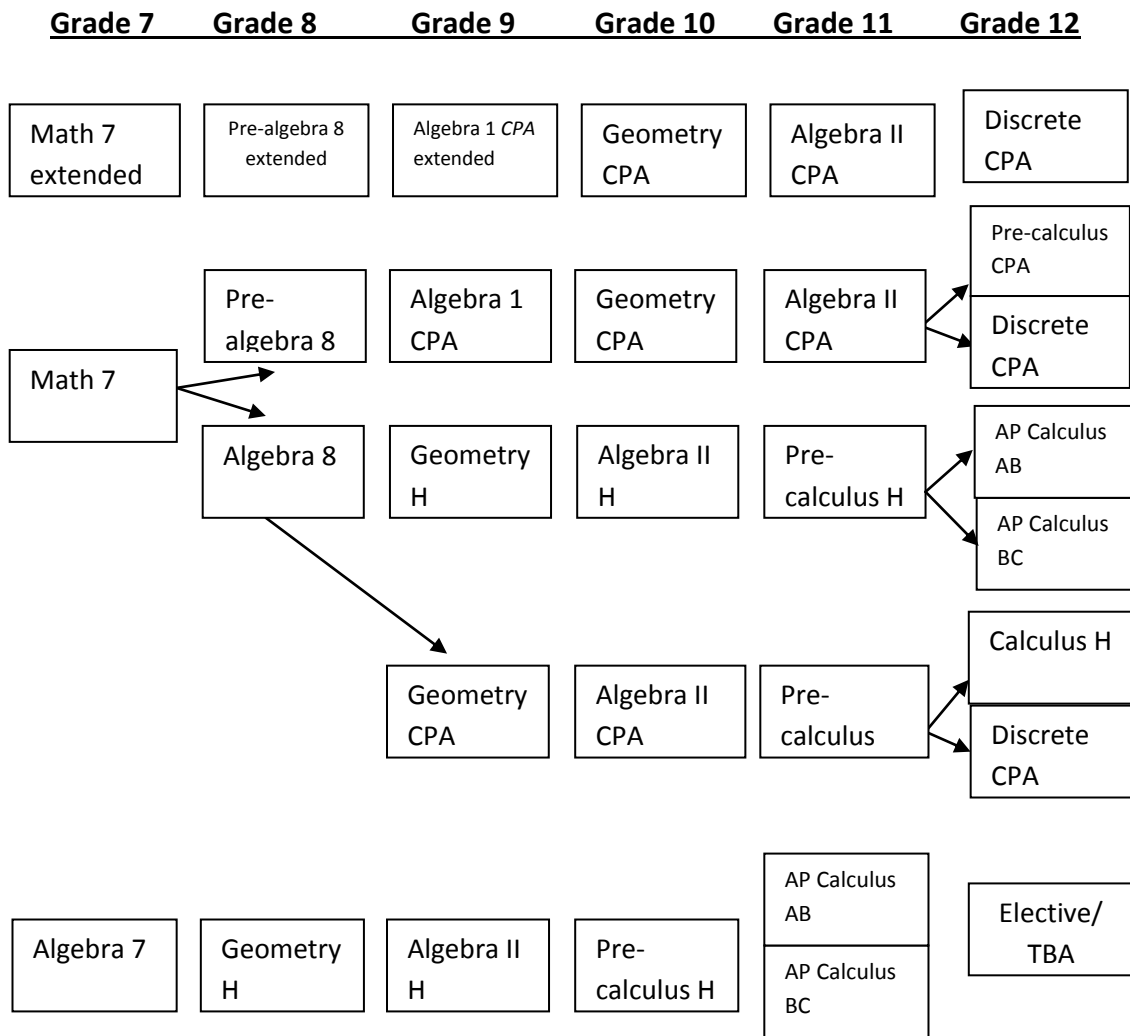
ENGLISH COURSE SEQUENCE



- Electives**

 - Theater Arts
 - Reading for the Young Adult
 - Public Speaking
 - Expository Writing and Visual Media
 - Media Production
 - Introduction to Creative Writing
 - Journalistic Writing
 - Journalism II
 - Journalism III/IV
 - SAT Prep

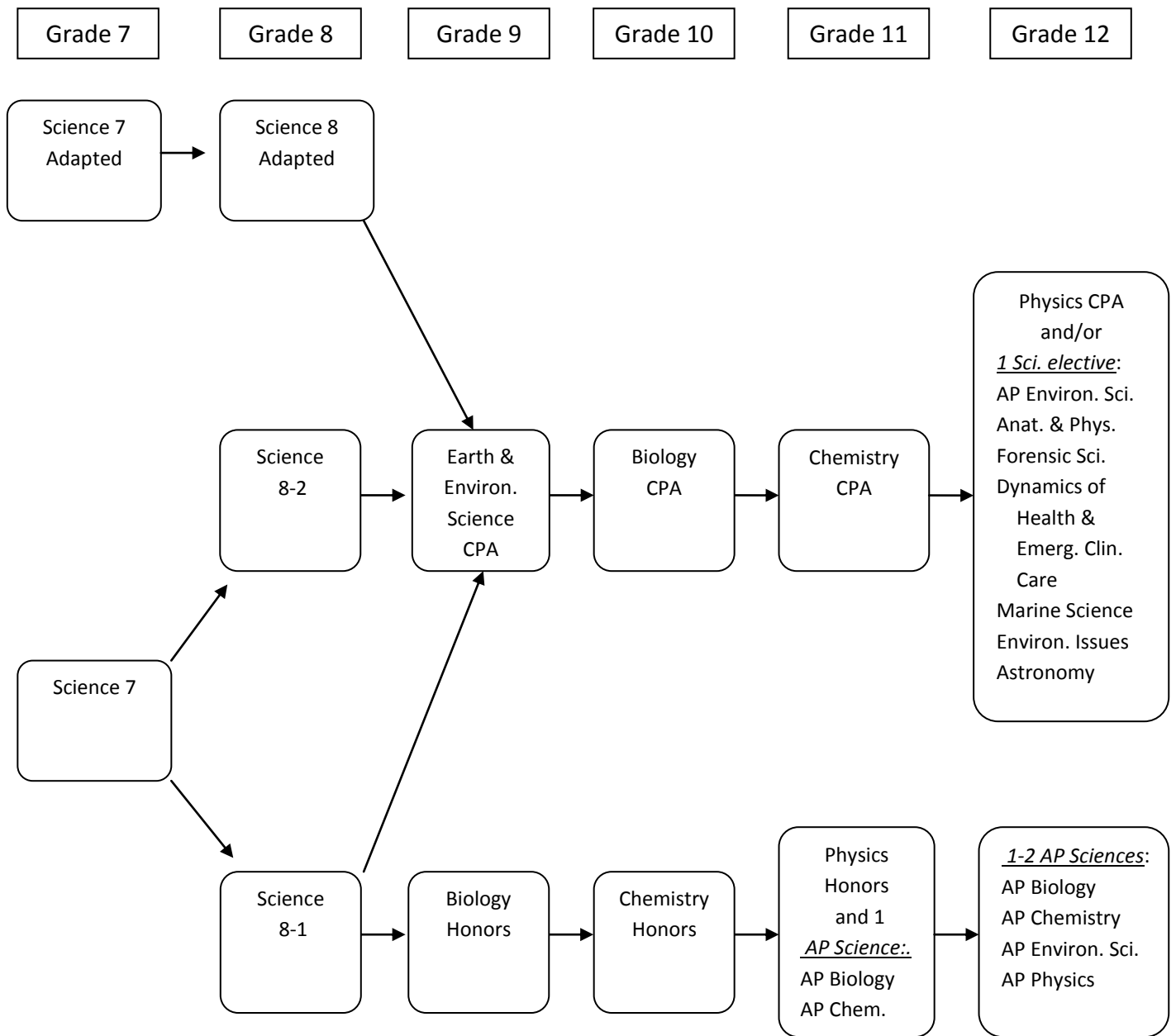
MATHEMATICS COURSE SEQUENCE



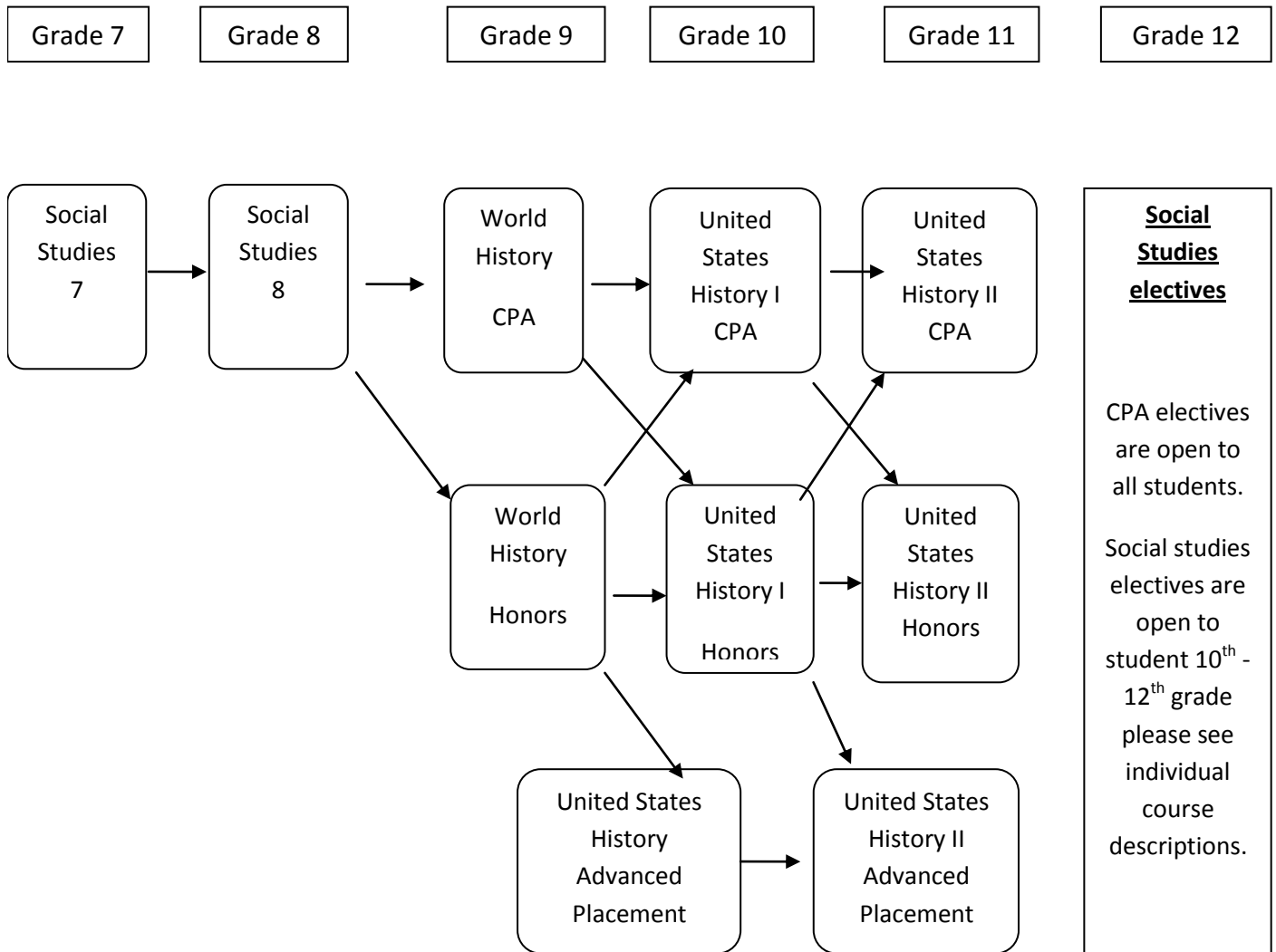
- Electives**

 - Probability and Statistics
 - SAT Preparation Course
 - Computer Science I
 - Computer Science II
 - AP Computer Science

SCIENCE COURSE SEQUENCE



SOCIAL STUDIES COURSE SEQUENCE



SOCIAL STUDIES ELECTIVES

CPA: American Film Studies, Global Studies, Genocide Studies, Social Psychology, Vietnam

Honors: Constitutional Law

Advanced Placement: AP Macro Economics

AP European History

AP American Government and Politics

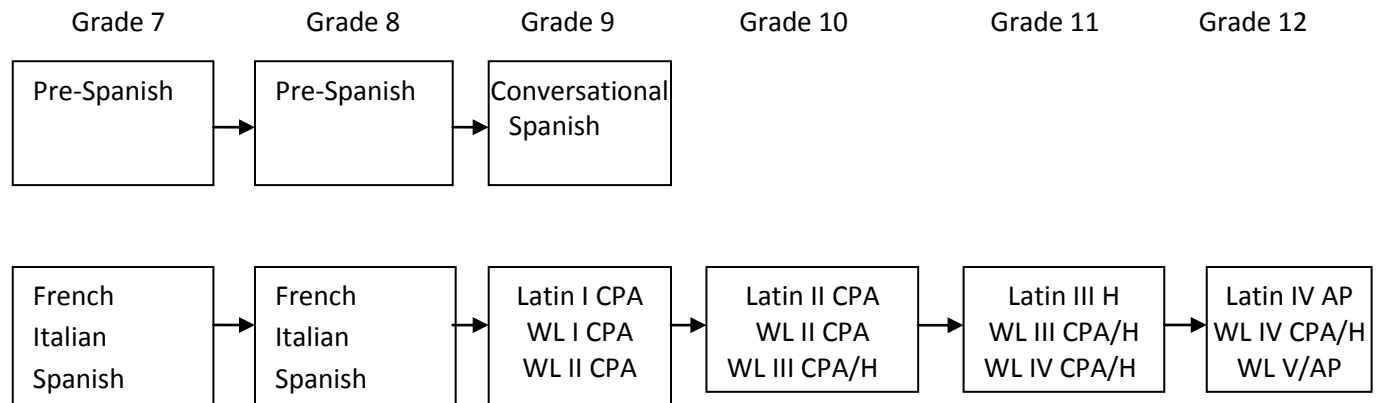
Social Studies electives

CPA electives are open to all students.

Social studies electives are open to student 10th - 12th grade please see individual course descriptions.

Honors and Advanced Placement Electives have course prerequisites stated in the course descriptions.

WORLD LANGUAGES COURSE SEQUENCE



- A student may begin the study of a world language in any year of high school.

Chinese

French

Italian

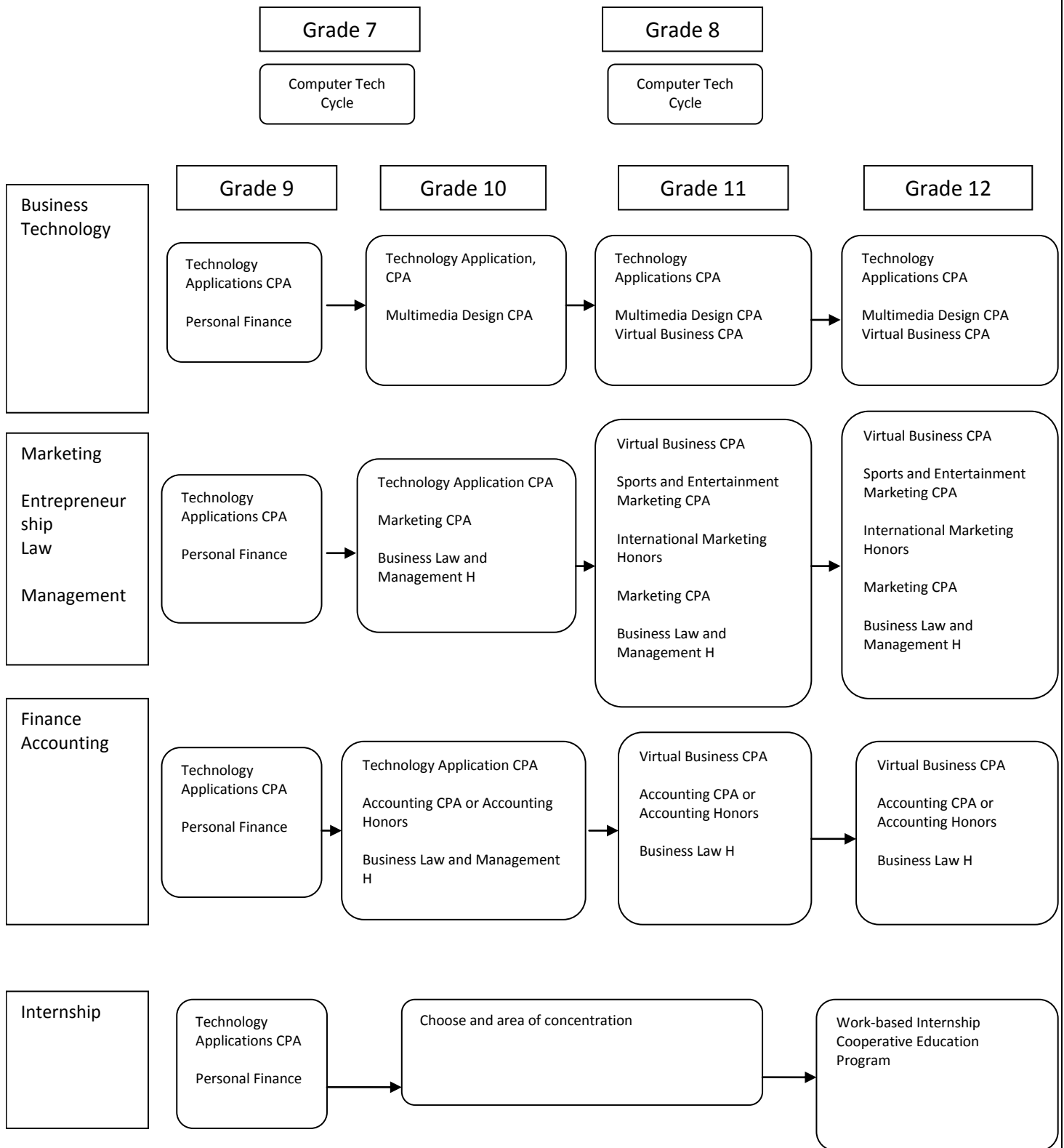
Latin

Spanish

BUSINESS EDUCATION COURSE SEQUENCE

By Concentration/Areas of Interest*

Class of 2012



Please Note:

A student may change his/her concentration of interest at any time

ENGLISH COURSE DESCRIPTIONS

ENGLISH I CPA

Credits 5

Prerequisite: Successful Completion of English and Reading 8 level 1 or 2 and Teacher Recommendation

The English I College Preparatory A program places emphasis on grammar, literature, vocabulary, and composition. Students are assigned a variety of in-class and independent writing assignments based on class readings and discussions. The multi-paragraph essay is a required component of the class. Students are expected to present ideas orally, both formally in speeches or presentations and informally in class discussions. At this level, students will complete a research project using Modern Language Association (MLA) format. The literature component consists of various literary genres: the novel, the memoir, the short story, drama, poetry, and the epic poem. Students will read texts such as, but not limited to, *Night*, *To Kill a Mockingbird*, *Romeo and Juliet*, Homer's *Odyssey*, Edith Hamilton's *Mythology*, and *The Old Man and the Sea*. Additionally, students are expected to fulfill an independent reading requirement each marking period. The development of critical reading strategies is emphasized.

HONORS ENGLISH I

Credits 5

Prerequisite: Successful completion of English and Reading 8 level 1 and Teacher Recommendation

The English I Honors program is an in-depth program placing heavy emphasis on literature, vocabulary, grammar, and composition. Students are assigned a variety of in-class and independent assignments based on class readings, discussions, and independent reading. Students are expected to present ideas orally in speeches and in presentations, and informally in class discussions. Students will organize and present several well-developed, thesis-driven, multi-paragraph essays. One long-term writing assignment with a research component is expected. At this level, students will complete a research project using Modern Language Association (MLA) format. The literature component consists of various literary genres: the novel, the memoir, the short story, drama, poetry, and the epic poem. Students will read texts such as, but not limited to, *Night*, *To Kill a Mockingbird*, *Romeo and Juliet*, *The Taming of the Shrew*, Homer's *Odyssey*, Edith Hamilton's *Mythology*, and *The Old Man and the Sea*. In-depth literary analysis is strongly emphasized in the program. A significant amount of homework, independent readings and independent assignments are required.

ENGLISH II CPA

Credits 5

Prerequisite: Successful Completion of English I CPA and Teacher Recommendation

Students in the **English II College Preparatory A** program are immersed in World Literature and to further their skills, in vocabulary development, composition, grammar, and reading. The fundamentals skills are fostered through writing assignments. Logical organization of thought is emphasized in written composition with an emphasis on expository and persuasive style. The structure of various literary genres is studied through such works as, but not limited to: *Lord of the Flies*, *Animal Farm*, *Othello*, *The Kite Runner*, *The Life of Pi*, and *The Tragedy of Julius Caesar*. Additionally, short stories, essays, poems and memoirs will be explored. This World Literature course delves beyond plot development and into interpretation, analysis, and the synthesis of the literary piece. Writing assignments reflect the development of literary analysis. Students are introduced to the critical reading and writing sections of standardized tests to prepare for both the High School Proficiency Assessment (HSPA) and the SAT and/or ACT. Students are expected to fulfill independent reading requirements.

HONORS ENGLISH II

Credits 5

Prerequisite: Successful Completion of English I Honors and Teacher Recommendation

Students in **Honors English II** follow a World Literature based program that includes, but is not limited to, such works as: *The Tragedy of Julius Caesar*, *Othello*, *1984*, *Animal Farm*, *The Life of Pi*, and *Lord of the Flies*, with a particular emphasis on critical analysis and close reading. Additionally, short stories, essays, poems and memoirs will be explored. This course delves beyond plot development and into interpretation, analysis, and the synthesis of the literary piece. Writing assignments reflect the development of literary analysis and application of literary criticism with an emphasis on expository and persuasive essays. The literary works will be explored through a curriculum driven by the asking and answering of essential questions, including but not limited to topics that probe why we read and write; why power is abused; what constitutes betrayal and truth; and how we forge individual, communal, and world identity. Vocabulary, grammar, and writing exercises are largely developed as a result of immersion in the required readings. Students are introduced to the critical reading and writing sections of standardized tests to prepare for both the High School Proficiency Assessment (HSPA), the SAT and/or ACT. Honors English II is quite rigorous and requires a serious commitment to fulfill independent reading and writing requirements.

ENGLISH III CPA

Credits 5

Prerequisite: Successful completion of English II CPA and Teacher Recommendation

Students in **English III College Preparatory A** will be immersed in great American classics such as, but not limited to: *The Great Gatsby*, *Their Eyes Were Watching God*, *The Scarlet Letter*, and *Death of a Salesman*, as well as other genres in American literature. Readings are completed independently, and in class with added classroom discussion to expand the students' comprehension and analysis of the material. Skills addressed in this course include vocabulary development, grammar and usage, and proper essay format with practice in expository and persuasive writing styles. Writing assignments are a combination of classroom and independent activities. Students are introduced to the critical reading and writing sections of standardized tests to prepare for both the High School Proficiency Test (HSPA) and the SAT and/ ACT. Students are expected to fulfill independent reading requirements. Students will write a literary analysis research paper, in MLA format, as a comprehensive, culminating activity for this course.

HONORS ENGLISH III

Credits 5

Prerequisite: Successful completion of English II H and Teacher Recommendation

The **English III H** course immerses students in great American classics such as, but not limited to: *The Great Gatsby*, *Their Eyes Were Watching God*, *The Grapes of Wrath*, *The Scarlet Letter*, and *Death of a Salesman*, as well as other genres in American literature. Readings are completed independently, and in class with added classroom discussion to expand the students' comprehension and analysis of the material. Skills addressed in this course include vocabulary development, grammar and usage, and proper essay format with practice in expository and persuasive writing styles. Students are introduced to the critical reading and writing sections of standardized tests to prepare for both the High School Proficiency Test (HSPA) and the SAT and ACT. Students are expected to fulfill independent reading requirements. Students will write a literary analysis research paper, in MLA format, as a comprehensive, culminating activity for this course. SAT vocabulary study is marked by frequent assessments. Honors English III is quite rigorous and requires a serious commitment to fulfill the regular, independent reading and writing requirements. Daily homework is to be expected.

AP ENGLISH LANGUAGE AND COMPOSITION (Grade 11)

Credits 5

Prerequisite: B+ or better average in English II H and Teacher Recommendation

The AP course in English Language and Composition fulfills the requirements set forth by The College Board. The rigorous, college level English course engages the students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical context, and in becoming skilled writers who compose for a variety of purposes. Both their writings and their readings should make students aware of the interactions among a writer's purpose, audience's expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. As a college level course, its purpose is to enable students to read complex texts with understanding and write prose of sufficient richness and complexity to communicate with mature readers. Students will be expected to move beyond programmatic responses as the multi-paragraph essay. Instead, writers will be encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. Students will become skilled at gaining authority and taking risks in their writing. The informed use of research materials and the ability to synthesize varied sources (to evaluate, use and cite sources in MLA format) are integral parts of the course. **As per our district policy all AP students must take the College Board exam in May to receive the "AP" designation on their transcript.**

ENGLISH IV CPA

Credits 5

Prerequisite: Successful completion of English III CPA and Teacher Recommendation

In **English IV CPA**, students will be expected to display intellectual initiative and to submit original expository writing, creative writing, literary writing, and writing which utilizes research. Students will complete a detailed study of British Literature focusing on a variety of prose and poetry related to specific eras such as: the Middle Ages, Renaissance, the Romantic Age, and the twentieth century. In addition, each student pursues a literary criticism paper, which requires the reading of a variety of sources throughout the course of the year. Other areas to be covered are public speaking, grammar, composition, and debates. It is expected that students in this class will demonstrate maturity in their work when completing independent reading, writing, and research assignments, public speaking, as well as preparing for daily class discussion. Students are expected to fulfill independent reading requirements.

HONORS ENGLISH IV

Credits 5

Prerequisite: Successful completion of English III H and Teacher Recommendation

In **English IV H**, students will be expected to display intellectual initiative and to submit original expository writing, creative writing, literary writing, and writing which utilizes research. Students will complete a detailed study of British literature focusing on a variety of prose and poetry related to specific eras such as: the Middle Ages, Renaissance, the Romantic Age, and the twentieth century. In addition, each student pursues a literary criticism paper, which requires the reading of a variety of sources throughout the course of the year. Other areas to be covered are public speaking, grammar, composition, and debates. It is expected that students in this class will demonstrate maturity in their work when completing independent reading, writing, and research assignments, public speaking, as well as preparing for daily class discussion. Students are expected to fulfill independent reading requirements. Honors English IV is quite rigorous and requires a serious commitment to fulfill the regular, independent reading and writing requirements. Daily homework is to be expected.

AP ENGLISH LITERATURE AND COMPOSITION (Grade 12)

Credits 5

Prerequisite: Successful completion of AP English Language, B+ or better, and Teacher Recommendation

The Advanced Placement course in English Literature and Composition fulfills the requirements set forth by The College Board. This rigorous, **college level English** course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the way writers use language to provide meaning and pleasure for their readers. As they read, the students consider the work's structure, style and themes as well as smaller-scale elements such as the use of figurative language, imagery, symbolism and tone. This course includes intensive study of representative works from various genres and periods, concentrating on works and authors of recognized literary merit. Reading in the AP course is both thorough and deliberate with focus on the work's complexity, richness of meaning and analysis of literary form. Writing to understand a literary work may involve reaction papers, annotation, free writing, and keeping some form of reading journals. The goal of the writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Emphasis is placed on stylistic maturity. **As per our district policy all AP students must take the College Board exam in May to receive the "AP" designation on their transcript.**

ENGLISH ELECTIVES

READING FOR THE YOUNG ADULT I CPA (Grades 9 and 10)

Credits 2.5

Prerequisite: None

A one-semester course, **Reading for Young Adults** is devoted to developing a love of reading through reading, writing, and speaking. The course engages students in reading books of high interest and learning about books through book chats, letters, projects, and journals.

PUBLIC SPEAKING CPA (Grades 9 and 10)

Credits 2.5

Prerequisite: None

A one-semester course, **Public Speaking CPA** engages students in different types of public speaking such as interpretive reading, declamation, original oratory, extemporaneous, and debates. The course prepares the students to speak for a variety of audiences with emphasis on enunciation, pronunciation, expression, eye-contact, selection of topics, and body language. This is a performance course.

EXPOSITORY WRITING AND VISUAL MEDIA CPA (Grades 9 and 10)

Credits 2.5

Prerequisite: None

This single semester elective utilizes visual media as a springboard to encourage students to practice more proficient writing, particularly in the expository mode. Students will analyze the elements, genres, and language of the film industry, study film as a powerful form of communication, and explore personal opinions and the opinions of others. Through various writing assignments, projects, and investigations, students will become more proficient in expressing their opinions in speaking and in writing. Emphasis is placed on writing and revising the thesis-driven essay. Expectations include the completion of up to ten formal essays and the production of a short film.

INTRODUCTION TO CREATIVE WRITING CPA (Grade 9 and 10)

Credits 2.5

Prerequisite: None

This single semester elective utilizes teacher-generated exercises to motivate and inspire students to write creatively in various forms. Writing will be encouraged as a means to express one's thoughts, ideas, and feelings on various topics which will be generated through journal writing, free-writing, and discussion. Students will be expected to write and to share their work openly with the class, and to comment and constructively to criticize their own work and the work of others. An integral part of this course involves developing students' awareness and appreciation of classic and contemporary poetry, literary devices, and peer-generated work.

CREATIVE WRITING I CPA (Grades 10-12)

Credits 2.5

Prerequisite: None

Creative Writing I is a **first semester course** designed to help students concentrate on the works of fiction, drama and poetry. Students focus on the structure and procedure in the production of original drafts. Skills in peer and self evaluation, editing, proofreading, and revision are developed throughout the course. The class is organized as a workshop and a portfolio of work is produced. In addition, students are encouraged to publish their work in the school's literary magazine, *The Roundtable*.

CREATIVE WRITING II CPA (Grades 10-12)

Credits 2.5

Prerequisite: Successful completion of Creative Writing I CPA

Creative Writing II is a **second semester course** designed to assist students in refining and polishing their work begun in Creative Writing I. Students' work is critiqued in a workshop setting, and portfolios are enhanced. Again, students are encouraged to publish their work in the school's literary magazine, *The Roundtable*.

THEATRE ARTS CPA (Grades 9-12)

Credits 5

Prerequisite: None

Theatre Arts is a performance-based class where students will study the art and history of theatre through personal exploration of acting, design, and production. Students will work on their own and with others to understand and implement the many areas of theatre including, but not limited to: acting, directing, costume design, stage makeup, lighting design, set design, and script writing."

JOURNALISTIC WRITING I CPA (Grades 9-11)

Credits 2.5

Prerequisite: None

Journalistic Writing one is a semester long course serving as an introduction to journalistic writing in all forms, including news, opinion, feature, arts & culture and sports writing. Students will analyze news in a variety of forms and analyze what makes something newsworthy. Professional example of the above are reviewed and critiqued. Students will learn newspaper terminology and basic journalistic ethics, with the semester culminating in an investigative journalism project. Students are introduced to the process of newspaper publication in preparation for upper-level Journalism courses (which are full year courses) and involvement with the *Wessex Wire*. Basic skills in Adobe layout and photo editing programs such as *Pagemaker*, *Photoshop* and *InDesign* are taught in this course.

HONORS JOURNALISTIC WRITING II (Grades 10-12)

Credits 5

Prerequisite: Successful completion of Intensive Journalism Writing I CPA

Students work to improve mastery of journalistic writing, including news stories, editorials, features, and press releases. Students in this course are required to contribute story ideas, articles, and assist in layout for the *Wessex Wire*. As more experienced writers, they coach novices. The class is often conducted as a workshop, so that all students develop skills in both writing and editing. The instructor works individually with each student on writing assignments. Layout and print programs such as *Pagemaker*, *Photoshop* and *InDesign* are utilized in preparation for production of the *Wessex Wire*.

HONORS JOURNALISTIC WRITING III/IV (Grades 11-12)

Credits 5

Prerequisite: Successful completion of Intensive Journalism Writing II Honors

Students are responsible for gathering news and reporting it in the *Wessex Wire*. These advanced students act as the staff editors for the school paper. Journalists at this level are capable of peer editing, peer coaching, and motivating younger students to participate. Students must write the gamut of story types including editorials, news, sports, and feature articles. The class is often conducted as a workshop, so all students learn to both write and to edit. The instructor works individually with each student on writing assignments. Students use *Microsoft Word* as well as *PageMaker*, *Photoshop* and *In Design* to produce the *Wessex Wire*. Additional time outside of class is required to produce the school's extra-curricular publication.

MEDIA PRODUCTION (Grades 10-12)

Credits 5

Prerequisite: None

The purpose of this full year course is to give students the opportunity to experience all forms of media-broadcast journalism, radio, television, video production – not only in the technical aspect, but also in the performance level. Students will learn how to use the necessary equipment, how to operate cameras, how to use a flip- camera, Edit Pro, and how to create and edit their own film shorts. They will learn staging, interviewing, media production, et cetera. The class will be analogous to a collaborative production team where goals and deadlines are imperative to follow. The class's affiliation with MSG Varsity will enable the class to focus on film analysis, interviewing techniques, and how to be on camera. Student produced events will be optionally on MSG Varsity Cable T. V. or online.

SAT PREPARATION COURSE (Grades 11 and 12)

Credits 2.5

Prerequisite: None

The general goals of the SAT prep course include an improved understanding of the requirements of the Scholastic Achievement Test offered by the College Board. The instructors will: familiarize students with the question types and their directions, help students practice for the writing section and help students understand how the essay will be scored. They will teach approaches to answering questions in all three sections—critical reading, mathematics, and writing, which will help the students to be more comfortable and confident when taking the test. Instructors will review concepts students have learned in the math and English classrooms, and which are assessed on the test, and will assist students in becoming more comfortable with taking this high-stakes assessment. This course is graded Pass/Fail and is not included in GPA calculations.

SPECIAL REVIEW ASSESSMENT (SRA) English Lab (Grade 12)

Credits 2.5– 5.0

Students in grade 12 who earned a score of “partially proficient” on the language arts section of the 11th grade HSPA are automatically placed in English Lab/AHSA (Alternate High School Assessment) program for supplemental support and testing. This placement is required by the New Jersey Department of Education which requires “proficient” scores on the HSPA to be eligible for a High School diploma. These twelfth grade students remain in the Lab until they pass the section previously determined partially proficient, or until they pass the SRA process set forth by New Jersey Department of Education guidelines. *This course may not be used to satisfy any of the four years of English required for graduation.* The grading for English Lab is Pass/Fail and is not included in GPA calculations. **(Course not approved by the NCAA Eligibility Center).**

Anticipated Work Load English Courses

Levels 9-12

	College Preparatory A Level	Honors Level	Advanced Placement
Homework	2 - 4 hours per week	3 - 5 hours per week	5 - 7 hours per week
Assessments	Assessments are documented evaluations based on a variety of activities including but not limited to: homework, oral presentations, essays, group activities, projects, portfolios, journals, class participation, tests and quizzes.		
Reading Level	At or above grade level; independent reading required	Above grade level; mostly independent, challenging readings	Above grade level; advanced, college level readings requiring dedication and maturity
Writing	College style, MLA formatted, research paper; literary essays and a variety of curriculum driven, literary writing assignments	Extensive research paper, MLA formatted; essays demonstrating critical analysis of literature, and other curriculum driven writing assignments	College level, critical, analytical and creative writing assignments outlined in the Advanced Placement Curriculum

MATH COURSE DESCRIPTIONS

ALGEBRA I CPA

Credits 5

Prerequisite: Successful Completion of Pre-Algebra and Teacher Recommendation

Algebra I CPA is a college preparatory course that provides a sound foundation of algebraic skills and concepts necessary for an understanding of all future mathematics to be studied. Abstract and numerical reasoning is emphasized. Topics include: linear and quadratic equations, functions, systems of equations and inequalities, matrices, probability and statistics, exponentials and polynomials. Graphing calculators are employed to extend concepts. Students learn a variety of problem solving techniques and will apply arithmetic principles to specific algebraic topics. Standardized test preparation is integrated throughout the course.

HONORS ALGEBRA I

Credits 5

Prerequisite: Successful Completion of Math 7 and Teacher Recommendation - 8th graders

Prerequisite: Successful Completion of Pre-Algebra and Teacher Recommendation - 9th graders

Honors Algebra I is a rigorous course designed for mathematically talented students who have the conceptual and computational background and maturity to pursue an honors-paced subject. Topics are covered in depth and at an accelerated pace. The curriculum covers algebraic skills and concepts necessary for an understanding of all future mathematics to be studied. Abstract and numerical reasoning is emphasized. Topics include: linear and quadratic equations, functions, systems of equations and inequalities, matrices, probability and statistics, exponentials and polynomials. Graphing calculators are employed to extend concepts. Students learn a variety of problem solving techniques and will apply arithmetic principles to specific algebraic topics. Standardized test preparation is integrated throughout the course.

GEOMETRY CPA

Credits 5

Prerequisite: Successful completion of Algebra I CPA with Teacher Recommendation

Geometry CPA is a college preparatory course which emphasizes topics inherent to Euclidean geometry. Knowledge of geometry will be developed with an emphasis on its logical structure and problem solving with consideration of both the inductive and deductive methods of reasoning as applied to formal proofs. Skills acquired in Algebra I will be further strengthened throughout the course. Topics include: Pythagorean Theorem, trigonometric ratios, properties of triangles, transformations, surface area and volume. Problem solving will be emphasized to encourage higher level thinking skills. Standardized test preparation is integrated throughout the course.

HONORS GEOMETRY

Credits 5

Prerequisite: Successful Completion of Algebra Honors and Teacher Recommendation

Geometry H is a rigorous course which emphasizes topics inherent to Euclidean and solid geometry. Knowledge of geometry will be developed with an emphasis on its logical structure, using critical thinking skills and problem solving strategies with consideration of both the inductive and deductive methods of reasoning as applied to formal proofs. Skills acquired in Algebra I will be further strengthened throughout the course. Topics include: Pythagorean Theorem, trigonometric ratios, properties of triangles, transformations, surface area and volume. Problem solving will be emphasized to encourage higher level thinking skills. Standardized test preparation is integrated throughout the course.

ALGEBRA II CPA

Credits 5

Prerequisite: Successful Completion of Geometry CPA and Teacher Recommendation

Algebra II CPA is a college preparatory course whose objectives are to review and extend the concepts taught in Algebra 1. Graphing calculator skills will be taught and used extensively in this course. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses and college entrance exams. Topics include: linear and quadratic equations, functions, systems of equations and inequalities, matrices, polynomial functions, rational functions, radical equations, probability, and introduction to conic sections and to exponential and logarithmic functions. Standardized test preparation is integrated throughout the course.

HONORS ALGEBRA II

Credits 5

Prerequisite: Successful Completion of Geometry H and Teacher Recommendation

Honors Algebra II is a rigorous course designed for the advanced mathematics student. It will provide the student with in-depth instruction at an accelerated pace. This course involves a comprehensive study of mathematics in preparation for Pre-calculus H. Topics include: linear and quadratic equations, functions, systems of equations and inequalities, matrices, polynomial functions, rational functions, radical equations, exponential and logarithmic functions, probability, conic sections, and trigonometry. The graphing enhanced curriculum allows for modeling of real world problems. Standardized test preparation is integrated throughout the course.

DISCRETE MATHEMATICS CPA

Credits 5

Prerequisite: Successful Completion of Algebra II CPA and Teacher Recommendation

Discrete CPA is a college preparatory elective with the goal of providing a review and extension of skills acquired in algebra and geometry. Techniques are introduced to engage students in and strengthen their problem-solving skills. The course will provide a strong development of trigonometry and probability and statistics using real world applications, as well as explore other discrete topics throughout the year.

PRE-CALCULUS CPA

Credits 5

Prerequisite: Successful Completion of Algebra II CPA and Teacher Recommendation

Pre-calculus CPA is a college preparatory course that introduces aspects of higher mathematics. It is a rigorous course that extends students' Algebra II CPA and basic trigonometry knowledge. Pre-calculus is a study of mathematical theory and applications designed to prepare students for Calculus and higher mathematics. The Pre-calculus CPA course consists of the following topics: extensions of algebra; trigonometric functions and their inverses; analytic trigonometry; and functions, matrix algebra, exponential and logarithmic functions, polynomial functions, and rational functions. Students will use graphing calculators extensively in this course. Standardized test preparation is integrated throughout the course.

HONORS PRE-CALCULUS

Credits 5

Prerequisite: Successful Completion of Algebra II H and Teacher Recommendation

Honors Pre-calculus will provide the student with a comprehensive study of mathematics in preparation for a course in Advanced Placement Calculus. The Pre-calculus Honors course consists of the following topics: extensions of algebra; limits; continuity; derivatives; exponential and logarithmic functions; trigonometric functions and their inverses; analytic trigonometry; derivatives of trigonometric functions and their inverses; additional topics in trigonometry, parametric equations; and polar equations. Students will use graphing calculators extensively in this course. Standardized test preparation is integrated throughout the course.

PROBABILITY AND STATISTICS CPA

Credits 5

Prerequisite: Successful Completion of Algebra II CPA and Teacher Recommendation

Probability and Statistics is an introduction to probability theory and basic statistical concepts and techniques. Students will investigate basic probability concepts, as well as different ways to organize, represent, describe, and analyze data. This course develops an appreciation for, and skill in, applying statistical techniques. Practical examples based on real experimental data are used throughout.

HONORS CALCULUS

Credits 5

Prerequisite: Successful Completion of Pre-calculus CPA and Teacher Recommendation

Honors Calculus introduces the student to calculus of a single variable. The course is problem-driven in response to the calculus reform movement and integrates applications to management, life, and social science in exercises throughout the course. Functions are presented graphically, numerically, and algebraically to give students the benefit of alternate interpretations. The graphing calculators are used extensively.

AP CALCULUS AB

Credits 5

Prerequisite: Successful Completion of Pre-calculus Honors and Teacher Recommendation

AP Calculus AB is a college level course in calculus taught at an accelerated pace in preparation for the AP Examination in AB Calculus, which **may** result in advanced credit toward one semester of a college mathematics course. At the completion of the course, the student will understand the theory and applications of differential and integral calculus. It is expected that students who successfully complete the course will have developed proficiency in the following areas: evaluate limits, derivatives, and integrals, apply derivatives to related rates, optimization problems, and velocity, apply integrals to area, volume, and differential equations, and become proficient in the use of a graphing calculator. **The completion of a summer assignment is required.** As per our district policy all AP students must take the College Board exam in May to receive the "AP" designation on their transcript.

AP CALCULUS BC

Credits 5

Prerequisite: Successful Completion of Pre-calculus Honors and Teacher Recommendation

AP Calculus BC is a college level course in calculus taught at an accelerated pace in preparation for the AP Examination in BC Calculus, which **may** result in two semesters of college mathematics credit. This course is designed for the mathematically mature student who plans to enter a profession where a technical or scientific background is desirable. The BC course is equivalent to a first-year college-level Calculus offering and consists of the following topics: rate of change, differentiation, integration, advanced applications, transcendental functions, parametric equations, differential equations, Taylor series, Maclaurin series, power series, and polar curves. **The completion of a summer assignment is required.** **As per our district policy all AP students must take the College Board exam in May to receive the “AP” designation on their transcript.**

AP STATISTICS

Credits 5

Prerequisite: Successful Completion of Algebra II Honors or Algebra II CPA and Teacher Recommendation

AP Statistics is a college level course in statistics taught at an accelerated pace in preparation for the AP Examination in Statistics, which **may** result in advanced credit toward one semester of a college mathematics course. In accordance with the College Board, the purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. This course is equivalent to an introductory non-calculus based statistics course offered at many colleges and universities. Those students intending to major in psychology, sociology, health sciences, or business may wish to consider taking this course. Those intending to major in the sciences, engineering, mathematics, or computer science will find this course to be an effective preparation for the upper level calculus based statistics course that they will take in college. **The completion of a summer assignment is required.** **As per our district policy all AP students must take the College Board exam in May to receive the “AP” designation on their transcript.**

MATHEMATICS ELECTIVES

COMPUTER SCIENCE I CPA (Grades 10-12)

Credits 2.5

Prerequisite: Algebra I CPA

Computer Science I is designed to teach the fundamental concepts of computer programming using the Visual Basic language. During the course, students will apply different features and capabilities of the Visual Basic language to applications. This is achieved through a wide variety of projects for students where the area of application and level of difficulty is varied. Students will develop skills in problem solving, effective communication, and critical thinking. Creativity and independence are important aspects to functioning successfully in this course.

COMPUTER SCIENCE II CPA (Grades 10-12)

Credits 2.5

Prerequisite: Computer Science I CPA

Computer Science II is designed to use the Java language to build on the concepts of object oriented programming developed in Computer Science I. During the course students will apply different features and capabilities of the Java language to applications. This is achieved through a wide variety of projects for the students where the area of application and level of difficulty is varied. Due to the nature of the work involved in writing, running, and debugging programs, students will continue to develop skills in information gathering and analysis, problem solving, effective communication, and critical thinking. Creativity and independence are important aspects to functioning successfully in this course.

AP COMPUTER SCIENCE (Grades 11 and 12)

Credits 5

Prerequisite: Computer Science II CPA and Teacher Recommendation

This is a college level course in computer science taught at an accelerated pace in preparation for the AP Examination in Computer Science, which **may** result in one semester of college credit. This course emphasizes object oriented programming methodology with a concentration on problem solving and algorithm development. The students will learn to design and implement computer-based solutions to problems in a variety of application areas, code fluently in Java, and develop and select appropriate algorithms and data structures to solve problems. **The completion of a summer assignment is required.** As per our district policy all AP students must take the College Board exam in May to receive the “AP” designation on their transcript.

SAT PREPARATION COURSE (Grades 11 and 12)

Credits 2.5

Prerequisites: None

The general themes of the SAT course include an improved understanding of the requirements of the Scholastic Achievement Test offered by the College Board. The instructors will: familiarize students with the question types and their directions, help students practice for the writing section and understand how the essay will be scored. Instructors will teach approaches to answering questions in all three sections—critical reading, mathematics, and writing, which will help the students, be more comfortable and confident when taking the test. Concepts students have learned in math and English classrooms which are assessed on the test will be reviewed to assist students on this high-stakes assessment. This course is graded Pass/Fail and is not included in GPA calculations.

MATHEMATICS LAB IV

Credits 5

Prerequisite: Partial proficiency on the HSPA Mathematics

Students in grade 12 who earned a score of “partially proficient” on the mathematics section of the 11th grade HSPA are automatically placed in Mathematics Lab/AHSA (Alternate High School Assessment) program for supplemental support and testing. This placement is required by the New Jersey Department of Education who requires “proficient” scores on the HSPA to be eligible for a High School diploma. These 12th grade students remain in the lab until they pass the section(s) previously determined as partially proficient or until they pass the AHSA process set up by New Jersey Department of Education guidelines. *This course may not be used to satisfy the three years of Mathematics required for graduation.* The grading for Mathematics Lab is Pass/Fail.

Anticipated Workload for Mathematics Classes Levels 9 to 12

	CPA Level	Honors Level	Advanced Placement
Expectations	Responsible for good study habits and the ability to reason and think critically	Independent, responsible, solid study habits, good analytical and critical thinking skills, willing to put in the extra time and effort demanded from an honors level course	Independent, responsible, solid study habits, good analytical and critical thinking skills, willing to put in the extra time and effort demanded from a college level course
Homework	3 – 5 hours per week and is 10% of the marking period grade	4 – 6 hours per week and is 5 % of the marking period grade	5 – 7 hours per week and is 5 % of the marking period grade
Assessments	Standard difficulty with some challenging questions	Challenging, lengthy, require problem-solving skills	Challenging, lengthy, require problem-solving skills and may include multiple choice, short answer, and free-response questions
Pace/Depth	Reasonably-paced, standard conceptual understanding	Brisk-paced, relatively deep conceptual understanding	Fast-paced, deep conceptual understanding

SCIENCE COURSE DESCRIPTIONS

EARTH AND ENVIRONMENTAL SCIENCE CPA

Credits 6

Prerequisite: Successful completion of Science 8-1 or 8-2 and Teacher Recommendation

This lab-based course is the study of Earth's formation, structural evolution, dynamic systems, and processes. This course highlights the physical history of our planet in context with four major areas of scientific study: astronomy, geology, environmental science, and ecology. Laboratory activities are designed as first-hand investigations into the phenomena which shape the Earth and its systems. Current global events are highlighted as examples for analysis and practical understanding.

BIOLOGY CPA

Credits 6

Prerequisite: Successful completion of Earth and Environmental Science CPA and Teacher Recommendation

This lab-based course is a comprehensive introduction to the study of life for students who plan to attend a four-year college or university. Biology CPA helps students acquire a clear understanding of biological concepts, develop an awareness of the relevance of biology in their everyday lives, and foster an appreciation of the complexity of living things. This course touches upon the molecular and cellular basis of life, animal and plant systems, human anatomy and physiology, reproduction and development, genetics, evolution, and the diversity of living organisms. Current topics in biology are threaded throughout the curriculum.

BIOLOGY HONORS

Credits 6

Prerequisite: Successful completion of Science 8-1 or Earth and Environmental Science CPA with an A- or better and Teacher Recommendation

Biology Honors is a rigorous study of the basic theories and foundation of life processes. Biology topics to be covered include, but are not limited to: molecular structure, microbiology, cell physiology, invertebrate and vertebrate animals, genetic continuity, evolution, ecology, and the unity of life. A major component of the course includes laboratory work and investigation, including dissections and microscope use. This course also incorporates current events, recent discoveries, and advancements in the understanding and development of living organisms. Honors Biology requires students to work independently and cooperatively both inside and outside of the classroom.

AP BIOLOGY

Credits 6

Prerequisite: Successful completion of Biology Honors with a grade of B+ or better and Teacher Recommendation

This full year, lab-based course is equivalent to a two semester introductory college-level Biology course in both content and expectations. AP Biology follows the syllabus prescribed by The College Board. It is designed to incorporate major themes of biology throughout the curriculum as students develop an understanding of biology as a process. Major topics of study include: molecules and cells, heredity and evolution, and organisms and populations. **As per our district policy, all AP students must take the College Board exam in May to receive the "AP" designation on their transcript. Students who pass the exam may earn college credits.**

CHEMISTRY CPA

Credits 6

Prerequisite: Successful completion of Biology CPA, Algebra I CPA, and Teacher Recommendation

This lab-based course provides a comprehensive foundation in chemistry with an emphasis on scientific literacy, conceptual understanding and application, critical thinking, and problem-solving. Instruction emphasizes the understanding of chemical principles and methods for conducting quantitative analysis and executing laboratory experiments. Topics covered in the course include stoichiometry, gas laws, chemical reactions, solutions, atomic structure, molecular architecture, bonding, kinetics, and chemical equilibrium.

CHEMISTRY HONORS

Credits 6

Prerequisite: Successful completion of Biology Honors and Geometry Honors and Teacher Recommendation

This lab-based course engages students in a rigorous study of matter – its structure and interaction. Students learn about chemical principles through experiments, demonstrations, independent study, and class discussion. Students in Chemistry Honors must work collaboratively and individually to analyze data and make inferences about the laws of chemistry. Topics covered in the course include, but are not limited to: stoichiometry, gas laws, chemical reactions, solutions, atomic structure, properties of matter, organization of the periodic table, and laboratory skills.

AP CHEMISTRY

Credits 6

Prerequisite: Successful completion of Chemistry Honors with a grade of B+ or better and Teacher Recommendation

The AP Chemistry course is designed to emulate the General Chemistry lab-based course offered at 4-year colleges and universities. The course contributes to the development of students' abilities to think clearly and express their ideas, orally and in writing, with clarity and logic. Major topics covered in the course include, but are not limited to: Structure of Matter, States of Matter, and Chemical Reactions. Understanding of the concepts and principles of chemistry, application of knowledge to laboratory work, and the solution of complex problems are the main components of this college-level course. **As per our district policy, all AP students must take the College Board exam in May to receive the "AP" designation on their transcript. Students who pass the exam may earn college credits.**

AP ENVIRONMENTAL SCIENCE

Credits 6

Prerequisite: Successful completion of Chemistry CPA with a grade of B+ or better and Teacher Recommendation

Advanced Placement Environmental Science (APES) is a college level, lab-based course that provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will work independently and cooperatively to identify, analyze, evaluate, and provide potential solutions to various environmental problems. APES is an interdisciplinary course that embraces a wide variety of topics from different areas of study (e.g. biology, chemistry, earth science, geography). This course also has a significant laboratory and field investigation component. Experiences both in the laboratory and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom, to explore specific problems with a depth not easily achieved otherwise, and to gain an awareness of the importance of confounding variables that exist in the "real world." **As per our district policy, all AP students must take the College Board exam in May to receive the "AP" designation on their transcript. Students who pass the exam May earn college credits.**

PHYSICS CPA

Credits 6

Prerequisite: Successful completion of Chemistry CPA and Algebra II CPA and Teacher Recommendation

This lab-based course is a challenging introduction to the study of physical laws governing our universe. Understanding of the concepts and principles involved and the ability to apply those concepts and principles to the solution of basic problems are the major goals of this course. Students in Physics CPA learn about physical principles through class discussions, demonstrations, experiments and independent study. Students must work collaboratively and individually to collect and analyze data and make inferences about the laws of physics. Topics covered in the course include, but are not limited to: mechanics, fluids, electricity, optics, and waves.

PHYSICS HONORS

Credits 6

Prerequisite: Successful completion of Chemistry Honors and Algebra II CPA and Teacher Recommendation

This lab-based course is a challenging introduction to the study of physical laws governing our universe. Understanding of the concepts and principles involved and the ability to apply those concepts and principles to the solution of complex problems are the major goals of this course. Students in Physics Honors learn about physical principles through class discussions, demonstrations, experiments, group work, and independent study. They must work collaboratively and individually to collect and analyze data and make inferences about the laws of physics. Topics covered in the course include, but are not limited to: mechanics, fluids, thermodynamics, electricity, magnetism, and waves.

AP PHYSICS B

Credits 6

Prerequisite: Successful completion of Physics Honors and Pre-Calculus Honors with grades of B+ or better and/or Teacher Recommendation

AP Physics B is an algebra-based college level course designed to emulate the General Physics laboratory course offered by 4-year colleges and universities. Emphasis is placed on the students' deep conceptual understanding of the physical principles and their ability to apply these concepts towards complex problems. Topics covered in this course include both classical and modern physics and are based upon the curriculum developed by The College Board. **As per our district policy, all AP students must take the College Board exam in May to receive the "AP" designation on their transcript. Students who pass the exam may earn college credits.**

SCIENCE ELECTIVES

ANATOMY AND PHYSIOLOGY HONORS (Grades 10 – 12)

Credits 6

Prerequisite: Successful completion of Biology with a grade of B+ or better and Teacher Recommendation

This full year elective is a rigorous study of the structure and function of the human body. The course curriculum follows the sequential development of major body systems in an organized anatomical sequence. The course is designed to give the student a selective overview of human and anatomical structure and a brief analysis of human physiological principles. Labs will include slide work, dissection, and studies of the human skeleton. Students who have already taken Dynamics of Healthcare CPA and passed the UMDNJ Dynamics of Health Care Exam will also have the opportunity to earn college credit for Anatomy and Physiology by passing an end-of-year exam provided by UMDNJ.

ASTRONOMY CPA Grades (10 – 12)

Credits 2.5

Prerequisite: Successful completion of Earth & Environmental Science or Biology

This semester course is a scientific exploration of the human place in the universe. Students study the origin and history of the Universe and the formation of the Earth and solar system. This course begins by exploring what ancient astronomers determined thousands of years ago using only their eyes. These astronomers knew how the night sky changes, why the Moon has phases, and what causes the seasons. Astronomers such as Kepler, Galileo, and Newton applied the scientific method and simple mathematics to explain the workings of the universe as they observed. Students will be able to compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course discusses the Earth in context with the other terrestrial worlds and identifies the characteristics that make life possible on Earth.

DYNAMICS OF HEALTH CARE CPA (Grades 10 – 12)

Credits 2.5

Co-requisite: Emergency and Clinical Care CPA

Prerequisite: Successful completion of Biology and Teacher Recommendation

This semester course is designed for students who are interested in pursuing a career in medicine or health care. The course presents an interdisciplinary approach to health care and its delivery, with a focus on critical thinking, ethical reasoning, effective communication, and self-directed learning. The content, and professional skills covered in the course apply to issues and topics common to all health care providers. Emphasis is placed on the role of the health care practitioner as both provider and consumer of health care services. Students have the opportunity to earn college credit by passing an end-of-year exam provided by UMDNJ.

EMERGENCY AND CLINICAL CARE CPA (Grades 10 – 12)

Credits 2.5

Co-requisite: Dynamics of Health Care CPA

Prerequisite: Successful completion of Biology and Teacher Recommendation

This semester course demonstrates and explains various techniques used in responding to emergencies before medical help arrives. The course is designed to provide students with a foundation of knowledge and skills for recognizing and responding to various medical emergencies. Emphasis is placed on building the student's confidence and ability to act appropriately in the event of an emergency. CPR certification is available through UMDNJ and the American Red Cross.

ENVIRONMENTAL ISSUES CPA (Grades 10 – 12)

Credits 2.5

Prerequisite: Successful completion of Earth & Environmental Science or Biology

This semester course is designed to provide a conceptual understanding of the many environmental issues that are impacting our planet. Issues include, but are not limited to: freshwater and ocean pollution, ecology, nuclear waste, landfills, endangered animals, air pollution, global warming, biomes, mining, and alternative energy sources. Student will examine these topics through PowerPoint presentations, current event article reviews, research papers, movie reviews, independent projects, field trips, and numerous lab activities/experiments. As a result of this course, students will develop a deeper understanding and respect for our environment and will hopefully participate in the future sustainability of our natural resources.

FORENSIC SCIENCE CPA (Grades 11 and 12)

Credits 5

Prerequisite: Successful completion of Chemistry and Teacher Recommendation

This full-year elective is intended to provide students with an understanding of the science behind crime detection. This lab-based course will examine how certain pieces of evidence help link the victim and suspect to the crime scene. Forensic Science is also an interdisciplinary course that incorporates subject matter from mathematics, Biology, Chemistry, and Physics in a hands-on approach to analyze physical evidence and solve crimes. Laboratory exercises will include techniques commonly employed by forensic investigators to examine physical evidence such as glass, soil, handwriting, fingerprints, gunshot residue, ballistic calculations, blood spatter, hairs, fibers, and DNA evidence.

MARINE SCIENCE CPA (Grades 10 - 12)

Credits 2.5

Prerequisite: Successful completion of Earth & Environmental Science or Biology

This semester course is a scientific exploration of the world's oceans. It begins with a microscope examination of the factors affecting salinity, density, temperature, and solubility. These factors control both the number and kind of life that the ocean supports. The course then examines the ocean macroscopically, exploring the ways that the ocean interacts with the earth's atmosphere and geosphere. Marine Science offers a view of fundamental principles of ocean science; the geography and geology of ocean basins; chemistry of sea water; physical dynamics of currents, waves, and tides; coastal processes; and the biology of diverse ecosystems such as deep sea vents, coral reefs, and estuaries. Students in the course examine marine biodiversity and biology as well as the structure and function of the ocean ecosystem. Finally, students research the role of law, government, and human communities in managing the ocean's resources.

METEOROLOGY CPA (Grades 10- 12)

Credits 2.5

Prerequisite: Successful completion of Earth & Environmental Science or Biology

This semester course introduces the study of the weather, including atmospheric properties and processes that control temperature, wind, precipitation, and storm systems. Students examine the history and evolution of devices that are used to measure weather. The course also explores weather forecasting where students will have an opportunity to make their own predictions based on observations of current weather conditions and weather patterns. In this course, students examine the mechanisms of long term climate change and discover some of the driving forces behind those changes. Finally, the students explore the ways that weather influences and is influenced by air pollution, El Nino/La Nina, and ozone depletion.

Anticipated Workload Science: Grades 9 to 12

Course Level	Mathematical Applications	Homework	Assessments	Pace/depth
Advanced Placement (College Level)	Extensive scientific and/or mathematical applications	5 – 7 hours per week	Challenging, lengthy, require problem-solving and include open-ended questions.	Fast-paced, college-level mastery of content and applications
Honors	Extensive scientific and/or mathematical applications	3 – 5 hours per week	Challenging, lengthy, require problem-solving	Fast-paced, deep understanding of concepts and applications
College Preparatory Advanced (CPA)	Basic scientific mathematical applications	2 – 3 hours per week	Challenging, require problem-solving	Moderately paced, thorough understanding of concepts and applications

SOCIAL STUDIES COURSE DESCRIPTIONS

WORLD HISTORY CPA

Credits 5

Prerequisite: Successful Completion of Social Studies 8

The history of the world from Ancient Greece to World War I is studied. A study of regions and civilizations dictates the form and substance of the course. A major objective is to provide a broad understanding of the evolutionary interrelationships that make up the world's political and cultural entities. Considerable emphasis is placed on understanding that the political entities in our world are economically interdependent. This course enables students to acquire knowledge, skills and attitude that are fundamental for the development of rational and informed decisions about economic and social, cultural and political questions facing our interdependent world. The course includes the causes and effects of events that have shaped the world. In addition, the study of human experiences, as found in the arts and in the humanities, constitutes a significant facet of the program. The course approach is discussion oriented, supplemented by the use of various forms of technology, readings, library requirements, and written reports.

HONORS WORLD HISTORY

Credits 5

Prerequisite: Successful Completion of Social Studies 8 with a grade of A-/B+ and Departmental Recommendation

World History Honors is aimed at the most advanced students who desire an in-depth study covering the history of the world from Ancient Greece through the period of World War I. The course includes the causes and impact of major events both western and non-western that have shaped the contemporary world. Students study the philosophy, science, political and cultural heritages that influenced the development of various events and attitudes in world history. This approach provides a framework within which students can make connections between an understanding of the past and the present. Class discussions, lectures, independent research and cooperative learning experiences are utilized in the study of the history of the world.

UNITED STATES HISTORY I CPA

Credits 5

Prerequisite: Successful Completion of World History and Departmental Recommendation

The course of study covers America's history from the origins of the first government under the Articles of Confederation through the Gilded Age. The important events in American history along with everyday acts of ordinary people are explored. The course places fundamental human experiences in a historical context and enables the student to assess the impact of history on daily life. The student learns history through the experiences of life and therefore gains a meaningful view of the past. Use of discussion, various forms of technology, supplemental and primary source readings, map work, and multiple independent research projects are employed and contribute to a greater understanding of historical events in the United States. Students will be expected to master research skills such as works cited and in-text citations.

HONORS UNITED STATES HISTORY I

Credits 5

Prerequisite: Successful Completion of World History CPA/H with a grade of A-/B+ and Departmental Recommendation

The course of study covers America's history from the origins of the first government under the Articles of Confederation through the Gilded Age. The important events in American history along with everyday acts of ordinary people are explored. The course places fundamental human experiences in a historical context and enables the student to assess the impact of history on everyday life. The student will be engaged in the study of history through the eyes of its participants via primary source documents, problem-based activities, and Socratic dialogues. In addition, the students will explore the nation's past through class lectures and discussion, the implementation of technology, supplemental readings, map work, and independent research.

AP UNITED STATES HISTORY I

Credits 5

Prerequisite: Successful Completion of World History H with a grade of A-/B+ and Departmental Recommendation

The course closely follows the guidelines established by the College Board for the Advanced Placement examination in United States History. The program covers the period of America's history from its earliest people to the Progressive Era. Among the course objectives are: (1) mastery of the subject matter, (2) attention to the use of original and secondary source material, and (3) writing. Students who successfully complete this course are prepared to take the United States History AP course. **All students are expected to take the College Board's AP Exam at the end of the year to possibly earn credits for college.**

UNITED STATES HISTORY II CPA

Credits 5

Prerequisite: Successful Completion of U.S. History I and Departmental Recommendation

United States History II surveys the major domestic and diplomatic trends in the history of the United States from the Gilded Age to the present. Students become acquainted with America's development as a world power during the 20th Century and the resolution of major domestic, economic, social, and political crises. Investigation of the trends is conducted via discussion, research, cooperative learning activities, various forms of technology, and other hands-on activities.

HONORS UNITED STATES HISTORY II

Credits 5

Prerequisite: Successful Completion of U.S. History I CPA/H with a grade of A-/B+ and Departmental Recommendation

United States History II typically surveys the major domestic and diplomatic trends in the history of the United States from the Gilded Age to the present. Students, through problem solving activities, become actively engaged in learning about America's development as a world power during the 20th century and the resolution of major domestic, economic, social, and political crises. The investigation of the trends is conducted via lecture, discussion, research, cooperative learning activities, technology resources, and other hands-on activities that engage the student in an analysis of history.

AP UNITED STATES HISTORY II

Credits 5

Prerequisite: Successful Completion of U.S. History I H/AP with a grade of A-/B+ and Departmental Recommendation

Advanced Placement United States History is a challenging course that is designed to be the equivalent of a first year college course in U.S. History taken in a high school setting. Students must first complete U.S. History I to complete the state social studies requirement and to fully prepare for the AP examination. The scope and sequence of the course is a chronological and topical analysis of United States History from Reconstruction to the Present. After an intensive survey of early units of study, this course will closely examine a series of issues related to 20th Century America. This challenging agenda will require the student to devote a great deal of time to reading and study outside the classroom. A great deal of emphasis is placed upon the student's analytical and critical thinking skills. This will be necessary not only for the textbook but also for the interpretation of original documents and historiography. In effect, the student will not only be expected to learn history but to act as the historian as well. The primary form of assessment will be in the format of the A.P. Exam, that is; objective tests accompanied by document based questions and free response essays. There will be other forms of assessment, such as Socratic Dialogue, debates and research papers. But the emphasis will be on the preparation for the AP exam. **All students are expected to take the College Board's AP Exam at the end of the year to possibly earn credits for college.**

SOCIAL STUDIES ELECTIVES

AP MACROECONOMICS (Grades 11 and 12)

Credits 2.5

Prerequisite: Successful completion of Geometry or above in Math and Departmental Recommendation

Macroeconomics AP is college level in orientation and is designed to provide a comprehensive understanding of the theoretical problems, principles, and perspectives of macroeconomics for those students with both academic and/or career interest in business. Major units of work include: the market system, fiscal policies, money and banking, capital formation, price theory, and governmental policies toward business. **All students are expected to take the College Board's AP Exam at the end of the year to earn AP credit and to possibly earn credits for college.**

****This course fulfills a new state semester course requirement for Personal Financial Literacy starting with the class of 2014.**

AP EUROPEAN HISTORY (Grade 12)

Credits 5

Prerequisite: A in U.S. History II CPA, B+ or better in U.S. History II H, C+ in U. S. History II AP

The AP course and exam in European History are intended for qualified students who wish to complete classes in secondary school equivalent to college introductory courses in European history. The study of European history since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuing and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some principal themes in modern European history, (b) an ability to analyze historical interpretation, and (c) an ability to express historical understanding in writing. **All students are expected to take the College Board's AP Exam at the end of the year to earn AP credit and to possibly earn credits for college. This course has a summer reading assignment.**

AP AMERICAN GOVERNMENT AND POLITICS (Grade 11 and 12)

Credits 5

Prerequisite: Successful completion of U.S. I Honors/AP with a grade of B+ and Departmental recommendation or US II CPA with an A-

The purpose of this course is to prepare students to take the Advance Placement American Government and Politics Examination. This course is designed to educate students about government and its role within society and their everyday lives. In addition, students will be expected to express and develop their individual thoughts as well as begin to shape their own political views. Students will begin their study of government by analyzing the various philosophies that have been proposed through the ages. These philosophies include but are not limited to Direct Democracy, Representative Democracy, Fascism, and Communism. In addition, students will explore the real world implementation of these philosophies. Upon an in-depth examination of these examples, students will determine the success and failure of these various governments. Students will continue their governmental studies through the intense examination of American Government. This examination will include the study of three governmental branches and an examination of their function and powers within society. In addition, students will analyze the individual rights that are guaranteed by their government and determine their practicality as well as discuss any limits that may exist. **All students are expected to take the College Board's AP Exam at the end of the year to earn AP credit and to possibly earn credits for college. This course has a summer reading assignment.**

HONORS CONSTITUTIONAL LAW (Grades 11 and 12)

Credits 2.5

Prerequisite: B+ in CPA level of United States History I

This honors level course examines the U.S. Constitution, its interpretation by the Supreme Court, and the impact constitutional law has had on America's political, economic, and social institutions. This course highly involves students in analyzing readings, critical thinking and interpretation. Students are required to examine court cases and laws both past and present as they relate to the U.S. Constitution, Amendments and Bill of Rights. In addition to the class discussions and reading, the students are actively engaged in researching, briefing, and presenting cases.

GLOBAL STUDIES CPA (Grades 10-12)

Credits 2.5

Prerequisite: None

In this course the students analyze issues, events and regions of the world relevant to understanding global society of the modern era. This course meets the demands of a society and a community that values the involvement of young people in an understanding of global issues and current events; their causes and effects. This course surveys issues such as; energy the global economy, 9/11 and global terrorism, the wars in Iraq and Afghanistan, the peoples and conflicts in the Middle East, and Issues in Africa. The course examines and reviews articles and readings, viewing and analyzing media news sources, creating projects and presentation student learning.

GENOCIDE AND HOLOCAUST CPA (Grades 11 and 12)

Credits 2.5

Prerequisite: None

This semester offering investigates examples of genocide, Holocaust, and human rights. The students identify and analyze the causes: moral relativism, intolerance, and the ongoing process of technological rationalization in modern society. The specific episodes of genocide to be studied consist of African-Americans and the institution of slavery; the American Indians; the Armenians in the Ottoman Empire during World War I; Ukrainian forced famine; the Nazi Holocaust; Pol Pot's Khmer Rouge in Cambodia and Bosnia. These episodes are analyzed in light of the specific socioeconomic and political pressures which are common to each. The course engages students in daily discussions, cooperative learning groups, and independent research.

SOCIAL PSYCHOLOGY CPA (Grades 11 and 12)

Credits 2.5

Prerequisite: None

Social Psychology is a course that engages the students in the study of topics such as: personality theories, forms of conditioning, learning, memory, perception, dreams, and psychological disorders. The program, through discussion and various activities, demonstrates psychological principles, and provides students with sufficient means to understand people as they participate in the normal routine of daily living.

VIETNAM CPA (Grades 10-12)

Credits 2.5

Prerequisite: None

Vietnam is a semester elective that is response to a strong interest expressed by students to know the reasons behind America's only loss in war. The course explores the causes, the war, and the results. The study will engage students in an investigation of the impact of the social and political costs. Students are involved in daily discussions, cooperative learning activities, and independent research.

AMERICAN FILM STUDIES CPA (12)

Credits 2.5

Prerequisite: United States History II

The course is a presentation of how American filmmakers have helped to create a popular and lasting image of American history. The students view classic films that capture the essence of a particular historical era. The films are then critiqued for their authenticity, evaluated, contrasted, and explained in light of the historical period and the literary work upon which they are based. **(Course not approved by NCAA Eligibility Center).**

Anticipated Work Load for Social Studies Courses Levels 9-12

	CPA Level		Honors Level	Advanced Placement
Homework	2 - 4 hours per week		3 - 5 hours per week	5 - 7 hours per week
Assessments	Assessments are documented evaluations based on a variety of activities including but not limited to: homework, oral presentations, essays, oral and written Socratic dialogues, position papers, group activities, projects, class participation, tests and quizzes.			
Reading Level	On or below grade level; in-class assistance on reading assignments	At or above grade level; independent reading required	Above grade level; mostly independent, challenging readings	Above grade level; advanced, college level readings requiring dedication and maturity
Writing	5 paragraph essay, MLA formatted, research assignment and a variety of other curriculum driven writing assignments	College style, MLA formatted, research paper; literary essays and a variety of curriculum driven, literary writing assignments	Extensive research paper, free response essays demonstrating critical analysis of text and up to 5 document-based questions, and other curriculum driven writing assignments	College level, extensive research paper, critical, analytical, free response questions and 12 document-based questions as outlined in the Advanced Placement Curriculum

WORLD LANGUAGES COURSE DESCRIPTIONS

CONVERSATIONAL SPANISH

Credits 5

Prerequisite: None

This course is recommended for students who are expected to have difficulty learning a second language based upon special education placement and/or departmental recommendation. This course fulfills the core high school graduation requirement. Conversational Spanish emphasizes the basic communication skills in the language, along with an understanding of the various aspects of Hispanic culture. Students are exposed to a wide range of cultural topics and will use the target language to communicate about a variety of authentic topics. Strategies will include student-centered instruction, cooperative learning and computer and video based instruction. Units will be organized by themes, situations and scenarios. **(Course not approved by the NCAA Eligibility Center)**

CHINESE LANGUAGE & CULTURE I CPA

Credits 5

Prerequisite: None

This course provides students with a foundational understanding of Chinese culture as well as developing foundational language skills in Mandarin Chinese. “Chinese culture” includes the history, diverse cultural perspectives, the social practices, and the products of Chinese society. Through a thoughtful integration of culture and language studies, students will gain clearer insights and a better understanding of one of the oldest human civilizations.

WORLD LANGUAGES I CPA (French, Italian, Spanish)

Credits 5

Prerequisite: Successful completion of World Languages 8 and Departmental Recommendation

This course provides students with the fundamental background required to speak, to read, to write, and to understand the target language. A great deal of stress is placed on the development of audio-lingual skills, including correct pronunciation, intonation, and accentuation. The rudiments of grammar are taught as they are needed for oral and written expression. General material for the development of the reading skill is provided for each student. Basic units on the culture of the target language are introduced.

LATIN I CPA

Credits 5

Prerequisite: None

Latin I constitutes the first full year of classical Latin. In Latin, unlike modern language study, the emphasis is placed on reading for comprehension, translating, and language analysis, rather than on spoken language. During the first year Latin course, students will acquaint themselves with a reasonable stock of Latin vocabulary and corresponding English derivatives. Finally, Latin quotations from Latin literature or simple aphorisms, often integrated into modern society by some application or other, may serve to enhance the beginning student’s learning and insight into the borrowing process.

WORLD LANGUAGES II CPA (Chinese, French, Italian, Spanish)

Credits 5

Prerequisite: Successful completion of World Language 8 with a grade of an A-, the passing of an assessment and Departmental Recommendation or World Language I CPA and Departmental Recommendation

This course builds on the foundation to speak, read and write which is provided in Level 1 and/or World Language 8. Listening is extended to more difficult dialogue, narrative and description; speaking, to diversified expression of fact, interpretation and comment; reading, to varied types and topics; writing, to more complex and freer prose. Content and vocabulary expand background knowledge dealing with geographical, historical and cultural aspects of the regions and/or countries where the language is used. All work is aimed at increasing knowledge and understanding of the cultural milieu of the language studied. This course helps to solidify the basis of the foreign language study to enable the student to pursue and succeed in the advanced levels.

LATIN II CPA

Credits 5

Prerequisite: Successful completion of Latin I CPA and Departmental Recommendation

In Latin II, just as in Latin I, the emphasis is placed on reading for comprehension, translating, and language analysis. Grammatical topics such as relative pronouns/clauses, the passive verb system in all of its six tenses, the three degrees of adjectives and adverbs, deponent verbs, infinitive in all three tenses, participles and their applications, ablative absolute, the accusative and infinitive construction are covered. The students will very often read and study some brief Latin passages in the textbook. Latin quotations from Latin literature or simple aphorisms, often integrated into modern society, may serve to enhance the second year student's learning of the language and insight into the borrowing process.

WORLD LANGUAGES III CPA (Italian, Spanish)

Credits 5

Prerequisite: Successful completion of World Languages II CP and Departmental Recommendation

A continued introduction of new vocabulary and special patterns is necessary to maintain and to improve the students' fluency. Simple reading selections are introduced. Added emphasis is placed on the student's oral and written compositions. Review and expanded units on necessary grammatical concepts are presented. It will provide the students with a review of important grammatical materials, covered in greater depth, and more complex patterns.

HONORS WORLD LANGUAGES III (French, Spanish, Italian)

Credits 5

Prerequisite: Successful completion of World Languages II CPA with a grade of B+/A- and Departmental Recommendation

The program of World Language Honors will enhance the ability to communicate with proficiency through the development of the skills of listening, speaking, reading and writing. It will provide the students with a review of important grammatical materials, covered in greater depth, and more complex patterns. Guided and free-style compositions and intensive conversation practice constitute an integral part of the course work. This course provides a culturally enriched program in which oral, written and reading proficiency as well as cultural awareness are developed. The "Honors" program in Level III offers a more challenging and intensive study of the target language/culture than World Language III CPA.

HONORS CHINESE III

Credits 5

Prerequisite: Successful completion of Chinese II CPA with a minimum grade average of B and Departmental Recommendation

The program of Honors Chinese III will enhance the ability to communicate with proficiency through the development of the skills of listening, speaking, reading and writing. It will provide the students with a review of important grammatical materials, covered in greater depth, and more complex patterns. Guided and free – style compositions and intensive conversation practice constitute an integral part of the course work. This course provides exposure of adapted authentic text which will complement the interpretive skill of the spoken and written Chinese language. Writing in either traditional or simplified characters will be further developed through increased regular practice. This course engages students in an exploration of both contemporary and historical Chinese culture

HONORS LATIN III

Credits 5

Prerequisite: Successful completion of Latin II CPA and Departmental Recommendation

Latin III Honors marks the third year of classical Latin and concludes the formal study of Latin grammar in the curriculum. After a review of the more essential constructions and grammar, the Latin III Honors course will carefully survey the remainder of Latin grammar through a passage-by-passage approach. The Latin III Honors course is designed to familiarize the students with the subjunctive verb, in its various dependent and independent usages, to express result, purpose, indirect command, circumstantial/temporal or concessive relationships, wishes, conditions, and the like. Latin quotations from Latin literature or simple Latin aphorisms, often integrated into modern society by some application or other, may serve to enhance the third year student's insight into the borrowing process. Latin III Honors will require a term paper, roughly four pages long, due in mid-May.

WORLD LANGUAGES IV CPA (Spanish, Italian)

Credits 5

Prerequisite: Successful completion of World Languages III CPA and Departmental Recommendation

This program will further the development of the listening, speaking, reading and writing skills in order to help the students communicate more effectively in the target language. Intensive and conversational practice, intensive reading for comprehension and discussion, and guided composition are promoted. Grammatical structures previously studied are reviewed. Additional complex grammar patterns and structures are developed and/or reinforced at this level. Reading will be enhanced by the continuation of the study of literature and culture. An appreciation of the culture will form an integral part of the world language learning experience.

HONORS WORLD LANGUAGES IV (French, Spanish, Italian)

Credits 5

Prerequisite: Successful completion of World Languages III CPA with a grade of B+/A- and Departmental Recommendation

The overall objective of Level IV Honors is to acquire an increased comprehension and fluency in the target language in order to prepare students for the AP Language course. Students are required to speak, read and write almost exclusively in the target language. They must have a proficient knowledge of the language, culture, history and geography. The emphasis is on an intensive practical review of grammar and its application, and on the literature. Assigned readings and writings of short essays parallel the works dealt with intensively in the classroom. Students will increase and improve their listening, reading, speaking and writing skills.

AP LATIN IV *Vergil*

Credits 5

Prerequisite: Successful completion of Latin III H and Departmental Recommendation

The mechanics of vocabulary as well as Latin syntax are essential for the translation and comprehension of the work, as a whole, the epic genre and its considerations (i.e., its role in Latin literature of the early Empire and its influences on Roman literacy and Roman pedagogy). Furthermore, AP students will locate and employ figures of speech and/or thematic development as a means of poetic interpretation. Yet, equally vying- and perhaps more perceptible- is a careful survey, on the AP student's part, of the history, political climate, and the culture of Rome in which Vergil flourished. **As per our district policy all AP students must take the College Board exam in May to receive the "AP" designation on their transcript.**

SPANISH V CPA

Credits 5

Prerequisite: Successful completion of Spanish IV CPA/H and Departmental Recommendation

This course is designed for students who began their high school study in Spanish II CPA. Coupled with review through practical application communicative activities and projects, students in Spanish V CPA will survey and study various periods of Spanish/Hispanic literature, history and civilization alongside cinematic images of popular culture. Reading, vocabulary development, and cultural study will be included with the main focus on conversation. The course is conducted predominantly in Spanish, and students are expected to be able to participate in all classroom activities using the Spanish language.

AP FRENCH LANGUAGE AND CULTURE

Credits 5

Prerequisite: Successful completion of French IV H and Departmental Recommendation

Coupled with an intensive review of grammar through practical application exercises and projects, students in French V AP will survey and study various periods of French literature, history and civilization. Some of the literature selections are chosen from those suggested for the Advanced Placement program. Reading, vocabulary development, and composition work, both in and out of class, will be extensive. The course is conducted entirely in French, and students are expected to be able to participate fully in all classroom activities using solely the French language. **As per our district policy all AP students must take the College Board exam in May to receive the "AP" designation on their transcript.**

AP ITALIAN LANGUAGE AND CULTURE

Credits 5

Prerequisite: Successful completion of Italian IV H and Departmental Recommendation

Coupled with an intensive review through practical application exercises and projects, students in Italian V H will survey and study various periods of Italian literature, history and civilization. Reading, vocabulary development, and composition work, both in and out of class, will be extensive. The course is conducted entirely in Italian, and students are expected to be able to participate fully in all classroom activities using solely the Italian language. **As per our district policy all AP students must take the College Board exam in May to receive the "AP" designation on their transcript.**

AP SPANISH LANGUAGE

Credits 5

Prerequisite: Successful completion of Spanish IV H and Departmental Recommendation

The emphasis of the Spanish V AP course will be on conversation, literature and composition along with an intensive review of grammar. Some of the literature selections are chosen from those suggested for the Advanced Placement program which emphasizes literature of Spain and South America. Reading and composition work will be extensive. The course is conducted entirely in Spanish and students are expected to participate in all classroom activities using solely the Spanish language. **As per our district policy all AP students must take the College Board exam in May to receive the “AP” designation on their transcript.**

Anticipated Work Load for World Languages Levels 9-12

	WL I & II CPA	WL III CPA	WL III H	WL IV CPA	WL IV H	WL V CPA/WL AP
Homework	1 - 2 hours per week	2 - 3 hours per week	2 – 4 hours per week	3 – 4 hours per week	3 – 5 hours per week	4 – 6 hours per week
Assessments	Assessments are documented evaluations based on a variety of activities including but not limited to: homework, oral presentations, class discussion, listening activities, mini-conversations, performance assessments, essays, group activities, projects, PowerPoint presentations, class participation, tests, and quizzes.					
Reading Level	Classroom activities are conducted in the target language 50 – 75% of the time. English may be used to clarify instructions and to explain grammatical concepts as needed.	Classroom activities are conducted in the target language 60 – 75% of the time. English may be used to clarify instructions and to explain grammatical concepts as needed.	Classroom activities are conducted in the target language 60 – 80% of the time. English may be used to clarify instructions and to explain grammatical concepts as needed.	Classroom activities are conducted in the target language 60 – 75% of the time. English may be used to clarify instructions and to explain grammatical concepts as needed.	Classroom activities are conducted <i>exclusively</i> in the target language.	Classroom activities are conducted <i>exclusively</i> in the target language.

ENGLISH AS A SECOND LANGUAGE (ESL)

ENGLISH AS A SECOND LANGUAGE (ESL) (Grades 9-12)

Credits 5 (given only in grades 9-12)

Non-English speaking students are enrolled in ELL instruction in addition to their regular English class. Emphasis is placed on the development of English vocabulary and structures in the areas of listening, speaking, reading and writing. Students have opportunities to practice their English via small group instruction. The level of difficulty is adjusted for the individual as he or she demonstrates increased proficiency and thus may be repeated for credit.

ELL ACADEMIC SUPPORT AND TRANSITION (Grades 9-12)

Credits 5 (given only in grades 9-12)

This course provides the English Language Learner the opportunity to receive support and time to complete mainstream course requirements under the supervision of a certified ESL teacher. The goals of the ELL Sheltered Academic Support & Transition is to facilitate a speedier transition into our society, to help the ELL student obtain academic success, pass the *ACCESS for ELLs*, the *HSPA* and their mainstream courses in order to graduate high school. This course provides additional support with the acquisition of English Language Skills necessary to be successful in the mainstream classes. The emphasis is on academic vocabulary development and application associated with language arts and social studies. Materials chosen reinforce the four language domains: reading, writing, speaking and listening. Mainstream English and Social Studies teachers of ELL students will be in communication with the ELL Academic Support teacher on topics that will be covered, or need to be reviewed, during specific time periods throughout the year. This course is designed to support student acquisition of study skills and student learning of basic skills in content areas. There is an additional focus on mastery of vocabulary, grammar, and writing skills. Instruction targets the educational needs of the group, but is also highly individualized.

BUSINESS AND TECHNOLOGY COURSE DESCRIPTIONS

PERSONAL FINANCE CPA (Grades 9-12)

Credits 2.5

Prerequisite: None

This course will address financial literacy and help students learn how to make informed decisions for financial security now and in the future as well as learn how their decisions impact local and global communities. Students will apply the principles of planning personal finances, banking, and credit, saving and investing financial resources as well as protecting their finances. They will also understand how to create a financial plan for their college and future plans.

****This course fulfills a new State semester course requirement for Personal Financial Literacy starting with the class of 2014.**

TECHNOLOGY APPLICATIONS CPA (Grades 9-12)

Credits 5

Prerequisite: None

Students in this course receive in-depth training in the Microsoft Office Suite of Programs. The students expand their skills and knowledge in Word, Access, Excel, and PowerPoint. **As a result of this training, students will be prepared to take the Microsoft Office Specialist Certification (MOS) exams in any of the programs. MOS certification is the globally recognized standard for validating expertise with the Microsoft Office Suite of programs.** Students also obtain advanced skills in the areas of Microsoft Publisher, PowerPoint and Movie Maker. Students work with Photoshop to enhance, organize and share photos. Internet usage is incorporated throughout classroom projects and activities. Editing, style, clarity and proper use of text is emphasized throughout the course. The knowledge, attitudes, and skills learned by students in this course are necessary for school, personal use, and employment in our ever-changing society. **This course is strongly recommended as the fundamental computer technology course for students.**

MULTIMEDIA/ WEB DESIGN CPA (Grades 10-12)

Credits 5

Prerequisite: None

Students in this project-oriented course create multimedia projects using Macromedia Director, Adobe Photoshop, Adobe Premiere, Sound Forge, and Swish. Using the authoring software Director, the students will create inter-disciplinary interactive projects. They incorporate and edit digital photographs, videos and audio in these projects. Digital cameras and digital camcorders are used and video editing is done with the use of Premiere software. The students shoot and edit an original video project. The students continue the study of HTML, the scripting language used to create web sites, as well as Macromedia Dreamweaver, an HTML editor, and Macromedia Flash to further the tools they can use to create exciting web sites. Students apply advanced scripting techniques to their multimedia projects and incorporate advanced video editing. Creativity and independence are important aspects to functioning successfully in this course.

FINANCIAL ACCOUNTING CPA (Grades 10-12)

Credits 5

Prerequisite: Technology Applications is strongly recommended.

This course provides students with an excellent foundation for the advanced study of accounting, while giving them the skills necessary for an entry-level position in the field. Students develop a working knowledge of the language of business through the use of accounting terminology. A hands-on approach using financial statements, journals, ledgers, checks, and related business forms allows students to apply accounting procedures and business concepts. Students also use computerized simulations to reinforce accounting concepts.

FINANCIAL ACCOUNTING HONORS (Grades 10-12)

Credits 5

Prerequisite: Algebra 1 CPA (B+ or higher) and (Technology Applications is recommended)

This rigorous course is equivalent to Accounting 101 at the college level. It is taught at an accelerated pace using a college textbook, and covers fundamental accounting procedures with an emphasis on recording, reporting, summarizing and analyzing financial activities of a business. Topics include the conceptual basis of accounting, reporting process, accounting cycle, merchandising operations, internal control, accounting for inventory, plant and equipment, and current liabilities. An analysis of financial statements is an important aspect of this course. A prior working knowledge of spreadsheet creation and manipulation is recommended. ****This course fulfills a new State semester course requirement for Personal Financial Literacy starting with the class of 2014.**

MARKETING CPA (Grades 10-12)

Credits 5

Prerequisite: None

This course introduces students to the vast fields of marketing and retailing. Students develop the knowledge and skills needed to begin their education in business, marketing, fashion merchandising and retailing, as well as those skills necessary for immediate employment. Through the use of projects, role playing, simulations and DECA activities, students receive first-hand experience in marketing functions and career information. Major units of study are an introduction to marketing and economics, customer service and selling, advertising and visual merchandising, interpersonal skills, retail operations and loss prevention, purchasing for resale, and retailing math.

VIRTUAL BUSINESS CPA (Grades 10-12)

Credits 2.5

Prerequisite: Technology Applications is strongly recommended.

This is a course in electronic commerce. Many of the concepts taught in college business courses are explored here in a "leading edge" fashion. Students work individually and in teams, utilizing software simulations in a realistic environment. Marketing strategies, accounting concepts, general economics, digital design and office applications are integrated into this course. Problem-solving, cooperative learning and critical thinking are enhanced in a technologically rich environment.

BUSINESS LAW HONORS (Grades 11 and 12)

Credits 2.5

Prerequisite: None

This course familiarizes students with basic principles of law as they relate to civil and business matters. Analytical methods are used to explore areas such as tort law, court systems, ethical decision making, business ownership and employment law. Students will become familiar with the economic climate, influences on business.

BUSINESS MANAGEMENT HONORS (Grades 11 and 12)

Credits 2.5

Prerequisite: None

Students in this course will utilize the financial sections of the New York Times, the Wall Street Journal and other financial websites. Through the use of business magazines and simulations additionally, students learn decision-making and problem solving skills related to the world of business. Current case studies present important real-world situations for examination and discussion. Students also play the Stock Market Game and learn the art of investing.

SPORTS AND ENTERTAINMENT MARKETING CPA (Grades 10-12)

Credits 2.5

Prerequisite: Technology Applications is strongly recommended.

This course will take students step-by-step through the world of marketing. They will learn the basic functions of marketing and how these functions are applied to sports and entertainment. The basic functions of marketing include management-information, financing, pricing, promotion, product/service planning, distribution and selling.

INTERNATIONAL MARKETING HONORS (Grades 11 and 12)

Credits 5

Prerequisite: C or better in Honors English and Social Studies and Technology Applications

This course is designed for college-bound students as an introduction to marketing concepts. Through the use of case studies, simulations, and projects, students will develop a marketing plan for an international business. Students will analyze the most effective marketing strategies and have a foundation for further study in all areas of business administration, marketing, management, entrepreneurship and merchandising.

WORK-BASED INTERNSHIP/COOPERATIVE EDUCATION (Grade 12)

Credits 15

Prerequisite: Student in good standing in attendance and discipline, teacher interview, and Technology Applications is strongly recommended.

Work-based Internship/Cooperative Education provides high school credit combining academic study with practical work experience. Receiving on-the-job training, developing business contacts, exploring career options and building community networking are some of the benefits of enrolling in the Work-based Internship/Cooperative Education program. Some of the areas students can prepare for include business related careers, such as accounting, business administration, business management, finance, banking, insurance, or early childhood education. Students attend school in the morning and then leave school to report to their work-site. Students can be placed in a variety of occupational training positions within a range of career fields and are expected to maintain good attendance in school and work a minimum of fifteen hours per week. Students earn fifteen credits for the Work-based Internship/Cooperative Education class and employment. The teacher provides ongoing worksite monitoring and assessment in conjunction with a formal training plan, discussion of workplace experience and a final evaluation. Cooperative education is an excellent way for students to experience a career of interest, to obtain the necessary skills for success in college and to assist in the transition to the world of work. **STUDENTS WILL BE GRADED ON THE WORK THEY COMPLETE IN THE COURSE AND EARN CREDIT FOR THEIR TIME AT THEIR PLACE OF EMPLOYMENT.**

VISUAL AND PERFORMING ARTS

CRAFTS (Grades 9-12)

Credits 5

Prerequisite: None

This basic art course will enable the student to create artwork in a variety of media. The types of media used for the course may include relief printing, tie-dye, batik, painting, drawing, self-portraits, charcoal drawings, 3-D designs, weaving, coil baskets, and dream catchers. This course is open to all students and is not part of the art sequence.

DRAWING AND COMPOSITION CPA (Grades 9-12)

Credits 5

Prerequisite: None

This one year fine arts course explores drawing techniques, materials, and the fundamentals of good composition. Contour, three-dimensional figures, cartoon, landscape drawing, and portraiture will be among the drawing genres included. Various drawing media; pencil, charcoal, pastel, conte, pen and ink, marker, cray pas, and colored pencil will be used. This course is a suitable elective for those students who are planning fine-arts majors, as well as those who are interested in improving their ability to draw what they see. The curriculum is readily adaptable for students of all ability levels.

STUDIO ART I CPA (Grades 9-12)

Credits 5

Prerequisite: None

This basic art course has been developed for students who have shown evidence of special talents, abilities, or interest in the various areas of Fine and Applied Arts. Students who are interested in art should select this course in order to explore their creative potential. Studio Art offers an introduction to the skills in drawing, lettering, design, watercolor, painting, and an experience with the three dimensional form. It is a requirement for most advanced courses, and the serious art student should select this course in 9th grade.

STUDIO ART II CPA (Grades 10-12)

Credits 5

Prerequisite: Successful completion of Studio Art I or Drawing and Composition

Studio Art II focuses on problems and materials for the second year art student. It exposes students to a variety of experiences in perspective, drawing, mixed media, watercolor, tempera painting, and provides an Introduction to three dimensional forms.

STUDIO ART III – Portfolio Development CPA/H (Grades 11 and 12)

Credits 5

Prerequisite: Successful completion of Studio Art II and Department Recommendation

This course is designed to provide intense study in art for those students who have a high level of interest in developing their own personal forms of expression in greater depth. Emphasis will be placed on the production of works that may be suitable for inclusion in a portfolio. The final marking period will culminate in an independent project chosen by each student that reflects his/her particular area of media concentration. All facets of the discipline of art are addressed.

STUDIO ART IV H/AP (Grade 12)

Credits 5

Prerequisite: Successful completion of Studio Art III summer assignment and Department Recommendation

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year.

The instructional goals of the AP Studio Art program can be described as follows:

- Encourage creative and systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making.
- Help students develop technical skills and familiarize them with the functions of the visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

AP Studio Art is for highly motivated students who are seriously interested in the study of art; the program demands significant commitment. **As per our district policy all AP students must take the College Board exam in May to receive the “AP” designation on their transcript.**

COMPUTER GRAPHICS I CPA (Grades 10-12)

Credits 5

Prerequisite: None

This course will explore the use of the powerhouse tools of the electronic art age: the Adobe Photoshop and Illustrator Programs. It is designed to prepare the student for future studies in the graphic design field. Projects are designed to build the student’s portfolio. The student will build on knowledge gained in previous art classes with respect to various media, aesthetics, and art history. This course prepares students to apply artistic techniques to express themselves through electronic media using typography, illustration, symbolism and photography, combined with a firm foundation based on the elements and principles of art to create a basic portfolio of work.

COMPUTER GRAPHICS II CPA (Grades 11 and 12)

Credits 5

Prerequisite – Successful completion of Computer Graphics I

This course is designed to provide students with an opportunity to master the art of page layout and design for print and web publication. In addition, this course will cover the history of page layout, design and innovative trends, as well as provide student exposure to professional samples, lectures, demonstrations, and guest speakers. Students will build on what they learned in Computer Graphics I, and produce original print publications, web sites, electronic presentations, and portfolios. At the conclusion of this course, students will have produced an electronic portfolio of work accompanied by a personal promotional brochure and web site.

HONORS COMPUTER GRAPHICS III (Grade 12)

Credits 5

Prerequisite: Successful completion of Computer Graphics II and Department Recommendation

In preparation for graphic generation for television production, gaming, multimedia, presentations, advertising commercials and web design, this course is a natural third level for the computer graphics students, as it will be a training ground for special effects and animation artists. Computer Graphics III students will learn advanced techniques in computer drawing, painting, and 3-D modeling in order to explore, develop, and communicate ideas, solutions, information, and feelings as evidenced by the popular media of today in film, print, television commercials, shows, and web sites. From art to advertising, and product design, 3-D thinking is mandatory for success in the world of the twenty-first century. Students will build on the knowledge gained in Computer Graphics I and II and learn the basics of animation and 3-D modeling and how it fits into the world of today's design professionals. Advanced Illustration, 3-D modeling, and animations will be created to enhance student projects.

AP ART HISTORY (Grade 10 -12)

Credits 5

Prerequisite: B+ or above in Honors History

AP Art History is designed to provide the students with the same information that they would likely encounter in a college introductory art history course. Students would increase their knowledge of architecture, sculpture, painting and other art forms, all within the context of the cultures that produced the art. Topics would include information about artists, schools and movements; chronological periods, geographical origins and significant historical dates; subjects, styles and techniques of specific works; and contextual issues such as patronage, gender, and functions of works of art. Art from a variety of cultures, including non-Western, would be included. Students would learn to critique art with intelligence and sensitivity, and would especially focus on written critique essays, as yet another form of preparation for college writing. **As per our district policy all AP students must take the College Board exam in May to receive the "AP" designation on their transcript.**

ROCK OF AGES: Popular Culture through the prism of Rock and Roll CPA (Grades 11 and 12)

Credits 5

Prerequisite: None

This course will give the student the opportunity to study popular culture through the prism of Rock and Roll Music. A study of the origins of Rock music over the decades beginning in the 50s through today, with a focus on how it has defined and changed popular culture. Students will participate in individual, class and group activities that increase awareness and appreciation for the history that has shaped the music of today and beyond. This will include research, film study, active listening and presentation.

BAND CPA (Grades 9-12)

Credits 5

Prerequisite: None

Band is a course designed to meet the musical needs of all wind and percussion players in grades 9 through 12. Emphasis is placed on the continuation of the development of the students' musical skills. Students will also gain knowledge of music literature from a variety of time periods and styles. Members of the band are strongly encouraged to participate in all aspects of the program, and are required to attend concerts, dress rehearsals and the Memorial Day Parade. Members of the band program must also attend small group lessons.

HONORS BAND (Grades 10-12)

Credits 5

Prerequisite: Audition

Students taking band at the honors level will have additional responsibilities beyond the CPA level band class. These responsibilities include a combination of journal writing, guided reading, musical experiences outside of school, participation in after school music ensembles, preparation for Area Band, Region Band, and All-State Band, and preparation of level appropriate solo repertoire. Students electing to take band at the honors level must successfully complete an honors audition to be held in the spring of the prior school year. Members of the band program must also attend small group lessons.

ORCHESTRA CPA (Grades 9-12)

Credits 5

Prerequisite: None

Orchestra is a course designed to meet the musical needs and interests of all string players and a few selected woodwind, brass, and percussion players.* Advanced music of significant worth is emphasized which covers a wide range of styles. In addition to performing at school assemblies and winter and spring festivals, the orchestra also performs at various other functions. Students are expected to attend all scheduled activities, dress rehearsals and performances. Members of the orchestra program must also attend small group lessons.

*Woodwind, brass, and percussion students are selected from the concert band by audition. Only string students should enroll for this course.

HONORS ORCHESTRA (Grades 10-12)

Credits 5

Prerequisite: Audition

Students taking orchestra at the honors level will have additional responsibilities beyond the CPA level orchestra class. These responsibilities include a combination of journal writing, guided reading, musical experiences outside of school, participation in after school music ensembles, preparation for Region Orchestra and All-State Orchestra, and preparation of level appropriate solo repertoire. Students electing to take orchestra at the honors level must successfully complete an honors audition to be held in the spring of the prior school year. Members of the orchestra program must also attend small group lessons.

CHORUS SSA and SATB (Grades 9-12)

Credits 5

Prerequisite: None

These courses are designed to meet the needs of those students who are interested in developing good vocal techniques and sight reading skills. A variety of music of significant worth will be studied and performed. Students are responsible to attend all scheduled activities, dress rehearsals and performances. An entrance audition is required for placement. Members of the chorus must attend one small group lesson per week.

HONORS CHORUS SSA and SATB (Grades 10-12)

Credits 5

Prerequisite: Audition

Students taking chorus at the honors level will have additional responsibilities beyond the CPA level chorus class. These responsibilities include a combination of journal writing, guided reading, musical experiences outside of school, participation in after school music ensembles, preparation for Region Chorus and All-State Chorus, and preparation of level appropriate solo repertoire. Students electing to take chorus at the honors level must successfully complete an honors audition to be held in the spring of the prior school year. Members of the chorus must attend one small group lesson per week.

MUSIC THEORY I CPA (Grades 10-12)

Credits 5

Prerequisite: None

Music theory is designed to help students gain a working knowledge of notation, intervals, scales, triads, clefs, and basic harmony. Ear training, transposition, and score reading are also incorporated into the course. This course is essential for those contemplating a career in music.

HONORS MUSIC THEORY II (Grades 11 and 12)

Credits 5

Prerequisite: Successful completion of Music Theory I

Music theory II is designed to meet the needs of the advanced music student. The skills and knowledge acquired in Music Theory I are further developed to include additional study in analysis, problem solving, and critical thinking. Course material includes advanced study in harmonic analysis and progression, counterpoint, aural dictation, sight singing, modulation, and analysis of musical structure.

INDUSTRIAL ARTS COURSE DESCRIPTIONS

COMPUTER AIDED DRAFTING I (Grades 9-12)

Credits 5

Prerequisite: None

Students will learn all the basic commands associated with CAD drawing. The year will be broken into two areas: two dimensional drawings and three dimensional drawings (isometrics). Students will also be introduced to SOFT PLAN. Additionally, some small engineering projects will be dispersed throughout the year, including Battle Bots.

COMPUTER AIDED DRAFTING II (Grades 10-12)

Credits 5

Prerequisite: Successful completion of CAD I and Teacher Recommendation

Students will refine their CAD skills with more intense and difficult two and three dimensional projects. Additionally, they will be introduced to Architectural Desktop and Mechanical Desktop, as well as Solid Works, a parametric design and drafting software.

COMPUTER DRAFTING III (Grades 11 and 12)

Credits 5

Prerequisite: Successful completion of CAD II and Teacher Recommendation

Students will be involved with their instructor in a one-on-one independent study format. Each student will bring a project or concept which will have a strong emphasis in Architectural/Environmental Design. Examination of environmentally sensitive building and design will be emphasized throughout the year.

ENGINEERING, TECHNOLOGY, & POWER MECHANICS (Grades 10-12)

Credits 5

Prerequisite: Successful completion of CAD I

This course involves an active hands-on approach to solving technological problems. Students will act as engineering designers and translate technical ideas, sketches, and specifications into workable models and plans. The use of computer-assisted drafting is emphasized and applied. This course exposes students to engineering, technology, practical science, and to the engineering process in the creation of design projects. Robotics will be the medium through which they will translate real world problems into working solutions. Conservation laws are the overriding theme. Students will develop critical thinking skills using an interdisciplinary approach to problem-solving by being challenged to find solutions to problems in the areas of energy conservation, construction, and applied engineering. Projects will include motion, controlling power, and the general applications of physics.

WOOD SHOP I (Grades 9-12)

Credits 5

Prerequisite: None

Wood Shop I is the fundamental course in which students develop knowledge and skill in the manipulation of hand tools and machines. The student is also exposed to industrial techniques and materials in the related fields of wood finishing, woodturning, and cabinet making. Opportunities are provided for students to develop an appreciation of the components of good design and to explore possible vocational interests.

MACHINE WOODWORKING (Grades 10-12)

Credits 5

Prerequisite: Successful completion of Wood Shop I

Machine Woodworking is an advanced course for those students wishing to further develop skills learned in Wood Shop I. Machine Woodworking focuses on more complex machine operations and more involved machine set-ups. These will allow the student to achieve more dramatic and professional looking results in the fabrication of wood artifacts.

ADVANCED WOOD PROCESSING (Grades 10-12)

Credits 5

Prerequisite: Successful completion of Wood Shop I

This course concentrates on the aesthetic aspects of woodworking. Topics such as carving, wood bending, parquetry, and intarsia are incorporated into project work.

CABINETMAKING AND FURNITURE CONSTRUCTION (Grades 10-12)

Credits 5

Prerequisite: Successful completion of Wood Shop I

This course provides the student with the opportunity to explore furniture design and learn about the various furniture styles and their characteristics. Students will produce a piece of furniture during this course by making use of advanced techniques in joining and finishing.

WOOD CARVING (Grades 10-12)

Credits 5

Prerequisite: None

This course focuses on wood as an art form. Some history and background of woodcarving will be introduced. Students will learn fundamentals and differences between types of carving, such as relief carving, chip carving, carving in the round, and caricature. Topics such as care and sharpening of tools will also be covered in detail. Several carving projects will be produced during this course.

FAMILY AND CONSUMER SCIENCE COURSE DESCRIPTIONS

CULINARY ARTS I (Grades 9-12)

Credits 5

Prerequisite: None

Culinary Arts I is an entry level course in food and nutrition. It encompasses safety, sanitation, nutrition, use of equipment, and principles of measurement. The course will cover food preparation techniques in some or all of the following areas: grains, fruits and vegetables, dairy products, eggs and meat. There will be an emphasis on time management, safety, nutrition and meal planning, including the significance of food as it relates to various cultures. The students plan, prepare, and serve foods representing various regions of the United States. This class includes a balance of class work, demonstration, and hand-on experiences.

CULINARY ARTS II (Grades 10-12)

Credits 5

Prerequisite: Successful completion of Culinary Arts I

Culinary Arts II is designed for students who desire to advance their skills in the culinary field. Students will learn advanced food preparation skills while improving their time management skills. This course focuses on the planning, preparation and service of all meal courses from appetizers to desserts. Students will explore all forms of recipes as they select specific recipes based upon the meal course of study. This class involves research and study of food preparation, demonstrations and hands on experiences.

FOOD AND SPORTS NURTRITION (Grades 11 and 12)

Credits 5

Prerequisite: None

A healthy lifestyle, incorporating well-balanced eating and physical activity are key factors to an individual's overall sense of wellness. Food and Sports Nutrition is designed to inform, challenge, and guide the eating patterns of the student in a healthy format. The course will provide the opportunity to study nutrition, fitness, weight management, eating disorders, the relationship between nutrition and sports, and how all this can optimize athletic performance. This class includes a balance of class work, demonstrations, and hands-on experiences

CHILD DEVELOPMENT CPA (Grades 11 and 12)

Credits 5

Prerequisite: Successful completion of application process

The Child Development course is designed to provide an experiential program for high school students in the study of human growth and development from conception through kindergarten, within a pre-school setting. Child Care and Development encourages an understanding of all aspects of children's physical, emotional, intellectual, social and moral growth. This course is designed for students who are interested in working with young children. Students participate in the planning and daily operation of a pre-school program for children ages three to five years old, preparing them for kindergarten in a rich and stimulating environment. Practicum experiences provide for the integration of theory, research, and practice.

PHYSICAL EDUCATION AND HEALTH COURSE DESCRIPTIONS

PHYSICAL EDUCATION (Grades 9–12)

Prerequisite: Previous Grade Level Physical Education

Physical Education is a balanced, sequential program of activities designed to promote healthy, active lifestyles as well as generate an interest in life-long physical fitness. Activities include individual and team sports and recreational activities. The senior high school elective physical education program offers students the opportunity to choose their physical activities. Electives include activities such as badminton, tennis, aerobics, volleyball, and strengthening and conditioning, as well as traditional team sports.

HEALTH EDUCATION (Grades 9-12)

Prerequisite: Previous Grade Level Health

All students at West Essex participate in health education for a nine-week period each year. Health education focuses on wellness, family living, accident prevention, communicable diseases, human sexuality, substance abuse, body systems, and nutrition. Our program is enhanced by utilizing out of district resources for presentations to our students.

DRIVER EDUCATION (Grade 10)

Prerequisite: None

Driver Education is the health education course for tenth grade. This course introduces the skill of driving on today's roadways. Emphasis is placed on educating the students about safe driving practices and procedures in a multitude of driving environments and situations. Major topics of study include the controls, gauges, and lights of automobile, basic driving maneuvers, traffic laws, law of nature, the S.I.P.D.E. process, city and highway driving, driving while under the influence of alcohol and other drugs, and responding to emergencies.