

WEST ESSEX REGIONAL SCHOOL DISTRICT

65 West Greenbrook Road
North Caldwell, NJ 07006
(973) 228-1200



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◆
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Mrs. Laura Drago; Social Studies and World Languages
Mr. Ryan Gupta; Science
Mrs. Diana Schoenblum; Mathematics and Business
TBA; English

◆Mission◆

The mission of 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:

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

Clearly focused, quality educational experiences will be provided that promotes 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 2009 - 2010

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, each year, in regard to your education. While making your selections, consider your goals, interests, aptitudes, future plans and graduation requirements for a West Essex Regional School District diploma. It is our goal that each student takes the most rigorous curriculum with which he/she can be successful.

The selection of courses is a major decision. We encourage communication among students, parents, teachers, supervisors and guidance counselors. Guidance counselors are a valuable resource to students and their families. They are available to assist you in course selection, understanding prerequisites and developing a schedule based upon future goals and interests. Parents play a vital role in this process. 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,

Mrs. Barbara Longo

Mrs. Barbara Longo
Principal SHS

Ms. Kelly Peterfriend

Ms. Kelly Peterfriend
Director of Guidance

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GUIDANCE AND STUDENT PERSONNEL SERVICES

Ms. Kelly Peterfriend
Director of Guidance

High School Counselors

Dr. Barbara Cieremans	210
Mrs. Linda Grancagnolo	215
Ms. Erin Kida	216
Mrs. Patricia Pawlikowski	218
Mrs. Janet Van Syckle	214

SAC

Mr. Anthony Emering	255
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Middle School Counselors

Mrs. Theresa Imhoff	313
Mrs. Valerie Robinson	312

SAC

Mrs. Michelle Bryen	364
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Guidance

All middle school students are assigned a guidance counselor when they enter the school. That counselor will remain 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. Then, all students are assigned to counselors alphabetically according to their last name in tenth grade and 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 counselor.

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, states that all students in grades 9-12 must accumulate a total of 135 credits to graduate including:

English (Language Arts Literacy)	20 credits
Mathematics	15 credits
Science	15 credits
Social Studies	10 credits (U.S. History) 5 credits (World History)
World Language	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

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 section of the HSPA in their junior year have the opportunity to retake the test in the fall of their senior year. Students involved in this process must mandatorily attend a remedial class that is part of their regular daily schedule. The school will inform you if your student must receive remedial instruction.

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	Chorus/Chorus H
Crafts	Music Theory I, II	Orchestra/Orchestra H
Drawing and Composition	Band/Band H	Computer Graphics I II, IIIH

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
Tech. Apps.	Multimedia Design I, II	Virtual Business

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

Honors and Advanced Placement Courses

Honors and Advanced Placement (AP) courses are designed to provide students with an academic challenge beyond what is provided in other college preparatory courses. The primary goals of the AP program are to enrich the secondary school experience of students ready to apply themselves to college level courses and to provide the means by which colleges may grant credit, or placement, or both, to students with satisfactory AP test scores. AP courses make substantial academic demands on students. Assignments and activities in Honors or AP courses are designed to challenge students to think and write critically, at a higher level and more rigorous pace.

** If a student is planning to register for one or more AP courses, the following should be considered:

- In an AP course, expect at least one hour of homework per night, including weekends and vacations
- Students are strongly encouraged to take the AP exam in May.
- AP courses are equivalent to college courses and are extremely rigorous. Students, who participate in a sport, extra curricular activity or after school

- job, should evaluate the time commitment since AP courses are extremely rigorous.
- Those students who enroll in several AP courses should be prepared to switch to other courses if their original choices conflict with each other. Frequently, AP courses may be offered only one period per day. Hence, conflicts should be anticipated since choices may be required.
 - **Initial placement in an AP course requires a student to complete a Process for *Course Level Review*.**

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 the 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.
- Only for courses not offered at West Essex may be taken as an Independent Study.

Schedule Changes

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

- An error in the student’s schedule.
- A recommendation from an administrator.
- A request by the professional staff through the appropriate supervisor.
- A recommendation from the Child Study Team.

Drop/Add Information

- **The first drop/add period is 6/15/09 – 6/19/09 for the school year 2009 – 2010.**
- **The second drop/add period is 9/7/09 – 9/18/09.**
- **The third drop/add period is 1/25/10 – 2/5/10** (for second semester courses only).
- Dropping a course after the drop/add period in September will result in a WP or WF on the students report card and permanent transcript. This will necessitate placement in a study hall. No more than 1 study is permitted.
- **All WPs and WFs must be made by 10/2/09 for all full year and first semester courses and 3/14/10 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 they have been issued a new schedule from their guidance counselor.
- All schedule changes are dependant on seat availability.

Course Level Recommendation Procedures

Recommendation for placement will depend upon the following factors:

- Current academic achievement.
- Work-study habits as well as 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. A review of the recommendation and placement may be initiated by a student, teacher or parent, using the *Process for Course Level Appeal*.

Procedures for Course Level Appeal

Students, teachers or parents may initiate a request for a Course Placement Appeal. The window for the Course Level Appeal is 4/1/09 – 4/24/09. **The timeline is not flexible, and no appeals will be considered after the deadline.**

In order for an appeal to be initiated, the following steps must be completed for **each** change requested:

- The Course Level Appeal form must be submitted to the student's guidance counselor.
- The following criteria are used in reaching the placement decision:
 - a. Student grades
 - b. Standardized Test Scores
 - c. Writing sample, or appropriate artifact
 - d. Student Work Ethic Checklist
 - e. Teacher input
- The subject area supervisor will respond, in writing, to the appeal within the timeline set forth by Guidance.

ENGLISH

Typical Sequence of Courses

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English 7 - 2 ILS 7 - 2	English 8 – 2 ILS 8 - 2	English I	English II	English III	English IV
English 7 – 1 ILS 7 - 1	English 8 – 1 ILS 8 - 1	English I CP	English II CP	English III CP	English IV CP
English 7-1	English 8-1	English I H	English II H	English III H English III AP Language & Composition	English IV H English IV AP Literature & Composition

Anticipated Work Load for English Courses Levels 9-12

	Core Level	CP Level	Honors Level	Advanced Placement
Homework	1 - 2 hours per week	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	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, 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

English 7 (Levels 1 and 2)

The English 7 curriculum consists of selected works of literature and grade specific Language Arts skills. Students will approach selected literary works literally, inferentially, and critically. Literature, representative of several genres, will serve as a basis to explore literary devices including but not limited to: plot, theme, characterization, and figurative language. Language Arts skills addressed include

vocabulary, mechanics, usage, grammar, and composition. As seventh grade is a transitional year, many skills are reviewed and then expanded upon to prepare students for the English 8 Curriculum. Level placement is determined primarily by standardized test scores.

Interdisciplinary Literacy Seminar 7 (Levels 1 and 2)

Required Elective Grade 7

This year-long, interdisciplinary course focuses on higher order thinking and strategic learning. It engages students in analyzing and evaluating information across the disciplines through four thematic units: the research paper, biography/autobiography, content area reading, and media. Included will be activities to understand the major themes of the unit and projects to demonstrate that students can apply the themes. Projects will include writing a research paper, essays, articles, and letters. Throughout the year, and within each quarter, students will learn how to respond to open ended questions; write persuasively; build vocabulary; and be able to ask and answer questions relating to higher order thinking skills. Embedded into the curriculum is an understanding of the tasks that students will face on New Jersey ASK 7 exam. Level placement is determined primarily by standardized test scores.

English 8 (Levels 1 and 2)

Prerequisite: English 7 and Departmental Recommendation

The English 8 curriculum builds upon the Language Arts skills reinforced in English 7, and introduces additional specific skills for grade 8. English 8 employs a thematic approach to literature, incorporating a variety of age appropriate, stimulating works from various genres. Writing assignments will challenge students to utilize and expand knowledge of mechanics, usage, grammar and vocabulary. English 8 actively prepares the student for the rigors of the English 9 curriculum and the New Jersey ASK 8 exam. Level placement is determined by standardized test scores, 7th grade achievement in English, and Departmental recommendation.

Interdisciplinary Literacy Seminar 8 (Levels 1 and 2)

Required Elective Grade 8

Prerequisite: ILS 7 and Departmental Recommendation

This one semester interdisciplinary course focuses on higher order thinking and strategic learning. It engages students in analyzing and evaluating information across the disciplines while focusing on skills which promote critical analysis of the text. The units include one quarter on Ethics and one quarter in Writing for On Demand Tasks. As a result of these units of study, students will learn to quickly read and interpret prompts (written and visual), make decisions about a stand that must be taken, and use examples that will demonstrate and support their positions. Students will also engage in discussion to stimulate analytical and critical thinking skills. In addition, Students will use newspaper and magazine articles, movies (*The Emperor's Club* and/or *Codebreakers*), case studies, and situation scenarios to jump start discussions related to ethical issues and facilitating personal ethical

decisions. These high interest topics include cheating, plagiarism, bullying, as well as other character education builders, appropriate level for junior high school students. Embedded into the curriculum is formalized test preparation program focused on the requirements of the New Jersey ASK 8 exam. Level placement is determined by standardized test scores, 7th grade achievement in English and Departmental recommendation.

English I **5 credits**
Prerequisite: Successful Completion of English 8-2 and Departmental Recommendation

The ninth-grade academic program emphasizes the eight parts of speech and their correct relationship with a sentence. Structure and organizations of the paragraph and the essay are stressed. Writing assignments are predominantly in-class experiences; although the natural progression is to assist students in becoming independent writers. By the end of the year, a student is expected to write a five paragraph essay utilizing correct spelling, punctuation, capitalization, and usage. Students are expected to present ideas orally, both formally in speeches or presentations and informally in class discussions. Students will complete a research project in this course. The literature component of the program introduces students to various genres: the novel, the short story, poetry, drama, the epic poem, and Mythology. Many readings are completed in class to ensure students' comprehension of the most difficult texts. Developmental reading strategies are a strong focus of the program.

English I CP **5 credits**
Prerequisite: Successful Completion of English 8-1 or 8-2 and Departmental Recommendation

The ninth-grade college preparatory 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 five-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 in 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, *Death Be Not Proud*, *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.

English I H **5 credits**
Prerequisite: Successful Completion of English 8-1 and Departmental Recommendation

The ninth-grade 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, both formally in speeches or presentations and informally in class discussions. Students will organize and present several well-developed, thesis-driven, five-paragraph essays. One long-term writing assignment with a research component is expected. At this level, students will complete a research project in 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, *Death Be Not Proud*, *To Kill a Mockingbird*, *Romeo and Juliet*, 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

5 credits

Prerequisite: Successful Completion of English I and Departmental Recommendation

The tenth grade program emphasizes the improvement of basic skills. Vocabulary development, grammar skills, and writing practice are central. Writing experiences are predominately in-class, which include expository and persuasive writing assignments. Organizational skills in paragraph and essay development are practiced. The World Literature component of the program engages students in reading, interpreting, and discussing such works as, but not limited to: *Lord of the Flies*, *Animal Farm*, *All Quiet on the Western Front*, *The Tragedy of Julius Caesar*. Additionally, short stories, essays, poems and memoirs will be explored. Many readings are completed in class to insure students' comprehension and understanding of the material. Developmental reading strategies are a strong focus of the program. 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.

English II CP

5 credits

Prerequisite: Successful Completion of English I CP and Departmental Recommendation

College Preparatory English is designed to build upon the background of students in the area of 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*, *A Tale of Two Cities*, *The Good Earth* or *Nectar in a Sieve*, *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, and 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.

English II H

5 credits

Prerequisite: Successful Completion of English I Honors and Departmental Recommendation

Students in this Honors English II class follow a World Literature based program that includes, but not limited to, such works as: *The Tragedy of Julius Caesar*, *Antony and Cleopatra*, *Brave New World*, *1984*, *Inherit the Wind*, *Silas Marner*, *A Tale of Two Cities*, *Animal Farm*, *The Good Earth*, *Nectar in a Sieve*, 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. 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 Level English II is quite rigorous and requires a serious commitment to fulfill independent reading and writing requirements.

English III

5 credits

Prerequisite: Successful Completion of English II and Departmental Recommendation

Students in the English III Academic program will be immersed in great American Classics such as, but not limited to: *Of Mice and Men*, *The Crucible*, and *The Great Gatsby*, as well as other genres in American literature. Additionally, short stories, essays, poems and memoirs will be explored. Many readings are completed in class to insure students' comprehension and understanding 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 and reading activities consist primarily of in-class assignments and include a research project. HSPA test preparation is an important focus in this course.

English III CP

5 credits

Prerequisite: Successful Completion of English II CP and Departmental Recommendation

Students in the English III College Preparatory program will be immersed in great American Classics such as, but not limited to: *The Great Gatsby*, *The Scarlet Letter*, and *The Adventures of Huckleberry Finn*, as well as other genres in American literature. Most readings are completed independently 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 and reading 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 Assessment (HSPA) and the SAT and/or 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.

English III H

5 credits

Prerequisite: Successful Completion of English II Honors and Departmental Recommendation

The course encompasses an intensive survey of American Literature including: the Colonial Period, The Age of Revolution, The Romantics, Transcendentalism, Realism, Naturalism, Modernism and Contemporary Works. This course delves beyond plot development and into interpretation, analysis, and the synthesis of the literary piece. This course maintains an intensive writing requirement which reflects the development of literary analysis and application of literary criticism. Requirements include expository and persuasive tasks, literary criticism, and research essays. Vocabulary, grammar, and writing exercises are largely developed as a result of immersion in the required reading and writing assignments. SAT vocabulary study is marked by frequent assessments. 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 Level 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. Students will write a Literary Research Paper, in MLA format, on a contemporary American author as a comprehensive, culminating activity for this course.

AP English Language and Composition (Grade 11)

5 credits

Prerequisite: A- or better in English II Honors, Departmental Recommendation, and a writing sample

The AP course in English Language and Composition fulfills the requirements set forth by The College Board. This rigorous, college level English course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, 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**. Student will be expected to move beyond programmatic responses as the five 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 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. Students in the AP Language and

Composition course are expected to make a commitment to taking the AP Language and Composition Exam administered by The College Board.

English IV

5 credits

Prerequisite: Successful Completion of English III and Departmental Recommendation

In English IV Academic level students are engaged in the survey of English Literature as they trace our literary heritage from the time of the Anglo-Saxons to the Elizabethans. Students will study representative selections covering mainstream English Literature of the period. Included are: *Beowulf*, *The Canterbury Tales*, *Macbeth*, as well as the Elizabethan sonnets, the *Rime of the Ancient Mariner*. Students discover how the literature of each era reflects the social, political, and religious climate of the times. In addition to the literature, students are involved in grammar activities, vocabulary development and writing practice. They will exercise public speaking skills and critical thinking. Writing and reading activities consist primarily of in-class assignments.

English IV CP

5 credits

Course Prerequisite: Successful Completion of English III CP and Departmental Recommendation

In English IV College Preparatory students are engaged in the survey of British Literature as they trace our literary heritage from the time of the Anglo-Saxons to Twentieth Century. Students will study representative selections of mainstream British Literature of the period: *Beowulf*, *The Canterbury Tales*, *Macbeth*, Elizabethan sonnets, Romanticism, The Victorian Era, and Twentieth-Century writing. Students discover how the literature of each era reflects the social, political, and religious climate of the times. In addition to essays written in class, independent essays are required, with emphasis on correct form and content. Furthermore, each student must submit an original a literary criticism paper, which requires the reading of one or more sources throughout the course of the semesters. Other areas to be covered are public speaking, grammar and composition, debates, and supplemental readings. It is expected that students at this college preparatory level will demonstrate maturity by completing independent reading, writing, and research assignments, as well as preparing for daily class discussion.

English IV H

5 credits

Course Prerequisite: Successful Completion of English III Honors and Departmental Recommendation

The English IV Honors program engages the student in reading, writing, and analysis of abstract ideas. 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 semesters. Other areas to be

covered are public speaking, grammar and composition, debates. Honors Level English IV is quite rigorous and requires a serious commitment. It is expected that students in this class will demonstrate maturity in their work when completing independent reading, writing, and research assignments, as well as preparing for daily class discussion.

AP English Literature and Composition (Grade 12) 5 credits

Course Prerequisite: Successful completion of AP English Language and Composition and Departmental Recommendation OR A- in English III H, Departmental Recommendation, and a writing sample

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. Students in the AP Literature and Composition course are expected to make a commitment to taking the AP Literature and Composition Exam administered by The College Board.

ENGLISH ELECTIVES

Reading for the Young Adult I CP (Grades 9 and 10) 2.5 Credits

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 CP (Grades 9 and 10) 2.5 Credits

A one-semester course, Public Speaking for the Young Adult 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 the Visual Media CP (Grades 9 and 10) 2.5 Credits

Prerequisite: C or better in English

This single semester, elective utilizes the 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 CP (Grade 9 and 10) 2.5 Credits

Prerequisite: C or better in English

This single semester elective utilizes teacher-generated exercises to motivate and inspire the 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 one's own work and the work of others. An integral part of this course involves developing the students' awareness and appreciation of classic and contemporary poetry, literary devices, and peer-generated work.

Creative Writing I CP (Grades 10, 11, 12) 2.5 Credits

Prerequisite: C or better in English and a recommended successful completion of Introduction to Creative Writing

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, the students are encouraged to publish their work in the school's literary magazine, *The Roundtable*.

Creative Writing II CP (Grades 10, 11, 12) 2.5 Credits

Prerequisite: Successful Completion of Creative Writing I CP

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

Theatre Arts CP (Grades 9, 10, 11, 12) 5 Credits

This Theater Arts course emphasizes the analysis of drama both as a literary form and in conjunction with a survey of theatre history and the social and cultural context in which plays and movies were written. Acting, script writing, and directing are covered. Improvisation is interspersed throughout the year. By the

end of the course each student will have written, directed and acted in a monologue, a paired scene and a ten-minute play. Attendance at live performances is strongly encouraged.

Intensive Journalistic Writing I CP (Grades 9, 10, 11)

5 Credits

Prerequisite: C or better in English

The emphasis in this course is an introduction to journalistic writing, including leads, news stories, editorials, features and press releases. Students will analyze news in a variety of forms, analyze what makes something newsworthy, and examine journalistic responsibility and journalistic law. Professional examples of the above are reviewed and critiqued. Background on responsible journalism and journalistic theory are critical to this survey course. Students are introduced to the process of newspaper publication, and may participate in the generation of story ideas, writing, and layout for the *Wessex Wire*. *Layout and print programs such as Pagemaker, Photoshop and InDesign are explored in this course.*

Intensive Journalistic Writing II H (Grades 10, 11, 12)

5 Credits

Prerequisite: B or better in English and Journalistic Writing I, and Departmental Recommendation

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*.

Intensive Journalistic Writing III H (Grade 12)

5 Credits

Prerequisite: B or better in English and Journalistic Writing II, and Departmental Recommendation

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 InDesign* to produce the *Wessex Wire*. Additional time outside of class is required to produce the school's extra-curricular publication.

SAT Preparation Course (Grades 11 and 12)

2.5 Credits

Prerequisites: none

The general themes of the SAT course include an improved understanding 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, 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, review concepts students have learned in the math and English classrooms which are assessed on the test, and assist students in becoming more comfortable with taking this high-stakes assessment. This course is graded Pass/Fail.

Special Review Assessment (SRA) English Lab (Grade 12) 2.5– 5.0 Credits
Prerequisite: Partial proficiency on the HSPA Language Arts

Students in grade 12 who earned a score of “partially proficient” on any of the language arts sections of the 11th grade HSPA are automatically placed in English Lab/SRA program for remediation 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 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.

MATHEMATICS
Typical Sequence of Courses

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 7 Extended	Pre-Algebra Extended	Algebra I	Geometry	Algebra 2	Discrete Math
Math 7	Pre-Algebra	Algebra I CP	Geometry CP	Algebra 2B CP Algebra 2A CP	Discrete Math Pre-Calculus CP
	Algebra 8	Geometry CP Geometry H	Algebra 2 A CP Algebra 2 H	Precalculus CP Precalculus H	Calculus CP Calculus AB AP Calculus BC AP

Anticipated Workload for Mathematics Classes
Levels 9 to 12

	Core Level	CP Level	Honors Level	Advanced Placement
Expectations	Guided assistance with organization, test taking skills, study habits, and note-taking	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	1 – 3 hours per week and is 15% of the marking period grade	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 not calculated into the marking period grade
Assessments	Standard difficulty, shorter, fewer complex problems	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	More slowly-paced, basic conceptual understanding	Reasonably-paced, standard conceptual understanding	Brisk-paced, relatively deep conceptual understanding	Fast-paced, deep conceptual understanding

Math 7 Extended

Prerequisite: Departmental Recommendation

Mathematics in the seventh grade uses the Connected Math Program 2, a standard-based approach that encourages problem solving, communicating of ideas, applying math to everyday situations, and focusing 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. This class is extended to 62 minutes to enable the students with less secure mathematic skills to cover the entire seventh grade curriculum.

Math 7

Prerequisite: Departmental Recommendation

Mathematics in the seventh grade uses the Connected Math Program 2, a standard-based approach that encourages problem solving, communicating of ideas, applying math to everyday situations, and focusing 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.

Pre-Algebra Extended

Prerequisite: Successful Completion of Math 7 Extended and Departmental Recommendation

Mathematics in this course uses the Connected Math Program 2, a standard-based approach that encourages problem solving, communicating of ideas, applying math to everyday situations, and focusing 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 a mathematics curriculum suitable for the eighth grader with less secure math skills. It seeks to build upon those mathematical skills introduced in seventh grade using projects, discovery activities, and applications in a small class setting. It is ideal for those students who have struggled with math, and benefits from increased practice to solidify conceptual understanding. This class is extended to 62 minutes to enable the students to cover the entire seventh grade curriculum.

Pre-Algebra

Prerequisite: Successful Completion of Math 7 and Departmental Recommendation

Mathematics in this course uses the Connected Math Program 2, a standard-based approach that encourages problem solving, communicating of ideas, applying math to everyday situations and focusing 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 is designed for the student who is on grade level in mathematics. It presents integrated mathematics curriculum suitable for the eighth grader. It seeks to build upon those mathematical skills introduced in the seventh grade using projects, discovery activities, and applications. It is a comprehensive preparation for the NJASK

8 as well as a foundation for the skill and abstract thinking necessary for the ninth grade college preparatory algebra.

Algebra 8

Prerequisite: Successful Completion of Math 7 and Departmental Recommendation

This rigorous course is designed for mathematically talented eighth grade students who have the conceptual and computational background and maturity to pursue an honors-paced subject normally taught in the ninth grade. The curriculum covers algebraic skills and concepts necessary for upper level mathematics. Reasoning and discovery are emphasized in a graphing intensive environment.

Algebra I

5 credits

Prerequisite: Successful Completion of Pre-Algebra or Pre-Algebra Extended and Departmental Recommendation

This course is designed for the student who often struggles with mathematical concepts and abstract reasoning. The curriculum provides those algebraic techniques necessary for an understanding of the structure of elementary algebra. Reasoning and discovery are emphasized in conjunction with the development of ideas and skills necessary for an understanding of all future mathematics to be studied. Algebra content, including manipulation of equation, graphing and linear functions will be covered.

Algebra I CP

5 credits

Prerequisite: Successful Completion of Pre-Algebra and Departmental Recommendation

This course is designed for the grade level math student. The curriculum provides a sound foundation of algebraic skills and concepts necessary for success in future math courses. Abstract and numerical reasoning is emphasized and graphing calculators are employed to extend concepts. Students learn a variety of problem solving techniques, to apply arithmetic principles to specific algebraic topics and to apply algebraic concepts and techniques.

Geometry

5 credits

Prerequisite: Algebra I with Departmental Recommendation

Geometry is a course in the fundamentals of geometry. This course is designed for the student who often struggles with mathematical concepts and abstract reasoning. Emphasis is placed on repetition and experiential learning through a differentiated problem solving approach. Students will develop an understanding of plane and solid geometry through the use of definitions, observations and theorems.

Geometry CP

5 credits

Prerequisite: Algebra 8/1 with a C or better with Departmental Recommendation

Geometry CP 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. Problem solving will be emphasized to encourage higher level thinking skills. Standardized test preparation is integrated throughout the course.

Geometry H **5 credits**
Prerequisite: Successful Completion of Algebra 8 and Departmental 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 and construction problems.

Algebra II **5 credits**
Prerequisite: Successful Completion of Geometry and Departmental Recommendation

This course is designed for the mathematics student who often struggles with mathematical concepts and abstract reasoning. Emphasis is placed on mathematical logic and repetition through experimental learning using varied problem solving strategies, with focus on differentiated instructional approaches. This course involves the application and further development of the fundamentals of Algebra 1.

Algebra II B CP **5 credits**
Prerequisite: Successful Completion of Geometry B and Departmental Recommendation

Algebra IIB is a college preparatory course. This course involves the application and further development of the fundamentals of Algebra I B. Basic knowledge is expanded through the use of problem solving and critical thinking applications throughout the course. It presents a unified treatment of algebra and analytical geometry that exhibits the logical structure of mathematics. It includes those topics essential for further study of mathematics. The graphing enhanced curriculum allows for modeling of real world problems.

Algebra II A CP **5 credits**
Prerequisite: Successful Completion of Geometry A and Departmental Recommendation

This course is designed for the strong grade-level mathematics student. Course objectives are to solidify concepts of Algebra I A through review, extension and application problem solving. It presents a unified treatment of algebra and analytical geometry that exhibits the logical structure of mathematics. It includes those topics essential for further study of mathematics. The graphing enhanced curriculum allows for modeling of real world problems.

Algebra II H **5 credits**
Prerequisite: Successful Completion of Geometry H and Departmental Recommendation

This 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.

Discrete Mathematics**5 credits****Prerequisite: Successful Completion of Algebra II and Departmental Recommendation**

This course is an elective course for students who have struggled with mathematical concepts throughout high school. The content is designed to engage students in problem-solving activities. The goal of this course is to provide a review and extension of skills in algebra and geometry. The course will provide a development of trigonometry and explore many discrete topics throughout the year with some real world applications.

Discrete Mathematics CP**5 credits****Prerequisite: Successful Completion of Algebra II B and Departmental Recommendation**

This course is an elective course for college-bound students. The content is designed to engage students in problem-solving activities. The goal of this course is to provide a review and extension of skills in algebra and geometry. The course will provide a strong development of trigonometry and explore many discrete topics throughout the year.

Pre-Calculus CP**5 credits****Prerequisite: Successful Completion of Algebra II A and Departmental Recommendation**

Pre-Calculus CP is a college preparatory course that introduces aspects of higher mathematics. It is a rigorous course that extends students' Algebra II A and basic trigonometry knowledge. Pre-Calculus is a study of mathematical theory and applications designed to prepare students for Calculus and higher mathematics. The graphing calculator will be used extensively in this course.

Pre-Calculus H**5 credits****Prerequisite: Successful Completion of Algebra II H with Departmental Recommendation**

This course 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; implicit differentiation; exponential and logarithmic functions; derivatives of 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.

Calculus CP**5 credits****Prerequisite: Successful Completion of Pre-Calculus CP and Departmental Recommendation**

This course 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 course integrates technology via the graphing calculator to help students learn to think mathematically.

AP Calculus AB**5 credits****Prerequisite: Successful Completion of Pre-Calculus Honors and Departmental Recommendation**

This course will provide the student with a rigorous course in calculus with 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. Students in this course are recommended to take the Advanced Placement College Board Calculus AB exam in May, which may result in advanced credit toward one semester of college mathematics. **The completion of a summer assignment is required.**

AP Calculus BC**5 credits****Prerequisite: Successful Completion of Pre-Calculus Honors and Departmental Recommendation**

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 may be 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; polar curves. Students in this course are recommended to take the Advanced Placement College Board Calculus AB exam in May, which may result in advanced credit toward one semester of college mathematics. A student who elects AP Calculus BC **may not** elect AP Calculus AB. The graphing calculator will be used extensively in this course. **The completion of a summer assignment is required.**

AP Statistics**5 credits****Prerequisite: Successful Completion of Algebra II Honors or Algebra II A and Departmental Recommendation**

This course provides in-depth instruction at a fast pace and is designed to prepare students to take the Advanced Placement College Board examination in Statistics. The instruction in this course is technology and calculator based. This course is equivalent to an introductory non-calculus based statistics course offered by the mathematics departments at many colleges and universities. Those students intending to major in psychology, sociology, health sciences, and business may wish to consider taking this course. Those intending to major in the sciences, engineering, and 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.**

MATHEMATICS ELECTIVES

Computer Science I CP (Grades 10, 11, 12)

2.5 credits

Prerequisite: Algebra I

Computer Science I is designed to teach the fundamental concepts of computer programming in an object oriented language 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 the 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 CP (Grades 10, 11, 12)

2.5 credits

Prerequisite: Computer Science I

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.

Computer Science AP (Grades 11 and 12)

5 credits

Prerequisite: Computer Science II and Departmental Recommendation

This course emphasizes object oriented programming methodology with a concentration on problem solving and algorithm development. It is designed to prepare students to take the Advanced Placement College Board examination in Computer Science, which may result in advanced credit toward one semester of a college Computer Science course. 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.**

SAT Preparation Course (Grades 11 and 12)

2.5 Credits

Prerequisites: none

The general themes of the SAT course include an improved understanding 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, 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, review concepts students have learned in the math and English classrooms which are assessed on the test, and assist students in becoming

more comfortable with taking this high-stakes assessment. This course is graded Pass/Fail.

Mathematics Lab III

5 credits

Prerequisite: Departmental Recommendation Based on Standardized Test Scores

Students are selected for this course, as added support for their regular mathematics courses. Mathematics Lab is for students needing help in skills related to academic success on the High School Proficiency Assessment (HSPA) which will be taken in the spring of the 11th grade. Scores on standardized tests given in 9th and 10th grade determine placement in Mathematics Lab III. This course provides supplemental support in prerequisite math skills necessary for success not only on the HSPA but in future math courses. The course provides a differentiated curriculum, suitable for those students who have a need to improve their skills and understanding in order to move forward with greater confidence and success in mathematics. *This course may not be used to satisfy the three years of Mathematics required for graduation.* The grading for Mathematics Lab is Pass/Fail.

Mathematics Lab IV

5 credits

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/SRA 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 SRA 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.

SCIENCE

Typical Sequence of Courses

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Science 7	Science 8	Earth and Environmental	Biology	Chemistry in the Community	Conceptual Physics
Science 7 – 2	Science 8 – 2	Earth and Environmental CP	Biology CP	Chemistry CP	Physics CP
Science 7 – 1	Science 8 – 1	Earth and Environmental CP Biology H	Biology CP Chemistry H	Chemistry CP Chemistry H Physics Honors AP Science	Physics CP Physics Honors AP Science

Anticipated Workload for Science Classes Levels 9 to 12

Course Level	Mathematical Applications	Homework	Assessments	Pace/depth
Advanced Placement (College Level)	Extensive Mathematical applications	5 – 7 hours per week	Challenging, lengthy, require problem-solving and include open-ended questions.	Fast-paced, deep conceptual understanding
Honors	Extensive mathematical applications	3 – 5 hours per week	Challenging, lengthy, require problem-solving	Brisk-paced, relatively deep conceptual understanding
College Preparatory	Basic mathematical applications	2 – 4 hours per week	Challenging, require problem-solving	Reasonably-paced, standard conceptual understanding
Academic Level	Minimal mathematical applications	1 – 2 hours per week	Basic, require simple problem-solving	More slowly-paced, basic conceptual understanding

Science 7 (Levels 1 and 2)

Level Placement: Based on NJ state assessments

Science 7 is a full year course that introduces students to the fundamental concepts of astronomy, earth science, and biology. The beginning of the school year launches students into exciting explorations of the origin, evolution and structure of the universe and Earth's place in it. Students then delve into understanding the structure and creation of Earth. The year concludes with a study of life on Earth including ecology, taxonomy, life processes, genetics, evolution, body systems, and simple anatomy and physiology. Instructional strategies include problem solving, scientific method, laboratory experimentation with an emphasis on safety, technological applications, and reference to the historical /cultural context of scientific discoveries and events.

Science 8 (Levels 1 and 2)

Prerequisite: Successful completion of Science 7

Level placement: Based on Departmental Recommendation

Science 8 is a full-year course that introduces students to the foundational concepts of physics and chemistry. 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.

Earth and Environmental Science

6 Credits

Prerequisite: Successful completion of Science 8 and Departmental Recommendation

Earth and Environmental Science 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. Whenever possible, current global events are highlighted as examples for analysis and practical understanding.

Earth and Environmental Science CP

6 credits

Prerequisite: Successful completion of Science 8-1 with a grade of C- or better or Science 8-2 with a grade of B or better and Departmental Recommendation

This course includes the study of: astronomy, geology, earth science, ecology, and environmental science. Laboratory activities are an integral part of the course, with a focus on data collection and analysis.

Biology

6 Credits

Prerequisite: Successful completion of Earth & Environmental Science and Departmental Recommendation

This course covers the basics of biochemistry and evolutionary biology, focusing on the form, function and adaptation of various species and the ecosystems in which they thrive. Emphasis will be placed on the hands on experiences with a focus on observation, recording, and analysis through a discovery approach to learning.

Biology I CP

6 Credits

Prerequisite: Successful completion of Earth & Environmental Science CP and/or Departmental Recommendation

This course is a comprehensive introduction to the study of life for students who plan to attend a four-year college or university and are dedicated to scientific study. Biology I CP 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. Through active learning, students will strengthen their ability to problem-solve and think both critically and creatively. 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 I Honors

6 Credits

Prerequisite: Successful completion Science 8-1 with a grade of B+ or better and Departmental Recommendation

Biology I H is a rigorous study of the basic theories and foundations of life processes. The course uses an inquiry-based approach with strong emphasis on laboratory investigations, data analysis, and report writing. The course highlights concepts in evolution, structure and function in biological systems, the behavior of organisms and the relationship between all living things in ecosystems. The course begins on the molecular level, builds to the study of cells, and culminates in complex levels of biological systems. The course also incorporates current events, recent discoveries, and advancements in the understanding of living things.

Biology II AP

6 Credits

Prerequisite: Successful completion of Biology I H or Biology I CP with a grade of B or better and Departmental Recommendation

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by science majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry, as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. All students are expected to take the College Board's AP Exam at the end of the year to possibly earn credits for college.

Chemistry in the Community

6 Credits

Prerequisite: Successful completion of Biology, Algebra I, and Departmental Recommendation

Chemistry in the Community takes a different approach to learning chemistry. Each of the units revolves around a societal question. This question creates a need to know of chemistry to find a solution. The context of each question is a community: local, workplace, national, or global. The chemistry presented to the students builds upon the same vocabulary, thinking skills, problem-solving and lab techniques as most traditional introductory chemistry courses. However, in Chemistry in the Community, there is less emphasis on mathematical skills. The student is lead to integrate what they have learned to see how it addresses issues in the real world. This is accomplished through many decision making activities that are a part of the course. It is the long term goal of the curriculum to present to the students the need and the skills to acquire technical knowledge to make intelligent decisions for themselves and for the communities in which they belong.

Chemistry I CP

6 Credits

Prerequisite: Successful completion of Biology I CP, Algebra I CP and Departmental Recommendation

This course provides a comprehensive foundation in chemistry for students planning to attend a four-year college. Instruction emphasizes understanding of chemical principles and methods for conducting quantitative analysis and executing laboratory experiments. Topics covered by the course include stoichiometry, gas laws, chemical reactions, solutions, atomic structure, molecular architecture, bonding, kinetics, and chemical equilibrium.

Chemistry I Honors

6 Credits

Prerequisite: Successful completion of Biology I H and Algebra I H with a grade of B or better and Departmental Recommendation

This 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 I Honors must work collaboratively and individually to analyze data make inferences about the laws of chemistry. Topics covered in the course include stoichiometry, gas laws, chemical reactions, solutions, atomic structure, molecular architecture, bonding, acid-base chemistry, thermo-chemistry, kinetics, and chemical equilibrium.

Chemistry II AP

6 Credits

Prerequisite: Successful completion of Chemistry I H and/or Departmental Recommendation

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where chemistry is a prerequisite. For other students, the AP chemistry course fulfills the laboratory science requirement and frees time for other courses. The course contributes to the development of students' abilities to think clearly and express their ideas, orally and in writing, with clarity and logic. All students are expected to take the College Board's AP exam at the end of the school year.

Conceptual Physics

6 Credits

Prerequisite: Successful completion of Chemistry in the Community and Departmental Recommendation

This course is a "hands-on" approach to learning about the laws that govern objects found in the world around us. Each new topic is studied using a three-tiered system of 1) exploration of the behavior of matter through a laboratory activity, 2) an explanation of the concepts that produce the observed behavior, and 3) the application of these principles to real world situations. Basic problem-solving abilities are required.

Physics I CP

6 Credits

Prerequisite: Successful completion of Chemistry I CP, Algebra II CP, and Departmental Recommendation

Physics I CP is a rigorous introduction to the study of physical laws governing our universe. The topics of mechanics, dynamics, energy, and electromagnetism are learned using laboratory experiences, problem solving, and class discussion. This course applies basic mathematical concepts to natural laws and requires astute problem-solving abilities.

Physics I Honors

6 Credits

Prerequisite: Successful completion of Chemistry I H and Algebra II H with a grade of B or better, and Departmental Recommendation

Physics I H is a rigorous introduction to the study of physical laws governing our universe. The topics of mechanics, dynamics, energy, and electromagnetism are learned using laboratory experiences, problem solving, and class discussion. This course applies complex mathematical concepts to natural laws and requires astute problem-solving abilities.

Physics II AP

6 Credits

Prerequisite: Successful completion of Physics I H, Pre-Calculus H and/or Departmental Recommendation

The AP Physics course is a college level course equivalent to the introductory laboratory course offered by universities. The AP Physics class develops the students' abilities to read, understand and interpret physical information; describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem; use advanced mathematical reasoning including algebra, trigonometry, and/or calculus; perform experiments and interpret the results of experimental uncertainties. All students are expected to take the College Board's AP exam at the end of the year to possibly earn credit for college.

SCIENCE ELECTIVES

Dynamics of Health Care CP (Grades 10, 11, 12)

2.5 Credits

Prerequisite: Successful completion of Biology I H and/or Departmental Recommendation

This elective 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. College credit is available through UMNDNJ.

Emergency and Clinical Care CP (Grades 10, 11, 12)

2.5 Credits

To be taken with Dynamics of Health Care

Prerequisite: Successful completion of Biology I and/or Departmental Recommendation

This 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.

Anatomy & Physiology Honors (Grades 11 and 12)

6 Credits

Prerequisite: Successful completion of Biology I H and/or Departmental Recommendation

This course 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. College credit is available through UMDNJ.

Forensic Science CP (Grades 11 and 12)

5 Credits

Prerequisite: Successful completion of Biology I CP, Chemistry CP, and/or Departmental Recommendation

This course will provide an introduction to understanding the science behind crime detection. Scientific method, specifically relevant to crime detection and analysis, will be presented with emphasis on techniques used to evaluate physical evidence. Topics included are blood

analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations, among others.

Astronomy CP (Grades 10, 11, 12)

2.5 Credits

Prerequisite: Successful completion of Earth & Environmental Science

This 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 the Earth right for life.

Meteorology CP (Grades 10, 11, 12)

2.5 Credits

Prerequisite: Successful completion of Earth & Environmental Science

This 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, and students will have an opportunity to make their own predictions based on observations of current weather conditions and observations of 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.

Environmental Issues CP (Grades 10, 11, 12)

2.5 Credits

Prerequisite: Successful completion of Earth & Environmental Science

This course introduces the principles of ecology and environmental science, specifically as it applies to the students living in New Jersey. Environmental Issues covers broad aspects of environmental science including the risks associated with growth in a developing world. In this course, students study the environmental impact of population growth on natural resources, mineral and resource extraction, water resource uses, and renewable and nonrenewable sources of power generation. The course explores the human causes of environmental change including sociological, psychological, anthropological, historical, economic, political, and moral perspectives. Students also explore the chemistry of pollution and topics such as ozone depletion and global warming. Students in this course have the opportunity to examine the origins, politics, policies, and enforcement of environmental law.

Marine Science CP (Grades 10, 11, 12)

2.5 Credits

Prerequisite: Successful completion of Earth & Environmental Science

This 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.

Environmental Science AP (Grades 11 and 12)

6 Credits

Prerequisite: Successful completion of Chemistry I with a grade of B or better and Departmental Recommendation

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

SOCIAL STUDIES
Typical Sequence of Courses

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Social Studies 7 - 2	Social Studies 8 - 2	World History	U.S. History I	U.S. History II	Electives
Social Studies 7 - 1	Social Studies 8 - 1	World History CP	U.S. History I CP	U.S. History II CP	Electives
		World History Honors	U.S. History I H U. S. History I AP	U.S. History II H U.S. History II AP	Electives

Anticipated Work Load for Social Studies Courses
Levels 9-12

	Core Level	CP Level	Honors Level	Advanced Placement
Homework	1 - 2 hours per week	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

Social Studies 7(Levels 1 and 2)

Social Studies 7 actively involves the students in the study of Geography. The course follows a global approach through the themes of location, place, human-environmental interactions, movement, and regions. Social Studies 7 provides students with an appropriate skill and content background for continued study of world and American history while addressing the New Jersey Core Content Standards in Social Studies.

Social Studies 8 (Levels 1 and 2)

Prerequisite: Completion of Social Studies 7 and Departmental Recommendation

Social Studies 8 students are introduced to the study of the history of the United States and the exploration of their rights and responsibilities as citizens. 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.

World History

5 credits

Prerequisite: Completion of Social Studies 8 and Departmental Recommendation

The history of the world from Ancient Greece to World War I is studied. Considerable emphasis is placed on understanding that the political entities in our world are economically interdependent, and that this interdependence is geographically based. The course enables students to acquire knowledge, skills, and attitudes that are fundamental for the development of rational and informed decisions about economic, social, cultural and political questions facing our interdependent world. The course is discussion oriented and supplemented by the use of various forms of technology, map work, hands-on activities, library requirements, and short written reports.

World History CP

5 credits

Prerequisite: Successful Completion of Social Studies 8 and Departmental Recommendation

The history of the world from Ancient Greece to World War I is studied. An area studies format dictates the form and substances 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. 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.

World History H

5 credits

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

5 credits

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 dealt with in the U.S. History I

offering. 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 learns history through the experiences of life and therefore gains a meaningful view of the past. Use of discussion, various forms of technology, supplemental readings, map work, and some (or limited) independent research are employed and contribute to a greater understanding of historical events in the United States.

United States History I CP

5 credits

Course 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 dealt with in the U.S. History I offering. 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 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.

United States History I H

5 credits

Course Prerequisite: Successful Completion of World History CP/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 dealt with in the U.S. History I offering. 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.

United States History I AP

5 credits

Course 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 the founding of the Republic through 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 (5) writing research papers. 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**5 credits****Course Prerequisite: Successful Completion of U.S. History I and Departmental Recommendation**

The United States History II offering is a continuation of the United States History I program, and it moves the student from the Gilded Age to the present. Again, the students will view significant events in American History along with everyday acts of ordinary people enabling the student assess the impact of history on everyday life and on people like themselves. Use of discussion, various forms of technology, supplemental readings, map work, and independent research are utilized and contribute to a greater understanding of historical events in the United States.

United States History II CP**5 credits****Course 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. The investigation of the trends is conducted via discussion, research, cooperative learning activities, various forms of technology, and other hands-on activities.

United States History II H**5 credits****Course Prerequisite: Successful Completion of U.S. History I CP/H with a grade of A-/B+ and Departmental Recommendation**

United States History II topically 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. Students completing the course may elect to take the United States History AP exam in May.

United States History II AP**5 credits****Course 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 stimulating and challenging course that is designed to be the equivalent of a first year college survey 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 the age of exploration up to the Present. After an intensive survey of the Colonial Period through Reconstruction, this course will closely examine a series of issues related to 20th Century America. This ambitious 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 an 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, therefore the test will receive the most emphasis. 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

Criminology CP (Grades 11 and 12)

2.5 credits

Course Prerequisite: None

Criminology is the science of law and the study of the structure of our legal system. The course provides practical information and problem-solving opportunities to enhance the student's knowledge and skills in understanding our criminal justice system. Criminology is a discussion-oriented course dealing with court cases and current criminal offenses. Students are encouraged to express individual views through open-ended written and verbal responses to legal problems and issues. Community resource people and audio-visual presentations enhance the course and provide additional background information to facilitate understanding.

Current Events CP (Grades 11 and 12)

2.5 credits

Course Prerequisite: None

The course involves the students in an analysis of today's events and how the electronic and print media handles them. The course meets the demands of a society and a school that is struggling to involve young people in an understanding of the importance of the democratic process and the role they play in the process. Current Events, via a critical and analytical approach, addresses the district's mission statement engaging the students to meet the challenges of the future both societal and technological: to think critically and creatively, to communicate effectively, to solve complex problems, to make responsible decisions, and to respect cultural differences. Current Events enhances the student's ability to understand the relevance of U.S. History by evaluating the cause and effect relationship between events in the past and events in today's news.

Genocide/Holocaust CP (Grades 11 and 12)

2.5 credits

Course Prerequisite: None

This semester offering investigates the terms 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.

Macroeconomics AP (Grades 11 and 12) 2.5 credits

Course 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.

Constitutional Law CP (Grades 11 and 12) 2.5 credits

Course Prerequisite: United States History I

The 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. In addition to the class discussions and reading, the students are actively engaged in researching, briefing, and presenting cases.

Social Psychology CP (Grades 11 and 12) 2.5 credits

Course 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 CP (Grade 11 and 12) 2.5 credits

Course Prerequisite: None

Vietnam is a semester elective offering 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 CP (Grade 12) 2.5 credits

Course 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.

AP European History (Grade 12) 5 credits

Prerequisite: A in U.S. History II CP, 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 possibly earn credits for college.

WORLD LANGUAGES

Typical Sequence of Courses

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Pre-Spanish 7	Pre-Spanish 8	Spanish I	Spanish II		
World Language 7 (Spanish, Italian, French)	WL 8 (Spanish, Italian, French)	WL I CP WL II CP Latin I CP	WL II CP WL III CP WL III Honors Latin II CP	WL III CP WL III Honors WL IVCP WL IV Honors Latin III H	WL IV CP WL IV Honors WL V AP Latin IV AP

Anticipated Work Load for World Language Courses Levels 9-12

	WL I & II CP	WL III CP	WL III H	WL IV CP	WL IV H	WL V 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.

Pre-Spanish 7

This is a one-semester 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 8.

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.

World Languages 7 (French, Spanish, Italian)

This semester 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, audio visual and computer programs.

World Languages 8 (French, Spanish, Italian)

Course Prerequisite: World Language 7

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.

Spanish I

5 credits

Prerequisite: None

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.

World Language I CP (French, Spanish, Italian)

5 credits

Course 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 CP

5 credits

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.

Spanish II

5 credits

Prerequisite: Successful completion of Spanish I

This course builds on the fundamental background to speak, read, write, and understand the target language which is provided in Spanish I. The development of audio-lingual skills, including correct pronunciation, intonation, and accentuation is a continued emphasis. The continued learning of grammar is taught as it is needed for oral and written expression. Listening is extended to more dialogue. Expanding 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.

World Languages II CP (French, Spanish, Italian)

5 credits

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

5 credits

Course Prerequisite: Successful completion of Latin I CP 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 CP (French, Spanish, Italian)

5 credits

Course 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.

World Language III H (French, Spanish, Italian)

5 credits

Course Prerequisite: Successful completion of World Languages II CP 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" track in Level III offers a more challenging and intensive study of the target language/culture than World Language III CP.

Latin III H

5 credits

Course Prerequisite: Successful completion of Latin II CP 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 Language IV CP (French, Spanish, Italian)

5 credits

Course Prerequisite: Successful completion of World Languages III CP 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.

World Language IV H (French, Spanish, Italian) 5 credits

Course Prerequisite: Successful completion of World Languages III CP 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.

Spanish V Language AP 5 credits

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. Students will be encouraged to take the Spanish Language Advanced Placement exam.

Italian V Language H 5 credits

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 AP 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. In addition, students will be encouraged to take the Advanced Placement Exam as well as the SAT II.

French V Language AP 5 credits

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. In addition, students will be encouraged to take the Advanced Placement Exam as well as the SAT II.

Latin IV AP Vergil

5 credits

Prerequisite: Successful completion of Latin III H and Departmental Recommendation

This course concentrates on the works of Catullus and Ovid. The technical aspects of vocabulary and syntax are essential for accurate understanding, but greater emphasis is placed on the lyric genre as a continuing element in literature, on literary criticism as a means of understanding poetry, and on the contemporary history and culture of Rome as influences upon these poets and their works. Latin IV AP will adhere to the AP syllabus (2006-2007) established for the Catullus-Ovid track. In addition to scanning verses and reading aloud metrically, the students will translate, or read, the poetry and discuss the literary merits of the Ovidian or Catullan poems in question (noting linguistic/poetic devices, literary interpretations, etc.)

ENGLISH FOR ENGLISH LANGUAGE LEARNERS (ELL)

English for English Language Learners-ELL (Grades 9, 10, 11, 12)

5 credits

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.

Sheltered ELL Academic Support Study (Grades 9, 10, 11, 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 qualified ESL teacher. The goals of the ELL Sheltered Academic Support Study 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

Computer 7 – twelve week cycle (Grade 7)

Prerequisite: None

This course focuses on the New Jersey Core Content Standards for Technology Literacy and Computer and Information Literacy. Emphasis is placed on preparing students for technological success throughout their Middle School and High School years and beyond. Focus will be placed on proper keyboarding techniques and on proper organization of school work through the use of electronic folders. Students will be able to apply skills learned in this class to their other classes.

Digital Portfolio – Required - semester course (Grade 8)

Prerequisite: None

This course introduces basic technology skills using Microsoft Office. The students spend the semester reinforcing proper keyboarding techniques, while learning to format documents, create databases, design spreadsheets and compile PowerPoint presentations. Students' skills are applied to school work products and incorporated into a digital portfolio, which will be burned onto a CD. This course provides a solid foundation for additional computer classes.

Technology Applications - Microsoft Office XP CP (Grades 9, 10, 11, 12) 5 credits

Prerequisite: None

This course functions as a school-based business firm, solving communication needs in the school and community through the use of Microsoft Office technology. The students expand their skills and knowledge in Word, Access, and Excel activities. Students also obtain advanced skills in the areas of Microsoft Publisher, PowerPoint and Front Page. Students work with Photoshop to enhance, organize and share photos. Internet usage is incorporated throughout classroom projects and activities. Students acquire skills in proper business etiquette, creating a resume and cover letter, techniques for interviewing, meeting with prospective clients, making sales presentations, and facilitating business meetings. 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.

Multimedia Design CP (Grades 10, 11, 12)

5 credits

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. They are introduced to HTML the scripting language used to create web sites. Creativity and independence are important aspects to functioning successfully in this course.

Advanced Multimedia Design CP (Grades 10, 11, 12) 5 credits

Prerequisite: Multimedia Design or Departmental Recommendation

This course provides an extension of the tools learned in multimedia design. More emphasis will be placed on web design. 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 CP (Grades 10, 11, 12) 5 credits

Prerequisite: None

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. **Students can enroll in either Financial Accounting CP or Financial Accounting Honors.**

Financial Accounting Honors (Grades 10, 11, 12) 5 credits

Prerequisite: Algebra 1 and Departmental Recommendation

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. **Students can enroll in either Financial Accounting CP or Financial Accounting Honors.**

Marketing CP (Grades 10, 11, 12) 5 credits

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 role-playing projects, simulations and DECA activities, students receive first-hand experience in marketing functions and career information. Major units of study include business organization and policies, sales, store operations, inventory control, job techniques, and careers in marketing.

Virtual Business CP (Grades 10, 11, 12)**2.5 credits****Prerequisite: None**

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 and Management CP (Grades 11 and 12)**5 credits****Prerequisite: None**

This course is a fundamental introduction to the operations of business in the American free enterprise system and familiarizes students with the basic principles of law related to civil and business matters. Analytical methods are used to explore areas such as tort law, court systems, lease agreements, contracts, insurance, marriage and divorce, credit and sales contracts. A mock trial simulation is implemented in the classroom where students play actual roles in a fictitious case. A field trip to the county courthouse provides the students with an opportunity to see the legal process in action by witnessing a civil case. Students become familiar with economic climates, business ownership, purchasing and pricing, production and marketing, and managerial responsibilities including financial and human resources management. Emphasis is placed on decision making and problem solving through use of simulations; development of a business; analysis of financial sections in the *New York Times*, the *Wall Street Journal*, financial web sites, and business magazines. Students also play the Stock Market game and learn the art of investing. A trip to the New York Stock Exchange and the Federal Bank allows students to see our economic system at work.

Sports and Entertainment Marketing CP (Grades 10, 11, 12)**2.5 credits****Prerequisite: None**

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)**5 credits****Prerequisite: C or better in Honors English and Social Studies**

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)**15 credits****Prerequisite: Recommendation of guidance counselor, assistant principal, and interview by teacher**

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. 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 and to assist in the transition to further education and/or the world of work.

VISUAL AND PERFORMING ARTS

Art 7 (semester) - Required

Prerequisite: None

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision makers. The seventh grade course 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.

Art 8 (semester) - Elective

Prerequisite: None

Eighth grade art is a semester elective course which 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.

Music Exploratory 7

Prerequisite: None

The Music Exploratory is a 12 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.

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

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

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.

Studio Art I CP (Grades 9, 10, 11, 12)

5 credits

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 CP (Grades 10, 11, 12)

5 credits

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 CP/H (Grades 11 and 12)

5 credits

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 AP (Grade 12)

5 credits

Prerequisite: Successful completion of Studio Art III 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.

The completion of a summer assignment is required.

Drawing and Composition CP (Grades 9, 10, 11, 12)

5 credits

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, crayon, 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.

Computer Graphics I CP (Grades 10, 11, 12)

5 credits

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 CP (Grades 11 and 12) 5 credits

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.

Computer Graphics III Honors (Grade 12) 5 credits

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 12) 5 credits

Prerequisite: None

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.

Crafts (Grades 9, 10, 11, 12) 5 credits

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.

Band CP (Grades 9, 10, 11, 12)

5 credits

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 both concerts and the Memorial Day Parade. Members of the band program must also attend small group lessons.

Band Honors (Grades 9, 10, 11, 12)

5 credits

Prerequisite: Honors audition

Students taking band at the honors level will have additional responsibilities beyond the CP 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 CP (Grades 9, 10, 11, 12)

5 credits

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.

Orchestra Honors (Grades 9, 10, 11, 12)

5 credits

Prerequisite: Honors audition

Students taking orchestra at the honors level will have additional responsibilities beyond the CP 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 CP (Grades 9, 10, 11, 12) 5 credits

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 and performances. An entrance audition is required for placement. Members of the chorus must attend one small group lesson per week.

Chorus SSA and SATB Honors (Grades 9, 10, 11, 12) 5 credits

Prerequisite: Honors audition

Students taking chorus at the honors level will have additional responsibilities beyond the CP 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 CP- Offered in odd years (Grades 10, 11, 12) 5 credits

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.

Music Theory II Honors- Offered in even years (Grades 11 and 12) 5 credits

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.

APPLIED TECHNOLOGY

Woodworking 8 – semester course (Grade 8)

Prerequisite: None

This course teaches students how to develop solutions to design problems using a problem solving and design process. Emphasis will be placed on how the steps of design loop are used to organize and manage student projects within the realm of woodworking. The course will offer the student an introduction to the use and safety of woodworking hand tools and power tools.

Computer Aided Drafting I (Grades 9, 10, 11, 12)

5 credits

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, 11, 12)

5 credits

Prerequisite: Successful completion of CAD I

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 Aided Drafting III (Grades 11 and 12)

5 credits

Prerequisite: Successful completion of CAD II

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 green or environmentally sensitive building and designs will be emphasized throughout the year.

Engineering, Technology, & Power Mechanics (Grades 10, 11, 12) 5credits

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, 10, 11, 12)

5 credits

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, 11, 12)

5 credits

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, 11, 12)

5 credits

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, 11, 12)

5 credits

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, 11, 12)

5 credits

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 SCIENCES

Exploring Family and Consumer Science (Grade 7)

Prerequisite: None

Exploring Family and Consumer Science is a 12 week cycle course that offers students the opportunity to explore and expand their knowledge of food and nutrition, child development, sewing and clothing care, careers and personal finance. Students will create a sewing project and prepare simple nutritious snacks while increasing their knowledge and life skills.

Family and Consumer Education – semester course (Grade 8)

Prerequisite: None

Family and Consumer Education 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 are nutrition, consumerism, child care, foods, and sewing.

Culinary Arts I (Grades 9, 10, 11, 12)

5 credits

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 the following areas: grains, fruits and vegetables, dairy products, and 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 will plan, prepare, and serve foods representing various regions of the United States. This class includes a balance of class work, demonstration, and hands-on experiences.

Culinary Arts II (Grades 10, 11, 12)

5 credits

Prerequisite: Successful completion of Culinary Arts I

Culinary Arts II focuses on the background and responsibilities of a chef. Students will become familiar with various food service occupations, as well as the importance of the chef to successful food preparation. Students will learn about serving food for a variety of functions, emphasizing planning, purchasing, nutrition, and methodology.

Food and Sports Nutrition (Grades 11 and 12)

5 credits

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 CP (Grades 11 and 12)

5 credits

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 PROGRAM

Physical Education (Grades 7 – 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 7, 8, 9, 11, 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.

COOPERATIVE INDUSTRIAL PROGRAM (CIE)

Work-Study Program (Grade 12)

15 credits

The CIE program is a shared-time program with Essex Regional Educational Services Commission (ERESC). Students will attend their academic classes at West Essex High School in the morning. The students will then attend a class held at ERESO related to occupational and employment information and obtain community based work experience on a certified job site for 15 hours per week under the supervision of ERESO.

Student qualifications:

- Must be 17 years of age.
- Must be a senior in good standing.
- Must be on track to complete all graduation requirements.
- Adhere to all school and program rules and regulations.
- Adhere to school attendance policy and maintain good attendance in the employment setting.
- Maintain an appropriate appearance for work experience and employment setting.
- Observe safety practices in all aspects of traveling and working.
- Must have a social security card.
- Must provide own transportation to the place of employment and ERESO.