

**Program of Studies: 2012-2013**

**District Belief Statements**

We believe in the worth and dignity of each person.  
We believe that all students are entitled to the opportunity to maximize their talents and abilities.  
We believe that students thrive in a learning environment that facilitates self-discovery, exploration, and intellectual risk-taking.  
We believe that a quality education is a life-long process that fosters academic and cultural understanding.  
We believe that an effective education is a shared responsibility by all persons, groups, and organizations within our community.  
We believe that we have the obligation to nurture a culture of respect that honors the uniqueness of the individual and fosters responsibility toward the community and the environment.  
We believe that an effective educational system anticipates plans and acts in response to a changing world.

**District Mission Statement**

The mission of the Hopewell Valley Regional School District, in partnership with the community, is to provide a comprehensive, caring educational experience which:

- Nurtures the unique talents of each individual
- Creates a fulfilled, socially responsible, life-long learner
- Develops confidence and capabilities to face the challenges of a rapidly changing world
- Promotes a culture of respect which values diversity
- As partners, we will provide sufficient resources and a talented, committed staff that creates a safe environment where all individuals flourish.

**Board of Education**

Lisa Wolff ..... President  
Leigh Ann Peterson ..... Vice President

Laura Desai	Daniel J. O'Connor
Roy Dollard	Adam Sawicki
Stephen J. Keen	James Wulf
Gordon Lewis	

Kelsey Dunne – Student Representative

Dr. Thomas A. Smith	Superintendent of Schools
Richard Lang	Assistant Superintendent
Robert W. Colavita, Jr.	Business Administrator/Secretary to the Board
Christine Laquidara	Director of Curriculum and Instruction
Michael B. Daher	Principal
Dr. Ida Marie Chiaradia	Vice Principal
Lyndell K. Davis	Vice Principal
Dr. Celeste Curley	Director of Pupil Services
Dr. Christine Abrahams	Supervisor of Counseling Services K-12
Mariangela Buono	School Counselor
Rachel Curran	School Counselor
Joseph Feola	School Counselor
Nicole Getman	School Counselor
Una Hong	School Counselor
Douglas Brower	Business and Practical Arts Supervisor K-12
Frank Fusco	English Supervisor K-12
Ryan Pandolfini	Acting Athletic Director and Wellness Supervisor 6-12
Peter Griffin	Visual and Performing Arts Supervisor K-12
Nicole Gianfredi	Special Education Supervisor Pre K-12
Peter James	Math Supervisor K-12
Jack Wolff	Social Studies Supervisor K-12
Mary Yeomans	Science Supervisor K-12

## Table of Contents

**PLEASE NOTE THAT ALL PROGRAMS/COURSES ARE SUBJECT TO CHANGE**

PURPOSES AND PLANS.....	4
GUIDELINES FOR PROGRAM PLANNING.....	5
Graduation Requirements .....	5
Other Considerations .....	5
NCAA FRESHMAN ELIGIBILITY STANDARDS.....	6
KNOW THE RULES:.....	6
Core Courses .....	6
Grade-Point Average.....	6
TESTAMUR REQUIREMENTS.....	7
DAILY INSTRUCTIONAL REQUIREMENTS.....	7
ADDITIONAL CONSIDERATIONS .....	7
SENIOR OPTION.....	8
Senior Option Guidelines .....	8
COURSE REQUESTS.....	8
Procedures .....	8
Course Request Changes .....	8
PROGRAM CHANGES .....	8
COURSE WITHDRAWALS.....	8
RECORDING of NON-TRADITIONAL COURSEWORK on the HVCHS PERMANENT RECORD (TRANSCRIPT).....	8
EDUCERE.....	8
SUMMER SCHOOL POLICY.....	9
CREDIT PATHWAYS: GRADUATION REQUIREMENTS, OPTIONS, INSTRUCTIONS, AND APPLICATIONS .....	10
Credit Attainment Pathways .....	11
Appeal Process .....	11
Outside High School Course Work for Additional High School Credit.....	12
Option II Alternative Credit Experience .....	12
College Coursework for High School Credit .....	13
Mentors.....	13
Recording of Option II Coursework on the HVCHS Permanent Record (Transcript) .....	13
Course Completion/Course Withdrawals .....	14
INSTRUCTIONS FOR APPLYING FOR Option II (6A:8-5.1(a)1.ii) .....	14
Course Completion/Course Withdrawals .....	15
Final Assessments.....	15
Option II Proctors.....	15
APPLICATION FORMS FOR OPTION II Request for Approval of Option II.....	16
Hopewell Valley Central High School Option II Approval Form .....	17
HOPEWELL VALLEY CENTRAL HIGH SCHOOL INDEPENDENT STUDY PROSPECTUS .....	18
SPECIAL PROGRAMS.....	19
Recommendations for Honors, A.P., and continuing course sequences.....	19
Honors Courses.....	19
Advanced Placement Courses .....	19
College Level Courses .....	19
Concentrated Studies Program .....	19
Early Graduation Provision.....	19
English as a Second Language (ESL).....	20
Mercer County Vocational-Technical School.....	20
Mercer County School of Performing Arts.....	20

Career-Prep.....	20
COURSE DESCRIPTIONS.....	21
BUSINESS AND PRACTICAL ARTS.....	21
BUSINESS and TECHNOLOGY DEPARTMENT .....	21
FAMILY AND CONSUMER SCIENCES.....	25
TECHNOLOGY & INDUSTRIAL ARTS .....	26
PROJECT LEAD THE WAY.....	27
Science, Technology, Engineering, Mathematics (STEM) Education.....	27
HIGH SCHOOL TELEVISION STUDIO.....	29
ENGLISH.....	30
Senior Course Requirements .....	31
Senior Honors Option.....	32
Senior Elective.....	34
MATHEMATICS.....	34
PROJECT R.I.S.E.....	37
SCIENCE.....	38
SOCIAL STUDIES .....	43
SPECIAL EDUCATION.....	46
VISUAL AND PERFORMING ARTS.....	47
Art.....	48
Music .....	49
Performing Arts .....	52
WELLNESS: HEALTH, WELLNESS, AND DRIVER EDUCATION.....	52
FITNESS COMPONENT .....	53
HEALTH COMPONENT .....	53
WORLD LANGUAGES.....	53
COUNSELING SERVICES.....	58
MEDIA SERVICES.....	58
PUPIL SERVICES.....	58
CENTRAL HIGH SCHOOL PROFILE .....	59
Community .....	59
School Characteristics.....	59
<b>Mean SAT Scores for 2010-2011</b> .....	59
Post-Secondary Education.....	59

The Hopewell Valley Regional School District does not discriminate on the basis of race, color, religion, national origin, ancestry, age, political affiliation, sex, armed forces liability, physical disability, or social or economic status in its educational programs or activities and employment policies as required by Title IX of the Educational Amendments of 1972 and N.J.A.C. 6:4-1.1 et seq.

Affirmative Action Officer – Richard Lang

Section 504 of the Rehabilitation Act of 1973 is the nation's first law to protect the civil rights of disabled people. Section 504 of the Rehabilitation Act of 1973 provides that "No otherwise qualified individual . . . shall solely by reason of his/her disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Section 504 Officer – Christine Laquidara

### **PURPOSES AND PLANS**

For a student developing a high school program, the most important decision should be the purpose of the plan. Preparatory courses should be aimed as clearly as possible toward a general, if not specific, objective. If college is the objective, the first year or two of high school programming will vary little from student to student. Beyond the first year, however, planning should consider general areas such as engineering and science, liberal arts, business administration, social sciences, etc. Course choices should be determined in line with a senior's general objectives in terms of both scope and sequence. It is difficult to prepare for a particular college, so it is suggested that students preparing for college take the most difficult program of studies they can comfortably handle. While research is most often begun in the junior year, specific college choices are usually made during the first half of the senior year. Two-year colleges, business schools, trade schools and others permit greater flexibility of high school planning than do four-year institutions. Students considering participation in college athletic programs should ask their school counselor for NCAA guidelines for eligibility.

Students planning to prepare for the business world or general vocations should select subjects that will be helpful in preparing for a specific field of work. Particular attention should be given to career-oriented preparatory programs such as marketing and distributive education; business, computers, and office education; trade and industrial education; and specific skill training programs at Mercer County Vocational Schools; and Mercer County College Tech-Prep Programs.

Questions which arise will be clarified by our school counselors during the program planning process. We look forward to helping our students develop an educational program that will meet their individual needs consistent with their capabilities.

## GUIDELINES FOR PROGRAM PLANNING

### Graduation Requirements

As required by New Jersey School Law and Hopewell Valley Board of Education Policy, candidates for a high school diploma must earn a minimum of 120 credits (beginning with the class of 2013). Additional credits may be necessary to meet the requirements of a specific pattern or goal.

Candidates for a high school diploma must complete the following core requirements in a four-year program:

<u>Subject</u>	<u>Class of 2013, 2014, 2015, 2016</u> <u>H.S. Years</u>	<u>Credits</u>
English	4	20
History	3	15
Mathematics	3	15
Science	3	15
Wellness	4	20
Visual or Performing Arts	1	5
World Languages	2	10
Practical Arts	1	5
American Economics* or Personal Finance*	½	2.5

\* Requirement beginning with the class of 2014. One of these semester courses fulfills the state of New Jersey's requirement that all students will develop skills and strategies that promote financial responsibility. (21<sup>st</sup> Century Life and Careers Content Area; Standard 9.2)

### Other Considerations

Students must meet the requirements outlined in the district attendance policy.

All students must meet minimum requirements in reading, writing, mathematics and science as measured by the New Jersey High School Proficiency Assessment and beginning with the class of 2013, must take the end of course Biology Test.

Individualized standards for classified students will be in accordance with the rules and regulations contained in the New Jersey Administrative Code for alternative education.

An approved individualized program plan will be developed for students in Project R.I.S.E. in accordance with the rules and regulations contained in the New Jersey Administrative Code for alternative education.

## NCAA FRESHMAN ELIGIBILITY STANDARDS

### KNOW THE RULES:

#### Core Courses

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 14 core courses.** See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

#### Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- Make sure you look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that the courses being taken have been approved as core courses. The Web site is [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).
- For grade-point average requirements for Division I and Division II schools, please go to [www.ncaa.org](http://www.ncaa.org). Click on "Student-Athlete Experience" then "Becoming a Student-Athlete" then "Initial Eligibility."

<p style="text-align: center;"><b>DIVISION I</b> <b>16 CORE COURSE-RULE</b> <b>2008 and after</b></p> <p><b><u>16 Core Courses:</u></b></p> <p>4 years of English. 3 years of mathematics (Algebra I or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 1 year of additional English, mathematics or natural/ physical science. 2 years of social science. 4 years of additional courses (from any area above, foreign language or non- doctrinal religion/ philosophy).</p>
--

<p style="text-align: center;"><b>DIVISION II</b> <b>2005 and after</b></p> <p><b><u>14 Core Courses:</u></b></p> <p>3 years of English. 2 years of mathematics (Algebra I or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 2 years of additional English, mathematics, or natural/physical science. 2 years of social science. 3 years of additional courses (from any area above, foreign language or non- doctrinal religion/ philosophy).</p>
---

#### **Please Note:**

- Beginning August 1, 2013, students planning to attend an NCAA Division II Institution will be required to complete 16 core courses.

### **TESTAMUR REQUIREMENTS**

Hopewell Valley students are eligible to receive a second certificate in addition to their state endorsed diplomas. This second certificate, a Hopewell Valley Testamur, is awarded to students as evidence of completion of course requirements and a grade average far in excess of New Jersey State graduation requirements.

The requirements for the Testamur for the Class of 2013, 2014, 2015 and 2016 are as follows:

<b>Subject</b>	<b>COLLEGE PREPARATION H.S. Years</b>	<b>Testamur Units</b>
English	4	20
Wellness	4	20
History	4	20
Mathematics	4	20
Science	4	20
World Languages	3	15
Business / Computer Education, Practical or Visual & Performing Arts	3	15
<b>Totals</b>	<b>26</b>	<b>130</b>

World Languages must be in the same language at different levels for 3 years. (e.g. Spanish I, II III)

Concentrated Studies will only count towards Testamur with the prior approval of the department supervisor.

In addition to these course requirements, students must earn an overall weighted G.P.A. of 90.0% or above through their 7<sup>th</sup> semester.

### **DAILY INSTRUCTIONAL REQUIREMENTS**

Students in grades 9-12 will be required to enroll in a minimum of eight instructional periods or the equivalent each year. The vocational technical program counts as four instructional periods. Students with two or more advanced placement courses may elect six instructional periods plus two study halls (when their program of study demands it) with the approval of the school counselor and principal.

### **ADDITIONAL CONSIDERATIONS**

Subject offerings are based on student selections. Faculty assignments are determined by the number of students that sign up for a given course. Consequently, students are urged to sue great deliberation in course selection.

Preference will be given to seniors and juniors when enrollment in any subject is too large.

Because of the high percentage of one and two section courses, it is possible that students may find conflicts in their initial schedules. Attempts will be made to resolve these conflicts.

The right is reserved to cancel a course offering if enrollment is insufficient.

A minimum grade of 60 for the year is necessary in a subject in order to be granted diploma credit for that subject.

Students should note and must adhere to course prerequisites.

In developing their program of studies, students should carefully consider teacher recommendation(s).

## **SENIOR OPTION**

### **Senior Option Guidelines**

Seniors who demonstrate good school citizenship, responsible behavior and self-control are eligible for senior privilege status. Upon submission of completed permission forms, seniors are eligible to leave school during their study hall and/or lunch period.

## **COURSE REQUESTS**

### **Procedures**

During the second semester all students will request courses for the next school year. Initial course requests are made through the Infinite Campus "Campus Portal." If you are having trouble accessing the Campus Portal, you can contact the Help Desk at [ichelp@hvrsd.org](mailto:ichelp@hvrsd.org) or call Central Registration at 609-737-4002, ext. 2304. Our high school counselors will meet with all of their students to review and approve course requests.

### **Course Request Changes**

Students who have concerns regarding their course requests should consult immediately with their school counselor, during which time counselors may change a request when it is felt to be in the student's best interest.

The guidelines listed below will be followed during the course request process:

- In planning for the following school year, a student may ask for an elective course request change until April 30.
- After April 30, course request changes will require parent contact with a counselor and administrative approval.
- Approved changes will be honored on a seat availability basis after the scheduling process has been completed.

## **PROGRAM CHANGES**

Program changes may be made on a seat availability basis up to two weeks after the opening of school. To do this, the student must submit the "Student Appeal for Schedule Changes" form to their counselor. Changes must be approved by the administration. Forms may be obtained from the Counseling Services Office.

## **COURSE WITHDRAWALS**

Students may withdraw from a class and replace it with a study hall up through the 4<sup>th</sup> week of the first and third marking periods. (Third marking period pertains to second semester courses only.) After that time any withdrawals from a class will be recorded as a "WP"(pass) or "WF"(fail) on the student's transcript.

## **RECORDING of NON-TRADITIONAL COURSEWORK on the HVCHS PERMANENT RECORD (TRANSCRIPT)**

Completed coursework outside of HVCHS will be recorded on the permanent record in the following way:

- Outside coursework will be Pass/Fail and will not count towards WGPA or GPA.
- No grade will appear on the transcript until an official transcript or documentation from an accredited institution or a certified staff member is received.

## **EDUCERE**

The Hopewell Valley Regional School District is partnering with Educere, a clearinghouse for on-line instruction, to offer students an on-line option for credit recovery, acceleration, enrichment, and fulfilling graduation requirements through Option II. Payment for these courses is the responsibility of the family. To view courses offered through Educere, go to the Central High School webpage and click the "Educere" link on the left menu bar.

## SUMMER SCHOOL POLICY

### To make up a subject failed during a regular school session: Summer School

The student must receive the approval of the principal concerning the subject he or she plans to take and the summer school he or she plans to attend. To make up a subject failed in a regular school session, for credit only, the student must take 60 hours for a full-year's credit or 30 hours for a half-year's credit.

### To make up a subject(s) failed in a regular session: Tutorial Instruction

The student must receive the approval of the principal concerning the subject(s) he or she plans to take on a tutorial basis.

To make up a subject failed in a regular school session, for credit only, the student must take 60 hours for a full year's credit or 30 hours for a half-year's credit.

Teachers who provide tutorial instruction must be approved by the Director of Pupil Services and the Superintendent of Schools.

Upon successful completion of the subject by the student, the tutorial instructor shall submit a certificate of completion to the Principal.

Full credit for the subject completed and passed will be granted upon successful completion of a final examination in the subject failed, administered by Hopewell Valley Central High School.

### To improve a grade in a subject taken in regular session:

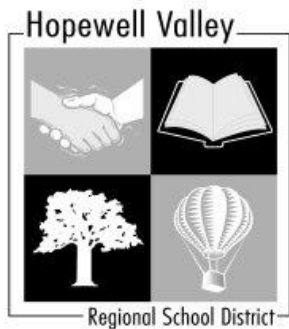
This relates particularly to a subject requiring a prerequisite grade for continuance of a sequence, such as, Algebra 1, World Language 1, etc. A grade of 70 is generally required in order to continue with the sequential year of a subject. **No additional credit will be given and the grade will not be included in the students GPA.**

To qualify to take the second or third year of a sequential subject mentioned above, a student must achieve a minimum grade of 70 in summer school. Students who attend state-approved summer schools for the purpose of improving their grade in a given subject should take a standardized examination for placement purposes. **No additional credit will be given and the grade will not be included in the students GPA.**

Permission to pursue this program is subject to the approval of the school counselor and the department supervisor.

**Courses taken for acceleration** allows students who wish to earn credits outside of our school for personal advancement. To take these courses, students need to apply through Option II. **A pass/fail grade will be recorded on the students transcript.**

**Courses taken for enrichment or depth** are defined as those which the student wants to take for personal improvement and for greater knowledge and experience. To have elective credit awarded, students must apply for these courses through Option II. **A pass/fail grade will be recorded on the students transcript.**



## **CREDIT PATHWAYS: GRADUATION REQUIREMENTS, OPTIONS, INSTRUCTIONS, AND APPLICATIONS**

### **CREDIT PATHWAYS and UTILIZATION OF 6A:8-5.1(a).ii (Option II)**

In order for a student to graduate and receive a high school diploma from HVCHS, each student must:

- A. Pass the High School Proficiency Assessment (HSPA).
- B. Pass the End of Course Biology Test **and**
- C. Fulfill the requirements as described utilizing one or both of the following **TWO** options:

- 1) Earn a minimum of 115 credits by successful completion of the prescribed courses listed on the following chart. This requirement may be met in whole or in part through a traditional program where a “**credit**” means the award for student participation in the equivalent of a class period of instruction (commonly referred to as “Option I”).

“**Credit**” means the award for the equivalent of a class period of instruction which meets for a minimum of forty minutes, one time a week, during the school year (N.J.A.C. 6A:8-1.3). Therefore, a class that routinely meets for one class period for two semesters shall yield 5 credits.

<b>HVCHS Graduation Requirements</b>	<b>Credits</b>
<b>English</b>	<b>At least 20 credits of language arts literacy</b>
<b>Social Studies<sup>^</sup></b>	<b>At least 15 credits including satisfaction of N.J.S.A 18A:35-1 and 2</b>
<b>Science</b>	<b>At least 15 credits</b>
<b>Math</b>	<b>At least 15 credits</b>
<b>Health and Physical Education<sup>*^</sup></b>	<b>At least 5 credits for each year of enrollment (must include Health component)</b>
<b>Visual, Performing Arts</b>	<b>At least 5 credits</b>
<b>Career Ed., and Consumer, Family, and Life Skills or Vocational Technical Education</b>	<b>At least 5 credits</b>
<b>World Languages <sup>**</sup></b>	<b>At least 10 credits or student demonstration of proficiency</b>
<b>Electives</b>	<b>At least 10 credits</b>
<b>Total Minimum Credit Requirements</b>	<b>120</b>

**\*Comprehensive Health, Physical Education and Safety:** *Students with an authorized excuse may be excused from the physical activity part of the regular program and will be assigned an alternative activity. This core curriculum content area is required for every year of student attendance in grades 9-12. A minimum of 3.75 (150 minutes per week) or a maximum of 5 credits will be awarded for each year of successful participation.*

**\*\*All students will be encouraged to fulfill the two-year world language requirement. Any student can meet the world language requirement through “student demonstration of proficiency”. “Student demonstration of proficiency” is to be determined by the world languages supervisor. The District may do language proficiency testing, interviews and/or other assessments for documentation. Any student may appeal to the building principal for exemption from the two-year requirement. Students whose appeal is approved will be held to the NJDOE one year world language requirement. LEP students who demonstrate proficiency in their native language, or another language, would be exempt. LEP students who take an additional English or English as a second Language (ESL) class may use that second English class to fulfill the requirement.**

**^The course requirements shall include statutory mandates. Currently, these would include United States and New Jersey history in N.J.S.A 18A:35-1 and 2; Civics in N.J.S.A 18A:35-3; (Agricultural Science in N.J.S.A 18A:35-4.13); Health, Safety, and Physical Education in N.J.S.A. 18A:35-5, 6, 7, and 8. The Holocaust and Genocide in N.J.S.A. 18A:35-28; and credit for seniors in active military service in N.J.S.A. 18A:36-17.**

Or

- 2) The 120 credit requirement set forth above may be met in whole or in part through program completion (commonly referred to as “Option II”)

The January 2004 amendment to N.J.A.C 6A:8-5.1(a)1 clarifies that the Board of Education, in developing their graduation requirements may use a combination of Option I and Option II rather than limiting themselves to only one of the Options. Under Option II, the Board of Education may utilize performance or competency assessment to approve student completion of programs aimed at meeting or exceeding the Core Curriculum Content Standards at the secondary level, including those occurring all or in part prior to a student’s high school enrollment.

The Board of Education may recognize successful completion of an accredited college course that assures achievement of knowledge and skills as delineated in the Core Curriculum Content Standards or includes learning that builds on and goes beyond the standards. See “College Course Work for High School Credit”.

**Note:** Minimum graduation requirements, as prescribed in N.J.A.C 6A:8-5.1, do not equate to college admission requirements.

### **Credit Attainment Pathways**

All students who plan on pursuing course work for credit outside the parameters of the normal HVCHS curriculum must submit an application to the Principal’s Option II Review Committee prior to May 15<sup>th</sup> for summer coursework, semester 1 and year-long coursework and November 30<sup>th</sup> for semester 2 coursework. Application forms can be obtained from their school counselor or online at [www2.hvrsd.org/Offices/counselingservices/CHS/Pages/OptionII.aspx](http://www2.hvrsd.org/Offices/counselingservices/CHS/Pages/OptionII.aspx).

Students who have taken course work outside of HVCHS for credit will have a Pass/Fail grade recorded on their HVCHS transcript. If the outside course work is taken at an institution which provides a transcript, the student may choose to have the outside record attached to their HVCHS transcript after consulting with their school counselor. The name of the course, institution and appropriate credits will be recorded on the HVCHS transcript for those students approved for alternative course work. No adjustment will be made to the student’s GPA. See the following section entitled “Recording Option II Grades on the HVCHS Permanent Record (Transcript)” for specifics. The expectation is that the courses will be completed during the time specified on the approval form. The transcript will denote coursework as per the protocol described in the HVCHS Program of Studies under “Course Withdrawals” and “Recording of Non-Traditional Coursework on the HVCHS Permanent Record”. This includes coursework which is not completed.

### **Appeal Process**

Parent(s) or legal guardian(s) and/or pupils may appeal decisions rendered by the Option II Review Committee. Students whose Option II proposal(s) has been denied by the review committee, or their parent(s) or legal guardian(s), may request a hearing of the committee. The committee will then provide its findings to the parent(s) or legal guardian(s) and pupil and offer a rationale as to why the proposal was rejected. Pupils may resubmit alternate proposals for consideration of the committee, if such proposals are made within established timelines. If the proposal is denied again, parent(s) or legal guardian(s) and/or pupils may appeal to the Superintendent of Schools.

### **Outside High School Course Work for Additional High School Credit**

Several stipulations exist for current students wishing to complete high school coursework in an academic setting other than HVCHS to receive high school credits, and have courses listed on the high school transcript:

- a. Course application and proficiencies must be reviewed and approved by the principal in conjunction with the Principal's Option II Review Committee, prior to the first instructional meeting of the course. Requests must be received by May 15<sup>th</sup> for summer, semester 1, or year-long coursework; and November 30<sup>th</sup> for semester 2 coursework.
- b. The course must be from an accredited institution and/or be monitored by a certified staff member. The institutional accreditation must be from a United States Department of Education recognized national, regional, specialized, and/or professional accrediting organization. The coursework must be approved by the principal in conjunction with the Principal's Option II Review Committee, or be certified by the principal under 6A:8-5.1(a)1.ii.
- c. Students may not be granted permission to move ahead to the next level unless they take a HVCHS final assessment in the bypassed course and achieve a mastery score established by the department supervisor.
- d. If this option is selected during grades 9 through 12, students will receive grade and credit for coursework completed only if the final assessment in the HVCHS equivalent course is passed. If the HVCHS equivalent course final assessment is not passed, grade and credit will NOT be recorded. This is subject to stipulations "a" thorough "c" above. Grade 9 begins upon graduation from grade 8.
- e. Final Assessments: A final assessment prepared by the HVCHS staff will be required if the student has applied to take an alternative credit experience with the expectation to advance a course level upon return to the regular HVCHS curriculum. The department supervisor will use the assessment to determine whether or not the student has been properly prepared to succeed in the next level of the HVCHS curriculum.

### **Option II Alternative Credit Experience**

The purpose of Option II is to create the opportunity whereby a student can prove competency and receive credit for a course of study in lieu of completing the minimum 120 hours seat time required by the state of New Jersey. The final assessment approved by the HVCHS staff for the Option II experience will be the instrument by which the HVCHS supervisor judges competency (achievement of required NJ Core Curriculum Content Standards). Approved participation in Option II activities implies pupil and/or parent responsibility for attendance, transportation, personal safety and well-being, specialized equipment, and any and all costs not otherwise provided by the school.

- i. Credit will only be awarded if the Option II committee judges that the student has met the proficiencies via applicable interim assessments and the agreed upon final assessment.
- ii. If a student takes an approved course under Option II, and receives a transcript upon completion of said course indicating a passing grade with credits accrued from an approved accredited institution, and it is judged that the student has met the proficiencies via the required HVCHS final assessment, credit will be awarded and the student will advance a course level in a given sequence consistent with department procedure.

### **College Coursework for High School Credit**

High school students may choose to pursue opportunities to enroll in college level work. Completed course work in an accredited college/university to receive high school credits must meet the following stipulations:

- a. Course application and proficiencies must be reviewed and approved by the principal, in conjunction with the Principal's Option II Review Committee, prior to the first instructional meeting of the course. Requests must be received by May 15<sup>th</sup> for summer coursework and for semester 1; and November 30<sup>th</sup> for semester 2 coursework.
- b. The college course taken must be the same college course offered to regularly admitted college students and must be taught by college faculty with academic rank or adjunct faculty who has a minimum of a master's degree.
- c. College distance learning courses may be taken only if pre-approved as outlined in the stipulations above. The course must be from an accredited institution. The accreditation must be from a Council for Higher Education Accreditation (CHEA) participating organization and be recognized by the United States Department of Education as a national, regional, specialized, and/or professional accrediting organization.
- d. HVCHS must receive an official transcript clearly showing successful completion of the coursework.
- e. High school credits and grade may be awarded based on the transcript received from the college, or by the number of instructional hours per week, or by certification by the principal under 6A:8-5.1(A)1.ii, and posted on the permanent report card.

### **Mentors**

Sometimes an Independent Study may require an outside "mentor". Students may develop an academic project and/or shadowing experience that requires non-school based research and study under the tutelage of a mentor. Mentors are professionals, outside of the school setting, who offer their expertise to interested students. The responsibility to initiate and develop the project is solely the student's. A mentor is an outside professional who helps a student master certain skills and knowledge, models behavior and challenges a student to perform well. The mentorship includes a school site faculty sponsor and a workplace mentor.

The mentor must work in conjunction with a school site faculty advisor. Even with an outside mentor, a HVCHS certified faculty member must serve as the advisor. Responsible mentoring involves a structured relationship similar to an apprenticeship. All mentors not currently employed by Hopewell Valley Regional School District must be fingerprinted in compliance with N.J.S.A. Code 18A:6-7.2. Prior to being approved, the mentor is subject to a criminal background check and parental approval. The mentor should foster a caring and supportive relationship while helping a student develop to his/her fullest potential.

### **Recording of Option II Coursework on the HVCHS Permanent Record (Transcript)**

The transcript will denote:

- a. Outside coursework will be Pass/Fail and will not count toward WGPA or GPA.
- b. Course Completion/Course Withdrawals: The expectation is that the courses will be completed during the time specified on the approval form. The transcript will denote course work as per the protocol described in the HVCHS Program of Studies under "Course Withdrawals" and "Recording of Non-Traditional Coursework on the HVCHS Permanent Record". This includes coursework which is not completed
- c. No grade will appear on the transcript until an official transcript or documentation from an accredited institution or a certified staff member is received. Until documentation is received, a "W" will be posted on the HVCHS record (transcript).

## Course Completion/Course Withdrawals

The expectation is that the courses will be completed during the time specified on the approval form. The transcript will denote course work as per the protocol described in the HVCHS Program of Studies under "Course Withdrawals" and "Recording of Option II Coursework on the HVCHS Permanent Record." This includes coursework which is not completed.

However, if a student is unable to complete the Option II learning experience for valid reasons, the Principal along with members of the review committee will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternate experience.

If a student quits or is unable to complete the learning experience for insufficient reason (lack of effort, failure to follow through, indecision, etc.) the principal may request that the student's transcript be adjusted to reflect the experience as a withdraw failure.

### INSTRUCTIONS FOR APPLYING FOR Option II (6A:8-5.1(a)1.ii)

**Note:** Minimum graduation requirements, as prescribed in N.J.A.C 6A:8-5.1, do not equate to college admission requirements.

1. Determine Eligibility:
  - The Option II experience must occur post 8<sup>th</sup> grade. Post 8<sup>th</sup> grade is defined as after graduation from 8<sup>th</sup> grade. Summer experiences prior to 9<sup>th</sup> grade qualify.
  - An application must be received by the Principal's Option II Review Committee prior to the published deadlines and the alternative credit experience must be pre-approved as stipulated in the application and instructions.
  - The applicant must agree to the parameters for requesting an Option II experience as outlined in the Program of Studies.
2. Obtain the application forms from a HVCHS school counselor or on line at [www2.hvrsd.org/Offices/counselingservices/CHS/Pages/OptionII.aspx](http://www2.hvrsd.org/Offices/counselingservices/CHS/Pages/OptionII.aspx).
  - An application must be submitted to the Principal's Option II Review Committee by May 15<sup>th</sup> for summer coursework, semester 1 and year-long coursework; and November 30<sup>th</sup> for semester 2 coursework.
  - Fill out page one completely and the top of page two.
  - Attach any additional information that will assist the Principal's Option II Review Committee in making an evaluation.
  - Obtain all required signatures.
  - Return application materials to your school counselor before the committee deadlines.
3. The counselor will send a copy of the application materials to the principal's secretary.
4. The principal's secretary will provide copies to the Option II Review Committee.
5. The Principal's Option II Review Committee will examine the "Request for Approval of Option II" based on the student's rationale and the criteria outlined in the Instructions for Applying for Alternative Credit Pathways.
6. The principal's secretary will send notification of decision (approval or denial) to the student and parent. The principal's secretary will send a copy of the approval or denial form to the counselor and appropriate supervisor.
7. If approved, the student completes the alternative credit experience and provides the department supervisor with proof of experience (which may include but is not limited to transcripts, logs, journals, etc.). If denied, parent(s) or legal guardian(s) and/or pupil may appeal the decision.
8. The student will arrange for completion and evaluation of a final exit assessment with the department supervisor.

9. The Supervisor will forward all materials to the secretary of the Counseling Services Department for official credit awarding and input into the student's records.

10. The Supervisor of the Counseling Services Department provides final copies for the student's cumulative file, student's counselor and supervisor.

### **Course Completion/Course Withdrawals**

The expectation is that the courses will be completed during the time specified on the approval form. The transcript will denote coursework as per the protocol described in the HVCHS Program of Studies under "Course Withdrawals" and "Recording of Option II Coursework on the HVCHS Permanent Record." This includes coursework which is not completed.

However, if a student is unable to complete the Option II learning experience for valid reasons, the Principal along with members of the review committee will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternate experience.

If a student quits or is unable to complete the learning experience for insufficient reason (lack of effort, failure to follow through, indecision, etc.) the principal shall request that the student's transcript be adjusted to reflect the experience as a failure.

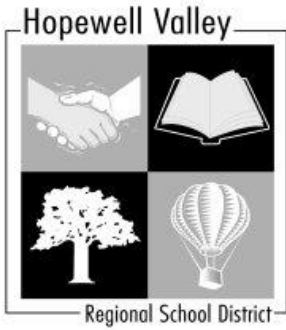
### **Final Assessments**

**Option II Alternative Credit Experience:** The purpose of Option II is to create the opportunity whereby a student can prove competency and receive credit for a course of study in lieu of completing the minimum 120 hours seat time required by the state of New Jersey. The final assessment approved by the HVCHS staff for the Option II experience will be the instrument by which the HVCHS supervisor judges competency (achievement of required NJ Core Curriculum Content Standards).

- i. Credit will only be awarded if the Option II committee judges that the student has met the proficiencies via applicable interim assessments and the agreed upon final assessment.
- ii. If a student takes an approved course under Option II, and receives a transcript upon completion of said course indicating a passing grade with credits accrued from an approved and accredited institution, and it is judged that the student has met the proficiencies via the required HVCHS final assessment, credit will be awarded and the student will advance a course level in a given sequence consistent with department procedure.

### **Option II Proctors**

The Option II applicant is responsible for securing a proctor, if one is required, in order to complete the alternative credit experience. For example, many "online" high schools require that the applicant identify a proctor who is primarily responsible for maintaining a secure testing environment. The proctor's duties typically include obtaining secure instruments from the online high school, proctoring the test taking, and overseeing the return of completed tests. Applicants who request an alternative credit experience must secure a certified teacher who is approved by the subject supervisor and/or the Principal's Option II Review Committee. The applicant is responsible for paying the proctor at a rate agreed upon by the proctor and applicant.



## APPLICATION FORMS FOR OPTION II Request for Approval of Option II

**Student Name:** \_\_\_\_\_ **Date of Application:** \_\_\_\_\_

**GPA:** \_\_\_\_\_ **Course/Program to be taken:** \_\_\_\_\_

**Semester/Year Course to be Taken:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Accreditation:** \_\_\_\_\_

**Reason for request (Check all that apply)**

**Advance a course level in a given sequence for upcoming school year** \_\_\_\_\_ - \_\_\_\_\_

**Name of HVCHS equivalent course** \_\_\_\_\_

**Specific HVCHS Final Assessment to be taken** \_\_\_\_\_

A HVCHS final assessment in the bypassed course must be taken and students must achieve a mastery score established by the department supervisor.

**Earn Additional High School Credit (Check all appropriate options)**

<input type="checkbox"/> College coursework for high school credit
<input type="checkbox"/> Distance learning coursework
<input type="checkbox"/> Outside high school coursework for credit
<input type="checkbox"/> Independent Study (see independent study prospectus outline for information)

**Rationale for request** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

If course is approved, \_\_\_\_\_ credits will be awarded upon proof of successful completion.

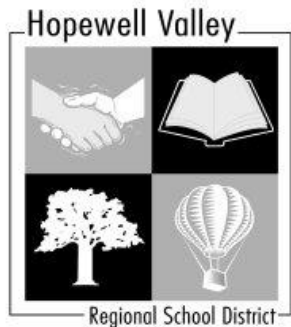
**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Department Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Counselor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal Signature (After consultation with Principal's Option II Review Committee):**



## Hopewell Valley Central High School Option II Approval Form

Applicant should complete all information above the dotted line.

Student Name: \_\_\_\_\_ Date of Application: \_\_\_\_\_

Course/Program to be taken: \_\_\_\_\_

Semester/Year Course to be Taken: \_\_\_\_\_ Completion Date: \_\_\_\_\_

School: \_\_\_\_\_ Location: \_\_\_\_\_

Accreditation: \_\_\_\_\_

(Information below this line is to be completed by the Principal's Option II Review Committee)

\_\_\_\_\_ Credit will only be awarded if the Option II committee judges that the student has met the proficiencies via applicable interim assessments and the agreed upon final assessment.

\_\_\_\_\_ Coursework Approved For (Check all appropriate boxes):

- \_\_\_\_\_ Earn High School Elective Credit
- \_\_\_\_\_ Advance a course level in a given sequence for school year \_\_\_\_\_ - \_\_\_\_\_  
     Name of HVCHS equivalent course \_\_\_\_\_  
     Specific HVCHS Final Assessment to be taken \_\_\_\_\_

A HVCHS final assessment in the bypassed course must be taken and students must achieve a mastery score.

- \_\_\_\_\_ Independent Study for High School Credit (I.S. Contract Included)
- \_\_\_\_\_ College Coursework for High School Credit
- \_\_\_\_\_ Distance Learning Coursework
- \_\_\_\_\_ Coursework to be Certified by the Principal Under 6A:8-5.1(a)1.ii

\_\_\_\_\_ Coursework Denied

Comments:

\_\_\_\_\_  
 \_\_\_\_\_

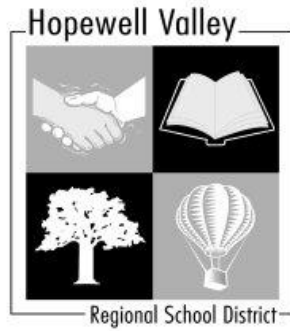
Principals Option II Review Committee:

Name/Title: \_\_\_\_\_ Date: \_\_\_\_\_

Name/Title \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Copy to: \_\_\_\_\_ student/parent \_\_\_\_\_ student file \_\_\_\_\_ dept. supervisor \_\_\_\_\_ school counsel



## HOPEWELL VALLEY CENTRAL HIGH SCHOOL INDEPENDENT STUDY PROSPECTUS

This information should be discussed and completed with the advisor before the study is undertaken. Type all responses and attach pages to this Prospectus and return with the completed application.

- I. Why are you pursuing this particular study? What are your goals?
- II. Discuss what you already know about the subject.
- III. Procedures of the study and processes you anticipate using:
  - i. Hours to be spent in the Media Center
  - ii. Human Resources that will be sought
  - iii. Library resources to be researched
  - iv. Other resources to be utilized
- IV. Detailed outline of work to be accomplished.
- V. Describe in detail the methods of assessment that the advisor will use to evaluate your work.
- VI. Demonstration of student mastery – What project/demonstration, publication or final project do you propose as a culminating experience/evaluation of the independent study?

## **SPECIAL PROGRAMS**

### **Recommendations for Honors, A.P., and continuing course sequences**

Initial course recommendations are made after the 1<sup>st</sup> semester grades. Final course recommendations are made using the 3<sup>rd</sup> marking period cumulative average.

### **Honors Courses**

For those students who have demonstrated superior ability and achievement, honors courses are offered in various subjects. These courses are designed to provide a challenging and rewarding experience to capable and motivated students. Honors courses are currently offered in College Prep Accounting, English 1, 2 & 3, 19<sup>th</sup> Century American Literature, Backgrounds for Literature, Advanced Algebra, Functions, Statistics and Trigonometry, PreCalculus, Pre-Calculus & Discrete Mathematics, Biology, Chemistry, Physics, World History, U.S. History 1, U.S. History 2; Latin 3 and levels 4 and 5 for French, German and Spanish. Previous course grade(s) and departmental recommendation are required for participation in honors courses.

### **Advanced Placement Courses**

The Advanced Placement (AP) Program is designed to help secondary schools offer college-level courses to able, motivated students. Students who have pursued courses of college-level quality and content may apply for advanced credit in college courses. The Advanced Placement examinations are offered at the high school in May. The results of the examination(s) may be sent to the college which has accepted the student, and the college decides upon the advanced placement and the credit they will grant the individual student. Thus the Advanced Placement Program enables students to enrich their programs, and in some cases, to shorten their college program. Hopewell Valley offers Advanced Placement courses in Art-Studio, Biology, Calculus AB and BC, Chemistry, English, Environmental Science, European History, French, German, Latin, Physics C, Spanish, Statistics, U.S. History, and U.S. Government and Politics.

*Please check the CHS webpage or call Counseling Services for information about signing up for the tests.*

### **College Level Courses**

With the cooperation of community, state, and private colleges and universities in the area, juniors and seniors will be permitted to pursue college-level courses at their own expense. This program is designed with a threefold purpose: (1) To provide students with an enrichment experience to augment their secondary school background; (2) to provide students with experience in attempting college work before actually enrolling in college, thus providing a base upon which to arrive at a final decision concerning further education; (3) to provide students with additional insight into certain career fields not necessarily requiring a traditional four-year preparation, again providing an additional base upon which to arrive at decisions concerning future plans.

### **Concentrated Studies Program**

5 Credits

Grades 11, 12

The Concentrated Studies Program is for students who wish to pursue a subject/project in depth and on an independent basis. A student must have clearly demonstrated the maturity, initiative, and interest necessary to work and study independently with the direction and assistance of a mentor on an approved topic of the student's choice. Courses offered by CHS may not be taken through the Concentrated Studies Program. Students may apply by submitting a proposal to the study advisor by May 1 of the year preceding participation. Credit is given on a pass/fail basis. It is suggested that a conference with the student's school counselor and the independent study advisor be scheduled as soon as possible. (Concentrated Studies will only count towards Testamur with the prior approval of the department supervisor.)

### **Early Graduation Provision**

The purpose of the Early Graduation Provision is to establish a means whereby eligible students may complete their high school educational program in fewer than four years and thus qualify for an early graduation diploma from Hopewell Valley Central High School. Requests for early graduation will be made on an individual basis. Students applying for early graduation must present specific vocational or educational goals which will be pursued after graduation to their school counselor. To graduate at the end of junior year, an early graduation application must be completed and submitted to the student's school counselor prior to June 30th of the student's sophomore year. If a student seeks early graduation at the mid-point of their senior year they must submit their application for graduation by April 30th of their

junior year. Students graduating early in senior year must sit for mid-term exams. In addition, students who graduate early are NOT permitted to participate in activities or athletics after the close of the semester in which they graduate; however they can participate in the school's prom and graduation ceremony. Parents should check with their insurance providers to see how early graduation might affect health and auto insurance.

### **English as a Second Language (ESL)**

English as a Second Language (ESL) is a multi-level course for teaching students with limited proficiency in English. Its primary goal is communication in English. In this program students are helped to use English actively in speaking and writing and to comprehend English that is spoken and written. The four skills a student must develop in the ESL curriculum are listening, speaking, reading, and writing.

When a student with limited English proficiency enters Hopewell Valley Regional School District, he or she is given a standardized test to determine his/her proficiency in English. The results of this test and teacher evaluation determine his/her entrance into the ESL program. Exiting the program will depend upon testing and the overall academic performance of the student. The ESL format is individualized so that each student receives the maximum benefit from this course.

### **Mercer County Vocational-Technical School**

Available to eleventh and twelfth graders only, this day school provides students the opportunity to take a skills-training program which may not be available at their own school. Students receive their general academic education at their home high school and attend a county-operated shared-time center for skills training on a half-day schedule. Students receive 20 credits for each year of participation in the program.

Sophomore students making application for the Mercer County Vocational-Technical School must successfully pass all required subjects and be classified as juniors in order to attend.

### **Mercer County School of Performing Arts**

This program is designed for students who demonstrate talent and potential in the areas of dance and drama. Course offerings include acting, technical theater, movement, performing arts, vocal communications, drama history, musical theater, ballet, modern dance, jazz, and dance history.

### **Career-Prep**

Career-Prep is short for "career preparation." Career-Prep means that Central High School is working with Mercer County Community College to provide students with new career paths.

Career-Prep is a jointly developed curriculum that combines college preparatory courses with real-life applications placing emphasis on mathematics, science, and technology.

Career-Prep begins at Central High School and continues through an Associate Degree in a high skill technical field. Hopewell Valley Seniors who meet Career-Prep prerequisites for entrance to a chosen field may be eligible to enroll in college credit courses at MCCC during their senior year of High School.

## COURSE DESCRIPTIONS

### BUSINESS AND PRACTICAL ARTS

#### BUSINESS and TECHNOLOGY DEPARTMENT

**Faculty:** Douglas Brower (Supervisor), Robert Crognale, Jeffrey Losch, Tracy Morgan, Aaron Oldfield, Carol Rolewicz.

#### **Computer Labs and Equipment**

Many of the courses available for students in the Business Department utilize the Business Department computer labs either on a full-time or part-time basis. Students use computer hardware and software that are current and coincide with what is being used in colleges and businesses.

The Business Department computer labs consist of networked DELL workstations with black and color laser printers. There is high-speed Internet access to each computer as well as wireless connectivity, every student has an email account, and there is ready access to scanners, digital still and video cameras. Students can also access their email as well as computer applications and their data folders from home via remote access connections.

#### **College Level Courses**

With the cooperation of community, state, and private colleges and universities in the area, juniors and seniors will be permitted to pursue college-level courses at their own expense. This program is designed with a threefold purpose: (1) To provide students with an enrichment experience to augment their secondary school background; (2) to provide students with experience in attempting college work before actually enrolling in college, thus providing a base upon which to arrive at a final decision concerning further education; (3) to provide students with additional insight into certain career fields not necessarily requiring a traditional four-year preparation, again providing an additional base upon which to arrive at decisions concerning future plans.

#### **CTE - Work Experience**

Career and Technical Education (CTE) encompasses a sequence of academic courses that prepare students for postsecondary education and for entry into the competitive 21<sup>st</sup> century workforce. The Work Experience component is an experiential, supervised activity that encourages students to explore their career interests through paid or unpaid employment, apprenticeships, community service, cooperative education, internships, or school-based enterprises. Students will achieve additional course credits when enrolled in this program. Students are supervised by the school's Teacher/Coordinator. See the course description below and contact any Business Department faculty member for further information.

#### **Computer Essentials for College and Business**

2.5 credits

Grades 9, 10, 11, 12

It is so important for students to be able to apply technology and computer skills across the curriculum to meet the requirements of all of their teachers and programs, both during their high school career as well as for college preparation! **This course provides the “backbone” for students to obtain the necessary skills that they can use throughout their school day and beyond to meet the expectations of all of their other courses!** Whether the requirement is to create a research paper, speak in front of a group utilizing a PowerPoint presentation, adding a chart to their spreadsheet or database, or utilizing scanners and digital cameras to import graphics into an application, students will be able to meet the challenge! Specific applications using the software packages and peripheral equipment are a major focus. Internet applications are also embedded throughout this course. It would be advantageous for students to obtain this as early in their high school career as possible so that the skills obtained can be used immediately in all their coursework. Software applications that will be utilized include: Microsoft Word, Excel, and PowerPoint. Just a few of the many skills that will be taught include: touch-typing and word processing text formatting, use of graphics, Internet searches and applications, copyrights and plagiarism, spreadsheet formulas, charts and graphs, creating slide presentations and animations, and much, much more! (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

## **Fundamentals of Word Processing & Computer Applications**

5 credits

Grades 9, 10, 11, 12

The college and business world today dictates the importance of computer applications and keyboarding skills for everyone! This full-year course covers the mastery of the computer keyboard by means of the touch system, development of those traits necessary for accurate and efficient keyboarding as well as the essential computer skills necessary for high school schoolwork and college preparation! Students will touch-type and learn word processing skills with Microsoft Word and the basics of Microsoft Excel and PowerPoint. Just a few of the many skills that will be taught include: touch-typing and word processing text formatting, use of graphics, Internet searches and applications, copyrights and plagiarism, spreadsheet formulas, charts and graphs, creating slide presentations and animations, and much, much more! Upon the completion of the course, the student should be able to type at least 40 words per minute with not more than three errors for three minutes of typing, be able to create research papers based on teacher requirements and the CHS English Department standards, and integrate all learned computer skills into other coursework! (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

## **Inside Microsoft Office**

2.5 credits

Grades 9, 10, 11, 12

This hands-on course is a natural follow-up to Computer Essentials for College and Business! It concentrates on utilizing the computer to perform business functions, solve problems, and especially prepare students for college requirements! Microsoft Office software (Word, Excel, PowerPoint and Access) will be used extensively for enhanced word processing/desktop publishing, spreadsheet applications, presentations, graphics projects, data base applications, and integrating these software packages with the Internet. Prerequisite: Successful completion of Computer Essentials for College and Business or Fundamentals of Word Processing and Desktop Publishing. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

## **Computer Graphics I: Photoshop**

2.5 credits

Grades 10, 11, 12

Computer graphics and computer-generated commercial art have become the norm in our environment. This semester course explores the use of computer graphic illustrations in such areas as advertising, presentation drawing, charting, graphing, rendering and graphic arts. Students will be using Adobe Photoshop as the main software component to this course. Photoshop is one of the leading graphic software applications utilized across many career fields as well as in college. Emphasis is placed upon the practical aspects of computer graphics and how this is used in web publishing, design and illustration, photography and multimedia presentations. No prerequisite, although experience with computers is highly encouraged. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

## **Computer Graphics II: Advanced Photoshop**

2.5 credits

Grades 10, 11, 12

The objective of this course is to give students a working knowledge of the digital imaging process learning digital camera operation and other methods of digital image capture. Students will then study various methods of manipulation of digital images, employing the computer and associated commercial software (Adobe Photoshop) and peripheral equipment (cameras and scanners) to alter photographic images. Students will apply design principles to each application. This semester course also explores the use of computer graphic illustrations in such areas as advertising, presentation drawing, desktop video, charting and graphing, rendering and graphic arts. Computer Graphics I: Photoshop is a prerequisite for this course. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

## **Introduction to Computer Science using Java**

2.5 credits

Grades 10, 11, 12

This course introduces the programming and object-oriented techniques of Java. Students will learn the Object-oriented programming concepts and the fundamentals of the Java language and syntax. Students will complete project driven exercises with hands on tasks. Additionally, students will have a graphic representation of Java interspersed throughout the course using simulations and games. This course will enable students to build useful programs while learning the basics of structured and object-oriented

programming techniques. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **Sports Marketing and Management**

2.5 credits

Grades 10, 11, 12

This course is for individuals interested in learning more about possible careers or further education in the fast-growing field of sports marketing and management. The sports industry is a multibillion-dollar industry. Sports Marketing and Management specializes in the marketing, management, and promotion of all sports for professional or recreational purposes. Emphasis will also be placed on the globalization of the sports marketing industry. Students will experience a variety of instructional formats such as simulations, guest speakers and field experiences to local and Philadelphia sports entertainment organizations to help understand the importance of this industry in our economic sector. Topics include promotional methods, media relations, sports marketing research and segmentation, pricing strategies, endorsements and sponsorships, licensing and logos in the sports industry, and much more! (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **Financial Accounting**

5 credits

Grades 9, 10, 11, 12

Accounting is a business course designed to use the “language of business”. Designed for the college-bound business/accounting major, the course is applicable to all students who wish to further their knowledge of accounting as a basis for managerial/personal financial decision-making. Automated Accounting, Excel, and Internet Activities are integrated throughout the course utilizing the Business Department Computer Labs. The software is used to record and analyze business transactions as a basis to prepare financial statements. Financial statement analysis will also be a major focus. Areas studied include payroll, bad debts, plant assets, depreciation, inventory valuation, accruals and prepayments, departmentalized and automated accounting, and financial statement analysis. Computer application projects (such as: Automated Accounting, Excel, and Internet Activities) are integrated throughout the course. The course is designed for students who wish to increase their knowledge in this field before entering the job market or beginning their college work in accounting or a business related area. Prerequisite: (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **College Preparatory Accounting (Honors)**

5 credits

Grades 10, 11, 12

College Preparatory Accounting uses a college-level textbook and is taught at an accelerated pace. It is intended for students who plan to continue their education in the area of accounting or business administration. Students will study the accounting cycle and how accounting data impacts business decisions. Emphasis will be placed on understanding the “why” of accounting as well as the “how”. Students will study the nature and significance of accounting through recording and summarizing business transactions as related to a sole proprietorship, partnership and corporation. Students will incorporate computerized accounting throughout the year. Some of the many areas of study include: financial reporting and the accounting cycle, financial statements and analysis, selling a product or service, inventory and completing the operating cycle, and investments in property/plant/equipment and intangible assets, long term debt financing. There are plans for this course to be offered in conjunction with Mercer County Community College beginning in the fall of 2011. Upon satisfactory completion of the course, students will be able to obtain articulated college credits. Prerequisite: Recommendation of department. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **Entrepreneurship and Small Business Management**

2.5 credits

Grades 10, 11, 12

This course is designed to provide students with a solid business foundation: How a business is organized, how it operates and how it is managed. For success in the business world as an employee or an owner, it is essential for one to have a deep interest in business affairs and a basic knowledge of business operations. The course will focus on the principles and management strategies needed by everyone who plans entrepreneurship, production and marketing, finance and management functions. Business simulations and business plans are major components of this semester course. **Do you want to own your own business someday and be your own boss? Are you looking for a business concentration for your college studies?** Former students agree that they have found this course to be

very appropriate and worthwhile, especially when they move into a business major in college! (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **Business and Personal Law**

2.5 credits

Grades 10, 11, 12

This half-year course introduces the basic principles of personal and business law. Topics include the study of contracts, minors and contracts, buyer and seller agreements, bailment, property, landlord/tenant relationships, wills, and the nature and kinds of law. Each year students visit the Mercer County Courthouse, the NJ State Police Forensic Laboratory, as well as the Mercer County Correction Center to speak with several public officials (defense lawyers, prosecutors, judges, sheriff's offices, etc.). Guest speakers from the Mercer County Bar Association contribute in multiple ways to real-life applications this course will bring students. Business and Personal Law will answer this basic question: **What do I need to know about the law to be a successful citizen, employer, and employee in our society today?** The course is designed to give general educational background and is especially helpful for students who will be planning to major in business-related areas in college, entering the job market after high school graduation or planning to own a business. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **Personal Finance**

2.5 credits

Grades 10, 11, 12

Regardless of career plans, **every** person must be able to cope with the finances of everyday life. This half-year course will include elements of a basic contract, check writing, checkbook balancing, banking services, taxes (income, property, sales, etc.) insurance, consumer credit, savings, investments, budgeting, preparation of a resume and an application letter - in other words, the survival skills of life! Use of online personal financial resources will be integrated into the Personal Finance course. This course fulfills the financial literacy requirements of the NJ Core Curriculum Content Standards. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **Marketing Education I**

5 credits

Grades 10, 11, 12

This course is designed to prepare students to meet the challenges of modern marketing, merchandising, and management. Marketing is a subject that has universal importance. Knowledge of marketing is indispensable to all individuals, whether a person is planning a career in business or not. Marketing knowledge and skills are essential to a successful business. These skills also have practical value to individuals as consumers in the marketplace. In an age when professionalism in the field is required, the need for qualified people with marketing skills, judgment, and communicative abilities is apparent. This course is designed to teach the students about the world of marketing logically and systematically while motivating them to develop the skills necessary to enter and advance in the field. The course provides an ideal background for students planning to major in marketing or business related areas in college. Areas studied include selling, promotion, marketing research, and career planning. Students will also participate in DECA, where additional real-life business experience will be gained. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **Marketing Education II**

5 credits

Grades 11, 12

Marketing Education II is offered to students who intend to pursue the study of and/or enter the field of marketing and business administration upon graduation. It builds on the foundations established in Marketing I. Areas studied include human relations issues, purchasing, pricing, distribution, and product planning. Each student will call on the knowledge gained in Marketing I and II and prepare a business plan for a business of their choice. Students will also participate in DECA, where additional real-life business experience will be gained. Students may be on the payroll of a local business to earn additional course credits. For more information see the description for CTE - Work Experience below. Prerequisite: Successful completion of Marketing I or the recommendation of the department.

**CTE - Work Experience**

5 - 10 credits

Grades 11, 12

Career and Technical Education (CTE) encompasses a sequence of academic courses that prepare students for postsecondary education and for entry into the competitive 21<sup>st</sup> century workforce. The Work Experience component is an experiential, supervised activity that encourages students to explore their career interests through paid or unpaid employment, apprenticeships, community service, cooperative education, internships, or school-based enterprises. Students are supervised by the school's Teacher/Coordinator and are exposed to the sixteen sectors of industry, called NJ State "career clusters," which include agriculture, construction, business administration, finance, government, health science, hospitality, information technology, law, sales and marketing, engineering and more. The CTE-Work Experience program fosters critical thinking skills, effective communication, financial literacy, and workplace readiness.

**FAMILY AND CONSUMER SCIENCES****Faculty:** Douglas Brower (Supervisor), Kristi Lechmanik**Culinary Arts** (Offered 2013-2014)

2.5 credits

Grades 9, 10, 11, 12

This course is designed to acquaint the student with basic kitchen skills and knowledge of food. Convenience foods as well as conventional foods will be emphasized in this course. Other topics include equipment selection, kitchen organization, table appointments, kitchen safety, the food pyramid, meal planning and the three basic meals. Desserts, entertaining, and career opportunities round out the course. There will be extensive food preparation based on the food guide pyramid.

**American Cuisine** (Offered 2012-2013)

2.5 credits

Grades 9, 10, 11, 12

This course is designed to provide a gastronomic tour of America, through the preparation and study of the foods that have been a part of our heritage. The stories behind the food events and regional cooking of our country will be explored to give a unique picture of America - the story of America's cuisine. A dessert smorgasbord provides an opportunity for students to entertain. Students will prepare complete meals from each area of the United States that is studied in addition to many more foods preparations.

**Foreign Cuisine** (Offered 2013-2014)

2.5 credits

Grades 9, 10, 11, 12

This semester course is designed to provide an overview of the foreign countries studied, thus enabling students to understand and appreciate the authentic foreign recipes they will prepare. Skills and techniques will be practiced that aid not only the home gourmet cook but also those interested in a possible food services career. Students will prepare complete meals from each country that is studied in addition to many more foods preparations.

**Baking and Pastry Arts** (Offered 2012-2013)

2.5 Credits

Grades 9, 10, 11, 12

Welcome to an exciting course that offers students an opportunity to experience how chefs create fabulous baked goods and professional pastries, manage their time and budget money. This course is very hands-on and requires students to prepare and evaluate their delicacies. Students will gain a working knowledge of creaming, blending, foaming, meringues, pre-cooked, cut-in, lamination, straight dough, custards, frozen desserts, chocolates, and sauces. Students will also taste and evaluate products they create in class to enhance their understanding of the course material.

**Interior Design**

2.5 credits

Grades 9, 10, 11, 12

In this course students will learn and use basic design principles to create beautiful and functional interiors. Other topics of discussion will include the history or heritage of housing styles in the United States and homes today, floor and room planning techniques, furniture design and selection, lighting and other accents. Projects will be individualized according to student interest. Students will design and construct a model of their "ideal home."

## **TECHNOLOGY & INDUSTRIAL ARTS**

**Faculty:** Douglas Brower (Supervisor) Erik Tornegard, Lou Carnation, Frank Flegeal, Angelo Anastasio, and Jeff Losch

### **CTE - Work Experience**

Career and Technical Education (CTE) encompasses a sequence of academic courses that prepare students for postsecondary education and for entry into the competitive 21<sup>st</sup> century workforce. The Work Experience component is an experiential, supervised activity that encourages students to explore their career interests through paid or unpaid employment, apprenticeships, community service, cooperative education, internships, or school-based enterprises. Students will achieve additional course credits when enrolled in this program. Students are supervised by the school's Teacher/Coordinator. See the course description below and contact any Practical Arts Department faculty member for further information.

### **Automotive Technology**

10 credits

Grades 10, 11, 12

This course is designed to study the automobile in basic theory of operation and also in detailed depth. The student will be taught on up-to-date tools and equipment by lecture, demonstration, and hands-on individualized instruction. Detailed theory of operation, system analysis and troubleshooting data will be covered on basic servicing, engine control systems, engine overhaul, fuel systems, electricity and applied electronics, front-end alignment, charging systems and automotive air conditioning. This course is excellent for a student with minimal skills, the typical "backyard mechanic," the future mechanical engineer, or automotive technician. Prerequisite: Basic Auto. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **Basic Automotive Service**

5 credits

Grades 9, 10, 11, 12

This course is designed to introduce a student to the automobile, its theories of operations, systems, maintenance and repair. It is for beginners and introduces the student to automobile engines and systems, body and drive train. Students will be taught service procedures and preventive maintenance needed on today's modern automobiles. Students enrolled in this course will be exposed to the safe use of tools and equipment and have "hands-on" training. Basic Automotive Service will challenge students to do repairs on their own cars while encouraging them to take other more demanding automotive courses. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **Small Engine Rebuilding and General Mechanics**

5 credits

Grades 9, 10, 11, 12

This hands-on course is designed to provide the student with the basic concepts necessary to rebuild and maintain a small internal combustion engine. Students will learn to use mechanical hand tools, complete rebuilding procedures, study theories of operation and necessary maintenance procedures. Following an engine running performance check, the student will learn some basic house wiring techniques, typical home repairs and finish with basic automotive service procedures. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **Computer Graphics I: Photoshop**

2.5 credits

Grades 10, 11, 12

Computer graphics and computer-generated commercial art have become the norm in our environment. This semester course explores the use of computer graphic illustrations in such areas as advertising, presentation drawing, charting, graphing, rendering and graphic arts. Students will be using Adobe Photoshop as the main software component to this course. Photoshop is one of the leading graphic software applications utilized across many career fields as well as in college. Emphasis is placed upon the practical aspects of computer graphics and how this is used in web publishing, design and illustration, photography and multimedia presentations. No prerequisite, although experience with computers is highly encouraged. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

**Computer Graphics II: Advanced Photoshop**

2.5 credits

Grades 10, 11, 12

The objective of this course is to give students a working knowledge of the digital imaging process learning digital camera operation and other methods of digital image capture. Students will then study various methods of manipulation of digital images, employing the computer and associated commercial software (Adobe Photoshop) and peripheral equipment (cameras and scanners) to alter photographic images. Students will apply design principles to each application. This semester course also explores the use of computer graphic illustrations in such areas as advertising, presentation drawing, desktop video, charting and graphing, rendering and graphic arts. Computer Graphics I: Photoshop is a prerequisite for this course. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

**PROJECT LEAD THE WAY****Science, Technology, Engineering, Mathematics (STEM) Education**

Project Lead The Way (PLTW) prepares students to be the most innovative and productive leaders in Science, Technology, Engineering and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with high schools and colleges across the United States to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning and a love of learning. The PLTW high school STEM education program provides students with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today's high-tech, high-skill global economy.

For America to remain economically competitive, our next generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world. PLTW sparks the ingenuity, creativity and innovation within all of our students. A student does not have to take the entire 4-year program. Further information on *Project Lead The Way* can be obtained by calling the Practical Arts Supervisor at CHS and/or visiting the website: [www.pltw.org](http://www.pltw.org).

**Introduction to Engineering Design (PLTW)**

5 credits

Grades 9, 10, 11, 12

IED provides students with opportunities to be creative and to apply their decision-making and problem-solving skills to design problems. Students use powerful computer hardware and software (AutoDesk Inventor) to develop 3-D models or solid renderings of objects. Using a Computer Aided Design System, students learn the product design process through creating, analyzing, rendering and producing a model. The techniques learned, and equipment used, are state of the art and are currently being used by engineers throughout the United States. This is a course that is part of the Project Lead The Way program (see above). (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

**Digital Electronics Engineering (PLTW)**

5 credits

Grades 10, 11, 12

Digital Electronics Engineering is a course in applied digital logic, a key element of careers in engineering and engineering technology. The use of digital circuits is increasing so rapidly that it's hard to imagine the limits. Students are introduced to the digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. Students study the application of digital logic and how digital devices are used to control automated equipment. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems, and use appropriate components to build their designs. Prerequisite: Introduction to Engineering Design or recommendation of the department. This is a course that is part of the Project Lead The Way program (see above). (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

**Principles of Engineering (PLTW)**

5 credits

Grades 10, 11, 12

This course is intended to introduce the student to the field of engineering and all the aspects related to engineering. Students will start by looking at the educational path that leads to a career in engineering. The path of solving technical problems, from design and development, to manufacturing and testing will be covered. Most of this will be achieved by students working through the process. Because of the nature of some engineering challenges, there will be some elements of physics, vector math, and statistics involved. Students will work extensively with computer technology, as well as word processor, spreadsheet and presentation software. Prerequisite: Digital Electronics Engineering or recommendation of the department. This is a course that is part of the Project Lead The Way program (see above). (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

**Computer Integrated Manufacturing (PLTW)**

5 credits

Grades 11, 12

CIM is a course that applies principles of robotics and automation. It builds on computer solid modeling skills developed in Introduction to Engineering Design, and Design and Drawing for Production. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included. Prerequisite: Principles of Engineering or recommendation of the department. This is a course that is part of the Project Lead The Way program (see above). (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

**Architectural Design 1**

5 credits

Grades 9, 10, 11, 12

This course focuses on residential design and construction. Floor planning, architectural style, interior design, energy, site planning, and construction concepts are applied to both computer and hand design drawings and hands on scale modeling. A complete set of plans for a dream house will be drawn including floor plans, elevations, foundation, detail drawings, perspectives and site plans. Each student will build a scale model of their dream home design from their plans generated in the course. The course is a great resource for any future home or business owner or anyone interested in exploring architecture, construction, engineering or other design related fields. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

**Architectural Design 2**

5 credits

Grades 10, 11, 12

This is the second year course in architecture. Students transition from 2-D to 3-D drawing and modeling. Topics of study include isometric drawing, electrical planning, structural design, balsa wood modeling, renovations, commercial design, and rendering. Students complete both individual and group design projects through computer and hands on scale modeling. The course is a great resource for any future home owner or anyone interested in architecture, construction, engineering or other design related fields. Prerequisite: Architectural Drawing 1. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

**Advanced Architectural Design**

5 credits

Grade 11, 12

This third year course in architecture is designed to provide students with an advanced skill level in the architectural fields or engineering. Students develop advanced skills in design, rendering, computer and physical modeling, and problem solving. Some topics of study include structural analysis, green / sustainable design, energy analysis and application, building permits and zoning, architect-client relationship, and commercial design. Students will participate in practical design projects within the community with guidance from outside design professionals. Prerequisite: Architectural Drawing 2. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

**Introduction to Furniture Design**

5 credits

Grades 9, 10, 11, 12

This course is designed to provide the student with a basic understanding of the various materials, hand tools, and power equipment used in the area of woodworking. Layouts, cutting, joints, sanding, assembly

and finishing are among the areas studied. Safety in the operation of hand and power tools is emphasized. No prior woodworking experience is required. Students have a wide variety of projects from which to choose. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **Furniture Design**

5 credits

Grades 10, 11, 12

This course is designed to provide the student with an in-depth profile of furniture construction. The student may select and construct a piece of furniture of his/her choice with the use of a professionally developed set of plans. Extensive use of hand tools, power equipment, and joinery will be employed in the various styles and period of furniture constructed. Safety in the operation of hand and power tools is strictly emphasized. Students are encouraged to select a project that builds and expands on the skills that were acquired in the Introduction to Furniture Design course. Prerequisite: Introduction to Furniture Design/Construction. Juniors and seniors who have not taken Introduction to Furniture Design may take this class with departmental approval. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **Advanced Furniture Design**

5 credits

Grades 11, 12

This course is designed to take the students to the next level of furniture making learning. Advanced joinery techniques and machine utilization on student designed, innovative projects build on previous skills learned. This project should ideally consume the entire school year. This class is the perfect endeavor for the student who has completed the Furniture Design course while helping to enrich his/her interest and strengthen their skills in furniture building. Prerequisite: Furniture Design. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

### **Fine Woodworking**

5 credits

Grades 11, 12

This course is designed to take the students to the next level of fine furniture making. Based on the sophistication of the student-selected project, some advanced techniques may be required. This may include, but not be limited to, bending, laminating, veneering, inlay, marquetry, carving, turning spirals, etc. At this level, students are encouraged to design their own piece of furniture. Prerequisite: Furniture Design. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

## **HIGH SCHOOL TELEVISION STUDIO**

Students in the high school Television/Video Production courses engage in hands-on production in the high school state-of-the-art TV studio and computer lab. Video editing and creation with industry-standard equipment and software is core to the program. Students have the ability to be a part of a production team that delivers video content to the school as well as to the Hopewell Valley community through cable channels 19 (Comcast) and 32 (Verizon).

### **Introduction to Television/Video Production**

5 credits

Grades 9, 10, 11, 12

The recently upgraded CHS TV studio is now all digital and utilizing the latest in broadcast technology! Students learn the basics of television production techniques, in front of the camera and behind it. Students use digital video cameras on location (outside of the studio), and tape with multiple cameras in the television studio and around the school district. They will use computers to edit video and make titles and special effects. Students use sound mixers and microphones. They will learn the fundamentals of editing. Hollywood films will be analyzed from the viewpoint of how the filmmakers used film to tell the story. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

## Television/Video Production II

5 credits

Grades 10, 11, 12

Continuing their work in the CHS TV studio, students will strengthen and expand skills in on-location and studio production. Students will learn advanced video camera and television studio skills, in front of the camera and behind it. They will learn to create and edit digital recordings using computers and other broadcast and digital equipment. Editing skills will help to refine students' camera work. They will produce programs for local cable television, the school website and the school's in house channel. Prerequisite: Television Production I. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

## Television/Video Production III

5 credits

Grades 11, 12

Students will put what they have learned in their previous Television Production courses into practice by refining camcorder, studio production, and editing skills. Special effects will be explored. Students will produce programs for the school's in house channel. They will use digital camcorders and digital (computer) editing systems and a host of broadcast and studio equipment in the recently upgraded CHS TV studio. Professional video editing software will be used. Students will explore college TV/film programs, businesses, and meet TV/film professionals. Prerequisite: Television Production II. (Students may also pursue further study and experiences in this field for additional credits through CTE-Work Experience. See course description for further details.)

## CTE - Work Experience

5 - 10 credits

Career and Technical Education (CTE) encompasses a sequence of academic courses that prepare students for postsecondary education and for entry into the competitive 21<sup>st</sup> century workforce. The Work Experience component is an experiential, supervised activity that encourages students to explore their career interests through paid or unpaid employment, apprenticeships, community service, cooperative education, internships, or school-based enterprises. Students are supervised by the school's Teacher/Coordinator and are exposed to the sixteen sectors of industry, called NJ State "career clusters," which include agriculture, construction, business administration, finance, government, health science, hospitality, information technology, law, sales and marketing, engineering and more. The CTE-Work Experience program fosters critical thinking skills, effective communication, financial literacy, and workplace readiness

## ENGLISH

**Faculty:** Frank Fusco (Supervisor), Johanna Allen, Bernadette Schetler, Elizabeth Dykty, William O'Brien, Andrew Paull, Lindsey Pennington, Christopher Roebuck, Alan Seltzer, David Sherwin, Santa Shields, Kimberly Siris, Theresa Solomon

## English I

5 credits

Grade 9

As their introduction to the high school English program, students in English I read novels, such as *To Kill a Mockingbird*; plays, including *Romeo and Juliet*; mythology, including *The Odyssey*; and multicultural short stories and poetry. Writing assignments encourage students to explore creative, expository, narrative, and personal forms of writing as well as important research skills.

1. Topics/Themes: Maturation, Justice and Equality, The Impact of Literature on Culture, The Quest, Finding Commonalities Across Traditional Boundaries
2. Student Skills: Inferential reading skills, comparative analyses, writing skills (expository, narrative, creative, personal), and research skills.

**Please note: This course may also be offered in an honors or an in-class support course.**

**Criteria for admission to the honors program is an 85 as an honors-level class OR a 90 in a college-preparatory class with departmental recommendation. A writing assessment may be administered to determine the outcome of an appeal.**

## English II

5 credits

Grade 10

This course will provide students with an understanding of American literary and cultural heritage. Students will explore American literary traditions, themes and ideals through novels, short non-fiction, short stories, and poetry. In response to the literature, students will write essays in- and outside of class,

and refine their writing, speaking and thinking skills. A research unit will address the skills needed to evaluate and incorporate research into academic writing, and use evidence to support an argument.

1. Topics/Themes: America's literary heritage will be presented through the major literary movements and genres of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students will explore how American ideals shape literary themes, and how literary influences shape American ideals.
2. Student Skills: Students will: develop an understanding of the influences on and of literature; develop and refine their analytical and creative writing skills; analyze and use research sources from a variety of media.

**Please note: This course can be also offered as an honors or an in-class support course. Criteria for admission to the honors program is an 85 in an honors-level class OR a 90 in a college-preparatory class with department recommendation. A writing assessment may be administered to determine the outcome of an appeal.**

### **English III**

*5 credits*

Grade 11

This course connects students' studies in writing and literature through their exploration of our literary heritage as speakers of English. Building upon their previous experience with literature and writing, students will write for a variety of purposes and audiences on topics related to English Literature as well as a variety of other topics. Students will continue to write in response to a variety of in-class and long-term essay prompts, and they will continue to build their skills with evaluating their own writing. A unit on academic writing will include assignments on the college essay, the essay for the SAT, and scholarly research.

1. Topics/Themes: The conventions of scholarly writing, an introduction to scholarly writing, the various literary movements of English Literature, individual student inquiry blending research and writing skills with their knowledge of English Literature, and the implications for writing today.
2. Student Skills: Students will extend their reading, writing, and research skills as they apply them to their knowledge of English Literature. This course will particularly emphasize academic writing, including practice for the essay on the SAT and the college application essay.

**Please note: This course can be also offered as an honors or an in-class support course. Criteria for admission to the honors program is an 85 in an honors-level class OR a 90 in a college-preparatory class with departmental recommendation. A writing assessment may be administered to determine the outcome of an appeal. Exception to this course is any student taking Advanced Placement Language and Composition.**

### **Advanced Placement English Language and Composition**

*5 credits*

Grade 11

A college level elective for junior students who have a particular interest in rhetorical analysis and aptitude for analytical writing about literature. Reading selections in A.P. English Language and Composition include short and long works of nonfiction with the occasional addition of short stories or poetry. Students wishing to take this Advanced Placement course should have the ability to engage in extended, mature class discussion as well as the ability to write with fluency and skill. This course may be taken in addition to or in place of A. P. English Literature and Composition. **Prerequisites: Minimum grade of 85 in previous honors-level English II, or 90 in college preparatory English II; teacher recommendations; and a qualifying score on the PSAT. Should PSAT scores be unavailable or below the qualifying score, students will take an assessment based on grammar and writing mechanics, and a timed essay.**

### **Senior Course Requirements**

Seniors are required to take two semester courses in their senior year. The exception to this is for students taking Advanced Placement English Literature and Composition. All other seniors must select two semester courses from the following lists of English courses to fulfill their 12th grade English requirements.

### Senior Honors Option

**Note:** students who wish to enroll in the Senior Honors Option must subscribe to BOTH Backgrounds for Literature Honors and 19<sup>th</sup> Century American Literature Honors. **Please carefully review the eligibility requirements, as follows: 85 average in English III Honors class and departmental recommendation or a 90 average in English III with a writing sample and departmental recommendation. A writing assessment may be administered to determine the outcome of an appeal.**

**Backgrounds for Literature Honors** 2.5 credits

**19<sup>th</sup> Century American Literature Honors** 2.5 credits

Grade 12 Honors

This is a two-part course. Each part is a separate one-semester course. Students must take both.

Backgrounds for Literature Honors is designed for the student who writes well, enjoys literary analysis, and reads with insight. The course is an intensive examination of the origins of literature in such sources as mythology and the Old and New Testaments of the Bible. Students will demonstrate their understanding of the contribution of these sources of literature through comparative analysis and other critical writing and discussion.

19<sup>th</sup> Century American Literature Honors traces the changes in poetry, novels, and short stories, as well as the essays of such writers as Emerson and Thoreau. As America changed from an agricultural to an industrial society in the 19<sup>th</sup> century, literature changed as well. Fiction, particularly the short story, will be examined in depth with special attention given to the contributions of Thoreau, Whitman, Hawthorne, and Melville. At least two major papers are required. **Prerequisites for the Honors program: an 85 average in English III honors and departmental recommendation, or a 90 average in English III with a writing sample and departmental recommendation. A writing assessment may be administered to determine the outcome of an appeal. Exemptions from finals will be granted for an average of 89.5 or better.**

**Literature in Mixed Media I** 2.5 credits

Grade 12

This course blends aspects of nonfiction, fiction, music, art, and film with several core themes, such as the Family, The Self, and Society. The contemporary context will provide ample opportunities for development of reading and writing skills throughout the senior year.

Units will be selected from among the following: *Fences*, *In Cold Blood or Hot Zone*, *Literary Circles*, *The Color of Water*, *Essays/Newspaper Articles*, *Poetry and Short Stories*, *The Kite Runner*.

**Please note: This course may also be offered as an in-class support course. Students do not have to take both LMMI and LMMII.**

**Literature in Mixed Media II** 2.5 credits

Grade 12

This course blends aspects of nonfiction, fiction, music, art, and film with several core themes, such as The Family, The Self, and Society. The contemporary context will provide ample opportunities for development of reading and writing skills throughout the senior year.

Units will be selected from the following: *Into Thin Air*, *Hiroshima*, *This Boy's Life*, *The Life of Pi*, *the Curious Incident of the Dog in the Night-time*, *A Streetcar Named Desire*, the documentary, and poetry.

**Please note: This course may also be offered as an in-class support course. Students do not have to take both LMMI and LMMII.**

**Creative Writing** 2.5 credits

Grade 12

Offered in the fall, this course calls upon seniors to examine a variety of writing genres to increase their awareness of and their interest in writing. Through the development of portfolios, students will work to improve skills in writing narration, description, fiction, poetry, and other creative forms. Emphasis will be placed on process writing and portfolio assessment.

## Journalism

2.5 credits

Grade 12

This course introduces the history, law and ethics of American journalism. The primary focus of the course is on writing news, features and editorials for submission to the school newspaper. Students will learn how to develop story ideas, conduct independent research and interviews, and edit their work for content and clarity. Basic principles of photojournalism are also covered.

Please note: This course may also be offered in an in-class support course. Prerequisites: Eleventh grade students must be enrolled in English 3, English 3 Honors, or AP English Language and Composition concurrently.

## Modern World Literature

2.5 Credits

Grades 11,12

This course offers the student who enjoys reading an opportunity to discuss novels, short stories, and poems by internationally known writers. Selections range from *Things Fall Apart*, Chinua Achebe's celebrated novel, to Marjane Satrapi's graphic memoir *Persepolis*. Other writers featured in this course may include Herman Hesse, Julia Alvarez, Jhumpa Lahiri, and Dai Sijie. **Prerequisites: Eleventh grade students must be enrolled in English 3, English 3 Honors, or AP English Language and Composition concurrently.**

## Shakespeare

2.5 credits

Grades 11,12

Students will read approximately six plays by William Shakespeare, exploring various fundamental thematic connections: course selections will span celebrated tragedies and comedies. Students taking this course should have strong reading and writing skills and should be able and willing to analyze and discuss the material in depth. Videos and, when possible, field trips to see the plays will supplement the reading. **Please note: This course may also be offered in an in-class support course. Prerequisites: Eleventh grade students must be enrolled in English 3, English 3 Honors, or AP English Language and Composition concurrently.**

## Survey of Poetry

2.5 credits

Grades 11,12

This extensive exploration of the genre of poetry incorporates a discussion of poetic forms as well as the techniques employed by various poets. Students will read representative works from literary periods and respond with written analysis of the poetry. Students may be required to demonstrate their understanding of poetic techniques through the writing of poetry. Please note: This course may also be offered in an in-class support course. **Prerequisites: Eleventh grade students must be enrolled in English 3, English 3 Honors, or AP English Language and Composition concurrently.**

## Survey of 20<sup>th</sup> Century American Literature

2.5 credits

Grades 11,12

This one-semester survey course will afford students with the opportunity to extend their studies in American Literature. By focusing on major works from the Realistic, Modern and Postmodern periods, students will bridge their studies in the classroom with the world they see around them. Additionally, students will continue to develop their abilities to write for authentic purposes and audiences. **A culminating project will showcase students' abilities to apply their knowledge in an academic setting.**

**This course may also be offered as an in-class support course.**

1. **Topics/Themes:** In depth inquiry into the subsets of Realism, Modernism, and Postmodernism (the primary focus will necessarily be Modernism), the literature of alienation, the manifestation of earlier movements in later works.
2. **Student Skills:** Students will develop a firm connection between the literature of the 20<sup>th</sup> century and our world today. Additionally, they will continue to develop their reading, writing, analytical, and research skills.

**Prerequisites: Eleventh grade students must be enrolled in English 3, English 3 Honors, or AP English Language and Composition concurrently.**

## **Advanced Placement English Literature and Composition**

5 credits

Grade 12

A college-level elective for seniors, Advanced Placement English Literature and Composition is designed to acquaint students with classical works of literature of all genres. According to the College Board, the course of study should be inspired by the special expertise and interest of the instructor rather than by a nationally prescribed syllabus. British and American writers are stressed, though non-English language writers may be included in translation. The course is structured around challenging reading assignments, mature class discussions, and several critical essays. AP students prepare for the Advanced Placement Examination in Literature and Composition. **Prerequisites: Minimum grade of 85 in previous English courses and an assessment of literary analytical skills (essay and objective). Standardized testing data, mainly PSAT scores or SAT scores, may be referenced upon appeal from students coming highly recommended by previous English teachers.**

### Senior Elective

## **Global Public Service**

2.5 credits

Grade 12

Offered in the fall semester, the Global Public Service (GPS) course is an elective semester course designed to encourage a critical examination of global issues, using an interdisciplinary approach through various lenses, literacy among them. The course drives students to develop broad global perspectives on current issues, while empowering learners to make change within their communities. The course challenges students to think locally and act globally in tackling problems and scenarios presented to them. Featuring a multi-disciplinary approach and drawing upon technology to establish forums that extend well beyond HVRSD circles, students engage in debates, research, project proposals, and cooperative learning opportunities. **The course begins with a summer assignment and culminates with a service project.**

## MATHEMATICS

**Faculty:** Peter James (Supervisor), William Ashcraft, Lisa Cardinale, Lori Cavanaugh, Lauren Cell, Sarojini Dolbec, Lynn LiMato, Teresa Misiak, Heather Rich, Adam Shrager, Jay Steinberg, Teresa Thorwart, John Zalot.

## **Algebra I**

5 credits

Grade 9

This first-year course in algebra will begin to convey all of the dimensions of the understanding of algebra, its skills, its properties, its uses, and its representations. In addition to the content of most of traditional algebra, the course integrates geometry, statistics and probability into the algebra. Reading and problem solving are emphasized throughout the program. Real-life situations motivate algebraic ideas and provide settings for practice of algebra skills. Students will make use of current technology including graphing calculators. Content topics include the algebra of linear equations and inequalities, variable expressions, graphing, curvilinear functions, systems of equations, and polynomials. **Students need a 70 average or above in Algebra I in order to continue with Geometry as a next course.**

## **Geometry**

5 credits

Grades 9, 10

Algebra is integrated with geometry throughout this course. Coordinates and transformations are also used throughout the course. In addition to traditional geometry topics such as similarity and congruence, students will also study trigonometry and vectors. Students may also explore geometric properties using computer software. **Prerequisite: Minimum 70 average in Algebra I for students entering grades 10. Minimum 75 average in Algebra I for students entering grade 9.**

## **Applied Algebra and Geometry I**

5 credits

Grades 9, 10, 11, 12

This course is intended for students whose mathematical background indicates a need for a moderately paced approach to algebra and geometry. The course will cover two-thirds of college-preparatory Algebra I. Students will make use of current technology including graphing calculators. **Students who successfully complete this course may continue with Applied Algebra and Geometry II.**

**Applied Algebra and Geometry II**

5 credits

Grades 10, 11, 12

This course is intended for students whose mathematical background indicates a need for a moderately paced approach to Algebra and Geometry. This course will cover the remaining one-third of the standard academic algebra and one-third of standard academic geometry. Students will make use of current technology including graphing calculators. Upon satisfactory completion of this course, students will select Applied Algebra and Geometry III. **Prerequisite: Passing grade in Applied Algebra and Geometry I.**

**Applied Algebra and Geometry III**

5 credits

Grades 11, 12

This course completes the last two-thirds of academic geometry. There is extensive integration of algebra and geometric applications throughout the course. Completion of Applied Algebra and Geometry I, II, and III counts as three years of high school math, but two years of college preparatory math. **Prerequisite: Passing grade in Applied Algebra and Geometry II.**

**Advanced Algebra**

5 credits

Grades 9, 10, 11, 12

Facility with algebraic expressions and forms, especially linear and quadratic forms, powers and roots, and functions based on these concepts are emphasized in this course. Students study logarithmic, polynomial, and other special functions as tools for modeling real-world situations. This course applies geometric ideas learned in previous years, including transformations and measurement formulas. Graphing calculators are essential tools in studying many of these concepts. This course is highly recommended for all students considering college. **Prerequisite: Minimum 70 average in Algebra I and Geometry for students entering grades 10, 11, 12, or 90 in Applied Algebra and Geometry III. Minimum of an 80 average is needed in Geometry for students entering grade 9.**

**Advanced Algebra Honors**

5 credits

Grades 9, 10

Students in this course should be motivated, have a keen interest in mathematics, and be willing to work independently. This course emphasizes the development of facility with algebraic forms, linear and quadratic expressions, powers and roots, and functions based on these topics. Logarithmic, trigonometric, polynomial and other special functions are also studied. The use of these forms and functions to model real world situations is a major theme. Extensive connections to graphing calculators will be made in the course. **Prerequisites: Minimum 85 in Geometry for students entering grade 9; a minimum 90 in Algebra I and Geometry for students entering grade 10.**

**Fundamentals of Intermediate Algebra**

5 credits

Grades 11, 12

This course is a further study of algebra including a deeper concentration of topics already developed in Algebra I. It is less rigorous than Advanced Algebra and includes the following topics: algebraic forms, linear and quadratic expressions, powers and roots and functions based on these topics. Logarithmic, trigonometric, polynomial and other special functions are also studied. The use of these forms and functions to model real world situations is a major theme. Extensive connections to graphing calculators will be made in the course in this program. These students will have the opportunity to gain mathematical skills important for college work and in a variety of subjects. **Prerequisite: Minimum 70 average in Applied Algebra/ Geometry III. Departmental approval is necessary for students who have not followed the Applied Algebra/Geometry I, II, III sequence. This course is not an option to students in grade 10.**

**Math Lab**

2.5 credits

Grade 12

This course is designed for students who do not achieve the minimum level of proficiency on the mathematics portion of the New Jersey High School Proficiency Assessment. It is mandatory for these students who are not otherwise enrolled in a basic skills mathematics class. Students will receive 2.5 credits per semester of enrollment. This course does not replace a regular math class. Instruction will focus on a student's individual needs. During the period between the fall administration of HSPA and the end of the semester, students will work on their mathematics portfolio to demonstrate their proficiency in mathematics.

**Introduction to Statistics**

2.5 credits

Grades 11, 12

This course will build upon the basic statistics and probability concepts which have been discussed in courses throughout the mathematics program. The topics in probability include basic probability, frequencies, distribution, and compound events. In the area of statistical analysis students will explore the central limit theorem, expectations of events and the study of the probability distributions.

**Prerequisite: Passing grade in Advanced Algebra.**

**Introduction Discrete Mathematics**

2.5 credits

Grades 11, 12

Further work in quantitative analysis and exploration of topics in discrete mathematics are the foci of this course. Both of these themes are studied in many collegiate mathematics classes. Both have strong relevance to fields outside of mathematics and science. This course may be taken as an elective for interested students. Students planning to major in education, mathematics, science, business, computer science or a related field should take Functions, Statistics, and Trigonometry or Pre-calculus and Discrete Mathematics. **Prerequisite: Passing grade in Advanced Algebra.**

**Function, Statistics and Trigonometry**

5 credits

Grades 10, 11, 12

This course integrates statistical, trigonometric and algebraic concepts. Students will display, describe, transform, and interpret numerical information represented as data, graphs, or equations. The use of polynomial, exponential, and trigonometric functions to model real-world situations with exact or statistical approximations are the major theme. Graphing calculators are used as tools periodically in the course. Students will also be expected to investigate topics in greater depth through projects. **Prerequisites:**

**Minimum grade of 70 in Advanced Algebra.**

**Function, Statistics and Trigonometry Honors**

5 credits

Grades 10, 11

This course integrates statistical, trigonometric and algebraic concepts. Students will display, describe, transform, and interpret numerical information represented as data, graphs or equations. The uses of polynomial, exponential, trigonometric functions to model real-world situations with exact or statistical approximations are major themes. Graphing calculators are used as tools periodically in the course. Students will also be expected to investigate topics in greater depth through projects. **Prerequisites: Minimum grade of 85 in Advanced Algebra Honors or 90 in Advanced Algebra and recommendation of the department.**

**Pre-Calculus Honors**

5 credits

Grades 11, 12

This course will use two texts from the University of Chicago School Mathematics Project, Functions, Statistics, and Trigonometry and Pre-calculus and Discrete Mathematics with the major focus on functions, trigonometry and pre-calculus topics. These topics include analysis of functions: polynomial, exponential, power, logarithmic and trigonometric; notions of limit: analytic geometry; and the conceptual underpinnings of the derivative and the definite integral. Graphing calculators are used as tools throughout the course. Students will also be expected to investigate topics in greater depth through projects. **Prerequisites: Minimum grade of 90 in Advanced Algebra or 85 in Advanced Algebra Honors and recommendation of the department. This course is not an option for 10th grade students.**

**Pre-Calculus and Discrete Mathematics**

5 credits

Grades 11, 12

There are two major themes to the course: pre-calculus and discrete mathematics. Pre-calculus topics emphasize the background theory on functions and analytic geometry. Discrete mathematics topics include formal logic, properties of natural numbers, mathematics induction, sequences, combinatorics, and graph theory. There is also a careful development of mathematical reasoning and proof. Students will make extensive use of graphing calculators. **Prerequisite: Minimum grade of 70 in Functions, Statistics and Trigonometry.**

### **Pre-Calculus and Discrete Mathematics Honors**

5 credits

Grades 11, 12

There are two major themes to the course: pre-calculus and discrete mathematics. Pre-calculus topics emphasize the background theory on functions, notions of limit, analytic geometry, and the conceptual underpinning of the derivative and the definite integral. Discrete mathematics topics include formal logic, properties of natural numbers, mathematical induction, sequences and combinatorics. There is also careful development of mathematical reasoning and proof. Students will make extensive use of graphing calculators. The last marking period will be devoted to starting the study of Calculus. **Prerequisites: Minimum grade of 85 in Functions, Statistics, and Trigonometry Honors or 90 in FST and recommendation of the department.**

### **Advanced Placement Statistics**

5 credits

Grades 11, 12

This is a college-level introductory, non-calculus based course in statistics. It will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will make extensive use of statistical graphing calculators and statistics software. All topics in the syllabus for the Advanced Placement Statistics test are included in the curriculum. Satisfactory performance on this test may qualify the student for college credit for one or more semesters of statistics. As a college-level course, considerable nightly preparation is required. **Prerequisite: Minimum grade of 85 in Pre-calculus Honors, FST Honors, or PDM Honors; or a minimum grade of 90 in FST or PDM, departmental recommendation, and successful completion of a placement test.**

### **Advanced Placement Calculus AB**

5 credits

Grade 12

This course involves in-depth study of algebraic, trigonometric, exponential and logarithmic functions and elementary differential integral calculus. All topics in the syllabus for the Advanced Placement Mathematics Test, Calculus AB, are included in the curriculum. Satisfactory performance on this test may qualify the student for college credit for one or more semesters of calculus. As a college-level course considerable nightly preparation is required. **Prerequisites: Minimum grade of 85 in Pre-Calculus Honors or PDM Honors or 90 in PDM and departmental recommendation.**

### **Advanced Placement Calculus BC**

5 credits

Grade 12

This course involves in-depth study of elementary differential and integral calculus, vector, polar, and parametrically defined functions, and infinite series (including Taylor Series). All topics in the syllabus for the Advanced Placement Mathematics Test, Calculus BC, are included in the curriculum. Satisfactory performance on this test may qualify the student for college credit for two or more semesters of calculus. **Prerequisites: Minimum grade of 95 in Pre-Calculus and Discrete Mathematics Honors and recommendation of the department.**

### **Applications of Calculus**

5 credits

Grade 12

This course involves the study of algebraic, trigonometric, exponential and logarithmic functions and elementary differential integral calculus, and focuses on the practical applications of these concepts. Graphing calculators will be utilized extensively. This course is for the student interested in being exposed to Calculus topics related to their field of interest. **Prerequisite: Minimum grade of 75 in Pre-Calculus & Discrete Math or PDM Honors, or Pre-Calculus Honors and department recommendation.**

## **PROJECT R.I.S.E**

**Faculty:** Bernadette Schetler (Coordinator)

The RISE (Reaching Individual Success through Encouragement) Program at CHS is an English class that has a distinct design to help better meet the needs of capable students who are otherwise not doing well or engaging in their classes. These designs include:

1. ongoing monitoring of student's progress in all classes,
2. a small class size for English which allows for individualized instruction time and close attention to each student's need,
3. teaching methods that insure positive teacher-student relations,

4. high expectations for success in both the academic and affective aspects, and
5. a clear connection between the home and school to develop the necessary support and rapport for this success.

*(No changes will be made in the student's recommended scheduled classes for other academic areas.)*

## **SCIENCE**

**Faculty:** Mary Yeomans (Supervisor), David Angwenyi, Jessica Barzilai, Allison Daubert, John Delaney, Cynthia Glover, Eric Guise, Loreen Holstein, Lucy Jameson, Nicholas Johnson, Sam Karlin, Karen Lucci, Mark Manning, Sarah Sherwin, Linda Towner, David Wilson.

There is a three year science requirement for all students. The requirement includes 1 year of a Biological Science and 2 years of Physical Science and/or Earth Science and Physical Science.

**Please note that some courses have a math prerequisite.**

### **Earth Science**

5 credits

Grade 9

Earth Science is a survey course that deals with the physical environment of Earth and the processes which bring about change. The emphasis has been placed on the interrelationships of Earth by focusing on cycles, interactions and common themes. Current science, environmental, and technological issues have been included to prepare students to be responsible citizens of the 21st century.

### **Biology**

6 credits

Grades 9, 10

This course is designed to increase students' appreciation of living organisms in our environment via classroom and laboratory work. Areas of study include fundamental properties of life, the cell as the basic structural and functional unit of all living things, a survey of the animal, plant, and protist kingdoms, genetics and evolution. Understanding biology means being personally in touch with the biosphere, observing living organisms, and discovering for oneself how they function. Personal observation and experimentation are found throughout the course. As a result of studying biology, students should be able to make more enlightened decisions involving themselves and their relationships within the biosphere. Once during each four day cycle the lab period will meet for 20 minutes during the unit lunch. It is designed for ninth and tenth-grade students who plan to continue a college-preparatory program in science. This course includes all material covered in the state mandated Biology Competency Test.

**Prerequisites: A 70 average in Eighth Grade Science or a 75 in Earth Science and recommendation by the department. Students should be enrolled in Algebra I or a higher level math course to be enrolled in Biology.**

### **Biology Honors**

6 credits

Grade 9

This course is designed to increase students' appreciation and understanding of living organisms in our environment through classroom and laboratory work and to meet the curriculum requirements of an introductory course in biology. It begins with a focus on the content of biology at the molecular level and progresses from molecules to cells to individuals to populations and finally the biosphere. The threads of molecular biology and the theory of evolution by natural selection tie together the chapters in this progression. An understanding of biology means that the student is better equipped to understand the rapid advances in biotechnology and, as such, is able to make informed decisions about the legal, ethical and societal implications of that technology. Students use personal observation and experimentation to discover and understand the concepts basic to the study of biology. Once during each four day cycle the lab period will meet for 20 minutes during the unit lunch. Students electing this course should be planning on taking further courses in science possibly leading to a college major in engineering, medicine, science or mathematics. The students should also be planning to take a second level science course in the senior year. This course includes all material covered in the state mandated Biology Competency Test.

**Prerequisites: A minimum of a (90) average in Eighth Grade Science and Algebra I, high achievement test scores, and recommendation of the department.**

**Life Science**

5 credits

Grade 10

This course is designed to investigate the interwoven cycles of life, including basic chemistry as it relates to biological concepts, the cell as a basic structural and functional unit of all living things, classification and organization of the various kingdoms of living things, genetics, evolution, and basic ecology. Teaching strategies are implemented to address the various learning styles and needs of the life science students. This course meets five periods a week. Laboratory exercises are incorporated into the various units to meet the life science graduation requirement for students who have completed ninth grade Earth Science. This course includes all material covered in the state mandated Biology Competency Test.

**Chemistry in the Community**

6 credits

Grades 10, 11

This course is designed to meet the various curriculum requirements for an introductory course in chemistry. The Chemistry in the Community text has eight units that center on chemistry-related technological issues that now confront society and the world. The course has been designed to help students realize the important role that chemistry will play in their personal and professional lives; to use the principles of chemistry to think more intelligently about current issues they will encounter that involve science and technology and to develop a lifelong awareness of the potential limitations of science and technology. The major emphasis is placed on the structure of matter and how that structure influences chemical and physical properties through an environmental theme. Laboratory experiences lead to theory development, which in turn, leads to practical application. During the course the student should acquire a greater facility in critical thinking, especially in dealing with problems in science and technology. Students will find the fundamentals challengingly presented with a sufficient diversity in the course to satisfy their needs. Students will acquire a firm foundation upon which to build further scientific studies and will gain a better understanding of the role of chemistry in today's world. Once during each four day cycle the lab period will meet for 20 minutes during the unit lunch. **Prerequisites: Completion of a Biology or Life Science course and recommendation by the department.**

**Chemistry**

6 credits

Grades 10, 11

This course is designed to meet the various curriculum requirements for an introductory course in chemistry. The major emphasis is on the structure of matter and how that structure influences chemical and physical properties. Laboratory experiences lead to theory development, which, in turn, leads to practical application. During the course, the student will acquire a greater facility in analytical and critical thinking, a firm foundation on which to build further scientific studies and a better understanding of the role of chemistry in today's world. Once during each four day cycle the lab period will meet for 20 minutes during the unit lunch. **Prerequisites: Minimum grades of 75 in Biology and 80 in Algebra I and recommendation by the department.**

**Chemistry Honors**

6 credits

Grade 10

The Honors Chemistry course is designed to meet the various curriculum requirements for an introductory course in chemistry. The course follows an inquiry approach that enables students to learn chemistry through experimentation and observation rather than rote recall: concepts, principles and theories are organized so that students will learn to use them logically. The course is developed so that chemical concepts evolve from the initial development of a model explaining gas behavior. The material covered in the course includes Atomic Structure, Quantum Mechanics and Molecular Geometry, Chemical Energy and Equilibrium, Organic Chemistry. During the course students should acquire a greater facility in analytical and critical thinking, especially thinking which involves logical and quantitative relationships. Students electing this course should be planning to take other courses in science possibly leading to a college major in engineering, science, medicine or mathematics. The students should also be planning to take a second-level science course in their senior year. Once during each four day cycle the lab period will meet for 20 minutes during the unit lunch. **Prerequisites: Recommendation by the department and minimum grades of 85 in Algebra I and Geometry and 85 in Biology Honors or 90 in Biology.**

**Earth Dynamics**

6 credits

Grades 11, 12

This is an advanced level Earth Science course designed for those students who have already mastered biology and chemistry. It will be interdisciplinary integrating the major science disciplines. The emphasis is placed on Earth processes and their interrelationships. Topics to be studied include geology,

meteorology, astronomy, and oceanography. A year-long research paper is assigned. Once during each four day cycle the lab period will meet for 20 minutes during the unit lunch. **Prerequisites: Successful completion of Biology, Chemistry and recommendation of the department.**

### **Conceptual Physics**

6 credits

Grades 11, 12

Conceptual Physics is based on the philosophy of concepts before computation. Personal experience is used to explore the everyday world and its interactions. During the course of study for this class, students will explore topics in mechanics, light, sound, electricity, and magnetism by studying the foundational concepts that govern the universe, and using mathematical relationships to support these concepts. Once during each four day cycle the lab period will meet for 20 minutes during the unit lunch and will include a variety of demonstrations, laboratories, and hands-on projects, in addition to regular tests, quizzes, and homework assignments. This course is intended for students who may struggle with math, but who choose to continue their progression of science studies. The course is recommended for students who have not yet begun study of, nor completed a math class equivalent to Functions, Statistics and Trigonometry (FST). **Prerequisites: 2 years of science including a biological science and Earth or physical science, Algebra I and recommendation of the department.**

### **Physics**

6 credits

Grades 11, 12

This course is designed to meet the various curriculum requirements for an introductory course in physics. A definition of physics states that "energy and matter are the only observable things in the universe and are really the same thing. Matter is an extremely compact form of energy. The universe is a space-time continuum that is defined by matter-energy. In the belief that nature is governed by a few basic laws, the science of physics is founded upon discovering the interactive relationships of matter and energy." The units taught include Methods of Science and Measurement, Force, Motion and Energy, Heat and the Structure of Matter, Wave Motion, Sound and Light, Electricity, Electromagnetism, Quantum Theory, and Nuclear Physics. Once during each four day cycle the lab period will meet for 20 minutes during the unit lunch. Students electing this course may consider it a terminal course in science or may continue with science electives. **Prerequisites: Recommendation by the department and minimum grades of 80 in Biology and Chemistry. Students should be taking Functions, Statistics and Trigonometry or higher level math concurrently.**

### **Physics Honors**

6 credits

Grades 11, 12

This course is designed to meet the various curriculum requirements for an introductory course in physics. The course follows a traditional approach to the study of physics beginning with an in depth study of Mechanics including kinematics, dynamics, gravitation, momentum, energy and rotational motion. During the second half of the year various topics are covered, including: thermodynamics, waves and oscillations, light, electricity and magnetism. Later concepts are based on those covered at the beginning of the course. Much emphasis is placed on analysis of situations and development of thinking skills. Once during each four day cycle the lab period will meet for 20 minutes during the unit lunch. Students intending on majoring in mathematics or science should elect this course. **Prerequisites: Recommendation by the department, successful completion of Advanced Algebra and minimum grades of 85 in Biology Honors and Chemistry Honors or 90 in Biology and Chemistry. Students should be taking Functions, Statistics and Trigonometry concurrently or be enrolled in Pre-Calculus and Discrete Mathematics.**

### **Advanced Placement Environmental Science**

7 credits

Grades 11, 12

This is designed to be the equivalent of a one-semester introductory college course in environmental science. Successful completion of this course may enable the students when in college to take more advanced courses in environmental science or to fulfill basic requirements for a laboratory science. The goal of the course is to provide students with an understanding of the scientific principles governing the natural world and to apply these concepts to the analysis and proposed remediation of environmental problems. The strong lab and field investigation component emphasizes the techniques for research design, data collection and analysis. Students will complete investigations drawn from a number of fields such as biology, chemistry, physics, geology and oceanography. Required lab work will include outdoor activities, extensive use of technology in the laboratory, and field trips to local environmental study sites. This course may be used as a second year of environmental studies. **Prerequisites: Minimum grades**

of 90 in Biology and Chemistry or 85 in Honors Biology and Honors Chemistry and the recommendation of the department.

### **Advanced Placement Biology**

7 credits

Grades 11, 12

This is a full-year course designed for high ability students who wish to pursue a college-level curriculum in the biological sciences. Three broad areas will be covered: molecules and cells, organisms in terms of organ systems and also in the environment, and genetics and evolution. Themes such as the relationship of structure and function, scientific process, energy transfer, system regulation, and the continuity of life provide the basis for each of these areas of study. Considerable independent work outside of class is required. In class, there is a heavy emphasis on laboratory work. The curriculum is designed to prepare students for the Advanced Placement test in Biology. **Prerequisites: Recommendation of the department and minimum grades of 90 in Biology, Chemistry and Physics or 85 in Honors Biology, Honors Chemistry, and Honors Physics. Students may be enrolled in Physics or Honors Physics concurrently if all other prerequisites are met.**

### **Advanced Placement Chemistry**

7 credits

Grades 11, 12

This is a full-year course designed for high ability students. The curriculum is designed to prepare students for the Advanced Placement Examination in Chemistry. Course topics will include atomic structure, quantum mechanics, molecular-orbital theory, bonding, chemical kinetics, chemical equilibrium, thermodynamics, reaction rates, electrochemistry and qualitative analysis. Emphasis will be on chemical calculations and the mathematical formulation principles. Considerable independent work will be required. After the AP Exam, students will learn about instrumental analysis and organic chemistry. **Prerequisites: Recommendation of the department and minimum grades of 90 in Biology, Chemistry, and Physics or 85 in Honors Biology, Honors Chemistry, and Honors Physics. Students may be enrolled in Physics or Honors Physics concurrently if all other prerequisites are met.**

### **Advanced Placement Physics B**

7 credits

Grades 11, 12

AP Physics B is a college-level, laboratory-oriented course designed to deepen students' conceptual and mathematical understanding of physics fundamentals. A strong foundation in algebra and right-angle trigonometry is essential. Topics of study include those addressed in similar college-level courses: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. In addition to lecture-discussion, demonstrations, and problem solving sessions, students will engage in the design, execution, and analysis of experiments. The laboratory component of the course is intended to provide experiences for students to construct understandings of the topics of study, to think critically, and to develop science-process skills. **Prerequisites: Recommendation of the department and minimum grades of 90 in Biology, Chemistry, and Physics or 85 in Honors Biology, Honors Chemistry, and Honors Physics. Students would be required to have successfully completed FST and be enrolled in a math course for their senior year in order to take this class.**

### **Advanced Placement Physics C**

7 credits

Grades 11, 12

The AP Physics Level C course is designed to emulate a freshman college physics course in which calculus is employed in derivations and problem-solving. Approximately one half of the year is devoted to mechanics, including kinematics, dynamics, work and energy, momentum, rotational mechanics, equilibrium and oscillations. In the second half of the year, the primary emphasis is on classical electricity and magnetism. The use of calculus increases during the year. In addition to lecture-discussion, demonstrations, and problem solving sessions, students will engage in the design, execution, and analysis of experiments. The laboratory component of the course is intended to provide experiences for students to construct understandings of the topics of study, to think critically, and to develop science-process skills. Students must be willing to commit at least eight hours a week to unsupervised individual study. **Prerequisites: Must be taking Calculus concurrently, recommendation of the department, and minimum grades of 90 in Biology, Chemistry, and Physics or 85 in Honors Biology, Honors Chemistry, and Honors Physics.**

**Field Ecology**

2.5 credits

Grades 11, 12

This course is only offered during the Fall semester and is designed for students having an above average interest in ecological studies. Emphasis is placed on field study techniques used in gathering data on natural communities outside the school and the student will be required to work out-of-doors for many activities. Topics to be studied include the proper techniques of analyzing soil, determining kinds and numbers of plants and animals in the area, determining the kinds of insects and other invertebrates in each area and gathering data on relative humidity, wind, sunlight and air and soil temperatures in different natural areas. May be taken concurrently with another science. It does not replace a biological or physical science and does not meet the 3-year science requirement. **Prerequisite: Biology.**

**Ecology and Society**

2.5 credits

Grades 11, 12

This course is only offered in the Spring semester and is designed to give the student a basic background for understanding environmental problems. Units of study include overpopulation, pesticides, endangered species and water pollution. Water pollution investigations of local areas are included as lab work. Other units of study are based on current ecological problems. Individual as well as class research into local ecological problems is emphasized. **Required** lab work will include outdoor activities, extensive use of technology in the laboratory, and field trips to local environmental study sites. May be taken concurrently with another science. It does not replace a biological or physical science and does not meet the 3-year science requirement. **Prerequisites: Biology, Field Ecology.**

**Human Anatomy and Physiology**

2.5 credits

Grades 11, 12

This course will begin with a review of cell and tissue biology and will organize tissues into the various organ systems. Areas of study will include the structure and function of the muscular, skeletal, nervous, endocrine, cardiovascular, respiratory, excretory and digestive systems. Laboratory work will include anatomical and physiological studies as well as comparative dissections of the frog and cat. May be taken concurrently with another science. It does not replace a biological or physical science and does not meet the 3-year science requirement. **Prerequisites: Biology and Chemistry.**

**Biochemistry**

2.5 credits

Grades 11, 12

Emphasis in this course will be on chemical reactions as they occur in living organisms. Areas of study will include a review of the atomic theory, the importance of water in living things, organic molecule nomenclature, and the chemistry and biology of carbohydrates, lipids, proteins and nucleic acids. May be taken concurrently with another science. It does not replace a biological or physical science and does not meet the 3-year science requirement. **Prerequisites: Biology, Chemistry.**

**Bioethics**

2.5 credits

Grades 11, 12

This course is designed to challenge students to examine information about controversial topics to determine what may be ethically right or wrong. Students will learn to examine both sides of an issue before forming their opinions, and will support their claims with evidence found using journals, newspapers, and the internet. Skills in summarizing and analyzing data and information, debating, and communication will be emphasized. A strong foundation in Biology is needed. Topics of study to be addressed are similar to introductory college-level ethics courses and may include the following among others: euthanasia, genetic engineering, cloning, animal testing, abortion. In addition to lecture-discussion, demonstrations, and research, students will engage in debates, sample analyses, and case studies. May be taken concurrently with another science. It does not replace a biological or physical science and does not meet the 3-year science requirement. **Prerequisites: Biology, Chemistry.**

**Electricity and Electronics**

2.5 credits

Grades 11, 12

This course, based on electrical theory, includes the theoretical and practical aspects of resistance, capacitance, and AC/DC circuit analysis. Time will also be spent on efficiency as related to electricity. Laboratory experiments will be required. It does not replace a biological or physical science and does not meet the 3-year science requirement. **Prerequisites: Physics or enrolled in a Physics course concurrently.**

## **Astronomy**

2.5 credits

Grades 11, 12

This survey course will provide students with a basic knowledge of the facts, principles, and processes of astronomy. Phenomena of the Earth, Sun, Moon, planets, stars, galaxies, constellations and cosmology will be among the topics discussed and studied. Emphasis is placed on the development and limitations of astronomical models. It does not replace a biological or physical science and does not meet the 3-year science requirement. **Prerequisites: Physics or enrolled in a physics course concurrently.**

## **SOCIAL STUDIES**

**Faculty:** Jack Wolff (Supervisor), David Bello, John McGinley, Jeffrey Neumann, JanaLeigh Olszyk, Jeffrey Parkinson, Dana Pomykacz, Coleen Ross, Leslie Silverman, Robert Siris, Paul Tkacs

The Social Studies sequence of classes is as follows:

Grade 9: World History

Grade 10: United States History I in a Global Context

Grade 11: United States History II in a Global Context

Grade 12: No required course. Students may take other social studies courses as electives if they meet the requirements.

## **World History**

5 credits

Grade 9

This 9<sup>th</sup> grade history course meets the New Jersey Social Studies Core Requirements for World History and begins a student's three year requirement in Social Studies. This course will examine world history from 1450 with a focus on five historical periods: The Age of Global Encounters (1400-1750), The Age of Revolutionary Change (1750-1914), The Era of the Great Wars (1914-1945), The Modern World (1945-1979), and Looking to the Future (1980-present). Emphasis is also placed on developing students' social studies skills such as summarizing and note taking, thesis statement development and research skills.

## **World History Honors**

5 credits

Grade 9

This 9<sup>th</sup> grade history course meets the New Jersey Core Requirements in World History and begins a student's three year requirement in social studies. This course is designed for students who desire a more intensive in depth study of World History in grade 9. The course examines world history chronologically from 1450 focusing on the historical development of nationalism and globalization. The pace of an honors class is faster, with higher expectations for students to work independently with less teacher guidance and oversight. Honors students are not only required to read more, but also to respond to and write about history with increased depth of thought and analysis. Students who apply for entrance into this course will be evaluated against established criteria that includes grade average requirements and departmental recommendation. This course is recommended for students wishing to build a strong foundation in the social studies leading to future honors courses in the social studies and/or a possible Advanced Placement course selection in 11<sup>th</sup> or 12<sup>th</sup> grade.

A student wishing to enroll in World History Honors must meet one of the following requirements in 8<sup>th</sup> grade.

- A 3<sup>rd</sup> marking period cumulative grade average of 90 in History and 90 in English.
- A 3<sup>rd</sup> marking period cumulative grade average of 90 in History and an 85 or higher in Honors Language Arts.

## **United States History I in a Global Context**

5 credits

Grade 10

A chronological/topical approach to United States History from the Revolutionary era to 1920 is studied. United States History I in a Global Context is taught in a global framework with historical comparisons in different time periods receiving special attention. This course addresses appropriate NJ Core Content Standards and social studies skill areas, preparing students for continued study in the social studies in grades ten through twelve.

**United States History I in a Global Context Honors**

5 credits

Grade 10

This course is designed for students who desire an intensive, in depth study of United States History in grade 9. A chronological/topical approach to United States History from the Revolutionary era to 1920 is studied. United States History I in a Global Context is taught in a global framework with historical comparisons in different time periods receiving special attention. The pace of an honors class is faster, with higher expectations for students to work independently with less teacher guidance and oversight. Honors students are not only required to read more, but also to respond to and write about history with increased depth of thought. Students who apply for entrance into this course will be evaluated against established criteria that includes grade average requirements and department recommendation. This course is recommended for students wishing to take an advanced placement social studies course in their junior or senior year.

A student wishing to enroll in United States History I in a Global Context Honors must meet one of the following requirements:

- A 3<sup>rd</sup> marking period cumulative grade average of an **82** or higher in World History Honors.
- A 3<sup>rd</sup> marking period cumulative average in World History of a **90** or higher, a teacher recommendation, and a demonstration of honors readiness through the successful completion of a writing sample.

**United States History II in a Global Context**

5 credits

Grade 11

The year begins with a selected review of United States History emphasizing certain themes. Students then examine major turning points in American history in the twentieth century as they reflect continuity and change from the nation's beginnings. Several themes are emphasized: the expanding role of the federal government and federal courts, the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movement toward equal rights power for racial minorities and women, and the role of the United States as a major world power.

**United States History II in a Global Context Honors**

5 credits

Grade 11

This course is designed for students who desire an intensive in depth study of United States History in grade 10. A chronological/topical approach to United States History from 1920 to present is studied. United States History II in a Global Context is taught in a global framework with historical comparisons in different time periods receiving special attention. The pace of an honors class is faster, with higher expectations for students to work independently with less teacher guidance and oversight. Honors students are not only required to read more, but also to respond to and write about history with increased depth of thought. Students who apply for entrance into this course will be evaluated against established criteria that includes grade average requirements and department recommendation. This course is recommended for students wishing to take an advanced placement social studies course in their junior or senior year.

A student wishing to enroll in United States History II in a Global Context Honors must meet one of the following requirements:

- A minimum 3<sup>rd</sup> marking period cumulative grade average of an **82** or higher in United States History I in a Global Context Honors.
- A minimum 3<sup>rd</sup> marking period cumulative grade average of a **90** or higher in United States History I in a Global Context, a teacher recommendation, and a demonstration of honors readiness through the successful completion of a writing sample.

**Holocaust and Genocide Studies**

2.5 credits

Grades 11, 12

A college-level elective for Juniors and Seniors interested in the extensive exploration of the impact of genocide on societies worldwide. The course is structured around a wide-range of challenging reading assignments, mature class discussion, extensive analytical and reflective writing, films and survivor testimonies. Students taking this course will examine genocide in depth, building upon the introduction to the Holocaust in United States History II in a Global Context. Students address essential questions of genocide's influence on humankind.

**Anthropology**

2.5 credits

Grades 11, 12

Anthropology is the study of the physical & cultural aspects of the human species. The course begins with an explanation of the role and methods of the anthropologist, as well as the various approaches to anthropological theory. Physical Anthropology examines human evolution, human diversity, primates, and early human origins. Cultural Anthropology examines the human institutions of language, kinship, gender, ethnicity, economics, politics, and religion in a broad comparative framework.

**Sociology**

2.5 credits

Grades 11, 12

Sociology is designed for juniors and seniors to help them better understand the social system of the United States. Topics such as culture, class structure, race relations, sex roles and demography are covered. Special emphasis will be placed on the family, education and religion as social institutions.

**Comparative World Religions**

2.5 credits

Grade 12

This course examines the five major religions of the world, Buddhism, Judaism, Hinduism, Islam, and Christianity, within the perspective of the comparative study of religion. The course will initially introduce students to basic themes within the worldview of each of these traditions. As the course progresses, we will integrate themes from the comparative study of religion to provide students with a diverse understanding of the religious worldview and its impact on society.

**Global Issues and Awareness**

2.5 credits

Grade 12

This course incorporates many of the essential understandings and questions found in the social studies department's former required International Relations course. This new semester course seeks to develop student understanding of critical global issues so important for becoming knowledgeable and productive citizens in our democracy. Topics such as international terrorism, the role of oil, the Middle East, religious fundamentalism, world hunger, international drug trafficking will serve as a background for studying the role of the United States in world affairs and the growing need to analyze events in global terms.

**American Economics**

2.5 credits

Grades 10, 11, 12

This course is the study of the United States market-oriented economic system. Students will gain an understanding of economic principles, forces and programs. Units dealing with supply and demand, money and banking, taxation and the role of government in the economic arena will be studied. Topics such as consumerism, the business cycle, international trade and other economic systems will be integrated within the units of study. Beginning with the Class of 2014, the state of New Jersey has required students to receive 2.5 credits in financial literacy. This course is one way to fulfill this requirement. In addition to this course being offered during the regular school year, there will be an online/blended summer course offered for a fee. Interested students should see their school counselor for details. (This semester course fulfills the state of New Jersey's requirement that all students will develop skills and strategies that promote financial responsibility – 21st Century Life and Careers Content Area; Standard 9.2.)

**Advanced Placement United States History**

5 credits

Grades 11, 12

The Advanced Placement Program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The Advanced Placement Program strives to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The course will concentrate on selected topics throughout American history, teaching both factual knowledge and critical analytic skills. **Prerequisite:** A student wishing to enroll in AP US History must meet one of the following:

- AP US History in the Junior year must be preceded by US History 1 Honors with a grade point average of 85 or higher. Students not meeting this prerequisite may appeal to the Social Studies Supervisor upon which a written assessment will determine the student's readiness for Advanced Placement rigor.
- AP US History in the Senior year must meet one of the following:

1. Grade average of an **85** or higher in Honors History II.
2. Grade average of **90** or higher in United States History II.
3. Students not meeting this prerequisite may appeal to the Social Studies Supervisor upon which a written assessment will determine the student's readiness for Advanced Placement rigor.

### **Advanced Placement European History**

5 credits

Grade 12

The goals of the Advanced Placement Program in European History are to develop an understanding of some of the principal themes in modern European history, to develop an ability to analyze historical evidence, and to develop an ability to analyze and to express historical understanding in writing. Students will trace developments in European history through the examination of three central themes: Intellectual and Cultural History, Political and Diplomatic History and Social History.

**Prerequisite:** A student wishing to enroll in AP European History must meet one of the following:

- Grade average of an **85** or higher in Honors History II.
- Grade average of **90** or higher in United States History II
- Students may take this course in their Junior year only with the written approval of the Social Studies Supervisor.

### **Advanced Placement United States Government and Politics**

5 credits

Grade 12

The AP United States Government and Politics course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and an analysis of historic and current examples. The course will examine various institutions, groups, beliefs, and ideas that constitute U.S. politics. The following is a description of the topics that will be covered in the course.

- Constitutional Underpinnings of United States Government
- Political Beliefs and Behaviors
- Political Parties, Interest Groups, and Mass Media
- Institutions of National Government

**Prerequisite:** A student wishing to enroll in AP US Government and Politics must meet one of the following:

- Grade average of an **85** or higher in Honors History II.
- Grade average of **90** or higher in United States History II
- Students may take this course in their Junior year only with the written approval of the Social Studies Supervisor.

### **SPECIAL EDUCATION**

**Faculty:** Nicole Gianfredi (Supervisor), Daniel Balog, Candace Bessellieu, David Caldwell, Selena Carrigan, Jillian Darcy, Paulette DiNardo, Bari Frydman, Greta Gennace, David Geronemo, Laura Gordon, George Needham, Jacqueline Olsen, Andrew Romanelli, Allisyn Scarola, Valerie Takacs, Jennifer Wheeler

### **Resource Program English**

5 credits

Grades 9, 10, 11, 12

This course is designed for students with special instructional needs in language arts. Programs are individualized for each student. Grammar and usage, vocabulary and spelling development are emphasized as well as the study of poetry and prose. Writing is an integral part of the curriculum, utilized in response to literature, for creative and functional skill development, and as a daily editing activity. Computer-assisted activities enhance student involvement and learning. Programs are individualized for each student.

### **Resource Program Learning Skills**

1 to 5 credits

Grades 9, 10, 11, 12

The Learning Skills course creates opportunities for students with special needs to reinforce and build skills within content areas courses. The consistent exposure of appropriate "executive processing" skills for students with special needs fosters the development and generalization of those skills with increased effectiveness. A critical element of this curriculum is the call for explicit instruction of learning skills. In this course, students receive instruction in learning skills, including organizational skills, study strategies, test

taking strategies, and reading strategies, as necessary. The Learning Skills course provides students with special needs an opportunity for success in a content area class, as well as preparation for the standardized tests beginning in ninth grade. This course would suffice for several different requirements: additional help in understanding the material in the content area class, time for differentiated instruction in terms of extension activities, time management, practice with test-taking strategies, and emphasis on test taking skills.

### **Resource Program Mathematics**

5 Credits

Grades 9,10,11,12

This course is designed for students with special instructional needs in the area of mathematics. Programs are individualized for each student. Programs of study may include number concepts and theory; computation and application of basic operations; ratio, proportion and percent; measurement and geometry; and introductory to algebra concepts. Development of critical thinking and problem-solving skills are important. Emphasis is also placed on consumer related skills and the practical application of these skills to daily living.

### **Resource Program Reading**

5 credits

Grades 9, 10, 11, 12

This course is designed for students with special instructional needs in reading. Reading skills are assessed in order to individualize a program of instruction for each student. The goal is to increase each student's ability to use various reading strategies that will enable the student to become a fluent independent reader.

### **Resource Program Social Studies**

5 credits

Grades 9, 10, 11, 12

This course is designed to fulfill the three-year social studies requirement for high school graduation. US Global I, US Global II, and World History form the core of a three-year course of study. Critical thinking and writing are important aspects of the class. Connections to our modern world are emphasized.

### **Academic Essentials**

5 credits per course

This program is designed specifically to assist students with academic, communication, and social challenges reach their highest possible level of achievement and independence. Students' learning challenges will be assessed so that students' strengths are acknowledged while obstacles to learning are addressed. The program emphasizes transitional issues and the acquisition of social skills. Instruction is individualized based on the needs of the student. Classes are offered in English/Reading, Social Studies, Math, Science, Transition, and Social Skills. The focus is on preparing students to obtain the skills they will need to reach academic goals and transition to the appropriate post high school experience.

### **Structured Learning Experience**

10 credits

Grades 11, 12

This is a cooperative program between the school and business community. For one period each day, students will receive a foundation in business concepts which will qualify them for an entry-level position and provide a base on which to build for more advanced responsibilities. In the afternoon and/or weekends, students will be on the payroll of a local business for on-the-job training and to earn work experience credits. This employment is an extension of the classroom experience, allowing theory to be put into practice -- "Earn while you learn". It allows students the opportunity to get a step ahead in today's competitive economy while at the same time to help them to formulate career goals. NOTE: Students need to work a minimum of 15 hours per week on average. These hours can include hours outside of the school day and weekends so if a student wants to take additional courses in the afternoon, that is surely possible! Prerequisite: This is taken in conjunction with the Marketing II program. Students enrolled in other business courses may also apply to participate in this program as well with the recommendation of the department and administration.

## **VISUAL AND PERFORMING ARTS**

**Faculty:** Peter J. Griffin (Supervisor), Patricia Arbitell, Rebecca Choi, Matthew Erpelding, Carolyn McGrath, Judith Morse, Robert O'Boyle, David Schwartzer, and Sarah Vander Schaaff

## **Art**

### **World Arts: Africa, Middle East, and Asia** (Offered 2012-2013)

5 credits

Grades 9, 10, 11, 12

World Arts: Africa, Middle East, and Asia is a full-year course open to students in grades 9 through 12. The focus of the class is on the art and art history of African, Asian, and Middle Eastern cultures. Students will investigate some of the major themes of non-Western art through hands-on projects in two and three dimensions as well as through readings, presentations, and museum visits. The class is designed for students who are interested in working with a variety of art media, such as clay, fibers, paper, and paint, and who wish to learn about world cultures through their arts. This course satisfies the graduation requirement of the Visual and Performing Arts. There is NO PREREQUISITE for this course.

### **World Arts: Oceania, North and South America** (Offered 2013-2014)

5 credits

Grades 9, 10, 11, 12

World Arts: Oceania, North and South America is a full-year course open to students in grades 9 through 12. The focus of the class is on the art and art history of Oceanic, Native and Latin cultures in the Americas. Students will investigate some of the major themes of non-Western art through hands-on projects in two and three dimensions as well as through readings, presentations, and museum visits. The class is designed for students who are interested in working with a variety of art media, such as clay, fibers, paper, and paint, and who wish to learn about world cultures through their arts. This course satisfies the graduation requirement of the Visual and Performing Arts. There is NO PREREQUISITE for this course.

### **Art I**

5 credits

Grades 9, 10, 11, 12

This course offers an introduction and working foundation of the fundamental elements of art, i.e.: line, form, shape, pattern, texture, color, composition, motif and composition, in addition to complementary studies in art history. Consideration will be given to the proper utilization, care, and maintenance of the studio space, materials, tools and equipment. Art I is a prerequisite for all other courses in the Fine Arts sequence and recommended for students who intend to continue studies in art beyond the first year.

### **Art II**

5 credits

Grades 9, 10, 11, 12

This course provides an environment where guided lessons and activities provide opportunities to generate serious, creative, and thought-filled work in 2D and 3D media with an emphasis on drawing, painting, design and graphic skills. Art history will be presented to complement the study of individual media and an in depth study of the high Italian Renaissance. Consideration will be given to the proper utilization, care, and maintenance of the studio space, materials, tools and equipment. **Prerequisite: Art I or a portfolio demonstrating mastery of skills covered in Art I curriculum.**

### **Ceramics I, II, III, IV**

5 credits

Grades 9, 10, 11, 12

Students will explore clay as a building material for both sculptural and functional art work. Through the use of hand-building, slip molds and wheel thrown techniques, students gain insight and appreciation for the crafts tradition and the history of ceramic art. Various surface decoration materials and techniques will also be explored. Consideration will be given to the proper use of materials, tools and the facility. This course is open to all students.

### **Ceramic Sculpture**

5 credits

Grades 10, 11, 12

This full year course is designed for students in grades 10, 11, and 12 who wish to participate in an in-depth study of clay as a sculptural medium. Students will engage in various construction methods to make both abstract and realistic forms, animal and human figures, architectural spaces, and structures of various scales. Alternative firing methods, surface treatments, contemporary and historical approaches will also be explored. Critiques and research will play a major role in student learning. **The prerequisites for this course would be Art I or Ceramics I.**

**Fine Arts I** 5 credits  
Grades 10, 11, 12  
This course will include in-depth study of the Fine Arts through concentration on draftsmanship, design, and painting. Intensive drawing exercises will be an essential part of the course. The Impressionist Movement and its impact on contemporary art will be the focus of the art history element. Consideration will be given to the proper care and utilization of materials, tools and the facility. Preparation, work, and research outside of the class are essential to growth and success. **Prerequisites: Art I, Art II, or a portfolio demonstrating excellence.**

**Fine Arts II** 5 credits  
Grades 11, 12  
This course allows the serious student artist the opportunity to investigate personal art interests and visual considerations. Reviewing the current admission requirements of institutions offering advanced art education will aid in determining the content of portfolio assignments. Special emphasis will be given to drawing and painting proficiencies. The student and teacher will discuss pupil progress and establish the direction for the emphasis of study. A portfolio of quality exhibition work is required for successful completion of the course objectives. **Prerequisites: Art I, Art II, and Fine Arts I, or a portfolio demonstrating excellence.**

**Introduction to Sculpture** 2.5 credits  
Grades 10, 11, 12  
This course is open to all students with at least one year of art experience in the high school. The student will learn about basic sculptural techniques and approaches to the realization of the description of mass and negative space. The student will survey additive and reductive processes of sculpture. Complimentary art history elements will correspond to various activities with an emphasis on visiting sculptural collections in the vicinity. A research paper may be included as part of the formal study.

**Sculpture I** 2.5 credits  
Grades 10, 11, 12  
This course is open to all who have successfully completed Introduction to Sculpture with a grade of 70 or above. Building upon skills and media experience in Introduction to Sculpture, the serious student will explore media in more depth and with a greater and sustained commitment. Complimentary art history elements will correspond to various activities with an emphasis on viewing sculptural pieces in the area. A research or opinion paper(s) may be included as part of the formal study.

**Advanced Placement Studio Art** 5 credits  
Grades 11, 12  
**Concentration A:** Drawing  
**Concentration B:** Design  
**Concentration C:** Sculpture (3D)

Each concentration constitutes an independent course. Students are not permitted by The College Board to take more than one concentration simultaneously. Each AP Visual Art Concentration is designed to assist the serious artist in producing a body of work of directed and self-directed work, equal to or surpassing in quality and quantity a college portfolio of rigid professional standards. Works will be reviewed regularly and critiques will measure student growth and critical skills. Demanding standards will be upheld to encourage the greatest development of potential, talent and vision. Students will complete a portfolio to be evaluated by The College Board. Summer assignments will be distributed prior to the academic course year to better prepare students in completing the demanding workload. A slide set of all work completed will be given by each student to the school for a permanent record of progress. **Prerequisite: Fine Arts I (minimum) or a portfolio demonstrating mastery of skills covered in Fine Arts I and Fine Arts II.**

**Music**  
**Symphonic Band** 5 credits  
Grades 9, 10, 11, 12

This is a full year course open to students in grades 9, 10, 11, and 12 possessing basic skills on woodwind, brass, and percussion instruments. The symphonic band primarily focuses on developing skills in rhythm, pitch, tone, and intonation. Students study music through the use of method books,

exercises, and appropriate concert repertoire on levels 3 to 4. Performances are culminating experiences; acceptance of the set performance calendar is a course requirement.

### **Wind Ensemble**

5 credits

Grades 9, 10, 11, 12

This band is designed for woodwind, brass, and percussion students with advanced technical abilities who wish to broaden their musical knowledge and improve their performance level. Membership in the Wind Ensemble is based upon auditions and/or by recommendation of the instructor. The Wind Ensemble studies and performs music on an advanced level, encompassing grades 4.5 to 6, with emphasis on developing musical maturity appropriate to college and professional level music literature. Members of the Wind Ensemble may audition for woodwind, brass, and percussion parts in the high school orchestra. Performances are culminating experiences; acceptance of the set performance calendar is a course requirement. Students will be encouraged to participate in our recital series, as well as audition for the Region II and All-State Bands.

### **Basic Piano**

5 credits

Grades 9, 10, 11, 12

This course is designed for students who have little or no musical experience and would like to learn to play the piano and other keyboard instruments. Included will be musical notation and graded individualized materials. Practice time will be provided during class sessions negating the need for students to have other access to a piano.

### **Advanced Piano**

5 credits

Grades 10, 11, 12

This course is designed for students who have successfully completed Basic Piano and would like to continue their learning on the piano and different keyboard instruments. Included will be music notation on an advanced level, and graded individual piano performances. Practice time will be provided during class sessions, the instruction will be differentiated, and a recital performance will be the culminating activity of the year.

### **Music Theory**

5 credits

Grades 9, 10, 11, 12

This course is designed for the student interested in understanding the mechanics and structure of music including notation, intervals, scales, triads and chords. The fundamentals of music, rhythm, melody and harmony are emphasized as is ear training in melody and harmony. The piano keyboard will be used to supplement the teaching of the fundamentals of composition and orchestration. Previous music reading skills are a prerequisite.

### **Orchestra**

5 credits

Grades 9, 10, 11, 12

This course is designed primarily for string players who desire to learn and perform orchestral and chamber ensemble music. The class lessons emphasize fundamental playing skills for individuals and in ensemble. Select wind, brass and percussion players will join with the strings to form a full orchestra for performances. Students in the orchestra course are required to perform in all concerts. All concerts and programs are considered part of the course of study and are weighted accordingly.

### **Progressive Rock: The Music of YES and Friends (Offered 2013-2014)**

5 credits

Grades 9, 10, 11, 12

This full year course is designed for the high school student, grades 9, 10, 11, and 12, who are interested in learning the history of the Progressive Rock Music Genre primarily through the music of the British rock band YES and other Progressive Rock Bands, such as *The Moody Blues*, *Jethro Tull*, *Genesis*, *King Crimson*, *Pink Floyd*, *Emerson, Lake, & Palmer*, *Rush*, and *Dream Theater*. The students will study, analyze, interpret, and critique this genre of music at a high level of artistry, as it relates to the musical concepts being introduced. Although this course is open to all students, it is especially geared towards the non-traditional high school music performance student. This course satisfies the graduation requirement for the Visual and Performing Arts.

**Hard Rock: The Music of *Led Zeppelin* and Friends** (Offered 2012-2013) 5 credits  
Grades 9, 10, 11, 12

This full year course is designed for the high school student, grades 9, 10, 11, and 12, who are interested in learning the history of the Hard Rock/Heavy Metal Music Genre primarily through the music of the British rock band *Led Zeppelin* and other bands of this style that followed them. The students will study the elements of music performance, such as melody, rhythm, harmony, form, structure, and dynamics through the music of *Led Zeppelin* and other Hard Rock Bands, such as Metallica, Iron Maiden, Aerosmith, Queen, Van Halen, Rush, Journey and Dream Theater. The students will study, analyze, interpret, and critique this genre of music at a high level of artistry, as it relates to the musical concepts being introduced. Although this course is open to all students, it is especially geared towards the non-traditional high school music performance student. This course satisfies the graduation requirement for the Visual and Performing Arts.

**Freshman Choir (Women)** 5 credits  
Grades 9

This course is designed for all female freshmen who wish to pursue choral singing regardless of past experience. Singers will learn the fundamentals of music, musicianship, and singing through the rehearsal and performance of quality choral literature for women's voices from all styles, genres, cultures, and musical eras. Concerts and performances out of school are required. This course is the only level of curricular choir available for freshmen female students.

**Freshman Choir (Men)** 5 credits  
Grades 9

This course is designed for all male freshmen who wish to pursue choral singing regardless of past experience. Singers will learn the fundamentals of music, musicianship, and singing through the rehearsal and performance of quality choral literature for men's voices from all styles, genres, cultures, and musical eras. Concerts and performances out of school are required. This course is the only level of curricular choir available for freshmen male students.

**Concert Choir** 5 credits  
Grades 10, 11, 12

This course is designed for all students who wish to pursue choral singing. Students will learn the fundamentals of music literacy, musicianship, and singing through the study and performance of quality choral literature from all styles and historical periods, including 20<sup>th</sup> and 21<sup>st</sup> century compositions. Concerts and performances outside of school are required. Concert Choir is a non-auditioned choir, and enrollment is open to anyone in grades 10, 11, or 12.

**Chamber Singers** 5 credits  
Grades 10, 11, 12

This course is designed for all students who wish to pursue choral singing at the highest level of artistry and technical ability. Students will apply knowledge gained in earlier choral music courses as a foundation for learning and performing highly challenging choral literature spanning all musical eras, genres, styles, and cultural origins (including 20<sup>th</sup> and 21<sup>st</sup> century compositions) as well as developing musicianship of the highest caliber. Out of school rehearsals and performing engagements are required. Chamber Singers is open to students selected by audition in the spring preceding each year. All students who meet a one-year prerequisite of a curricular choral music course are eligible to audition.

**Ragazze Women's Choir** 5 credits  
Grades 10, 11, 12

Ragazze Women's Choir is a full-year advanced choral music course available to all female students in grades 10, 11, and 12 who have successfully earned placement into the course through the high school's choral music placement audition process. Students will study, analyze, interpret, and perform challenging music for treble voices. The choral literature will span all musical eras, genres, styles, and cultural origins (including 20<sup>th</sup> and 21<sup>st</sup> century compositions.) The course is designed for students who wish to pursue choral singing at extremely high levels of artistry and technical ability. Students will apply knowledge gained in earlier choral music courses as a foundation for the learning and performance experiences in this course. Out of school rehearsals and performing engagements are an integral part of the course of study, and, as such, are required. All students who meet a one-year prerequisite of a curricular choral music course are eligible to audition.

## **Performing Arts**

### **Performing Arts I**

5 credits

Grades 9, 10, 11, 12

This full year course is an in-depth introduction to the theatre arts and the use of the solo voice as it applies to both musical and dramatic performances. Students will explore and gain experience in the basic elements of theatre rehearsal and performance, including stage movement and blocking, concentration and imagination, memorization and improvisation, and elements of theatre history. Students will also acquire a working knowledge of various technical theatre equipment and terminology. The course will include vocal training on a regular basis and performance projects will focus on the healthy use of the singing and speaking voice. Students with no previous musical training will acquire a basic facility with musical notation, and the music used in class and for public performances will be drawn mainly from Broadway Musical Theatre literature, Rock Opera, and various rock, jazz and pop styles. Students are required to participate in several evening public performances, which are considered part of the course of study.

### **Performing Arts II**

5 credits

Grades 9, 10, 11, 12

This full year course is an extension of the material and techniques covered in Performing Arts I. Solo and small group vocal training will continue and more advanced musical material will be selected, as appropriate. In addition, students will be fully introduced to the concepts of character development (with monologue and scene projects dedicated mainly to the art of creating a unique and original character) and directing for the stage (including discussion, theory and practical experience in stage direction.) Scene work will be more extensive and involve more advanced material. Students will have the opportunity to direct other student actors in a scene or one act play to be prepared for public performance. **Prerequisite: Satisfactory performance in Performing Arts/Chorus I or department approval.**

### **Performing Arts III**

5 credits

Grades 10, 11, 12

This full year course is a logical extension of the material and techniques covered in Performing Arts II, and a forum for further growth and development. In addition to more advanced and intense script study, character work and movement, and a continued commitment to improvement as a musician and vocalist students will explore the elements of producing a play, focusing on the business and technical aspects as well as rehearsal scheduling and procedure. This course will culminate in a final class project wherein the students have the opportunity to participate in the production of a full length play or one-act festival. Students will be required to commit extensive time outside of class for this culminating year end project. This class production will be primarily produced, directed and acted by students, with a student-run technical crew and public relations committee. **Prerequisite: Satisfactory performance in Performing Arts II or department approval.**

### **Advanced Scene Study and Directing**

5 credits

Grades 11, 12

The class is designed for upper level theatre arts students who are passionate about discovering the evolution of theatre and how it has influenced the stage, television and film industries in the United States and the world. The students will study, analyze, interpret, direct and critique plays and movies from a variety of genres and historical periods in theatre from the Greeks through Shakespeare, and the Renaissance to modern day. Students will also investigate some of the major shifts in the history of the theatre through readings, presentations, student performances and professional theatre productions. This course is a full-year course open to students in grades 11 and 12 who have successfully completed Performing/Theatre Arts I, II and III and are selected by audition in the spring of the preceding year.

## **WELLNESS: HEALTH, WELLNESS, AND DRIVER EDUCATION**

**Faculty:** Ryan Pandolfini (Acting Supervisor), Pamela Edwards, Lois Fyfe, Kenneth Harrison, David Machin, Gary Nucera, Jason Orlando, Margaret Rarich, Daphne Shaub, Jami Taranto, Timothy Coyne (Athletic Trainer)

## **FITNESS COMPONENT**

### **Fall Units**

**GRADE 9:** Outdoor Adventure Education

**GRADE 10:** Football, Archery, Speedball, Fitness Testing

**GRADE 11:** Basketball, Flag Football, Street Hockey, Handball, Table Tennis

**GRADE 12:** Basketball, Flag Football, Street Hockey, Handball, Fitness Testing, Table Tennis

### **Winter Units**

**Grade 9:** Fitness Center, Volleyball, Badminton, Tchuckball

**Grade 10:** Fitness Center, Climbing, Volleyball, Pickleball

**Grade 11:** Fitness Center, Handball, Basketball, Volleyball

**Grade 12:** Fitness Center, Volleyball, Indoor games

### **Spring Units**

**Grade 9:** Softball, Fitness Testing, Handball, Tennis

**Grade 10:** Outdoor Adventure Education

**Grade 11:** Frisbee, Softball, Volleyball, Badminton, Street Hockey, Tennis, Fitness Testing

**Grade 12:** Frisbee, Softball, Volleyball, Badminton, Street Hockey, Tennis

## **HEALTH COMPONENT**

**GRADE 9:** Bullying and Internet Safety, Drugs of Abuse, Birth Control/STD Prevention, Dangers of Tobacco Use, Male and Female Reproductive Systems, Benefits of Exercise, Intro. to Weight Training Equipment, Components of Physical Fitness, Muscle Groups of the Body

**GRADE 10:** The classroom phase of Driver Education is a 30 hour course established by the New Jersey Department of Education. There are 2 sections. In order to go on to the Behind the Wheel segment, the student must score 80 or above on the State Test.

Other health components cover include Fat Burning Exercises, Concepts of Heart Rates, Ideal Body Weight, Cardiovascular equipment, Stress Management, Internet Safety

**GRADE 11:** Conception, Sexually Transmitted Diseases, Infant-hood to Adolescence, Love and Relationships, First Aid and Safety, Target Heart Rate, Designing and Strength Training Program

**GRADE 12:** Adult-hood Health, Parenting, Personal Relationships, Nutrition, Death and Dying, Supplements, Choosing a Health Club, Buying Strength and Stretching Equipment, Preventative Healthcare

## **WORLD LANGUAGES**

**Faculty:** Rafael Meulener (Supervisor), Tatiana Arias-Regidor, Ana Benavides, Joan Bonnell, John Grimaldi, Keith Kesten, Kristen Kincaid, Molly LaPorte, Rebecca Levy, Raquel Rivera, Linda Young

### **French II**

5 credits

Grades 9, 10, 11, 12

In the second year the student encounters and learns the more complex speech patterns through oral drills and class conversations in the target language. Increased emphasis is placed on reading and writing, but these are subordinate to speaking the language. The class is conducted primarily in French and a limited amount of free conversation and writing is encouraged. Cultural insights are gained through reading and class discussions. **Prerequisite: Minimum 70 average in French I.**

- French III (Regular)** 5 credits  
 Grades 9, 10, 11, 12  
 French III is a continuation of the method and goals of French II. Again, communication through the perfecting of the listening and speaking skills is of primary importance. In general, there is a more in-depth approach to French grammar, pronunciation and culture through a variety of methods. Students are taught to manipulate the language as they would in a natural setting. The class is conducted for the most part in French. **Prerequisite: Minimum 70 average in French II or French 8th grade.**
- French III (Accelerated)** 5 credits  
 Grade 9 only  
 This is an accelerated and academically challenging course in French. This course is designed for those students interested in successfully continuing in the Honors sequence. **Prerequisite: Minimum 85 average in French 8<sup>th</sup> grade and teacher recommendation.**
- French IV** 5 credits  
 Grades 10, 11, 12  
 French IV classes are conducted primarily in French. Through conversation the students grow accustomed to using and hearing more complex speech patterns and current vocabulary. Students read selections from French literature and are encouraged to use the grammar and vocabulary they have learned in discussing the reading and also in discussing events from their own experiences. **Prerequisite: Minimum 70 average in French III.**
- French IV Honors** 5 credits  
 Grades 10, 11, 12  
 This is an accelerated and academically challenging course in French. The course is designed for those students interested in successfully taking the SAT II French Achievement Exam after completing French V honors, as well as the Advanced Placement course in senior year. **Prerequisite: Minimum average of 90 in French III and teacher recommendation.**
- French V** 5 credits  
 Grades 11, 12  
 French V is conducted in French. Additional selections from French literature are studied throughout the year. Language skills are developed and perfected through discussions of various topics. Personal opinions and reactions are encouraged. As in French IV, students are encouraged to talk about events that are important to them utilizing the grammar and vocabulary they are learning. Upon completion of this course, a student should be able to function with reasonable success in the target culture. **Prerequisite: Minimum 70 average in French IV.**
- French V Honors** 5 credits  
 Grades 11, 12  
 This is an academically challenging course in French. Successful completion of this course will allow students to take the SAT II French Achievement Exam and prepare those for the Advanced Placement course in senior year. **Prerequisite: Minimum average of 85 in French IV honors and teacher recommendation, or minimum average of 90 in French IV regular, teacher recommendation, and successful placement test.**
- Advanced Placement French** 5 credits  
 Grades 11, 12  
 Advanced Placement French is designed to bring students to a level of proficiency that will, if successfully completed, assure a satisfactory or better result on the Advanced Placement Language test. The material used will be college level and geared to the further development of the four language skills. As in French V Honors, the literary selections will be unabridged and used primarily as a means to increase proficiency in the ability to use the language. **Prerequisite: Minimum grade of 85 in French V Honors and teacher recommendation, or minimum average of 90 in French V regular, teacher recommendation, and successful placement test.**

- German III (Regular)** 5 credits  
Grade 9  
The remaining structure of German language is completed in this course. All language skills acquired in previous courses are also reviewed. Students are able to retell stories, describe situations, and carry on conversations with a greater degree of detail and accuracy, and idioms become part of their speech. As in all levels, culture, tapes, music, and readings supplement and encourage the learning process. **Prerequisite: Minimum 70 average in German 8th Grade.**
- German III (Accelerated)** 5 credits  
Grade 9 only  
This is an accelerated and academically challenging course in German. This course is designed for those students interested in successfully continuing in the Honors sequence. **Prerequisite: Minimum 85 average in French 8<sup>th</sup> grade and teacher recommendation.**
- German IV** 5 credits  
Grade 10  
In this course, students review salient features of German language structure. A text provides readings in more advanced German and a German novel is read for the first time. The use of idioms is expanded to prepare the student for German V. Writing becomes more involved, with emphasis not only on grammar but also on content. This course is conducted primarily in German. **Prerequisite: Minimum 70 average in German III.**
- German IV Honors** 5 credits  
Grade 10  
This is an academically challenging course in German. Successful completion of this course will allow the student to take the Achievement Exam and prepare those wanting to take the Advanced Placement Exam in senior year. **Prerequisite: Minimum 90 average in German III and teacher recommendation.**
- German V Honors** 5 credits  
Grade 11  
This course is conducted entirely in German. A light reading introduces the course. The main text deals with a broader vocabulary and wider range of idioms and expressions than in previous courses. A reader with short stories challenges the students with more difficult material. Oral work and language comprehension continue in a more sophisticated way. Upon completion of this course a student should be able to function with reasonable success in the target culture. German V and Advanced Placement German are offered as a combined course for all students who have successfully completed German IV. **Prerequisite: Minimum 85 average in German IV Honors and teacher recommendation or minimum average of 90 in German IV regular, teacher recommendation, and successful placement test.**
- Advanced Placement German** 5 credits  
Grade 12  
This course is conducted in German. Additional selections from German literature are studied throughout the year. Language skills are developed and perfected through discussions of various topics. Personal opinions and reactions are encouraged. Students are encouraged to talk about events that are important to them utilizing grammar and vocabulary appropriate to their level. Upon completion of this course a student should be able to function with reasonable success in the target culture. German V and Advanced Placement German are offered as a combined course for all students who have successfully completed German IV. **Prerequisite: Minimum 85 average in German V Honors and teacher recommendation.**
- Latin I** 5 credits  
Grades 9, 10, 11, 12  
Fundamentals of Latin grammar, correlated with English grammar concepts, are presented in this course. Formal lessons in grammar and written exercises in translation reinforce understanding and mastery of these concepts. Latin-English vocabulary is developed through the study of derivatives, prefixes, abbreviations and the Latin words themselves. Emphasis is placed upon broadening vocabulary and increasing proficiency in English expression, both oral and written. Cultural background is provided by readings on Greek and Roman life, history, and myths.

**Latin II** 5 credits  
Grades 10, 11, 12  
Latin II starts with a review of first year forms, and then introduces new grammatical concepts including: indirect statement, participial phrases, subjunctive clauses and passive voice verbs. Knowledge of vocabulary is also augmented. Emphasis is placed on reading adapted and authentic texts by Roman authors such as Caesar, Cicero, Martial and Catullus. As in Latin I, Roman culture and history are covered through periodic lectures, readings and discussions. **Prerequisite: Minimum of 70 average in Latin I.**

**Latin III Honors** 5 credits  
Grades 11, 12  
Latin III honors covers advanced grammatical constructions such as all subjunctive clauses including sequence of tenses, independent uses of the subjunctive, conditions, periphrastic constructions and gerund and gerundive uses. The second half of the year is devoted to the translation of classical authors such as Eutropius, Caesar, Pliny and Vergil with an emphasis on Late Republic and Augustan era history, politics and literature. Techniques of critical analysis and scansion of dactylic hexameter will also be covered in the final quarter of the course. **Prerequisite: Minimum of 70 average in Latin II.**

**Advanced Placement Latin (Vergil)** 5 credits  
Grades 11, 12  
This course is devoted to college level translation and literary analysis of *the Aeneid* by Vergil. Emphasis is placed on the reading, literal translation and analysis of the poetry. Techniques for explicating Latin texts with attention to imagery, figures of speech, sound and metrical effects will be covered. The successful completion of AO Latin Vergil will allow students to obtain a satisfactory or better result on the Advanced Placement Latin Vergil Exam. **Prerequisite: Minimum of 85 average in Latin III and teacher recommendation.**

**Introduction to Spanish Communication and Culture** 5 credits  
Grades 9, 10, 11  
This is an introductory course designed for students who wish to fulfill the state requirement of two years of a world language. The focus of this course is oral proficiency and cultural study through a hands-on, concrete approach for students with different learning styles. Techniques for differentiation of instruction will be implemented to address the needs of all students. The basic skills of reading, writing, speaking and listening will be incorporated into the course, yet the main emphasis will be on the necessary skills for effective communication.

**Spanish Language and Cultural Study** 5 credits  
Grades 9, 10, 11, 12  
This course is a continuation of Introduction to Spanish Communication and Culture. In a similar manner, this course focuses on oral proficiency and cultural study using techniques of differentiation of instruction to meet the needs of students. The successful completion of this course, will allow students to fulfill their two year requirement of a world language or continue their language study in Spanish 2. **Prerequisite: Minimum 60 average in Introduction to Spanish Communication and Culture.**

**Spanish I** 5 credits  
Grades 9, 10, 11, 12  
During the first year of Spanish, students will learn and use the present tense, basic grammatical structures and a core vocabulary of approximately 1,000 words. Students are also made aware of various aspects of Hispanic civilization and culture. The approach will be multi-skilled with particular emphasis on listening and speaking.

**Spanish II** 5 credits  
Grades 9, 10, 11, 12  
During the second level of Spanish, students demonstrate greater fluency and improved pronunciation. Students show a greater ability to comprehend, speak, write and read Spanish that is presented in a more complex manner. They learn the preterit and future tenses of verbs, intermediate level grammatical concepts and additional core vocabulary. Increased emphasis is placed on reading and writing, but listening and speaking are still the primary concerns. The class is conducted primarily in Spanish. **Prerequisite: Minimum 70 average in Spanish I or Spanish Language and Cultural Study and teacher recommendation.**

**Spanish III (Regular)**

5 credits

Grade 9, 10, 11, 12

Oral and written drills provide for use of grammatical patterns within a meaningful context. The student expands vocabulary and increases his ability of self-expression in the target language. More emphasis is placed on reading and writing, but listening and speaking are still the primary concern. The class is conducted in Spanish. **Prerequisite: Minimum 70 average in Spanish 8th grade.**

**Spanish III (Accelerated)**

5 credits

Grade 9 only

Spanish 3 Accelerated is a communicative course for students continuing their world language studies. The course curriculum reflects both State and National Standards for World Language Learning. Forming an integral part of the course are the three modes of communication (Interpersonal, Presentational, and Interpretive) and the study of the cultures of Spanish-speaking people around the world. An accelerated course is one in which students are expected to perform the following proficiency targets/language expectations in depth and with greater accuracy than in the regular Spanish 3 course. **Prerequisite: Minimum 90 average in Spanish 8th grade, teacher recommendation and successful placement test.**

**Spanish IV**

5 credits

Grades 10, 11, 12

In Spanish IV the most important goal is the continued development of the four skills to which the student has been introduced. Increased emphasis is placed on acquiring reading and writing skills. Literary selections are used as means to improving language skills. The class is conducted primarily in Spanish. **Prerequisite: Minimum 70 average in Spanish III.**

**Spanish IV Honors**

5 credits

Grades 10, 11, 12

This is an accelerated and academically challenging course in Spanish. The course is designed for those students interested in successfully taking the SAT II Spanish Achievement Exam after completing Spanish V Honors, as well as the Advanced Placement course in senior year. **Prerequisite: Minimum average of 85 in Spanish III accelerated and teacher recommendation.**

**Spanish V**

5 credits

Grades 11, 12

As a continuation of Spanish IV, Spanish V is designed to enhance the student's ability to understand, speak, read, and write the target language. More emphasis is placed on acquiring reading and writing skills and in refining conversational skills. The student is introduced to more complex literary selections. Upon completion of this course a student should be able to function with reasonable success in the target culture. The class is conducted entirely in Spanish. **Prerequisite: Minimum 70 average in Spanish IV.**

**Spanish V Honors**

5 credits

Grades 11, 12

This is an academically challenging course in Spanish. Successful completion of this course will allow students to take the SAT II Spanish Achievement Exam and prepare those for the Advanced Placement course in senior year. **Prerequisite: Minimum 85 average in Spanish IV Honors and teacher recommendation, or minimum 90 average in Spanish IV regular, teacher recommendation, and successful placement test.**

**Advanced Placement Spanish**

5 credits

Grades 11, 12

Advanced Placement Spanish is designed to bring students to a level of proficiency that will, if successfully completed, assure a satisfactory or better result on the Advanced Placement Language test. The material used will be college level and geared to the further development of the four language skills. As in Spanish V, the literary selections will be unabridged and used primarily as a means to increase proficiency in the ability to use the language. **Prerequisites: Minimum 85 average in Spanish V Honors and teacher recommendation, or minimum 90 average in Spanish V regular, teacher recommendation, and successful placement test.**

### **COUNSELING SERVICES**

**Faculty:** Christine Abrahams (Supervisor of Counseling Services), Mariangela Buono, Rachel Curran, Joseph Feola, Nicole Getman, Una Hong, Cindy Iarussi

Specialists in the areas of school counseling and substance abuse prevention and intervention are all available to high school students.

School counselors at the High School assist students with educational and career counseling, as well as personal and other developmental concerns.

The Student Assistance Program is a service that provides CONFIDENTIAL professional assistance to help students cope with or resolve problems that affect school performance. These concerns may include adolescent issues, family conflict, eating disorders and alcohol or drug use, abuse, or addiction. The confidentiality of this program is protected by federal law.

### **MEDIA SERVICES**

**Faculty:** Amy Czop

The Central High School Media Center provides research facilities for class assignments, term papers and special projects as well as materials such as books, videos, DVDs and services appropriate to student growth and interest on the high school level. The Media Center also has 50 computer s for class and individual student use. The current collection contains more than 35,000 volumes and 65 periodical subscriptions in addition to the internet and multiple on-line databases.

### **PUPIL SERVICES**

**Faculty:** Celeste Curley (Director of Pupil Services), Nicole Dolan, Audrey Fisor, Barbara Hannmann, Beth O'Brien, Joanna Strauch, Pamela Vaccaro

Specialists in the areas of child study, speech and language, and health are all available to high school students. A school psychologist, learning consultant and social worker provide special assistance to classroom teachers and frequently consult with parents. Additionally they determine the eligibility of students for requiring special education programs and related services.

The school nurse helps to prevent illness and disabilities through the early detection and correction of health problems. The speech and language therapist consults with parents and teachers and helps assess children with problems in this area, while providing appropriate educational programs for them.

## CENTRAL HIGH SCHOOL PROFILE

### Community

Hopewell Valley Regional School District is located in the northwestern part of Mercer County and is approximately eight miles north of Trenton and ten miles west of Princeton. It includes three municipalities: The Township of Hopewell and the Boroughs of Pennington and Hopewell. The land area comprises approximately 60 square miles. The Boroughs of Pennington and Hopewell are almost entirely residential communities, and the Township of Hopewell is made up of residential properties and some remaining farms.

### School Characteristics

Hopewell Valley Central High School is a four-year (9-12) comprehensive school. Currently there are **1225** full time students enrolled.

The Class of 2011 had six National Merit Semi-Finalists, and ten Commended Scholars in the National Merit Scholarship Program.

Advanced Placement examination performance for May 2011 indicates that 92% of all scores are acceptable for college credit.

### Mean SAT Scores for 2010-2011

251 Students Tested

<b>SAT AVERAGES</b>	<b>Mean Critical Reading</b>	<b>Mean Math</b>	<b>Writing</b>
HVCHS	559	582	565
NJ	495	516	497
NATIONAL	497	514	489

### Post-Secondary Education

Percentage of total class continuing education:

	<b>Class of 2011</b>	<b>Class of 2010</b>	<b>Class of 2009</b>	<b>Class of 2008</b>
Four-Year College/University	80.0	80.0	80.0	77.0
Two Year College	13.0	13.0	13.0	18.0
Nursing/Business/Technical School	2.0	2.0	2.0	2.0
<b>Total</b>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>	<b>97.0</b>

### **Notes:**